

MOVER'S FORUM

Learners Flock to the Annual Future Leaders Expo



The Department of Basic Education DDG Gugu Ndebele shares the GEM/BEM Guidelines with learners

By Eric Mlambo

Thousands of learners and the unemployed youth flocked to the Curries Fountain Stadium in Durban from the 28th to 30th May 2010, to take part in the three-day career and entrepreneur's workshops.

The Future Leaders Expo saw a number of exhibitors joining the Departments of Basic Education, Science & Technology, Arts and

Culture, and four KZN provincial departments.

Big companies including Transnet and mobile giants MTN participated and interacted with young people around their programs on career options, bursary schemes, business opportunities and life skills. The Future Leaders Expo is an annual event hosted by KZN entrepreneurs. The 2010

edition attracted learners from rural and urban schools who were afforded an opportunity to gain insight into how they can get assistance on starting their own business enterprises.

I left Durban with a smile, because the future of South Africa is bright. Young people answered some of my concerns by coming in huge numbers to source information.

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"A society with no ideas and clear vision will never be pregnant with solutions"

Foreword by Ms Gugu Ndebele, Deputy Director General: Social Mobilization & Support Services

Welcome to the first edition of the Girls and Boys Education Movement (GEM/BEM). As the Department of Basic Education, we would like to thank our partner, UNICEF for their contribution and support to the GEM/BEM programme. I want to take this opportunity and address my learners, who I love.

You have taken the torch and ran clubs within your respective schools and communities. We are now providing you with the platform to document the activities, the challenges and success stories. We also want to use this platform to showcase to the South African

community that we have vibrant young people who are aware of the global, local and community challenges.

GEM/BEM aims to empower you, the learner, with reliable information, guidance and platforms to discuss challenges around sexual harassment, HIV/AIDS, teenage pregnancy, climate change and any other issues of concern to you. As the Department, we are saying that our learners must contribute towards solution to social problems related to human rights violations that are common among society today. We hope that this newsletter will continue to bring positivity, and that clubs will use it to communicate! We are keen to make GEM/BEM a



Ms Gugu Ndebele

movement of choice for young people in South Africa. We will strive to provide platforms for our youth to engage and contribute to society positively. Thank you.

UNICEF's Corner

UNICEF is pleased to be part of this historic initiative, which aims to develop learners in South Africa. When we got involved after a request by the National Department of Basic Education to assist in developing best practice models in school communities, we wanted to make a difference. Among our initiatives is the introduction of Girls and Boys Education Movement clubs in schools. The Girls and Boys Education Movement is an element of the Child Friendly Schools programme. A good

description of a Child Friendly School has the following key elements: healthy and safe for, and protective of, children's emotional, psychological, and physical well-being, proactively inclusive, seeking out and enabling participation of all children.

Through UNICEF's strategic assistance, the Department of Basic Education plans to drastically change the realities of the social situation of children and transform their schools by building a legacy of quality learning for all children. GEM/BEM clubs have

become instrumental in South Africa in promoting quality education through the Child Friendly Schools Framework. The following key features characterize the Framework: a rights based school, an effective school, a gender sensitive school, a healthy school and a protective school

We hope that many of you will embrace this Newsletter and you will use it to communicate with the outside world, your leaders and fellow learners about what you do in your clubs. Good Luck.

Ed's Corner

Mail me @ mlambo.e@dbe.gov.za

Having been to KZN, Limpopo, Gauteng and Free State in my first 60 days, I must say I am impressed with the quality of young learners I interacted with.

You seem to know what you want, and hence it fills me with pride that I will be working with you guys. As we start this journey, I wish to urge you to use all the skills that we shared with you. I want to get articles, pictures and any form of art, which you think will enhance this newsletter.

My priority is to assist you to document your personal stories, to mobilize, communicate and use multimedia to recruit your

peers to the movement. You will see that in this first edition, I have stories from learners I met who are sharing their experiences. I want to know how you started your club, the challenges you faced and how you have grown as a person.

I want to challenge you, the learner and young person, to tell me how best we can use the technology at your fingertips to help educate the nation. Our role as young people is to be innovative, creative and help improve what has been developed.

I believe that technology can simplify how we exchange information, how we can



Above, Movers Forum Editor Eric Mlambo

collectively solve problems and come up with new ideas which will improve our country, society and the global village.

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Young people showed interest on issues brought by the Department of Basic Education.

They collected useful guides on starting a GEM/BEM Movement, national symbols, career guidance tools and sexual violence and other gender pamphlets.

The Deputy Director General of Basic Education, Ms Gugu Ndebele who led her team at the Expo, said the Department and organizers shared common goals and values. "The Department will

not hesitate to support initiatives organized privately that are aimed at addressing social ills", she added. "We seized an opportunity to exhibit and interact with thousands of young learners expected to be attending the exhibition. We are pleased with the decision we took looking at the number of young people we have interacted with today".

