



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

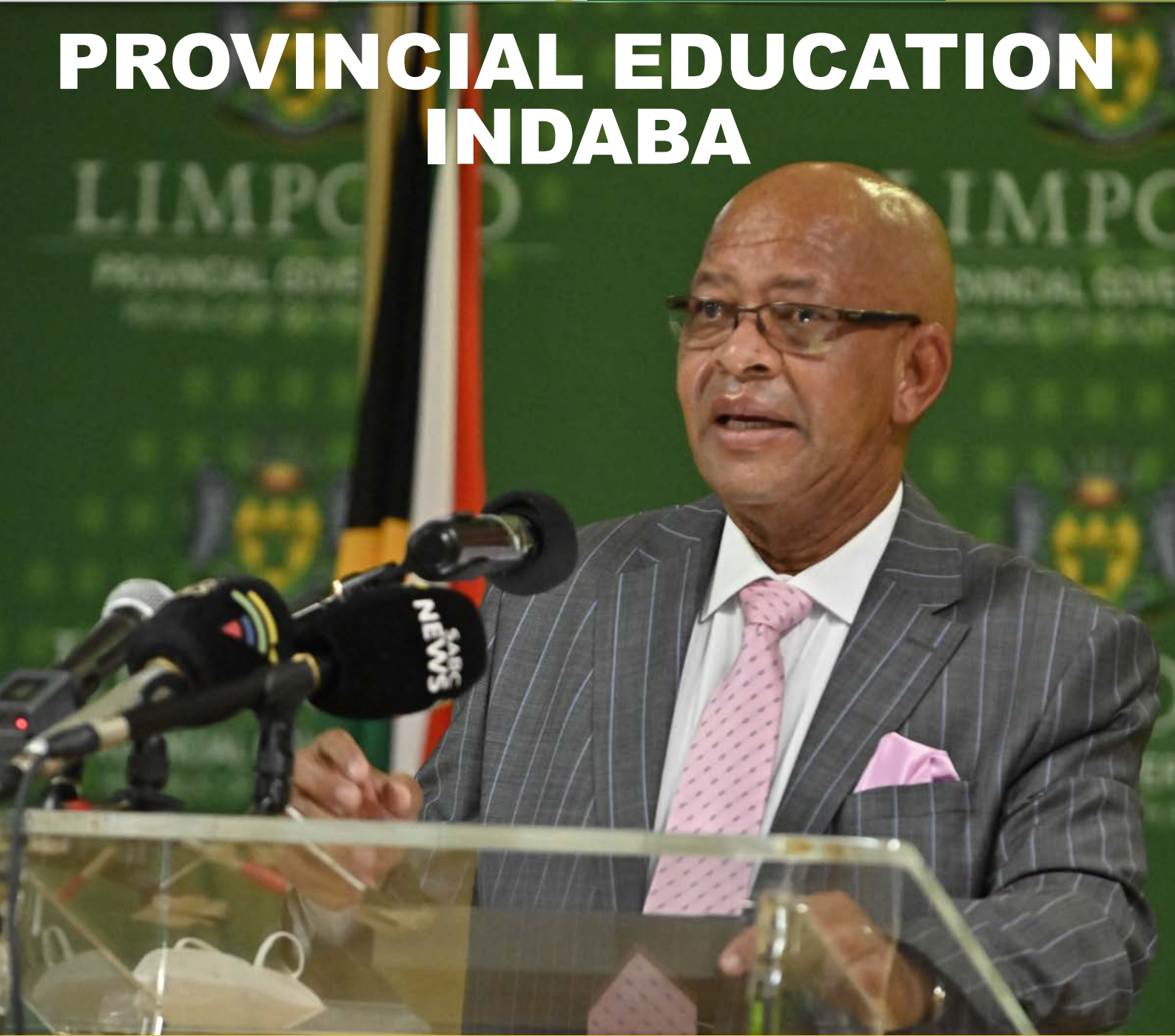
DEPARTMENT OF
EDUCATION

Thuto news

4th Quarter Edition 2021/2022

The Official Newsletter of the
Department of Education

PROVINCIAL EDUCATION INDABA



Congratulations to the Class
of 2021

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Sanitary Dignity Programme

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ECD Function Shift

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The heartland of southern Africa - development is about people

MEC's foreword



*Limpopo MEC for Education
Polly Boshielo*

The academic year 2022 has started in earnest. We announced the National Senior Certificate Results for the class of 2021, celebrating the hard work of learners and teachers' sacrifices and support by parents, religious leaders, traditional leaders and all our strategic partners in education. We note the decline of 1.5% in our 2021 NSC results putting the Provincial pass rate at 66.7%.

We recognise that the class of 2021 is a cohort that bore the greatest brunt of the Covid-19 impact in comparison to previous cohorts. It suffered a double blow as it had to deal with the harsh realities of Covid-19 for two consecutive academic years. This was in 2020 when they were in Grade 11 and again in 2021 when pursuing their Grade 12 studies. Furthermore, this is a group that did not attend school due to Covid-19 restrictions from 18

March to 31 August 2020 while in Grade 11.

Furthermore, they were subjected to rotational attendance when they returned to school which significantly reduced the available teaching and learning time and the expected face to face instruction was lost.

For us to intervene decisively, these realities cannot be overlooked as we move forward in the 2022 academic year. The knowledge gaps of learners as a consequence of time lost is a matter that we must grapple with to strongly mitigate its negative impact. We are delighted that as the sector we have returned all our schools to full capacity learning and as such we shall be able to close all the teaching and learning gaps.

We are aware of the length of time it will take to close the gaps and recover to the expected level. It is in this regard that we need all the stakeholders to come on board in providing the necessary support to schools, ensuring in the main that teaching and learning is not disrupted in the course of the academic year. There is a lot at stake in terms of ensuring that we indeed make Education a societal matter in all the communities where our schools are operating. Work is being done to arrest the decline in our 2021 NSC results.

As the Department, we have already completed accountability sessions with all the districts and circuits that either declined or

underperformed in the 2021 NSC Results. Principals of schools that underperformed were served with letters of underperformance to give an account of how they are going to turn the situation around in this academic year. We are encouraged that no public ordinary school obtained a Zero percent in the 2021 results. This serves as a base from which we must build on, in our quest to do even better in the years to come.

Equally important is that the Limpopo Provincial Executive Council led by Premier Mathabatha hosted an Education Indaba to interrogate the decline as witnessed in the 2021 NSC Results as well as other contributing factors affecting the sector in the province. The Indaba was held under the theme "Moving Limpopo Towards Educational Excellence". Various stakeholders including experts in education, civil society, business, labour unions and traditional leadership participated in the engagement.

