



basic education
 Department:
 Basic Education
 REPUBLIC OF SOUTH AFRICA

THUTO



NEWSLETTER

Various education stalwarts converge to promote social cohesion in schools



Basic Education Deputy Minister, Mr Enver Surty, hosted the Teachers and Social Cohesion Roundtable held at the DBE on 24 May 2016. The Roundtable, which saw various representatives from international and national academic institutions come together, was undertaken to enhance national and global policy dialogue and understanding about teachers as agents of peacebuilding and social cohesion. The Roundtable also focused on the findings of the Centre for International Teacher Education's (CITE) research, which explored how teachers are supported in their roles as agents of social cohesion and as peace builders; how they experience this support; how their practices and attitudes are influenced by national and international educational policies, as well as the outcome for learners.

In his remarks, Deputy Minister Surty said that the Roundtable was hosted at the right time because the year 2016 marks the 20th anniversary of South Africa's *Constitution*. "Our *Constitution* enjoins us to build a new South Africa that belongs to all who live in it, united in our diversity. As the Supreme Law of the country, our *Constitution* provides an overarching vision for a society at peace with itself. It correctly instructs us to heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights; lay the foundations for a democratic and open society in which Government is based on the will of the people and every citizen is equally protected by law; improve the quality of life of all citizens and free the potential of each person," explained Mr Surty. The Deputy Minister further highlighted that the outcome of the Roundtable discussions would enable the basic education sector to deal with social challenges using appropriate curriculum and learner teacher support material. "Our developmental blueprint, the *National Development Plan (NDP) Vision 2030* entrusts education to promote social cohesion, constitutional values and nation building among the future generations," said the Deputy Minister.

Click on the below link for the full article:

<http://www.education.gov.za/ArchivedDocuments/ArchivedArticles/Socialcohesioninschools.aspx>

Amalunchbox Kitchen hand-over ceremony forms part of the National School Nutrition Programme



On 30 May 2016, Minister Angie Motshekga will be handing over Amalunchbox Kitchens to six schools at a ceremony that will take place at Phuthikwena Combined School in the Greater Sekhukhune District, Limpopo Province. This handover will celebrate the effective Public Private Partnership (PPP) with the DBE and Game stores. Thus far, Game has donated 212 Amalunchbox Kitchens to schools nominated by the Department around South Africa.

A partnership between the DBE and Massmart/Walmart Holdings Limited was formalised through a Memorandum of Agreement on 02 May 2010. Through this partnership, Massmart/Walmart has been supplying converted shipping containers into fully equipped kitchens since 2009. Each kitchen is fitted with either a two or three plate gas burner, a double bowl industrial sink with an under-counter cupboard,

stainless steel counters, shelving, a serving hatch, two big cooking pots, ladles and pink tumblers, spoons and bowls. Some of the kitchens are supplied with two 48kg gas cylinders and a cage which is used to house those cylinders outside the kitchen. The previous Amalunchbox Kitchen hand-over was held on 30 October 2014 at Dikgabane Primary School in Soweto, where the Member of Executive Council (MEC) for the Gauteng Department of Education, Mr Panyaza Lesufi, stated that the partnership between the DBE and Massmart/Walmart had played a crucial role in enhancing the NSNP in schools.

Through the DBE's commitment to the provision of quality education to all learners, the preparation of nutritious and safe meals that minimise the risk of food poisoning and contamination throughout the entire food value chain is a main priority of the National School Nutrition Programme (NSNP). As a result the DBE has, through the National Education Infrastructure Management System (NEIMS) database extracted thirty (30) worst NSNP kitchens per province. Subsequently, 10 schools were selected from Limpopo (6) and Kwa-Zulu Natal (4) to benefit from this partnership in 2016.

Prioritising the health of our learners

During 2012, the DBE finalised the development of its *Integrated Strategy on HIV, STIs and TB (2012-2016)*. The Integrated Strategy was approved for implementation by the Council of Education Ministers (CEM) on 22 November 2012. One of the key activities in the Strategy is to review the 1999 National Policy on HIV/AIDS for Learners and Educators in public schools, as well as students and educators in Further Education and Training Institutions in order to align it to the *DBE's Integrated Strategy on HIV, STIs and TB*, and to give expression to the Department's response to TB, which was not addressed in the 1999 Policy. The Draft Strategy sets the basis for a more comprehensive and integrated response within the education system, aligned to the National Strategic Plan and responding to new global thinking on HIV and AIDS.

