<table>
<thead>
<tr>
<th>CONTENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Editorial: Celebrating history, heritage and delivering on our promises</td>
<td>2</td>
</tr>
<tr>
<td>Government replaces mud schools in the Eastern Cape</td>
<td>3</td>
</tr>
<tr>
<td>President Zuma launches Integrated School Health Programme</td>
<td>4</td>
</tr>
<tr>
<td>Educating learners about healthy nutrition practices</td>
<td>4</td>
</tr>
<tr>
<td>Doctorate on Solomon Tshekisho Plaatje</td>
<td>5</td>
</tr>
<tr>
<td>Minister Motshekga meets with District Directors</td>
<td>8</td>
</tr>
<tr>
<td>DBE celebrates history with Nkosi Albert Luthuli Oral History Competition</td>
<td>9</td>
</tr>
<tr>
<td>Labour Tips</td>
<td>10</td>
</tr>
<tr>
<td>IRC Book Review</td>
<td>11</td>
</tr>
<tr>
<td>Kha Ri Gude does it again</td>
<td>12</td>
</tr>
<tr>
<td>Improving the level of Literacy through toy libraries</td>
<td>12</td>
</tr>
<tr>
<td>Pula survey</td>
<td>12</td>
</tr>
</tbody>
</table>
The past month saw the launch of exciting initiatives in education. President Jacob Zuma, joined by Basic Education Minister, Mrs Angie Motshekga, Economic Development Minister, Mr Ebrahim Patel and other education stakeholders, officially handed-over two brand new schools to villages on 2 October 2012.

President Zuma also launched the much awaited Integrated School Health Programme (ISHP) on 11 October 2012, along with Health Minister Aaron Motsoaledi and Deputy Minister of Basic Education Enver Surty in Cullinan, Gauteng. The programme forms part of the National Health Insurance (NHI) programme, which is in line with the World Health Organisation’s call for universal health coverage.

The Department of Basic Education (DBE), in partnership with Nestlé South Africa, visited schools to launch the Healthy Kids Programme as part of the annual National Nutrition Week celebrations.

Examinations and assessment are the cornerstones of a successful education system. The Annual National Assessment and the National Senior Certificate (NSC) examinations are the key monitoring tools that need to provide valid and reliable data on learner performance. What does the NSC entail? Dr Rufus Poliah discusses its scope and processes.

Regular meetings between the DBE and District Directors have resulted in a more coherent effort to improve learner achievement in all nine provinces according to Director-General of the DBE, Mr Bobby Soobrayan, as he wrapped up a meeting between District Directors and senior officials within the Department in Pretoria on 6 September, 2012.

The DBE celebrated Heritage Day and history with the 2012 Nkosi Albert Luthuli Oral History Competition. The competition is a partnership with South African History Online (SAHO). Each year, learners are invited to enter the competition by producing an oral history research project that investigates unique aspects of their local history and heritage.

Dr Papi Khekhethe Makhudu recently obtained his PhD in English Studies at the University of Limpopo on Sol Plaatje’s work and contributions. Read about him and his interesting thesis.

In keeping with the attempt to create a contemporary African collection this month’s selection from the Information Resource Centre (IRC) reflects titles which portray our recent history and what it has meant to us collectively and as individuals. There are biographies and autobiographies around people like Robert Sobukwe, Albert Luthuli and Denis Goldberg, amongst others.

David Ntloana shares his regular *Monthly Labour Tips* - focussing on the implementation of Resolution No. 1 of 2012. He highlights issues such as salary adjustments, pay progression, leave for shop stewards, family and pregnant employees, to name but a few.

On 8 September 2012 the Adult Learning Network hosted their Adult Learner’s Week National Awards Ceremony at the Greenway Woods Hotel in White River, Mpumalanga and awarded their inaugural Outstanding Achievement Award to the Kha Ri Gude Literacy Campaign. Congratulations!

On 26 September 2012, the DBE donated a range of library books, toys, puzzles and educational board games to Rosy Toy Library, as part of its outreach project.

While questionnaires are a helpful tool to assess attitudes, they are seen as time-consuming and annoying. However, you are herewith kindly requested to please take the time to complete a questionnaire to indicate whether *Pula* should be distributed electronically, in print, or both. Your valued contribution will be appreciated!

---

**Credits**

Readers are welcome to send letters, news and information for publication

---

**Cover:** Heritage Day at Sol Plaatje House

**Editor:** Panyaza Lesufi

lesufi.p@dbe.gov.za

**Assistant Editor:** Yolanda Holden

holden.y@dbe.gov.za

**Sub editor:** Ryan Hoffmann

hoffmann.r@dbe.gov.za

**Photo Editor:** Tshepo Ramonoedi

ramonoedi.t@dbe.gov.za

**Design and Layout:** Kamogelo Makgoga

Address: Sol Plaatje House, 222 Struben Street, Pretoria, 0002

Private Bag X895, Pretoria, 0001

Please note that the Communications Directorate reserves the right of publication.

