

## INTERNSHIP INITIATIVE AT JET

A very exciting initiative is being implemented in 2007 - an internship programme for young graduates from Wits University specializing in education research. The programme arises out of a concern at the dearth of research skills in the education sector and the absence of career paths for newly graduated young people. JET has decided to offer four work placements to newly graduated students with an academic background in quantitative and qualitative research methods in the social sciences. By taking on four interns, this programme will allow JET to contribute to the research community and increase the skill sets in research.

Interns will be employed at JET in the Evaluation and Research Division for a two-year period. At the same time they will be registered at the University of the Witwatersrand for the degree B.Ed (Hons) - Educational Research. Students will be released to attend classes, which will occur, on average, two to three afternoons per week. Successful completion of the course will qualify students to pursue a number of options at the MA level in both the School of Education and the Department of Psychology or the workplace. While at JET, students will be employed in a variety of roles on existing research projects. They will choose an active JET project as the topic for the modules SPED 492 and SPED 495, where they will be

## NEW APPOINTMENTS AT JET

We are pleased to welcome a new staff member to JET.



Gavin Kelly was appointed Senior Project Manager in the Workforce Development Division.

## SPECIAL ANNOUNCEMENT

Please note that JET will be hosting its Annual General Meeting on Friday 25 May 2007 at the Sunnyside Park Hotel. If you would like to attend, please contact Kathy at:  
Tel: (011) 403-6401  
Fax: (011) 339-7844  
e-mail: ktracey@jet.org.za

supervised by a suitable university member of staff.

In other words, JET will provide the hands-on experience while the university will provide the theoretical knowledge on research and education.

Interns will have their course fees paid in full by JET and will receive a monthly stipend for the 24 months of the programme.

The interns are:

**Arwen Sleight:** She completed her Masters in Research Psychology at the University of the Witwatersrand and is completing her internship with JET to fulfil her degree requirements.

**Mandisa Magwasa:** She completed her BA Honours in Psychology at the University of the Witwatersrand and wanted the opportunity to apply her research knowledge in the real world. Her interest in education made her keen to participate in the internship.

**Elsie Mashigo and Shirida Vandeyar** are both BA graduates with majors in Psychology and Sociology. Both have strong research knowledge and are keen to apply their knowledge in the education field.

JET Education Services welcomes these young sparks and we look forward to extending the programme to other interns in the near future.

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**JET EDUCATION SERVICES,**  
3rd Floor, Braamfontein Centre,  
23 Jorissen Street, Braamfontein.  
PO Box 178, Wits, 2050.  
Tel: (011) 403-6401/9.  
Fax: (011) 339-7844.  
www.jet.org.za

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**FOCUS ON: QUALITY EDUCATION FOR ALL**

The Sisonke Consortium was formed by a number of service providers in response to the need identified by the national Department of Education (DoE) to begin a process to implement the Human Resource Development (HRD) Component of Education White Paper 6: Special Needs Education, Building an Inclusive Education and Training System.

Led by JET Education Services as the project manager, the Sisonke Consortium incorporates the following service providers: Rehab, Inclusive Education Western Cape, the Catholic Institute for Education, Centre for Augmentative and Alternative Communication, Create, Wits University, Down's Syndrome South Africa, South African National Council for the Blind, Guide Dogs South Africa, South African Institute for Distance Education, Thabsile Levin and Sign Language Education and Development. These service providers are responsible for coordinating and providing specialist input in each province to ensure that all learners with barriers to learning are catered for in the training and support visits carried out during the project.

The purpose of this pilot project is to assist the DoE with the development of a human resource strategy in support of the implementation of White Paper 6. The project started in April 2005. It

**INCLUSIVE  
EDUCATION:  
HUMAN  
RESOURCE  
DEVELOPMENT  
STRATEGY FOR  
EDUCATION  
WHITE PAPER 6**

*Nevina Smith  
Project Manager  
School Development and Support*



consists of research, orientation and on-site support, integrating these elements within the overall project framework.

The project was conducted in all nine provinces at sites decided upon by the national DoE in collaboration with the provincial departments and districts. In each district, a Full Service School was chosen to partner a Special School as Resource Centre.

The three key elements of the project, namely, research, orientation and on-site support, have all been conducted and monitored with a view to integrating the outcomes to assist the DoE in understanding the size of the task at hand, in terms of both the human resources required as well as the budgets.

