



HEAD OFFICE

Head of Department:
Mr MR Tywakadi

Building 5
Government Boulevard
Riverside Park
Nelspruit
Private Bag X11341
Nelspruit, 1200
Tel: 013 766 5552
Fax: 013 766 5577

REGIONAL OFFICES

Ehlanzeni Regional Office

Regional Director:
Mr MJ Lushaba

Former Mgwenya College of
Education,
KaNyamazane
Private Bag X1014
KaNyamazane, 1214
Tel: 013 794 9000
Fax: 013 794 3234

Gert Sibande Regional Office

Regional Director:
Ms NV Mthethwa

2 Jager Street
Ermelo, 2551
Private Bag X 9029
Ermelo, 2350
Tel: 017 819 3300/1
Fax: 017 811 5808

Nkangala Regional Office

Regional Director:
Mr JJ Mabena
Building 5
Government Building Complex
KwaMhlanga
Private Bag X 4021
KwaMhlanga, 1022
Tel: 013 947 3892
Fax: 013 947 2096

Bushbuckridge Regional Office

Regional Director:
Mr DMS Mtembu

Former Hoxani College of Education
Kruger National Park Road
Hazyview
1242
Tel: 013 708 5001
Fax: 013 708 5158

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Editorial Committee

Mr JI Zwane	Chief Editor
Mr J Makhumba	Editor
Ms N Keninda	Nkangala Region
Ms S Maphanga	Ehlanzeni Region
Mr J. Tsotetsi	Gert Sibande Region

Special Thanks to Ms JM Viljoen

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

Editorial Comment



The Deputy President, Ms Baleka Mbete, Premier Makwetla, Minister of Education, Ms Naledi Pandor and MEC Coleman at KwaNdebele Science School on 14 January

On behalf of the leadership of the Department of Education we want to extend best wishes for 2009 to all the readers of this newsletter.

All indications are that 2009 will be eventful, interesting and will instill hope in our quest to better the lives of all our people. Surely, these will help to put South Africa on the pedestal for better things to come.

We are inspired by the efficient way that marked the re-opening of our schools on 14 January 2009.

All systems were in place for the commencement of teaching and learning on the first school day.

The Department extends its appreciation to all who made this possible.

Special thanks go to the Deputy President of the Republic, Ms Baleka Mbete; Minister of Education, Ms Naledi Pandor and to our one and only Premier Makwetla and to all public representatives who visited our schools to give support and to welcome education stakeholders in the 2009 school year.

It will be prudent for all communities to re-commit and put extra effort to ensure that our learners perform at the expected levels to make us proud at the end of the day.

Our educators need undivided support, respect and encouragement from all sectors of our communities for the enhancement of teaching.

Discipline and acceptable conduct must be amongst the non-negotiables in our schools and there must be a collective responsibility to achieve this. The "blaming syndrome" must be a thing of the past.

The manner in which the 2008 Grade 12 results were issued was indeed unfortunate and we regret

this development.

We are, however, encouraged that there is an independent inquiry instituted to investigate circumstances that led to the delay in issuing the results that were pending.

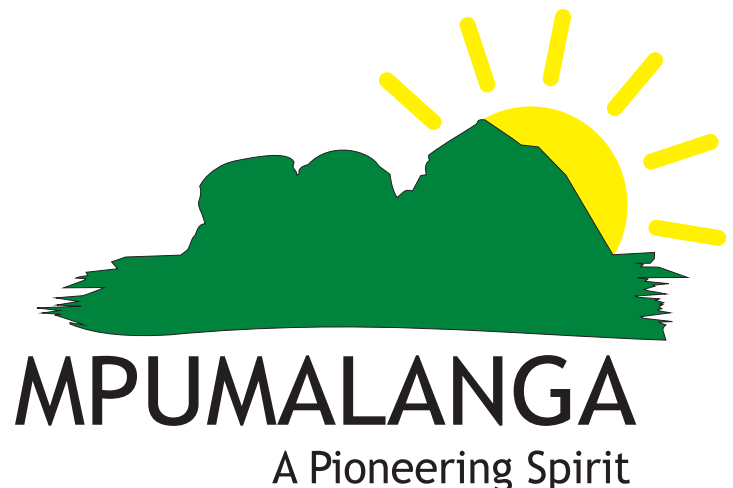
We hope you will enjoy this newsletter and once more have a prosperous year ■



"Welcome Son, you will do well." MEC Coleman at Matsafeni Primary School on 15 January 2009



Leading from the front, Premier Thabang Makwetla at Kwa Duma Primary School on 16 January 2009



Congratulations Are In Order

There is a lot that must be learnt and acknowledged from the outcomes of the 2008 Grade 12 results.

First in line would be to commend our educators for the hard work they have put in the past years. The resilience that they have shown in rounding up the old curriculum and come to grips with the implementation of the National Curriculum Statement is to be commended as well.

Secondly, learners in the Country are able to perform at the same pedestal as opposed to the past when the outcome used to be easily predictable. It was not surprising when other commentators who used to be advantaged called for an investigation when learners, especially from disadvantaged communities, began to outshine the rest in subjects like Mathematics and Science.

Indeed, things are changing for the better and only those who are in denial will have themselves to blame. The learning field is currently opened to all to leverage their potential. This is something we have to be proud of.

The following must be noted from this first cohort of learners that wrote the 2008 examinations:

- The National Senior Certificate is a new qualification based on South Africa's National Curriculum Statement (NCS).
- It is the first national examination of its kind that we have administered. It is also the largest examination in terms of candidate numbers. This year there were 589,912 candidates compared to 564 000 in 2007.
- The candidates of 2008 are the first to receive this new qualification; the first to write a national school leaving exam that is based on the National Curriculum Statement (NCS).
- The NCS is part of our drive to improve quality, to modernize learning, and to offer new opportunities to learners in our Country.
- The National Senior Certificate is a very demanding examination. It requires candidates to do seven subjects: Two Languages; Mathematics or Maths Literacy; Life Orientation and three electives/other subjects chosen by the learner. Candidates must pass six out of the seven subjects (Three subjects must be passed at a minimum of 40% and the other three at a minimum of 30% to get a basic pass).

- All candidates write the same papers; there is no higher grade and no standard grade as in the past. All candidates must also have school based assessment marks which make up 25% of the final mark in each subject.

Regrettably was the fact that there has been a delay in issuing all results on 30 December 2008. This too will improve while we go forward.

The MEC for Education, Mrs Mmathulare Coleman, said: "It is every parent's wish that all children should be assisted to perform outstandingly and I do not think that that wish is unreasonable. If we cannot fulfill it, then our stay in the positions we occupy would not be worth the resources we receive at the end of the day."

She further indicated that there has to be a re-look at improving learners' discipline to obtain results that we can all be proud of.

"I share a view that says for as long as the learners are ill-disciplined, there is very little we can collectively achieve as a Province. In this regard, I have directed the Departmental School Governance Unit to develop a practical framework for the enhancement of learner discipline in all our schools. That programme should be implemented in due course after we have consulted the relevant role players.

It is our collective responsibility to free our children from bad behaviour that robs them of the potential to succeed in life; hence we should all strive to rid all societal ills, especially the negative mindset that hinders and negates service delivery."

The following statistics bear testimony to the above argument that there is something to be proud of in the 2008 outcome:

- 21 085 (22 794) Learners passed,
- 5 335 Learners qualify to further their studies in any bachelors degree,
- 7 845 Learners qualify to study any diploma course and
- 7 894 Qualify to enroll in any certificate course.

The number of distinctions rose phenomenally this year with 6 105 learners obtaining distinctions,

2009 Supplementary Exams

Broken down as follows:

Females : 3 707
Males : 2 398

The total number of distinctions obtained by the Province in key gateway subjects is something worth mentioning:

Three learners from previously disadvantaged schools got a total of 300 (100%) each in Mathematics.

Subject	60-69%	70-79 %	80+%
Mathematics	1163	792	837
Mathematical Literacy	1838	1198	683
Accounting	344	128	110
Physical Science	599	288	144
Life Orientation	16955	8169	2531
Life Science	1093	586	248

The Provincial performance in these key gateway subjects was equally heartening against the National pass average:

Subject	% Province	% National
Agricultural Science	47.22%	11%
Mathematics	40.21%	17%
Mathematical Literacy	65%	76%
Accounting	48.14%	16%
Physical Science	47.92%	20%
Life Orientation	97.19%	98%
Life Science	61.19%	56%



Appreciated: 2009 Top Ten learners showered with praises by the Acting Premier, Ms Candith Mashego and MEC Mmathulare Coleman

The Department will, from 17 February until 25 March 2009, conduct supplementary examinations for the following categories of candidates who sat for the 2008 National Curriculum Statement Examinations:

- Candidates who have not met the minimum promotion and certification requirements for the National Senior Certificate may write supplementary examinations in a maximum of two subjects. These must be subjects for which candidates sat in the 2008 October/November examination.
- Candidates who were absent from one or more external examinations (in October/November 2008) because they were medically unfit, may register for the supplementary examination in all subjects missed. (Documentary proof is required in such instances.)
- Candidates who were absent from one or more external examinations (in October/November 2008) because of a death in their immediate family or other special reasons may register for the supplementary examination in all subjects missed. (Documentary proof is required in such instances.)
- A candidate who has one requirement short in meeting the minimum admission requirement for higher certificate, diploma and bachelors' degree programmes
- Candidates who provide evidence that they qualify for admission to higher education institutions or for an occupation, **BUT** do not satisfy the higher education faculty requirements or for a specific occupation, may be allowed to register for a maximum of two subjects in an effort to improve their results. (Documentary proof of faculty or occupation requirements is required.)
- In cases where an irregularity is being investigated, a candidate may be granted provisional enrolment for the supplementary examination for a maximum of two subjects pending the outcome of the investigation. Under all of the above-mentioned categories the Grade 12 year mark for 2008 will be used to satisfy the internal assessment requirements (CASS). Provisional entry may be granted to candidates with incomplete results in a maximum of two subjects.

