



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

THUTO



## NEWSLETTER

# “Get back to basics” Minister Motshekga urges delegates at KZN Education Indaba

Minister Angie Motshekga attended the KwaZulu-Natal Education Indaba held at the Sibaya Conference Centre outside Durban on 05 February 2016. The aim of the Indaba was to provide a platform for education stakeholders to respond to the decline of the matric results. The Indaba, which was hosted by the Premier of KwaZulu-Natal, Mr Senzo Mchunu, was attended by educators, SGB associations, unions and Umalusi. The Minister appealed to education stakeholders to “get back to basics” and to clearly define monitoring tools and time frames; set common assessments; rationalise and integrate schools; intensify the use of ICT; and implement good practices from other provinces.

Director-General for Basic Education, Mr Mathanzima Mveli, set out common challenges facing education in the Province and at the DBE. He also made reference to the three stream education model for the future, referring to the Academic; the Technical Occupational and the Technical Vocational streams - appealing to officials to inform learners and parents about these streams in accordance to their learning capabilities. The Indaba identified the strategies and interventions to address the various challenges. The implementation plan was set with accompanying time lines, with a monitoring and evaluation team to drive the plan. In conclusion, the MEC for Education in KwaZulu-Natal, Ms Neliswa Nkonyeni, endorsed the *Read to Lead Campaign* to enhance learner performance and support. The *Time on Task, Task on Time* theme was endorsed going forward.



# Minister Motshekga hosts USA delegation

Minister Angie Motshekga hosted the United States of America (USA) delegation that visited the Department on 08 February 2016 to explore various mechanisms that can be adopted in dealing with issues on Inclusive Education. The DBE and the USA have entered into a three year collaboration (2015 - 2017) to share expertise in improving efficiency and equity in inclusion and to address factors that contribute to the high dropout rate in schools, particularly for the vulnerable. Minister Motshekga and the South African delegation visited Washington DC in October 2015 as part of the collaboration programme.

Dr Moses Simelane, Director for Inclusive Education, highlighted that the DBE has developed a number of programmes, interventions and strategies to address issues on inclusion, including the *Policy on Screening, Identification, Assessment and Support (SIAS)* and its implementation plan, which were approved in December 2014. The Policy serves as a mechanism for the early identification of barriers to learning and intervention, whilst highlighting the role of parents.

Dr Simelane added that, although there has been significant progress made around Inclusive Education, more needs to be done in ensuring that necessary resources are provided in special needs schools. “Some schools have limited specialist professionals and support staff available in the system, resulting in limited support - both in the classroom and in hostels. Strengthening special schools include capacity building, infrastructure improvement and curriculum offerings. It also includes teacher development in specialised skills such as Sign Language and Braille, thereby ensuring that teachers have requisite skills to effectively teach in special schools for the deaf and the blind,” said Dr Simelane.

Click on the below link for the full article:

<http://www.education.gov.za/MinisterMotshekgahostsUSAdelegation/tabid/963/Default.aspx>





# National Deworming Programme to be launched

**Integrated School Health Programme**  
**National School Nutrition Programme**

**LEARN ABOUT WORMS**

**Worms spread easily**  
When a child with worms goes to the toilet in the bush, thousands of worm eggs come out with the pooh. These eggs are too small to see and they get into our soil and water.  
The worm eggs get onto our hands, under our finger nails and onto the food we eat.  
Flies carry worm eggs and other germs onto our food.  
When we swallow the eggs, they start to grow into worms inside us. These make us sick.

**Worms make us sick**  
Worms live inside our bodies and eat our food and our blood.  
Children with worms don't have enough energy to grow and to learn.

**Protect your child from worms**  
All children should be treated for worms at school or pre-school.  
Deworming medicine kills the worms and eggs, but there are also things you can do at home to protect your child from worms...

**Let's stop worms spreading**  
**1. Clean toilets**  
Encourage your family to use proper toilets where they have been provided.  
If you must go to the toilet in the bush, dig a hole first and then cover the pooh with sand to keep flies away.

