



S'bukosetfu

Our Reflection

Education Newsletter

March 2009

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MPUMALANGA PROVINCIAL GOVERNMENT



DEPARTMENT OF EDUCATION

VISION

Providing quality education and training towards a better life for all

MISSION

The Mpumalanga Department of Education is committed to rendering quality education and training through good governance, effective teaching and learning, skills development, involvement of stakeholders and maximum utilisation of resources for socio-economic enhancement of all citizens

VALUES

Uphold the Constitution of the RSA
Promote the Vision and Mission of the Department
Promote stakeholder participation
Uphold Batho Pele Principles
Promote skills development and equity
Ensure that all services are rendered effectively and efficiently
Uphold professionalism and acceptable work ethos and creating a caring environment for UBUNTU

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Disclaimer: Opinions expressed in this publication do not necessarily reflect those of the Mpumalanga Provincial Government, the MEC or Management of the Department of Education

S'bukosetfu



S'bukosetfu is the new name for the Department of Education Newsletter presenting a fresh outlook and enhanced Departmental endeavor to tell about the untold good initiatives of our educators, learners, parents and other role players who contribute meaningfully towards education delivery.

It has been packaged to instill a sense of confidence and progressive involvement of all education stakeholders in programmes, projects and campaigns of the Department in the true spirit of making the education enterprise everybody's business.

S'bukosetfu is specially designed to instill pride in the Department's ability to create an environment conducive to the enhancement of quality teaching and learning.

Our wish is that it must get our readers inspired, informed, motivated and activated to play a pivotal role in the improvement of the teaching and learning environment in the Province.

This Newsletter should persuade one to make an in depth introspection to the extent that one contributes towards the attainment of quality education in this Province.

Obviously, this will be achieved only if the views, opinions and recommendations of our stakeholders are taken into account and acted upon.

S'bukosetfu, therefore presents a renewed commitment by the Department to keep its public informed in a manner that is honest, objective and free from ambiguity.

Of significance is that we are aiming at leveraging the achievements, initiatives, contributions, support of all stakeholders and appreciate and acknowledge those that rise above the expected norm.

The Department therefore takes this time to make a clarion call to all readers of this Newsletter to make it their business to support this noble idea. We call upon our readers to forward information to the Editor so that together we can improve on the standard of teaching and learning in the Province.

We also wish thank you for using your valuable time to read this Newsletter.

Siyabonga Kakhulu!

Swartklip Combined School will never be the same again

Swartklip Combined School is currently a true model of what Government and the Department of Education meant when the Quality Improvement Development Support and Upliftment Programme (QIDS-UP) was introduced as a model to improve rural schools.

This school was established in 1948 and had 18 classrooms and nine toilets for both boys and girls, no science lab and no kitchen.

Through the QIDS-UP, the school was renovated and upgraded through the provision of the following:

- Eight new additional classrooms, 20 new additional toilets; and
- One science laboratory, one kitchen, paving and an alarm system.

Additional learning and teaching resources in the form of numeracy kits, literacy kits, equipment for computer centre and library materials were also provided.

The school was provided with one computer and four in one printer for administrative purpose.

Learning Support Assistants were appointed to support Foundation Phase educators with reading and numeracy development; they receive a stipend of R2 000 per month.

Overall, the QIDS-UP is intending to:

- Uplift the performance and chances of disadvantaged children
- Provide resources to promote quality teaching to primary schools
- Improve the learning environment in the rural schools
- Provide opportunities to uplift them from poverty
- Provide library books to promote the culture of reading
- Provide training to ensure effective use of resources supplied
- Monitoring and supporting teaching through Whole School Evaluation
- The establishment of resource centres and computer laboratories as well as to provide job opportunities.

QIDS-UP was officially launched on 16 April 2009 at Swartklip Combined School by the MEC for Education, Mrs Mmathulare Coleman.

Mrs Coleman pledged full commitment of the Department to this project. To this end, she said: "997 schools in Mpumalanga have been targeted to benefit from this project. To date, 503 schools have benefitted at various levels."

The Mpumalanga Department of Education is fully committed to this programme and ensures that the entire budget earmarked for QIDS-UP is fully spent on nothing other than QIDS-UP.

To date these funds have been utilised to:

- Provide all 503 schools with teaching and learning resources for literacy and numeracy
- Provide additional educator training on the teaching of literacy and numeracy utilising these resources
- 300 of these received library books
- 150 schools received computers for administrative purpose to enable schools to write school reports, schools profiles, financial reports and statements, circulars to parents and most importantly to be able to type question papers and worksheets for the learners.
- 100 schools received computer laboratories comprising 25 workstations, a projector and a printer and security measures. This would enable learners in rural schools to start with computer lessons but could do that from the Foundation Phase already.
- To strengthen the work done by educators in the classroom, the QIDS-UP has deployed 200 learning support assistants to 100 QIDS-UP schools ■



New toilets installed at Swartklip Combined School

First Day at School in Pictures



Incentives for Maths and Science Educators

The Department of Education has begun a process of providing Mathematics and Science educators, who are teaching Grades 10-12 learners at secondary or combined schools with incentives.

In terms of the National Policy on incentive payment(s) as published in the Government Gazette No. 30678 on 18 January 2008, a qualifying educator may be paid a monthly incentive, based on criteria that may be defined by the Head of Department.

Only qualified educators (on REQV 13 and above), who teach Mathematics or Physical Science to Grade 10- 12 learners at secondary or combined schools, may be paid an incentive on a monthly basis. All affected principals of secondary or combined schools, as well as Circuit Managers, and the CES/DCES FET Curriculum (Physical Science and Mathematics), should complete the applicable verification form.

Each qualified educator who teaches Mathematics or Physical Science to Grades 10-12 learners at secondary or combined schools as well as the principals of the secondary or combined schools should complete the attached contract form for the payment of incentives. The contract is for a 12 month period, commencing on 1 January 2009, depending on whether the qualified educator was teaching Mathematics or Physical Science to Grades 10-12 learners at that stage.

The original contract form should be submitted to the relevant HR component, together with the verification form, before any payments will be processed.

Certified copies of the qualifications of the educator should furthermore be attached. The payment of qualified Mathematic or Physical Science teachers will depend on the availability of funds.

The contract may be terminated in the following instances:

- If the educator is employed subject to another agreement or directive
- Is on rehabilitation posting
- Is on suspension without pay
- Has vacated the post either temporarily or permanently for more than one month due to maternity leave, study leave, ill health retirement, redeployment to a non-incentives post and/or

- Has not performed according to the requirements stipulated in the incentives contract.

If a substitute qualified educator is appointed due to the employee's legally approved absence, the qualified substitute will qualify for the payment of the incentive for the period he/she is replacing the original educator through giving lessons to Grade 10 12 learners at a Secondary/Combined School.

The payment of the incentive to the educator originally appointed, will be terminated and, after the substitute educator and the principal has signed a contract, the incentive will be paid to the substitute educator for the period he/she is replacing the original educator.

Once the educator who has been appointed originally resumes duties, he/she will be paid the incentive again, after another contract form has been signed. A copy of the leave form that has been approved in terms of the approved delegations and departmental leave policies should be submitted to HR, together with the new contract form and certified copies of the qualifications for the qualified substitute as well as the appointment documents for the substitute. (This will only be applicable in the case of maternity leave, or approved applications for temporary incapacity leave etc.).

The HR component will verify whether the educator is on REQV 13 and above and whether he/she meets all the requirements as stipulated in the mentioned Government Gazette.

The incentives will be based on the 10 % of the annual notch of R 129 948.00, which will be divided by 12 months and paid on a monthly basis, and which shall be an additional payment, apart from the normal salary of the qualifying educator.

The payment of incentives will be implemented, taking into account the budget constraints of the Department. All qualifying educators and their supervisors are required to keep within the constraints and procedures as contained in the contract form, and should take note that any deviation from the contract may lead to the termination of the payment of the incentives to the individual educator ■

“Disability Not An Excuse To Achieve Your Goals”



We care: Ntombifuthi Yvonne Mahlangu receiving her prize from the former Premier, Thabang Makwetla

On 26 March 2009 the Premier's Disability Achiever Awarding Ceremony was held in Middelburg 's Thusong Centre, where persons with disabilities were honoured for their hard work by the Premier, Mr Thabang Makwetla.