Procedure for applications:

- Application for supplementary examinations is applied at the schools.
- Candidates must get supplementary entry forms from their schools.
- They must register and leave entry forms at school.
- The school will send them to Circuit Offices on or before 23 January 2009
- The closing date is 23 January 2009.

All candidates who wish to repeat the Grade 12 National Senior Certificate will write in October/November 2009. Such candidates must register for the examinations on or before 15 March 2009 ■

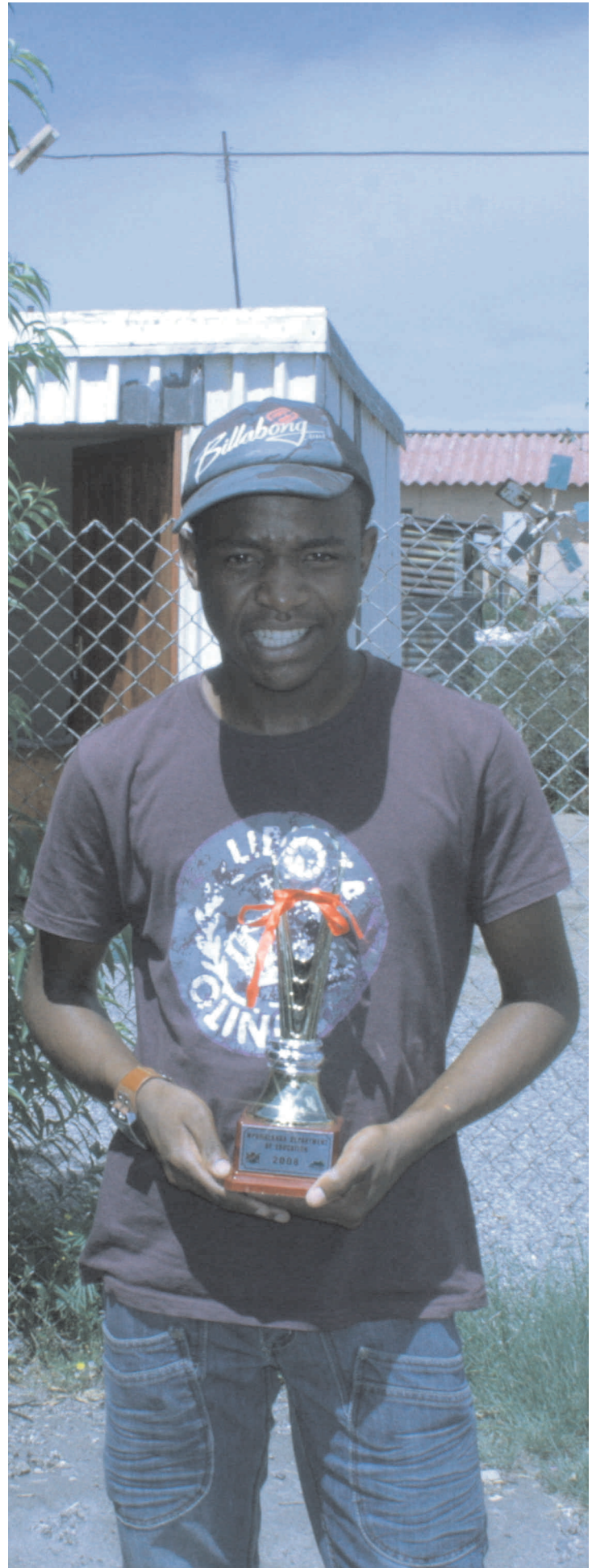
Winning Against All Odds

Lancelord Jele does not allow the odds staked against him to hold him back. Born in a family of five with his widowed mother being the bread winner who struggles to make ends meet, could not deter his ambitions. This 18 year old modest but ambitious young man, from Secunda in Embalenhle's Extension 10 informal settlement, has his eyes set in studying Actuarial Science with the University of Pretoria. Lancelord has passed his Grade 12 with distinctions in Mathematics(100%), Economics (84 %), Life Orientation (88%), Physics (76%) and Geography (76%).He cites his family's economic status and poor background as an inspiration for his achievement and hard work and that lack of a shining star in his family fueled his passion for success.

Lancelord ascribes his success partly to his hard work which he started immediately after passing his Grade 11, the assistance from the professionals and student teachers at the Osizweni Community Development Centre and the guidance of his teachers at Osizweni Secondary School. He singles out his Economics teacher, Mr FJ Khumalo, who has been his advisor through the years. The Principal of Osizweni Secondary School, Mr HJ Senekal, describes him as an outstanding, excellent young man of whom the school is proud of and a role model to other learners. An ardent reader of science fiction and a fanatic of Charles Dickens, Lancelord takes reading as his first hobby.

He also participated in the Eskom Science Expo in 2006, won gold in the regional leg and was eventually selected to represent South Africa in the International Challenge held in Durban at the International Convention Centre in 2007. The project had to do with the establishment of an Automatic Teller Machine with finger and voice detection that would be conveniently used by the visually impaired. Thulane Mkhabela, his project partner and classmate, describes Lancelord as a diligent and intelligent young man.

Lancelord sees himself as a future businessman who would contribute in the development of Mathematics and Science. On advice to other learners, he had this to say, "Learn and don't give up. Don't let the family situation and the reputations of your school detract you from your dream and, mostly, manage your time efficiently." Though admitted at the University of Pretoria, Lancelord has one more hurdle to overcome and that's getting a bursary to further his studies ■



Proud: Lancelot Jele

Inspired by God to Excel

Gholfsig is an affluent suburb in Middelburg town, where Wynand Prinsloo resides with his family. Wynand is an 18 year old learner from Höer Tegniese Skool in Middelburg, who achieved the best result in the National Senior Certificate (NSC) examinations. He obtained six distinctions in Afrikaans (Home), English (First Additional Language), Mathematics, Information Technology, Accounting and Physical Science.

He is a very humble and respectful young lad whose demeanour attests to his spiritual driven family. Asked about how he felt about his examination results, his opening words gave credit to God and his supportive parents.

Wynand comes from a family of two siblings, his older sister, also an academic boffin, is doing a degree with the University of Pretoria. The secret behind the star performance of the Province's super learner is also attributed to his school that created an environment conducive for learners to outsmart themselves. He attributes this to good teaching, winter classes, summer classes and Science extra classes as being instrumental in assisting him to achieve such good results.

Asked about his personal plan to achieve good results, he retorted that: "I have an easy plan, I started studying from the first term to the last, insisting that everyday I do my home work. I gave my best and worked hard."

His favourite teachers are Ms Griessel, whose teaching of Maths made the subject simple to understand and Ms Du Preez, who teaches English, who he refers at as the coolest and approachable at all times. Indeed, such positive comments from learners once they have made their grades are a motivation to teachers to do more. How we wish such comments could flow from the mouths of all learners because they have all done well.

Wynand is not a nerd that never socializes. He has five friends who he says are as hard working as he is; Marco, Tiaan, Francois, Donovan and Gerrit. He is partaking in karate and swimming at school. He has achieved National colours in karate, which further 'assisted him to develop self-discipline', quipped Mr Simon Prinsloo, Wynand's father. Mr Prinsloo (snr) reckons that they have invested in the development of Wynand's studies at a tender young age. He recommends that parents should be supportive to their children and assist them to develop self-discipline and furthermore, to inculcate God's trust in their tender hearts.

The Department of Education in Mpumalanga has sent forth words of appreciation to Wynand as he heads to the University of Pretoria to study for a degree in Industrial Engineering. All learners that will be doing Grade 12 in the 2009 academic year need to take a cue from Mpumalanga's 2008 super learner, Wynand Prinsloo. The Province is proud of such a performance, a feat worth to be emulated by other learner ■



Overall Best Learner: Wynand Prinsloo

It Is Only In The Dictionary Where Success Comes Before Work

These were the words uttered by Sanele Sibiya's mother, who obtained seven distinctions and 100% in Maths. The 17-year old Sanele is one of the three learners to obtain 100% in Mathematics in Mpumalanga.

He went on to score above 80% in six other subjects, the lowest being 82% in Geography and second highest after Maths being Physical Science at 96%.

The third born child of Mr and Mrs Sibiya, Sanele lives with his parents and three brothers in Elukwatini, a rural settlement in the Gert Sibande Region.