The first day of the event saw over 5000 learners from the surrounding schools in Durban attending.

The Expo exhibited various products including bursary and international scholarship opportunities, employment

opportunities and products for entrepreneurs. It offered learners an opportunity to interact with guests and speakers freely, asking questions related to their future and how best to access services.

For me, this proved to be money well spent by all those that took part in prioritizing the future of the nation. At the end, we all agreed that the Race & Values stand was undoubtedly the most attractive and most visited stand for the duration of the Expo.

The directorate's exhibition included the national colours, and national symbols, young people seemed to like it!

What is the Girls and Boys Education Movement?

By Eric Mlambo (Source GEM/BEM Guidelines)

The Girls and Boys Education Movement (GEM/BEM) is an international movement practiced in many other countries in the world. It was first launched in South Africa in 2002, and later formalized as a national programme in 2003. The movement operates in public schools with learners at the forefront.

These are school-based clubs made up of girls and boys who are committed to the promotion of human rights, dignity for all as well as mutual respect between girls and boys.

The clubs are intended to empower girls and boys with reliable information and knowledge, to guide them in discussing and addressing issues that are of concern to them in their schools and communities, and to act together to bring about positive changes in their lives and those of their peers. Whilst each club is different, the scope of discussions and interventions for the clubs addresses a wide range of issues including teenage pregnancy, sexual harassment and sexual violence, child pornography, xenophobia, human trafficking, racism, and others.

These social problems related to the abuse of human rights are becoming common among schools and communities, and schools have a particular responsibility to protect young people from these social ills. Although a large part of the responsibility to address these issues lies at the hands of the parents, the principals, SGB's and teachers, learners' participation is key to achieving success.

The movement aims to bring about positive change in the lives of the learners. The GEM/BEM clubs, in all their different forms, are vehicles through which this aim can be realized. Members participate in these clubs on a voluntary basis with the assistance and guidance of their educators, parents and adults in their communities. Different clubs engage in different activities that are based on issues that concern young people, where club members decide what activities to be involved in, based on their experiences within schools and in their communities.

You can follow the movement on Twitter, Facebook and Mxit.

Twitter Name: SAGEMBEM, Face Book Name: GEM/BEM and also we can be reached on Mxit via: 0723522078

Facts

- ◆ Did you know your hair grows faster in the morning than at any other time of day?
 - ◆ Did you know there are no ants in Iceland, Antarctica, and Greenland?
 - ◆ Do you know what the G8 is? The group of 8, it's the world leading industrialized nations. It was formed in 1975, and they have prioritized Africa & climate change
-
- ◆ Albert Einstein was offered the presidency of Israel in 1952, but he declined.
 - ◆ All babies are color blind when they are born
 - ◆ The world's youngest parents were 8 and 9 and lived in China in 1910.
 - ◆ Libya has the only flag which is all one color with no writing or decoration on it
 - ◆ Soweto in South Africa was derived from South West Township.
 - ◆ In Chinese, the words for crisis and opportunity are the same

Benefits of Belonging to A GEM/BEM Club

There are many benefits for girls and boys who participate in the GEM/BEM clubs. Some of these include:

- Gaining knowledge and skills that assist young people in preventing and dealing with various problems affecting their lives; these include teenage pregnancy, gender-based violence, climate change and others;
- Exposure to different kinds of information that assist learners to make informed decisions and choices in life, including career guidance;
- Gaining social skills that contribute to the development of positive self-worth, assertiveness and confidence, especially to resist negative peer pressure
- Being involved in discussions and social activities with peers in an environment that encourages positive thinking and constructive behavior and discourages self-destructive attitudes;
- Opportunities to learn leadership and strategic planning, through organizing and managing GEM/BEM club operations; and
- Participation in camp outings, workshops, and international visits, where GEM/BEM members can engage in fun educational activities outside the school environment.

In addition to the above benefits, girls also get opportunities to participate in a mentorship programme called the 'Techno-Girls'. Since one of the goals of the GEM/BEM

clubs is to increase the uptake and retention of girls in the maths, science and technology fields, the Techno-Girls mentorship programme operates under the theme of "Mobilising Business to Empower the Girl Child".

The Techno-Girls initiative is aimed at exposing girls to scarce and in-demand career fields, especially in the science and technology industry, where their access has been limited because of gender inequalities among society.

Businesses can also play a key role by supporting clubs within their communities where they operate. They can offer support by linking social programs to the clubs; offer club members scholarships, job placements during weekends and school holidays, and offering members stipends to attend various activities.

Below, GEM/BEM leaders participating in International trips





Yumnah Jackson's Diary: My J8 Summit Experience!

