



## 2 Editors Corner

Let us soldier on side by side and make this work in the best interest of our children and the future of this country and its people.

## 4 Young person, take control of your future!

It is therefore important to make informed choices about the "now" and the "future". Your knowledge journey should start with self-knowledge...

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He simplified his life and the laws of the universe became simpler bending to favour him because of his undying attitude and spirit of excellence.

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It is also stated in the agreement that "this process of identifying and appointing temporary educators permanently shall begin on the day when this collective agreement is signed, and it shall be finalized not later than 09 December 2011".



The year 2012 commenced with refreshing sounds and jubilations following an improvement of 8.9% in the 2011 Grade 12 results.

Lines of communications were buzzing and streaming in with accolades from all sections of our society as the Grade 12 results were announced on 05 January 2012.

What was encouraging is that the improvement was achieved at both qualitative and quantitative levels following incident free examinations.

The Province did not only improve the Grade 12 results by an acceptable margin but was declared the most improved province in the country by the Minister of Basic Education, Mrs Angie Motshekga on 04 January 2012.

This meant that the province has in the past two years improved the results by 17% and has moved two levels up from the bottom ladder when compared with other provinces. The MEC for Education, Mrs Reginah Mhaule attributed this achievement to the hard work and commitment of educators, parents, learners' stakeholders and to the visionary leadership of the Honourable Premier, Mr DD Mabuza.

Equally inspirational was the acknowledgement by the Honourable Premier at the occasion of the tabling of his State of the Province Address on 24 February 2012 that indeed the Department of Education has turned the corner.

In this regard the Premier said "Honourable Speaker and members, we are happy that, despite challenges, there are positive signs that the overall performance of our education system is stabilizing. There is no doubt that we have turned the corner.

For the first time in many years, the Department of Education has received an unqualified audit opinion from the Auditor-General, thereby attesting to sustained improvements in financial management and governance.

The integrity of systems and processes for managing Grade 12 examinations has improved. The delivery of learner support material has improved, ensuring that all schools receive their learner support material in time. As part of enhancing comprehensive support to poor learners, the 'No Fee School policy' has been rolled out in 1604 schools to benefit learners from poor households".

The challenge will be to ensure that this achievement is

sustained and judging by the plans that have already been developed it is clear that the road ahead will be seamless and Mpumalanga Province will continue to display excellence in all its endeavours.

It will be prudent at the same time not to allow complacency to take centre stage.

On behalf of the Editorial Team and the leadership of the Department we take this time to salute all persons who made it possible that such inspiring accolades are attained to the Department of Education.

Let us soldier on side by side and make this work in the best interest of our children and the future of this country and its people.

We wish you all a prosperous year.

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**Upholding the Integrity of Examinations  
and Improving Learner Performance**







**D**eciding on your future as a first entry into the labour market or a person that intends to change your job (or career) is a daunting task. To complicate matters you have to choose between what you want to achieve on both the short and long term as having a job and having a career is totally different. Your current job might only be short term while you are looking for something that you really want to do for the rest of your life. The rapid advancement in technology will also impact upon your choice as your job might have a different profile 10 years from now.

It is therefore important to make informed choices about the “now” and the “future”. Your knowledge journey should start with self-knowledge linked to a chosen career path: You need to take into consideration the linkages between your personal profile, your level of schooling including the subjects that you studied and passed at school or University, your field of interest, your past work experience, if any, and your purpose in life. Some people have a level of career maturity and insight to enable them to make sound career choices in their mid-teens while others might make them a bit later. Many people try out a number of options before finding out their real career niche in midlife. Self-knowledge linked to a chosen career path is therefore vital if you want to build a future.

You also need to understand the demand and supply forces in the economy leading to scarce and critical skills shortages. It is important to study the current and future state of the economy and the need that exists in the employment market for your particular skills that you offer now or working toward offering in the future.

To ensure a career and not just a job, you need to be aware of the career drivers creating a market for people with immediate and future scarce and critical skills. The term “scarce skills” refers to those occupations characterised by a scarcity of qualified and experienced people (current and anticipated) – in other words, occupations in which numerical imbalances exist in employment because of a difference between the demand for and the supply of skills. The term “critical skills” refers to particular skills central to and within an occupation, or the qualitative deficiencies that may exist or develop in the skills apparatus of the existing workforce.

In the finance sector, the sector plan identifies skills shortages in five broad categories: Managers, Professionals, Clerical and Administrative Workers and Sales Workers. The Professionals category includes Accountants, Auditors and Company Secretaries; Human Resource and Training Professionals; Information and Organisation Professionals; and Business and Systems Analysts and Programmers.

A draft Mpumalanga Economic Growth and Development Path (MEGDP) has seen the light, setting out targets for reducing unemployment, inequality and poverty in the Province. The MEGDP identifies the following job drivers and promised to generate opportunities for young people:

- Substantial public investment in infrastructure both to create employment directly, in construction, operation and maintenance as well as the production of inputs, and indirectly by improving efficiency across the economy.
- Targeting more labour-absorbing activities across the main economic sectors – the agricultural and mining value chains, manufacturing and services.
- Taking advantage of new opportunities in the knowledge and green economies.
- Leveraging social capital in the social economy and the public services.
- Fostering rural development and regional integration.

The internet can be used to explore all the job drivers and resultant scarce and critical skills that you would find in various sector skills plans produced by the Sector Education and Training Authorities (Setas) and the National Department of Labour. The following websites can be useful in that regard:

<http://www.labour.gov.za/downloads/documents/useful->

[documents/skills-development-act/Scarce%20skills%20pamphlet\\_pamphlet.pdf](#)), websites of various Provincial Government Departments, district and local municipalities and large national and multinational companies and institution.

In cases where a sector analysis is needed one can be found in the Education and Training Authority for Finance, Accounting, (Fasset) Sector Skills Plan for the period 2011 to 2016 ([available from http://www.fasset.org.za/downloads/FASSET\\_SSP\\_Update\\_17\\_July\\_2011.pdf](http://www.fasset.org.za/downloads/FASSET_SSP_Update_17_July_2011.pdf)). This sector plan identifies skills shortages in five broad categories: Managers, Professionals, Clerical and Administrative Workers and Sales Workers. The Professionals category includes Accountants, Auditors and Company Secretaries; Human Resource and Training Professionals; Information and Organisation Professionals; and Business and Systems Analysts and Programmers.

In this category, Accountants, Auditors and Company Secretaries, skills shortages were identified in the Trainee Accountant, Accountant (General), External Auditor, and Internal Auditor occupations, with vacancy rates of 6.1%, 6.1%, 15.9% and 8.3% reported respectively.

Skills shortages are more acute at the high-end of the spectrum among professionally qualified accountants, specifically Chartered Accountants (CAs). Here, it is important to recognise that all four broad occupational categories draw from the same pool of people, which is currently too small to meet the market demand.