Opinions expressed in this publication do not necessarily reflect the views and opinions of the Department of Basic Education.
The President of the Republic of South Africa, Honourable Jacob Zuma, joined by Basic Education Minister, Mrs Angie Motshekga, Economic Development Minister, Mr Ebrahim Patel and other education stakeholders, officially handed-over two brand new schools to villages on 2 October 2012. Mphatiswa Senior Primary School in the Libode district and Dakhile Junior Secondary School in the Lusikisiki district in the Eastern Cape were part of the 49 mud schools identified for replacement in the province. The Accelerated Schools Infrastructure Development Initiative (ASIDI) has been established by the Department of Basic Education through a service Delivery Agreement with The Development Bank of Southern Africa (DBSA) to eradicate all mud schools and inappropriate structures, as well as refurbish dilapidated and ill equipped schools to improving the quality of education in South Africa.

In his address, President Zuma outlined the reasons why Government split the old Education Department into the Department of Higher Education and Training and the Department of Basic Education.

According to the President, basic education was previously not given enough attention, which is why Government decided to establish DBE to focus on Grades R to 12.

Addressing the Eastern Cape community, the President stressed that, if the nation wants to set the education standards right, it is imperative to invest time and resources for a firm Foundation Phase. According to President Zuma, improving quality education stands out as the greatest challenge to South Africa and if compromised, learners’ futures are at stake.

“We cannot expect our educators to teach optimally and our learners to learn optimally in an environment that is not conducive for learning,” said President Zuma.

Giving an update of the ASIDI project, Minister Motshekga said that a total of R8.2bn has been budgeted for ASIDI for the period 2011-2014. R700m is allocated for the 2011-2012 financial year, R2.3bn for the 2012-13 financial year and the remaining R5.2bn is allocated for 2013-14. R420m (60%) of the 700m budget allocated for 2011-12 has been set aside to eradicate mud schools in the Eastern Cape, and the remaining R280m (40%) to fund basic services necessary in schools.

“The ASIDI National Outputs plan 2011-2012 will see the eradication and replacement of 496 mud schools, the provision of water and sanitation to 1257 schools and electricity supplied to 878 schools. A total of 12 450 learners in the districts of Libode, Lusikisiki and Mthatha will benefit from ASIDI,” said Minister Motshekga.

While Government is addressing the school infrastructural challenges, Minister Motshekga appealed to the Eastern Cape community to keep the schools clean and protected. The Minister further encouraged parents to get involved in their children’s schooling to ensure that they do their school work.

Contractors involved in the building of the two schools were Ishvuyo Building Construction and Keren Kula Construction. Apart from building Dakhile Junior Secondary School, Ishvuyo Building Construction identified learners in need and also donated school uniforms.

The Minister acknowledged the contribution of other partners to ASIDI who are contributing to improving quality education in South African schools. Among others, ASIDI partners include: Vivila who were kind enough to donate 2 jungle gyms for the kid’s playground, the South African ECD Council, Smart LAB, IBM and Nestle.

“We got help from other departments that played a big role; we want to thank you sincerely,” the Minister concluded gratefully.
President Zuma launches
Integrated School Health Programme

Speaking at the launch at Chipa Tabane Secondary School on Thursday, President Zuma said the programme forms part of the National Health Insurance (NHI) programme, which is in line with the World Health Organisation’s call for universal health coverage around the world regardless of people’s economic status.

“We will work through three pillars as part of initiating the NHI – in schools, municipal wards and in districts,” said President Zuma. “Today we are launching the first pillar, health care in schools.”

“In promoting child and youth health we seek to correct a few shortcoming and problems. Firstly, we have to deal with the problem of unhealthy diets and lifestyles.

Secondly, we want to focus on promoting child mental health. Thirdly it is the problem of high teenage pregnancies, which indicates a shortcoming in youth education.”

The Integrated School Health Programme will offer the following services:

• Eyesight, hearing and oral hygiene;
• Immunisation (for foundation and intermediate phases);
• Deworming (for foundation and intermediate phases);
• Treatment of minor conditions especially skin conditions (all phases);
• Counselling on sexual and reproductive health issues and provision of services via mobile health units (all senior and FET learners, and intermediate learners where required); and
• Prevention of drug and alcohol use and abuse.

The ISHP further aims to individually assess every learner once during each of the four educational phases. Additional individual assessments will be offered to all learners who are repeating grades, at the request of an educator or parent or of the learner him/herself.