The Premier encouraged an event of such a nature, he emphasized that persons with disabilities should be catered for in all spheres of Government. [“As a Province, we want to ensure that persons with disabilities are able to access education at early stages of their development,”](#) said the Premier. He further spoke of the need for suitably qualified educators, who are able to meet the challenges brought forth by Inclusive Education that is tailor made to accomodate learners with disabilities in the mainstream schools.

Amongst other learners, a Grade 12 learner from Tshwenyane Secondary School, Ntombifuthi Yvonne Mahlangu was crowned as the best learner with disability. Ntombifuthi is physically challenged yet confident, and manages all activities inside and outside the classroom. She has achieved position one or two in many learning areas in her Grade. This eloquent learner actively participates in competitions such as the debates that were organized by the Greater Middelburg Radio Station. She recently represented Mpumalanga Province at the National Parliament in Cape Town.

As the recipient of the **“Best Learner with Disability Award”**, Ntombifuthi received a certificate, trophy and prize money to the value of R3 000.00. The jubilant Mahlangu could not hide her excitement; she enthused, [“Being physically challenged does not excuse one from achieving his or her goals.”](#)

There were other recipients in the 10 categories that are cut out to support persons with disabilities. Individuals and institutions are encouraged to continue doing their best in supporting people with disabilities ■

Journey with Rufetu: Flying the Mpumalanga Banner Abroad

I thank the US embassy for approaching me in 2006 after hearing of and witnessing my successes as;

- The National Science and Maths educator
- A National silver medalist for Excellence in Secondary School Teaching (NTA)
- Educator of Best Girl Learner (Science) from the Previously Disadvantaged Schools and
- Being the National Science and Technology Forum Awards receiver.

Special thanks go to my Province, Mpumalanga, for having confidence in me and twice sending me to represent them in National competitions and coming back with accolades in both instances. I say bravo! to the former Education MEC, the Honorable Siphosizwe Masango and his Superintendent-General Mr M.R.Tywakadi for being there for me when I needed them most, at the Science Awards at Gallagher Estates and National Teaching Awards at the President's Guesthouse in Pretoria respectively. I can still remember Mr Tywakadi's statement to me, when he jokingly shouted "...we was robbed!" Implying I qualified for a gold instead of a silver medal.

I received awards in two consecutive years for exceptional performance in Grade 12 Science results in the circuit both in 2006 and 2007 and the only time I did not get anything was in 2008 when I went to the U.S.

I am obliged to express my gratitude to my previous schools, Somkhahlekwa High and Ekangala Comprehensive, for teaching me good work ethics and for putting me on the "world map".

I am proud to mention that I am now busy with my second research on the Effects of Computer Simulated Experiments on Student Attitude and Achievement (as compared to traditional laboratory equipment).

School Project and Community Activities:

I got involved with the Centre for Improved Engineering and Science Education (CIESE) which is located at Stevens Institute of Technology in Hoboken, New Jersey. Only 14 schools worldwide participated in a project called International Boiling Point Project (IBPP). We had schools all over the world boiling water! The purpose of this project was to discover which factor in the experiment (room temperature, elevation, volume of water or heating device) has the greatest influence on boiling point.

Visiting Other Schools:

Besides visiting two schools in Denver, Colorado and Providence, Rhode Island, I visited one elementary school in Los Angeles during summer vacation. I enjoyed interacting with the small kids a lot. Steve, a fourth grade teacher and in whose house I stayed during my visit to Los Angeles, taught me how to reduce noise on movable chairs in class by fitting old tennis balls on their legs.

Utilizing My Experience Upon Returning Home:

I am fortunate to have gained all the experience I got here. I intend using my position as an assistant principal back home to the advantage of the school and sharing classroom management skills I learned in the USA. I also took a course for first time supervisors (principals), for which I have a certificate. As a former cluster leader for a group of schools in my area, I have a great opportunity and experience to let teachers know more about Science teaching based on three pillars, these being Critical Thinking, Differentiation and Collaborative Learning. Teachers will then, in turn, tell it to their classes. Most of all, we have a Science professional organization called SAASTE (South African Association of Science and Technology Educators), which I currently serve as a Provincial Secretary (Membership). I strongly believe through this wing, most educators and students can be reached countrywide, as well as using the Annual National Science Week Programme, overseen by the Science and Technology Ministry ■



Proud: Mr Rufetu with students in the USA

MPUMALANGA PROVINCIAL GOVERNMENT



DEPARTMENT OF EDUCATION



JUNE 2009

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Maliyakhe, Inspiring the Nation



Maliyakhe can be loosely translated to mean “money that is someone's possession”. This happens to be the name of a 22-year old young man from Peterkraal in Nkangala, who is a living testimony that there is life beyond poverty. He is the last-born son of Mr Petros and the late Ms Sophie Phindile Buda. The father is unemployed and the only source of income, earned by offering his carpentry services within the community. Maliyakhe completed Grade 12 at Digwale Secondary School in 2008.

He entered a competition ran by Usobomvu Youth Fund, where entrants had to draw up scientific business plans profiling their companies. Maliyakhe now owns a small business where he develops portraits out of sand, stones, beans and varnish. He started doing his portraits in the year 2000 and his first portrait was a map of the African continent. His business plan won him a sponsorship from Umsobomvu Youth Fund and Techno Serve Maths Centre to travel to New York for three months.

The business plan was also supported by well-designed portraits of the logos of both Usobomvu and Techno Serve. The two portraits are at present in America and most companies have shown interest in his work. All his portraits were designed and developed with “unspoiled” natural resources and are very cost effective. Mr Manamela, the principal of Digwale Secondary School, describes Maliyakhe as a well disciplined young man who is always willing to do something to achieve his goals.

Maliyakhe said that, despite being raised by a single parent, his father, brothers and sisters are supportive and whenever he is busy with his portraits, they all make sure that they do not disturb him until he has finished it. His father describes him as a respectful, hardworking young man who is loved by all community members.

His primary source of motivation is Thuma Mina, a radio programme on Ikwekwezi FM. The programme is about innovative people who are able to bring about change in their lives and those of their societies. He was mostly encouraged by a countless number of people who innovated new things and was thus inspired to start something unique.

He also receives a lot of support from his favourite educator, Mr Elias Mtobong, who wants to see him succeed and earn himself a better life through his portraits. He spends most of his spare time thinking of innovative ways to market his business and reading a lot. He also calls upon other learners to start doing something to upgrade themselves.

Though this young man is from a disadvantaged family, he managed to rise against all odds. He did not allow the circumstances in his family to discourage him and his goal is to stand up and fight to earn himself and his family a better life ■

Maliyakhe with one of his portrait.

Ekucathuzeni Primary Information Centre



We did it! the DDG, Dr Tsakani Ngomane and the Deputy Minister of Home Affairs, Mr Malusi Gigaba

E Ekucathuzeni Primary School officially opened its doors for effective teaching and learning on 26 March 1966. At that time the school's highest grade was Grade 4 (Standard 2). Headed by Ms Nomsa Stella Mathabela with a total of 22 educators, Ekucathuzeni is one of the best managed primary schools in the Province.

The school launched its information centre on 12 March 2008, after its former learner Ms Phindile Bekwa, sourced donations from different companies. The information centre was not fully equipped by then.

On 17 February 2009, it was all joy and laughter when the Deputy Minister of Home Affairs, Mr Malusi Gigaba officially handed over multi media equipment worth R98 000 donated by Komatiland Forests and Missing Link at his request.

The Film and Publication Board (FPB), an organisation that regulates the age restrictions in all movies in the Country, was represented by the well-known DJ from Y-FM Sbusiso Loepe, commonly known as DJ Sbu. The popular DJ educated learners about the FBP and its benefits. Learners were delighted when the radio icon and the FBP employees handed them t-shirts and school bags.

The R98 000 media equipment was donated for the benefit of the learners of Ekucathuzeni Primary School and the community of Umjindini. The multi media equipment comprises books (including fiction), CD's, DVD's, computer and other learner support material.

