



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

THUTO



NEWSLETTER

Minister Motshekga visits schools in Vuwani in the Limpopo Province



The Minister of Basic Education, Mrs Angie Motshekga and Limpopo MEC for Education, Mr Ishmael Kgetjepe, visited schools in Vuwani, Limpopo Province, on 30 January 2017. The learners at Vuwani proved that perseverance and dedication is key to achieving academic success. The majority of learners worked tirelessly and achieved excellent results during the 2016 National Senior Certificate (NSC) Examinations despite the various challenges faced during the 2016 academic year due to community protest action.

Mugoidwa High School obtained a 100% pass rate, followed by John Mutheiwana High School with a 97.6% pass rate and Nesengane High School with a 92.5% pass rate. Minister Motshekga also extended her gratitude to the various education stakeholders who made a valuable contribution in ensuring that quality learning and teaching prevailed after many schools were closed down due to protests in the area: “I would like to thank Vuwani community members and the private sector for having worked hand-in-hand with Government in addressing challenges experienced in the Province. It was not easy to address the crisis, but through joint efforts we managed to afford all the Grade 12 learners an opportunity to write the NSC Examinations,” said Minister Motshekga.

Minister Motshekga encouraged learners to dedicate their efforts and energy to achieving a 100% pass rate during the 2017 academic year. “Success is in your hands; the only thing you can do is to work hard,” said Minister Motshekga. The Minister further advised teachers to concentrate on improving quality learning and teaching in the gateway subjects such as Accounting, Mathematics and Physical Science, to enable learners to increase their chances of admission to the various Institutions of Higher Learning.

Minister Motshekga also convened a stakeholder meeting where she called upon parents to monitor their children’s academic progress; saying that learners should stay in school and achieve. The Minister told the attendees that, although learners managed to perform well last year, it is still critical to support the district to rise to the top of the achiever list, adding that the Department will continue to work with the Province to support schools in Vuwani. “We must continue to work together in ensuring that our schools are fully functional; quality learning and teaching needs to be strengthened in the Foundation Phase,” concluded Minister Motshekga.

In addition, the Minister and MEC also visited Sethwethwa High School, A.J Van Der Merwe High School, Kgagatlou High School and Motsobane Primary School in the Lebowakgomo District on 31 January 2017, to extend their congratulations to the school management teams and motivate the class of 2017 to excel.

Minister Motshekga urges Lebowakgomo education stakeholders to focus on the basics



Day two of Minister Angie Motshekga's oversight visit to schools in the Limpopo Province on 31 January 2017 focussed on Sethwethwa Secondary School in the Lebowakgomo District. The school obtained a 100% pass rate during the 2016 NSC Examinations. The Minister then proceeded to Eureka Full Service School and was impressed with the quality education provided to learners with special education needs.

Minister Motshekga, together with the MEC for the Limpopo Provincial Education Department, Mr Ishmael Ketjepe, also met with school principals from the Lebowakgomo District to share best practice in improving the functionality of the District ahead of the 2017 NSC Examinations. Minister Motshekga mentioned that the purpose of the school visit was to monitor the state of school readiness for the 2017 academic year, whilst mobilising community members, civil society, parents and teachers to work together in improving quality learning and teaching in schools.

The Minister informed the principals about the requirements of the *National Development Plan* (NDP) goals, saying that the education stakeholders will have to work hard to realise these. The Minister appealed for mechanisms to address repetition and dropout rates in order to improve efficiency in schools as these contribute to social ills such as drug abuse, alcoholism and criminality in society: "The NDP requires us to account for learner retention and dropout rates in the schooling system. We have to find ways to motivate learners to remain in schools and progress academically". All principals were therefore urged to strive towards achieving the NDP goals.

In her address, Minister Motshekga also stated that principals were the key role players in turning schools into centres of excellence and urged principals to become more responsible and accountable in making sure that teachers spend quality time teaching: "We have to collaborate in order to afford our children the quality education that they deserve".

Deputy Minister Enver Surty hands over a library to Freedom Park Primary School in Devland, Johannesburg



The Deputy Minister of Basic Education, Mr Enver Surty, handed over a library to Freedom Park Primary School in Devland, Johannesburg on 31 January 2017. This is the 24th library donated by Hyundai, Imperial and Ukhamba Community Development Trust.

Hyundai, Imperial and Ukhamba Community Development Trust have converted a room in the school, equipped it with the necessary library resources and provided a library assistant to oversee and manage the effective use of this new resource in the school. The Department of Basic Education (DBE) is implementing plans to improve access to reading and information resources by building and refurbishing school libraries around the country in partnership with numerous stakeholders and in support of the Department's *Read to Lead Campaign*.

The *Read to Lead Campaign* was officially launched by the Minister of Basic Education, Mrs Angie Motshekga, on 22 July 2015 and will continue until 2019. The focus of the Campaign is to improve the reading abilities of all South African children and to ensure that all learners are able to demonstrate age appropriate levels of reading by 2019.

Inaugural workshop for Library and Information Service officials to mobilise the nation towards reading



A four day workshop for Provincial and selected District Library and Information Service (LIS) officials took place at the DBE in Pretoria from 30 January to 02 February 2017, to train these officials on the use of the *Basic School Library Manual* and the *Promotion of Reading for Pleasure and Information Skills Development Guidelines* to develop training materials for teachers who are responsible for school libraries. Reading is a foundational skill on which all other learning is built and creates the opportunity for access to further education and career opportunities.