Assessment during the Foundation Phase focuses primarily on identifying health barriers to learning, as well as identifying children who have or are at risk for long-term health, psychological or other problems.

Although the ISHP initially targets the most disadvantaged schools, the plan is that it eventually reaches all learners.

Educating learners about healthy nutrition practices

National Nutrition Week continues to be a fundamental initiative towards improving learners’ health and general wellness. The Department of Basic Education, in partnership with Nestlé South Africa, visited the Makhambane Primary School, in KwaZulu-Natal, on 10 October 2012, and Nyorwe Primary School, in the North West, on 12 October 2012, to launch the Healthy Kids Programme.

The launch forms part of the annual National Nutrition Week celebrations, which promote healthy eating and lifestyles targeting school going children between 6 and 12, food handlers, teachers and parents. The theme for this year is I am high on Life. I eat, learn and play for health.

DBE Deputy Director-General, Ms Gugu Ndebele, said the partnership with Nestlé has been fostered to support and realise the DBE’s strategic goal for learners to eat a balanced diet and to become active.

“Education is a powerful tool to help children understand the value of nutrition and physical activity. Through our partnership with the DBE, we have identified that educating school children about the benefits of good nutrition will pave the way towards achieving our goal of nourishing Southern Africa.” said Nestle South Africa’s Spokesperson, Ravi Pillay.

The Nestle Healthy Kids Programme, will be piloted in Gauteng. Teachers in Gauteng will receive Nutrition Education modules to help them educate learners about good nutrition practices. Nestlé and DBE will host workshops for teachers to share the best methods of teaching learners about good nutrition practices. The partnership also includes Nutrition Education days, which have been hosted at the Johannesburg Zoo since July 2012 and include a theatre production about healthy eating.

The programme has been aligned with the Curriculum and Assessment Policy Statement (CAPS) ensuring that lessons on health are covered as part of school curriculum.

Mrs Thoko Magudulela said that teaching learners to eat healthily will influence their parents to be conscious about their children’s health and lifestyle. “A healthy nation is a productive nation; if learners eat healthy, it would be easy for them to perform in class,” she said.
Dr Papi Dennis Khekhethi Makhudu recently obtained his PHD in English Studies at the University of Limpopo on Solomon Plaatje’s work and contributions. His thesis analyses Plaatje’s contributions to the linguistic development of Setswana as a contemporary African language. The focus of the work is on Plaatje’s Setswana translations of several Shakespeare plays as well as proverb compilations in Dutch, German, French and Setswana. His written work in Setswana codification, translation from English, German and Dutch, court interpreting, editing, proverbs compilation, corpus and terminology development is analysed.

The research is done through utilising the various methods of Transformational Generative grammar (TG), Rhetoric, Literary Criticism, Language Planning and Discourse Analysis. Furthermore, Plaatje’s socio-political involvement in the land question in South Africa of the 1900s is presented as an inspirational backdrop to his language labours. His interests are presented as pioneering in the development and transformational rise of Setswana as a modern means of communication. In conclusion, both his literary and linguistic works are gauged as groundbreaking in that few African language speakers have mounted such wide-ranging and successful polyglot efforts to raise the status of their native language.

The conclusions drawn from the study are that Plaatje has secured himself a place among African sociolinguists as an able and accomplished polyglot, who was much ahead of his time. Indeed, his contribution to Setswana’s rise is worthy of further research and investigation by modern African language planners of marginalised languages within multilingual environments like the South African one.

Dr Makhudu was born on 27 August 1950 at Bridgeman Hospital, Western Johannesburg, and matriculated at Mariazelle High School. After matriculation he enrolled for a BA Degree with the University of the North (now the University of Limpopo). He graduated in 1973 with majors in English, History, and Southern Sotho. Dr Makhudu obtained his Honours Degree in Applied Linguistics at the University of the Witwatersrand in 1982. He obtained his Master of Arts Degree in Applied Linguistics at Southern Illinois University (Carbondale) in the United States of America in 1985 and later obtained a Master of Science Degree in Education Administration at the same University.

Mr Makhudu spent most of his professional life as an academic, an educator, and a researcher. He was a Graduate Assistant at Southern Illinois University at Carbondale and at Texas Women’s University at Denton. In 1992 Mr Makhudu joined the Department of English Language Studies as a Senior Lecturer at University of the North. His career as a language specialist include positions such as publishing Manager (African Languages) at Nolwazi Educational Publishers and Macmillan-Botswana, Chief Language Advisor at the SABC Language Unit from 1996, and Tutor for Court Interpreters at the Department of Justice and Constitutional Development. In 2006 he became a Language Editor at the Department of Education and in 2007 was promoted to Assistant Director of the Advisory Language Services of the Examinations and Assessment Directorate of the present Department of Higher Education and Training in Pretoria (based at Sol Plaatje House at the DBE), where is currently employed.
Examinations and assessment are the cornerstones of a successful education system. The Action Plan 2014, Towards the Realisation of Schooling 2025, which is the charter of the educator sector, focuses on improving learner outcomes through monitoring and accountability. The Annual National Assessment and the National Senior Certificate examinations are the key monitoring tools that need to provide valid and reliable data on learner performance.

