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THE DEPARTMENT OF BASIC EDUCATION



NEWSLETTER

Minister Motshekga honours long-serving DBE employees



Basic Education Minister, Mrs Angie Motshekga, honoured long-serving employees during the Long Service Awards ceremony that took place at the Botanical Gardens in Pretoria on 06 December 2019. The Minister expressed her gratitude to the 40 officials who received certificates for 10, 20, 30 and 40 years of dedicated service in the Department of Basic Education (DBE) and the Public Sector.

Minister Motshekga stated her appreciation to these staff members for their commitment towards improving basic education, as well as the various interventions put in place to progress away from mediocrity towards quality education outcomes. However, as every child remains a national asset, all DBE officials were requested to keep their focus on the priorities of the 6th Administration to enhance holistic access and quality education to empower learners with 21st Century skills to tackle the Fourth Industrial Revolution head-on during the new academic year.

A Basic Education Lekgotla is planned for January 2020 under the theme, “Equipping learners with knowledge and skills for a changing world,” to place under the microscope, progress made in various education sector priorities to improve the quality and efficiency of learning outcomes, in line with the priorities set for the 6th Administration. One of the key focus areas for the 6th Administration relates to Early Childhood Development (ECD), and laying the foundations for reading with meaning. “One cannot have a good harvest without preparing the soil. Let’s not lose focus, our successes are measured on work done in the classrooms – the impact of education must be felt in the classroom and in the learning outcomes of our learners,” Minister Motshekga concluded.





Minister launches the National Reading Plan



Basic Education Minister, Mrs Angie Motshekga, informed teachers, officials, business representatives and book publishers that a reading culture among South Africans is what the country needs to keep up with a changing world. The Minister was speaking at the launch of the National Reading Plan on 2 December in Midrand, Johannesburg. The launch follows a promise made by the 6th Administration that a comprehensive National Reading Plan will be in place by the end of 2019. The Reading Plan will be implemented by the Department of Basic Education (DBE) and the National Reading Coalition (NRC) under the National Education Collaboration Trust (NECT), which brings together stakeholders within, and outside of the sector together to improve education outcomes.

The National Reading Plan is an evidence-based strategy, and not just another reading strategy. It is a new plan aimed at complementing existing reading initiatives such as the *Read to Lead Campaign* of the DBE. The Plan will ensure that learners across all grades, and in all schools, are able to read with meaning by 2024. Teachers will be trained on the latest evidence-based methods of how to teach reading, while learners will be provided with a minimum reading pack for improving reading.

The National Reading Plan encourages all sectors of society to support reading initiatives early in homes and to support learners in their reading for academic purposes, for knowledge, enjoyment and to become life-long readers. It intends to mobilise civil society to become part of a reading revolution. Parents of school-going children will form the back-bone of this National Reading Plan.

“In order for the Plan to work, we appeal to publishers, authors, artists, readers and all literature enthusiasts to join forces and become part of reading hubs. As a Department, we will do our part by continuing to participate in PIRLS and in the next round of SAQMEC, over and above our own internal assessment tools”, said the Minister.

Minister hosts final engagement with District Directors for 2019



Basic Education Minister, Mrs Angie Motshekga, hosted her final engagement meeting for 2019 with District Directors at the OR Tambo Premier Hotel in Kempton Park from 05 to 06 December. The Minister flagged ECD as one of the main priority areas for the 6th Administration. Minister Motshekga hosts quarterly meetings with District Directors to share best practice; network; and identify intervention strategies to, along with Circuit Managers and School Management Teams, improve the Education Sector at provincial and classroom level.

“We are pleased that the 2019 National Senior Certificate (NSC) Examinations concluded successfully with no leaks and only a few, manageable incidents across our examination centres. We will announce the national results on 7 January 2020. Individual results will be available at schools on 8 January 2020,” said the Minister.