Mr Enoch Rabotapi, Acting Chief Director for Education Human Resources Development at the DBE, explained that the purpose of the workshop is to empower a National Core Training Team (NCTT) that will cascade the training to teachers who are responsible for school libraries. The schools resourced in the *1000 School Libraries Campaign* will be targeted for the training. “The Accelerated Schools Infrastructure Delivery Initiative (ASIDI) Programme has provided schools with state-of-the-art facilities and resource centres. We now have to ensure that these libraries are functional and provided with the relevant reading material to equip these agents of change to improve learner outcomes.”

Ms Kulula Manona, Director for LTSM Policy Development and Innovation at the DBE, said that the workshop is the first of its kind to mobilise the nation towards reading. The training was facilitated by Ms Anna Brown, Deputy Director: LTSM Policy Development and Innovation, and project manager for the promotion of libraries at the Department, assisted by the Provincial Heads of Library and Information Services.

The training included practical training sessions working through the two training manuals; an evaluation of the various school library models; a focus on the role of the library in the school such as reading promotion, curriculum enrichment, information literacy to collect, analyse, organise and critically evaluate information; and the promotion of the use of Information and Communication Technology (ICT) as an information tool. The training also focussed on the roles and responsibilities of the School Principal, as well as the School Library Committee to effectively manage the library and to draw up a School Library Programme and Policy. Efforts should be directed towards ensuring that schools are well-resourced with functioning school libraries and information services. The lack of human resources, in the form of librarians, has been an immense challenge, coupled with the scarcity of skills and knowledge in library management. Extensive research over the last three decades have shown the importance of functional school libraries for the improvement of reading levels of learners, and their academic progress in general. The fundamental role of school libraries is to develop and promote reading. The role of the delegates is therefore key to the success of the *Read to Lead Campaign*.

UNESCO Quality Physical Education Training Workshop



In response to global concerns regarding rising levels of obesity, cut-backs in Physical Education provision and substantial associated disease risk, UNESCO's Inter-Governmental Committee for Physical Education and Sport (CIGEPS) called for increased investment and improved access to Physical Education and sport, as well as additional technical support to develop robust policy measures. Accordingly, UNESCO joined forces with its international partners to operationalise the research done and to support governments to develop an inclusive, child-centred physical education policy which promotes skills acquisition, pro-social behaviour and physical literacy.

On 20 January 2017, the South African National Co-ordinator, Mr Norman Mphake, facilitated a training workshop with identified stakeholders on the policy development process, roles and responsibilities, as well as presenting a thorough overview of the *Quality Physical Education (QPE) Guidelines*. The training workshop was meant to encourage all stakeholders to find ways to agree on key principles to be integrated into the revised policy documents; and to discuss and identify the strengths and weaknesses of current policy by deliberating steps of the policy revision process.

It is important to note that contrary to traditional Physical Education programmes which take a "one size fits all" approach, QPE is grounded in the equality of opportunity for all students to access a well-balanced and inclusive curriculum. QPE is a representation of active, inclusive and peer-led learning which supports learners to develop their physical, social and emotional skills to define self-confidence and to socially responsible citizens. It is an essential entry point to learn life skills and develop positive behavioural patterns.

Ashinaga Africa Initiative Leadership Programme 2017



Unlocking Sub-Saharan Africa's Talent
Ashinaga at TICAD VI

The Ashinaga programme was established by one of Japan's largest Non-Governmental Organisations (NGO) in 1967. Apart from supporting the lives of less privileged children across the African continent, the project is also aimed at providing a higher education scholarship to 49 students from 49 sub-Saharan countries in order to encourage them to become leading professionals in their respective countries.

Potential candidates under the age of 23 are invited to apply for the 2017 scholarship. The requirements for applicants are that they have completed high school within the last two years; and that they have either lost one or both parents as bereaved students with academic potential, but who cannot afford to apply to study at a university. Through this scholarship successful candidates will attend a concentrated study camp for six months at Ashinaga's facility, Kokorojuku, in Uganda and Senegal, where they will receive dedicated support and assistance with their study of various subjects and languages, as they prepare to apply to universities around the world. In addition, the identified candidates will receive a full scholarship and living expenses for four years during their studies abroad. It is expected that these young, educated people will return to their own countries and establish democratic and fulfilled societies owing to their education.

The closing date for applications is 28 February 2017. For more information please visit:

<http://ashinaga100-yearvision.org/en/>

Regional Round-up



Eastern Cape Province

The Provincial Education Department in the Eastern Cape Province recently reported that illegal private schools are mushrooming across the Province. The department would like to send a stern warning to any company or individual operating such schools; warning that legal steps will be taken if the prescribed policies are not complied with. According to the *Regulations for the Management of Independent Schools*, no person may establish or maintain a school that has not been registered in terms of regulations, or establish or maintain a school that has been deregistered. All companies and individuals interested in operating private or independent schools in the province are therefore urged to visit their district offices for assistance on any issues relating to their registration and operation.

Upcoming Events

- 09 February 2017: President Jacob Zuma to present the State of the Nation Address in Parliament, Cape Town
- 11 March 2017: The 17th Annual National Teaching Awards (NTAs) gala will be hosted in the Gauteng Province
- 21 March 2017: Human Rights Day
- 07 April 2017: Closing date for the submission of the 2017 Southern African Development Community (SADC) Secondary Schools Essay Competition entries to the Provincial Education Departments
- 14 April 2017: Good Friday
- 17 April 2017: Family Day
- 27 April 2017: Freedom Day

OUR FUTURE - MAKE IT WORK

South Africa belongs to all its peoples. Now, in 2030, our story keeps growing as if spring is always with us.

Once, we uttered the dream of a rainbow.
Now we see it, living it. It does not curve over the sky.

It is refracted in each one of us at home, in the community,
in the city, and across the land, in an abundance of colour.

When we see it in the faces of our children, we know: there will
always be, for us, a worthy future.