**2. Clean hands**  
Encourage your family to wash their hands ...  
**before**  
• eating or  
• preparing food  
**after**  
• going to the toilet  
• playing or working outside  
• playing with animals

**3. Clean food**  
• Cover food to keep flies away  
• Wash or cook fruit and vegetables before eating.

**4. Clean home**  
Pick up rubbish and litter to stop flies spreading worms and other germs.

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Health  
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MRC

The physical wellbeing of the South African learner within the schooling system took centre stage at the Birchwood Hotel and Conference Centre in Boksburg on 12 February 2015. This meeting of health experts was held to inform the implementation and roll-out of a national Deworming Programme linked to the National School Nutrition Programme (NSNP) as announced by Minister Angie Motshekga in her Budget Vote Speech on 16 July 2014. The Programme, which is aimed at improving quality education through the Integrated School Health Programme (ISHP) to prevent Soil-Transmitted Helminths (STH) in learners, will be launched in Cape Town on 16 February 2016.

Deputy Director-General for Social Mobilisation and Support Services, Dr Granville Whittle said that the implementation of the Deworming Programme is necessary because there is evidence of infection by various worms in South Africa, including roundworms, whipworms and hookworms. In South Africa, STH infection is most prevalent amongst disadvantaged children who live in densely-populated and under-serviced areas such as informal settlements. High levels of infection have been documented amongst children in all provinces, including KwaZulu-Natal, the Eastern Cape, Mpumalanga, the Western Cape and Gauteng.

## National Teaching Awards – celebrating excellence in teaching



The National Teaching Awards (NTAs) was conceptualised and launched in 2000 and is one of the ways in which the DBE acknowledges and encourages dedicated and caring teachers in their efforts to develop each learner as a citizen of a democratic, non-racial and non-sexist South Africa. This year's NTAs will be taking place on 27 February 2016 at Gallagher Convention Centre, Midrand. The provincial rounds of the NTA adjudications and provincial ceremonies took place during 2015.

The categories of the 16<sup>th</sup> Annual NTA are:

- Excellence in Primary School Teaching;
- Excellence in Secondary School Teaching;
- Excellence in Primary School Leadership;
- Excellence in Secondary School Leadership;

- Excellence in Grade R Teaching;
- Excellence in Special Needs and Inclusive Teaching;
- Excellence in Technology–Enhanced, Teaching and Learning award;
- Excellence in Mathematics Teaching (GET);
- Excellence in Natural Sciences Teaching (GET); and
- Lifetime Achievement award
- The Prof Kader Asmal award

The Kader Asmal award, introduced by Minister Motshekga in 2012, is one of the most prestigious awards in the teaching profession. The Award seeks to recognise educators who demonstrate the key values that were a hallmark of Prof Asmal's leadership. These are: a demanding educational activist who leads by example; an educator with a conscience and a feel for social justice who takes or has taken a stand for an issue on the grounds of conscientiousness; an educator who displays intellectual tenacity and rigour; and is creative and inspired towards visible delivery.

The 16<sup>th</sup> Annual NTA will also see the recognition of the Kha Ri Gude Mass Literacy Programme Volunteer Educators in the following two categories:

- Kha Ri Gude Volunteer Educator
- Kha Ri Gude Inclusive Education Volunteer Educator

Good luck to all the finalists!



# Life Orientation textbooks to strengthen care and support for teaching and learning



Life Orientation textbooks to strengthen care and support for teaching and learning Social Mobilisation and Support Services is strengthening the implementation of Care and Support for Teaching and Learning (CSTL) through the development of nine open source Life Orientation textbooks and a transversal open source course for educators. Dr Patricia Watson is leading this material development process on behalf of the DBE in partnership with various groups of stakeholders. In January 2016, the DBE partnered with the Kara Heritage Institute, the Mapungubwe Heritage Foundation, the South African Human Rights Commission and affiliated physical education stakeholders to host consultative workshops. These workshops identified the big ideas that inform the delivery of the Life Orientation in Grades 4 to 12 and CSTL. Under the leadership of Dr Mathole Motshekga, the Kara Heritage Institute hosted the DBE's engagement with the custodians of traditional knowledge in Limpopo, where the Mapungubwe Young Pioneers Association was also launched.

The process of Africanising our interpretation of topic areas in the Life Orientation curriculum will deepen teachers and learners' appreciation of our African heritage and understanding of traditional knowledge systems, the South African Constitution and rights-based approaches to affirming social cohesions; as well as the importance of living socially responsible and physically active lives. Discovery Vitality supported the DBE in hosting the physical education workshop. The South African Human Rights Commission, through the leadership of Commissioner, Shafie Ameerma, also hosted the DBE's engagement with civil society organisations involved in Human Rights and Constitutional Literacy Education during January 2016.