A situation analysis was carried out at each site to understand the context within which educators and district officials find themselves. The findings of the situation analysis were used to assist in determining the content of the training materials as well as the basis for the HRD strategy.

The situation analysis indicated a general acceptance of inclusive education, with educators and district officials voicing some negativity regarding implementation and the resources required. There was also concern raised by educators that the introduction of inclusive

education would impact on already overcrowded classrooms. There was a definite perception that all inclusive education requires one-on-one interaction and that this would detract from regular teaching time. Educators indicated that they might neglect the other learners by focusing on learners with special needs and their particular barriers to learning.

Another area of concern was highlighted in the high percentage of the educators who were unwilling or unable to articulate the challenges that the schools face regarding attitudes towards difference. This could be a difficulty when implementing the project at national level as attitudes towards difference are what need to change before any real work and changes can be implemented.

Teachers in this study appeared to be comfortable with the principle of inclusion but not yet fully aware of its implications for the way they think about their work. There seemed to be limited

understanding that inclusive education involves a different view of what mainstream education should be like. The unease and negative attitudes that were expressed were explained by the feeling of inexperience, feeling threatened by the new demands being placed on them, an inability to cope with changing demands, and general discomfort with changing from the known to a new way of teaching.

The orientation element of the pilot project covered two main areas, namely, Screening, Identification, Assessment and Support, and Inclusive Learning Programmes.

The first area provides educators and district officials with an understanding of the tools required to screen learners, identify learners with barriers to learning, assess different learners, and provide the necessary support for these learners. Inclusive Learning Programmes provide educators with the understanding of what is required to differentiate curriculum for learners with

special needs. These short orientation sessions provided the basis for further training. The main aim was to expose educators to Inclusive Education and to begin changing attitudes and mindsets about dealing with learners who are different.

Training materials were then designed according to the needs of the educators and district officials as well as the policy documents (as designed by DoE) and the requirements of White Paper 6.

In order to ensure that the project is sustainable and that there is a broad transfer of knowledge and skills, train the trainer sessions were attended by educators nominated by their schools, as well as district and provincial officials who assisted with the orientation for educators and other school staff at the project sites where possible. These were two day sessions held centrally in each province.

These sessions were not as successful as hoped in all the provinces. Some district officials did not assist with

training as they felt that they were not yet adequately equipped to do so. In other provinces, however, the district officials ran with the programme and complemented the trainers quite effectively. Training these district officials also assisted in gaining their support for the project and helped in providing educator support, especially as the orientation happened during school holidays and took personal time away from the educators.



Orientation sessions, three days in duration, were then held in each province. These sessions provided educators with the opportunity to engage with the materials and policies and to begin understanding the tools that are part of the process. In the Screening, Identification, Assessment and Support session, all school staff was present. This included all non-teaching staff, such as clerical staff, housemothers and therapists, among others. This too was a deviation from past orientation and encouraged the educators and all the staff present to understand that differences exist at all levels and can be managed effectively. Combining the Full Service Schools and Special Schools as Resource Centres was also very effective as it provided the opportunity to discuss different ways of dealing with difference and build understanding. The fact that a number of educators were themselves deaf and blind allowed learning opportunities for all participants.

Between the rollout of the two learning areas, trainers provided on-site support to the educators. These visits allowed the trainers the opportunity to assess assignments and assist educators where they were experiencing problems with implementing the learning. The visits also allowed time to



consolidate the learning and vital question time for educators.

Every aspect of the training has been monitored by

researchers, who have documented their findings from the first session. These findings will be used to assist in the development of the HRD strategy.

The project is in its final stages of delivery and will be completed by end July 2007. While the overall impression is that it has achieved its main aim of developing awareness of inclusion and beginning to change attitudes towards inclusion, as with any project of this magnitude there have been problems. These have ranged from logistical to attitudinal. Overall though, they have been overcome and will serve as lessons to all who have been involved in the project.

Thanks are due to all the service providers for their perseverance, in spite of setbacks, both big and small. Thanks also go to the schools, educators and other staff members who gave their valuable vacation time to attend orientation sessions; to district and provincial officials who assisted with logistical arrangements and support to trainers; and to the national Department of Education that has supported and will continue to provide support and guidance to this project.