By Yumanh Jacobs

When I attended the J8 Summit in June 2009, I had lots of experiences, both educational experiences and fun filled experiences. The trip to Rome was the most amazing experience in my life. It has given me a whole new perspective on education and learning. The experience has also showed me that it is possible to have fun and learn at the same time.

I was a member of the J8 Summit. The Summit is held every year around the month of June. The function of the J8 Community was to discuss the issues in their country and also to voice the opinions of the youth concerning these issues. The issues that were discussed are; climate change, the financial crisis, poverty in Africa as they impact on the lives of children and young people and there was the fourth topic which the delegates decided on when they were in Italy, we (the J8 Community) found that education was a very important issue that needed to be addressed.

After discussing these issues, the J8 Community made recommendations to the world leaders. The J8 Summit is held at the same time as the J8 Summit. The youth at the J8 summit discussed the same issues that

were discussed by the leaders at the J8 Summit.

The J8 Community consisted of delegates from the J8 Countries, which are; Canada, France, Germany, Italy, Japan, Russia, United Kingdom and the United States of America. There were also non-J8 Countries namely; South Africa, India, Brazil, China, Egypt and Mexico.

There were four delegates representing each of the abovementioned countries so there were 56 J8 Community members working together in drawing up a declaration that they needed to hand over to the leaders of the Countries.

The aim of the J8 Summit was to submit a declaration to the world leaders. The Declaration consist of recommendations for the J8 Government and also of action plans for these recommendations to be carried out, along with this the J8 Community also included action plans that they and the other young people in their countries can do to contribute to bettering the issues they are faced with.

The J8 Community was determined to see a change and therefore they carried out their action plans. At the Summit, I have learnt how to work toward a common goal as a team.

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I have learnt how to communicate with people effectively and another thing I found amazing was that fourteen countries could be that united.

My trip to Italy was without a doubt the best experience in my life. I always wanted to travel outside of my country but thought of it as impossible, but nothing is impossible. Just as I doubted that I would ever travel, I was invited to attend one of the most important events (the J8 Summit). I just want to share with everyone how I was selected to attend the Summit. In 2008 I was awarded the Albert Luthuli Young Historian Award.

For the duration of the Summit, we had done lots of hard work and not forgetting the fun filled activities. On the night of our arrival in Italy, the organizers had a warm welcoming evening with the best Chefs cooking up awesome meals. Italians can cook good food! We had daily activities of work where we interacted with all the other delegates.

This was just one of the educational experiences that has informed and educated me around issues that I was unsure on unaware of. Then there was the cultural evening, this I enjoyed the most. For me the cultural evening was both fun and informative at the same time. On the cultural evening all the delegates dressed up in their cultural wear and showed the rest of the J8 Community a tradition they follow. This showed the beauty of all the countries that participated.

We did ice breakers daily; it was fun and carried a strong message at all times. I enjoyed the icebreakers as well because at the end, one would always have learnt a valuable skill. I'm more than happy to continue by saying the fun did not stop there, we got the opportunity to go on a tour in Rome, and then lastly there was the farewell party. This party took place on the last night of our stay in Rome. This party allowed us the opportunity to socialize with the delegates.

My time in Rome was the best experience ever.

The Summit has opened up lots of doors for me and also created numerous opportunities within my own Country. When we came back to South Africa, the other three Delegates and I from South Africa had to opportunity to spend time with the Love Life Crew. We did a few interviews with them and also had the privilege to have a column in the Love Life Magazine, about our trip & experience at the Summit. We attended a radio workshop; this allowed us to speak about our experiences over the radio.



GEM/BEM
Learners
depart
for
Rome, J8

This was a good idea because lots of people listen to the radio and it's good to inform people on the Country's activities. We did several interviews; the media was following up on us. Through all these activities I have developed skills that can help me in the future and that I can use to my advantage.

I have gained so many experiences from the J8 Summit. I am grateful to know that this is an experience I will remember for always. It is knowledge that no one will ever be able to take away. I intend on carrying out all that I have learnt to my peers and also my community.

Yumnah Jacobs is a GEM/BEM leader from Brixton High, in Athlone Western Cape. She was selected to represent SA at the J8 Summit held in Rome in 2009

Picture Gallery, J8 Summit, Italy Rome 2009

Rome, G8 Summit workshops



We met Rome Mayor and his council...
We took pictures...
We had fun!



Visiting a Fire station in Rome...we got to pose for a group pic



DDG, MS Ndebele sends us off



Group pictures...



SA Embassy Staff in Rome was there to welcome us! But did you see how the weather was? Just perfect...and Sammy Mashita was there...



Home sick neh

By Levy Ngobeni

Climate Change Conference in Denmark

My name is Levy Ngobeni from Mpumalanga in Bushbuckridge region. I was born in 1993 06 March. I've always had a vision of achieving great things and traveling the world. In the year 2009, I entered a global climate change competition through our GEM/BEM club. In September, Mama Dululu Hlatshaneni called me from the Department of Basic Education to inform me that I'm one of the six finalists in the competition.