During our visit to his home where he was interviewed, Sanele said that his whole family gave him their unwavering support; mostly his mother who, as a curriculum implementer, knew precisely the prize in store for learners who will perform exceptionally well.

He also mentioned the fact that his two teachers, Ms Dirang Ndongane and Mr SW Masingi, both told him that he had the potential to get an A+ in all of his subjects.

His parents are very proud of him and alluded that besides being intelligent, Sanele is a very hard working child who was committed throughout the year.

To support what his parents said, Sanele told us that he was always ahead of his teachers' pace as he started studying for Grade 12 in December 2007 and managed to finish the syllabus in all subjects before the trial examination in 2008.

Talking about his school, Sanele told us that the school principal is very committed in exposing them to new things such as Science and Maths Olympiads. However, they do not have a school library and their laboratory does not have enough resources.

Sanele wants to become a mechanical engineer and he is intending to further his studies at Wits University.

He is a very ambitious young man who wants to obtain a P.h.D in mechanical engineering and desires that all his peers work hard to achieve good results and make South Africa a beautiful country ■



Hard Worker: Sanele Sibiya

Remembering Those Easily Forgotten



Thank you, MEC Coleman, for putting a smile on our faces

In the true spirit of the festive season, the MEC for Education, Mrs Mmathulare Coleman hosted a Christmas party for underprivileged children on 12 December 2008 at the Laêrskool Sabie Sports Grounds.

This was inspired by her compassionate heart and eagerness to embrace and show love to the less fortunate. As a gesture and a show of love, the MEC intended to share time and knowledge with these little ones in an effort to empower them.

A total of 200 orphaned and neglected children from the Thaba Chewu District attended and were treated to sweet delicacies and a variety of games. The Christmas Party was also intended to be used as a platform of interaction for advising, inspiring and motivating these precious little lives.

The children were advised to have respect for the elders, parents, teachers and society, discipline, knowledge and to stay motivated so that their future could be on the bright side. They were also reminded to stay focused and to invest in their future through education.

The children took advantage of the festivities of the day as they painted their faces, played along and cooled off while playing water games. This did not end there as some were taken through some quiz to test their knowledge on educational issues.

Special gift packages of school bags and stationery were given to these children. Words of encouragement that could spur them on to greater heights were that their past does not determine their future but that they hold the key to their future and education being the key to success. They were also assured that Mpumalanga Department of Education would be fully behind them in terms of support. "Be ready for the 2009 school year, enjoy the festive season. Merry Christmas and a Happy New Year. We love you," concluded MEC Coleman ■

Heritage, Greening Mpumalanga



Appointed: Dr Nthabiseng Motete

The Executive Council has appointed Dr. Nthabiseng Motete to coordinate and drive the implementation of the Heritage, Greening Mpumalanga and Tourism Flagship Programme. The Editor, Mr Jeffrey Makhumba, took time to interact with her in an effort to understand her brief as CEO of this flagship.

Mr Makhumba: Dr Motete, on behalf of the Department of Education I want to take this opportunity and congratulate you on your new appointment.

Dr. Motete: Thank you very much, it is a cherished privilege and delight to serve the Province of Mpumalanga in the capacity of Programme Coordinator for the Heritage, Greening Mpumalanga and Tourism Flagship Programme.

Mr Makhumba: Who is Dr Motete?

Dr. Motete: Briefly, I am an environmental scientist by training with a PhD on ecosystem responses to increasing atmospheric carbon dioxide concentrations, and I have worked extensively on trans-frontier conservation areas (TFCAs) to facilitate trans-boundary conservation management of natural and cultural resources.

Mr Makhumba: How were you received by the people of this Province?

Dr. Motete: I was quite warmly received, particularly because in my previous professional engagements I had interacted with a number of professionals in Mpumalanga within the sectors of conservation management and tourism, hence moving to the Province was like a homecoming experience.

Mr Makhumba: Our view is that you will be coordinating activities of the Heritage, Greening Mpumalanga and Tourism Flagship. What does this entail?

Dr. Motete: The flagship is a targeted programme management intervention aimed at complementing the capacity of the three components (i.e. heritage, greening and tourism) towards a more spatially integrated implementation approach. The emphasis here is on the integration of the three components, based on the principle that a whole is better than the sum of its parts.

The rationale behind the intervention is to accelerate the delivery of quality services to the people of the Province. By its design, the flagship is highly collaborative by harnessing resources from across all participating Departments and institutions of Government. The intention is also to mobilize resources from key stakeholders outside of Government.

Mr Makhumba: In your own opinion, how will this benefit the Province?

Dr. Motete: The Flagship seeks to maximise the tourism development opportunities for Mpumalanga by foregrounding the Province's rich heritage and environmental landscapes.

Specifically, the positioning of Mpumalanga's renowned heritage to flagship status instantaneously unlocks opportunities for diversification product offering, through acknowledgment, recording, transformation and preservation of cultural and natural heritage.

Notably, the greening component places emphasis on spatial planning in the management of natural environment, and strives to ensure a clean and healthy environment for the people living in and visiting Mpumalanga.

and Tourism Flagship

Mr Makhumba Which institutions constitute key role players in the Flagship?

Dr. Motete: By virtue of the Flagship being highly multi-disciplinary, all collaborating institutions have a significant role to play in the implementation of projects.

Key role players in this regard would be the Department of Agriculture and Land Administration (DALA), Department of Culture, Sport and Recreation (DCSR), the Department of Economic Development and Planning (DEDP) and the Mpumalanga Tourism and Parks Agency (MTPA).

With regards to governance, the Mpumalanga Department of Education (MDoE) coordinates the Flagship from a Social Services Cluster perspective.

Overall, one cannot over-emphasize the role of communication in ensuring that the beneficiaries of the Flagship, and the people of the Province at large, are kept abreast about developments and progress on the Flagship.

Mr Makhumba: What must the people of Mpumalanga expect to see in the near future?

Dr. Motete: The Flagship has identified a number of “quick win” projects which are expected to serve as catalysts for accelerated delivery by the end of 2008/2009, and announcements in this regard will be made by the relevant political authority.

This is indeed a development on which the people of Mpumalanga can expect to see the visible impact by the end of 2008/2009.

Mr Makhumba: What is your special message to the readers of our newsletter?

Dr Motete: While the Province is appreciative of the socio-economic mileage it could derive from its natural resources, it seeks to first emphasize its commitment to sustainable living.

This is the key message about the Flagship that one would like to resonate with the readership of this newsletter.



On Duty: The official handover of trees donated by FNB

Mr Makhumba: Is there anything you would like to tell our readers?

Dr Motete: Important announcements about service delivery on high impact quick win projects of the Flagship will be announced in the next couple of weeks; hence, I would like to tell the readers to watch this space.

Mr Makhumba: Once again, thank you for your time and congratulations on your appointment. We wish you the best of luck ■



Launch of the Heritage, Greening Mpumalanga and Tourism Flagship

12 Braille Machines Donated To Silindokuhle



Mr JR Molai appreciates the donation



Thank You Very Much; Call Again

Silindokuhle is a special school for the blind situated in Mangweni, Nkomazi in the Ehlanzeni Region. On 23 September 2008, Silindokuhle was visited by good samaritans. This visit was in kind a display of the charitable partnership demonstrated by the South African National Council for the Blind, Department of Health & Social Services, Empilweni, Sight Savers, Comprehensive Eye Service, Lions International and Ster Kinekor through the donation of twelve (12) braille machines for visually impaired learners.

The visually impaired need not be viewed only as recipients of empowerment but should be afforded opportunities to thrive and be efficient people on their own. This event was coordinated by the Department of Health & Social Services in line with taking the visually impaired into the main fold.

The Deputy Executive Director for SANCB (South African National Council for the Blind), Mr Laurence Dube, challenged other institutions to engage special schools in their programmes. He further said that, “communities must ensure that children with disabilities are not discriminated against in any form.”

Mr JR Molai, Director: General Education and Training in the Department of Education, said that the Department is of the view that a plan must be put in place for these learners so that they have access to these gadgets even after they have finished studying at Silindokuhle. The Department has set aside a budget for visually impaired learners to access spectacles.

History has taught us that a person with a disability can reach the mountain top only if positive and self belief attributes become a priority. This is learnt from the recent Paralympic Games held in Beijing where Natalie Du Toit and Oscar Pistorius won Gold medals.

Lack of proper equipment should not be allowed to arrest the academic development and progress of those who have a disability.

It is thus a prerogative to ensure proper material enabling learners with special needs to learn is provided to special schools.

All of civil society should pull together and ensure that no learner from any special school should be deprived of such an opportunity as to acquire knowledge. “Let's make the Education Enterprise Everybody's Business” ■



MPUMALANGA PROVINCIAL GOVERNMENT



DEPARTMENT OF EDUCATION



Making The Education Enterprise Everybody's Business

WELCOME



MEC Mrs Elsie Mmathulare Coleman

The Mpumalanga Department of Education is committed to render quality education and training, through good governance, effective teaching and maximum utilization of resources for socio-economic enhancement of all citizens. Develop, evaluate and maintain policy, programmes and systems for general and further education and training, including ABET and ECD. Provide education policy, planning and development support services for the department. Manage and render

corporate services. Render financial management services as well as provisioning and logistical services. Render internal audit services. Execute the requirements of the Public Finance Management Act pertaining to the responsibilities of Accounting Officers.