The education landscape in South Africa has undergone significant changes in the last decade, following the country's first democratic elections in 1994. A plethora of policies have been put in place, ranging from new curricula to meet the needs of a post-apartheid society in the 21st century, to a framework for improving access to basic quality education for all, the introduction of democratic participation in school governance, a restructured Further Education and Training (FET) sector to fast-track the development of medium- and high-level skills, and a reconfigured higher education system (DoE, 2004). Much has been achieved, but still more needs to be done. A key challenge is the consolidation of quality learning and teaching throughout the education system.

The concern with quality education is aptly captured in the Vision Statement of the Department of Education (DoE), which states:

*"Our vision is of a South Africa in which all our people have access to lifelong education and training opportunities, which will in turn contribute towards improving the quality of life and building a peaceful, prosperous, and democratic South Africa"*

(DoE, 2004)

An important aspect of meeting the goal of quality education for all learners is the continuous evaluation of the school system as a whole. The DoE has instituted a number of quality assurance systems such as the **Integrated Quality Management System (IQMS)**, **Developmental Appraisal (DA)**, **Performance Measurement (PM)**, **Whole School Evaluation (WSE)** and **Systemic Evaluation**.

## SYSTEMIC EVALUATION: WHAT WE ARE LEARNING AND WHAT WE NEED TO KNOW

Carla Pereira  
Divisional Manager  
Evaluation and Research



Systemic evaluation studies measure the extent to which the education system achieves set social, economic and transformational goals. They do this by measuring learner achievement at selected grades, taking into account the context of learning and teaching. The DoE states that "the main purpose of systemic evaluation is to benchmark performance and track the progress made towards the

achievement of the transformational goals of access, redress, equity and quality" (DoE, 2003:5). In addition, Section 48 of the Assessment Policy for General Education and Training makes provision for systemic evaluation to be conducted on a nationally representative sample of learners and at a nationally representative sample of learning sites, with the intention of evaluating all aspects of the school system and learning programmes (DoE, 2003). The policy requires that systemic evaluation be undertaken in three grades of the education system: Grades 3, 6 and 9.

The Systemic Evaluation at Foundation Phase conducted in 2001 in literacy and numeracy was an important milestone in quality assuring the South African education system. However, it soon became apparent that the instruments which were used were not sufficiently diagnostic to provide clear guidance to teachers in terms of gaps in children's knowledge. It was for this reason that JET Education Services was approached by the DoE in late 2005 to provide support to the Department with respect to the periodic Systemic Evaluation exercise. Since JET's own tests and those which we have developed for the Western Cape Education Department (WCED) are diagnostic at a very detailed level, the DoE requested that the same design be used in the redesign of its Systemic Evaluation instruments.

In 2006 JET applied to the Zenex Foundation for funds for this project. The grant from the Zenex Foundation was awarded to JET and a tripartite agreement between JET, the DoE and Zenex Foundation was formalised through a Memorandum of



was then held in Boksburg in mid-July 2006, to provide comments on the first draft of the pilot instruments. Recommendations were made by this reference group and the draft instruments were subsequently revised. Following this, the draft tests were pre-piloted in four well functioning schools and three township schools where the medium of instruction was English. The results were then presented to a smaller reference group made up of two departmental officials with curriculum expertise in numeracy and literacy. Three subject area experts in numeracy and literacy who were not based in the DoE were also invited to the second reference group. This reference group suggested that the respective tests be divided into two parallel forms. Recommended changes were made resulting in two pilot forms for each Learning Area (Pilot A and Pilot B) with some common questions that linked the two papers. Form A of the numeracy tests contained 53 items while Form B had a total of 54 items. For literacy, there were 40 items for both Forms A and B.

In preparation for the main rollout of the pilot, these 'draft 2' instruments were translated into the 10 other official languages. This was done in a translation workshop led by the DoE over five days in August 2006. The translations were checked by a professional translator, appointed by the DoE, who translated the tests back into English. A few discrepancies were identified and corrected. This was done in September 2006.

The piloting of the evaluation instruments was done in 30 schools across the nine provinces during October 2006. A total of 587 students

Understanding in November 2006.

The project is ongoing with the work being managed in three phases and due for completion in June 2008.