In the category 'Human Resource and Training Professionals', skills shortages were identified in the category Human Resource Advisor, and Training and Development Professionals. Vacancy rates of 7.3% and 5.9% were reported respectively.

In the category 'Information and Organisation Professionals', skills shortages of Statisticians and Economists were identified. Vacancy rates of 20.9% and 60.7% were reported respectively. While the latter, represents the most acute skills shortage overall, within the Fasset sector, the former represents the third highest skills shortage within the sector.

The National Qualification Framework's (NQF) Career Advice Services website ([available from http://www.careerhelp.org.za/page/job-descriptions/scarce-and-critical-skills/699736-Table-of-contents-Scarce-and-Critical-Skills](http://www.careerhelp.org.za/page/job-descriptions/scarce-and-critical-skills/699736-Table-of-contents-Scarce-and-Critical-Skills)) identified as immediate scarce and critical skills in South Africa following professions:

- Chief Executives, General Managers and Legislators
- Specialist Managers
- Construction, Distribution and Production / Operations Managers
- Information and Communication Technology (ICT) Managers
- Specialist Managers
- Events, Hospitality, Retail and Service Manager
- Arts and Media Professionals
- Arts and Media Professionals
- Accountants, Auditors and Company Secretaries
- Financial Brokers and Dealers and Investment Advisors
- Human Resource and Training Professionals
- Information and Organisation Professionals
- Sales, Marketing and Public Relations Professionals
- Air and Marine Transport Professionals
- Architects, Designers, Planners and Surveyors
- Engineering Professionals
- Engineering Professionals
- Natural and Physical Science Professionals
- Social and Welfare Professionals Agricultural, Medical and Science Technicians
- Building and Engineering Technicians
- Building and Engineering Technicians
- ICT and Telecommunications Technicians

The current priority trades in South Africa are Electricians, Millwright and Mecha-tronics Trade Workers, Motor Mechanics (Including Diesel Mechanics), Carpenters and Joiners, Cabinet Makers, Plumbers, Bricklayers and Stonemasons, Structural Steel and Welding Trades Workers (i.e. Boilermakers & Welders), Printers (incl Binders, Finishers and Graphic Pre Press Trades Workers) and Goldsmiths (Jewellers).

Thomas Frey, Senior Futurist at the Da Vinci Institute (<http://www.garywoodill.com/2011/04/eight-critical-skills-for-the-future-2/>) has listed eight critical skills for the future. He believes that these skills should be part of the education of young people. Adults could benefit from these skills as well. The skills in Frey's list are: Communication Management, Reputation Management, Privacy Management, Information Management, Opportunity Management, Technology Management, Relationship Management and Legacy Management.

## 6 Eskom: Taking Skills and Human Development to Higher Levels

The 21st of February 2012 saw the Eskom Bursary Programme at the MRTT in Kanyamazane coming to being. The event was the breakfast launch of the Bursary Programme as Eskom has given 116 full bursaries to learners from Mpumalanga to study in the various fields of Engineering and Quantity Surveying at any university of their choice in South Africa. These bursaries cover registration fees and tuition fees, books, and accommodation (boarding and lodging) at any university or university of technology in South Africa.

The Department is thrilled by Eskom's initiative to invest back to the community of the Province. Such social investment will make a dent to the shortage of scarce and critical skills. The development of human capital is thus very important as it is a key driver of the growth of the economy as well as the alleviation of poverty.

The Department was represented by the MEC for Human Settlement, Siphosizwe Masango in the absence of MEC Reginah Mhaule. The Department of Education has been making a clarion call to business and the private sector as a whole to come to the party and help in the development of human resources and the reduction of skills deficit in the Province.

"I am really proud that Eskom saw a need to embrace this call in this way; surely this is in keeping with our Human Development Strategy and cannot go unnoticed. I must say that it is even more comforting to say that the partnership that we have forged with Eskom is the kind of partnership that permeates to our people on the ground. It is such programmes that add real value to the lives and people of our country and thus cannot be taken for granted.

I am tempted to even say that this is the kind of intervention that promotes households from the clutches of poverty to prosperity as the earning scales are tipped immediately after graduation when the employment contract is signed," said MEC Masango.

Eskom representative, Mr Milly Khoza, Divisional Executive for Human Resource Eskom, highlighted the importance of skills and human development in the province where the generation of electrical power is concentrated. To that effect, Eskom increased the number of bursars from 110 to 116. The bursary programme will now become an annual feature.

Such a partnership and social investment should be appreciated as it impacts directly to the ground by lifting

up deserving learners to higher levels of income and lifestyle. This is a sign of genuine and good faith commitment, not just a compliance issue. For this reason the Department considers Eskom to have truly embodied the call by the nation to make education delivery, everybody's enterprise.



**Mr Milly Khoza, Ms Prudence Makola, Mrs Mahlasedi Mhlabane, Mr James Moshani and MEC Siphosizwe Masango**



**Beneficiaries: Mr James Moshani and Ms Prudence Makola, from the University of Pretoria, Emalahleni Campus**

# 7 FET Colleges: Opportunities for Further Study

The surfacing of a new college education system has encouraged the Education Department to embark on a range of studies of the process of transformation. In 2007, Public FET Colleges introduced the National Certificate Vocation (NCV) in an effort to tackle the priority of skills demand in the South African economy.

The Department of Higher Education and Training has since established a Bursary Scheme which is administered by the National Student Financial Aid (NSFAS). The purpose of this financial aid is to ensure that a lack of funding does not prevent an academically capable South African youth from accessing post education and training opportunities.

Public FET Colleges (Ehlanzeni, Gert Sibande and Nkangala) manage the Bursary selection processes. Bursary holders are not expected to repay funds after completion of their studies, however if they do not perform well or fail a certain number of subjects, the college withdraws the bursary.

In the previous years, only students who were enrolled or intended to enrol for the NCV programmes were considered for bursaries. The Department of Higher Education and Training has decided to accommodate students who intend to enrol for NATED programmes.

Admission requirements to the NCV programmes

## **For entry into the National Certificate (Vocational) at NQF Level 2, learners require:**

- A year end school report for Grades 11 or 12 certificate; or
- An NQF Level 1 qualification; or
- An approved bridging programme designed for the specific purpose to access NQF Level 2; or
- A Recognition of Prior Learning (RPL) assessment to meet the basic requirements for access to NQF Level 2
- Grade 9 and 10 will be considered only on exceptional cases.