Two weeks later, she called my school to confirm that I am one of the three students who will be attending the Children's Climate Conference in Copenhagen, Denmark from 28 November to 06 December 2009. My school was very happy and they threw me a farewell party a day before I left for Copenhagen.

Knowing that I'll be flying to another country, I was more than excited. My teacher, Mr. T.M Mkhombo who has been supporting me with my studies and projects, was elated. When I left for Johannesburg, almost all my teachers accompanied me to the airport.

When I met my fellow delegates, we clicked; we were excited but could not wait to realize our dreams, of flying and getting that historic chance to travel overseas. We left for Germany at 20h00pm, landed in Frankfurt, and left for Copenhagen at 9h00 in the morning. We were accommodated at the Den Hostel where we were introduced to the other international youth delegates. I got an opportunity to meet delegates from Norway and Nigeria who were my roommates.

I enjoyed Danish food and got a chance to visit various places including a school where we interacted with fellow learners

from that school. We shared ideas on how to tackle climate change with children from diverse countries, which I consider to be an eye opening experience.



Above, The picture was used as a poster for the conference

Experts were invited to teach us simple ways on how to deal with climate change such as using energy efficiently or creating your own solar panel. I enjoyed most when we had an advocacy class where I learned effective ways of communication.

At the end of the conference, we had a closing party where the ALIEN BEAT CLUB performed live. There were cultural performances that I enjoyed as well. I had a good time and liked the way my chaperones treated me. When I came back to South Africa, my first plan was to initiate a climate change club and I was successful.

To many of my fellow students and to my siblings, I am a role model and wish to continue inspiring them. I am honored by the opportunity, and grateful to my family, friends, school and all who supported me including UNICEF and the Department of Basic Education.

Levy Ngobeni is a GEM BEM leader at Mahumani High in BushBuckRidge, Mpumalanga. He participated in the Climate Change conference in Denmark, in 2009.

Picture Gallery of Children's Climate Change Conference, Denmark, 2009



Discussion forum about Climate Change.



That's the Danish Main mode of transport in a bid to protect the Environment



A pledge to unite for climate change...



Look who's posing with us? Angelique Kidjo!!! cool!



We get certificates for attendance

We exhibit! SA products to delegates



Sis Sibongile, from GP, to wish team well!



National Workshop on Climate Change for GEM/BEM

By Eric Mlambo

The Department of Basic Education in partnership with the United Nations Children's Fund hosted a National Workshop on Climate Change during the extended winter school holidays. The conference aimed at exposing provincial leaders of the Girls and Boys Education Movement (GEM/BEM) to climate change issues and other youth related challenges discussed during the recent international youth conferences.

The two youth conferences that the national workshop drew from, J8 Summit and Climate Change, were held in Rome and Denmark in the past year. Several GEM/BEM leaders attended these international events.

45 learners from all nine provinces arrived all smiles at the Heia Safari Lodge in Krugersdorp, where the three-day workshop was held. The first day was full of laughter, with delegates romanticizing about their recent international trips, while those who took part in the Sony Photography workshop went on about their camera skills. This has to be the most fulfilling experience, of interacting with youth who have passion, dreams and are determined to be something.

Invited speakers at this conference were from the Department of Environmental Affairs, UNICEF, Delta Environmental Centre, and the South African Weather Services. The organizations addressed the delegates on various issues concerning climate change, information on how to access bursaries and new media platforms that they can use to mobilize and educate society on how to preserve the climate.

Day one was dedicated to group sessions for those that traveled to the two international conferences, while day two was for presentations by invited guests. The last day,

was set aside for deliberations and action plans presented to the conferences by groups.

Delegates were divided into 3 groups to discuss challenges facing young people. During the report-back session they raised social ills such as teenage pregnancy, HIV/AIDS, poverty, educators and learners having sexual relationships, substance abuse and lack of support from school structures to their activities.

The workshop ended with resolutions being adopted and clubs resolved to start using technology and multi-media solutions available to them to communicate better. They argued that this would allow them to reach wider audiences with their messaging. The clubs will intensify their marketing and publicity by targeting news stations, youth and communication tools such as Facebook, MXit, cell phone massaging and all other new communication tools available.

They also resolved to intensify their awareness campaigns and recruitment of key stakeholders to support their initiatives. They plan to partner with stakeholders who can assist financially and with other resources.

The clubs also resolved that they can't win the battle without the help of the communities, parents, local government structures and private companies who operate within their respective areas. They have decided that all clubs must draw a plan and incorporate the identified structures or organizations within their plans.

They will start merging their campaigns and programs with those of local stakeholders and join forces when having campaigns or events. Another key discussion was that of the development of new energy solutions by third world countries, this is linked with the current debate in SA on how the country will sustain the current economic growth versus the increased need for energy, which is not harmful to the environment.