## ASIDI continues infrastructure delivery in 2016

Heukile Senior Primary School is in the Cofimvaba District, Eastern Cape; with the nearest major town, Queenstown, located 100km away. Yet the Accelerated Schools Infrastructure Delivery Initiative (ASIDI) reached this little village to bring hope to the inhabitants on 05 February 2016 when the school was officially handed over to the community. Built at a cost of just over R11 million, and at a time when the country is ravaged by drought, Heukile was also equipped with 16 rain water harvesting tanks, decent sanitation and all the add-ons that have come to be associated with an ASIDI school. On the other side of the valley is Mtingwevu Primary School, built at a cost of R18 million.

The Deputy Minister of Basic Education, Mr Enver Surty, also handed over Parkview Primary School in Altantis, Cape Town, to the community on 10 February 2016. Built at a cost of R63 million, Parkview Primary School forms part of the R8.2-billion programme to eradicate schools built from inappropriate materials. With 135 schools completed to date, more than 20 of which are in the Western Cape, ASIDI continues to restore dignity to rural and underprivileged urban education.





# The National School Nutrition Programme continues to feed the masses

The National School Nutrition Programme (NSNP) is a government intervention Programme which is intended to address short-term hunger and enhance learning capacity by providing nutritious meals to learners during school hours. For the 2015/16 financial year, the Programme has set a target of reaching 19 800 schools nationally. The schools that are targeted are quintile 1 to 3 public primary and secondary schools, as well as identified special schools as per the Conditional Grant Framework, gazetted in the *Division of Revenue Act 2015/16*.

The NSNP does not only provide nutritious meals to learners, but also entails Nutrition Education (NE) and the School Food Garden Programme (SFGP). NE advocates for healthy living where learners and school communities are taught the value of making healthy choices. The SFGP aspect of the Programme deals with promoting the development of school food gardens for teaching and learning whilst supplementing the NSNP menu. The Director for NSNP, Ms Neo Rakwena, said that one of the major priorities of the Department is to promote a sustainable and efficient school feeding programme. “This will ensure the continued provision of daily nutritious meals, as well as the effective implementation of the Programme at all levels. To achieve this, capacity building workshops on financial management, sustainable food production, meal preparation and planning are continuously conducted. These workshops are targeting district officials, NSNP co-ordinators, gardeners and Volunteer Food Handlers (VFHs),” explained Ms Rakwena.

Click on the link to read more:

<http://www.education.gov.za/TheNationalSchoolNutritionProgrammecontinues/tabid/964/Default.aspx>





# Preventing violence in South African schools

## Speak Out Youth Report Sexual Abuse



A Handbook for learners on how to prevent sexual abuse in public schools



The *Prevent Violence in Schools Programme* is part of a wider initiative, *Safer South Africa for Women and Children*, launched in 2012 by Save the Children South Africa, the United Nations Children's Fund (UNICEF) and the United Nations Population Fund (UNFPA), in partnership with the DBE. The Programme focuses on enabling and supporting learners to take action to prevent violence in their own schools. The Programme views violence as a human rights issue. It is a basic right to have life, be treated with respect, have access to education and develop fully as a citizen and a human being. However, the Programme doesn't only focus on rights, but also addresses the responsibility of learners to defend and protect the human rights of all learners who are threatened by violence at school. *Prevent Violence in Schools* deals with different kinds of violence that learners often experience, such as corporal punishment, bullying and gender-based violence (GBV). Girl learners are more vulnerable to violence given the high levels of gender inequality in South African society. Widespread GBV makes it difficult for boys and girls to have fulfilling relationships and to build their lives and their communities together. It threatens people's lives, not only through the violence itself, but because gender inequality also promotes the spread of HIV and AIDS and other vulnerabilities for girls and women.

The Directorate, Social Cohesion and Equity has developed programme material in the form of various publications: *Prevent Violence in Schools: Learners taking action* – a book for learners, accompanied with a facilitator and mentor guide. The learner tool has seven modules to help learners understand violence and GBV, take action, report violence and to take the subsequent nine action steps to prevent violence at school: getting key role players like teachers and principals on board; building a school safety team and investigating the violence issues together to create safe learning environments. Pamphlets entitled *Speak out Against Abuse* were also developed targeting learners, educators and parents.