LATEST NEWS

[Announcement of the 2008 Grade 12 Results by the M...](#)

[No Fee Schools 2008....](#)

2010 World Cup Countdown

DAYS 547

HOURS 15

MINUTES 22

SECONDS 7



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 the stakeholder participation
- Uphold Batho Pele principles
- Promote skills development and equity
- Uphold professionalism and acceptable work ethos and creating a caring environment for UBUNTU

Please visit our Website:

<http://www.mpumalanga.gov.za/education/>

A Leader Emerging



Brave: Geo Louw

Geo Louw is a Grade six learner at White River Primary School with big ambitions. His hobbies are playing with his dogs and a snake. He has been chosen to be a school leader for 2009. His role is to assist teachers in the managing of the school, while learners develop their leadership skills for future roles.

Geo has been excelling in speech festivals to the extent that he won the English Speech category for two consecutive years, while he won the School Afrikaans Speech category for three years. In 2008, he won a gold medal for English Monologue when he portrayed Oom Schalk Lourens, a fictional character in Herman Charles Bosmans's story.

Geo is not only a good orator, but excels in sport as well. He has a passion for rugby, swimming and cricket. His outstanding leadership has been noted by his rugby coach, who has kept him captain of the rugby team since Grade one. Currently he is captain for the under 12 rugby team, which opened doors for him to compete in the Provincial rugby trials held in Middelburg.

He also has a keen interest in swimming and is currently ranked seventh in South Africa in the 800m boys under 12. He has won a myriad of awards for his school and has represented the province for three consecutive years. To hone his swimming skills, he swims six to eight kilometers for two hours every day.

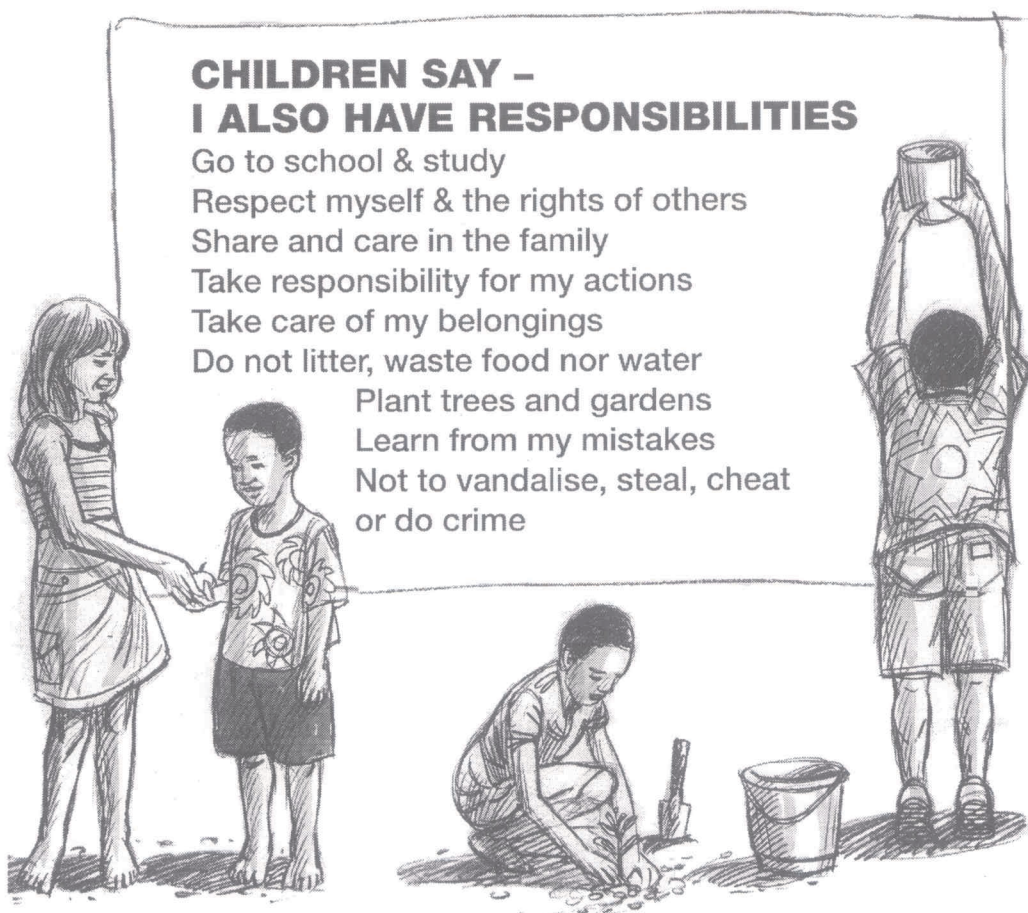
Asked how he feels about swimming, he responded, "Swimming is a hard and lonely sport, but I will not exchange it for the world. Firstly, I want to qualify for level three in swimming and also qualify for the next Olympic Games."

In September 2008, he was identified by the school to participate in the People to People Foundation Leadership course in Washington DC. Unfortunately, he could not attend, but the foundation has extended an invitation for 2009, hopefully he will be able to attend the course ■

Education is Compulsory

DO YOU KNOW A CHILD WHO IS NOT ATTENDING SCHOOL?

If you do, please call **0800 203 116** (Toll Free) and alert the Mpumalanga Department of Education



Our 1996 Constitution guarantees the right of all South Africans to a basic education.

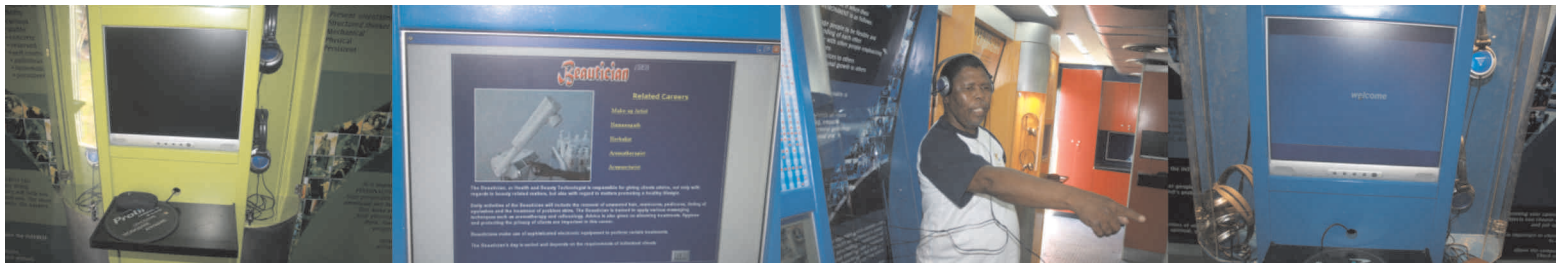
The *South African Schools Act* of 1996 (SASA), which forms the legal foundation for schools in the Country, makes schooling compulsory for all learners aged 7 to 15.

Compulsory education is the cornerstone of any modern, democratic society that aims to give all citizens a fair start in life and equal opportunities as adults. Government is, moreover, bound by the Constitution to progressively improve access to further education and training (FET) (which is Grades 10 to 12 in schools) ■

Bringing Career Guidance Education to your Doorstep



Inside the Truck



The Mobile Unit

All Grade 9 learners of the Province will henceforth conveniently access the career information offered at the Piet Retief Career Guidance Centre, thanks to the Mobile Unit (The Truck) which is the “moving” replica of the Centre. Instead of the schools having to ferry learners to the Centre, the truck will now bring the information closer to the schools in the Province. The Mobile Unit is unique in that it is the only tool of its kind in the country. A German official, seeing the Unit, once told us that in his home country (Germany) there are several smaller career guidance mobile units but that none compares with ours in size, novelty, and equipment. And this, by the way, was in 2004 before it was renovated to be the masterpiece it is today. The Mobile Unit is truly a Provincial gadget worth being proud of.

How the Mobile Unit Works

First the learners complete a simple, illustrated questionnaire with the help of the Life Orientation educators. The results of the questionnaire objectively yield the career code for each learner derived from the so-called “John Holland's Theory of Career Choice” or “Holland's Hexagon” (Hexagon = six sided plane).

Realistic (R) person types *The Doers*: people who work with things/objects (e.g. Builders, Sculptors, Dressmakers, etc.). (Artisans emerge from this “R” category)

Investigative (I) person types *The Thinkers*: people who work with ideas (e.g. Physicists, Meteorologists, etc.). Natural Scientists emerge from this “I” category)

Artistic (A) person types > *The Entertainers*: people who invent things that are amusing to look at or listen to (e.g. Decors, Visual and Performance Artists, Poets, Musicians, Dancers, etc.) (Artists emerge from this “A” category).

Social (S) > *The Helpers*: The people who teach, advise, guide, support, mentor others. (e.g. teachers, counselors, social workers, etc.) (Social-Civil servants emerge from this “S” category)



Inside the Truck



Enterprising (E) > *The Persuaders*: people who sell ideas, products or services (e.g. politicians, salespersons, advertising agents, publicity secretaries, lawyers, etc. emerge from this “E” category.)