Provincial Workshops for Strengthening GEM/BEM Clubs

By Eric Mlambo

As part of capacitating the Girls and Boys Education Movement clubs members, the Department of Basic Education and its partner UNICEF convened provincial workshops in Limpopo, Free State and Gauteng during the recent June -July winter school holidays.

The key objectives and outcomes were to assist in formation of districts structures that will coordinate activities of the clubs, using a uniform approach and the identification of support required by clubs and districts. Three provinces were grouped into one according to proximity, with Limpopo & Mpumalanga in the first group, Free State, Northern & Eastern Cape in the second, while Gauteng, North West and KZN being the last group to convene. The first workshop was held in Limpopo for two days on the 18th and 19th June 2010, and 35 club leaders attended.



Learners listening to the presentation at the Limpopo workshop

The second was held in the Free State between the 25th and 26th of June with the last workshops held in Gauteng on the 09th and 10th July 2010.



Above, Group picture from the Free State workshop

The structure of the workshops was standard in all three provinces. The only change was in the last workshop in Gauteng where we invited Mr Mbuyiselo Botha from Sonke Justice Network, to address the issue of bullying which was raised consistently in the previous workshops in Limpopo and Free State respectively.

The issues raised by clubs and their chaperones at all three workshops were similar. Delegates raised issues such as teenage pregnancy, educators having relationships with learners, bullying, abuse of harmful substances, peer pressure and lack of support for the clubs by parents and school management teams.

They were given time to deliberate on solutions to the issues and they also had to present them to the conference. The solutions were drafted into their action plans, which must be circulated to all active clubs.

District officials also made recommendations that they believe will assist in proper management of the clubs. The districts work closely with the clubs and they believe that there is a need for a uniform monitoring tool for clubs.

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Picture Gallery of National Events



GEM/BEM NATIONAL
CONFERENCE ON
CLIMATE CHANGE, IN
KRUGERSDORP, GP
10-13 JUNE 2010



This exhibition was
prepared by learners,
with support from Sony



IT'S MY
B-DAY



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They have also called for the integration of programs, which the clubs participate in.



Learner making a point during the conference

The big concern raised by district officials was lack of budget for the officials to administer the program, to support any of the initiatives that clubs embark on.

The action plans from the clubs and delegates at the three workshops include holding regular awareness campaigns. The campaigns will focus on key problems such as teenage pregnancy, educators having relationships with learners, climate change and cleaning the communities. They plan to lobby government to legislate laws aimed at reduction of gas emissions and protection of children.

Clubs agreed that technology has provided them with wider audiences. As part of the immediate action plan, they have agreed to start using social media and new media solutions to communicate and get views from young people on the main issues that they need to focus on.

They have also resolved that it should be mandatory for schools to start GEM/BEM clubs and that school managers should

be supportive of these structures. Currently, there are certain schools that do not recognize these clubs. They have also agreed that clubs must report quarterly on activities that they are working on, and their immediate future plans.

The last action agreed on was that they needed monitoring and support whenever they held events. Currently, they say the national Department of Basic Education has not been visible at their events.



Above, Group picture from the Free State workshop

They also noted that educators who are supposed to be their support structures at schools had very limited knowledge of the issues that they tackle such as climate change. The recommendation was that educators needed to be selected based on interests shown in the clubs and that they must be trained in order to intervene and offer proper support for the clubs.



Above, Presentations at the Free State Workshop

Sexual Abuse And Other Social Ills Affecting Girl Children In South Africa

By Hleki Mabunda

With August having been declared Women's month in South Africa, it is an opportune time for South Africans to reflect on how well we are doing to protect the girl child in our homes, communities and schools. More importantly, what we can do better to safeguard the rights of the girl child among society.

On 4 August 2010, I had an opportunity to visit Rolihlahla Primary School in Daveyton, Gauteng. This was part of the Mandela Day celebrations and the 67 minutes campaign—where all 12 Mandela Schools in South Africa were orientated about Mandela values. The schools were afforded the opportunity to reflect on activities that could make Mandela values come alive within the schools.

Having spent the entire day at Rolihlahla Primary School, experiencing the joys and challenges facing the school, one moment struck me the most and has been on my mind ever since. The Principal of the School Mr. Boodhram had taken us to a Grade 1 class, full of kids averaging age 7, and when asked what they want to be when they grow up, the kids jumped up and down with hands in the air and took turns shouting a number of professions of their choice.

Becoming a Policeman, Security Guards, Soldiers, Body Guards, and 'Boss of People' turned out to be the most popular professions in that class. In my mind I asked myself – how did it happen for safety and security to be in the foremost of a child's mind – at age 7? How have we, as society contributed to this; and what can we do to fix it?