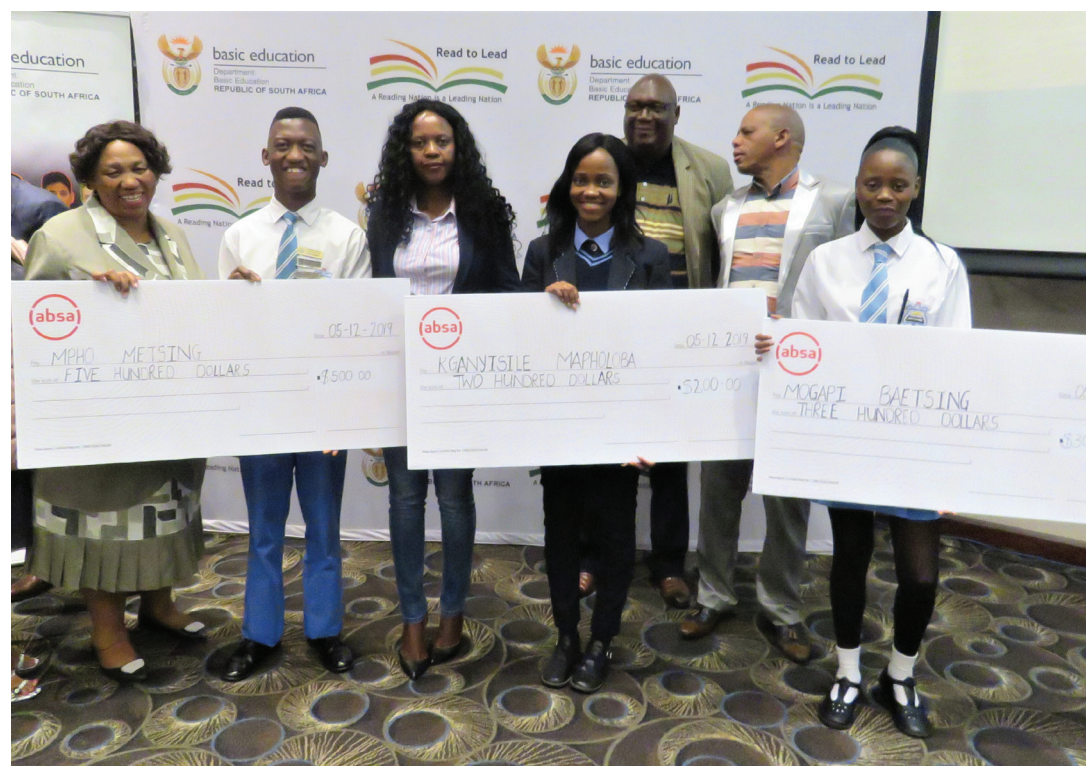
In respect of Comprehensive Sexuality Education (CSE), the Minister explained that, “as the Department of Basic Education, we have a moral obligation to help the girl child, and all our learners to engage honestly and openly about all matters concerning sexuality. The aim of CSE is to ensure that we help learners to build an understanding of concepts, content, values and attitudes related to sexuality”.

“I am confident to say that Basic Education in this country is a system on the rise. It is incumbent upon this collective to take the sector to the next level. I would like to conclude by wishing you all a restful period with your families and loved ones, as 2019 draws to an end. We are looking forward to the New Year 2020. Just remember, hope is not a strategy. Instead, we must work hard, and accelerate the implementation of our strategic plans. We have no choice but to register progress in all our 11 priorities.”

DBE managers gave presentations on a wide variety of topical issues such as ECD; the National Assessment Framework; the District Development Model; Entrepreneurship in Education; and the Integrated Reading Sector Plan, whilst District Directors reported on the 2019 Provincial and District Targets.



SADC Secondary School Essay Competition winners awarded



The Minister presented awards to the winners of the 2019 Southern African Development Community (SADC) Secondary School Essay Competition during her meeting with District Directors on 05 December 2019.