The Indaba is most welcome, as various stakeholders play a pivotal role in shaping the direction of the department. We are pleased with the level of engagement that took place at the Indaba. What remains is for us to walk the path of implementing resolutions and plan of action.

Education is a societal matter!

YOUTH VACCINATION

**STAY
SAFE**

VACCINATE TO SAVE SOUTH AFRICA

TOGETHER WE CAN BEAT CORONAVIRUS

Young people get your job!

- As the school year starts, government encourages more school children to vaccinate against COVID -19.
- The vaccination of children can help lower the risk of COVID-19 outbreaks in schools.
- The quickest way for life to return to uninterrupted learning from further lockdowns is to be vaccinated.
- COVID-19 vaccination is available for children between 12 and 17 years of age.
- Education personnel are also encouraged to get their booster shots and those who have not yet vaccinated to do so.

Let's have an open discussion with our children on vaccination.

- Parents and children are encouraged to discuss the benefits of getting the COVID-19 jab.
- Our children are our future and they deserve to be protected against the spread of COVID-19.
- It is recommended that a parent or adult accompany eligible children when they present for vaccination.
- Vaccination of young people can also help

limit the transmission of the virus to vulnerable members of our population.

The time for our youth is now!

- Young people are called to step up and be at the forefront in this defining moment in the life of our nation.
- Youth can become agents of change in their communities by making the decision to get vaccinated.
- One jab is all it takes to be safe and to keep others safe.
- Simply present yourself at a vaccination site, even without an appointment where you will be registered and vaccinated.
- We have enough vaccines and getting vaccinated is convenient and easily accessible.
- Vaccines offer protection against COVID-19 and reduce the risk of serious illness, hospitalisation and death.
- Remember to wear a mask at all times and wash your hands with soap and water, or use an alcohol-based sanitiser.
- When indoors or making use of public transport make sure it is well ventilated.

What are the symptoms of COVID-19?

Common symptoms of COVID-19 include common fever, dry cough, tiredness and shortness of breath. It could also include in some people aches, pains, nasal congestion, runny nose, sore throat and diarrhoea. It is reported that many people develop mild to moderate symptoms when infected with the 2019 Corona Virus. Such people need to self-isolate and seek medical attention if they develop fever, dry cough or experience difficulty in breathing.



Breathing difficulties



Common fever



Dry cough



Sore throat



Tiredness



Nasal congestion

HOD's message



HOD for Limpopo Department of Education Onica Dederen

In this newsletter edition, let me take this opportunity to once again wish all departmental stakeholders, employees and our learners a prosperous 2022.

Schools opened on 12 January, for the 2022 academic year with learners still on rotational timetables. Cabinet then took a decision to send all learners on full attendance schooling on 07 February; after a decline in reported Covid-19 cases in the country, and a commendable increase in the number of people, including learners aged 12 and above who got vaccinated. We continued to

offer our schools the necessary support in ensuring that they still adhere to the set standard operating procedures on the prevention and management of Covid-19.

The decline in our 2021 National Senior Certificate results is of great concern to all, however, we equally have much to celebrate as our learners made us proud in acquiring the highest number of distinctions than the previous years; 11 444 female and 6307 male learners got distinctions. This simply shows that that we have pockets of excellence in the system, that should be multiplied towards overall performance improvement in the province.

In a quest to improve learner performance, the department had accountability sessions with all districts, circuits and schools that performed under the set basic education standards. This is done within the prescripts of the South African Schools Act and internal performance management policies. We deem this process as essential towards enabling us to provide differentiated interventions to circuits and schools based on their strengths and weaknesses, towards

educational excellence. Phase 2 of the Presidential Youth Employment Initiative (PYEI) in the Basic Education sector was successfully implemented from 01 November 2021 to 31 March 2022. To ensure continuity, maintain stability and sustained impact in schools, the youth appointed in schools as at 28 February 2022 have been offered new fixed-term Phase 3 contracts commenced on 1 April 2022 until 30 August 2022.

As a sector, we appreciate the presence of all PYEI participants at our schools. Much gratitude is given to young people who have assisted learners to achieve great results. Aubrey Nghonyama from Hluvuka high school, is one of those EAs who went an extra mile and tutored Grade 10-12 learners studying Accounting. Aubrey's learners got an over roll pass rate of 80%, with 16 distinctions and one learner achieving 98% in their grade 12. We still urge young people placed in our schools to adhere to all the conditions of their employment and to cooperate with school principals to whom they report to all the time.

To all our teachers and learners let's start now for better results, all hands on deck for 2022 and for improved learner performance.

2021 National Senior Certificate(NSC) Results in Districts

POSITION	NUMBER OF LEARNERS WROTE	% PASS	DISTRICT	POSITION	NUMBER OF LEARNERS WROTE	% PASS	DISTRICT	POSITION	NUMBER OF LEARNERS WROTE	% PASS	DISTRICT
01	14 146	73.8	Capricorn South	04	16 466	70.8	Vhembe East	08	11 874	62.1	Mopani East
02	4 870	72.0	Mogalakwena	05	9 726	67.8	Capricorn North	09	11 847	59.4	Sekhukhune South
03	3 887	71.3	Waterberg	06	9 329	67.1	Mopani West	10	10 546	58.6	Sekhukhune East
				07	12 410	66.9	Vhembe West				

2022 SCHOOL CALENDAR

INLAND CLUSTER: FREE STATE, GAUTENG, LIMPOPO, MPUMALANGA AND NORTH WEST PROVINCES



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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18	19	20	21	22	23	24
25	26	27	28	29	30	31

Weekends	
Days for administration	
School days	
Public holidays	
Special school holidays	
School holidays	

Date	Holiday
01 January	New Year's Day
21 March	Human Rights Day
15 April	Good Friday
18 April	Family Day
27 April	Freedom Day
01 May	Workers' Day
02 May	Public Holiday
16 June	Youth Day
17 June	Special School Holiday
08 August	Special School Holiday
09 August	National Women's Day
24 September	Heritage Day
16 December	Day of Reconciliation
25 December	Christmas Day
26 December	Day of Goodwill

Duration	No. of weeks	No. of days	No. of public holidays	Actual no. of school days
(10) 12 January - 17 March	10	47 (49)	0	47 (49)
05 April - 24 June	12	59	5+1	53
19 July - 30 September	11	54	1+1	52
11 October - 14 December (15) December	10	47 (48)	0	47 (48)
Total	43	207 (210)	6+2	199 (202)

CONGRATULATIONS TO THE CLASS OF 2021

Speech delivered by the Limpopo MEC for Education, Polly Boshielo during the announcement of the 2021 National Senior Certificate (NSC) results, 21 January 2022 at the Ranch Hotel, Polokwane

Polokwane - We are proud as Limpopo that the conduct, administration and management of these examinations have been declared by Umalusi as credible.