Prior to my visit to Rolihlahla Primary School, I had met and interacted with over 150 teenage learners from all over South Africa during June and July 2010. This was as part of the workshops convened for children, who are

members of the Girls and Boys Education Movement in all provinces, during the extended winter school holidays.

Similarly, when asked to identify five key challenges affecting young people today, these teenagers identified sexual abuse and crime as the main issues. Other identified challenges were teenage pregnancy, substance abuse, and the impact of HIV and AIDS in the lives of young people.

Indeed incidences of crime, sexual violence and other forms of violations affecting children are of great concern in South Africa today. Whilst the Department of Basic Education is required to deliver quality education to all children in South Africa, the persistent social ills facing children today have the ability to compromise the children's ability to learn.

Many of the social problems that affect education have broader social links, causes and solutions, and are not purely educational problems. For example a girl child encountering or witnessing sexual violence and harassment at home may not perform to their optimal best with their schooling, unless they receive help and support.

In 2008, the Department developed the *Guidelines for the Prevention and Management of Sexual Violence and Harassment in Public Schools (Guidelines)*. The *Guidelines* serve to assist public schools in maintaining minimum standard procedures to addressing allegations of sexual violence and harassment, and to specifically detail how public schools should treat victims of sexual violence and harassment, and those who have, or are alleged to have, committed such acts.

The *Guidelines* have been targeted at school management and governance teams, district officials, to raise awareness of the importance of a framework for managing these problems in schools.

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In 2010, the Department released the handbook titled "*Speak Out: Youth Report Sexual Abuse*". The handbook is aimed at contributing towards creating a safe, caring and enabling environment for learning and teaching in public schools. The purpose of the handbook is to equip learners with knowledge and understanding of sexual harassment and sexual violence, its implications, ways to protect themselves from perpetrators, and where to report it in the unfortunate event that it happens.

Learners need to gain a thorough understanding of sexual harassment in terms of the laws applicable to it, the link to human rights issues, as well as recognizing the roots of sexual harassment in our culture. Most importantly the learners need to understand what sexual harassment entails and how it impacts on their self-esteem.

Whereas the government has put in place legislation that outlaws sexual abuse in schools and 'teacher-learner sexual relationships', as well as mechanisms to address these; it is important for parents and communities to actively participate in addressing these issues in schools as well as communities.

It is the parents themselves who are better positioned to see to it that children are not abused in homes, communities and schools – and take steps to address it when it happens. As the Department continues in all earnest to protect the rights of all children in schools, the success of these efforts hinges on collective effort of parents and communities to work together with schools to contribute towards ensuring that all children realize their full potential in school.

Access the *Guidelines for the Prevention and Management of Sexual Violence and Harassment in Public Schools* and the "*Speak Out: Youth Report Sexual Abuse*" visit www.education.gov.za.

Hleki Mabunda is a Director for Gender Equity in the Department of Basic Education

Women's Month Message

On 9 August 2010, South Africa commemorated the 54th Anniversary of the Women's March.

On this day 20 000 courageous women marched to the Union Buildings in Pretoria, to register their strong rejection of the Apartheid regime – and its inhumane manifestations.

The women came together from all over South Africa, representing all racial groups, to protest against the issuing of passes to women. They achieved this in spite of the government's attempts to stop trains and to ban key leaders, in spite of possible police violence, and in spite of the anxieties of the male leaders of the Congress Alliance.

As a tribute to the Women of 1956, the first democratically elected government of South Africa declared 9 August as Women's Day. As former president Nelson Mandela indicated in his inaugural speech, "Freedom will not be fully attained unless women have truly been emancipated and empowered in all spheres of life." Women's Day is now commemorated each year as a national holiday to allow us to celebrate the strides we have made in addressing equality between women and men.

It also serves as a reminder to us all that much still needs to be achieved. As we commend the women who marched so that we may all live in a free country, we remain mindful of new challenges facing women today. For girls at a young age, challenges include teenage pregnancy, sexual violence and harassment, human trafficking, the impact of HIV and AIDS, as well as poverty.

In recognition of Women's Day, we urge all learners to fully commit to their studies. This is a contribution that learners can make today towards building a better life for themselves, their communities and society as a whole. We wish the Class of 2010 success as we approach the 2010 end of year examinations.

We further call on all officials, teacher unions, student formations, parents and community

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organizations to join us in our quest to improve quality learning and teaching in all our schools.

This is how we as society can best honour the heroines of 1956; by ensuring a complete realization of quality education for all children in South Africa – as a fundamental human right

Happy Women's Month!

Issued by Hleki Mabunda in the Gender Equity Directorate

Launch of the Bill of Responsibilities

By Dr Shermain Mannah

The Bill of Responsibilities for learners was developed by the Department of Education in partnership with the National Religious Leaders Forum (NRLF). The rationale for the Bill emerged out of the concern of an over-emphasis and misinterpretation of individual rights by young people without the understanding of the indivisibility of rights with responsibilities.