The topic for the 2019 SADC Secondary School Essay Competition was, “How can Youth-focused Programmes Contribute to Sustainable Socio-economic Development of the SADC Region?” and was derived from the 38th Ordinary SADC Summit of Heads of State and Government, “Promoting Infrastructure Development and Youth Empowerment for Sustainable Development”.

The SADC Competition was established by the SADC Council of Ministers to encourage learners in the Region to understand and advocate the SADC’s role in support of equality, freedom, social justice, peace and security.

The topic for the 2020 SADC Secondary School Essay Competition is, “How can a conducive environment for Industrial development and intra-regional trade, create jobs for SADC citizens?”. The topic is derived from the theme of the 39th Ordinary SADC Summit of Heads of State and Government held in Dar es Salaam, United Republic of Tanzania on 17th August 2019, “*A Conducive Environment for Inclusive and Sustainable Industrial Development, Increased Intra-Regional Trade and Job Creation*”.

The three selected essays from each province will be forwarded to the DBE by 03 April 2020, and the three national winning essays will be submitted to the SADC Secretariat.

HEDCOM sets sector priorities for 2020



The Heads of Education Departments Committee (HEDCOM) members attended a two-day workshop at The Lord Charles Hotel in the Western Cape Province from 2 to 3 December 2019. The workshop was organised to establish progress made in respect of the implementation of priorities for the 6th Administration, as well as those for the Basic Education Sector. These include improving the quality, inclusivity and efficiency of the system – paying more attention to learners with special education needs; quality pedagogy; teacher development; reading with meaning, especially in the early grades; and appropriate resources and processes to provide continuing support for the system.

Addressing senior officials during the workshop, Basic Education Director-General, Mr Hubert Mathanzima Mveli, said: “As far as policy implementation is concerned, Provincial Education Departments (PEDs) are doing fairly well. However, as members of HEDCOM, we need to intensify our work to promote reading across the curriculum; coding and robotics, as well as improving participation and success rates in the Mathematics Science and Technology (MST) subjects. Another key aspect that requires urgent attention is the alignment of entrepreneurship with the Curriculum Assessment Policy Statements (CAPS)”.

HEDCOM also emphasised the importance of strengthening the effective implementation of curriculum in ECD Centres and Technical Vocational Education in the Basic Education Sector.

Marking processes across all provinces intensified



Marking activities have been progressing well across provinces with the collective effort of marking personnel consisting of Centre Managers, Chief Markers, Deputy Chief Markers, Internal Moderators and Senior Markers, having been intensified. Following the finalisation of the NSC Examinations on 28 November 2019, Basic Education Director-General, Mr Hubert Mathanzima Mveli, undertook a visit to several provinces to monitor progress at Marking Centres.

DG Mveli addressed markers in more than 50 Marking Centres in the Gauteng, North West, Northern Cape and the Western Cape Provinces. During 2019, the DBE has allocated ten days for the entire marking process with marking personnel having been accommodated near marking venues to accelerate the process. Mr Mveli urged markers to strive for accuracy and efficiency and to ensure that every script is quality assured. Mr Mveli thanked the Examination Assistants who were appointed to quality assure marks for having sacrificed their holidays for the sake of assisting with the marking activities.

PEDs are expected to complete the marking process on or before 14 December 2019. This will be followed by a marking standardisation process conducted by the DBE, PEDs and Umalusi. The marking standardisation process ensures the reliable and valid marking of all candidates' scripts.

Improving the effective administration of marking processes during the NSC Examinations



The sustainability of quality marking in all marking centres across the nine provinces, is achieved through a joint effort between the DBE and PEDs. According to Ms Pricilla Ogunbanjo, Director for Public Examinations and Assessment, the marking of the 145 NSC question papers will be administered by the DBE, whilst the non-official languages will be marked by the Independent Examination Board (IEB). “In the main, the marking of scripts is done by provinces, except for some small enrolment subjects which are centrally marked by the DBE. One such subject is South African Sign Language Home Language (SASLHL), which is being offered as one of the NSC key subjects for the second time. Prior to the commencement of marking, national Marking Standardisation Meetings (MSM) are conducted. The marking standardisation process ensures reliable and valid marking of all candidates’ scripts.”