We applaud our hard working officials who ensured that the integrity of our examinations is not compromised and that work was done as per the examination policies and regulations. Our take is that Education is an essential right for all children and the Department has the responsibility of ensuring the protection of this right. Learners entrusted to the Department must enjoy this right, irrespective of where they come from and the Class of 2021 was no exception.

As a way of background to this cohort, whose results we are announcing today, we want to indicate that the Class of 2021 bore the greatest brunt of the Covid-19 impact in comparison to previous cohorts.

In addition to any pre-existing learning deficits, that may have existed prior to the outbreak of the pandemic in 2020, the 2021



Position 1, Ramotlou Dichochi(far left); Position 2, Davhana Delicia; MEC Polly Boshielo and Position 2, Sithole Sibongile Faith. Pic: LDoE

cohort suffered a double blow and had to deal with the harsh reality of Covid19 for two consecutive academic years. This was in 2020 when they were in Grade 11 and again in 2021 when doing Grade 12. This is a group that did not attend school due to Covid- 19 restrictions from 18 March to 31 August 2020 while in Grade 11. When they finally returned to school, they were subjected to rotational attendance, either on alternate days or weeks depending on the circumstances of the school. What rotational attendance did, was to significantly reduce the available teaching and learning time and as a result the expected days of face-to-face instruction were lost.

Due to the reduced teaching and learning time, the 2021 cohort was exposed to trimmed and adjusted annual teaching plans that excluded content covered by previous Grade 11 cohorts. The knowledge gap brought into Grade 12 by Grade 11 learners cannot be overlooked.

Furthermore, this group was not exposed to formal, full scale examinations in Grade 11 as previous cohorts, as well as in June common examinations of Grade 12, and therefore did not have the same examinations fitness that prior candidates had. Due to rising Covid-19 infection levels during the height of the

second wave, the 2021 academic year commenced two weeks later than expected. Further five days were lost due the third wave which resulted in the early closure of schools.

Although the Department responded swiftly by implementing a holistic recovery plan to mitigate against the negative impact of Covid-19, the deep pangs of the pandemic had already run deep. They were impacted immensely by loss of teaching time resulting negatively on allocations for, among others, learner support. Various studies reveal the extent of the learning deficits, the length of time that will be needed to recover and the need to move with urgency into a new virtual world in line with the new normalcy.

It is a fact that the rurality of the Province created limitations of access to the virtual teaching and learning space in 2020 and 2021. The Department is working hard in the light of the Covid-19 circumstances to prepare our schools to embrace both face-to-face and remote learning as needed. For teachers to shift to online learning would mean rethinking lesson plans to fit a different format so as to implement learning recovery programs. We must emphasize that since the onset of Covid-19 pandemic, learners have been put at a greater risk of dropping out of school and lagging behind. The total number of 6 239 learners dropped out of school in 2021. A concerted effort to mobilize resources and expertise to address the impact of Covid-19 on education is urgently required, not only by government, but by civil society as a whole. Education is a societal issue. This should include developing long term strategies to address the needs of education in emergencies such as Covid-19.

There is a need to work in close collaboration with everyone to find solutions and mitigating measures to ensure the right to education during and throughout challenging times is realized.

There is no denying on our part that the academic years 2020 and 2021 respectively, were very challenging and demanding. There is further no denying that the situation warrants collaboration and concerted efforts to ensure that we do not lose focus in terms of working towards the target for improved learner performance. It has to be a balancing act as we continue to work very hard to save lives and ensure that schooling is not disrupted.

The Class of 2021 is the eighth cohort to sit for the National Senior Certificate (NSC) examinations based on Curriculum and Assessment Policy Statements (CAPS). They entered Grade 1 in 2010 during the third year of the NSC and have embarked on their 12 years of formal schooling since then. We recognise that the NSC results are an important indicator of the quality of our education system and that by getting good education, our children can control their destiny.

The Province registered one of the highest numbers of 2021 NSC candidates. The total number of candidates registered was 142 160 of which 106 564 were full time and 35 596 were part time. In comparison to other provinces, Eastern Cape registered 95 789, Free State 36 405, Gauteng 132 869, KZN 177 918, Mpumalanga 69 223, Northwest 42 152, Northern Cape 12 987 and Western Cape 59 823. Out of 106 564, 105 101 candidates sat for the 2021 NSC examinations, which is an increase of 33.6% from the 2020 cohort.

This is the highest enrollment figure that the Department had to contend with under the current Covid-19 conditions. Since the inception of the NSC where conditions were normal, there has never been a year where the Department registered this high number of candidates. Even under these difficult Covid-19 conditions that continued to disrupt normal teaching and learning, the Class of 2021 dug deep and made the necessary adjustments and adaptations. We applaud their continued resilience.

In 2020 the Province achieved a pass rate of 68.2%. We are announcing today that the Class of 2021 has achieved a Provincial pass rate of 66.7%, which is a decline of 1.5% compared to the Class of 2020. This is better than the 2017 performance of 65.1% where teaching and learning conditions were relatively normal.

In 2021, our Province registered the highest number of progressed learners for the NSC Examinations in the country. 15 065 progressed learners wrote the examinations, and 4 950 passed, which is a pass rate of 32.9%.

This demonstrates that only 3 out of 10 progressed learners succeeded in the NSC Examinations. If the results were to be without progressed learners, the pass percentage for the Province comes to 72.4%. This picture shows that much work needs to be done, and we urge our schools to manage progression according to policy and regulations.

While we remain concerned about the decline in the 2021 provincial pass rate, our candidates have given a good account of themselves in terms of bachelor and diploma passes as compared to the Class of 2020.

We must point out that out of the 105 101 candidates who sat for the 2021 NSC examination, 28 075 achieved bachelor passes compared to the 22 907 bachelor passes achieved by the Class of 2020, which is an increase of 22.6%. It is in this regard that Limpopo continues to contribute many candidates who pursue higher education studies in different institutions of higher learning across the country and beyond.

The Diploma passes on the other hand, increased from 18 588 in 2020 to 23 533 in 2021. The Higher Certificate passes have also increased from 12 134 in 2020 to 18 516 in 2021. Altogether, 70 124 candidates have passed the 2021 NSC Examinations as compared to 53 634 candidates who passed the 2020 NSC examinations.

It is worth mentioning that the Class of 2021 achieved a total of 17 751 distinctions in different subjects, which is an increase of 1 707 to what was achieved by the Class of 2020. It's a delight that Limpopo is one of the five provinces that contributed the highest number of distinctions in the country, as announced by Minister Motshekga last night. In terms of gender breakdown, 11 444 distinctions were achieved by female candidates and 6 307 by males.

