



*"This thus makes the call to make education a societal phenomenon stand not just to benefit the current cohort of learners but the country and the whole nation with a bright and secured future".*



BIRTHDAY  
MADI  
BA



*"The primary objective of the "94 Schools Project" is to celebrate Nelson Mandela's 94th birthday by giving hope and dignity to children through improvements in their learning environment".*



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# Message from the HOD



Head of Department, Mrs Mahlasedi Mhlabane

**T**he pursuit of a world competitive citizenry through the delivery of quality education carries on. The Mpumalanga Department of Education is happy that all education stakeholders have come to the party and made the call to educate the nation a reality.

The campaign to have everyone in the Province and the Country on the education bandwagon cannot be overemphasised as the African proverb states; it takes a village to raise a child. This thus makes the call to make education a societal phenomenon stand not just to benefit the current cohort of learners but the country and the whole nation with a bright and secured future.

This publication intends to keep the education dialogue going by engaging all our readers in making inputs on their experiences, thoughts and insights on education delivery hence we invite learners, educators, parents, education experts and members of society to make such inputs. It would make an interesting feed to have inputs that are directly from the classroom and those positive stories that inspire action against all odds.

The month of April saw the Department put an emphasis yet on the African Proverb stated above, with the operation deemed the "94 School project". It was the drive of Ubuntu that kept everyone involved in these projects to honour uTata Nelson Mandela while

helping those that needed Infrastructural developments in their respective schools.

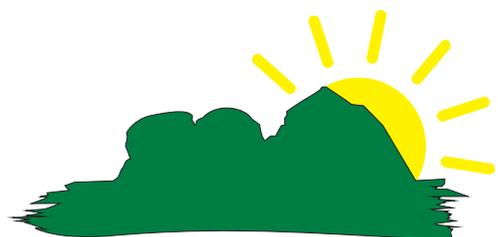
This initiative is not only implemented during a certain period, but we aim to touch base with such issues all through the year, Development on School Infrastructure (page 08).

The Departments' vision "Sinsonke Sifundzisa Sive" is not a one that only applies to us as a Department, but it should also include parents of school-going children, with their cooperation and participation of all on-going projects and endeavours that seek to constantly improve the state of our provincial learning.

As a result we always support our SGB (School Governing Bodies) members, Elections of School Governing Bodies Progressed Without Glitches (Page 10), as they play a vital role in the education system.

The Honourable MEC, Reginah Mhaule, as an ambassador for Education, stood up and led by example, MEC for Education Graduates: Masters Degree in Public Administration (page 6) as to show the importance of acquiring more knowledge. On page 11, Sibusiso has a vision, Sibusiso Mdaka, shows that no obstacle can stand in a way of him acquiring education. These are the heart warming stories that encourage us to keep working harder to meet the educational needs of our Province, please join us and be part of this noble endeavour.

***"This publication intends to keep the education dialogue going by engaging all our readers in making inputs on their experiences, thoughts and insights on education delivery hence we invite learners, educators, parents, education experts and members of society to make such inputs."***



**MPUMALANGA**  
**A Pioneering Spirit**

# Doing it for Madiba

The legacy of Nelson Mandela lives on. This Icon and father of the nation will be celebrating his 94th birthday on the 18th July 2012. To honour his legacy and celebrate his birthday the Nelson Mandela Foundation in partnership with the Department of Basic Education has embarked on a project to revitalise and maintain school infrastructure. The rationale of the celebration is to pay tribute to the Former President and what he stands for by making a detectable difference to the lives of children served by at least 94 schools in South Africa.

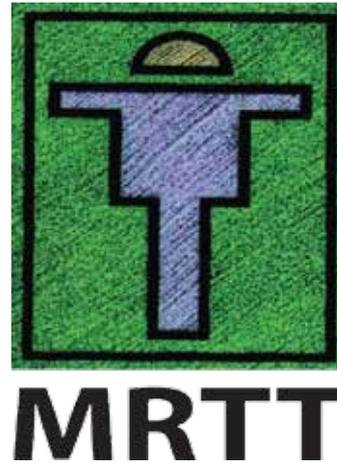
The context of the naming of the project; "94 Schools Project for Madiba" is informed by the fact that it was in 1994 that Dr Mandela became the first democratically elected President of South Africa, this year it is his 94th birthday and it is within this context that the 94 schools that are in dire need of assistance have been identified.

In the Mpumalanga chapter of the project, 8 schools have been identified for improvements, namely Mpisane, Homuzeya and Ntsi primary schools from Bohlabela District. Nyalunga, Benjamin and Bukhosibetfu primary schools from Ehlanzeni District. Umlambo primary school from Gert Sibande. Ukukhanya comprehensive, Zibodehle secondary and Chief Luthuli primary schools from Nkangala District.

The intended improvements vary from school to school and include amongst others the construction of new classes, general routine maintenance to prevent further deterioration of the schools, the replacement of pit toilets with proper ablution facilities, the construction of walk ways and ramps, new administration blocks and replacing exposed electrical wiring.

The primary objective of the "94 Schools Project" is to celebrate Nelson Mandela's 94th birthday by giving hope and dignity to children through improvements in their learning environment. The intention of the Department is to mobilise resources and support from various sectors of society around the enormous task of alleviating the infrastructure backlog primarily for schools serving the poor.

President Mandela forged invaluable partnerships with the private sector towards the building of schools, particularly in poor communities across South Africa – an initiative that the Mpumalanga Department of Education intends to build on.



Department of Social Development

MPUMALANGA PROVINCIAL GOVERNMENT



correctional services

Department of Correctional Services  
REPUBLIC OF SOUTH AFRICA



EHLANZENI FET COLLEGE

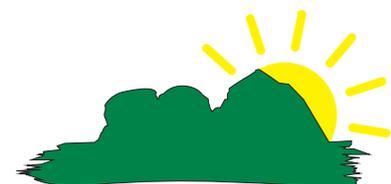


Bushbuckridge Municipality



education

DEPARTMENT: EDUCATION  
MPUMALANGA PROVINCE



MPUMALANGA  
A Pioneering Spirit



# Putting the National Skills Development Strategy on the Road



Making a point, MEC Mhaule, Mr Jon Pampallis and DG, Higher Education and Training, Mr Gwebinkundla Qonde

Stakeholders in education were engaged by the Minister for Higher Education and Training, senior management team in Nelspruit on Tuesday, 24 January 2012 as part of his national road show following the launch of the National Skills Development Strategy 111 (NSDS 111) in 2011. The event took place at the Ehlanzeni FET Main Campus and was well attended. Stakeholders from the Post-School Education and Training sector, labour, business and chief executives of the Sector Education and Training Authorities (SETA) were also in attendance.

Minister Nzimande could however not grace the event and his advisor, Mr. John Pampallis delivered the keynote address on his behalf. The focus of the road show was to sell and receive inputs from stakeholders on the recently launched Green Paper for Post-School Education and Training. The Green Paper has received positive particularity its intention to change the post-school education and training system in the country.

The Mpumalanga road-show was undertaken with much more anticipation, interest and greater significance as the Department was expected to make pronouncements on the plans to build a university in the province. In responding to the question of the university, the MEC for Education Mrs Reginah Mhaule said, "The focus is more on establishing a university than on building one from scratch. There are existing

government buildings that can be utilised for the various faculties as building a university from scratch can take long."

*"Central to the objectives of the NSDS 111 is improved placement of graduates, especially from the FET colleges and universities of technology. In addition, NSD will place particular emphasis on skills development to support government's goals for rural; development,"* said Mr. Pampallis.