Another publication developed is *Opening Our Eyes*, a manual for educators on addressing GBV in South African schools. It was first published in 2001 in partnership with the then Department of Education and the *Canada South Africa Education Management Programme*. However, due to the latest developments in GBV violence programmes, laws and policies, it became necessary to review and update the manual to make it relevant for the training of education officials and educators as master trainers. The manual uses an interactive, participatory approach that underpins adult learning and involves activities/exercises that have been designed to re-inforce learning through practical assignments. Educators, parents, School Governing Bodies, School Management Teams, Curriculum Developers and community members are encouraged to use the manual as a resource to further train and to gain knowledge.

Click on the below link for more information on this Programme:

<http://www.education.gov.za/GBV/tabid/748/Default.aspx>



# Invitation to participate in SADC Essay Competition



All secondary school-going nationals of the Southern African Development Community (SADC) Member States are invited to participate in the SADC Essay Competition in their respective countries. The topic for the SADC Secondary School Essay Competition for 2016 is: *Accelerating Industrialisation of SADC Economies through Transformation of Natural Endowment and Improved Human Capital*. The essay should not be more than 2000 words or shorter than 1000 words. The deadline for submission of entries to the Secretariat is 31 May 2016.

In an effort to encourage youth participation in regional integration affairs, the SADC launched the 18th edition of the SADC Secondary Schools Essay Competition, which is open to all secondary school students in the region. The vision of SADC is to create a *common future, within a Regional Community* that will ensure the economic well-being and improvement of the standards of living

and quality of life, freedom and social justice; and peace and security for the peoples of Southern Africa. South Africa has participated in the competition since its inception 18 years ago. In 2015, a South African learner from Limpopo, Imbelani Matibe from Thengwe High School in the Limpopo Province, won third place in the Regional adjudication. She received her prize of US \$750 in Botswana. All entries should be submitted to the Provincial Education Departments (PEDs) before 15 April 2016.

Click on the below link to read more:

<http://www.education.gov.za/Learners/SADCEssayCompetition/tabid/712/Default.aspx>



# Pregnancy Education Week takes place from 13 to 21 February 2016

## Date and way of birth – what would Baby choose?



Pregnancy Education Week will be taking place from 13 to 21 February 2016. The theme of this year's Pregnancy Education Week is "Date and way of birth – what would baby choose?" – highlighting how childbirth education enables you to make informed choices about what's best for you and your baby. During Pregnancy Education Week, childbirth educators, Bio-Oil and hospitals around the country are teaming up to offer various talks and pregnancy-related activities.

Pregnant teenagers face many of the same obstetrics issues as other women. There are, however, additional medical concerns for pregnant girls aged under 15, who are less likely to have become physically developed enough to sustain a healthy pregnancy or to give birth. For girls aged 15 to 19 risks of low birth weight, premature labour and anaemia are connected to the biological age itself, as it was observed in teen births. Teenage pregnancies also are often associated with socio-economic issues and may affect education and other life outcomes in children of teenage mothers. Pregnancy Education Week can be used to educate learners about pregnancy-related issues. Education is key to future success and without it; these young people will not have a fair chance to better their lives. Teenage pregnancy is a serious problem in South Africa and must be constructively and comprehensively addressed for the necessary support to be provided.

## Provincial Round-up

### Western Cape



During the course of 2015, the Western Cape Education Department (WCED) developed new strategies to improve skills in Language and Mathematics in all grades, especially in primary schools. This year, the WCED will be launching the new strategies, which seek to further improve the quality of teaching and learning in all grades to ensure better learner performance and greater retention of learners in the schooling system, in line with strategic goals. The launch of these new strategies coincides with the recent release of the WCED systemic results, which will form a baseline for assessing improvement in various areas. The WCED Mathematics Strategy aims to enhance the quality of Mathematics teaching in all schools, whilst the purpose of the WCED Language Strategy is to build on current educational initiatives to strengthen and support quality language teaching and learning.

## Upcoming Events

- 12 February 2016: President Jacob Zuma's State of the Nation (SoNA) address in Parliament, Cape Town
- 15 to 19 February 2016: Follow-up SASL CAPS training for the Intermediate Phase and Grades 9 to 10 at the Lakes Hotel and Conference Centre in Benoni
- 16 February 2016: Ministerial Launch of the Deworming Programme in Cape Town
- 24 February 2016: Development Partner's Forum at the DBE in Pretoria
- 27 February 2016: National Teaching Awards (NTAs) at Gallagher Convention Centre, Midrand
- 08 March 2016: Closing date for the call for comments on the proposed 2018 School Calendar
- 14 March 2016: Minister's Excellence in Schools, Districts and NSNP Awards at the Presidential Guesthouse in Pretoria