It was the observation of the Department and religious leaders that young people needed a value system that would serve as a compass in their daily lives.

The Department has also developed a teacher guide on the Bill of Responsibility. The Guide examines the concept of human rights and related responsibilities. It also shows how a rights and responsibilities culture can be built into school and classroom management and provides links to the National Curriculum Statement.

The Bill of Responsibilities has been promoted by the Race and Values in Education (RaVE) Directorate and the Gender Equity

Directorate of the Basic Department of Education. In December 2008 the theme for the national empowerment camp for the Girls' and Boys' Education Movement focused on the theme "Enjoying Rights, Taking Responsibility and Making Positive Choices".

Members of the GEM/BEM clubs from all provinces, as well as guests from clubs in Liberia, Botswana and Uganda discussed the importance of the Bill and paid particular attention to issues that affect them such as responsibility to ensure equality, freedom of expression and human dignity.

In 2009 the focus of the Rave youth dialogues was building a culture of responsibility and humanity in our schools. The dialogue was framed by the youth critiquing their responsibility in combating gender based violence and xenophobia, promoting social cohesion and inclusiveness and making informed decisions related to their lifestyles.

The Bill of Responsibilities has the potential to activate the agency of young people to converge towards a collective consciousness and shared vision for the future of South Africa that is supported by the principles of human rights and constitutional values.

Dr Shermain Mannah is a Director for Race and Values at the Department of Basic Education.

Below. Pictures from the Youth Dialogue forum organized by the Race & Values Directorate in 2009



A Bill of Responsibilities for the Youth of South Africa

This bill outlines the responsibilities that flow from each of the rights enshrined in the Constitution of the Republic of South Africa.

Preamble

I accept the call to responsibility that comes with the many rights and freedoms that I have been privileged to inherit from the sacrifice and suffering of those who came before me. I appreciate that the rights enshrined in the Constitution of the Republic of South Africa are inseparable from my duties and responsibilities to others. Therefore I accept that with every right comes a set of responsibilities.

My responsibility in ensuring the rights to equality

- treat every person equally and fairly, and
 - not discriminate unfairly against anyone on the basis of race, gender, religion, national-, ethnic- or social origin, disability, culture, language, status or appearance.
- South Africa is a diverse nation, and equality does not mean uniformity, or that we are all the same. Our country's motto: IKE E: XARRA//KE, meaning "Diverse people unite", calls on all of us to build a common sense of belonging and national pride, celebrating the very diversity which makes us who we are. It also calls on us to extend our friendships and warmth to all nations and all the peoples of the world in our endeavour to build a better world.

My responsibility in ensuring the right to human dignity

- The right to human dignity places on me the responsibility to:
- treat people with reverence respect and dignity
 - be kind, compassionate and sensitive to every human being including greeting them warmly and speaking to them courteously.

My responsibility in ensuring the right to life

- treat every person equally and fairly, and
 - not discriminate unfairly against anyone on the basis of race, gender, religion, national-, ethnic- or social origin, disability, culture, language, status or appearance.
- South Africa is a diverse nation, and equality does not mean uniformity, or that we are all the same. Our country's motto: IKE E: XARRA//KE, meaning "Diverse people unite", calls on all of us to build a common sense of belonging and national pride, celebrating the very diversity which makes us who we are. It also calls on us to extend our friendships and warmth to all nations and all the peoples of the world in our endeavour to build a better world.

My responsibility in ensuring the right to family or parental care

- This right expects me to:
- honour and respect my parents and to help them,
 - be kind and loyal to my family, to my brothers and sisters, my grandparents and all my relatives.
 - recognise that love means long-term commitment, and the responsibility to establish strong and loving families.

My responsibility in ensuring the right to education

- The right to education places on me the responsibility to:
- attend school regularly, to learn, and to work hard,
 - cooperate respectfully with teachers and fellow learners and
 - adhere to the rules and the code of conduct of the school
 - and concurrently places on my parents and caregivers the responsibility to ensure that I attend school and receive their support and places on my teachers the responsibility to: promote and reflect the culture of learning and teaching in giving effect to this right.

My responsibility in ensuring the right to work

- This right carries with it the responsibility for all learners, parents, caregivers and teachers to:
- work hard and do our best in everything we do.
 - recognise that living a good and successful life involves hard work, and that anything worthwhile only comes with effort.
 - This right must never be used to expose children to child labour, (proposed alternative; prevent children being exposed to child labour)

My responsibility in ensuring the right to freedom and security of the person

- This right is upheld by taking responsibility for:
- not hurting, bullying, or intimidating others, or allowing others to do so, and
 - solving and conflict in a peaceful manner

My responsibility in ensuring the right to own property

- The right to own property places on me the responsibility to:
- respect the property of others,
 - take pride in and protect both private and public property and not to take what belongs to others.
 - be honest and fair, and for those who have, to give generously to charity and good causes.