Conventional (C) > *The Organizers*: people who do general administration work (e.g. general office routine clerk, filing clerks, typists, etc.). People who deal with documents or paperwork emerge from this “C” category.

In the truck (at the Mobile Unit) the learner will be directed to the career information board where there is a DVD with the earphones whereby he/she will see and hear more about the job categories associated with his/her code. At the Investigative (I) Board, for example, the learner will see a General Practitioner (G.P.) at work and hear more about what he/she does and how to become one.

The Code Overlaps and the learner' code:

For a learner's code, the letter representing the career category to which the learner is most inclined is written first, then the second and the third respectively. The code “SEC”, for example, means that the learner is best suited for careers in the Social services field (S), then in the Enterprising (E) and finally in the Conventional (C) career field. This

means that every person (learner) has a bit of each of the six fields (R I A S E C) albeit to a varying degree. The 3-letter code combinations are numerous: ie **RIA, SEC, ISE, ESA, IRA, SIC, SCR, RSC, CRI, etc.**

Unique Status Of The Teacher:

Neither a Career Guidance Centre nor the Mobile Unit can replace the value of an educator in assisting learners to choose careers. It is for this reason that the Department insists on the premise that “All educators are Career Guidance Counsellors in their respective learning areas” because every learning area is a requirement in some career or the other. A language teacher, for instance, should be familiar with a wide range of careers in which language proficiency is requisite and be able to guide the gifted learners in this area accordingly ■



Rendering Support to Learners

The Department has established a support programme to assist learners who may be experiencing stress, depression or behavioral challenges that may be a hindrance to the learning.

When announcing the 2008 Grade12 Results, the MEC for Education, Mrs Mmathulare Coleman said: The Department has established a team consisting of officials from the Department of Education and Social Development to provide emotional support to learners that may be traumatized by the outcome of their Grade 12 examinations.

Parents and learners can access this service by dialing (013) 766 0015/14 or the Departmental toll free number, **0800 203 116**. In the same breath, learners and parents having examination related queries should dial these numbers for assistance.”

INTRODUCTION

Learners and parents should be aware of symptoms of stress, due to failure, which might lead to post traumatic stress, depression, suicide, etc.

The following should be observed very closely and be handled appropriately with immediate effect.

- Emotional irritation
- Loss of energy
- Feeling anxious or down
- Excessive crying over expressing of emotions
- Sign of making life seem not worth living
- Detachment
- Loss of motivation, ideals and hope
- Lack of self worth
- Loss of a sense of self
- Mental break down
- Feeling like a victim
- Change in appetite
- Feeling of helplessness
- Sleeping difficulties
- Restlessness
- Difficulties in concentrating, Remembering and making decisions, etc

Peer pressure

- Learners gauge their performances against those of their friends
- Learners should learn and know that no two people are the same or have the same ability

- Failure is just an event and not that they are failures
- There is always another chance in life
- Check other people they know who are successful today but had to go through failures in their lives in order to be successful
- Learning is a process that one needs to refine and redo until one succeeds.

Learners setting unrealistic goals for themselves

- Sometimes learners set goals that they will not be able to achieve, because they are not compatible with their potential ability and once they do not achieve the goals, they feel ashamed to face the world and then decide to escape the pressure and commit suicide or decide that they do not want to do anything else because they are worth nothing
- Learners should seek professional assistance once they feel that they cannot handle the pressure.

Parents setting unrealistic standards for their children

- Sometimes, due to lack of knowledge, parents set high standards for their children and only to find that children cannot meet those standards
- Children will therefore not withstand the pressure put on them by parents and may therefore decide to escape the pressure (suicide)
- Parents may also demand from their children to perform like other siblings in the family and failure to do so result in them (parents) not accepting the one who performs below others
- Parents want to fulfill their own wishes that they could not fulfill on their own and as a result want the children to live their lives (parent's lives) which then causes frustration in the children

Support versus blame (remedies)

Parents

- The first key responsibility of parents is to show love to their children no matter what.

- Parents should assure the children of their unconditional support
- The role of parents is to support their children when they fail to achieve their goals rather than to blame them
- Parents should also provide their children with vast information about other opportunities that exist in life for them
- Parents should give their children an opportunity to reflect about possible failure and plan the reasonable and achievable future/goals together
- Parents should seek professional support for their children if they are not able to provide proper guidance to their children.

Learners

- Talk/listen to your loved ones who are concerned about you and who you trust about how you feel, e.g. educator, caring adult, etc.
- Listen to your inner self; the truth about you before you set unrealistic goals for your life. Remember that as a learner you are a “human being” before you can be regarded as a learner. Therefore learners are far more important than the examination results
- Set priorities of goals/activities you need to achieve
- Break the priorities into small workloads
- Tackle them one at a time
- Exercise daily and eat well
- Use your time effectively and efficiently
- Do one thing every day that you enjoy
- Use the study skills and motivation techniques as outlined to you during Career Guidance and study skills lessons.

Take your failures/mistakes as lessons and count your blessings each and every day because you have got your family, friends and educators who care.

Respect life and your family, because they are both the key to unlocking your future.

Support structures

- The Department has established the directorate Inclusive Education and Education Support which has subdivisions like Psychological Guidance and Social services

This structure’s (subdivision’s) task is to ensure that learners receive psychological and social guidance accordingly. Learners are therefore encouraged to contact the respective officials if they are in need of such services ■



Leading the Support Team, Ms Nelly Lekgau

Mavimbela School Goes Green

A simple view on schools' landscapes prompts one to notice that more often primary schools are green while secondary schools lay naked and unkempt. This might not apply to some schools, but taking cognizance of schools in your area, you are more likely to agree with my observation on schools' appearances.

There are many reasons that could be attributed to the difference, viz: attitude, finance, indolence, management style, ignorance, etc. For whatever reason, the situation cannot be left unattended. School Management should develop what I call a "green attitude". A mentality that is geared towards being environment friendly. International companies are positioning themselves to be seen as green companies. This poses a challenge to public schools as institutions to compete in the greening of their environment.

The Premier, Mr Thabang Makwetla, in his address on the State of the Province in 2007, pronounced Five Flagships as main focus of the Province. One of his flagships was Greening Mpumalanga. It is this flagship that the then MEC for Education, Mr Siphosizwe Masango, advocated the Department of Education to focus on.

On 03 November 2007 a crew of MECs from Education, Health and Culture and Sports and Recreation, Departmental officials, media personnel and the school community went into business of turning Mavimbela Primary green. Talk of 'all hands on deck' in action! The school was a dusty, naked patch that became muddy when it rained and you could hardly find a patch of green grass.

The Department of Education had also engaged other partners such as the Agricultural Research Council and the Department of Agriculture to give their expertise on how to turn the school green in a short time. These strategic partners had donated seedlings and trees to be planted on the day. The Department of Education bought patches of green grass to be planted. Everyone went on their knees on the day in pursuit of the "green revolution".

This once grey and lifeless environment is now green and beautiful. The school community is proud and feels good about the green revolution. In the words of Mr Andrew Madlophe, the Principal of Mavimbela Primary School, "the project has benefitted the school through selling the products of the vegetable garden. The proceeds are then ploughed into the coffers of the school as revenue".

An average of about 900 learners benefit from the feeding scheme of the school which also has been boosted by the greening project, especially the vegetable garden. "The other benefits are that the lawns have been greened and the dust has been interlocked and now there is healthy fresh air to breathe by the school population. Dust has been a nuisance as it has proved to be a health hazard causing learners and educators to suffer from flu and other respiratory ailments. Classroom cleanliness has also improved as a result of the elimination of dust," concluded Mr Madlophe.

This is a challenge to all schools with unkept surroundings; they need to take a leaf from what happened at Mavimbela Primary School. It does not cost much to turn your institution green ■



Before



After



Towards Creating A Safe Learning and Teaching Environment

Taking its cue from the Implementation Plan, Tirisano 2000, the Department of Education's vision of school safety seeks to create a safe and tolerant learning environment that celebrates innocence and values human dignity. Known as the Hlayiseka Early Warning System, the system seeks to be able to detect any signs that would inhibit the smooth running of the school in time and to enable us to find some solutions.

The goals of a safe school are to:

- Develop and maintain a safe, welcoming, violence-free learning environment;
- Enabling learners to develop knowledge, skills and attitudes necessary to prevent and deal with violence appropriately;
- Ensure educators develop knowledge and skills to recognise and handle violence;
- Ensure that victims, witnesses and perpetrators know that the school will act to stop or prevent violence;
- Develop interventions to minimize and reduce sexual and gender-based violence;
- Help learners to understand acceptable behavior in school and society, and be aware of consequences of inappropriate behaviour;
- Educate and encourage learners to actively participate in their school and community; and
- Encourage communities, non-governmental organizations, faith based organizations and business to support school safety initiatives and promote a safe learning environment.

There are four main building blocks towards creating a safe and tolerant learning environment:

- Be Prepared** : To prevent and manage problems
- Be Aware** : Of what is happening in your school
- Take Action** : When something happens
- Take Care** : To build a caring school.

To encourage and support reporting and build ownership for school safety amongst the whole school community, the following needs to take place in a school:

A functional and responsive management structure. This involves the Principal, School Management Team, School Governing Body and the School Safety Team.