The Information Center is managed by Ms Dolly Mkhonto and Ms Amelia Thabethe, both educators who are very committed in ensuring that the learners use the Information Centre maximally. According to Ms Dolly Mnisi, who is also an Arts and Culture educator, the information centre has assisted the school with the provision of television, CD and DVD material which are incorporated as teaching and learning material. This also assists learners with their homework and project research. On behalf of the school, the Information Centre managers expressed their heartfelt gratitude and assured the Deputy Minister that they will take care of the center for years to come.

Gcinumuzi Dlamini, a Grade 6 learner, said that the Information Centre helps learners with developing their reading and writing skills as they may borrow books and other learning material for their school projects.

The school principal, Ms Mathabela expressed gratitude on behalf of the School Governing Body, educators, learners and parent community to Komatiland Forests for the donation. "We are proud and excited about the Information Centre as it assists our learners with reading and writing. We have engaged every learner to utilize the Information Centre maximally by using the 30 minutes allotted to the Drop All And Read Initiative," concluded Ms Mathabela.

The American Who Speaks IsiNdebele And Setswana

Phola Village is one of the recently established settlements adjacent the Moloto Road, a stone's throw from 'Sun City' Village in the former KwaNdebele area. It is very rural and still needs major infrastructural developments such as road construction. This is the place where you cannot imagine finding a young educated American.

Yet, that is where Steven Gerner lives with the Mahlangu family, and is christened Njabulo Sibiya by the community of Phola. It seems the name 'Majama' is stuck with him, a name he got from the first surrogate family, the Masilela family in Marapyane, which opened its home for him on his arrival in South Africa.

He becomes so emotional when explaining the connection and relations he has developed with Gogo Masilela. He further mentions that he still visits her on certain weekends. "I gama la-mee ngu Majama, nganee-kwa ngugo-go", he retorts slowly in isiNdebele, with glee echoing his excitement on being able to speak a "foreign" language.

"The name Majama flows from the notion of someone who stands for the rights or values of his communities", explains Steven Gerner, the young American who volunteered to come to Phola, courtesy of the American Peace Corps. "The community feels that Steven is godsend to assist and enlighten us on how to do things differently" echoed a teacher with a broad smile.

Majama is popular in the two schools where he is deployed to assist through the Peace Corps mission. The Peace Corps sends volunteers around the globe, to more than 70 countries, to work with government organizations, schools, non-profit organizations, business information technology, agriculture and the environment. The programme's main goals are as follows:

- To help people interested countries and areas in meeting their needs
- To help promote better understanding of Americans' cultural practices; and
- To help promote other communities' cultural practices in America.

Majama was born Steven Gerner 23 years ago in the state of Arizona. He holds a degree in Biochemistry and Political Science from the University of Arizona. His interest in travelling developed from a very tender age; before coming to South Africa he had already traveled to about seven American states. What a feat!

Asked if he had learnt anything to take back to America, his modest response accompanied by a sudden sparkle of eyes spurts from traditional, colourful Ndebele weddings, the isiNdebele language, the warmth of the people and the coming initiation rite of his 'sibling' in the Mahlangu family.

He shares his expertise with two schools in the community; the Siboniwe Primary School and Ziphakamiseni Secondary School. His areas of expertise includes assisting in the administration and management of the school; planning and assessment; fundraising; computer skills training; assisting educators in class management; paper management; and material development.

The community benefits from his benevolence of training them to initiate community projects and to run them effectively. Majama is indeed a positive gift to the Phola community.

Some of the projects initiated at the schools are as follows:

- Revamping of English lessons
- Development of new teaching aids
- Fundraising, aimed at raising for the computer laboratory
- Advice on lesson plan

Indeed the Country is benefiting from such exchange programmes. Communities should utilize the services and expertise of the Peace Corps to the fullest to benefit our communities. Such programmes open doors to our youth to study abroad and improve their communities. The Department wishes that we could have a multiplicity of "Majama" brands to cover all the communities that seek to benefit from such human benevolence ■



Learning to speak our indigenous languages: Steven Gerner with some learners

Open Dialogue With Principals



MEC Coleman addressing Principals

The MEC for Education, Mrs Mmathulare Coleman, set aside time to converse with principals on fundamental matters that can improve the provisioning of quality teaching and learning.

As the discussions unfolded, it became evident that if there could be constant interaction with the leadership at that level a lot could be changed for the good.

One was impressed by the quality of input and commitment on the part of our principals and if what was displayed at those meetings is anything to go by, it leaves one with no doubt but to conclude that our schools are indeed in good hands.

The dialogue included issues around infrastructure provisioning; post provisioning; discrepancies in the paper budgets; and admission of learners to other factors that compromise the provisioning of education.

“We request that capital projects and renovation schools be done in a transparent manner to avoid poor workmanship and we also call for the Department to closely monitor the projects and improve consultation,” said one principal from Mametlake Circuit.

The MEC made a special call on school principals to:

- Share a common vision
- Share information on the progress of learners and support each other
- Share resources and experience
- Ensure that all learners are admitted in schools and benefit adequately throughout the schooling system
- Enhance parental involvement
- Improve the management of school infrastructure and
- Improve communication with the Department

“We must embrace the principle of each one teach one understanding that teaching is a lifelong phenomenon. ...we have discussed at the Council of Education Ministers a new model to streamline our schools to improve the provisioning of teaching and learning; this will in the long run lead to abolishing combined schools. While these discussions unfold, we must inculcate visionary leadership in a businesslike fashion with clear targets,” said the MEC.

Factors that led to the delay in issuing some of the Grade 12 results were explained to principals and in return principals made proposals to enhance the management and the conduct of examinations going in the future.

All said and done, the Department made a commitment to ensure that issues raised by principals will be attended to. At the end it became clear that such meetings must take place at lower levels to mitigate the challenges that confront Education today.

The Department extends its profound appreciation to all principals, Regional officials and everyone else who played a role in ensuring the success of these meetings.

Siyabonga Kakhulu! ■



Paying attention: Principals from various schools

Educators Unions Pledge To Work Hard To

Nelspruit; 250 educators from all corners of the Province convened at the Agricultural Research Council on 17 March 2009 to identify factors that cause mediocre performance in schools. This gathering was initiated by the Mpumalanga Department of Education and was graced by the Honourable Premier, Mr. Thabang Makwetla, senior members of the Department, the South African Democratic Teachers Union and Independent Unions.

The Summit was opened by the MEC for Education, Mrs Mmathulare Coleman, who urged members to jealously ensure that programmes that are aimed at ensuring access to education and to better the lives of the people of this Province, are protected and sustained.

“Your patriotic responsibilities are more than before required to embrace the non-negotiable for the enhancement of teaching and learning. This means that educators will:

- Always being prepared for lessons
- Practice punctuality at all times
- Maintain good communication between teachers and learners, teachers and parents and among teachers themselves
- Maintaining discipline in the classroom; and
- Provide regular information to parents on their children's progress.

We will have done justice if we can objectively, frankly and openly take stock of the things that are a hindrance to the attainment of quality education and to make proposals to address those issues”.

MEC Coleman requested educator unions, teachers and all officials to ensure that support programmes remain free from corruption.

She mentioned the following:

- The implementation of the No-Fee School Policy
- Scholar Transport Programme
- National School Nutrition Programme
- School Infrastructure Development Programme
- Capacity building programmes for Curriculum Implementation
- Schools Sport and 2010 Programmes.

Teacher Unions were provided time to respond; they did not mince their words.

Mr Walter Hlayise, Provincial Secretary of SADTU, used the opportunity to call on the Government and the Department of Education to:

- Re-define the aim of education in the context of the current challenges that are facing the Country; and
- Root out officials in the Department who do not have work ethics (who come late at work and leave early) and so forth.

Mr Cronje, the spokesperson for Independent Unions, also extended his appreciation for the plans that the Department will put in place to improve the management of the system with special emphasis on the conduct and the management of the Grade 12 examinations.

In this regard, he referred to the five-pillar framework that was presented by the Head of Department, Mr Raymond Tywakadi. The Framework proposes the following:

- Direct Learner Support
- Teacher Support
- School Support
- Resourcing Grade 12
- Multi-Media Support and Communication.

Direct Learner Support means that the Department will improve the provisioning of face to face contact tuition to learners of underperforming schools through Saturday Classes, Winter School and Spring School. Provide self paced support material designed for effective study at home across Grade 12, provide a Call Centre support mechanism for all Grade 12 learners and assess and track under-performing schools.