The NSDSIII seeks to change the skills development landscape in South Africa as the various stakeholders put together plans and partnership frameworks that will support the effective implementation of the plan. The NSDSIII calls for greater collaboration among the various skills development players. Partnerships between private providers and public FETs are strongly encouraged while those between SETAs and FETs are specifically required as part of achieving the goals of the NSDSIII.

Improving SETA governance, financial management, stakeholder involvement and improving the role and performance of FET Colleges are amongst key commitments made by representatives of business, organized labour, the community and government as set out in the Nationals Skills Accord.

For more information on the NSD111 please contact: 012 312 5911

## Action Plan 2014.

### *Towards the Realisation of Schooling 2025*

The following captures where the DBE would like to be in 2025:

#### **Learners ...**

Attend school on time, every day, and take their schoolwork seriously. They have access to computers, a good meal, sporting and cultural activities. They have respectful relationships with their friends and dependable teachers.

#### **Teachers ...**

Are confident, well-trained, and continually improving their capabilities. They are committed to giving learners the best possible education, thereby contributing to the development of the nation. They enjoy job satisfaction because their conditions of service are decent and their pay comparable to that of other professions.

#### **School principals ...**

Ensure teaching takes place as it should, according to the national curriculum. Through responsible leadership, they promote harmony, creativity and a sound work ethic within the school community and beyond.

#### **Parents ...**

Are well informed about what happens in the school, and receive regular reports about how well their children perform against clear standards that are shared by all schools. They know they are listened to, and any concerns will be dealt with by education authorities at all levels.

#### **Learning and teaching materials ...**

Are in abundance and of a high quality. Learners and teachers know how to use computers in the school to access information they need.

#### **School buildings and facilities ...**

Are spacious, functional, safe and well-maintained. Learners and teachers look after their buildings and facilities because they take pride in their school.

### **Action Plan to 2014**

This draft Action Plan is the DBE's strategy to strengthen weak areas in the education system that have been identified as needing support. It has been developed in line with the Presidency's 2009 national strategic planning, and draws direction from the guiding document Improving Government Performance: Our approach.

By improving performance in these identified areas,



*"My Children, we have a plan for you"*

learners will benefit from a higher quality education. The nation as a whole will also benefit as school graduates with better skills and knowledge levels enter further and higher education, and the workplace.

This document summarises the draft Action Plan the improvements that can be expected, as well as what ordinary citizens can do to contribute towards better schooling.

#### **Short-term goals, long-term vision**

The draft Action Plan sets out the goals that the national education system will be working towards, and the actions to achieve these goals, by 2014. These are the first steps towards realising the bigger, more long-term vision of quality education in schools by 2025. This vision is called Schooling 2025.

#### **Everyone has a part to play**

As far as possible, the Action Plan indicates for each stakeholder in the system what activities they should be engaged in to realise each goal in the plan. It also suggests ways that those outside the education system can also provide resources or expertise in support.

### **The goals of the Action Plan**

# Action Plan 2014.

## Towards the Realisation of Schooling 2025

The Action Plan has 27 goals.

*Goals 1 to 13 deal with outputs we want to achieve in relation to learning and enrolments.*

### Output goals focusing on minimum quality standards

- 1 Increase the number of learners in Grade 3 who by the end of the year have mastered the minimum language and numeracy competencies for Grade 3  
*2009 baseline: +/- 48% (literacy) and 43% (numeracy); 2014 target: 60% for both subjects*
- 2 Increase the number of learners in Grade 6 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 6.  
*2009 baseline: +/- 37% (literacy) and 19% (numeracy); 2014 target: 60% for both subjects*
- 3 Increase the number of learners in Grade 9 who by the end of the year have mastered the minimum language and mathematics competencies for Grade 9.  
*Baseline and targets will be determined after 2010 ANA.*
- 4 Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.  
*2009 baseline: +/- 110 000; 2014 target: 175 000*
- 5 Increase the number of Grade 12 learners who pass mathematics.  
*2009 baseline: +/- 125 000; 2014 target: 180 000*
- 6 Increase the number of Grade 12 learners who pass physical science.  
*2009 baseline: +/- 120 000; 2014 target: 170 000*

### Output goals focusing on improving average performance

- 7 Improve the average performance in languages of Grade 6 learners.
- 8 Improve the average performance in mathematics of Grade 6 learners.
- 9 Improve the average performance in mathematics of Grade 8 learners.

### Output goals focusing on access and progression

- 10 Ensure that all children remain effectively enrolled in school up to the year in which they turn 15.  
*2008 baseline: 97.4%; 2014 target: 99%*

- 11 Improve the access of children to quality Early Childhood Development (ECD) below Grade 1.  
*Indicator 1 (% Grade 1 learners who've received formal Grade R):  
2008 baseline: 51%; 2014 target: 80%, but 100% if non-formal ECD is included.  
Indicator 2: The enrolment ratio of children aged 0 to 5 2008 baseline: 25%; 2014 target: 37%*
- 12 Improve the grade promotion of learners through the Grades 1 to 9 phases of school.  
*Indicator 1: % of children aged 9 who have completed Grade 3:  
2008 baseline: 59%; 2014 target: 65%  
Indicator 2: % of children aged 12 who have completed Grade 6: 2008 baseline: 46%; 2014 target: 52%*
- 13 Improve the access of youth to Further Education and Training beyond Grade 9.  
*Indicator 1: % of youth who have received an NSC:  
2008 baseline: 40%; 2014 target: 50%  
Indicator 2: % of youth who obtain FET qualifications.  
2008 baseline: 41%; 2014 target: 65%*

*Goals 14 to 27 deal with how to achieve the 13 output goals.*

### Teachers

- 14 Attract in each year a new group of young, motivated and appropriately trained teachers into the teaching profession.
- 15 Ensure that the availability and utilisation of teachers is such that excessively large classes are avoided.
- 16 Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
- 17 Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.
- 18 Ensure that learners cover all the topics and skills areas that they should cover within their current school year.

### Learner resources

- 19 Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.

## Action Plan 2014.

### *Towards the Realisation of Schooling 2025*

- 20 Increase access amongst learners to a wide range of media, including computers, which enrich their education.

#### **Whole-school improvements**

- 21 Ensure that the basic annual management processes occur across all schools in the country in a way that contributes towards a functional school environment.
- 22 Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.

#### **School funding**

- 23 Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.

#### **School infrastructure and support services**

- 24 Ensure that the physical infrastructure and environment of every school inspires learners to want to come to school and learn, and teachers to teach.
- 25 Use the school as a location to promote access amongst children to the full range of public health and poverty reduction interventions.
- 26 Increase the number of schools which effectively implement the inclusive education policy and have access to centres which offer specialist services.
- 27 Improve the frequency and quality of the monitoring and support services provided by district offices to schools, partly through better use of e-Education.

#### **Learners ...**

***Attend school on time, every day, and take their schoolwork seriously. They have access to computers, a good meal, sporting and cultural activities. They have respectful relationships with their friends and dependable teachers.***

## Did You Know?

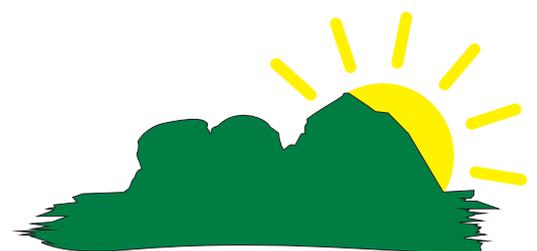
The South African Schools Act no 84 of 1996 prohibits the use of corporal punishment.

**It clearly state in section 10 that:**

(1) No person shall administer it at a school to any learner and

(2) Any person who contravenes subsection (1) is guilty of an offence and liable on conviction to a sentence which could be imposed for assault.