“In preparation for the national MSM, and immediately after each paper is written, the provincial Chief Marker (CM) and Internal Moderator (IM) conduct pre-marking of a sample of scripts. They hold consultative meetings with teachers or subject specialists to discuss the standard of the question paper and the candidates’ responses gauged from the pre-marking. A week after the paper is written, the provincial CMs and IMs attend a two-day National Marking Standardisation Meeting convened at the DBE. Day one is dedicated to the standardisation of the marking guideline so that all relevant responses are discussed by provinces. Day two is for the training and authorisation of the CM and IM. A pre-meeting between Curriculum specialists, the panel of examiners and Umalusi moderators precedes each marking standardisation meeting. At the pre-meeting a preliminary review of the question paper and marking guidelines is conducted in preparation for the MSM. The MSM provides the opportunity for experts, curriculum specialists, IMs and CMs of all PEDS to interpret and apply the standardised marking guideline and to hone their technical marking skills”.

Tolerance Range (TR) is critical in the marking processes to ensure compliance with the standardised marking guidelines and tolerance range for the paper. “The TR can be described as “the agreed deviation between the markers score and the moderators score”. Generally, only a 2 to 3% deviation between the marker and moderator is tolerated. Where the deviation exceeds this range, then the scripts are returned for remarking. This process ensures that utmost care is taken in the marking of each candidate’s script. The implementation of the TR during marking ensures consistency among markers, across all PEDS, and contributes to the accuracy of marking.

Teacher Development Workshop takes place under the theme, “Quality Teachers, the Pioneers of Change”



A Teacher Development Workshop took place at The Lakes Hotel and Conference Centre in Benoni, Gauteng Province from 04 to 06 December 2019, under the theme: “Quality Teachers, the Pioneers of Change”. These annual Teacher Development Workshops ensure that all stakeholders responsible for Teacher Development reflect on their responsibilities and work on mechanisms to strengthen coordination and delivery to set the priorities of the 6th Administration.

Chief Director for the National Institute for Curriculum and Professional Development (NICPD), Mr Enoch Rabotapi, explained: “The NICPD has been institutionalised as a professional hub to focus on Professional Teacher Development and will be working across government departments and statutory bodies to ensure equitable and quality learning for all”. He further added that it is important for national priorities to be set within the African Union Agenda 2063, and as part of the *Continental Education Strategy for Africa (CESA 2016-2025)* to revitalise the teaching profession and to ensure professional standards and guidelines, teacher management information systems and teacher engagement and motivation.

Mr James Ndlebe, Director for Education Management and Governance Development, said that, “all principals will be subjected to a compulsory induction course and that a standard for principals must be adopted to equip newly appointed principals to manage their schools. A principal will be confirmed as a permanently appointed principal after going through the steps of mentoring sessions, workshops, etc. An Advanced National Diploma in Leadership and Management for principals will also be available at identified Higher Education Institutions, aligned with MRTEQ”.

Mr Gerrit Coetzee, Acting Chief Director for Education Human Resources Development at the DBE, spoke about the Teacher Induction Programme. “After various roundtable discussions, the concept document on Teacher Induction was endorsed at the beginning of 2019. Teacher Induction field testing will commence in the KwaZulu-Natal, North West and Free State Provinces during 2020. Schools, teachers and mentors are being identified and a Mentor Guide is being developed. A Steering Committee has also been set up in each province. The implementation of the programme will commence in 2021 for national roll-out in 2022. An Induction Framework and orientation booklets will serve as guidance for the programme. The Induction will focus on mentorship, peer support and training, and link with the South African Council for Educators (SACE) for professional development, self-development and growth. Monitoring and evaluation will also be conducted concurrently”.