- A school culture of care and support encourages the reporting of incidents by learners and educators.
- A system to ensure learner confidentiality when reporting incidents or providing information on their experience.
- Basic trust and open communication between the principal, educators and learners.
- Believe that something can be done to improve the situation.
- A willingness to use the information from the system to take action.

Schools need to meet basic requirements (minimum standards) to be able to implement the Hlayiseka Warning System. The School Safety Diagnostic is a tool that enables a school to evaluate its preparedness and readiness with regards to the Hlayiseka School Safety basic requirements. The School Safety Diagnostic form seeks to ask schools particular questions so as to assess their position with regards to their readiness and preparedness. These questions are divided in level 1 to 4 and can be answered yes or no ■.

For more information:

Tel : Jabu @ 013 766 5359

E-mail : j.mabuza@education.mpu.gov.za

Amendment on School Funding

The National Norms and Standards for school funding have been amended as published in the Government Gazette no. 29179 of 31 August 2006, of the following:

Transfers to schools by Provincial Education Departments.

The Provincial Education Department (PED) must make transfer payments to a public school each year on or before 15 May and on or before 15 November.

The payment contemplated above may be effected only if the PED is satisfied that the public school has utilized its school funds in accordance with its functions and responsibilities as prescribed by the South African Schools Act.

The PED will make the payment on or before 15 May/15 November after it has considered the annual financial statements of the previous financial year, audited or examined and submitted by the public school as stated in Section 43 of SASA.

Despite the above subparagraph, a PED may make a once-off transfer payment to a public school on or before 15 May to cover the school for the period June (of that year) until May of the following year.

Payment must ensure that the school is able to operate at least for the period January until 31 May of the following year to fund expenditure during this period ■

Quality Improvement Development Support Upliftment Programme (QIDS UP)

The Quality Improvement Development Support Upliftment Programme is the Mpumalanga Department of Education's initiative to resource poor and disadvantaged schools and to monitor learning outcomes. The planned output was designed to procure and deliver equipment, learning and teaching resources to the poorest primary schools. The plan also entailed the provisioning of learning support assistants to the poorest primary schools.

QIDS UP has succeeded in procuring and delivering the following resources:

- 2 500 computers for 100 identified poor and disadvantaged primary schools
- Library books for three QIDS UP model schools in Nkangala Region
- Literacy material to 503 schools
- Multilingual and bilingual dictionaries for 503 schools (50 dictionaries per school)
- 906 Numeracy kits for 203 primary schools
- 200 Learning support assistants recruited for 100 Identified poorest primary schools, to support learning in the foundation phase
- 3 Schools in Delmas were upgraded and renovated
- Library labs, kitchens for nutrition programmes, toilets and an extra four classes for Swartklip Combined School.

The Quality Improvement Development Support Upliftment Programme also intends to focus on the:

- Training of 200 learning support assistants on how to support educators in the Foundation Phase
- Training of educators on computer skills
- Train educators on the use of Science kits (Grades 4-6)
- Train 906 educators on the use of numeracy kits
- Monitoring and supporting 503 primary schools
- Opening of three schools in Delmas ■

Distribution of Funded Educator Posts to Offices and Institutions by the Head of Department for the 2009 Academic Year

Mpumalanga Department of Education has distributed a total pool of 37 929 educators posts for the 2009 academic year, in accordance with Section 5(2) of the Employment of Educators Act, 1998, to offices and institutions as set out in the table below.

The distribution is based on the post provisioning model, as approved by the Minister of Education as well as the baseline budget for the 2009/2010 financial year ■

Table: Distribution of Total Pool of Funded Educator Posts

SECTOR/KITTY	EDUCATOR POSTS APPROVED FOR DISTRIBUTION AND FILLING
Head Office, Regional Offices, Circuit Offices and Education Development Centres - Office-based educators (68 posts still to be activated according to additional needs for 2009/2010)	1 201
ECD institutions (to accommodate educators in addition – vacant posts to revert to Program 1 for re-allocation)	68
Therapists (for LSEN schools)	12
FET Colleges (including 31 posts for Ndebele C/E & 21 posts for Mapulaneng FET Campus)	561
ABET Centres	2 800
Kitty for substitutes in institutions (for post level 1 only)	200
Kitty for Ad Hoc Allocation of Educator Posts (200 posts reserved for educators in addition)	300
Posts for distribution to SEN schools and ordinary public schools	32 787
TOTAL	37 929

Teacher Education

A 2005 report on teacher shortages indicated that there were no quantitative shortages of teachers in the Country. At the same time, the report indicated that attrition and turnover issues, largely related to HIV and AIDS and other factors, could prove a challenge for the provision of quality teachers to the education system' (DoE, 2005b).

Major challenges related to the geographic distribution of teachers and the quality of teachers, with rural areas experiencing both qualitative and quantitative shortages. There are also shortages related to specific learning areas, especially Mathematics, Natural Sciences and Languages.

During the period under review, ensuring an adequate supply of teachers has received major attention from Government, especially following the findings that there are challenges around attrition and turnover, and the fact that only a small proportion of students in higher education institutions were studying in the field of education (DoE, 2005b).

The Department's statistics point to a massive gap between the natural attrition rate (5-6% per annum, equal to approximately 20 000 teachers lost to the system annually) and the fact that only around 6 000 new teachers are graduating each year. Also, a survey of future plans for newly qualified teachers in South Africa indicated that only 65% were planning to teach in South Africa. Of the remainder, 28% were planning to teach abroad and 7.4% were not planning to pursue a teaching career (DoE, 2005b).

With regard to teacher qualifications, one of the measures of quality, approximately 8.3% of teachers were regarded as under-qualified in 2005. Major initiatives have been put in place to improve the qualifications of teachers, including the National Professional Diploma in Education (NPDE) and the Advanced Certificate in Education (ACE) programmes.

In 2008, the Department of Education is funding 1 600 teachers on mathematics, science and technology ACE programmes, and a further 3 000 teachers on NPDE programmes at various universities.

Additional professional development programmes are planned to improve the Information and Communication Technology (ICT) capabilities of teachers and to support the Foundations for Learning Campaign.

Systematic recruitment programmes for teacher trainees have been established, especially for those in learning areas where there is a particular shortage of teachers. These programmes include a bursary programme (known as Fundza Lushaka or 'Educating the Nation') which covers study and living expenses for students who choose teaching as a career. On graduation, students receiving Fundza Lushaka bursaries must work for a Provincial Education Department for a number of years equal to the years for which they received the bursary.

If they decide not to do so, they must repay the assistance that they received. In 2008, R180 million was being disbursed through approximately 5 000 bursary awards to new and returning students in critical focus areas. The first 800 beneficiaries of the bursaries were placed in schools at the beginning of 2008.

In 2003, the Ministerial Committee on Teacher Education was appointed. The Committee reported to the Minister in 2005 and, following extensive deliberations on the findings and recommendations of the policy, a National Policy Framework for Teacher Education and Development in South Africa was adopted in 2006 (DoE, 2006f). The policy provides for an integrated system of initial teacher education and continuing professional development, together with appropriate support systems for both initial and continuing professional development.

With regard to initial teacher education, the policy proposes two routes through which teachers can qualify professionally.

These are:

- A 480-credit Bachelor of Education degree which includes a practical component of 120 credits; or
- An appropriate first degree followed by a one-year Advanced Diploma in Education, which also includes a practical component.

The inclusion of a 120-credit practical component is a significant development in terms of ensuring a balance between theoretical and practical elements in teacher education.

While the norm for a qualified teacher will remain as Required Education Qualification Value 13 (REQV 13, formerly known as M + 3), equivalent to three years of study after matriculating from secondary school), the initial teacher education routes described above will carry a REQV of 14.

War on Poverty Campaign

Professional teacher development (CPTD) is seen as vital in developing, maintaining, encouraging and ensuring the highest professional ethos in the teaching profession, as well in improving the quality of education in schools. A national system of CPTD that will design, implement and manage the system under the leadership of the South African Council for Educators (SACE) is currently being developed jointly by the Department of Education and SACE.

This system promises to be one of the significant developments in ensuring continuing professional development for teachers. Of significance also is its attempt to discourage a 'paper chase' by encouraging professional development activities that directly impact on teacher competence, commitment, content knowledge and understanding as well as professionalism.

In April 2008, an agreement called *A Framework for the Establishment of an Occupation Specific Dispensation for Educators in Public Education* was signed by the Department and the teacher unions.

This is a radical departure from a system in which career progression meant promotion to a management post within a school.

The new career paths allow a teacher to progress and develop, but without going into management posts. The framework also deals with improvements in teacher salary structure. This, too, will inevitably have implications for CPTD, though these have not been elaborated yet ■



Ms P Mbatsane
Director Teacher Development



MEC Coleman speaking to Mr and Ms Judge Nkalanga

Skhwahlane was abuzz with excitement as Government Departments descended on this impoverished rural settlement. Located in the Nkomazi Municipality in the Ehlanzeni District, Skhwahlane, was the the venue for the launch of the War on Poverty Campaign on 30 January 2009. Dubbed "Sidudul' indlala", the Campaign envisages a multi dimensional approach aiming at addressing and investing on human capital; development of local economic opportunities and income security by providing safety nets for 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.