Zero% schools have been a constant feature of our NSC results in the past 4 to 5 years. It is important to indicate that we do not have a zero percent public school in 2021 as compared to 2020 where there were seven (7) such schools. This is a step in the right direction and the Department shall continue to provide targeted support so that no school ever

gets a zero percent in their NSC results.

We now present the National Senior Certificate (NSC) Awards for the 2021 Academic Year. We want to indicate the performance criteria upfront as we get into categories

for the awards, that for a district, circuit or school to be considered to have performed, it must have obtained an overall pass rate of 65% and above, and achieved 30% in a combination of bachelor and diploma passes.



MEC Polly Boshielo announcing the results . **Pic: LDoE**



Acting Limpopo Premier, Namane Dickson Masemola giving a keynote address. **Pic: LDoE**

OFFICIAL RELEASE OF RESULTS: GRADE 12 NSC 2021/11

Sequence of categories and awards as follows:

1. Top 3 Educational Districts

District	Position	%Pass	Wrote
Waterberg	3	71.3	3 887
Mogalakwena	2	72.0	4 870
Capricorn South	1	73.8	14 146



MEC Polly Boshelo congratulating the 2021 Top 3 performing learners in the Public Ordinary schools. LDoE

2. Three best performing Circuits

Position	Bachelors	District	Circuit
3	457	Vhembe East	Mvudi
2	588	Capricorn South	Mankweng
1	1 285	Capricorn South	Pietersburg

3. Top Three candidates in Public Ordinary Schools

Position	District	Circuit	School	Gender	Candidate
2	Vhembe East	Mvudi	Thohoyandou Secondary	Female	Davhana Delicia
2	Capricorn North	Mogoshi	Harry Oppenheimer Secondary	Female	Sithole Sibongile Faith
1	Capricorn South	Pietersburg	Hoerskool Noorderland	Male	Maleka Lethabo Kgoshiekgolo

4.The Most Improved Circuit

Wrote	Performance 2019	Performance 2019	Performance 2020	Difference 2019 to 2021	District	Circuit
699	60.2%	71.1%	71.2%	11.0%	Mogalakwena	Mapela

5.The Best Performing Public Special School

Wrote	Pass	Bachelors	District	Circuit	School
9	77.8	5	Vhembe West	Elim	Rivoni School for the Blind

6.Three Best Performing Public Ordinary School

Position	Pass	Bachelors	District	Circuit	School
3	241	221	Capricorn South	Pietersburg	Hoërskool Pietersburg
2	420	222	Vhembe East	Sibasa	Mbilwi Secondary
1	468	248	Vhembe East	Tshinane	Tshivhase Secondary

7. Top Three Mathematics Club 100 – Public Schools

Position	Achieved 50% and above	District	Circuit
3	108	Vhembe East	Tshivhase Secondary
2	137	Vhembe East	Thengwe Secondary
1	164	Vhembe East	Mbilwi Secondary

7. Top Three Club 100 Mathematics and Physical Sciences - Public Schools

Position	50% and above in Mathematics	50% and above in Physical Sciences	Total Candidates	District	Circuit	School
2	137	158	295	Vhembe East	Tshilamba	Mbilwi Secondary
1	164	158	322	Vhembe East	Sibasa	Mbilwi Secondary

8. Top Three Club 100 Life Sciences - Public Schools

Position	Achieved 50% and above	District	Circuit	School
3	171	Vhembe East	Tshinane	Tshivhase Secondary
2	182	Vhembe East	Tshilamba	Thengwe Secondary
1	242	Vhembe East	Sibasa	Mbilwi Secondary

9. Top Three Club 50 Agricultural Sciences - Public Schools

Position	Achieved 50% and above	District	Circuit	School
3	63	Sekhukhune South	Phokoane	Moreko Senior Secondary
2	74	Sekhukhune East	Moroke	Poo Secondary
1	96	Vhembe East	Dzindi	Dimani Agricultural High

10. Top performing candidates in gateway and selected subjects

Subject	Mark	District	Circuit	School	Gender	Candidate
Agricultural Sciences	296	Capricorn North	Moletjie	Moshidi Secondary	Male	Matlwa William Nare
Computer Applications Technology	281	Waterberg	Ellisras	Hoërskool Ellisras	Female	Booyesen Clarissa
Geography	290	Vhembe West	Nzhelele West	Patrick Ramaano	Female	Maṭamela Linky Masego
Engineering Graphics and Design	288	Vhembe East	Mvudi	Thohoyandou Technical High	Male	Mushaṭhoni Phindulo Leornard
History	291	Waterberg	Thabazimbi	Hoërskool Frikkie Meyer	Female	Coetzee Mariska Magdaleen
History	291	Vhembe East	Mutshindudzi	Bababa Secondary	Male	Magadze Mpho

11. 300/300 Performing candidates in selected and gateway subjects

Subject	Mark	District	Circuit	School	Gender	Candidate
Accounting	300	Capricorn South	Lebowakgomo	SJ Van der Merwe	Female	Maleka Kamogelo Boledi
Business Studies	300	Vhembe West	Nzhelele Central	Amaria Combined	Female	Mphephu Muruṅwa
Business Studies	300	Mopani East	Sekgosese East 1	Lephai Secondary	Female	Masipa Merlu Motale
Business Studies	300	Mopani West	Nkowankowa	Meridian Combined	Female	Ramoba Mpho Angella

Economics	300	Vhembe East	Mvuḍi	Thohoyandou Secondary	Female	Ratshivhadelo Funanani Felicia
Economics	300	Mopani West	Nkowankowa	St. George College	Female	Mnisi Vutlhari
Economics	300	Vhembe West	Nzhelele East	Phiriphiri Secondary	Male	Mabuli Mulweli Kenneth
Life Sciences	300	Capricorn South	Mvuḍi	Thohoyandou Secondary	Female	Davhana Delicia
Mathematical Literacy	300	Mopani West	Lebowakgomo	Rusplaas Christian Model	Male	Mthimkhulu Tshephang Mkhulekho
Mathematics	300	Mopani West	Nkowankowa	St. George College	Male	Baloyi Shumani
Mathematics	300	Vhembe East	Tshilamba	Thengwe Secondary	Male	Mudau Muhanyisi
Mathematics	300	Capricorn North	Mogoshi	Harry Oppenheimer	Female	Sithole Sibongile Faith
Mathematics	300	Capricorn South	Maraba	Motse Maria Secondary	Female	Sepuru Makoena Stella
Mathematics	300	Vhembe East	Malamulele East	SDW Nxumalo Secondary	Female	Chauke Dzuneko Patience
Mathematics	300	Vhembe East	Tshinane	Tshivhase Secondary	Male	Muḥuphei Mukhunyeledzi
Physical Sciences	300	Vhembe East	Tshinane	Tshivhase Secondary	Male	Muhanelwa Ntikedzeni Khethani
Physical Sciences	300	Vhembe East	Sibasa	Mbilwi Secondary	Male	Sithomola Mulweli
Physical Sciences	300	Vhembe West	Nzhelele West	Patrick Ramaano Secondary	Male	Nemukumbini Thanyani
Physical Sciences	300	Vhembe East	Tshinane	Tshivhase Secondary	Male	Nḍou Mukhathutsheli Charles