Ms Ella Mokgalane, CEO of SACE reported on the progress on the implementation of the CPTD system. Prof Yusuef Sayed from the Centre for International Education at the Cape Peninsula University of Technology, reported on the results of the Professional Development Survey Report that involved 4114 teachers from 855 public schools across various provinces. The Survey looked at teacher profiles, school climate, what teachers want and receive, the impact of professional development and how does it benefit them, the school and the system and how can it be improved and the use of digital technology to improve teacher development.

The first day focussed mainly on presentations, the second day on breakaway sessions and deliberations, and the third on feedback, consolidation and planning on the way forward. The following matters were discussed during the commissions: Skills for the future and the Fourth Industrial Revolution; Teacher Professionalisation; Teacher Development Coordination; and Reskilling and upskilling of teachers.



MST Conditional Grant Encourages STEM Learners to participate in Expos



The 3rd Mathematics, Science and Technology (MST) Conditional Grant Inter-Provincial Meeting was held at Portia Primary School in the Western Cape Province from 27 to 28 November 2019. The aim of the meeting was to workshop the provincial MST coordinators and project management teams about the alignment of the MST Grant with the National Development Plan, Basic Education priorities and for the province, to share best practices in the implementation of the MST Grant at provincial level.

Mr Albert Van Zyl from the Western Cape delivered a presentation on how the province has expanded Agricultural Education and shared best practices on Precision Farming (Radio Frequency Identification), Aquaponics, the Green Feed System, Vertical Farming, Drones in Agriculture; and making Agriculture attractive to learners. Learners from Technical High Schools, including Agricultural Focus Schools, participated in provincial Skills Competitions/Agricultural Expos such as the Afrox Welding Competition and Sheep Shearing competitions.

The collaboration between the Western Cape Education Department and the private sector also ensured that schools are provided with fully furnished workshops, farming land and drought relief interventions for sustainable Agricultural Education.

Mr Hlakula from the DBE, gave a report on the Progress on Robotics and Coding Curriculum Implementation, indicating that the overall objectives of the project are to improve the quality of teaching and learning in the areas of technology in Grade 7 to 9 multi-grade schools, full service schools, main stream schools and special schools, and to enhance the skills of learners to meet the demands of the Fourth Industrial Revolution. The DBE is currently developing curriculum for Grade 7 to 9 and Grade R to 3 will be piloting the curriculum in January 2020.

Eskom Expo for Young Scientist Executive Director, Mr Parthy Chetty encouraged the provinces to participate in Expo activities as the Expo forms part of the MST Strategy as confirmed by the circular issued by the DBE during 2014 to Provincial Education Departments (PEDs) to encourage all STEM learners to participate in the Eskom Expo.

The next MST Conditional Grant Inter-Provincial Meeting will be taking place in the Limpopo Province during February 2020.

Cuban Education Specialists instil confidence amongst educators specialising in MST subjects

Collective efforts by the DBE and the Cuban Government in improving performance in Mathematics, Science and Technology subjects has made substantial inroads towards increasing success in Mathematics and the Sciences.

The Cuban Education Specialists arrived in South Africa on 4 September 2017, and have been working on a range of programmes with both DBE Curriculum and Teacher Development officials. They have further collaborated with provinces, and with the Free State and Eastern Cape Provinces in particular. The Cuban interventions in MST subjects is guided by various aspects, including curriculum implementation support and monitoring; enhancement of capacity building for teachers; support for Professional Learning Communities (PLCs) and lesson study; development and quality assurance of resources for teaching and learning (both text and electronic); as well as talent search and development. So far, the partnership has provided 20 Education Specialists to the Sector, with the Free State and the Eastern Cape Province having a higher allocation of these human resources. The Eastern Cape Cuban team of six is housed at the Institute for Mathematics, Science and Technology in Queenstown. The Free State team of four is collaborating with the province to upskill 90 primary school teachers in various districts.