**Phase 1** covered the development and pilot phase which took place from June 2006 to February 2007. Key to this phase was the development of the Grade 3 numeracy and literacy evaluation instruments.

In developing the new Systemic Evaluation instruments, it was important to use items from the original Systemic Evaluation instruments and the WCED instruments. This required that JET conduct statistical analyses on these items to select those most suitable. This was done in June 2006. The tests would need to be diagnostic and to ensure curriculum coverage. Therefore, each of the selected

items had to be classified using the RNCS framework along the following dimensions: Learning Outcomes, Assessment Standards, Grade Level of Difficulty and Cognitive Domain.

After selecting the most appropriate items from the existing tests and assessing curriculum gaps, new items were developed. For numeracy, a curriculum expert in mathematics teaching was appointed to develop items specifically in LO3, 4 and 5. For literacy, four teachers who have participated in item development workshops for the Human Sciences Research Council (HSRC) were called in to develop literacy items which included texts and questions. This was done in early July 2006.

A reference group meeting made up of provincial representatives on curriculum

completed each of the papers. JET quality assured two schools in Gauteng. Feedback from the quality assurers was that test administration was handled professionally and was in line with the test administration manual. No problems were encountered in the field.

Following the data collection process, all tests were scored and moderated jointly with the DoE. All data was scored, captured and ready for data processing by 15 December 2006. Dr John Barnard<sup>1</sup> of Excel Psychological and Educational Consultancy (EPEC) was contracted by JET to analyse the pilot data. This was done in January 2007.

Each of the four papers (Literacy A, Numeracy A, Literacy B and Numeracy B) were analysed separately for the group that completed each paper, using both Classical

<sup>1</sup>Leading psychometrist and statistician based in Australia.

Test Theory as well as Rasch measurement. Pilot B was linked to the scale of Pilot A by anchoring the difficulty estimates of the common items.

The psychometric analyses identified some items that did not fit the model and these items were excluded in the final analysis, yielding a maximum score of 64 in Literacy Pilot A, 60 in Literacy Pilot B and 48 in each of Numeracy Pilot A and Pilot B.

After calibrating all the questions with the students, the cohort was divided by gender and by home language. Mapping the student ability estimates onto the same scale as the item difficulty estimates provided information about each group and subgroup in terms of which items they found more difficult or easier than other items. Overall the boys outperformed the girls in all four of the tests and the

students who indicated English as their home language performed the best of the language groups.

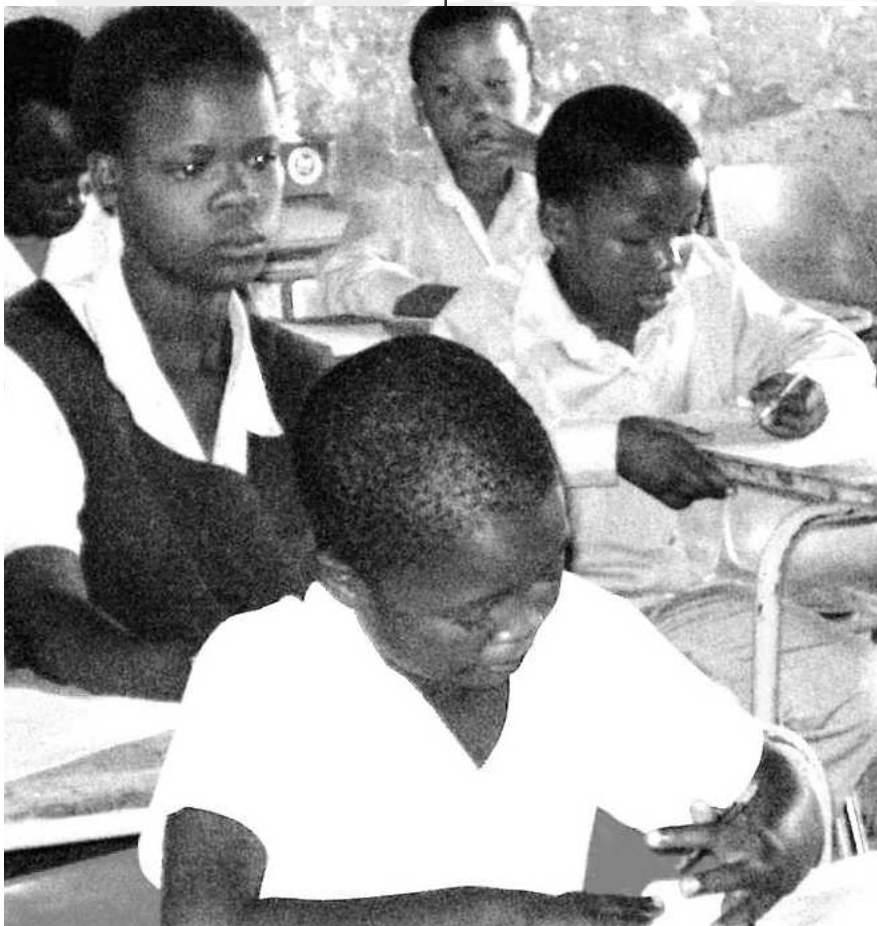
Following the analysis, a third reference group meeting was held with the same experts who were invited to the second reference group. The purpose was to look at the findings from the pilot to identify any problem items and decide how to address these. This was done over two days in February 2007 in Pretoria. Dr Barnard guided the discussion on both days. A few minor changes were recommended but, overall, all four tests were found to be valid and reliable.