***Pay attention and do the right thing.***



**MPUMALANGA**  
A Pioneering Spirit

# Hard Work Rewards Emensly

The MEC for Mpumalanga Education, Mrs Reginah Mhaule was on 18 April 2012 conferred with a Masters Degree in Public Administration by the University of Pretoria at a Graduation Ceremony hosted at Rembrandt Hall LC de Villiers.

MEC Mhaule completed her Secondary Teachers Diploma at Mgwenya Teachers College in 1990, a Bachelors Degree in 1996 with UNISA, a further Diploma in Education in 1997, B ED (Hons) in 2002 at the University of Potchefstroom as well as Project and Programme Management in 2008 at the University of Johannesburg.

She has served in a number of progressive structures including SADTU, SALGA, the Mbombela Local Municipality where she was a Speaker and an Executive Mayor from 2003 to 2006.

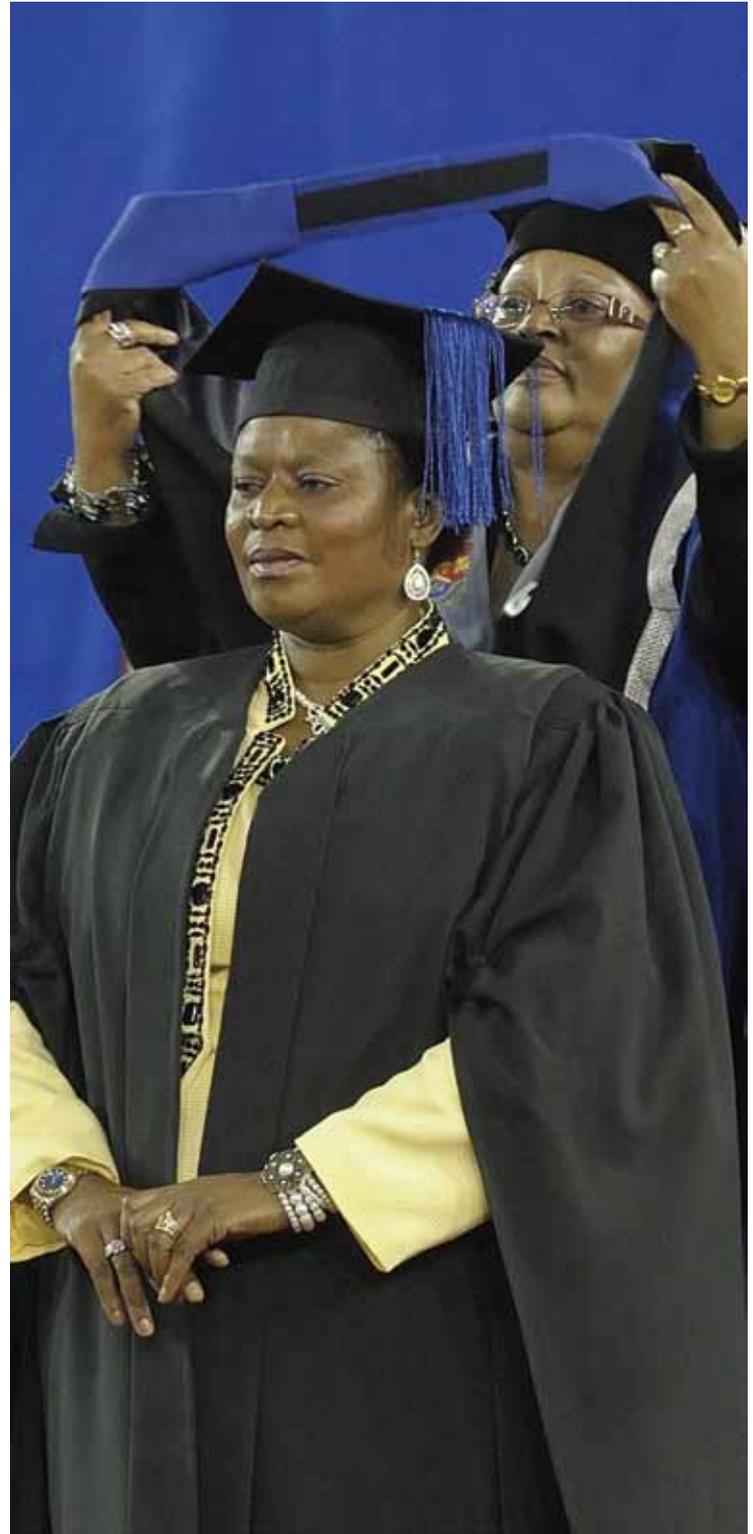
She is currently a member of the ANC Provincial Executive Committee, a member of the ANC Provincial Working Committee and, of course, the Member of the Executive Council.

Hard work, commitment and love for books are what propelled her to achieve this accomplishment in the midst of her tight schedule.

"It is only fair that as custodians of the delivery of Education and drivers of the long life learning process, we are seen to be leading by example. There is nothing that can prevent a person from achieving his or her dreams if there is willpower and the zeal to succeed.

My modest wish is that this achievement should inspire our youth to take advantage of the opportunities that education affords them and to appreciate that indeed South Africa is full of possibilities," MEC Mhaule said.

This is a feat that needs to be emulated by both the young and old as the need to develop and meet the challenges of the present world requires education. Bravo! MEC Mhaule Bravo!



"You made it, Congratulations!"

***"It is only fair that as custodians of the delivery of Education and drivers of the long life learning process, we are seen to be leading by example.***

***There is nothing that can prevent a person from achieving his or her dreams if there is willpower and the zeal to succeed."***

# Mitigating School Infrastructure Challenges

There are focused efforts to deal with the challenges of infrastructure shortages in the department. As a caring department, the need to own up to the challenge is highly acknowledged. It is in this context that the MEC for Education Mrs Reginah Mhaule held a press conference to appraise school communities within Mpumalanga of this challenge and the way the department is dealing with it.

“The Mpumalanga Department of Education concedes that there are schools which are currently experiencing overcrowding due to a shortage of classrooms, the need for renovations and the fixing of storm damaged schools and areas that require new schools.

Amongst these are schools which were constructed a long time ago, by the then homeland governments and now require urgent attention. Most of these schools are in Bohlabela District, Bushbuckridge Municipality,” said MEC Mhaule.

In trying to understand the magnitude of this challenge the Department has commissioned the Education Facilities Management Systems to take stock of the state of schools throughout the province and a consolidated report is expected in due course. This report is expected to help the province to understand the challenges of infrastructure in a holistic manner and will be the basis of future planning.

In addition, the province has entered into a contract with ABACUS for the provisioning of mobile classrooms. In the past two years already 255 mobile classrooms were dispatched to schools. While this serves as a short term solution the challenge is that these mobile classrooms come at a cost and it is as well costly to transport them around. The Department has already spent R55 million on the provisioning of mobile classrooms.

In 2010, the province focused on fixing 225 mud and unsafe structures. This project is at a completion stage with only 20 structures that are still in progress.

In 2011, the department embarked on 255 school infrastructure projects at an allocated cost of R620 million.

This included the construction of 08 new schools which were built last year including Ezakheni Combined and Shongwe Boarding Schools at Mkhondo and Nkomazi Municipality respectively.

The boarding schools are meant to cater for learners

from farming and other communities living below the breadline in an environment that is conducive for teaching and learning.

This year there are 178 school projects that the department will be focusing on at an allocated cost of R692, 387 million. Of these schools 70 are storm damaged.

The department reiterates its position and willingness to ensure that all schools are in good state for the enhancement of teaching and learning.

The refurbishment and construction of schools to completely alleviate this backlog may require billions of rands and thus the department has resolved to communicate with schools, school governing bodies and parents in general for them to appreciate that as much as there are backlogs nevertheless something is being done to mitigate the challenge.