The goals of the Draft Policy are, amongst others, improved co-ordination and mainstreaming of the sector's response to HIV and TB; the acceleration of the implementation of a comprehensive strategy for prevention, treatment, care and support; informing the life choices of all learners, educators, school support staff and officials to protect them from infection and disease; and increased retention of learners, educators, school support staff and officials in a safe and protective education environment to improve system efficiency, quality and output.

In order to guide schools to put systems in place for the implementation of HIV, STIs and TB prevention programmes, the DBE developed, amongst others, the *Field Guide to HIV and STIs*; and the *Field Guide to TB*. Additional to these documents, the Department has also developed advocacy material on the Deworming Programme. The Deworming Programme is aimed at improving quality education through the Integrated School Health Programme (ISHP) to prevent Soil-Transmitted Helminths (STH) in learners. The implementation of the Deworming Programme was necessary because learners were infected by various worms such as roundworms, whipworms and hookworms. In South Africa, STH infection is most prevalent amongst disadvantaged children who live in densely-populated and under-served areas such as informal settlements. The experts agreed that deworming tablets are an important component of a Deworming Programme, together with health education and hand washing, as well as the provision of safe water and sanitation.

Click on the below links to view the various documents:

<http://www.education.gov.za/Programmes/HealthPromotion.aspx>

Let us all protect children to move South Africa forward during Child Protection Week 2016

Caring Communities Protect Children

Ke nako. Stop Child Abuse



National Child Protection Week will be commemorated from 29 May to 05 June 2016 under the theme: *Let us all protect children to move South Africa forward*. This year's events will focus on child protection, bullying, child exploitation, online exploitation and child and youth-headed households. The annual commemoration is aimed at raising awareness of the rights of children as articulated in the *Children's Act of 2005*. The Campaign began in 1997 and aims to mobilise all sectors of society to ensure the care and protection of children.

Children in South Africa live in a society with a constitution that has the highest regard for their rights and for the equality and dignity of everyone. Protecting children from violence, exploitation and abuse is not only a basic value, but also an obligation. The aim of child protection is to ensure the safety, well-being, care and protection of children through an integrated multi-disciplinary approach. Despite the best efforts of Government and civil society to protect children from child abuse, neglect and exploitation, many children still remain vulnerable. Reducing the high levels of violence against children is among South Africa's most overwhelming tasks. Despite the country's progressive child protection laws, policies and programmes preventing and addressing violence against children, it remains a major challenge.

The Department of Social Development has a 24-hour call centre dedicated to provide support and counselling to victims of gender based violence. The toll free number is: 0800-428-428. Callers can also request a social worker from the Command Centre to contact them by dialling *120*7867# which is a free call from any cell phone. You can also contact:

Childline South Africa – 0800-055-555

Child Welfare South Africa – 0861-4-CHILD (24453)

or e-mail info@childwelfare.org.za



Walking in my shoes tells the story of the state of rural education in South Africa



Dr Phumzile Langa, Director of Rural Education, participated in a documentary filmed by the Big Fish School of Digital Filming: *Walking in my shoes*. This film, which was funded by the Ford Foundation, has been selected to screen at the Encounters International Documentary Film Festival. *Walking in my Shoes* is a well-researched, beautifully shot and informative film with an evocative sound track. The film tells the story of the inelegant state of education in rural South Africa. Although government officials, school principals, volunteers, mothers and grandmothers were involved, it is the children who inspire.

Walking in my shoes is a poignant tale of the lives of three young South Africans' determination to succeed at school despite overwhelming challenges. By 06:30 am Sipehelele has already trudged 11kms, still spruce in his yellow school shirt that he ironed that morning, to make it to school by 07:00 am. Nompilo, a 17 year old, has to walk two hours home from school each day; then she'll fetch 50 litres of water from the communal tap, one bucket to wash school clothes, the other for cooking and bathing. The wonderfully articulate 11 year old Khanyisa, who reads Maya Angelou, is by her own admission, an angry child, blaming herself for her mother's demise.