## **To qualify for the bursary a student should be;**

- A South African citizen
- Enrolled or intending to enrol for the NCV or Report 191 (Non-programmes) at any of the 03 public FET Colleges in Mpumalanga Province.
- Sincerely in need of Funding
- Able to demonstrate potential for academic success

**What are exit opportunities at FET colleges?**

Students will have the following options:

- Access workplace opportunities in a work environment or sector relevant to his/her vocational Specialisation (such as a bank/insurance company after doing the Financial, Economics & Accounting programme).
- Access the workplace with the occupational specialization he/she might have opted for through the 4th subject option (such as motor mechanics after opting for Automotive Repair & Maintenance)
- Progress into higher education
- Pursue further training at the same/horizontal level
- Self-employment.

Bursary Forms are available from September each year at any of these Colleges below;

College Name	Postal Address	Physical Address	Google Map	Tel, Fax no. & Website / Email
<b>Mpumalanga</b>				
<b>Ehlanzeni FET College</b>	Private Bag x11297 Nelspruit 1200	29 Bell Street, Nelspruit	<a href="#">Ehlanzeni FET College</a>	013 752 7105 (t) 013 752 4902 (f)  <b>Website:</b> <a href="http://www.ehlanzenifet.co.za">www.ehlanzenifet.co.za</a>
<b>Gert Sibande FET College</b>	Private Bag x3475 Standerton 2430	18A Piet Retief Street Standerton 2430	<a href="#">Gert Sibande FET College</a>	017 712 9040 (t) 017 712 9058 (f)  <a href="http://www.gscollege.co.za">www.gscollege.co.za</a>
<b>Nkangala FET College</b>	PO Box 2282 Witbank 1035	Cnr Haig & Northey Streets Witbank 1035	<a href="#">Nkangala FET College</a>	013 690 1430 (t) 013 690 1450 (f)  <b>Email:</b> <a href="mailto:qwabe.p@lantic.net">qwabe.p@lantic.net</a>



**Upholding the Integrity of Examinations  
and Improving Learner Performance**

The Department of Education has once more upped the stakes by improving the Grade 12 results by 8%. The results of the 2011 Grade 12 Examinations were held on the 05 January 2012 at Forever Resorts in Badplaas. The Class of 2011 managed to obtain an overall pass rate of 64, 8 % which is an improvement of 8% from the 56.8% of last year and a 16, 9% improvement since 2009.



In 2011, a total of 49 600 Learners registered to write the National Senior Certificate Examinations. Of these 48 135 wrote all subjects and 31 187 passed the examination. This wonderful feat comes just after the Department got an unqualified audit from the Office of the Auditor General.



In her keynote address, the MEC for Education, Mrs Reginah Mhaule said, "I want to appreciate all role players who made it possible for us to manage the process meticulously as we did this year. The Department

appreciates the positive role played by the labour unions, our hard working educators, parents and SGB's, the pastors and religious formations in the delivery of the education mandate.



All the four districts of the Province, namely Bohlabela, Ehlanzeni, Gert Sibande and Nkangala did well in the examinations with Bohlabela recording an improvement of 23% since 2009.



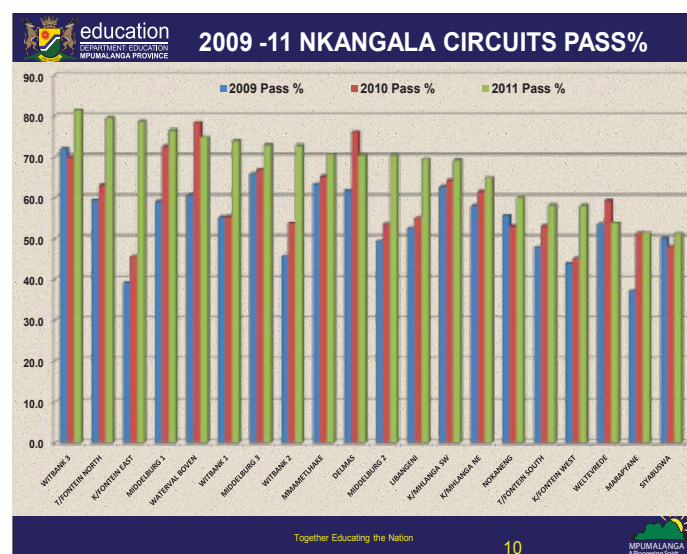
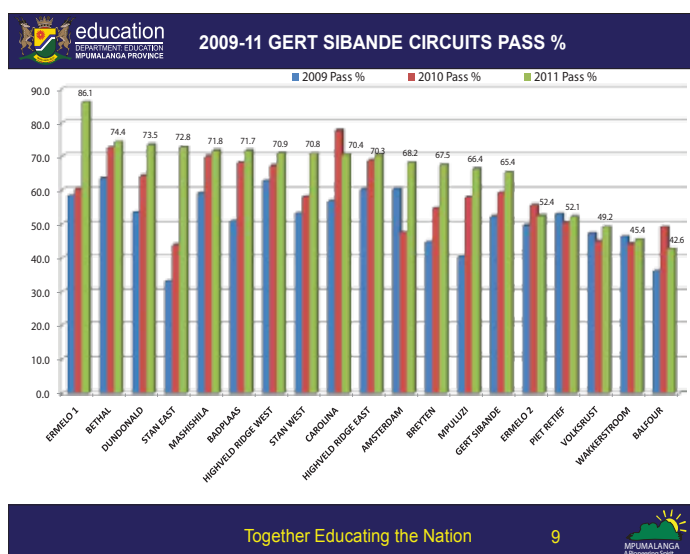
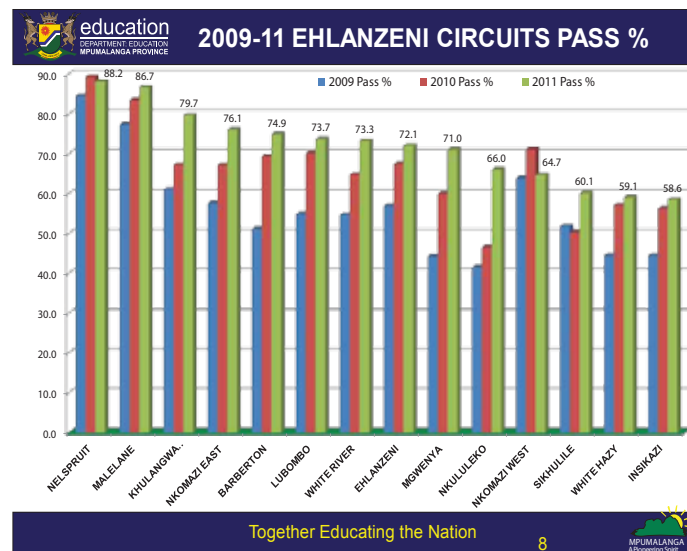
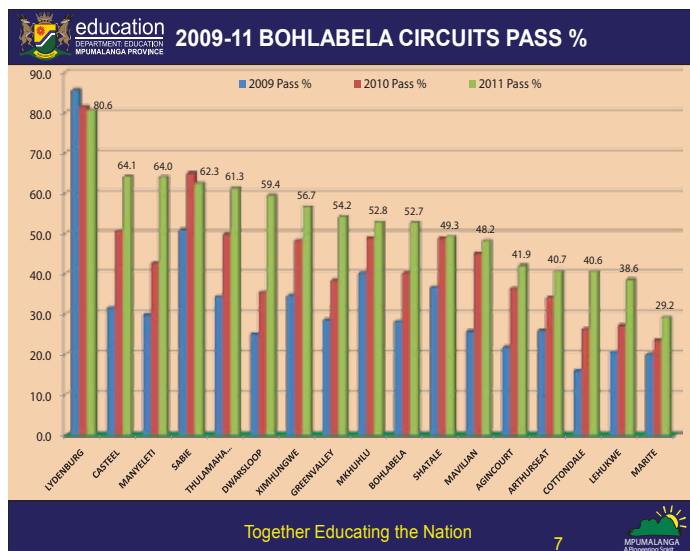
This is a graphic illustration of how the province performed:

Provinces	2003	2004	2005	2006	2007	2008	2009	2010	2011
W. Cape	87.1	85.0	84.4	83.7	80	78.7	75.7	76.8	82.9
Gauteng	81.5	76.8	74.9	78.3	74.6	76.3	71.8	78.6	81.1
N. Cape	90.7	83.4	78,9	76.8	70.3	72.7	61.3	72.3	68.8
Fr State	80.0	78.7	77.8	72.2	70.5	71.6	69.4	70.7	75.7
N. West	70.5	64.9	63,0	67	67.2	67.9	67.5	75.7	77.8
KZN	77.2	74.0	70.5	65.7	63.8	57.2	61.1	70.7	68.1
<b>MPU</b>	<b>58.2</b>	<b>61.8</b>	<b>58.6</b>	<b>65.3</b>	<b>60.7</b>	<b>51.8</b>	<b>47.9</b>	<b>56.8</b>	<b>64.8</b>
E. Cape	60.0	53.5	56.7	59.3	57.1	50.6	51.0	58.3	58.1
Limpopo	70.0	70.6	64.9	55.7	58	54.7	48.9	57.9	63.9
National	73.3	70.7	68.3	66.6	65.2	62.2	60.6	67.8	70.2

Together Educating the Nation

Districts	Total wrote				Total Number Pass				Pass %			
Year	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Bohlabela	12268	13806	12761	11915	3670	3897	5117	6274	29.9	28.2	40.10	52.7
Ehlanzeni	15822	15365	14615	13938	9235	8751	9876	10047	58.4	56.95	67.45	72.1
Gert Sibande	11281	11336	11096	10703	6123	5919	6581	7005	54.3	52.2	59.31	65.4
Nkangala	14005	13471	13223	11579	8289	7287	7808	7861	59.2	53.6	59.05	67.9
Prov. Av	63376	53978	51695	48135	27317	25854	29382	31187	51.8	47.9	56.8	64.8

Together Educating the Nation



All the praise should be directed to learners, educators, parents, stakeholders and officials who contributed to making the 2011 Grade 12 examinations a success. Let us all strive to make the 2012 Grade 12 results even better. As we work together towards the realisation of this goal, Mpumalanga Province holds her head high and occupies her rightful position up the ladder of performance standards. Judging by the plans that have already been developed for the 2012 school calendar, it is clear that the road ahead will be seamless and Mpumalanga Province will continue to display excellence in all its endeavours.

**T**habiso Solomon Moabi of Hlalakahle Secondary School, a young man from Vaalbank, passed his matric in 2011 with flying colors against all odds and has emerged from obscurity to the spotlight. Moabi, 18, obtained distinctions in all seven subjects and scored 100% in Accounting, despite studying by candlelight.

He simplified his life and the laws of the universe became simpler bending to favour him because of his undying attitude and spirit of excellence. Solitude and poverty no longer defined his life. He saw his life beyond his poverty stricken background and his wishes became a reality.

He made Mpumalanga Province proud. For his efforts and mastery of his school work he became the best learner in the province and one of the top ten in the country. Not to be overlooked is the fact that this young man comes from the most improved province in the country.

Thabiso obtained 7 distinctions and as the MEC for education likes to put it with an effortless smile, "in all his subjects he just got 30 marks wrong". This Youngman is like a shining star that emerges from deep a darkness of the night as he came out to be one of the best learners in the country from a very poor background.

This remarkable achievement was also applauded by the DR JS Moroka Local Municipality where he originates. He lives with his unemployed mother in a shack and has never been exposed to the luxuries that many learners that he outshined get to enjoy every day.

He says his centre of motivation was taking his family out of the impoverished condition and he knew that the only key to unlock that door is education. He started studying from the first day of schooling and made a commitment to himself not to let anything get in his way to success.

"I want to be a chartered accountant specialising in forensic accounting. I have been guaranteed jobs with the institutions that offered me bursaries," said Moabi. He said it felt good to be one of the top students in Accounting despite being enrolled at a no fee school. Moabi studied by candlelight due to family's circumstances.

Thabiso was honoured by the Mpumalanga Department of Education as the best learner with accolades on 05 January 2012 at the event of the Release of the 2011 Grade 12 Results held at Forever Resorts in Badplaas. He was awarded a laptop with a printer, a fridge, a micro-oven, a full bursary and R7000 cash from SASOL.

Well done Thabiso keep the Mpumalanga flag flying.



**Overall Best Learner, Thabiso Solomon Moabi**

All South Africans have the right to basic education, including adult basic education and further education. This is according to the Bill of Rights as enshrined in the Constitution of the Republic; the state has an obligation, through reasonable measures, to progressively make this education available and accessible.

At some point, the desperation to get a child into school can lead to parents overlooking certain legal documentations that schools and colleges, registered should possess. There are a number of institutions operating without these proper registration documents. It is always advisable to check whether a school or college is registered with the Department of Basic Education for basic education programmes in terms of the South African Schools Act (SASA) 1996 to provide the grades as stated in the school profile.

All Higher Education institutions must also be registered with the Department of Higher Education as offering post matriculation studies.

There are also Independent Schools that operate within the education sphere which also have to be properly registered with the departments.

Anyone has a right to establish and maintain at their own expense independent educational institutions that:

- Do not discriminate directly or indirectly on the basis of race;
- Are registered with the state;
- Maintain standards that are not inferior to standards at comparable public educational institutions

It is only the Department of Basic Education bears the responsibility to evaluate schools for registration as well as school registration after considering the following:

- Quality
- Financial stability
- Legal operation
- Health and safety
- Qualifications

All registered institutions must be in possession of a registration certificate that is signed by the Head of Department; (depending on who is/was the Head of Department at the time of the registration of the institution).