***“The department reiterates its position and willingness to ensure that all schools are in good state for the enhancement of teaching and learning.”***



**New Schools Built**

# Injecting Human Resource Growth

**M**andated to oversee the progression of skills and human development in the province, the Department of Education has gone a step further in the realisation of this mandate. The launch of the Provincial Human Resource Development Strategy (HRDS) came to fruition on 03 April 2012 at Hoërskool Nelspruit.

The HRDS aims to alleviate the challenges of skills shortages by bringing together all the sectors of the provincial economy, public and private, in charting a way of bringing about a pool of scarce and critical skills. This will be a boost to the socio-economic factors in the province as the running of the provincial economy requires such skills and the supply and demand for such skills will be matched thus shortages will be a thing of the past.

The launch progressed with the appointment of 25 members of the HRDS steering committee where all the economic sectors are represented. This committee is tasked with the responsibility to drive the HRDS forward in line with the ever changing economic demands and the Mpumalanga Economic Growth and Development Path.

The MEC for Education, Mrs Reginah Mhaule said, "The Provincial Human Resource Development Strategy puts education at the centre of skills development in the country in general and the Province in particular. It is clear that there can be no economic, social and other forms of growth, development and progress without a functional education system. For this reason the participation of all sectors both in the development and the implementation of the HRDS cannot be over-emphasised."

"The HRDS will help us provide action plans to address and retain these scarce skills within the province, which in turn will support the Provincial Growth Development Strategy and the Mpumalanga Economic Growth and Development Path. Now that we have the road map for skills development, let us hasten to focus on its rapid implementation across the length and breadth of Mpumalanga Province," said Premier DD Mabuza in his keynote address.

The HRDS will focus on key areas of operation such as increasing the number of graduates enrolled in internship programmes, developing a skill retention strategy for the province and working in collaboration with national departments to attract scarce and critical skills while at the same time offering incentive for local residents to occupy vacancies.

***"The HRDS will help us provide action plans to address and retain these scarce skills within the province, which in turn will support the Provincial Growth Development Strategy and the Mpumalanga Economic Growth and Development Path. Now that we have the road map for skills development, let us hasten to focus on its rapid implementation across the length and breadth of Mpumalanga Province,"***



**United front in support of the HRD Strategy**  
**Front Row from Left to Right: MEC Candith Dlamini Mashego, MEC Madala Masuku, MEC Reginah Mhaule, Premier DD Mabuza, Executive Mayor Cathy Dlamini, MEC Siphosezwe Masango, MEC Vusi Shongwe, MEC Dikeledi Mahlangu and MEC Clifford Mkasi**  
**Backrow are newly appointed members of the Human Resource Development Steering Committee**

## Elections Of School Governing Bodies Progressed Without Major Glitches

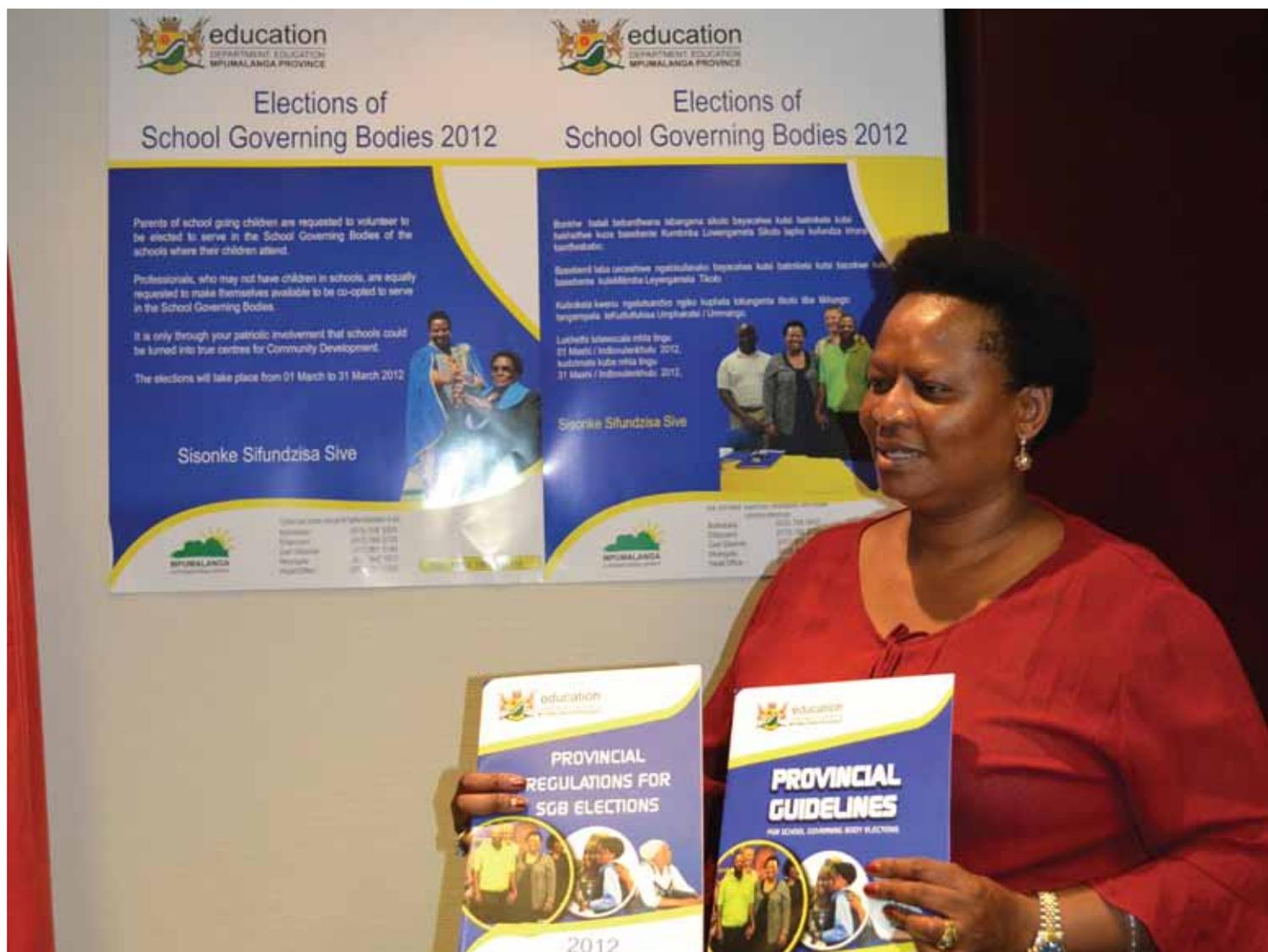
The Elections of School Governing Bodies (SGBs) went well in all schools (with the exception of four) in the province, thanks to men and women who headed the call to participate in the process. Parental involvement forms the basis for a successful school. A school with an effective School Governing Body is thus more likely to achieve success than those with limited parental and community involvement. This is one rationale behind the establishment of SGBs in addition to the democratisation of school governance.

The SGB elections were scheduled for March 1-31 and were meant to facilitate the elections of parents, teachers and learners in all public schools as governing members who will ensure that their schools run efficiently. Newly-elected School Governing Bodies will continue the work of promoting school excellence, ensuring that schools run smoothly and efficiently and that they serve the best interests of communities and expectations of parents. These SGB elections take

place every three years.

The SGB elections are a priority to help in further improving schools' and learner performance and the quality of passes. A capable and committed cadre of parents is essential to make the SGB functional and incumbents will be taken through an induction course to develop them in understanding their roles and responsibilities.