Walking in my shoes is about transport, or the lack of it, that impacts the lives of rural children thirsty for education who, on average, walk some 15 kilometres to get to school each morning. But it goes deeper than that: overcrowding, malnutrition, domestic violence, poverty and abandonment, and the lack of loving and caring adults to nurture the dreams of aspiring children. A simple truth, simply told: we are failing our children.

The film will be screened in Zulu, Xhosa and English, with English subtitles at:

Cape Town Screenings

Cinema Nouveau, V&A Waterfront, Sunday, 05 June 2016 at 08:15 pm

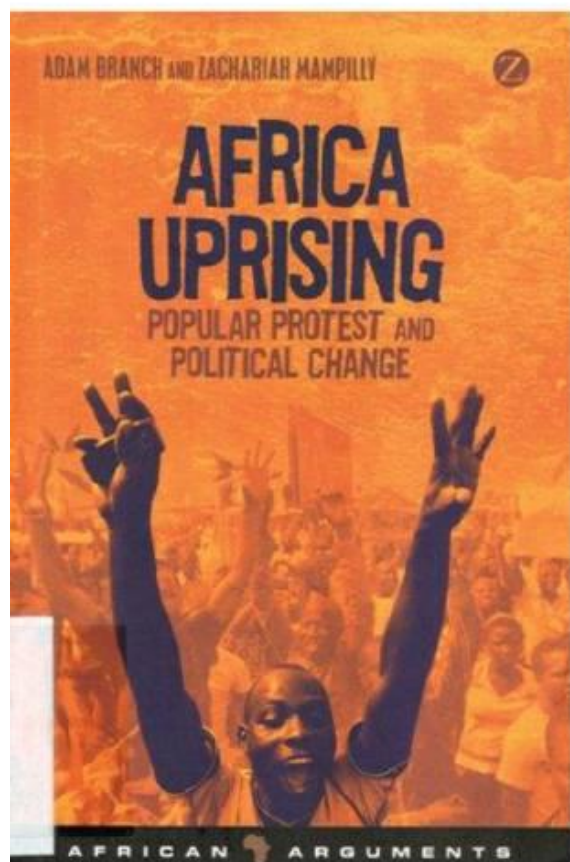
The Labia Theatre, Tuesday, 07 June 2016 at 06:45 pm

Johannesburg Screening

Cinema Nouveau, Rosebank, Tuesday, 07 June 2016 at 06:45 pm

Information Resource Centre (IRC) Review

Commemorating Africa Month during the month of May: *Building a Better Africa and a Better World: For Peace and Friendship.*



Africa Uprising: Popular Protest and Political Change (African Arguments)