My responsibility in ensuring the right to freedom of religion, belief and opinion

- The right to freedom of conscience requires me to:
- allow others to choose and practice the religion of their choice, and to hold their own beliefs and opinions, without fear or prejudice.
 - respect the beliefs and opinions of others, and their right to express these, even when we strongly disagree with these beliefs and opinions. That is what it means to be a free democracy

My responsibility in ensuring the right to live in a safe environment

- This right assumes the responsibility to:
- promote sustainable development, and the conservation and preservation of the natural environment
 - protect animal and plant-life, as well as the responsibility to prevent pollution, to not litter, and to ensure that our homes, schools, streets and other public places are kept neat and tidy.
 - In the context of climate change, we are also obliged to ensure we do not waste scarce resources like water and electricity.

My responsibility in ensuring the right to citizenship

- The right to citizenship expects that each of us will be good and loyal South African citizens. This means that we are responsible for:
- obeying the laws of our country,
 - ensuring that others do so as well, and
 - contributing in every possible way to making South Africa a great country.

My responsibility in ensuring the right to freedom of expression

- The right to free expression is not unlimited, and does not allow us to:
- express views which advocate hatred, or are based on prejudices with regard to race, ethnicity, gender or religion.
 - We must therefore take responsibility to ensure this right is not abused by ourselves or others, to not tell or spread lies, and to ensure others are not insulted or have their feelings hurt.

Conclusion

- I accept the call of this Bill of Responsibilities, and commit to taking my rightful place as an active, responsible citizen of South Africa. By assuming these responsibilities I will contribute to building the kind of society, which will make me proud to be a South African.

IKE E: / XARRA // KE
Nkosi Sikelel' iAfrika.



Green Career Move

You want to be a Climatologist? Here is what you need to know...

What is climatology? It's a study of climates. One who is a climatologist uses their knowledge of climates to collect data into a report, which can be used to:

- Explain past climate events and phenomena and
- Help researchers to define future climate scenarios.

A climatologist may gather some data on their own; however they are greatly helped in this process by using the information gathered from a wide range of sources and agencies. This information is then compiled and a report is generated.

What is the education and training for climatology?

There are a number of different programs that can teach climatology, however there is a minimum scientific degree that is required to use the title and to become employed within this field. There are also a number of other factors that could lead the climatologist to seek additional education and further degrees including competition and limited job market.

Who employees the climatologists?

The federal and state government often employ these specialists to work within their energy, weather divisions. Within the private sector, those companies that are most devoted to green initiatives, especially those that rely on weather for their efforts would be most interested in having a climatologist on staff. In addition, climatologists may be able to find work as technical report writers, (on staff or freelance) for environmental magazines and other publications, scientific journals and for news journals.

What is the start up costs?

A degree of four years could cost you anywhere from R25, 000 upwards per year. In fact, the cost of this type of career is difficult to gauge because of the many variables involved. If the climatologist will be working for the government or in the private sector, for instance there may be no start up cost to them personally.

To work as a writer in the field there will also be a minimal amount of investment needed

What are the income projections?

Again, the answer to this question would depend on the type of work being done. As a freelance writer for instance there is virtually no limit to the income that can be made but conversely, there is no guarantee of ever making a cent. However, it should be noted that technical reports when well written and in certain industries can earn the writer a lot of money.

Depending on the number of pages and its relevance, many technical reports are available for upwards of R4000 each. An established, well-respected and knowledgeable writer can negotiate a good deal based on royalties rather than upfront payment.

Bursary Information at the South African Weather Services

- The South African Weather Service
- Requirements: Maths & Science

Contact person: Trish Persad

[Tel: 012 367 6087](tel:0123676087)

[Website: www.weathersa.co.za](http://www.weathersa.co.za)

Useful Links & Contacts For Organizations Caring for the Environment

| | |
|-----------------|--|
| Green Sheets | www.greensheets.org |
| Ceres | www.ceres.org |
| Basic Education | www.education.org |
| UNICEF | www.unicef.org |
| Greenbiz | www.geenbiz.com |
| UNEP | www.unep.org |
| Greenpeace | www.greenpeace.org |

List of Universities In SA

| | | |
|--|--|------------|
| University Of Johannesburg | www.uj.ac.za | 0115592911 |
| University of Pretoria | www.up.ac.za | 0124203111 |
| University of Kwazulu-Natal | www.ukzn.ac.za | 0312601111 |
| Rhodes University | www.ru.ac.za | 0466038148 |
| University of Cape Town | www.uct.ac.za | 0216502105 |
| University of the North | www.ul.ac.za | 0152689111 |
| Nelson Mandela Metropolitan University | www.nnm.ac.za | 0415049211 |

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