The National Senior Certificate (NSC) examination has been successfully administered for four years and 2012 will be its fifth cycle. The South African examination system has developed significantly during the last eighteen years of democracy and this system is comparable to international standards.

Scope and size of the National Senior Certificate Examinations

There are two categories of candidates who are eligible to write the NSC examination. These are full time and part-time candidates. Full time candidates are learners who attend school on a full-time basis and receive tuition either at a public or a private school. Part-time candidates are learners who do not attend school on a full-time basis, but register with the Provincial Education Department (PED) to write the examination. The statistics below provides an overview of the size and magnitude of the 2012 NSC examinations.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates</td>
<td>623 897</td>
</tr>
<tr>
<td>Question Papers</td>
<td>264</td>
</tr>
<tr>
<td>Printed Question Papers</td>
<td>7.8 million</td>
</tr>
<tr>
<td>Scripts</td>
<td>7.4 million</td>
</tr>
<tr>
<td>Examination Centres</td>
<td>6570</td>
</tr>
<tr>
<td>Invigilators</td>
<td>65 000</td>
</tr>
<tr>
<td>Markers</td>
<td>35 000</td>
</tr>
<tr>
<td>Marking Centres</td>
<td>123</td>
</tr>
</tbody>
</table>

Examining processes

Setting of the question papers

A total of 264 question papers were set by the DBE for the November 2012 and March 2012 NSC examination. In order to cater for learners with special needs, question papers are adapted for Braille and question papers are adapted for deaf learners. In total, 179 examiners, 41 internal moderators, 89 external moderators, 6 special examiners and 16 editors were involved in the setting, moderation, adaptation and quality assurance of the Grade 12 March 2012 NSC examination question papers. The panel of examiners and moderators consisted of experienced and qualified subject specialists, teachers and university lecturers.

The question papers are set by a panel of examiners appointed for each subject and after the setting process the question papers are reviewed by a moderator appointed by the DBE. The question papers are then submitted to Umalusi, the Quality Assurance Council, for final moderation and approval. Only after the question papers are approved by Umalusi, are they officially handed over to the Provincial Education Departments (PEDs) for printing, packing and distribution to schools.

Printing, packing and distribution of question papers

PEDs take responsibility for the printing and packing of the question papers per school per paper. These question papers are delivered on a daily basis to schools where the examination is written. Storage facilities across all PEDs have been inspected and they have been found to be compliant with the security standards prescribed by the DBE.

Registration of candidates

All candidates are registered on the National Examination Computer System and preliminary schedules of entries have been sent to all schools to verify the accuracy of registration of all candidates. Subject changes, immigrant candidates and special concessions granted to learners with special needs have been appropriately managed. Registration data has been audited by the DBE. All independent centres have been evaluated to ensure that they comply with the criteria for registration. In cases where there is doubt about the integrity of the centre, the examination will be administered by the PED at these centres, or will be closely monitored.

Writing of the examination

The examination commences on 22 October 2012 and concludes on 28 November 2012. Invigilators who supervise the writing of exams are in the process of being trained across all PEDs. The principal is the Chief Invigilator, except in cases where he/she has a son or daughter writing Grade 12. Detailed regulations govern the conduct of exams and the managing of irregularities. The DBE has issued a Guideline document to assist this process. All chief invigilators and invigilators are officially appointed for the duration of the examination and are made aware of the responsibility. The writing of the examinations will be monitored by DBE, PEDs and Umalusi. Schools with previous irregularities will be closely monitored.

Collection of answer scripts

Scripts are returned to the district office for safe keeping on a daily basis. Scripts are returned in sealed bags and are checked at selected points to ensure accuracy in the number being returned. The DBE has introduced norm times for the return of scripts between the different collection points.
Marking

Marking centres have been established across all PEDs based on the prescripts contained in the Policy. Markers have been appointed based on the criteria articulated in the Policy and PEDs have added learner performance as an additional criteria. Competency tests will be administered across all PEDs to assess the knowledge competency of markers. These tests will be piloted in 2012 and therefore the results will be used for placement purposes in 2012. Training of markers is ongoing and specialised training sessions will be organised prior to the marking sessions.

National Marking Guideline discussions will be hosted in Pretoria for all subjects, to ensure standardisation of marking across all PEDs. A total of 128 will be hosted by the DBE which allows the examining panel, together with the Chief markers from each province to finalise the marking guideline. This is done by incorporating all alternative solutions and responses to the marking guideline. It also allow for the examiners and the chief markers to agree on the uniform application of the marking guideline across all marking centres.