This registration certificate is issued by the Department

once the registration process is complete and the Head of Department is satisfied that all requirements have been met.

The registration certificate bears a registration number (EMIS Number) that always starts with 8000 and is comprised of nine digits.

The registration certificate must be displayed at the school in a place that enables the public to view it with ease. It is a parents' responsibility to ensure that they view this certificate before registering their children with that institution.

The Departmental Education Management Information System (EMIS) Unit keeps a database of all registered schools and colleges in the province.

In case of schools, parents are urged to contact the Department at 0800 203 116 or alternatively call the Department of Basic Education at (012) 312 5911/ 0800 202 933 to verify if an institution is properly registered. Parents who do not follow the guidelines stated above will not only lose their money but their children also risk wasting their time by enrolling for grades and courses that are not accredited and are not recognized in the country's education system.

It is a challenge for parents to find remedy once they fall into the trap of this scam. It is in that context, that the department feels obliged to warn parents to be vigilant. It is very important for parents to enroll their children in institutions that are properly registered so to avoid losing money and wasting their children's time. Once an institution is not registered, it means that their qualifications are also not accredited.

## IMPORTANT NUMBERS

**Departmental Hotline**  
**0800 203 116**

**Department of Basic Education**  
**(012) 312 5911/ 0800 202 933**

## 12 The Rural Development Strategy ushers in Boarding Schools





# 14 The Rural Development Strategy ushers in Boarding Schools<sup>(continued)</sup>

**T**he Rural Development Strategy owes its existence to the improvement of the lives of the rural communities of South Africa. This is a more comprehensive and multi-dimensional programme and much broader than poverty alleviation.

As part of this strategy, the Department of Education has embarked on a programme to lift up the lives of rural communities by ensuring that quality teaching and learning are afforded to these communities.

To that effect two boarding schools have been completed and have opened their doors of teaching and learning for the 2012 school calendar.

The two boarding schools are Shongwe Boarding and Ezakheni Combined Boarding School.

Shongwe Boarding school has 12 classes and caters for the closed farm schools which were multiple graded such as Mkhwarukhwaru and Khangela. The boarding school boasts a hostel facility which offers laundry services for both girls and boys.

Senzo Shongwe is a grade 8 learner who has benefitted from the Rural Development Strategy in the form of better access to education through the Shongwe Boarding School, located in the Nkomazi area in Ehlanzeni District.

Apart from the hostel facility available to accommodate both boys and girls, Senzo has benefitted from the laundry services and the nutritious meals that he enjoys at the school.

His schoolmates who are not using the hostel facility are ferried by scholar transport from the surrounding farms to the school to also benefit from the value of lessons presented in their grades as opposed to the multi grade system of the past.

There are noticeable tangible developments and changes which have resulted in the improvement of learner performance with regards to numeracy and literacy. Remedial work is offered by the school immediately after classes.

Ms Gloria Gama, a Mathematics and Arts educator said, "There has been improved focus on the side of learners. This is mainly due to the remedial work that is offered as well as the fact that living in this facility has cushioned learners from the stress of a demanding life outside."

According to the caretaker principal, Ms Cybil Mubi, "The boarding school has provided us an opportunity to improve the lives of our learners.

We need to go beyond the presentation of lessons in the classroom and work in a better way than before by working hand in hand with parents to the full benefit of the learners. This will not only improve the academic performance but in essence the real lives of the communities we serve."



Caretaker Principal, Ms Cybil Mubi, with learners

# 15 The Rural Development Strategy ushers in Boarding Schools<sup>(continued)</sup>

Ezakheni Combined Boarding School is located in the picturesque rural agricultural area of Driefontein in the Gert Sibande District. This state of the art school has 24 classrooms, a computer laboratory, a science laboratory, a library and a gymnasium.

The present learner enrollment stands at 976 which includes the foundation phase offering FAL, English and IsiZulu, Maths and Life Skills as learning areas, an Intermediate, Senior and Further Education and Training Phases.

Ezakheni Combined School caters for the farm school communities at Twyfelhoek, Emahashini, Donkerhoek, Mahlose, Mooibank and Bazenzele Farming. The school came into effect to promote and improve the culture of teaching and learning and the official closure of six multi graded schools such as Bazenzele, Mahlose, Mooibank, Edelsteen, Twyfelhoek Primary Schools and Siyathemba Girls Secondary School.

Apart from the benefits of effective and quality classroom education, the learners enjoy meals four times a day. The school is also offering indigenous games supported by the District Sports Section, Choral Music, and other cultural activities as part of extramural activities.

Mr. NLR Sibanyoni, the principal of the school said, "We offer afternoon and evening classes studies to ameliorate the teaching and learning challenges of learners. We have also initiated our school based development programme where we develop one another on matters of content mastery. The support we receive from curriculum implementers with this regard is also very helpful."

"The greatest challenge is that the electricity supply is always down during heavy rainy days and that disturbs the proper functioning of the school. But when all systems are in place, this will be one of the state of the art schools and the pride of the circuit and the province," concluded Mr. Sibanyoni.



Mrs Nokuthula Mthethwa, Gert Sibande District Director with Ezakheni Learners

# 16 Progress on the Millennium Development Goals

One hundred and eighty nine world leaders from around the world made a historic promise at the United Nations Millennium Summit in 2000 to end poverty by 2015 when they signed onto the Millennium Declaration and agreed to meet the Millennium Development Goals (MDGs). The MDGs are an eight-point road map with measurable targets and clear deadlines for improving the lives of the world's poorest people. World leaders have agreed to achieve the MDGs by 2015.

The Millennium Development Goals are a call to all citizens of the world; governments, civil society, Non Governmental Organisations, Community Based Organisations, business and private organisations and Individuals to act up to and support development and the betterment of the lives of the people of the world.

Significant progress has been made with regards to the Millennium Development Goal Number Two: Universal Education. This goal focuses on the completion of universal primary education for all the citizens of the world; boys and girls.

Mpumalanga Education which is the 5th largest education system in the country has achieved a lot of progress in this regard. The public ordinary schooling system accounts for 96% of the provincial schooling system with independent schools making the remaining 4%. The teacher: learner ratio stands at 1:29 on the average and is above the national average while the learner: school ratio stands at 1: 534

The province has seen growth in a number of areas as 83% of learners in the public schooling sector benefit from the No-Fee School Programme growing from 1, 5% in 2002. Improvement has also been recorded in the National School Nutrition Programme where 86, 29% of learners are benefitting in 2012.