Teacher Support means that the Department will introduce all teachers to the demands of the National Curriculum Statement (NCS); Provide all Grade 12 learners with a portfolio of resources; provide tried and tested lesson preparation tools; and empower them with classroom management skills.

Improve Learner Performance

School Support means that the Department will redeploy and mentor all principals of underperforming schools for three or more years; extend the school day by an hour from the second term onwards; increase the length of teaching periods; and manage time on task for the selected subjects.

Support Resources for Grade 12 will entail 2 100 copies of Matric Matters and Power Your Future for Grade 12; 30 000 copies of Study Buddies for English Second Language with exam papers and memo's; 67 000 Maths Workbooks for all Grades; 75 000 English Language Handbooks and 1500 Afrikaans Language Handbooks.

Multi Media Support will include radio slots, electronic media, print media and community mobilisation call centre six days a week; dial in tutoring support service in each Region for two hours per day, Distribution of Grade 12 Learning Channel material for Maths, Physical Science and English 2nd Language; availing all support material on the Departmental Website and cut CDs in the 11 big subjects and have it distributed to all schools.

After the presentations the delegates went for three commissions:

- Effective, participatory school administration, leadership and management
- Planning, system and effective administration of examinations; and
- Holistic educator support for optimum performance.

A committee was established to consolidate the recommendations of the commissions and delegates were informed that the consolidated recommendations would be circulated to all of them by 27 March 2009 ■



Premier Makwetla and Teachers' Union representatives

Outstanding Performance Rewarded



"You will benefit a lot here," Ms Naledi Pandor, Minister of Education

The Minister for Education, Ms Naledi Pandor donated a **R600, 000** computer laboratory to the KwaNdebele Science School in Siyabuswa on 17 March 2009. This is part of the Minister's programme to reward the best performing schools in the Country and the Science school happens to be one of them.

The Minister promised to build the school a computer laboratory during her visit with the Premier, Mr Thabang Makwetla and the MEC for Education, Ms EM Coleman, during the re-opening of schools on 14 February 2009. The computer lab comprises 40 computers, a server, desks and chairs, air conditioning and an alarm system.

During her address, Minister Pandor acknowledged that many schools and communities lack resources. KwaNdebele Science School is no exception but through dedication, commitment and drive from the educators, they were able to enrich the school and the learners.

She further emphasised the fact that the Department of Education supports and will continue to support any initiative aimed at sharpening the skills of teachers and learners. She mentioned the fact that improving the standard of education in South Africa is a national priority that requires involvement and engagement throughout all levels of our society.

The computer lab takes KwaNdebele Science School another step further towards ensuring that teachers and learners have access to digital technology. Learners of KwaNdebele Science School were encouraged to use the lab for research and opening their own e-mail accounts. The computer lab was received with heartfelt gratitude by the school principal, Mr Currian, the educators, learners, SGB and the community of Siyabuswa.

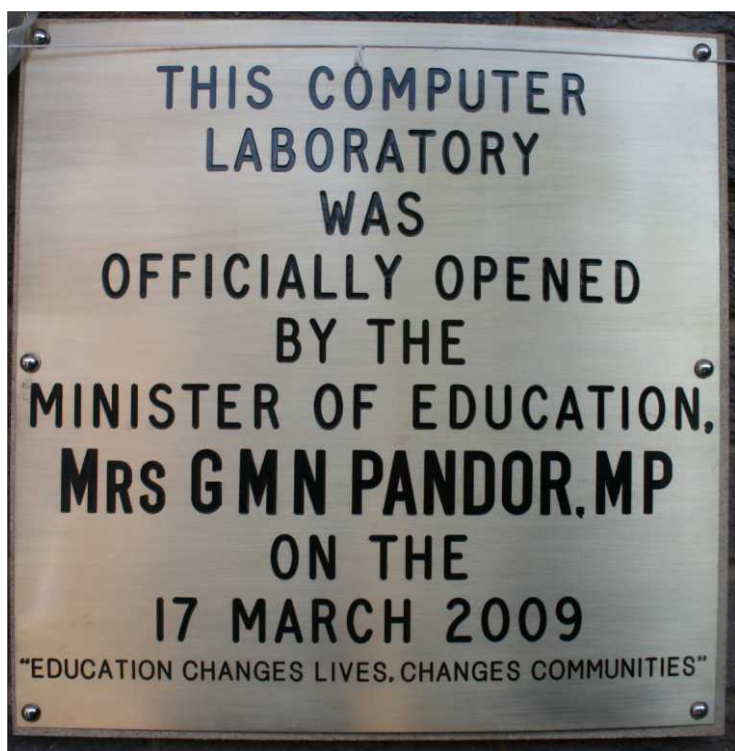
They all vowed to collectively look after this magnificent facility and ensure that it will be used by generations to come.

When talking to the school principal, Mr Currian, about the computer lab, he said that the facility will add value in enhancing effective teaching and learning in the school. He also promised that he will make sure that the learners maximally benefit from the lab.

The Minister also encouraged the learners to hate mediocrity and strive for excellence when she said; "I fervently hate mediocrity". Nontokozi Masanabo, a Grade 12 learner when rendering her poem about education in isiNdebele, acknowledged that it is only through education that they could be able to drive nice cars ("Ngawe angeze ngatjhayela imodre yakwanokuthjo")

"The primary concern is not whether ICT can play a role in modernizing our education and training system, but rather how ICT can be utilized to enhance teaching, learning and administration of our schools," said the Minister.

The computer lab will offer access to a wide range of communication possibilities and it can be a powerful tool for effective teaching and learning. The Lab serves as valuable service center to the community and will also afford the learners with better opportunities through education ■



US Peace Corps



Teresa and Nathan Danskey with Ms Phindile Mashinini

Inspired by the desire to know, experience and familiarise themselves with people of other nations and cultures have led Nathan and Teresa Danskey to join the United States Peace Corps. The married couple of professional educators from Indiana is based in Dundonald, Gert Sibande Region, where they do their volunteer work in schools within the Dundonald Circuit. To complete the South African experience, this couple has been given African names “Sibusiso and Lindiwe Mkhwanazi”. The name adoption also forms part of the Peace Corps' philosophy.

Their involvement has assisted the Circuit with setting up a library at Ekuphakameni Combined School. The library project was initiated by Ellen Whitesides, another US Peace Corps volunteer who was here in 2007. Their volunteer work also involves assisting educators with issues of curriculum and lesson development, learner discipline flowing from the abolishment of corporal punishment, assessment and general skills and activities such as developing school gardens.

Nathan says he derives joy and contentment in giving a helping hand to educators. He has since learnt a lot from his South African counterparts who have a different view of things than his owing to the different cultural background. Teresa has come to enjoy South African dishes and culinary but still lacks the passion for “pap” which is enjoyed by Sibusiso.

Asked about what they seek to achieve in South Africa, the couple said, “Our goals as Peace Corps Volunteers are threefold. One: to meet host the country's need for skilled people. Two: To understand more about South African Culture. Three: To spread understanding about American culture.”

The couple get inspiration from persons whose beliefs really effect their actions. People who don't choose to forget about those who might be suffering around them. People who are active and effective like Ghandi, Martin Luther King Jr, Shane Claiborne, and a good number of monks and nuns they've met.

Phindile Mashinini, Education Specialist: Foundation Phase at Ekuphakameni Combined School said that the presence of the couple from the States has helped in the library project as well as saving the school a lot of money with regards to computer programming that Nathan has been able to do ■

2008 Education Delivery at a Glance

Adult Basic Education and Training (ABET)
29 914 Learners recruited for Kha Ri Gude literacy classes (5 691 males and 24 223 females). 543 learners were trained in construction and 379 on basic electricity. 280 Learners were trained on full qualifications in various trades and training of 20 centres on the formation of co-operatives. Kha Ri Gude learners are supported by 2 404 volunteers (13 co-ordinators, 223 supervisors and 2 168 volunteer educators). Recruited a total of 23 667 learners.