12. Top Three Candidates in Public Special Schools

Position	Marks obtained	District	Circuit	School	Gender	Candidate
3	1 277	Vhembe West	Elim	Rivoni School For The Blind	Male	Mbendzani Wisani
2	1 313	Vhembe West	Elim	Rivoni School For The Blind	Male	Mavhunda Vhuhulu
1	1 577	Capricorn South	Maraba	Setotolwane Secondary	Male	Maleka Lethabo Kgoshiekgolo



Position 1: Ramotlou Dichochi (right) from Hoerskool Noorderland in Pietersburg Circuit, Capricorn South. **Pic: LDoE**



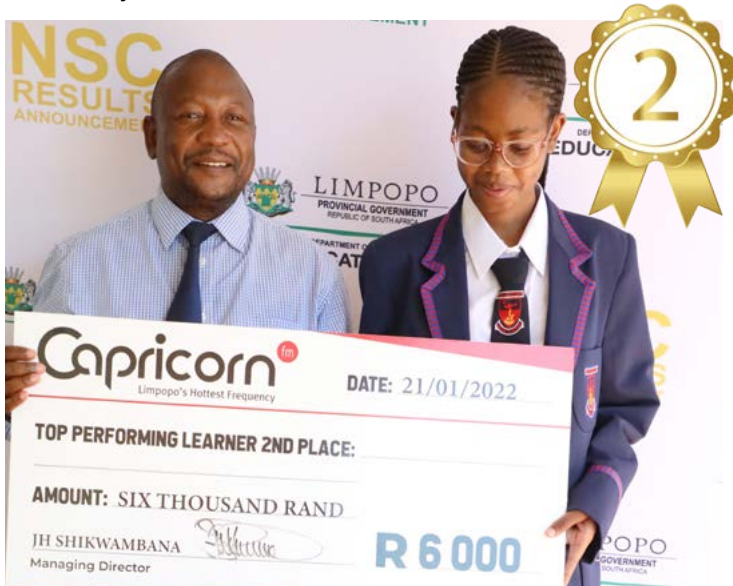
Position 1: Maleka Lethabo Kgoshiekgolo (left) from Setotolwane Elsen Secondary in Maraba Circuit, Capricorn South. **Pic: LDoE**



Position 2: Davhana Delicia (left) from Thohoyandou Secondary in Mvudi Circuit, Vhembe East. **Pic: LDoE**



Position 2: Mavhunda Vhuhulu from Rivoni School for the Blind in Elim Circuit, Vhembe West. **Pic: LDoE**



Position 2: Sithole Sibongile Faith (right) from Harry Oppenheimer Secondary in Mogoshi Circuit, Capricorn North. **Pic: LDoE**



Position 3: Mbendzani Wisani from Rivoni School for the Blind in Elim Circuit, Vhembe West. **Pic: LDoE**



MEC's Special Awards: Shiluvana Success Present of St George College in Nkowankowa, Mopani West. Pic: LDoE



Position 1, Top 3 Performing District: Capricorn South District Director, Tinyiko Nkuzana. Pic: LDoE



Marimba musical performance during the 2021 NSC Grade 12 results. Pic: LDoE



Executive Mayor of the Capricorn District Municipality, Cllr Mamedupi Teffo. Pic: LDoE



MEC Polly Boshielo presenting 2021 NSC Grade 12 results. Pic: LDoE

PROVINCIAL EDUCATION INDABA

“MOVING LIMPOPO TOWARDS EDUCATIONAL EXCELLENCE”



Premier Stanley Mathabatha(right) and MEC Polly Boshielo(left) addressing the Department of Education stakeholders at the Provincial Education Indaba. **Pic: LDoE**

By Staff Writer

The not so pleasing learner performance in the 2021 NSC examinations necessitated the Limpopo Provincial Executive Council, under the leadership of the Premier, to take a decision to convene a stakeholder-driven 2022 Provincial Education Indaba. This is because Education is one of the apex priorities adopted in the Limpopo Development Plan (LDP) thus requiring sustained attention towards improvement thereof.

The Indaba took place on 10 March 2022 under the theme: “Moving Limpopo towards Educational Excellence”, was attended by the Premier, MECs, Executive Mayors, Heads of Departments, Director-General, experts and various stakeholders in the education sector.

The sector Intervention Plan was adopted to improve learning outcomes across the system. The stakeholders undertook and signed a declaration to support



Principals, District Directors, Education stakeholders and Teachers listening attentively to the speakers at the Provincial Education Indaba. **Pic: LDoE**

the Department in implementing the measures as per the Intervention Plan.

The Indaba also agreed that progress report should be assessed periodically in order to intervene where there is a need to put the Limpopo Province on a path to educational excellence.

The Indaba agreed on the following intervention pillars:

- Enhance quality of instructional leadership

- Optimise teacher utilisation and deployment
- Maximise creation and delivery of strengthened support systems
- Maximise provision of learner support services
- Strengthen assessment practices
- Enhance efficiency and effectiveness of blended delivery modes

SANITARY DIGNITY PROGRAMME



MEC Polly Boshielo (centre) handing over sanitary towels to the beneficiaries of the programme at Tshivhase Secondary School in Thohoyandou. **Pic: Tshegofatso Makgato / LDoE**

By Tshegofatso Makgato

MEC for Education, Polly Boshielo launched the Sanitary Dignity Programme on 4 March 2022, at Tshivhase Secondary School in Thohoyandou.

The Sanitary Dignity Programme is a government initiative that aims at preserving and maintaining self-esteem of female learners through provision of sanitary towels and other menstrual health and hygiene offerings.

This momentous gathering was graced by the presence of representatives of Vhembe District Municipality, Thulamela

Municipality, Traditional leadership, Event sponsor Lion Matches, Executive Management of the Department of Education, District Directors, Circuit Managers, School Principals, Learners and Members of the media.

In addressing the gathering, MEC for Education, Polly Boshielo emphasized on the relevance of this programme, which seeks to restore dignity and self-esteem of girl learners. The programme also guarantees the full and equal enjoyment of all rights and freedoms by people of all genders.

“This provincial government as led by Premier of our Province, Chupu Stanley Mathabatha is serious

about supporting disadvantaged and underprivileged learners through the provision of sanitary towels. We are very clear and unapologetic about this initiative, that there has to be access to adequate sanitary towels to all our indigent girl learners in quintile 1 to 3 public ordinary schools and special schools.”