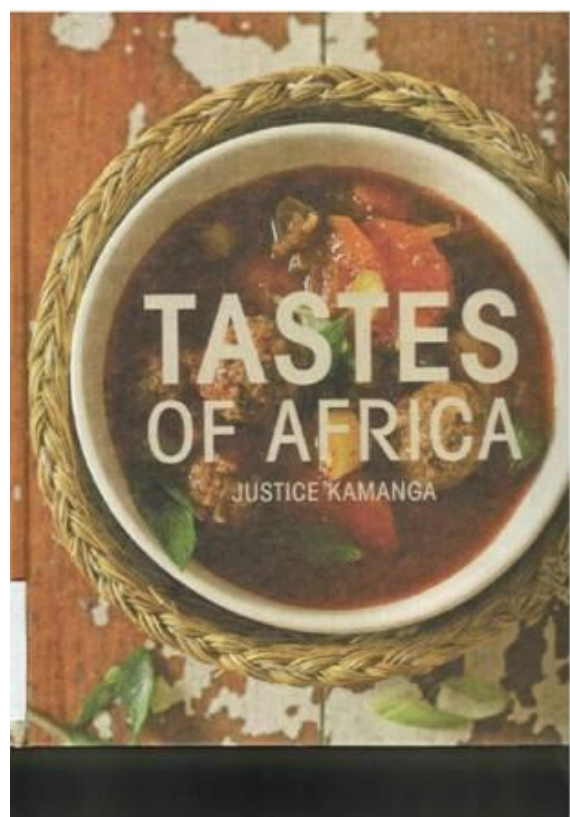
Author: Branch, A

Dewey Number: 323.1096 BRA

Reviewed by: Nkuna Nobuhle

For a long time now, Africa's political landscape has been characterised by violence. In recent years, however, a more positive force has risen in response to that violence: popular protest. Countries throughout the continent, from Tunisia and Egypt to Uganda and Senegal, have witnessed uprisings by a wide variety of people including the young, the unemployed, organised labour, civil society activists, writers, artists and religious groups.

Drawing on interviews with activists across a number of countries, Adam Branch and Zachariah Mampilly offer a penetrating assessment of contemporary African protests, situating current popular activism within a broader historical and continental context. The first book to put contemporary popular protest in a pan-African context, *Africa Uprising* critically examines Africa's incorporation into the global economy, the failure of African governments to democratise, the behaviour of opposition forces and the role of African popular culture in these movements. In doing so, the authors provide essential research and insight for understanding African politics at this key juncture in history.



Tastes of Africa

Author: Kamanga, J

Dewey Number: 646.596 KAM

Reviewed by: Nkuna Nobuhle

Africa is a continent of contrasts, not only those reflected in the grandeur of its deserts, mountains, dense forests or pristine white beaches, but in the cultural variety of its diverse people and their impact on the totality of the continent. Anthropologists tell us that it all began in Africa. In *Tastes of Africa*, Justice Kamanga takes you on a gastronomic safari, exploring the tastes and textures of indigenous African cuisine, as well as dishes that have been influenced or introduced by a host of foreign settlers to the continent from Asia, Europe and the Middle East. Simple in the choice of ingredients and easy to prepare, both traditional and fusion African cooking are, nevertheless, just as intriguing in the subtle blends of flavours, colours and tantalizing aromas as the lands from which they originate. In order for the reader to organise an African-themed lunch or dinner at home, the recipes in *Tastes of Africa* have been traditionally grouped, including starters, fish, meat, vegetarian, side dishes, desserts and breads, and are accompanied by authentically styled, full-colour photographs.

Tales Untold - The joy of success through adversity

by John Maluleke



Dr John Maluleke joined the Department of Education in January 2009 in the Education Management and Governance Directorate as an Assistant Director. He is currently working within the Initial Teacher Education Directorate as a Deputy Director.

"My education journey, which called for a certain level of resilience and tenacity, has not been easy. I come from a family of twelve siblings. When I started school at the age of 8 years, I was deregistered in June of that year as the school alleged that I was too young to attend school. I had to resume my schooling at the age of 9 years, which was a substantial delay in my education. However, from there everything went well until I matriculated. Unfortunately, I did not have money to proceed with my studies and I had to work for a year at a furniture factory at Babelegi in Hammanskraal. In 1984, I registered for my Teachers Diploma with Moretele College of Education, which I completed in 1986. I started my teaching career in 1987 teaching Biology, Mathematics and Physical Sciences. As a teacher I moved through the ranks until I became a school principal. In my first year as a school principal I won an award for the most improved school in the matric results, which was issued by the former Minister of Education, Mrs Naledi Pandor.

I had a burning desire to further my studies and I therefore registered with UNISA to complete two Masters Degrees in Education. Although I did these studies on a part-time basis, I managed to complete them in record time. I did two Further Diplomas in Education (FDEs) with the South African College for Teacher Education and an Advanced Certificate in Education (ACE) in School Leadership with the University of the Witwatersrand. In 2011, I registered for both my Philosophiae Doctor degree (PhD) with the University of Pretoria and a Bachelor of Technology (B.Tech): Project Management with Tshwane University of Technology. I completed my B.Tech in 2012 and my PhD in 2015 and graduated in April 2016.