Early Childhood Development (ECD)

6 2679 Learners are benefiting from ECD services. 385 educators were recruited and trained for ECD NQF 4 and 275 educators for ECD NQF 5. Subsidies transferred to 1 029 ECD sites with 1 779 practitioners. The implementation plan for the roll-out of the Provincial Integrated ECD Strategy Framework was conceptualized and submitted to the Technical Social Cluster for noting and comment. A total of 52 000 Grade R learners registered. 10 679 Pre-Grade R learners were registered. Professional support, guidance and capacitation programmes were rendered and executed to 83 child minders.

National School Nutrition Programme (NSNP)

573 725 Learners in primary schools were fed for 193 days. However, a plan to extend Nutrition Programme to needy secondary school learners is being developed. 892 active vegetable gardens established and maintained. 751 vegetable gardens were established in previous financial years and 141 established in 2008/9 financial year.

Quality Improvement Development Support Upliftment Programme (QIDS-UP)

2500 computers, 900 literacy materials, numeracy kits and library booklets procured and supplied to disadvantaged schools. 200 Learning support assistants appointed to assist in reading and numeracy. 56 schools provided wit tool kits, 590 teachers trained on reading lessons. 118 schools received THRASS materials.

Scholar Transport

68 388 Learners were transported on 730 routes.

Infrastructure

Proceeded with construction of 700 classrooms; 91 administration blocks; 44 laboratories; 71 libraries; 84 computer centres; 36 school halls; 1137 toilets; 46 institutions fenced; 38 electricity; 52 water; 55 kitchens; 82 ramps & rails and 48 sports grounds parks.

Life Skills

Monitored and supported the effective implementation of life skills programmes. Strengthened the implementation of the National Integrated Programmes and coordinated the implementation of life skills HIV and Aids Education.

Promotion of MST Through the Establishment of Maths & Science Academy and Support to Dinaledi Schools

131 Educators were successfully enrolled at Fort Hare and Free State Universities for Maths, Science & Technology (MST). 177 teachers enrolled for ACE MST with NIHE. 315 learners participated in Mittal Science Olympiad in 2008. The number of learners enrolled for Maths & Science in grade 12, registered a 25% increase in 2008.

Promotion of Reading, Writing & Numeracy in Primary Schools (FFL)

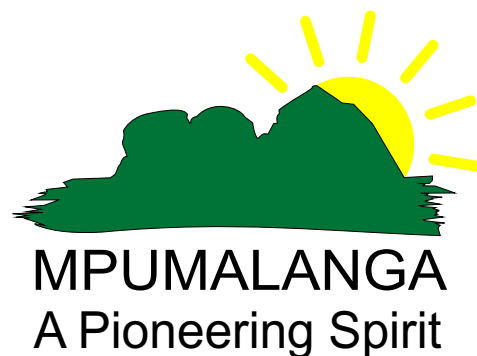
Reading, writing and numeracy strategy was launched in the second quarter with all stakeholders in attendance. Reading and speech festival held in the 4 Regions and 132 learners participated

Creating a Responsive FET College Sector

4 953 learners enrolled Engineering, IT, Business Studies, Tourism and Agriculture, All renovation and new buildings completed except for one multi-purpose centre at Ehlanzeni (Nelspruit Campus), and one library and one laboratory at Mthimba Campus still under construction. 214 lecturers trained clusters of lecturers teaching the same subjects established in all colleges for the support of curriculum.

No Fee Schools

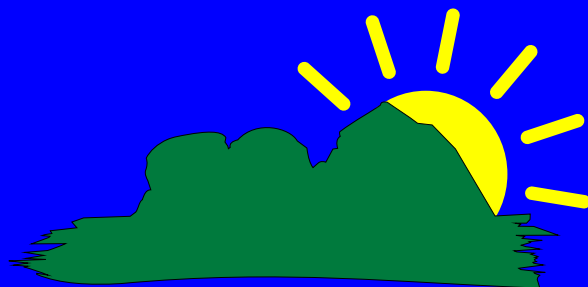
952 schools were declared no fee schools benefiting 420 238 learners ■



MPUMALANGA PROVINCIAL GOVERNMENT



DEPARTMENT OF EDUCATION



MPUMALANGA
A Pioneering Spirit

Provincial Schools Choral Eisteddfod

Provincial

Date : 21 - 24 May 2009
Time : 09h00
Venue : Graceland,
Secunda

National

Date : 2 - 5 July 2009
Venue : Coca Cola Dome,
Randburg



Torch Of Peace Campaign

The Torch of Peace, a symbol of the National campaign to combat violence against women and children, arrived in the Mpumalanga Province on Friday 13 February 2009. This year marks the fourth year of the circulation of the Torch of Peace within the Ministry of Education.

The Gauteng Department of Education's Acting DDG: Information Technology Services, Ms Marie-Louise Moodie handed over the Torch of Peace to her Mpumalanga counterpart, Acting Chief Director of Corporate Services: Mr Jabulani Nkosi during a special ceremony held at the Luka High School in Bushbuckridge.

The day was filled with festivities as pupils and the community of Croquetlawn watched in anticipation at what change this symbol will bring to their school and surrounding schools. It is every parent's wish to see a safe and caring environment for their children. This is the reason why the Campaign was initiated in 2006.

Pupils of Luka High School role played a scene of a woman being abused to create awareness of everyday situations they are faced with at school and home.

The Torch of Peace stays in each Province for a period of a week and move to another Province in order to keep its light shining Nationally.

The HOD, Mr Raymond Tywakadi, was the proud bearer of the torch when he handed it over to the Northern Cape HOD, Mr E Williams, on Thursday, 19 February 2009. In his response he acknowledged the problems schools face on a daily basis and how this initiative will assist in bringing about a change in attitudes and perceptions of learners and the community at large.

Thubane High School in the Frances Board District is a clean and well managed school. Mr Williams bears testimony to this fact. According to his observation earlier in the day the pupils behaved in a well ordered and disciplined manner when preparing for the handover. This is a great step towards building future leaders and to set an example for all schools in the district.

Thubane High School's principal, Mr Mguye, expressed his excitement on the Department of Education's programmes aimed at creating safe and caring environments for learners. Such programmes as the Torch of Peace Campaign provide an opportunity to learners to realise that bringing weapons to school, killings, and the abuse of women and children are not a route they should pursue. The school is committed to zero tolerance on the abuse of women, children and teenage pregnancy, said Mr Mguye.

Its arrival in the Northern Cape marked its 45 000km distance traveled since the launch of the campaign .

In 2006, Cabinet called on South Africans to campaign against violence against women and children during the whole of the year, because of the high levels of violence in the country. Reports in the media have highlighted the seriousness of the problem. The focus was on extending the 16 Days of Activism Against Violence Campaign on Women and Children from its initial 16 to 365 days.

The Torch of Peace forms a link between the 16 Days of Activism Campaign and other major National campaigns that support the thematic programmes that underpin Government's National outreach activities.

The aim of the Campaign is to raise awareness and to ensure effective intervention strategies to prevent learners from being scarred by traumatic abuse through gender violence and violence against children.

The main focus of the Campaign is awareness, education and prevention. The DoE is encouraging schools to facilitate programmes to help children and the youth to develop refusal skills and reduce behaviour that may put them at risk.

The Campaign is addressing societal attitudes that discourage gender based violence and is encouraging young people to report any form of violence against them.

The Campaign is giving each Province an opportunity of hosting the torch for a week, preferably in communities that are grappling with the issues of violence and crime in their areas ■



Campaigning for peace: Girl learners from Luka High School

War on Poverty Campaign

Sikhwahlane was abuzz with Government Departments which descended on this impoverished rural settlement located in the Nkomazi Municipality in the Ehlanzeni District as the War on Poverty Campaign dubbed “Sidudul’ indlala”, was launched on 30 January 2009. The Campaign envisages a multi dimensional approach aiming at addressing and investing in human capital; development of local economic opportunities and income security by providing safety nets to the most vulnerable.

The War on Poverty Campaign seeks to mobilize various partnerships in an effort to collectively get those who are marginalized out of the cycle of poverty as well as making Government interventions easily accessible to our people.

Government Departments were working in tandem in a door-to-door visit of impoverished households to uncover their needs and opportunities. The spirit of “Business Unusual: All Hands On Deck, Let Us Mobilize Against Poverty,” was demonstrated as Government was brought to the people.