*"I take this time to express my gratitude to all parents who played a meaningful role towards the success of this process. Their involvement on matters of education will go a long way in ensuring that we met constitutional mandate of opening the doors of education to all. I also take this time to thank all officials who coordinated all activities leading to this outcome. The Department will henceforth commence a process to build capacity to the newly elected members of the school governing bodies to enable them to understand their roles and responsibilities. We wish you all the best in this new responsibility,"* said Mrs Reginah Mhaule MEC for Education.



Doing it smart: MEC Mhaule displays Regulations and Guidelines for the election of School Governing Bodies

# Sibusiso has a Vision

**S**ibusiso Judas Mdaka (30) is blind but determined to get his education and a matric certificate. Born and bred in Daantjie, Mbombela where he used to run and play soccer in the dusty streets enjoying his youth with his peers until he was robbed of his sight at the age of seventeen.

Sibusiso is coming from a family of six, with no bread winner as his father is unemployed. The family is dependent on the disability grant that he gets. To ease the strain on the challenges of life, he looks ahead at a better life after matric where he will be able to get a job and fend for himself and his family. He is enrolled to write the Qedibanga Examinations (May/June) and will this year sit for English FAL, Afrikaans FAL and SiSwati Home Language.

He did his secondary education up to Grade 11 in 1998 at Ncakeni Secondary School. He completely lost his sight in 2002 as a result of the progressiveness of the glaucoma.

The loss of sight challenged him to the extent that he could not further his studies but drop out of school. Notwithstanding the loss of sight and the need to find his feet in the new dark and blind world, in 2010, he enrolled at Optimum College to pursue a certificate course in Computer and Call Centre Operation.

and issues affecting blind people. He then became an active member for the Council for the Blind in Mpumalanga.

*"I have learnt that it will not help any one for me to lament about my situation but needed to empower myself with education since it is the only available key to success."*

I cannot let the lack of sight deprive me of my vision as such I made every effort that I get the necessary assistance.

I want to express my appreciation to the Department of Education, the leadership of MEC Reginah Mhaule for all the help and courage they have offered me. The future looks more certain now," said Sibusiso.

The Department of Education has solicited a computer that is sponsored by Teejay Technology with the Jaws software installed by the Association for the Blind. The Department also made sure that he gets the required stationary and support from curriculum implementers and the examination directorate.

The Qedibanga Examinations afford an opportunity to all learners who wrote matric before 2008 but could not get the required results to get a certificate and those who studied the old syllabi who want to get a matric certificate.

*"I am encouraged by the foresight shown by Sibusiso; he could not allow his condition to deter him from achieving his goals. With this kind of attitude, I am certain that he will prosper in life. He is not just a winner but a role model as well even to people who are well sighted. We are really encouraged by his will, determination and vision of a better life,"* said the MEC for Education, Mrs Reginah Mhaule.

The Qedibanga Examinations will commence on 01 May and end on 22 June 2012.

***"I have learnt that it will not help any one for me to lament about my situation but needed to empower myself with education since it is the only available key to success."***



**Visionary: Sibusiso Mdaka**

# Raising the Performance Bar at Marite Circuit

The pass percentage improvement in the 2011 Grade 12 results did nothing much of a favour for the Marite Circuit community in Bohlabela District, as it became one of the worst performing circuit in the province and nationally.

The MEC's visit follows her pronouncement and promise in her keynote address delivered at the occasion of the release of the 2011 Grade 12 results; to pay fact finding visits to poor performing schools in an effort to provide support towards the improvement of performance. The meeting was well attended by all community structures, stakeholders in education, school management teams, principals and was also graced by Kgoši Mokoena.

To provide an insight into the matter, presentations were made on the performance of the province, districts, schools and circuits. The performance of Bohlabela District and Marite Circuit in particular was on the spotlight. The presentations also provided challenges that hinder learner performance, recommendations, as well as good practices for schools with regards to good performance.

During the deliberations, community members raised issues varying from parental involvement in the learning process to the interruptive nature of cell phones towards learning. *The outcome of the meeting was positive as all structures owned up to their roles and responsibilities. A pledge by all stakeholders to work together for the good of the community and the future of the learners was made.*

Traditional Healers and Leaders agreed with MEC Mhaule

Such results spell a bleak future for the learners in the circuit as well as the community in general. To arrest such bad developments, the MEC for Education, Mrs Reginah Mhaule visited the circuit on 20 April 2012. The objective of the visit was to engage the community of Marite in an effort to get to the bottom of the poor performance and to garner the support of the community.

Chief Mokoena with MEC Mhaule

# Vodacom lifts ZB Kunene



Delighted; Mr Sono, principal of ZB Kunene, DDG Moyane & Mr A Steenkamp  
Vodacom Regional Manager

Even the prospect of rain and gloomy weather could not dampen the joyous mood prevailing at ZB Kunene Secondary School. The marquee erected for the event was full of uniform clad learners who could hardly hide their excitement for the development of the school and their academic well being. This was the hand over event of cellular phone network service giant Vodacom's donation of a fully equipped library to an underprivileged school.

The library, furnished with 3220 books, five computers, six computer desks, three DVD players, 25 bookshelves and one projector, was handed to ZB Kunene Senior Secondary School in Kanyamazane outside Mbombela.

The Department was represented by Mrs Lucy Moyane, Deputy Director General: Curriculum who encouraged learners to pay much more needed focus on their education. To that effect, she said, "Gone are the days when the South African child was the lowest performing pupil in the southern African region because of a shortage of books and information.

Once you are done with education, you still have another 50 to 60 years to do whatever you want to do. There is no time to indulge now in drugs or sexual activities. You carry the aspirations of your parents, family and the community, so please use this library for your benefit and to upgrade the people who look upon you to help them."

"We are particularly pleased that today we are able to donate a much-needed library that can only enhance the performance of the students in the near future. Vodacom staff members offered their free time on Saturdays to tutor matrics in Maths, Physical Science, English, Economics, Business Studies and Accounting. Vodacom was prepared to help other schools that asked for help," he said.

Mr. Derrick Sono, the principal of ZB Kunene said, "Our



learners will have it easy now as the distance that they used to walk to the community library has been shortened. They will now have the opportunity to study and get the assistance of their educators with proper guidance. That is a positive development and our gratitude is extended to Vodacom for everything they have done to assist us."

***"Gone are the days when the South African child was the lowest performing pupil in the southern African region because of a shortage of books and information."***



In appreciation. Learners of ZB Kunene

# You Decide Campaign

"The underage drinking problem creates a myriad of socio-economic problems that go far beyond the confines of the classroom and are a threat to communal and social development. If it goes unchecked and unchallenged, underage drinking can hold the Nation at ransom to evil and destructive whims.

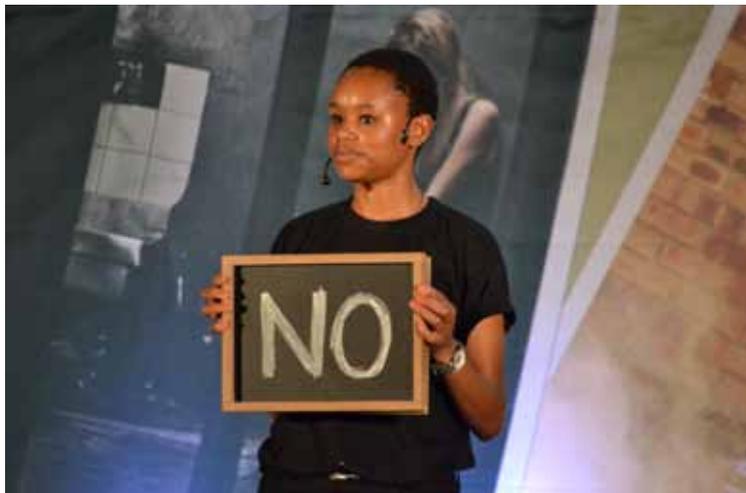
To arrest such negative developments the partnership uses education, the best weapon at its disposal. Through education, we unleash the war against underage drinking as we engage parents, teens and whole communities to join hands in this fight," said the MEC for Education, Mrs Reginah Mhaule.