Mpumalanga has experienced a slight decline in its total population from 7, 4% in 2001 to 7, 1% in 2012. As the third highest out-migration province resulting in a net migration rate of -44 200, the level of primary school enrollment in Mpumalanga has been affected. There has been a decline in the total enrollment of both boys and girls in the primary school system from 609,299 in 2008 to 575,343 in 2011.

There is also a noticeable trend that at primary school entry more males than females go through the system but this change at the secondary school level where there are more females enrolled compared to male

learners. Such a variation is attributed to the fact that not all learners of school going age are at schools. Not all disabled learners are at schools, some are waitlisted for admission to special schools.

To mitigate this negative development the Department has launched a campaign on compulsory schooling, which seeks to mobilise parents to ensure that all children of school going age including the disabled attend school. Improvements in the provision of NSNP, Scholar transport, psycho-social support and provision of boarding facilities will also address some of the challenges impacting on school attendance.

The SNAP figures indicate a cohort of learners starting Grade 1 and reaching Grade 7 with a low learner performance resulting in repetition rates in the lower grades being higher than the national average. A learner therefore in Mpumalanga spends on average 3, 5 years in a phase.

A strategy for improving learner performance in the schooling sector, starting with ECD through to Grade 12 has been developed. The strategy looks into the improvement of literacy, numeracy as well as improvement in the sciences and technology learning areas.



For the 2011 academic year, the National Department of Basic Education and the National Sport and Recreation South Africa established school leagues countrywide with a view to revive school sport.

Subsequent to this four sport codes were prioritised as a pilot project, namely: soccer, netball, cricket and rugby. All schools were requested to register for the school leagues in 2012 as registration forms were supplied to Districts and Circuit Offices for distribution to schools.

Provinces embarked in talent identification in the four prioritised codes through inter-classroom tournaments which culminated into inter-school, circuit, district, provincial and tri-provincial tournaments.

After the talent search has been done through to the provincial level, Mpumalanga, Free State and KZN played against each other in Durban from the 14th to the 17th December 2011. The following schools participated:

CATEGORY	NAME OF SCHOOL	POSITION
UNDER 14 BOYS	MTIMANDZE	3
UNDER 14 GIRLS	GUDUZA	3
UNDER 18 GIRLS	LUGEBHUTA	3
UNDER 18 BOYS	MAHLATSI	1
GIRLS LSEN	THUTO-THEBE	1
BOYS LSEN	VIKELWA	1
NETBALL UNDER 14	SOTHEMBANI	2
NETBALL UNDER 18	NTIYI	4
LSEN NETBALL	PLATORAND	1

With regards to the need to develop and move school sports to a higher level, a Joint National Task Team comprising of both Department of Basic Education and Sport and Recreation South Africa has been established. A memorandum of understanding between the two Departments on an integrated school sport framework was signed on the 13th December 2011.

Public comments are called upon Government Gazette Notice no: 34830 on the draft "School sport policy for S.A schools" issued out on 29th November 2011. The closing date for all public comments is 30th March 2012.

In addition to the four sport codes prioritised in the 2011 academic year i.e. soccer, netball, rugby and cricket; five sport codes have been added namely gymnastics, chess, volleyball, basketball and athletics.

In addition to that swimming and tennis have been recommended by sport federations for prioritisation in

the 2012 academic year because they are zone 6 games which will be played within the South African Development Community later this year.

At the Provincial level the launch of the provincial school sport structure is schedule to take place on 02 to 03 March 2012.

The Athletics Calendar for 2012 is as follows:

1. Provincial Athletics Competitions: Primaries will be held at HTS Middelburg on 10th March 2012
2. Provincial Athletics Competitions: Secondaries will be held at Secunda Stadium on 10th March 2012
3. National Athletics Competitions: Primaries will be held in Durban from the 22nd to 24th March 2012
4. National Athletics Competitions: Secondaries will be held at Germiston ` Stadium on 29th to 31st March 2012



The National Teaching Awards ceremony was held on 23 February 2012 at the Sandton Convention Centre in Johannesburg. Graced by Deputy President Kgalema Motlanthe, the awards are an opportunity for the Department of Basic Education to acknowledge and pay tribute to dedicated, committed and professional educators and their efforts to develop learners as citizens of a democratic, non-racial and non-sexist South Africa. Three teachers from Mpumalanga, Messrs. Mthethwa Dingiswayo, Masinga Davis and Ms Nyandeni Bonakele were awarded accolades for their dedication and contributions.

Mr. Mthethwa Dingiswayo Joseph, a Maths and Science teacher since he started teaching in 1975 and currently the Principal of Orhovelani High School obtained second position in the Lifetime Achievement Award.

Orhovelani High School is well known for its outstanding performance over the years. For the past 36 years, Mr. Mthethwa's love for Mathematics has influenced the choice of the curriculum of the schools he has headed, namely Mhlangana and Orhovelani High Schools.

This is what he had to say about his experience as a teacher; "Though I am currently of retiring age, I am however at work because the Department of Education has asked me to stay on working until 2015 while still recruiting for a possible substitute who will hopefully maintain the high standards of Orhovelani High School."

"You cannot enter the Kingdom of Heaven without Science and Mathematics because God used Science and Mathematics to create the universe." These are words commonly used by Mr. Dingiswayo Joseph Mthethwa.

A Mathematics enthusiast, Mr. Mthethwa had to come out of retirement to continue with his love and passion of teaching Mathematics due to his track record of producing good results dating back to late 1970's.

By his own admission, he is inspired to produce medical doctors because he could not become one and thus opted to be a teacher. Being a Maths teacher has given him the privilege and honour to teach and help learners become medical doctors, engineers, mathematicians and chartered accountants just to mention a few professions, that makes up for his failure to become a doctor.

"I use every opportunity available to market Maths and Science as viable subjects. As a preacher in my church, I preach about Maths and Science as the easiest subjects, even at funerals I talk about them and try to persuade parents to have a positive attitude concerning these

subjects."

Heading Orhovelani High School, one of the biggest schools in the district, Mr. Mthethwa is proud to say that Dr. Bruce Maluwana, the youngest doctor to graduate in South Africa at the age of 21 was a product of his teaching. He believes that like in Ghana, Grade 12s should not be allowed to graduate without Mathematics and Science.

The greatest lesson learnt from his former principal, Mr. PJC Kunn, which he wants to pass on to the next generation of educators is to discipline learners with wisdom and love when they don't listen.

This veteran teacher and school manager, Mr. Dingiswayo Joseph Mthethwa, is an icon of teaching and leadership and shares exciting vision and thoughts about transforming education especially in the field of Maths and Science.



Mr. Mthethwa Dingiswayo Joseph

**M**r. Masinga Davis, a principal at Masana High School and a believer in hard work obtained second position in the Excellence in Secondary School Leadership.