The Ten Year Review revealed that Anti-Poverty Programmes provided by different Government Departments since 1994 made a positive impact on the lives of poor people. This is a call to work together for the good of our communities.

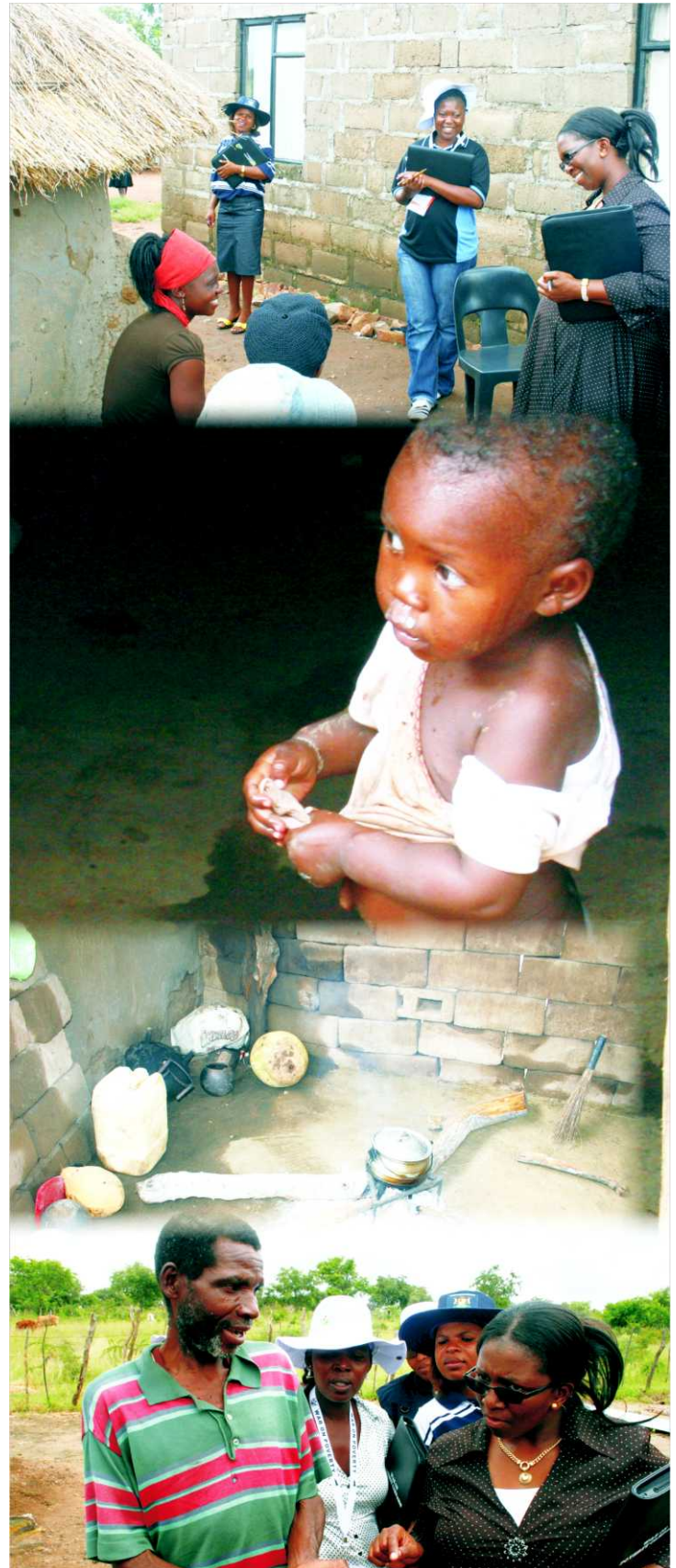
Thoko Esther Mndlovu and Sesi Harriet Ngwenya are two residents of Sikhwahlane who have been touched by this War on Poverty room. They are beneficiaries of the programme as their household was amongst those targeted for visits and interventions.

During the house visit, the MEC for Education, Mrs Mmathulare Coleman, learnt that these two ladies had not obtained their Grade 12 certificates. It came as a result of these deliberations that the MEC encouraged the two ladies to go back to school to complete their secondary education.

The two ladies had written their Grade 12 examinations in 1993 and 1997 respectively, but did not meet the necessary requirements. They expressed their desire to go back to school and enroll for the National Senior Certificate June 2009 Examinations. Stemming from this undertaking, the two prospective learners were assisted with stationery, textbooks and previous Grade 12 exam papers covering the range of subjects they chose.

The Department of Education makes a clarion call to

learners who did not complete Grade 12 under the old curriculum. Such learners are requested to enroll and sit for exams until 2011 which will be the cut-off year for the old curriculum learners to be assessed. It is therefore imperative that such learners adhere to this request as there will be no recourse for this after 2011 ■



The War on Poverty Campaign: A visit by MEC Coleman

Integration in Ndlaphu Primary School

It is pleasing to know that the great challenge of racial integration and social cohesion facing South Africa as a nation is somehow mitigated. It is even more motivating that this is happening at a school, a place for learning. Erica Roode, Petra Henning and Deon Koegelenberg are three white educators who make Ndlaphu Primary School to be seen as “different” from most primary schools in the Province as they teach at a predominantly black school.

Located in the Sikhulile Circuit in the Ehlanzeni Region, Ndlaphu Primary School has an enrolment figure of 1165 learners. Petra Henning, a Mathematics teacher with a passion for cross country as a sport code, was first to arrive at the school in 2003. She said it was odd then to find a white educator at a predominantly black school.

However, the warm reception she received made things positive for her. “To teach here gives me the benefit to experience more than any of my friends or family can ever dream of. It is something that money cannot buy. It is making me a rich person, rich in experiences and love for all people,” concludes Petra.

Deon Koegelenberg, a Mathematics educator who also did Christian mission work in Swaziland, says that he finds the cultural challenges to be easy to deal with because he accepts people of all cultures. “I assure my learners that I love them although they are from a different culture and they can see that I accept and love them,” he concludes.

Erica Roode, a mother of three, teaches English and Social Sciences in the Intermediate Phase. She says, “I would like learners to realize that although they come from a community that struggles, they can achieve great heights if they choose to.”

The presence and contribution of these three educators have helped the learners in these learning areas as well as in the acquisition of the English language. The language barrier has made it difficult to communicate and learners have thus pulled-up their socks and tried to polish their English to put their point across.

All three educators concede that some learners speak to them in Siswati, their mother tongue, even though they are not yet fluent in the language. Mr Koegelenberg has also enlisted the assistance of his two daughters who learn Siswati as a subject at school to teach him the basics of the language.

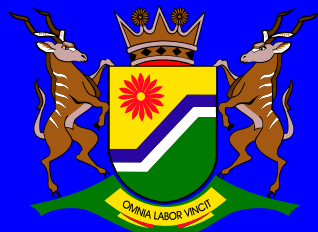
Mr Simon Ncongwane, the principal of Ndlaphu Primary School, says that these three educators are dedicated, organized, supportive and have good work ethics. Their contributions have led to organized fund raising as they go an extra mile in whatever they do. They may even go as far as digging from their own pockets. Their dedication has led to the improvement of the school's participation in athletics and cross country. One learner, Thembi Mkhabela, went as far as reaching the National leg of the Cross Country Championships held in Bloemfontein in 2008 ■



Top: Erica Roode with her Social Science class.

Middle: The emblem of the school alongside the National flag.

Bottom: Petra Henning preparing her class for tuition.



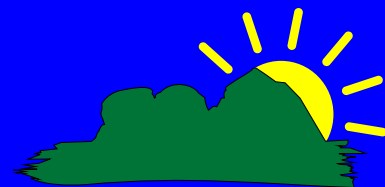
Extension of the National School Nutrition Programme to Secondary Schools



The Mpumalanga Department of Education has extended the provisioning of the National School Nutrition Programme to quintile one Secondary Schools. A total of 48 588 learners from 105 schools will benefit from this endeavour.

This is part of Government's commitment to improve access to quality teaching and learning.