My journey for a PhD degree was characterised by numerous incidents, which could have prompted me to give up my studies. On the morning of my proposal defence I was involved in a car accident, but after doing all the necessary accident reporting I proceeded to the university to continue with the proposal defence and managed to obtain positive results. This paved the way for me to start research and the writing of my thesis. When I was just about to finish chapter three of my thesis, there was a robbery at my house and my laptop with all my research work was stolen. I had to start from scratch piecing together my thesis from the hard copies of the initial drafts and emails that I had sent to my supervisors. Fortunately everything fell into place and I managed to rebuild my thesis and to continue with the other chapters. When I was working towards completing my thesis, I was diagnosed with a serious critical illness and I had to undergo a major operation. Even this did not stop me from pursuing my dream. In the mist of my major health challenge I soldiered on to complete my studies. In fact, I submitted a final copy of my thesis for examination on the day that I had to undergo the major operation. On the day that I had to do my oral exam, I went for chemotherapy and still managed to obtain positive results despite the debilitating side effects of the chemotherapy.

My life experience taught me that perseverance is the most critical factor for success. I learned that in life, studies included, one does not have to focus on the challenges that one is going through, but on the ultimate goal and the rewards that accompany it. During difficult times I draw energy from the power of resilience and motivation from the unwavering commitment to succeed, which assisted me to remain focused and diligent in what I was doing.

I always wanted to contribute to the body of knowledge which will influence and shape policy decisions that will improve the quality of life of the citizens through improved quality of education, economic conditions and employment prospects. My thesis topic: *Co-operative governance in the national and provincial departments of education in South Africa* focuses on the understanding and interpretation of co-operative governance by the bureaucracy and how this finds practical expression in the education system by way of decision making on education delivery by the various spheres of government."

2016 Youth Month celebrated under the theme: “Youth Moving South Africa Forward”



16 June 2016 marks the 40th anniversary of the Soweto and other related youth uprisings in South Africa. The national Youth Day programme will be officiated by President Jacob Zuma at Orlando Stadium in Soweto. An inter-Ministerial Committee on Youth, supported by Operations and Steering committees, have also been established to organise a successful commemoration campaign during Youth Month.

The objectives of this year's campaign are to educate the youth about their history and the role played by those in the struggle for national liberation by reflecting on the events of 1976; to highlight progress made by Government in implementing the *Freedom Charter* declarations as the country marks 60 years of its adoption; to

encourage debates, discussions and conversations about the challenges confronting the youth today and how they can take forward the baton of leadership; to highlight and to have conversations with the youth on their role in building a united, democratic, non-racial, non-sexist and prosperous South Africa to promote social cohesion and nation building; and to establish and showcase partnerships with the private sector and civil society in youth development.

Regional Round-up

Eastern Cape



Valhalla Arts donated books and Accounting board games to the Eastern Cape Department of Education (ECDoE) to distribute amongst their Special Schools in the Province. Author, artist, motivational speaker and founder of Valhalla Arts, Mr Musa Zulu, who has been bound to a wheel chair for the past 21 years, made this generous donation to empower learners in Special Schools. These Accounting board games will simplify the concepts and make the subject fun for all learners. The ECDoE has now agreed to pilot this Accounting board game at 20 schools in the Eastern Cape Province.

Upcoming Events

- May 2016: The African continent commemorates Africa Month during May
- 27 May 2016: ASIDI school hand-over of Nkanti Primary School in the Qumbu District, Eastern Cape
- 27 May 2016: Assessment Dialogues to take place at the DBE in Pretoria
- 30 May 2016: Amalunchbox Kitchen hand-over ceremony at Phuthikwena Combined School in the Greater Sekhukhune District, Limpopo Province
- 31 May 2016: The closing date for entry into the National Spelling Bee Competition
- 03 June 2016: ASIDI school hand-over of Kosana Primary School in Dutywa, Eastern Cape
- 10 June 2016: ASIDI school hand-over of Mawonga Primary School in the Qumbu District, Eastern Cape
- 16 June 2016: Commemoration of National Youth Day
- 17 June 2016; ASIDI school hand-over of Mahlathini Junior Secondary School in the Cofimvaba District, Eastern Cape
- 23 June 2016: ASIDI school hand-over of Jenca Primary School in the Qumbu District, Eastern Cape
- 30 June 2015: The closing date for registration to take part in the Sixth National Moot Court Competition
- 18 July 2016: International Nelson Mandela Day