Ms Yadileydi Hernandez-Collot, the national coordinator for the Cuban Education Specialists, said that, “Our collaboration is committed to improve the teaching and learning of Mathematics and the Sciences, focusing on the GET (Grade 4 to 9) and FET (Grade 10 to 12). In other words, the project seeks to increase learner participation and the success rate in MST subjects by way of equipping educators and subject advisors with pedagogic techniques. Although the schools we have visited so far have a mechanism to monitor learner assessment, more assessment and monitoring tools still need to be developed to identify challenging topics. This will help schools to identify learning gaps and provide quality teacher development and support activities”.

Ms Hernandez-Collot also hailed the Eastern Cape and Free State provinces for having maintained a good working relationship with the Cuban Education Specialists, and urged other provinces to follow suit and benefit from the services in their respective districts.

Ministerial Advocacy and Mobilisation Campaign examines four types of violence

President Cyril Ramaphosa launched the 16 Days of Activism for no Violence Against Women and Children Campaign in Lephalale, Limpopo Province, on 25 November 2019. This year’s 16 Days of Activism will be observed under the theme “Enough is Enough: 365 days to end Gender-Based Violence and Femicide (GBVF)”.

The DBE recently launched a Ministerial Advocacy and Mobilisation Campaign to end school-related Gender-Based Violence (GBV). The Campaign is taking place under the over-arching theme: “Ending Gender-Based Violence starts with me: I prevent gender violence, I report gender violence”. This is part of a 365-communication programme responding to the Emergency Response Plan (ERP) to facilitate a sustained behavioural change campaign as an urgent intervention to the problem.

The sub-theme for the final week of the Campaign for 2019: “The four types of violence”, examined the types of violence that occur in our schools. Physical and sexual abuse and violence have been discussed at length, and the signs thereof are notably evident. Also, the damage to a victim of physical or sexual abuse is not only the damage deriving from the physical injuries to her or his body; but it may result in psychological trauma such as anxiety, chronic depression, or post-traumatic stress disorder. Psychological abuse may not be violent, but includes blackmailing, treats, humiliating or shaming others on psychological levels. When it comes to verbal abuse, the goal of the abuser is to control others by making them feel bad about who they are. Some signs of verbal abuse are:

- **Name calling:** Name-calling is a form of verbal abuse even if the names are said in a neutral voice.
- **Using words to shame you.** Examples include critical, sarcastic or mocking words that are meant to put you down. These may be comments about the way you dress, talk, or act. Basically, shaming is any comment that makes you feel inferior or ashamed of who you are.
- **Making jokes at your expense.** Typically, verbally abusive people will make you the butt of their jokes. This can be done in private or in a group. Interesting is that verbally abusive individuals usually select jokes that attack an area where you feel vulnerable or weak.
- **Humiliating you in public.** When you are insulted in public by a peer, a friend, a family member, this can be particularly painful.
- **Criticizes you.** Whether done in public or in private, criticism can be painful particularly if the person doing the criticizing is simply being mean and has no intention of being constructive.
- **Yells, screams or swears at you.** When someone yells or curses at you, this is a display of power and the goal is to control and intimidate you into submission. This abusive behaviour should not be tolerated.
- **Makes threats.** No threat should ever be taken lightly. When people make threats, they are trying to control and manipulate you. Remember, there is no better way to control someone than to make them fearful in some way.

- It is unacceptable to use any of the four types of violence: sexual, physical, psychological or verbal abuse to bully others in schools.

Nì hao ma Nan Fēi - How are you South Africa?



Thobeka Magcai, Deputy Director for intergovernmental relations at Communications shares their experiences as they wrap up the trip and return home after a month in China:

“Our study tour at the Beijing International Chinese College in Chaoyang district has been exciting and eventful. The visit to Kingswood International Primary School this week marked our last official visit.

With just 225 learners, the school is culturally diverse with learners from the US, UK and a teacher, Ms Prudy, who has taught Life Orientation for the past 8 years.