For more information contact:

Ehlanzeni District
Mr DE Mkhize
Tel. 013 755 4036

Gert Sibande District
Ms P Nkosi
Tel. 017 819 7672

Nkangala District
Ms NM Mohlathe
Tel. 013 653 5020/5016 ■

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.

NB: We invite suggestions for the name of this Newsletter.

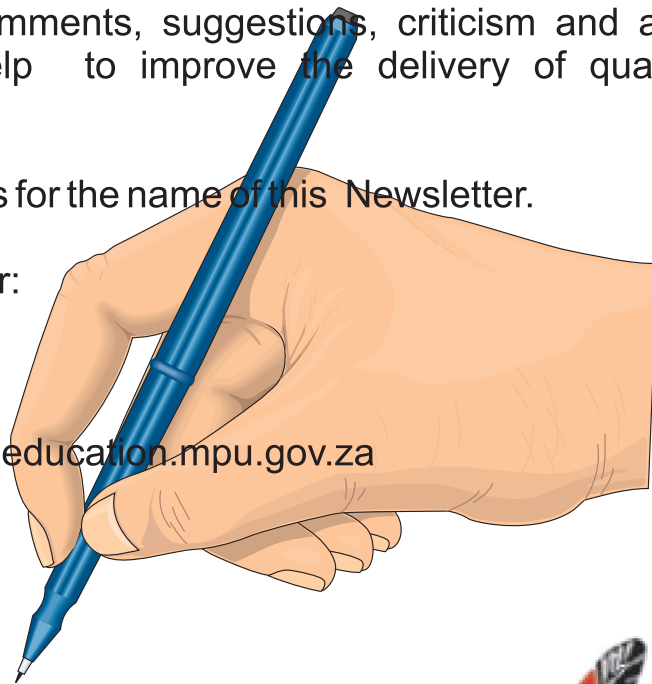
You may write to the Editor:

Mr Jeffrey Makhumba

Tel : 013 766 5310

Fax : 013 766 5580

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



Every Monday:
21h00 - 22h00

Talkshows for 2009



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

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

July

- Bursaries in Education
- Making Education a Societal Phenomenon
- Values in Education

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 Genius Goes to Sweden

A genius is born in the east. In the distant horizon of Mpumalanga Province reminding me of the wise men from the east in the biblical story of Jesus Christ. Dolly Sono was born on 17 August 1982 at a poor remote village called Dennilton in the Moutse area. She is the fourth daughter of Mr and Mrs Sono, from her seven siblings. In 1995, she attended school at Mohlabetse Secondary School where she passed the Senior Certificate with two distinctions in Business Accounting and Economics.

Dolly Sono is in her final year of a Bachelor of Education (Bed) at Fort Hare University. The Mpumalanga Department of Education awarded Dolly a bursary to study towards becoming a teacher. Since her first year at the institution she has been achieving distinctions in numerous courses. This has resulted in her being selected by the University of Fort Hare to take part in an exchange programme with Umeå University of Sweden. On 27 January she will leave the Country of her birth and fly to Sweden, where she will stay for six months.

Umeå University, which is based in Umeå City, is Sweden's fifth oldest university and was founded in 1965. The city is the largest in northern Sweden, with more than 50 languages spoken. English is the most spoken language in the city.

The university has positioned itself as a key regional and international factor. It attracts students from all over Sweden, as well as from many other countries, who come to pursue their studies. The university's vision is captured as follows 'We constantly strive towards making it one of Scandinavia's best environments for study and research that meets the challenges of an increasing global society'.

In her first year, she managed to score six distinctions in Introduction to Accounting, Human Development, Account Reporting, Introduction to Economics, Learning and Development, Exploring Educational Issues and Inclusive Education.

In the second year, she managed to obtain seven distinctions in the following subjects:

Micro-economics, Human Development, Economic Sciences Methodology 1, Descriptive Statistics, Macroeconomics, Mathematical Economics and Economic Sciences Methodology 2.

In her third year she amassed ten distinctions in; External Financial Reporting; Micro and Macroeconomics Theory; Econometrics; Life Skills;

Economic Sciences; Life Skills for Educators, Economic Sciences Methodology 3; Accounting Applications; Money Banking and International Finances; Assessment in Education, Teaching Practice 3 and Economic Sciences Methodology.

The Department of Education wishes Dolly a safe trip and a happy stay in Sweden. She should continue holding the South African flag high and be tan ambassador of the province and the country ■



Dolly Sono: Off to Sweden

Funza Lushaka Bursary Programme

What is the Funza Lushaka Bursary Programme?

It is a new multi-year programme that was launched in 2007 to promote teaching in public schools as the career of choice for able and committed South Africans. Full-cost bursaries are available to enable eligible students to complete a full teaching qualification in an area of national priority. Recipients of a Funza Lushaka bursary are required to teach in a provincial education department for the same number of years that they received the bursary.

Roles and responsibilities

How are roles and responsibilities for the Funza Lushaka programme divided?

This is a national programme which is run locally at each higher education institution (HEI). It is funded by National Treasury and executed by the Department of Education (DoE).

The National Student Financial Aid Scheme (NSFAS) administers the programme on behalf of DoE through the Student Financial Aid office at each HEI.

Eligible students must meet the admission criteria of the academic programme at the HEI to which they apply, and must meet the national selection criteria for the Funza Lushaka bursary. Selection of bursars is undertaken at each HEI in accordance with the selection criteria and the funds allocated to each HEI.

Once qualified, bursary recipients are employed by a provincial education department.

Applications and eligibility

How can a student apply?

Prospective bursars must first register at a higher education institution (HEI). The Financial Aid Office and/or the Faculty/School of Education at the HEI will have information on how to apply for the bursary.

Where can prospective students find out more about the bursary programme?

Student Financial Aid offices will give details of financial matters, service obligations, etc. Staff in the Faculty or School of Education will provide information on teaching as a profession, academic programmes and an individual's eligibility for admission.

What are the priority areas?

Grades R-9: Foundation Phase; African Languages; English Language; Mathematics; Natural Science; Technology.

Grades 10-12: African Languages; English Language; Mathematics; Mathematical Literacy; Agricultural Sciences; Life Sciences; Physical Science; Agricultural, Civil, Electrical, Mechanical, Information Technology, Computer Applications Technology; Engineering Graphics and Design.

What programmes will be funded?

Bachelor of Education (BEd); Postgraduate Certificate in Education (PGCE); and BA, BSc, BCom and BTech degrees with majors suitable for admission to a PGCE programme, which the recipient of the bursary will agree to enter on graduation. At least one of the major subjects in these degrees must be selected from the list of priority area subjects.

Are there official quotas for the distribution of bursaries by programme, year of study or priority area?

Yes, the distribution by programme will be determined by the Department of Education depending on national priorities.

Are first-year students eligible?

Yes, first-year students in the appropriate programmes are eligible.

Are ACE (Advanced Certificate in Education) students eligible?

No. Bursaries are available only for the initial professional education of teachers.

Are distance education and part-time students eligible for a bursary?

Yes, provided they are eligible in all other respects.

Are recipients of other bursaries eligible to apply for a Funza Lushaka bursary?

Yes, if they are eligible in other respects and the terms and conditions of the other bursary permit such an application. The intention of the Funza Lushaka programme is to secure candidates for the teaching profession. A student who has been offered both a Funza Lushaka bursary and another bursary may choose to forfeit the other bursary or to accept a reduced Funza Lushaka bursary with reduced service obligations. (See Money Matters below.)

Frequently asked questions

The composition of the committee will depend on the institution, but must include academic members of the Faculty or School of Education, an experienced professional representative of the relevant provincial education department and a representative of the Financial Aid Office.

What selection criteria should be applied?

The criteria applied by an institution's selection committee must be clear, empirically-based, transparent and publishable and must include:

- Academic ability
- Eligibility for one of the academic programmes for which the bursary is granted
- Commitment to a teaching career, which includes: interest in working with young people; enthusiasm for a professional career in teaching; readiness to face and surmount difficult challenges; and personal integrity
- Commitment to teach in any school to which a student may be appointed by a provincial education department

Everything else being equal, selection should favour candidates from rural areas, candidates who wish to teach in rural areas, and candidates whose financial position would otherwise exclude them from enrolment for a teaching qualification.

Will late applications be considered?

This is a matter for each institution to determine in terms of its admission procedures. Institutions are encouraged to exercise maximum flexibility in accommodating eligible students who have been awarded Funza Lushaka bursaries.

Money matters

Have higher education institutions been allocated a certain number of bursaries or a certain allocation of funds for bursaries?

Institutions receive funds, not bursaries. Each institution will pay out bursary funds according to the purposes of the programme and its own cost structure.

Are more funds available than those initially allocated to an institution for 2009?

If some institutions are unable to use all the funds allocated to them, the balance will be redistributed to other institutions where the demand is greater. This will be done when the situation has been monitored at the end of the normal registration period.

How much is a Funza Lushaka bursary worth?

Funza Lushaka bursaries cover all the recipient's essential expenses. Institutions have different cost structures, so the total value of a bursary differs from institution to institution.