*The campaign discourages teenagers to use alcohol and get involved in violent crime as underage drinking is a gateway to the abuse of other recreational drugs such as cocaine and marijuana.*

The campaign advises minors to make the right choice and take the right decision. At the same time, the campaign is appealing to parents and community structures to play their supportive roles in securing the future of our children and repelling this scourge of underage drinking. Parents are advised to watch for telling signs of alcohol drinking and are encouraged to provide the necessary support to their children trapped in this.

Robyn Chalmers, head of communications at SAB, produced a long list of SAB's involvement with awareness campaigns.

Among others, Chalmers pointed at the Responsible Alcohol Use, of which SAB is a founder member. Responsible Alcohol Use co-ordinates and directs activities designed to prevent and reduce alcohol abuse. Chalmers states that these activities include the development and monitoring of the industry's advertising and promotions code of practice, which has been incorporated into the Advertising Standards Authority's code of practice.



Say NO to Drugs!

The development of society is an imperative to all the nations of the world, South Africa and Mpumalanga included. Societal development can thus not be disassociated from youth development as the future is our youth. It is on that note that the initiative by the SAB Limited to fight the scourge of underage drinking is applauded.

The National Liquor Act 59 of 2003 and various provincial pieces of legislation around liquor trading oblige manufacturers and distributors to sponsor at least one awareness campaign against alcohol abuse a year.

To this end, SAB has spent R100- million on research and developing a strategy against alcohol abuse aimed at all segments of consumers. You Decide targets drinking by kids under the age of 18, and there are suggestions that the campaign should also include 21-year-olds.

The Youth is our future and thus a programme such as "You Decide Campaign/ Underage Drinking Programme" has come at the right time to alleviate this problem tearing our society apart. The campaign was launched by the Mpumalanga Department of Education in partnership with SAB Limited, Department of Trade and Industry and the National Youth Development Agency on 29 March 2012 at John Mdhluli primary school in Matafin, Mbombela.



# Mbalenhle Shines

**W**hat is in a name? Many cultures attach meaning to a name and thus some parents give a name to their offspring to prophesy good omen in the life of the child. Mbalenhle in the Nguni languages mean "beautiful flower".

Such a prophecy defines 20 year old Mbalenhle Xaba from Sibanesetfu Campus, Gert Sibande FET College. She has lived up to her name and made her grandmother proud as she was declared the 2011 top overall achiever for Mpumalanga with 7 distinctions and an average of 89% in her Office Administration Level 2 results.

In her own words, Mbalenhle acknowledges that hard work pays as she toiled and burnt the midnight oil to achieve this feat. "I actually visited the Department of Higher Education and Training website to check whether the college was indeed registered. It confirmed that it was a public FET College and I made a final decision to pursue my studies at Sibanesetfu Campus," explained the smart girl from Mayflower. She attributed her success to dedication, working extra hours and the phenomenal support she received from her lecturers.

"I am also grateful for the bursary that the department provides for us which enabled me to attend at this exceptional college." Her grandmother, Nomsombuluko Sibeko is her source of strength and has taken care of Mbalenhle after her parents passed on.

As an ardent reader, Mbalenhle believes that success comes as a result of commitment, dedication and a positive attitude. In her spare time, she tries to acquire as much information as possible by reading magazines and newspapers. Mbalenhle is motivated by seeing young people living a fulfilling life. Her immediate goals are to study even harder in 2012.

She admires all her lecturers for their diligent support. "They are always there to support you, whether it is a personal or academic problem," she said.

The MEC for Education acknowledged the Mbali's feat in her 2012/13 Policy and Budget Speech by saying, "Ms Mbali Xaba was declared the overall best student from FET Colleges having obtained seven distinctions with an overall average of 89%. She comes from a rural area, but rose above all odds to make her name mentioned amongst the best of the best.

We are really proud of her achievement and I request that we respect this daughter of the soil by applauding her achievement."

The Mpumalanga Department of Education is indeed

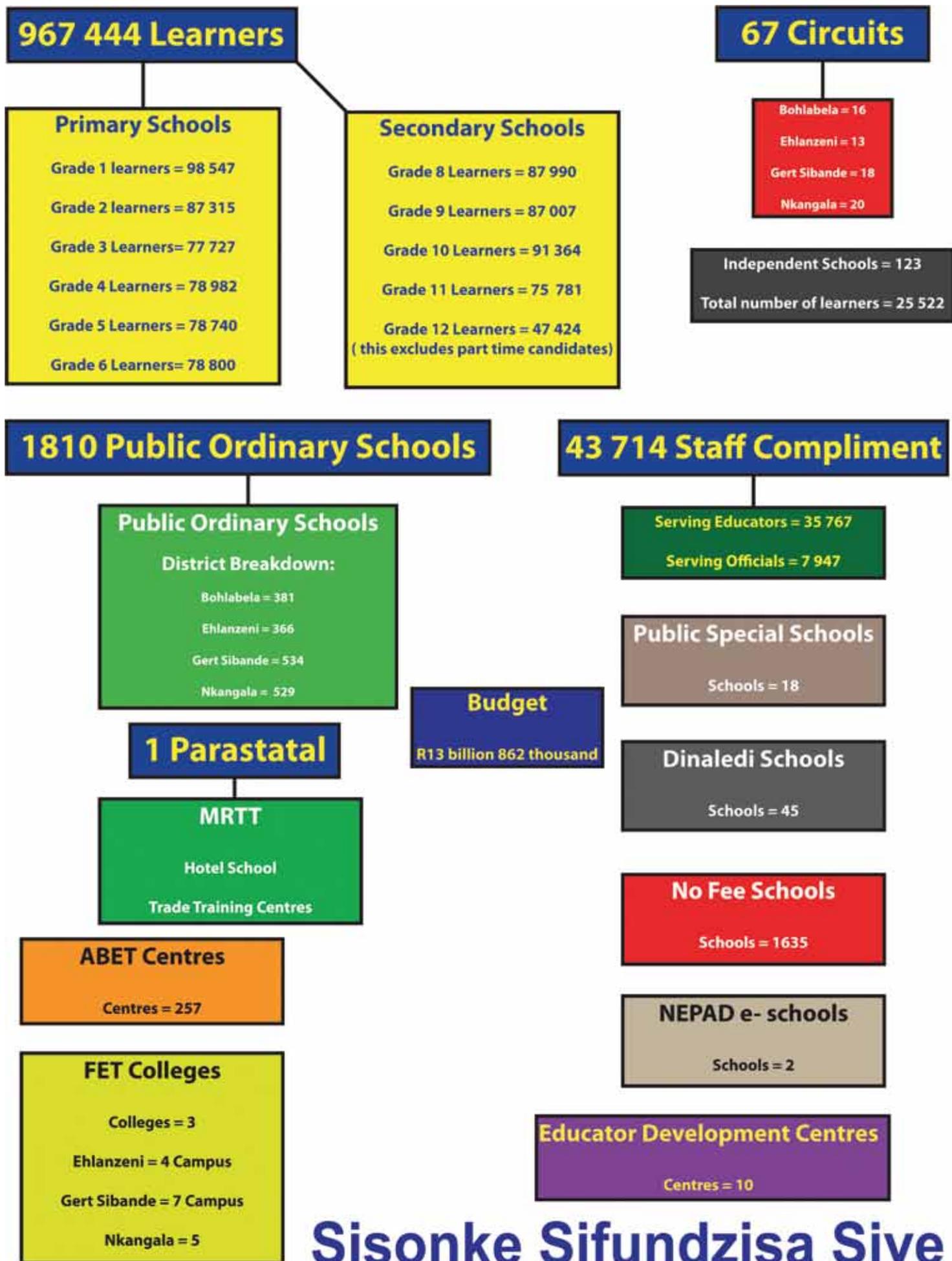
honoured to have students of this calibre and wishes her all the best.