It is a reality that in the province we have child headed families, orphans heading households and sometimes these children have to make difficult choices between food and basic necessities, whether they eat or buy sanitary pads. In some households, it is considered taboo to talk about menstruation and sexual



Learners from different schools during the Sanitary Dignity Programme Launch at Tshivhase Secondary School in Thohoyandou. **Pic: Tshegofatso Makgato / LDoE**



Attendees during the Sanitary Dignity Programme event at Tshivhase Secondary School in Thohoyandou. **Pic: Tshegofatso Makgato / LDoE**

reproductive health. It is therefore critical that we do a lot more around sexuality education and access to sexual and reproductive health services. Most young girls learn about this important subject from their friends at school.

The challenges are many for the girl child during menstruation and they can be so unsettling. Some skip school as a result, some do not participate in sport and some would be embarrassed to sit next to another learner due to the fear that she might spoil her uniform. All these challenges suggest to all of us that we need sustainable efforts and programmes to assist our girl children in schools. We are told that girls who cannot afford sanitary

wear miss approximately four to five days of school a month, which amounts to losing three weeks of learning every school term.

The lost learning days inevitably result in lost self-confidence and a drop in academic performance. It is a big concern because one day of schooling missed is one day too many. It has a potential of disturbing a learner's momentum and performance. We know that the rolling out of this programmes to Quintile 1 to 3 public ordinary schools will go a long way in reducing absenteeism attributable to menstrual cycles by up to 90 percent. "This simply means that the lack of affordable sanitary products for girls and young women

keeps them at a disadvantage in terms of education when they are young and prevents their mobility and productivity as young women. It denies them dignity and affects the relationship they have with themselves and their bodies", said MEC Boshielo.

In the 2021/22 financial year, R 34.042 Million was allocated to the Department for this programme. 2,3 million packs of sanitary pads were procured and distributed to 195 000 girl learners in Quintiles 1-3 public ordinary and special schools. In this financial year, an amount of R 35. 345 Million has been allocated for this programme.

EARLY CHILDHOOD DEVELOPMENT(ECD) FUNCTIONSHIFT NOW IN THE DEPARTMENT OF EDUCATION

Limpopo MEC for Social Development Nkakareng Rakgoale officially handed over the Early Childhood Development (ECD) function to MEC for Education, MEC Polly Boshielo at a colloquium arranged to bid farewell and welcome officials from the Limpopo Department of Social Development to the Limpopo Department of Education on 17 March 2022, in Polokwane.



MEC Nkakareng Rakgoale and MEC Polly Boshielo at the official hand-over of ECD Function Shift to the Limpopo Department of Education. **Pic: LDoE**

The official handover event was a culmination of a journey that started in 2019 when the President announced the transfer of the ECD function from the DSD to the DBE was planned to be completed on 31 March 2021. Among others, the onslaught of the pandemic on the world in general and South Africa in particular, the shifting of the ECD Function from the Department of Social Development to the Department of Basic Education had to be postponed to April of 2022.

The two Departments had to re-arrange the structures they previously created and re-look at its action plans. The 2021/2022 Action Plan adopted by the two Departments was more rigorous and used a tight project management approach to meet the function shift deadline of 01 April 2022.

Speaking during the event, MEC Rakgoale indicated that the Department of Social Development will continue to give all the necessary support to the Department of Education as it takes over the ECD function.

“I must emphasize that although the proclamations have been signed, at both national and provincial levels, the Department of Social Development will remain in the space of ECDs to ensure that necessary support is provided to our counterparts from the Department of Education in the spirit of

cooperative governance. The Department of Social Development will remain responsible for the functions related to social support and care and support to ECD programmes like the support currently provided to learners in schools.” says MEC Rakgoale.

In her acceptance remarks, MEC Boshielo emphasized that the Department of Education will continue to focus on the foundation phase, as this will assist the Department to have improved matric results.

“As various stakeholders, we all have a stake in the essential work that must be done for our children to reach their maximum potential. We must see this as a good investment and the educational returns accrues to the children themselves, the rest of the society and the country at large.” added MEC Boshielo.

Here are responses to some of the most Frequently Asked Questions on the ECD Function Shift

1. What is the function shift?

A function shift is a purely administrative process where functions, or roles and responsibilities, are transferred from one Minister to another.

2. What is the ECD function shift?

The ECD function shift is the transfer of the responsibility of managing ECD from the Department of Social Development to the Department of Basic Education.

3. Where does the ECD function shift originate from?

During the February 2019 State of the Nation Address (SONA), President Cyril Ramaphosa directed that “the responsibility for ECD centres will be migrated from the Department of Social Development (DSD) to the Department of Basic Education (DBE)”. This statement of commitment by the President has created an opportunity to accelerate provisioning and redesign the systems for state monitoring and support for ECD.

4. Is the location of ECD function in Education practiced in South Africa only?

Other countries have moved from viewing ECD less as a child protection function and more as an early learning function that is led and coordinated by national ministries of education.

5. What is the main reason to locate ECD function within the Department of Basic Education?

Locating the ECD function within the Department of Basic Education enables Government to consolidate early learning within one Department. This streamlines the continuum of basic education and creates positive pressure for greater resource allocation to ECD as a mechanism for preventing the educational disparities we currently see in the Foundation Phase grades and beyond

6. When did the official handover from DSD to DBE take place?

The official handover of the ECD function from the Department of Social Development to the Department of Basic Education took place on 01 April 2022

7. Who will be responsible for paying the ECD programme subsidies?

The Department of Basic Education will be responsible for the payment of subsidies exactly the same way as how the Department of Social Development has been doing.

8. Will the current subsidy model change?

Over the next 2 financial years (that is from 2022/3 to 2024/5) the DBE will be reviewing the model and determine the extent to which it is supporting the ECD programme.

9. Which responsibilities does DBE take over with the ECD Function shift?

The Department of Basic Education will be responsible for delivering, funding, registering and supporting the ECD sector.

10. Will learners at ECD centres benefit from the

NSNP (National School Nutrition Programme)?

No, meals will be provided through ECD programme funding which will follow the Food Based Dietary Guidelines as stipulated by Department of Health which offers variety of food items including fresh vegetables and fruits.

11. Will the DBE support ECD centres that belong to DSD only?

The ECD centres owned by NGO's (Non-Governmental Organisations), communities and private institutions will not be affected by the ECD Function shift. The DBE will be responsible to support, subsidize and regulate the ECD programme according to the specifications in Chapters 5 and 6 of the Children Act.

12. What will happen to the ECD practitioners' current employment arrangements?

The ECD practitioners will remain in the same employment positions and receive stipends from the funding of the ECD programme.

13. Will the unregistered ECD centres be abandoned by DBE?

The DBE will start registering the unregistered ECD centres using the Vangasali registration process that the DSD has been using.