JET is now in a position to finalise the instruments in English. Following this, the tests will be formatted, copy edited and desk-topped in preparation for the main study in 1 500 schools in all nine provinces in September 2007 (Phase 2).

**Phase 2** is the main study which will begin in July/August 2007 and continue until March 2008. This phase entails administering the tests, across the nine provinces, to 60 000 learners in 1 500 schools.

**Phase 3** will involve the development of parallel tests. This will take place between March and June 2008.

In addition to test development, piloting and analyses, a final component of the project is the secondment of a statistician to the DoE. Mr Ngoni Nyambuya, who is a statistician employed at JET, officially started his secondment on 1 April 2007. It is envisaged that Mr Nyambuya will assist the DoE with analysing data for the Department's national QIDS UP project.



The high illiteracy rate and the lack of a reading culture in South Africa have resulted in many children entering school with little concept of what reading means. Many of them have not developed pre-literacy skills that would ease their subsequent acquisition of language, literacy and cognitive skills. Literacy is a key ingredient that forms the basis for success in the learning context in later years of schooling. Research has shown a strong link between home reading practices and school performance. Attaining quality education at the foundation level through the inculcation of literacy skills proves to have a positive spin-off at the FET level.

The Family Literacy Project, funded by National Lottery Distribution Trust Fund, is being implemented in the Eastern Cape at Cofimvaba District, in Mtawelanga Circuit. The choice of the district was based on the strength of the commitment and capacity of the District Director, Circuit Manager and School Principals.

The main objective of the Family Literacy Project is to

## FAMILY LITERACY

*Selby Xinwa  
Project Manager  
School Development and Support*



establish a system for improving literacy (reading and writing skills) for learners in poor rural communities of the Cofimvaba district by:

- Training educators in literacy for learners;

- Training and support for parents to enable them to support their children's reading activities;
- Bridging the learning gap between schools and families.

### Beneficiaries

The project is initially targeting 142 Grade 1 learners in six schools of Mtawelanga Circuit. The table below illustrates the profile of participating schools in the project. It started in August 2006 and will run for 18 months, to end of February 2008.

A baseline study was completed at the six participating schools in March 2007. As well as helping to develop a tailor-made intervention programme for the beneficiaries, this study served to establish the indicators against which the impact and success of the project will be measured.

In due course, lessons learnt from this pilot project will be rolled-out in a programme to reach the other 24 schools in the Mtawelanga Circuit.



### Family Literacy Project – Schools Profile

Name of school	Principal	Principal's Gender		No of Grade 1 learners
		Male	Female	
Nokqubela Junior Secondary	Mr Daza	M		06
Vanada Junior Secondary	Ms Mafanya		F	18
Ezolo Junior Secondary	Ms Mafanya		F	40
Maduna	Ms Mapepa		F	15
Upper Xume Junior Secondary	Ms Hlwempu		F	22
Xume Junior Secondary	Mr Daza	M		41
<b>TOTAL</b>				<b>142</b>



**I**CATE – Improving the Capacity of Agricultural Training and Education – was first reported on in JET Bulletin No.15 (September 2006). The second phase of the project is currently under way with agreed interventions and various training workshops being implemented in line with the needs of the different colleges, as identified during Phase 1.