Marking centres are organised such that a specific paper is marked at a particular centre under the management of a chief marker. Markers will mark specific questions and this allows for greater standardisation of marking. To ensure quality in the marking process, a group of five markers are supervised by a senior marker and seven of these senior markers are supervised by a deputy chief marker. The deputy chief marker reports to the chief marker. The supervision at each of these levels entails a moderation of the scripts that are marked and if the marker is either too lenient or too stringent, this is corrected by the senior marker. Internal moderators will be appointed for each subject at each marking centre. The DBE will appoint external moderators to evaluate the marking at each centre. Umalusi conducts centralised moderation of marking, while the marking is in progress.

School Based Assessment (SBA)

Moderation of School Based Assessment (SBA) is ongoing at the school, district and provincial level. The DBE conducted a focussed moderation of assessment tasks in selected districts across all PEDs in July 2012. A second national moderation will be conducted in October 2012 and will evaluate the assessment tasks and the learner evidence. Provincial moderation will be completed by 31 October 2012. All SBA marks will be captured by 18 November 2012. Common Assessment Task developed by the DBE was administered across PEDs, in Life Orientation, on 7 September 2012. In addition to the Common Assessment Task, for LO, DBE provided an assessment guideline and assessment exemplars, to prepare learners for the Common Assessment Task.

Processing and release

Marking will be completed by 14 December across all PEDs. Mark capturing will be completed by 16 December 2012. Umalusi standardises at a special meeting to be held on 21 December 2012, the results in each subject. This process ensures that the examination from one year to the other is of the same standard. Results will be thoroughly checked by DBE, PEDs and Umalusi from 23 – 27 December and the results will be finally approved by Umalusi on 27 December and will be released by the Minister on 3 January 2013.

Analysis and feedback

Detailed analysis of results per school, per district, per province, per subject will be made available to PEDs and qualitative analytical reports from chief markers/internal moderators will be consolidated for distribution to schools. Workshops will then be conducted with teachers and subject advisors to share the findings of the 2012 examination results. Under-performing schools will be brought to account and improvement plans will be designed. Curriculum specialists will develop subject improvement plans.

Handling of examination irregularities

The National Examination Irregularities Committee (NEIC) coordinates the handling of irregularities on a national level, and ensures that a consistent approach is implemented in the handling of irregularities across all nine provincial Education Departments. Each provincial Education Department has established a provincial Examination Irregularities Committee (PEIC) which takes responsibility for the handling of irregularities in the province.

All PEDs are ready to administer the 2012 NSC examination. The DBE will focus additional attention on the Limpopo, Eastern Cape and Northern Cape provinces and will continue with its agenda of building a credible, national examination and assessment system. As much as we encourage the nation to show interest in matric results, it is important to concern ourselves more with what is happening in the entire system. For this reason the 2012 Annual National Assessments (ANA) were written by grades 1-6 and 9, during the month of September to ensure progressive improvement not only in the pass rate, but also in the quality of passes achieved by learners.
Regular meetings between the Department of Basic Education and District Directors from across South Africa have resulted in a more coherent effort to improve learner achievement in all nine provinces.

This was the view expressed by Director-General of the Department of Basic Education, Mr Bobby Soobrayan as he wrapped up a meeting between District Directors and senior officials within the Department in Pretoria on Friday 6 September, 2012.

The meetings with District Directors were first initiated by Minister Angie Motshekga earlier in 2012 to provide a platform for senior DBE officials to interact with the district officials who are at the coalface of the education system. The meeting is also an opportunity for the various Directors to present their strategies to improve learner achievement and to share ideas and best practice with their counterparts.

To open the meeting Minister Motshekga said meeting with District Directors were crucial as it gave the department an opportunity to interact with the managers at the coalface of the education system.

“We need to get things right at a District level first and these meetings are a great help. It gives us an opportunity to look at what Provinces and Districts are doing with regards to Annual National Assessments and exams,” said the Minister.

“We have simplified the curriculum and now need to look at LTSM [Learning and Teaching Support Material], the Language of Learning and Teaching, Early Childhood Development, subject choices for career paths and of course quality issues.”

Minister Motshekga pointed out that the performance of South Africa’s learners compared to neighbouring countries was not at the level it should be and urged District Directors to make the correct interventions to ensure South Africa takes it rightful place as a leading light in education on the continent.

“We are not punching at our weight. What is keeping us back? It is clear that issues such as teacher absenteeism are impacting on learning and teaching. How do we manage these issues?” asked the Minister.