He joined Masana High in 2006 and has been instrumental in the school repeatedly obtaining position 1 in the Dwarsloop circuit in terms of academic results.

As part of giving service to his learners Mr. Masinga is providing counseling, assist them to develop study timetables, as well as to apply for tertiary admission and to access study bursaries.

As part of his service to the community, he has established Nhlengle Home Based care centre to offer support to orphans and people affected with HIV/AIDS. The organization provides counseling, food and clothes to vulnerable children and infected people.

The pursuit for excellence is the major driving factor in the positive change that has been witnessed at Masana High School. The well being and development of the community is what inspires Mr. Masinga to pursue excellence in his quest to deliver quality education at the school.

A community leader and former Regional Chairperson of SADTU, Mr. Masinga does not settle for less and admits that the accolades pouring in from members of the community after his NTA achievement have made him even more determined to excel.

As a man of the people, he is also involved in community development looking into community issues that go beyond education to health and civil interests.

His humble demeanor has led him to acknowledge learning from his learners, thus impacting on his managerial style. His managerial style is thus contemporary and forward moving as evident in his article feature on the February edition of The Teacher, a SADTU publication.

In this article he articulates his change from the public shaming style of ill disciplined learners which he used in the past to a private engagement style to cajole learners to order. According to Mr. Masinga this change was a result of a lesson he learnt from one naughty and stubborn learner who, ironically besides his weak points had his strengths and respect for his principal.

Apart from the good pass performance associated with

his leadership; his leadership quality resonates well with his learners. Sindiso Ngomane is a grade 12 learner who professes to be inspired by Mr. Masinga and look up to him as his role model.



Mr. Masinga Davis

**M**s Nyandeni Bonakele is a teacher at Umzimvelo Agricultural School; she obtained third position in the Excellence in secondary school teaching category of the NTA. When she joined the school; she realized that the school and the community needed up-liftment in a number of areas like financial management, lack of resources and skills.

"I attribute my success to strict adherence to educational policies, strict discipline and passion for the subject I teach (consumer studies). Since 2008 my students have achieved a 100% pass rate," said Ms Nyandeni.

She further indicated that the sewing project that she runs with the school has made a difference in the lives of the learners in terms of providing real life experiences and providing them with sustenance when they exit school.

The passion that Mary Bonakele Nyandeni has for teaching has allowed her to spread her wings further from the class room. This grades 10 to 12 consumer studies teacher learnt to take good care of learners from her past experience while she was a learner at a Catholic School in New Castle, KwaZulu-Natal. The nuns at the school played an important part in grooming them in the holistic sense taking care of their educational and spiritual needs.

Her love for children is the greatest motivator and her feat in the National Teaching Awards spurs her passion for teaching even further. As a community builder, she has worked with members of the impoverished community to start up projects that include sewing, cooking and baking leading to some community members starting up their own businesses.

As a Christian, her strong faith and belief in Jesus Christ has led to her church raising funds to sponsor some of the projects she initiated. She professes to have learnt a lot from the teachings of Jesus, her greatest teacher and thus wants to transfer whatever gift or skill she has to benefit others.

As a family woman, Bonakele is appreciative of the supportive role played by her husband whom she says has a heart of gold. Her wish is that her teachings and projects would revolutionise the economic development in the area to put an end to poverty and unemployment. Her love for kids has inspired her to adopt five children on top of the two biological ones of her own.

A firm believer in the interactive and demonstrative teaching methods, she has accomplished 100% pass rate

in consumer studies. She always demonstrates her lesson through practical demonstrations as she facilitates cooking and baking lessons in the cooking laboratory.

Bonakele' love for people and cooking is also demonstrated in the taste of the final product of her lessons: The food and pastry.

The MEC for Education, Mrs Reginah Mhaule expressed her profound appreciation and gratitude. "These are the type of educators we need to improve our education system in the province as well as the country. Their commitment and professionalism are manifest in their remarkable achievements.

I therefore, take this time to convey my sincere gratitude to Messrs. Joseph Mthethwa, Milton Masinga and Ms Bonakele Nyandeni for their patriotic spirit and making Mpumalanga province proud.

Thank you so much for your dedication and your noble efforts to go beyond the call of duty to instill knowledge and wisdom to our children", she said.

As second and third position winners in their different categories, these teachers won prizes ranging from trophies, certificates, Oxford dictionaries, bursaries from ETDP-SETA for further their studies, accommodation vouchers for a weekend at Birchwood Hotel/OR Tambo Conference Centre, books to cash prizes of R5000 for second position and R3000 for third position.



**Ms Nyandeni Bonakele**

## 21 Translating Temporal Educators to Permanent Posts

**T**he Mpumalanga Department of Education together with SADTU and ATU signed a collective agreement on the permanent appointment of serving temporary educators occupying vacant substantive posts.

The agreement which was signed on the 25th of October 2011 provides guidelines for principals on the criteria to be used when translating temporary educators to permanent posts.

Among other issues the agreement states that temporary educators who meet the minimum requirements will be identified and translated to permanent posts. This should be done in terms of the school's approved educator post establishment.

It is also stated in the agreement that "this process of identifying and appointing temporary educators permanently shall begin on the day when this collective agreement is signed, and it shall be finalized not later than 09 December 2011".

According to the agreement, any educator who feels that he/she has been unfairly left out can lodge a complaint with the circuit manager. The educator has to indicate that the principal followed all the procedures and recommend the solution to the problem. The Education Labour Relation Council (ELRC) dispute resolution procedure will be applied in such cases.

All the parties involved are bound by the agreement which came into effect on the 25th of October 2011.

Ms Badelisile Margritta Phako, a Grade 2 teacher at the New Ermelo Primary School in the Gert Sibande District is one of the teachers who have benefited from the agreement. Showing her excitement on her translation to permanent employment, Ms Phako had this to say, "I am very happy because I am now in the system and I no longer have to worry about not getting my salary on time. I am very grateful for what the department has done for me; it has made my life easier. The most important thing now is that I will be able to pay more attention and focus on the matters of the classroom as I am now well taken care of."

She also pleaded with the department to help other educators who are in the same position she was in as such a move will reduce the level of stress and mortality on educators.



Ms Badelisile Margritta Phako



## *A Call to parents and members of the community*

# **Play your part in your School Governing Bodies (SGBs)**

## *Read this*

### **A Call to all parents!**

Play your part in support of your children's education and make your School Governing Body your voice at school.

There are over 24 000 public schools in South Africa and every school has a School Governing Body (SGB) that is democratically elected. By participating in the SGB elections, every parent has the chance to be part of Government's drive to improve learning outcomes and to help us reach our goal of quality education in all our schools. This is your chance as a parent or member of the community to make a difference to our schools.