Making the Education Enterprise Everybody's Business



MPUMALANGA
A Pioneering Spirit

2010 Yielding Fruits In Schools

The notion that 2010 will have a far reaching impact on our communities has borne fruits to the communities of Mpumalanga. On 20 - 22 February 2009 about 80 educators from Bushbuckridge and Ehlanzeni assembled at Ngwenyama Lodge to be trained on the Introductory Coaching Licence, thanks to the Youth Empowerment Sport Scheme (YESS) Programme.

The YESS Programme was initiated by the Premier, Mr Thabang Makwetla; and the MECs for Education and Culture Sports and Recreation with their German counterparts during the FIFA World Cup 2006 visit to Germany. This initiative is co-sponsored by the Sportjugend North Rhine Westphalia (NRW), a province in Germany and the two Departments of the Mpumalanga Provincial Government, namely Education and Culture, Sports and Recreation.

The objectives of this Programme are to capacitate educators and sports coordinators in different codes, but with more emphasis on football, in view of the 2010 World Cup to be hosted in South Africa. When the 2010 World Cup whistle blows for the end of the game, Mpumalanga will be smiling because of the gains the game will have brought for the people of this Province.

The YESS Programme is gaining momentum and more educators and sports coordinators are showing an interest in being trained in football coaching throughout the Province. The teachers in turn will transfer their coaching knowledge to learners in their respective schools. This training is conducted by professional coaches accredited by the South African Football Association (SAFA) and the German coach, Mr Sascha Bauer, who specializes in Youth Football Coaching.

The Programme entails the training of educators and sports coordinators to teach learners and the youth football skills, to plan a training session and also the execution of a training session. Educators are hosted for three consecutive weekends to learn the theory of coaching and do practical sessions to apply the theory learnt.

To date the programme has trained 514 educators in the Football Introductory License accredited by SAFA. The YESS Project coordinators and Departmental officials have visited about 30 schools. The Department of Education is proud of the efforts of officials in the Curriculum Enrichment Directorate, in particular Dr Siphso Mandlazi and Mr

Vusi Mlombo from Head Office as well as coordinators from regions who are exerting themselves to ensure the success of this programme. Many thanks go to the SAFA team leading by Mr Konti Kubheka the SAFA Coaching Education Manager, who assists in making sure that a good training programme is developed.

The Department further appreciates the assistance of the Project Co-ordinator, Mr Frank Kuprella and the facilitators from Germany who dedicate their time and efforts to share their experience and transfer their knowledge in empowering the people of the Province in particular and South Africa at large. The potential of this project is great for other Provinces to emulate ■



Getting involved in football development, educators with the German facilitators.



Aspirant coaches preparing for a training session.

Write to Us



Please send us your comments, suggestions, criticism and any information that may help to improve the delivery of quality education in this province.

You may write to the Editor:

Mr Jeffrey Makhumba

Tel : 013 766 5310

Fax : 013 766 5580

Email : j.makhumba@education.mpu.gov.za

Talkshows for 2009



Every Monday:
21h00 - 22h00



Every Monday:
21h30 - 22h00



Every Thursday:
21h05 - 21h30

January

- Grade 12 Results
- Reopening of Schools
- NTA Advocacy/Bursary Related Talks
- Registration of Grade 12 Learners

February

- School Safety Programmes
- Intervention Programme
- No Fee Schools
- Teenage Pregnancy in schools

March

- School Nutrition Programmes
- Alternatives to Corporal Punishment
- Integrated Quality Management Systems
- Progress Report on Teacher Development

April

- Skills Development Programmes
- National Teaching Awards
- Early Childhood Development
- The Use of Indigenous Languages

May

- Teacher Development
- School Intervention Programmes
- Elections of SGB's
- Functions of SGB's

June

- Human Rights in Education
- School Sports
- Opening the Doors of Learning

July

- Bursaries in Education
- Making Education a Societal Phenomenon
- Values in Education
- The Reading Campaign

August

- Tinganekwane Festival
- ABET
- Preparatory & Final Examinations
- Early Registration of Learners

September

- National Symbols
- Ngoma Cultural Festival
- Early Registration in Schools
- Preparations for 2009 Final Examination

October

- Scholar Transport
- Grade R Festival
- Public Service Seminar
- State of Readiness for 2009 Examinations

November

- Skills Development Conference
- Inclusive Education
- World Aids Day

December

- Release of the 2009 Grade12 Results
- Summation

A Teacher Heads SAFA Ehlanzeni

Mr Allen Brown is the principal of Lehlasedi Secondary School, a successful Dinaledi designated school, based in Shatale Village in the Bushbuckridge Region. Lehlasedi School was recognized by the Department of Education as the most improved Dinaledi school in 1997. He was born at Graskop in a village called Diependrift. He started his primary education at Diependrift Bantu School and completed his Std 6 at Thabakgolo Primary School in 1974.

Allen Brown completed Form V, (an equivalent of Grade 12) at Serisha High School. In 1980, he was admitted to the University of the North (presently known as University of Limpopo) where he completed his BA and UED studies. In 1992, he enrolled for a B.Ed with the University of Cape Town. Currently he is enrolled for the ACE Leadership Programme with the University of Pretoria, sponsored by the Mpumalanga Department of Education. Herewith the discussion with the stalwart:

Mr Brown, can you confirm the rumour that you have been appointed head of SAFA Ehlanzeni Region?

There is truth in the rumour doing the rounds. Indeed I have been officially appointed to manage the football affairs of the Ehlanzeni Region.

What connects a school principal with soccer?

I have been a very good player for Shatale United, which was a very popular team. After hanging up my boots, I became a manager of the same team. I worked with the likes of the late Elvis Nkoenyane, Aubrey Choloane, Eugene Shakoane and others.

The Mpumalanga Department of Education wishes to congratulate you on your recent appointment. What challenges lie ahead?

Thanks for the compliment; I am the chairperson of Bushbuckridge Local Football Association and serves in the Bushbuckridge Sports Council in which I represent the soccer federation. Furthermore, I serve in the Bushbuckridge Eisteddfod Committee as an executive member.

Our challenges will revolve around making a significant contribution to the Nation as a Regional body. Another challenge lies in the development of quality players that will assist to strengthen the National teams of the Country. The success of the Region should to a certain degree be counted in the number of players that we unearth who will subsequently become household brands.

How are you going to deal with these challenges?

We therefore need a clear co-ordinated programme that will be able to unearth, develop and support young players to grow into mature players that will represent the Region. We need to support school sports and other lowage soccer development programmes for male and female aspirant players. I reckon that mass participation in sports will assist to alleviate our challenges.

What made you reach such heights?

I have been involved in sports as a young sportsman, and in sports management for many years. This is just a natural progression to more responsibilities. I am bringing my expertise in management from school leadership as well as what I acquired in my involvement in sport management. Furthermore, I am lucky that I had been mentored by people of the calibre of the late Mr Reuben Mahlalela. My biggest responsibility will be to try to sustain or even surpass the standard set by my former leaders.

What legacy do you think 2010 will leave the people of Mpumalanga Province?

The Mbombela Stadium will be one legacy project that will remain with us for years after we have hosted some matches of the World Cup. To some extent the construction of the roads and the stadium has created employment opportunities, at least assisting in halving unemployment and empowering the communities to a better life. It is normal that as people we want more, but opportunities brought by the 2010 are very immense for the Country.

How do you think the people of the Province can assist to have a team playing in the premiership?

It is our wish as a Region to see Mpumalanga having a team in the Premier Soccer League. Football has become a commercialized entity, therefore it will be prudent if local business people are encouraged to come to the party and invest in teams.

How do you think school sports can be improved?

I think Regions/Districts and Circuits should be beefed up with people who will solely be responsible for sports issues so that their concentration should not be divided. School sport organizers should rid the sports of cheating, especially on the issue of using over-age players in tournaments. This game needs team managers with passion and high moral rectitude.

Share with us lighter moments in sports.

I remember those years when I was still a player, defenders were scared of facing me. I need to also say that I made contributions to the development of players like David Nyathi, Reason Chiloane, Tsepho Mashego to name but a few ■



Mr Allen Brown: Head of SAFA, Ehlanzeni

Is Your School Part of the “My 2010 School Adventure”?