With regards to LTSM, Minister Motshekga made it clear that Districts and Provinces must do everything in their power to ensure 100% coverage in 2013.

“We must ensure that every learner has a textbook in every subject. We want a situation where there are extra books in schools. If you are having difficulty in achieving this let us know and we can assist to sort out these problems.”

The meeting also provided an opportunity to the various District Directors to report on their preparations for the both the ANA and National Senior Certificate exams as well as targets that they have set.
Chandré Johnson of Cedar High School in Cape Town was the winner in the 2012 Nkosi Albert Luthuli Oral History Competition.

The competition is a project of the Department of Basic Education, with support from South African History Online (SAHO). Each year, learners are invited to enter the competition by producing an oral history research project that investigates unique aspects of their local history and heritage.

This competition forms part of the Department’s contribution to the strengthening of History as a subject of choice in schools and is named after the first Nobel Peace laureate South of the Sahara, Nkosi Albert John Luthuli, who apart from his fight for total emancipation of the oppressed, was also an educationist of note, having taken up his first teaching assignment at Adams College, where he completed his Higher Teachers’ Training Course.

The provincial elimination rounds culminated in the finals held at the Department of Basic Education’s Sol Plaatje House from 29-30 September 2012. The winners were announced at a gala evening following an extensive adjudication process.

Johnson, now in Grade 11, won first prize for her presentation on The Lives of Courage: Unsung Heroes and Heroines category on Mr Anthony George. Mr George is a disabled man from Ms Johnson’s area in Cape Town who does exceptional development work for his community.

“I chose him [Anthony George] because he does so much for the community, it’s unbelievable,” said Johnson. “He is involved in community upliftment and holds workshops for disabled youth in the area and is an inspiration to me.”

“This is the first time I entered the competition and there were many times where I just wanted to give it all up, because it was just too difficult to manage my time. But I was inspired by all the learners who continued to work at their projects and here we are today.”

The other winners in the learner category were Luke Kerwin Buys from the Western Cape who came second and Thuto Gaasenwe from the North West who bagged third prize.

There were a total of four topics that learners had to choose from and these included: The history of my school, The history of my community, and Unsung heroes and heroines. Since 2012 is the year of the centenary of the liberation movement, there was an additional topic that covered the centenary theme.

Learners were asked, as part of their oral history project, to pick a specific period in the liberation timeline and gather stories from ordinary people on their local contribution to the liberation struggle.

Educators are an important group in this competition as they guide the learners through the formal research process. Thus, in the educators section of the competition, educators presented portfolios outlining the process they followed in introducing the oral history project to the classroom.

In this category, the first prize went to an educator from the Northern Cape Ms Thereza Raman, with Mr Chandish Babulal from KwaZulu-Natal and Mr Morwamohube Masemola from Limpopo receiving second and third prize respectively.

Speaking at the gala awards evening, Deputy Minister of Basic Education Mr Enver Surty said it was fitting that the competition was held in September, which is Heritage Month. Also, as part of the ruling party’s centenary program, the Deputy Minister said that it was fitting to stage the event in September since this is the month dedicated to the life of the late President-General of the ANC, Nkosi Albert Luthuli.

“Through this competition we celebrate the life of Chief Albert Luthuli and his contribution to South Africa’s equality and freedom,” said the Deputy Minister.

“However, history is not only about our heroes, but also about everyday people in our communities. Their names may not appear in the history books but they have made a massive contribution to get us where we are today.”


Labour Tips: Implementation of Resolution No. 1 of 2012

By David Ntloana

Highlights of Implementation of the Resolution

Salary Adjustments:
The Resolution regarding salary adjustments is effective from 1 July 2012. Salary adjustments effective on 1 April 2013 will be based on the average projected CPI plus 1% for the period 1 April 2013 to 31 March 2014.

Pay progression

The qualifying period for first time participants in the public service will be extended from 12 to 24 months. The amendment will take place with effect from 1 July 2012. This (Resolution) implies that new entries (appointees) in the public service will have to wait for a period of 24 months before they could be considered for pay progression (currently 1.5%). However, the probation period will still be 12 months. Please note that probation and pay progression are not synonymous. For new appointees in the public service, the 12 months probation could run concurrently with the first 12 months of the 24 months pay progression waiting period. Remember, should a need arise, an employee’s probation could be extended, or terminated. Contrary to probation period, one cannot extend the pay progression waiting period, except in the case where the employee is not eligible on the basis of performance. Employees who have been on contract would be affected by this amendment if their probation/employment was not confirmed by 1 July 2012.

Long Service Recognition

All employees with 10 or more years of continued service will qualify for 30 working days leave and a certificate. Cash awards of R7 500, R15 000 and R20 000 would be given to employees who completed 20, 30 and 40 years continued service, respectively. This is with effect from 31 July 2012.