Subjects offered at Kingswood Primary include Science, Maths, Language, coding and robotics, music, art, calligraphy, cooking, IB, which is a form of life orientation where learners are taught - general knowledge about self, good behaviour, confidence and capacity building.

Our study tour included visits to Shanghai, the economic and business hub, and Weihai, where we learned about the Sino-Japanese war and visited Weihai Vocational College. Everywhere we went, we received a warm reception from Chinese people from all walks of life, who would from time to time, stop us for a photo opportunity.

Learning about the Chinese economy and the history of the success of China has to be one of the main highlights. From this, one of the most important lessons we have learnt is how a multi-cultural nation of 56 tribes and a population of 1.4 billion people can under the philosophy of Confucius (about personal and governmental morality and living a humble and noble life) build a strong and self-sustaining economy, and be the envy of developing nations all over the world. China proves that any nation can succeed with a good combination of high discipline, vision and determination.

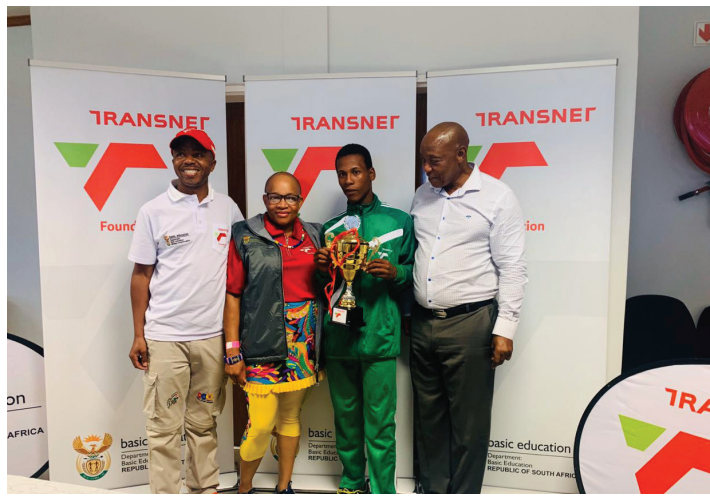
We received a warm welcoming on our arrival on 13 November from the Director of the college, Mr Guo, his team and our caretakers, Stella and Christelle, who have ensured we are immersed in Chinese culture, history, language and most importantly, continuous interaction with locals.

Our study tour has come to an end. It was a rich cultural experience that opened our minds to endless possibilities of living and doing things. For example, we went on a night-time boat ride on the Yellow River in Shanghai. The next day, we drove 2.5km under the river tunnel, to get to the other side of the city... Food for thought.

Experiencing China through this seminar makes you realise that you have not reached your full potential until you push the boundaries and extend yourself a tad bit further, as the Chinese do. It is possible for us to accomplish greatness for future generations and for our country, if we as a collective, could be united in our hard work, commitment and dedication.

This is Thobeka Magcai, signing out from Chaoyang District, Beijing.”

KwaZulu-Natal soccer teams sweep the stakes at the Transnet National Soccer Games in the Free State Province



The DBE and Transnet recently hosted the National Soccer Tournament, a programme that contributes to grassroots football development. The National Tournament is a culmination of elimination games played at district and provincial levels where the squads that represented each province in soccer for boys and girls were selected. The two-day tournament that was played at the University of the Free State Sports Grounds in Bloemfontein was preceded by an opening ceremony on 1 December 2019. The eight provincial boys' and girls' teams participating were from the Free State, Northern Cape, North West, Eastern Cape, Western Cape, Gauteng, KwaZulu-Natal and Limpopo Provinces.