***"I am also grateful for the bursary that the department provides for us which enabled me to attend at this exceptional college."***



**"Well done my child, keep up the good work!"**

# Department at a Glance



**Sisonke Sifundzisa Sive**

# Electric- Vehicle Conceptualised

The Rotary Club White River branch conducted a competition to construct a new Electric Vehicle with given specifications. The competition was held in Riverside Mall grounds on 20th May 2012.

Electric Vehicle challenge is providing a unique opportunity to engage high school students with hands-on real world solutions to our fast growing transport problems and energy crisis.

The year long educational programme featured students who design, construct, operate and educate the public about innovative full size electric vehicles. In addition to building a street-legal electric vehicle, the students compete in a series of events to determine the range and performance of their vehicles, while demonstrating their public speaking, excel reach and electrical trouble shooting skills.

A total of 10 teams participated in the event. Some of the participating teams were from Uplands School, Penryn College, Rob Ferreira, Bergvlam School and Nelspruit AutoTech.

The Valencia Combined School scooped the 1st and 2nd prizes for the EV Challenge on Sunday, May 20th at the Riverside Mall which was organised by the Rotary Club of White River. The Electric Vehicle (EV) Challenge was launched for the first time in South Africa.

The Grade 12 A science learners of Valencia Combined School, under the supervision of their science teacher, Mr. C. Sankaran Nair, designed, built and participated in the race. They used a pack of three 12V lead-acid battery to generate 36V and a brushless DC hub motor 450W to propel the car. Valencia was the only public school that participated in the event and it is a proud moment for the school as a less advantaged, public school has won against more affluent schools in the region.

The team 12 Cubed of Valencia (Dalixolo Mbuyane, Thorn Silinda, Chikomboreno Gwangwa, Westleigh Moodley) completed 68 laps in one hour and won the first place. The prize includes a floating trophy, a trip to Cape Town for the entire team and the teacher. They will visit the factory where "Joule" the only electric car manufactured in South Africa has been constructed. They will also visit the Stellenbosch University, faculty of Science and Technology.

The second team Vavavoom of Valencia (Rebotil Chiloane, Yacoob Mohammed, Romeo Khoza, and Miranda Sifunda) completed 66 laps and won the runner-up trophies and a trip to Pretoria. They will visit the CSIR and spend time with the specialists in battery development.

The student team leader, Wesleigh Moodley (science student) said, "When I got in to the programme, it was totally different and I have loved it ever since. How many kids can actually say that they have worked or built an electric vehicle?"

"I want to be an electrical engineer and this just expanded my horizon, I am going to be ahead of a lot of other people because of this," said Robotile Chiloane a science student and fellow participant.

The project was sponsored by DELTA EMD, Nelspruit. The CEO, Mr. Praveen Baijnath and his engineers helped with construction materials and technical support. The Valencia Panel Beaters assisted with tools, welding equipments and paints.

***"When I got in to the programme, it was totally different and I have loved it ever since. How many kids can actually say that they have worked or built an electric vehicle?"***



"Nothing is impossible"



"We did it"

# The Mpumalanga Department of Education, South Africa

Accelerating Excellence in Education Delivery



## MPUMALANGA PROVINCE IN CONTEXT

The name Mpumalanga means east or literally "the place where the sun rises". Mpumalanga lies in eastern South Africa. With a surface area of only 79 490 km<sup>2</sup>, the second-smallest province after Gauteng, it has the fourth-largest economy in South Africa. The area has a network of excellent roads and railway connections, making it highly accessible. Because of its popularity as a tourist destination, Mpumalanga is also served by a number of small airports, such as the Kruger Mpumalanga International Airport.

Mbombela (formerly Nelspruit) is the capital of the province and the administrative and business centre of the Lowveld. eMalahleni (formerly Witbank) is the centre of the local coal-mining industry; Standerton, in the south, is renowned for its large dairy industry; and Piet Retief in the southeast is a production area for tropical fruit and sugar. A large sugar industry is also found at Malelane in the east; Ermelo is the district in South Africa that produces the most wool; Barberton and Pilgrims Rest are some of the oldest gold-mining towns in South Africa; and Sabie is situated in the forestry heartland of the country.

The best-performing sectors in the province include mining, manufacturing and services. Tourism and agro-processing are potential growth sectors in the province. The province is home to the world famous Kruger National Park.

The Maputo Corridor, which links the province with Gauteng and Maputo in Mozambique, heralds a new era in terms of economic development and growth for the region.

## MPUMALANGA DEPARTMENT OF EDUCATION

The Mpumalanga Department of Education (MDE) committed itself to the effective management of a comprehensive education system in order to

expand education opportunities for all the citizens of the province. Access to quality education is fundamental to improving the socio-economic position of the people of Mpumalanga and to grow the human resources required for the economic growth of the province.

According to the latest national data (*Education Statistics South Africa: 2010*), Mpumalanga is the 5th largest province with a total of **1 036 432** learners, **34 575** educators and **1 939** schools.

## IMPROVING LEARNING, TEACHING AND ASSESSMENT

The department developed a provincial learner attainment strategy, the *Schooling Transformation and Reform Strategy* (STaRS), which seeks to improve learner performance across the system. The design of the STaRS is premised on five (5) main pillars that make up the strategy, they are:

- (1) Early Childhood Development Strategy;
- (2) Literacy and Numeracy Strategy;
- (3) Mathematics, Science and Technology Strategy;
- (4) Matric (Grade 12) Improvement Plan;
- (5) A plan to deal with dysfunctional schools

The strategy is organized and presented along six (6) focus areas that run through the five pillars, namely:

- (1) Teachers and the teaching practice;
- (2) Learners and the learning process;
- (3) Institutional management and support;
- (4) Teaching and learning resources;
- (5) Stakeholder involvement;
- (6) Monitoring and Evaluation

For the 2013 academic year a plan to improve learner performance in identified areas and dysfunctional schools has been developed, drawn from the STaRS to improve performance of learners in identified areas and dysfunctional primary and secondary schools. The plan has six (6) targeted areas:

- Schools that have performed below provincial average in the 2012 Annual National Assessments (ANA) for Mathematics and Languages at grades 3, 6 and 9

- Schools that have performed below provincial average in Mathematics, Physical Science and Accounting from the analysis of the 2012 end-of-the-year results.
- Well performing schools, 80 % and above, to maintain the good performance.
- Schools with satisfactory performance between 61 – 79%, to sustain improved performance.
- Schools with mediocre performance, between 30 and 60%, to move them over.
- Dysfunctional schools, below 30%, to eliminate dysfunctional schools.

## ACHIEVEMENTS

The department made significant progress over the past three years in delivering on its commitment.

### A Clean Bill of Financial Health

The Mpumalanga Department of Education received an unqualified Audit Opinion for two years in succession from the Auditor General. This ends an eight year run of qualified audits, which included a disclaimer.

The report from the Auditor General states that the financial statements and other regulatory requirements of the Mpumalanga Department of Education for the year that ended on 31 March 2012 were found to be sound, efficiently and effectively managed during the year under review.