14. What are the implications regarding the curriculum?

The 2015 National Integrated ECD policy already specifies that the DBE is primarily responsible for the implementation of curriculum development, support and training and the roll-out of the Reception Year (Grade R). The ECD Function shift will therefore not change the DBE's responsibility.

15. Will NPO (Non-Profit Organisation) registration be done through the DBE or DSD?

The DSD will remain responsible for NPO registration and the ECD function shift will not influence this process in any way.

16. What will DSD continue to do?

The DSD remain responsible for the functions related to social support and care, and will provide support to ECD programmes similar to the support that the DSD is currently providing to learners in schools.





ROLL OUT OF PHASE 3 OF THE PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE

Phase 2 of the Presidential Youth Employment Initiative (PYEI) in the Basic Education sector was successfully implemented from 01 November 2021 to 31 March 2022. To ensure continuity, maintain stability and sustained impact in schools, the youth appointed in schools as at 28 February 2022 have been offered new fixed-term Phase 3 contracts commencing on 1 April 2022 until 30 August 2022.

The Limpopo Department of Education has an allocation of 25 619 Education Assistants (EA) and 12 810 General School Assistants (GSA), who are placed in ordinary and special schools across the province.

Some youth did not proceed to Phase 3 as they did not meet the requirements. Some were removed from the programme following reports of misconduct including absenteeism, involvement in criminal activities, as well as being direct beneficiaries of other government social relief interventions.

The PYEI forms part of the Presidential Employment Stimulus and seeks to confront the devastating economic challenges caused by the Covid-19 pandemic. This initiative positions the Basic Education Sector to provide capacity to schools to manage the impact of COVID-19 on schooling and building back together to bring efficiency and effectiveness to the system through the capacity provided by the Assistants.

Young people participating in the Phase 3 are placed in public ordinary and special schools across the province. EAs will continue support curriculum delivery, information and communication technology, and champion reading. GSAs will focus on Child & Youth Care Work, provide handyman services and support school sports.

The Department urges all the successful young people to adhere to all the conditions of their hiring and to cooperate with school principals to whom they report.

Responses to Frequently Asked Questions

Questions	Responses
What is the Presidential Youth Employment Initiative (PYEI) in the Basic Education?	The PYEI, implemented as the Basic Education Employment Initiative (BEEI) across all nine provinces has succeeded in the reduction of youth unemployment in the country. The programme has an added value in stimulating the economy of South Africa. In the context of the Basic Education Sector, the initiative has assisted in ensuring that teachers are supported in the classrooms by way of maintaining discipline and preparing classes for lessons. In some instances, the assistants help with administrative tasks.
Who is responsible to implement the PYEI in the Basic Education?	The National and provincial Departments of Education are responsible to oversee the implementation of the PYEI in the Basic Education Sector.

Where can I find more information on the PYEI in the Basic Education Sector?	You can call the National Department of Basic Education on Call Centre: 0800 202 933 Or reach out to them on Facebook: DBE SA or Twitter: DBE SA, beei@dbe.gov.za
Do I need to reapply every phase?	No , you only apply when the advert is issued. Information about applications will also be shared on public platform, such as radio and television.
How much is the monthly stipend amount in Phase III of the PYEI-BEEI?	R 4081.44
How will the payment of stipends to youth appointed as part of the PYEI be made?	Provincial Education Departments transfer the funds for the payment of stipends into the schools' bank accounts. Payments will be made to the Assistants' bank accounts by schools through direct bank transfers equivalent to the number of days worked in a month.
Who makes the payment? Is it the school or department?	This depends on the payment method that is preferred by a Provincial Education Department. In cases where funds are transferred to schools by the district, the principal and SGB make payments of stipends. In provinces where the Provincial Education Department has opted to use Persal as a payment mechanism, the payments are made by the PED into the bank account of the appointed youth.
What is the reason for some delayed payments?	Delays in payments are often as a result of administrative challenges in the Provincial Education Department. These include delays in: <ul style="list-style-type: none"> • approving the payment by the designated officials. • schools submitting the information required by the Provincial Education Department to process payments. • submitting the information required to process payment. <p>In some instances, the delays are as a result of incomplete or inaccurate information submitted by the schools to the Provincial Education Departments.</p>
How do schools determine how much money need to be paid to each assistant for stipends?	To determine the stipend amount, the DBE used the National Minimum Wage policy issued by the Department of Employment and Labour in February 2022. The National Minimum Wage informs the stipend amount to be paid to the incumbents.
When do Assistants get paid pro-rata payments for their stipend?	Should the Assistant take leave days over and above what is provided for in the PYEI-BEEI employment contract, the principal/school will pay pro-rata; meaning the affected party will receive a stipend for the days that they were at work ONLY.
I am a R350.00 social relief of distress (SRD) grant recipient but I cancelled it after I was already appointed as an assistant. Can I continue working under the PYEI?	Assistants who cancelled the SRD 350 grant, and who would like to continue with PYEI, are welcome to do so but they will be required to refund the grant money (R350.00) that they received whilst receiving stipends for PYEI-BEEI.

Can I be appointed as an Assistant in a school and still receive the SRD 350 grant or work on CENSUS or receive any other grant or stipend or salary.	NO , people placed in PYEI-BEEI may only participate in this initiative ONLY The youth in PYEI-BEEI should NOT receive the SRD 350 grant, ANY other stipend, salary or wage.
How can I make sure that the information we receive about the PYEI-BEEI as well as our application is not fake news or misinformation?	It is always important to guard against all types of misinformation or fake news. If there is any doubt, contact the DBE on Call Centre: 0800 202 933 , http://www.education.gov.za Facebook: DBE SA Twitter: DBE SA or bee@dbe.gov.za Or contact the Provincial Education Department in your province.
How do I report NEPOTISM	Contact the DBE on Call Centre: 0800 202 933, http://www.education.gov.za Facebook: DBE SA Twitter: DBE SA or bee@dbe.gov.za Or contact the Provincial Education Department, District or Circuit
As an Education Assistant, am I allowed to teach learners?	No, you are not allowed to teach; however, you can coach and guide learners on their schoolwork. This should be in areas that you have knowledge on.
Will I be required to do duties that are outside the job description I signed?	Yes, you can be assigned any other task that is within the school's ambit. The Assistants are to receive the holistic experiential learning of the training that is available.
What is required from me when I start working?	Be present all the days, have a positive attitude, do the work assigned to you and more, be a team player.
If I am employed as an Assistant as part of the PYEI and I am pregnant, do I still qualify to be placed in the PYEI-BEEI?	The contract is a short fixed-term contract for developmental purpose, where young people placed in schools are meant to be trained in the areas identified by the DBE and receive the meaningful experiential learning for future endeavours. The contract caters for minimum days (5 days) for being away from school. This is a developmental placement, where youth is trained and skilled in various aspects. The trainings and work that youth is supposed to perform might not be suitable for a person who is pregnant. For health reasons and safety of the young person and the unborn child, the DBE advises young pregnant youth not to participate in the PYEI-BEEI, especially in their third trimester. Pregnant youth are encouraged to reapply a month after they gave birth, or when the applications are open for Phase IV, which is around September 2022. Furthermore, during the period that one is away to give birth and nurture the new-born child, another young person could be receiving the training and experience. In that way government will be extending the opportunities in term of capacitating the youth in communities.