The teams were divided into two groups of four teams for boys and the same format for girls. The first day of the tournament saw teams playing against each other in a round-robin format with the last games played on the second day. The top two teams that had amassed more points from each group qualified for the semi-finals. The semi-finals for the girls' soccer were played between the KwaZulu-Natal and North West girl teams who both qualified after beating their opponents 9-0 and 5-0 respectively. The other semi-final was played between the Free State and Gauteng provinces with the hosting team being victorious after a nail-biting penalty shootout. Both girls' semi-final games were decided on penalties and the other semi-final was won by the eventual winners, KwaZulu-Natal. The boys' semi-finals pitted KwaZulu-Natal against Limpopo Province with KwaZulu-Natal emerging as the winners. The favourites, North West, were eliminated by the eventual runner-up, Western Cape Province by one goal to zero.

The final day of the tournament was a wet one with rain pelting down for the better part of the day. It was the KwaZulu-Natal boys who beat Western Cape Province 3-0 on a wet, but playable pitch to seize the boys' soccer national honours. The KwaZulu-Natal girls were not to be outdone, beating the host province 2-0 to lift the Transnet girls' soccer national cup high.

Provincial Round-up

Eastern Cape Province



The Eastern Cape Department of Education (ECDoE) recently held a five-day induction programme for 265 newly appointed principals across the province. The induction course was attended by various managers from the ECDoE, including education MEC, Mr Fundile Gade, Superintendent-General, Mr Themba Kojana, as well as officials from the South African Council for Educators (SACE) and representatives from the DBE. Mr Melikhaya Mancoko, ECDoE Director for Institutional Development Support and Governance in the province said: “The mandate of the Induction Programme is to induct newly-appointed principals so that they can inter-align; perform their duties effectively; and display quality leadership skills and competences in schools for improved educational outcomes”. SACE outlined the purpose and scope of the Code of Ethics for principals saying, the Code will protect the image of the profession; encourage professionalism; and promote mutual respect and a common understanding of misconduct, and to assist the principal to act with honesty and to exercise self-discipline.

Gauteng Province



The Gauteng Department of Education (GDE) has confirmed that it has concluded online admissions placement for the 2020 academic year. Gauteng Education MEC, Mr Panyaza Lesufi, has confirmed that all qualifying applicants who have submitted documents have been placed. MEC Lesufi added that, although placements were made, the GDE received queries from parents whose children were not placed due to the lack of submission of crucial documents such as work permits for foreign citizens, immunisation cards and proof of address. “It is concerning that the majority of enquiries are related to applicants that have not submitted documents. It is paramount to note that placement cannot be processed without the submission of all relevant documents. Parents will be given an opportunity to submit their documents to facilitate placement. All enquiries are receiving attention and are being resolved,” said Lesufi. Spaces are still available in 1,033 schools with challenges of space limitations in areas such as Lenasia, Mondeor, Meredale, Naturena, Midrand, Edenvale, Kempton Park, Pretoria North, Pretoria East and Pretoria South. Late applications will be opened as soon as all queries have been resolved, and objections and appeals submitted by parents are being processed and responses will be provided timeously.

KwaZulu-Natal Province



KwaZulu-Natal MEC for Education, Mr Kwazi Mshengu, this week, attended an Innovation Africa Summit in Accra, Ghana, which provided a platform for Ministers in African countries to share best practices in Information and Communication Technology (ICT) Innovation and Integration in teaching and learning. The three-day Summit, which took place from 03 to 05 December 2019, was officially opened by the Ghanaian President, Mr Nana Addo Dankwa Akufo-Addo. MEC Mshengu participated in a panel discussion under the topic, “Education for all - Using Technology for Greater Inclusivity”. MEC Mshengu also visited the Ghana Ministry of Education, Bishop’s Girl’s School and an ICT Education Centre. The MEC also paid a visit to an ICT Education Centre where learners and educators have access to download lessons, study materials and other related material via I-box Technology. This enables learners and educators to connect and download educational material onto their mobile devices.

Upcoming Events

- 08 – 13 December 2019: The South African Schools National Championships (Summer Games) will be taking place at the University of Pretoria
- 07 January 2020: Basic Education Minister, Mrs Angie Motshekga, will be announcing the NSC Results at the Vodacom Dome in Midrand, Gauteng Province

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