What does the bursary cover?

Registration fee, tuition fee, residence fee or approved accommodation and meal costs, book and learning material allowance and an allowance for monthly living expenses. In exceptional circumstances travelling costs at an economical rate may be included if students would otherwise not be able to accept the bursary.

Can a student accept a bursary for fewer than the number of years required to complete a programme?

Yes, provided that the bursary covers the year in which the teaching qualification is completed.

Can a student accept less per annum than the total amount on offer?

Yes. The recipient's service obligations will then be reduced pro rata.

Can a student who has another bursary receive a full-cost Funza Lushaka bursary?

The student may consider forfeiting the other bursary in order to receive a full-cost Funza Lushaka bursary. Alternatively if the terms and conditions of the other bursary permit, the student could retain that bursary and be offered a reduced Funza Lushaka bursary with reduced service obligations.

If a student repeats a year will the bursary be paid for that extra year?

The bursary period will be extended to cover one additional year in a degree programme or the time required for completion of one additional course in the PGCE programme. Only one such extension will be granted. Any additional time required will be at the recipient's own cost.

Who pays for costs incurred over and above the allocated bursary amount?

The student.

Is the bursary renewable?

Yes, the bursary is awarded for one academic year at a time and on proof of academic success the bursary may be renewed each year until the recipient of the bursary has qualified as a teacher. The recipient of the bursary is required to apply every year for the renewal of the bursary ■

Exercise 20
Questions

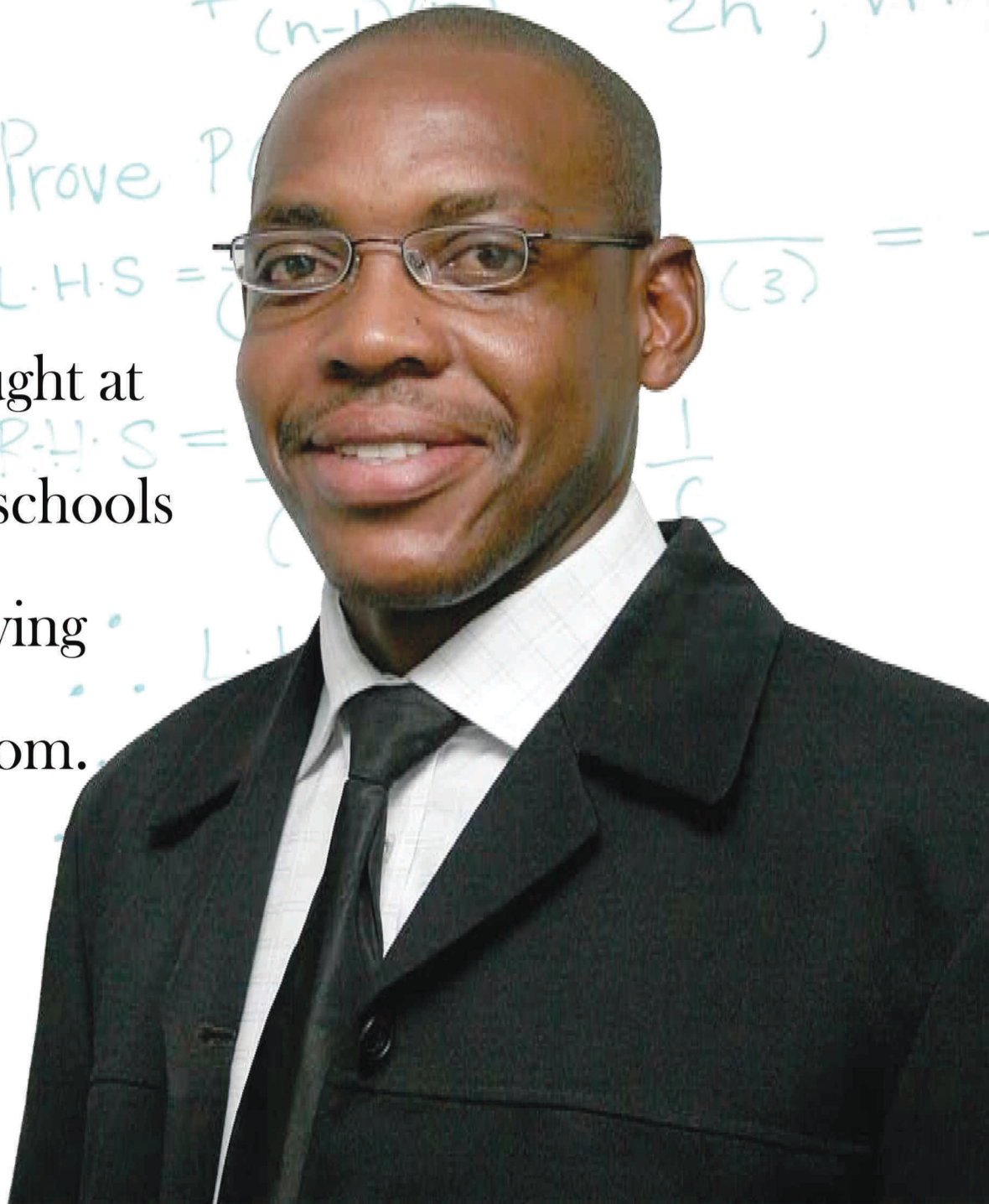
$$+ \frac{1}{(n-1)(n)} = \frac{n-2}{2n}; \forall n$$

Prove P

$$L.H.S = \frac{1}{(3)}$$

$$\frac{1}{(3)} =$$

Today I taught at
4 different schools
without leaving
my classroom.



Ligbron e-learning project – interactive whiteboards.

The digital revolution is changing the face of education in Mpumalanga. New wireless technology allows some of our smartest maths and science teachers to reach pupils at four rural schools at the same time, using the new Smart Board. The boards are touch-sensitive displays connected via computer to digital projectors at participating schools. The

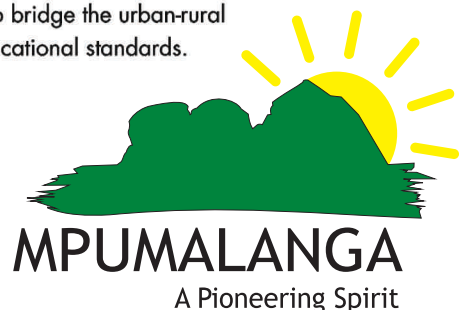
e-schooling system also has cameras to allow teachers and pupils to ask each other questions and share ideas.

Now, even small rural schools have access to the best teachers we have. The initiative is just one of the ways that Mpumalanga is using worldclass technology to bridge the urban-rural gap and to improve educational standards.

MPUMALANGA PROVINCIAL GOVERNMENT



DEPARTMENT OF EDUCATION



Pains Spur Him To Pass

Ivan Mtsweni, who has no hands and no fingers but stumps on both his limbs wrote his National Senior Certificate and came out tops. He beat learners who are in the comfort of having both hands.

Ivan is a 19 year old learner from Zacheus Malaza Secondary School in Emalahleni and has been a stern fighter since he was two years old. Seventeen years ago, while he was two years old, he sustained first degree burns to his face and hands. This traumatic experience left him with stumps and no fingers on both hands. His hands were mauled by the marauding fire.

Ivan the 'fighter' is the fifth child of Mr and Mrs Mtsweni and has six siblings. His father lost his job in 2001, making it difficult to assist his son financially to acquire the best medical help and counseling, in order to deal better with the trauma facing his son. The family merely survives on the paltry wage of the elder sister who works for a retailing shop in Witbank. It is really tough times for this tough giant who, amidst all these challenges remained focused to be the first in his family to achieve a qualification beyond Grade 12.

He spent his primary schooling years at Ezibileni Special School in Katlehong, where he was taught coping skills and how to write using his stumps. See him writing and marvel his ability, God's miracle. He uses his mouth to pick a pen and then clubs his two arms together to hold his pen. Surprisingly, he prints very legibly and neat, shaming some of us who are well endowed with all the fingers on our hands yet have bad hand writing.

In 2005, he returned to his hometown in KwaGuqa at Emalahleni. Unfortunately, he had to drop out of school because his parents failed to apply for admission in time. Nevertheless, this did not dampen his spirit. In the subsequent year, when he was admitted in a mainstream school, Zacheus Malaza Secondary School, he rekindled his fighting spirit and did his best against mockings and stares from fellow learners.

He is very grateful that his Principal at Zacheus Malaza School, Mr Isaac Mabuza, and other teachers, did their best to make him feel at ease in his interaction with other learners. They gave him support throughout his three year stay at the school. This has boosted his self-esteem; hence his achievements in his 2008 National Senior Certificate (NCS) examinations.

On 30 December he was delighted to find that he had passed his NCS examinations.

He became the first to achieve a Grade 12 level qualification in his family; therefore destined for better things ahead. He achieved good grades in Mathematics, Life Orientation and English First Additional Language.

He is looking forward to fulfill his ambition of studying further. His interest lies in the engineering field but the setback is his lack of hands. That makes it difficult to hold heavy items but, nevertheless he is destined to study further. May be you can assist ■



Brave Ivan Mtsweni



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WORLD CUP**