What process do I follow if I want to resign?	Submit a written notice to resign to the school principal or Deputy Principal.
Is it compulsory to attend training (online and/or on-site)?	YES, it is compulsory to attend training as the initiative is a developmental programme for youth. All trainings are made available for youth to be capacitated and skilled. Most of these training are accredited trainings.
What is the contract period for Phase III of the PYEI-BEEI?	1 April 2022 to 31 August 2022, however each Province will specify their special modalities for the Phase.
Who qualifies to be placed in Phase III of the PYEI-BEEI?	Youth that is: <ul style="list-style-type: none"> • At age 18 – 35 years (18 or above, or 34 years turning 35 on or before end of March 2023); • Residing in South Africa with a valid RSA ID book or valid passport and work permits • Residing at the location of the school (+/- 5 km radius); • Is the only one with this opportunity at home; • Meets the requirements per category and sub-category applied for; • Attended work all days and to do the work assigned to me • NOT in Education, NOT in Employment, NOT in Training (NEET) – not involved in any form of studies for the entire period; • NOT studying part-time or full-time. • NOT receiving government grants (NSFAS, Funza Lushaka, including SRD 350 grant, Census stipends); • NOT receiving any other form of STIPEND, WAGE or SALARY; • DO NOT have criminal record/s; • Was not unfairly advantaged above others due to staff members (SMT or SGB or District or PED or DBE) knowing them; • NOT participating in any Learnership; • Attended all the compulsory training and received my certificates (Generic Orientation, SOP for COVID-19, NSSF.); and • Was not involved in misconduct during Phase I or II.
If I turn 36 during the programme do I qualify for PYEI?	No, in terms of the qualifying criteria, for a person to be appointed as part of the PYEI-BEEI, she/he should be 18 – 35 years-old (18 or above, or 34 years turning 35 on or before end of March 2023).
Can schools withhold the renewal of a contract/s?	YES, if the school have evidence that the affected party does not meet one or more of the qualifying requirements for Phase III of the PYEI-BEEI.
Are all Assistants Placed in Phase II supposed to be transitioned to phase III	NO, only assistants that meet the placement requirements.
Are the assistants expected to reapply in order to be included in Phase III of the PYEI-BEEI?	NO, the school will contact the youth placed in Phase II that meet the requirements and reappoint them.

Do schools need to submit a report or records on how the funding was used?	YES, you will need to keep and submit the following information to provide proof to your Provincial Education Department that you spent the money for the purpose for which it was allocated.
When should I provide my banking details?	Assistants are required to provide their banking details once they have been appointed. The school will request the banking details upon appointment / reappointment.
As an Assistant, if I need to change my bank account details after I have submitted to the school, what should I do and communicate?	You should inform the school principal or administrator, to change your banking details, by providing the new banking form that has a stamp from the bank.
If contact sport is suspended due to the measures to address, prevent and combat the spread of COVID-19, do the schools still qualify to appoint assistants under the category of Sports and Enrichment Assistants (SEA)?	YES , provided that it is not permanently suspended, and the assistants will be assisting in other categories in the meantime.
If contact sport is suspended due to the measures to address, prevent and combat the spread of COVID-19, do the schools still qualify to appoint assistants under the category of Sports and Enrichment Assistants (SEA)?	YES , provided that it is not permanently suspended, and the assistants will be assisting in other categories in the meantime.
Can I be placed in a school, if I do not reside in the location of the school (+/- 5km radius)?	NO , only youth residing around the location of the school, may be appointed in the initiative.
Does sleeping or drinking alcohol on duty constitute misconduct?	YES , as stipulated in the conditions of placement.
Who do I report during my placement at the school?	All the youth appointed in schools as part of the PYEI-BEEI should report to the principal in the school where they are employed, or a person designated by the principal to be a mentor to the youth.
What is the role of the SGB regarding the PYEI in a school?	SGBs play a critical role in the general management of schools. In terms of the PYEI-BEEI, the roles and responsibilities of the SGB include the following: <ul style="list-style-type: none"> • Work with the school management team to draft the criteria for shortlisting of candidates. • Work with the school management team to short list the candidates for interviews. • Invite shortlisted candidate for interviews. The SGB thus must ensure that the school complies with all the PYEI-BEEI requirements.
Are qualified unemployed educators considered?	Qualified unemployed educators who meet the requirement for employment are considered for employment in the PYEI-BEEI. Where applicable an NQF Level 4 qualification for Education Assistants in an added advantage, and schools are advised to look favourably at applicants with NQF level 6 and 7 qualifications. These applicants as well as those who have a teaching qualification should be prioritised.
Does the principal have the right to stop my stipend?	Yes, should the Assistant abscond (be absent without informing the school for more than 7 days), the school principal may terminate the contract.

What happens to me after PYEI?	All youth appointed in Phase II and III are required to have registered on SA Youth Mobi site. There are various learning and earning opportunities that can be accessed through the Mobi site, in line with a person's interests, experiences and competencies. Further to that, Teacher Connect learn and Teacher Connect chat are there to support the exit pathway for Assistants who are not part of Phase 3.
What is the contract period?	5 months (1 April 2023 to August 2023)
Who qualifies to be placed in Phase IV	New applicants that did not participate in Phase I, II or III
When are the applications going to be opened	The recruitment process will start in September 2022
May I submit more than one application form for PYEI-BEEI in Phase IV?	The applications will be on-line through SA Youth mobi. Youth who meet the qualifying criteria are reminded to apply for opportunities in schools close to where they live.
How do I apply	The applications will be on-line through SA Youth mobi. Further details will be provided closer to the time.

HIGHLIGHTS: BUDGET VOTE FINANCIAL YEAR | 2022/2023

INFRASTRUCTURE

Construction for **Rivoni Special School for the Blind** has commenced. The contractor is on course to complete the project by **June 2024**. The following schools are also currently under construction, and scheduled for completion the in **2022/23 financial year**:

- Naledi ya Meso Secondary School
- Alldays Primary School
- Gidela High School
- Marude High School
- Mahlagaume Primary School
- Leduma Mahume Primary School
- Malamulele High School

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