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

### **What is a School Governing Body?**

The SGB is tasked with ensuring that the school runs smoothly and efficiently. Such democratically elected SGBs are critical to improve quality of education; ensure good governance; ensure that schools serve the interests of the community and meet expectations of parents; assist in spreading the cost of education across users and society as a whole and to combat racism, sexism and all other forms of unfair discrimination and intolerance. SGBs are accountable to the school community and should work with dedication and commitment to create the conditions to achieve quality learning and teaching in all our schools.

### **What does the SGB do?**

Governing bodies have a key role to play around making policies relating to issues such as language, religious instruction, school fees and a code of conduct for learners. However, it must be noted that governing bodies are compelled to make policies that:

- Allow all South African children to enter the schooling system;
- Promote values of non-racialism and equality between boy and girl learners;
- Help communities to respect and tolerate all religions and cultures in our country;
- Encourage children to speak a range of our country's languages and which respect children's rights and promote non violent ways of solving problems.

### **Why should parents get involved in the SGB?**

As a parent, you have the perfect opportunity to promote possibilities and opportunities for all the learners that are at your children's school, by taking part in the 2012 SGB Elections. It is the responsibility of every parent to take an interest and have their say in the running of their child's school, to ensure that the school provides the best possible quality of education to all the school's learners. Experience has shown that schools with high levels of parental involvement are more often than not the best performing schools, both academically and socially. Thus it is important for all parents to get involved in the running of their child's school and the School Governing Body is the ideal avenue to do so. Don't stand back! Instead, get involved in your child's schooling and make a difference to the school. It is your duty as a parent or a member of the community to serve in any way you can. Your reward is the improvement of our children's education that will not only give them a better future but will contribute towards the strengthening of South Africa.

### **When do elections for SGBs take place?**

Democratic SGB elections are aimed at creating legitimate SGBs in every school. According to the South African Schools Act, School Governing Bodies (SGBs) are to be elected every three years, with the next elections scheduled to take place throughout the month of March 2012.

### **Who serves on the SGB?**

A school's SGB is made up of the most important stakeholders: mainly parents, educators, non-teaching staff, learners (at grade 8 and higher) and community members. The term of office is one year for learners and no more than three years for all other members. In addition, school principals are automatic members of the SGB.

<b>Who serves on the SGB?</b>	
Elected members:	
• Parents or guardians of learners at the school;	
• Educators;	
• Learners in Grade 8 or higher;	
• Members of staff who are not educators;	
• The principal by virtue of his or her official capacity; and	
• Co-opted members	
<b>Who is eligible to serve on a school's SGB?</b>	
A person will not be eligible to be a member of the SGB if he or she:	
• Is mentally ill and has been declared as such by a competent court;	
• Has been convicted of an offence and sentenced to imprisonment without the option of a fine for a period exceeding six months or has not yet served his or her full period of imprisonment; or is an unrehabilitated insolvent; or	
• No longer falls within the category of members that he or she represented at the time of the election.	
<b>Can members of the community who are not parents be members of an SGB?</b>	
Yes! The SGB may co-opt members with expertise in areas that may benefit the SGB and the school. Any member of the community who can offer particular skills, creativity, a passion and commitment to quality education, may be co-opted. The SGB may need someone with fund raising, marketing or computer skills or even an ex-pupil who is now a successful business person in the community. It is important to note that co-opted members have no voting rights but can make an enormous contribution to their local school.	
<b>What is the size of the governing body?</b>	
The number of parent members must be one more than the combined total of the other members of a SGB who have voting rights.	
Each province has prepared a schedule determining the number of members in each component of the SGB, based on this criterion and on the learner enrolment of the school. This schedule is part of the provincial regulations.	
<b>What office bearers must be elected within the SGB?</b>	
An SGB must elect office-bearers, including a Chairperson, Treasurer and a Secretary. These appointments must be made at a registration meeting, to be held within 14 days of the election of the SGB. Only a parent member may serve as Chairperson of the SGB.	
<b>What is an SGB's term of office?</b>	
With the exception of learner members, an SGB member's term may not exceed three years. For learner members and office bearers, the term of office is one year. Office bearers may stand for re-election once that one-year term has expired.	

<b>How does the election procedure work?</b>	
The school's electoral officer should issue notices of the nomination process and the nomination and election meeting, in which date, time and place of the meeting must be stated. These should be distributed at least 21 days before the meeting. A hard copy of this should be handed to every learner at least 14 days before the meeting, which should be passed on to their parents.	
<b>How do I nominate a candidate for the SGB?</b>	
A candidate may only be nominated and seconded by a person belonging to the same SGB membership category. A nomination form, completed by the nominator, candidate and seconder must be handed to the electoral officer not more than seven days and not less than 24 hours before the election meeting. A member can be proposed during the nomination section of the meeting, provided that another person from the same category seconds the nomination and the correct forms are completed on the night. A quorum of 15% of parents on the voters roll is needed for the election and nomination meeting to proceed, if not the meeting must be rescheduled.	
<b>How do I cast my vote?</b>	
Voting happens on ballot papers. Each ballot paper should have the school stamp on it or some other distinguishing feature to prevent tampering. A person with the right to vote must record their vote secretly and deposit it into the ballot box. Eligible voters may request help from electoral officers if they are unable to do it on their own.	
<b>What happens next?</b>	
After votes are counted, each elected SGB member must be informed of their election in writing. The school principal must convene the first meeting of the SGB within 14 days of the election so that office bearers may be elected. Once they have been elected, the principal must inform the district manager in writing of persons who have been elected.	
<b>Remember:</b>	
The SGB and whoever serves on it is accountable to the members of the school community. It must call meetings to inform parents and to ensure that any decisions around fee increases or other important education decisions are democratically supported by the majority of parents. Many parents and members of the community are reluctant to make themselves available for nomination because they think that because they have full-time jobs they will not have the time. In fact, once elected, the members of the SGB can make sure together that meetings are held at a time that is convenient to both working and non-working parents. Make sure that your voice is heard and that you play an active part in your child's education either by offering to stand for the elections as a possible SGB member or by nominating the best candidates for the SGB elections and making sure that you vote on SGB election day. As a member of the community who is passionate about education and South Africa's future, make your voice heard.	
<b>If you have any queries around SGBs and their performance contact the Department of Basic Education at 0800 202 933</b>	



education

DEPARTMENT: EDUCATION  
MPUMALANGA PROVINCE

# Compulsory Schooling Campaign



Hi, I am Mpumi Lephoko, Ms Mpumalanga 2011. I am what I am today because I went to school and respected my parents and teachers.

**DON'T drop out of school!**



**MPUMALANGA**  
A Pioneering Spirit

Let us all make an effort to ensure that all children of school going age (between 7 -15) attend school and learn every school day.  
Contact the Department at **0800 203 116** to report children not attending school

Together Educating the Nation