### Learner Performance

Performance at grade 12 increased from 47.9 in 2009 to 64.8 % in 2011, and in particular performance of learners in Bohlabela district improved from 28.2 in 2009 to 52.7 % in 2011. The number of schools performing at 30% and below decreased from 126 in 2009 to 31 in 2011. Schools performing at 60% and above increased from 160 in 2009 to 312 in 2011. This improvement made Mpumalanga to be the most improved province in the country in 2012.

Results of standardised national performance measurements at lower exit points; grades 3 and 6, the Annual National Assessments (ANA), were formally released for the first time in June 2011. Results indicate that more needs to be done in primary schools to improve literacy/language and mathematical competencies.

The institutionalization of *Quality Learning and Teaching Campaign* (QLTC) and the *School Adoption Programme* have yielded positive spin-offs for the improvement of learner attainment. The stakeholder participation, particularly in the Bohlabela district, has brought stability in relation to school governance. Credit should be given to the Cabinet's programme of adopting schools and circuits in this area.

#### Developments in School Infrastructure

There are focused efforts to deal with the challenges of infrastructure shortages in the department. As a caring department, the need to own up to the challenge is highly acknowledged.

The Department commissioned the Education Facilities Management Systems to take stock of the state of schools throughout the province and a consolidated report is expected in due course. This report is expected to help the province to understand the challenges of infrastructure in a holistic manner and will be the basis of future planning.

A project on fixing 254 mud and unsafe structures is at a completion stage with only 20 structures that are still in progress.

In addition, the province has entered into a contract for the provisioning of mobile classrooms. In the past two years already 255 mobile classrooms were dispatched to schools.

This year (2012) there is 178 school projects that the department will be focusing on at an allocated cost of R692, 387 million. Of these schools, 70 are storm damaged.

The refurbishment and construction of schools to completely alleviate the backlog may require billions of rands.

As part of the *Comprehensive Rural Development Strategy* (CRDP), the department had spin-offs regarding achievements in school infrastructure. The CRDP 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. The Department of Education has embarked on a programme to up-lift the lives of rural communities by ensuring that quality teaching and learning are afforded to, 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 School and accommodate learners from farm schools and the poorest of the poor, at state cost. The provision of Early Childhood Development services and food security are among programmes being strengthened in the CRDP area.

#### PARTNERSHIPS

The Department has partnered with the private sector to establish the Mpumalanga Education Development Trust (MEDT) to support the implementation of projects and programmes aimed at improving the quality of education in the province. The following are some of the partnership projects in the province:

##### Child Friendly Schools

The department, together with UNICEF is implementing a project to make schools in Mpumalanga more child-friendly. 150 schools will be participating in this project. This project aims at developing schools that are inclusive, healthy and protective for all children, effective with children and involved with families, communities and children.

##### Ligbron Academy e-Learning Project

The department together with Absa Foundation, Sonae Novoboard and Xstrata, partnered with the intention to bridge the rural / urban digital divide to ensure effective classroom embedded peer teaching, peer coaching and peer monitoring. The main goal is to add value to the knowledge, skills and attitude of learners, teachers and community members. The program allows live transmission of MST lessons from Ligbron to 5 other schools.

##### MTN Community Development Project

This is school connectivity and interactive Tele-Teaching programme and was implemented in 15 primary schools and will focus on IT, Mathematics, Science and Technology.

##### Anglo American, Science, Career Guidance and ICT Resource Centre

The Centre has been established with the support from the Department of Basic Education, Anglo America, Vodacom, MTN, Eskom Foundation, CISCO Systems, Microsoft and Dell Foundation. The partners established a fully operational Interactive Science Centre, a state of the art Career Guidance Centre, a modern ICT resource facility in a building provided and upgraded by Anglo America in eMalahleni (Witbank).

##### Mondi Science, Career Guidance & Fet Skills Centre

The centre has been established to provide a 'one-stop-educational-facility' that would stimulate interest in Science and provide information, knowledge and skills training to learners, teachers and out-of-school youths regarding the subject and job requirements in the world at large and to provide valuable and needed hands on science experience. The Mobile Science Laboratory unit was established through a partnership by the Department of Science and Technology, the South Africa Agency for Science and Technology Advancement (SAASTA) and Mondi Business Paper.

##### Sasol Science Laboratory

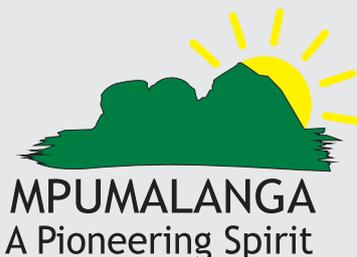
The partnership intends to support the Education Development Centres (EDCs) in the Gert Sibande Region to become professional learning centres.

##### Xstrata Adult Basic Education Training (ABET) Centre

The Centre is offering progressive INSET skills programmes to ABET practitioners. Training programmes include basic reading, writing and numeracy and the use of ICT. Other skills programs offered are ICT, beading and making jewellery. ABET Levels 1-3 courses are also presented.

#### Contact Details

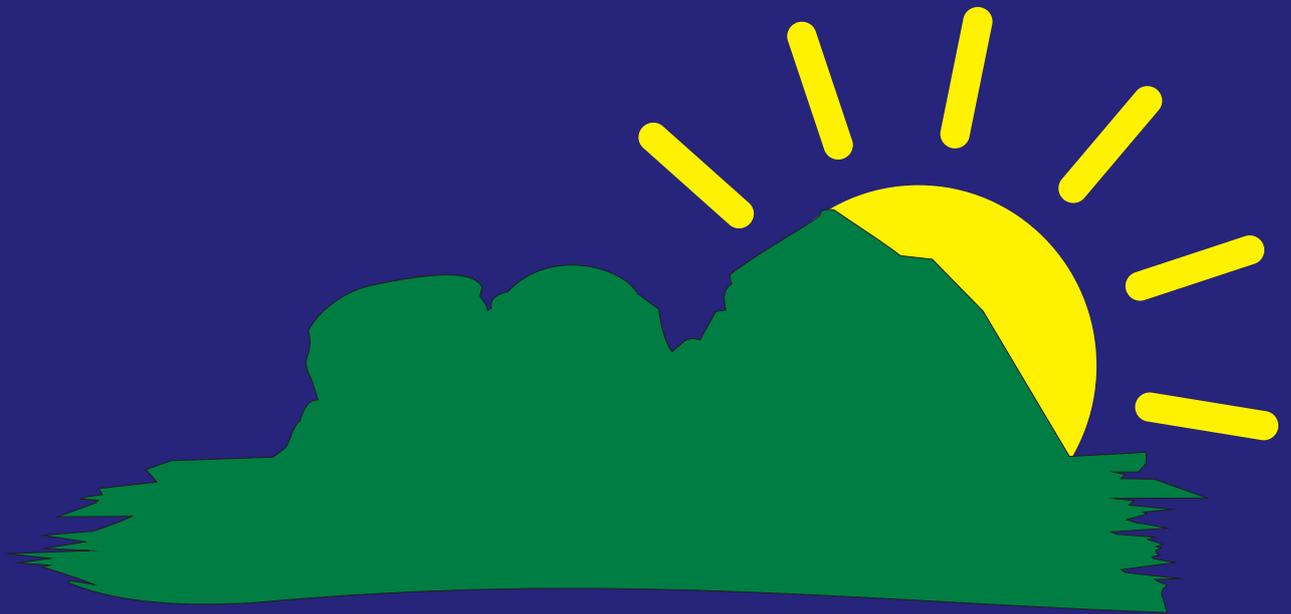
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# education

DEPARTMENT: EDUCATION  
MPUMALANGA PROVINCE



# MPUMALANGA

## A Pioneering Spirit