Recognition of improved qualifications

Previously, only employees appointed under the Employment of Educators Act, in our case, were recognised for the attainment of an improved qualification which is related to the employee’s scope of work and enhances the employee’s performance and the service delivered by the employee. Resolution 1 of 2012 now provides for recognition of relevant qualifications of all affected public servants by payment of a once off cash bonus of 10% of an employee’s annual salary notch, provided this does not exceed the minimum notch of salary level 8. This is with effect from 1 January 2013. Employees who received bursaries from their departments are not eligible for the once-off cash bonus. The cash bonus is limited to the attainment of ONE additional qualification only.

Shop Steward Leave

Leave for shop stewards of recognised trade unions will be increased from 10 to 15 working days in a leave cycle with effect from 1 January 2013. The 15 working days shall be pooled per recognised trade union.

Family Responsibility Leave

With effect from 1 January 2013, an employee will be entitled to 5 working days family responsibility leave per annual leave cycle for utilisation if the employee’s child, spouse or life partner is sick and 5 working days leave per annual leave cycle for utilisation if the employee’s child, spouse or life partner dies; or an employee’s immediate family member dies. Previously, employees had only 5 days for this category of leave. This, however, does not mean that employees are entitled to 10 days of family responsibility. The “death” category cannot be utilised in the place of “sick” category and vice versa.

Prenatal Leave

This is a new leave category which female employees are entitled to. With effect from 1 January 2013 an eligible employee will be entitled to 8 working days pre-natal leave, per pregnancy, allowing the employee to attend medical examinations by a medical practitioner or midwife, and/or tests related to the pregnancy. This could be utilised to attend doctor’s appointments and/or tests related to pregnancy. This is not an extension of maternity leave and/or sick leave. Absences related to medical complications during pregnancy will be covered by sick leave.

Night shift Allowance

The night shift allowance is increased from R2.12 to R2.69 per hour from 1 July 2012, R2.69 to R3.35 from 1 July 2013 and R3.35 to R4.00 from July 2014.

Grading of jobs/posts on Salary levels 9/10 and 11/12

Employees whose posts are graded on salary levels 10 and 12 would be appointed and remunerated on salary levels 10 and 12 respectively. This is an amendment of Resolution 3 of 2009 which required that entry level for Assistant and Deputy Directors be at levels 9 and 11 respectively. Implementation will only take place once the DPSA has made the implementation Circular available to all departments to ensure uniform implementation.

Implementation measures

No retrospective upgrades before 1 August 2012. Only employees serving in posts that were graded on salary levels 10 and 12 since the implementation of Resolution 3 of 2009 up to and including 31 July 2012 will automatically be absorbed into the graded posts with effect from 1 August 2012, on condition that such posts were previously job evaluated and graded at salary levels 10 or 12 in terms of the revised job weight ranges as specified in terms of Circular 16/p dated 12 September 2011. Due Job Evaluation (JE) processes would be followed in new posts i.e. posts which were not previously graded to prevent unnecessary queries, grievances or disputes.
The month’s collection reflects the variety of resources and perspectives we have on our shelves. In keeping with the attempt to create a contemporary African collection we have endeavoured to find titles which portray our recent history and what it has meant to us collectively and as individuals. There are some really wonderful biographies and autobiographies around people like Robert Sobukwe, Albert Luthuli and Denis Goldberg, amongst many others, including of course Nelson Mandela. Equally there are other accounts and some of these are as follows:

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Dewey number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under our skin; a white family’s journey through South Africa’s darkest years</td>
<td>McRae, D</td>
<td>323.10968</td>
</tr>
<tr>
<td>The true story of an ordinary white family living under apartheid in South Africa, torn apart by an extraordinary country</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The children of Soweto</td>
<td>Mzamane, M</td>
<td>MZA</td>
</tr>
<tr>
<td>Nelson Mandela refers to the author as a visionary leader and one of South Africa’s greatest intellectuals. This important historical novel first published in 1982 and later banned is now available for literature study in schools. It tells, with piercing authenticity, the story of the 1976 Soweto uprising.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skadus in die sand</td>
<td>Kamingo, S</td>
<td>363.2</td>
</tr>
<tr>
<td>Hierdie is die storie van ’n Kavange spoorsnyer wat ses jaar deel van Koeweet was, die elite Suid Afrikaans Polisie teen-terrorisme eenheid, gedurende die Suidwes-Afrika en Angola bosoorlog van die 1980’s.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tsotsi-taal: a dictionary of the language of Sophiatown</td>
<td>Molamu, L</td>
<td>496.03</td>
</tr>
<tr>
<td>The dictionary offers an excellent and readable introduction to anyone interested in understanding linguistic aspects of the complex sub-culture of black urban areas in South Africa. It offers valuable new insights into the emergence and development of a dynamic lingua franca widely known as Tsotsitaal. This colourful language permeated many corners of the daily lives of people in Sophiatown and neighbouring residential areas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ops Medic: a national serviceman’s border war</td>
<td>Webb, S</td>
<td>355.3</td>
</tr>
<tr>
<td>To quote a senior officer “In my view SWAPO, despite inferior weaponry, was ahead of us in most respects. We took a boy who had just matriculated, gave him a gun, two or three months of basic training and threw him into the middle of a country he didn’t know, people he didn’t understand and an enemy he had never seen. No wonder he didn’t do very well. Nevertheless the young conscripts bore a terrible load, for which they received very little gratitude. This book includes the SADF Roll of Honour which lists almost 2500 of its honoured death killed in active service”.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharpeville: an apartheid massacre and its consequences</td>
<td>Lodge, T</td>
<td>323.10968</td>
</tr>
<tr>
<td>On 11 March 1960 several hundred black African were injured and 69 killed when South African police opened fire on demonstrators in the township of Sharpeville, protesting against the apartheid’s regime’s racist ‘pass laws’. The Sharpeville Massacre signalled the start of armed resistance in South Africa and crucially affected South African politics over the decades both domestically and also in the country’s relationship with the rest of the world.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Kha Ri Gude Literacy Campaign team has once again walked away with the recognition it deserves for the inspiring work that they do.

On 8 September 2012, the Adult Learning Network hosted their Adult Learner’s Week National Awards Ceremony at the Greenway Woods Hotel in White River, Mpumalanga and awarded their inaugural Outstanding Achievement Award to the Kha Ri Gude Literacy Campaign for the programme’s distinguished contribution to the promotion of adult literacy and adult education in South Africa and its meritorious efforts in this regard. Dr Morongwa Ramarumo, Chief Executive Officer of the Kha Ri Gude Literacy Campaign and Mr Paseka Njobe, Director in the Office of the Director-General, ensured that the award was received in great celebration and returned to its proud new home at the National Department of Basic Education’s offices.

This prestigious event also marked the celebration of International Literacy Day and formed the culmination of International Adult Learner’s Week.

Speaking on behalf of Mpumalanga Education MEC, Reginah Mhaule, Department’s Deputy Director-General, Lucy Moyane said it’s important to acknowledge that literacy is an important tool towards the achievement of the Millennium Development Goals. She said education centres were key to eradicating poverty, reducing child mortality, achieving gender equality and ensuring sustainable development, peace and democracy in the world. The theme “Adult Learning and Skills Development for Better Life” is instrumental in articulating the key priorities of government, which are inequality, unemployment and poverty.

“As government, we acknowledge that we are a developmental state and cannot afford to focus only on mainstream schooling system without making a concerted effort to avail resources to assist in adult education that address the imbalances of the past,” said Moyane.

According to the statistics, there are 3 083 public adult learning centres in South Africa, with 257 in Mpumalanga providing adult education and training.

The Ringerosy Foundation runs a number of toy libraries that entice young learners into the world of reading. The learners targeted for this project are drawn mainly from primary schools and crèches. Updating Pula on the project, the CEO of the Foundation, Ms Chantel Meiring, indicated that learners drawn into the project are aged 5-10.

At this point, Ringerosy have managed to launch five toy libraries around Gauteng (four in primary schools and one in a crèche).

“As a plan for 2013, the project seeks to cover the majority of primary schools across the country, targeting learners in disadvantaged communities,” said Ms Meiring.

The CEO pleaded with all South Africans to start donating reading materials to equip South African children to develop and nurture a habit of reading.

“The best way would be to make toy libraries attractive”, said Ms Meiring.
Pula survey

Dear Pula reader

While questionnaires are a helpful tool to assess attitudes, they are seen as time-consuming and annoying. However, you are herewith kindly requested to please take the time to complete the below questionnaire and to submit it to Communications:

Yolanda Holden
Holden.y@dbe.gov.za
X3761
or
Tshepo Ramonoedi
Ramonoedi.t@dbe.gov.za
X3780

Please submit the questionnaire by 1 November 2012.

Your valued contribution will be appreciated!

Questionnaire (Mark the applicable block(s))

<table>
<thead>
<tr>
<th>Should Pula, the internal monthly newsletter for the Department of Basic Education, be distributed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️ Electronically</td>
</tr>
</tbody>
</table>

Name and details (Optional):

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rank:</td>
</tr>
<tr>
<td>Directorate/Section:</td>
</tr>
<tr>
<td>Contact no.:</td>
</tr>
<tr>
<td>Email address:</td>
</tr>
</tbody>
</table>

basic education
Department: Basic Education
REPUBLIC OF SOUTH AFRICA