If not, you are losing out on being part of a dynamic and exciting initiative organised by the Departments of Education and Sport and Recreation and the FIFA LOC. The “My 2010 School Adventure” seeks to:

- To ensure the development and implementation of an integrated education campaign aimed at informing and educating learners and teachers on all aspects of the FIFA World Cup™ as well as participating countries
- To ensure that adequate opportunities are created for capacity building amongst teachers and learners through the development and implementation of football development programmes at school level and the provision of sufficient physical infrastructure; and
- To ensure maximum exposure to and participation of learners, teachers and communities in stimulating and educational 2010 FIFA World Cup activities.

The South African Schools Football World Cup Competition runs from 2009 - 2010 and will mirror the format of the actual 2010 World Cup. During the final round of the competition, 16 schools from the rest of Africa will be invited to be part of the final 32 schools that will participate. The participating schools will assume the identities of the qualifying 32 countries. By participating in the football competition, your school stands a chance of being at the 2010 FIFA World Cup Finals and winning very exciting prizes. If you proceed to the National finals, your school will be called a “Ke Nako Achiever”.

Learners who enter the creative/artistic aspect of the competition stand the chance of a lifetime opportunity. Finalists will be invited to perform and/or display their work at the 2010 FIFA World Cup Finals.

To register contact:

Dr S Mandlazi

Tel : (013) 766 5860

E-mail : s.mandlazi@education.mpu.gov.za

MRTT Centre of Excellence at Your Doorstep



The Mpumalanga Regional Training Trust's (MRTT) Emalahleni Training Centre has been accredited as a Centre of Excellence by the Construction Sector Education and Training Authority (CETA).

The Emalahleni Training Centre will now provide construction training of the highest standard. Inhabitants of the Province can now

access the following services at the centre following the new found status:

- Learnerships
- Skills Programmes (Construction related),
- Trade testing and
- Recognition of Prior Learning (RPL).

Furthermore, the Centre will provide full qualifications in Construction Masonry (Bricklaying, Tiling, Paving and Plastering) at NQF Level 3, Construction Carpentry offered at NQF Level 3, Construction Plumbing at NQF level 4, Construction Painting, NQF Level 3 and Construction Contracting. These programmes will be offered to learners at NQF level 2.

The newly found status of the organization makes it the first centre of excellence for construction trades in the Province thus positioning MRTT to further contribute in terms of skills development in the Province.

For example, a painter (artisan) who has been practicing his/her trade for a number of years but has no formal qualification to show for his/her skill, the Centre will come in handy as he/she will be taken through a process to ensure that he/she obtains formal qualifications to show that he/she is indeed a competent painter (artisan).

New entrants interested in the construction industry will choose between full qualifications or skills programmes.

Besides the Centre of Excellence status, the MRTT will continue to offer hospitality training at the Hotel School situated at KaNyamazane. The following training can be accessed at the Hotel School:

- Skills Programmes in Assistant Chef
- Hotel Receptionist (both at NQF level 2),
- One Year Programmes in Professional Cookery and Food and Beverage Services (both offered at

level 4).

Other training that is offered by the organization includes Welding, boiler-making, petrol and diesel mechanic, spray painting and panel beating that are programmes approved by the Manufacturing, Engineering and Related Sector Education and Training Authority (Merseta) ■





Stars of the Profession

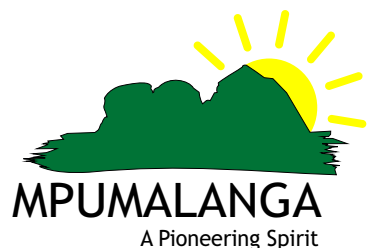


The Mpumalanga Department of Education is inviting schools to alert them of any educator who is performing outstandingly in any field, be it academic, community involvement, sport, support programmes or anything that the Province can be proud of.

These educators will be accorded the appreciation they deserve from the leadership of the Department and will be profiled accordingly.

Please write to Mr Jeffery Makhumba at j.makhumba@education.mpu.gov.za or telephone 013 766 5310 or 0800 203 116

Making the Education Enterprise Everybody's Business



The Quality Learning And Teaching Campaign Launched



The Department launched the Quality Learning and Teaching Campaign on the 17 April 2009 at Mzinoni in the Govern Mbeki Municipality. The launch intended to inform citizens about the importance of education, and their roles, responsibilities and obligations towards education; Mobilize communities to monitor and support schools, teachers and learners; Improve the quality of education for all children, especially the poor, and to demonstrate this improved quality through better learner achievements.

All education stakeholders participated in this launch and further committed themselves to the principles of the campaign.

Among other things, the Freedom Charter says: "Education shall be free, compulsory, universal and equal for all children; Higher education and technical training shall be opened to all by means of state allowances and scholarships awarded on the basis of merit."

On the education front, the campaign calls on all individuals and organisations to assume responsibility for improving the quality of education. The education elements of the campaign will:

- Inform citizens about the importance of education, and their roles, responsibilities and obligations towards education;
- Mobilize communities to monitor and support schools, teachers and learners;
- Improve the quality of education for all children, especially the poor, and to demonstrate this improved quality through better learner achievements;

To make a commitment to a 'Code for Quality

Education', which describes the responsibilities and discipline required of them. If all sections of society work together - government, communities, health care workers, civil society, business, media and other sectors - we can ensure that all learners benefit from quality education. Campaign coordinating structures are being set up at national, provincial and regional levels and Government now calls on all South Africans to join us in this campaign, as part of the ongoing effort to achieve a better life for all.

CODE FOR QUALITY EDUCATION

The power to improve education lies with all of us. We call on all department officials, teachers, students, parents and community members to make a commitment to a 'Code for Quality Education'.

As a DEPARTMENTAL OFFICIAL, I promise to:

- ensure all schools receive the necessary resources in time for teaching to commence;
- ensure all schools have their full staff allocation, and that any vacancies are filled without delay;
- improve my own knowledge and skills base to be more effective;
- always be available to assist schools, principals and teachers;
- respond to requests or concerns of education stakeholders;
- visit all schools within the district on a regular basis;
- monitor teacher and student attendance, and ensure no child is out of school;
- assist all schools to improve their performance, ensuring regular tests are conducted, and results are reported to parents.

As a TEACHER, in line with the SACE Code of Professional Ethics, I promise to:

- teach, to advance the education and the development of learners as individuals;
- respect the dignity and rights of all persons without prejudice;
- develop loyalty and respect for the profession;
- be punctual, enthusiastic, well prepared for lessons, and of sober mind and body;
- improve my own knowledge and skills base to be more effective;
- maintain good communication between teachers and students, among teachers themselves; and between teachers and parents;
- provide regular information to parents on

- their children's progress;
- eliminate unprofessional behaviour such as teacher-pupil relationships, drunkenness, drug use, assault, sexual harassment and others;
- make myself available to provide extra-mural activities.

As a LEARNER, I promise to:

- accept that the main reason for being in school is to learn and develop academically, socially and culturally;
- adhere to school rules;
- respect the legitimacy and authority of teachers;
- participate in Learner Representative Councils (LRCs) to safeguard my interests;
- show respect to other learners and not to discriminate;
- avoid anti-social behaviour like theft, vandalism, assault, sexual harassment, alcohol and drug use, and other activities that disrupt the learning process.

As a PARENT, I promise to:

- involve myself actively in school governance structures;
- have regular discussions with my children about general school matters;
- cultivate a healthy, open and cooperative relationship with my children's teachers;
- create a home environment conducive to study;
- assist in the protection of educational resources such as textbooks, chairs, tables and others.

As a COMMUNITY, we promise to:

- ensure that every school-going child is at school;
- ensure a safe and crime-free environment for schooling, and to protect the school and its assets from vandalism;
- monitor the performance of schools, and report problems to relevant authorities ■

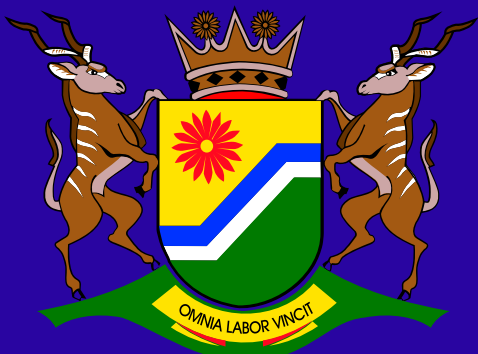


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DEPARTMENT OF EDUCATION