Transformation in the agricultural sector – where the South African government aims to have 30% of land in the hands of black owners by the end of 2014 – necessitates correlative change in the country's agricultural colleges. Government's Agricultural Education and Training (AET) strategy looks to the agricultural colleges to deliver appropriate, accredited training courses that will support the development of black farmers.

In this context, the ICATE project was initiated to strengthen capacity and support effective change management in four selected colleges:

- Cedara College of Agriculture, KwaZulu-Natal
- Lowveld College of Agriculture, Mpumalanga
- Madzivhandila College of Agriculture, Limpopo
- Potchefstroom Agricultural College, North West

The project is funded by the Netherlands organisation for international cooperation in higher education (Nuffic) with a sum of three million Euros, over a period of three years. It is managed by the Netherlands-based Wageningen International, an international consortium which involves the

## **TRANSFORMATION IN AGRICULTURAL TRAINING**

*Letshego Mokeki  
Divisional Manager  
Workforce Development*



Management Development Foundation (MDF), PTC+ (a training institution) and Larenstein International College of Agriculture. JET Education Services is contracted as the local collaborative partner for the project.

In the first phase of the project in 2006, the project teams prepared a preliminary needs assessment of the four colleges, in consultation with the college principals and appointed project managers. Subsequent college visits and a more comprehensive needs analysis identified key needs – across all four colleges – as follows:

- The colleges need support in building team capacity to respond proactively to the demands of the changing agricultural environment;
- Task teams need to be established at the colleges to develop strategic plans highlighting required changes in the HET and FET programmes offered;
- The colleges need assistance in developing appropriate learning programmes at both HET and FET levels; and
- The colleges need assistance in implementing RPL (Recognition of Prior Learning) for farmers and farm workers who have extensive experience but are without formal qualifications.

Subsequent planning determined in more detail the scope of interventions required and what these interventions would entail, also allowing for variations to suit the needs of individual colleges.

Overall, the ICATE project is addressing a broad range of issues. These include, among others:

- developing an understanding among college management, faculty and staff, of the broader FET philosophy;
- FET curriculum development;
- an overview of colleges' existing learning materials;
- links of existing and new courses to FET unit standards to ensure accreditation;
- the introduction of bridging courses;

- development of RPL policy and practice;
- the introduction or upgrading of web-based student administration systems; and
- building up alumni databases for the different colleges.

In addition, a programme of training workshops, focusing on the development of senior management at the project colleges, has been developed by the Netherlands-based MDF. This Guided Change Management training programme, a series of five workshops, will guide participants through the process of organisational change. In summary it covers:

- **Workshop 1:** Strategic Planning, Policy Development and Quality Management
- **Workshop 2:** Operational Planning (of the strategic issues identified in Workshop 1)
- **Workshop 3:** Project Management (implementation of the strategic direction via projects)
- **Workshop 4:** Change Management (how to manage change as defined by the strategic planning process)
- **Workshop 5:** Human Resources Management & Development (synchronising HRM/D with new policies and procedures introduced by the strategic planning process).

The first five-day workshop, conducted in February 2007, was organised and hosted by the Cedara Project Team. Consecutive workshops are to be held over the coming months, each hosted at a different college site and bringing together participants from each college.

The two international training consultants arrived four days ahead of the workshop in order to meet with the training facilitator from JET and the Cedara Project Team. They also had the opportunity then to visit Cedara, to familiarise themselves with the college's facilities and to gain some understanding of the kind of organisational challenges that the different colleges face.

The workshop was conducted on a participatory basis, involving the different college workgroups in college case studies – applying the day's training to their respective organisations.

Focused on Strategic Planning, the workshop addressed the following issues:

- Agricultural colleges in their environment
- The Integrated Organisation Model (IOM) as a tool for organisational analysis
- External organisational analysis
- Internal organisational analysis
- Strategic planning
- Stakeholder consultation
- Strategic options
- Quality Management
- Action Plans

The workshop concluded with the development of action plans – for individual participants as well for their colleges.

The next workshop in the Guided Change Management series is scheduled for the first week of June, to be organised by the Lowveld College of Agriculture and held in Mpumalanga. In the interim,





issues of trust and communication. Following a series of frank group discussions and presentations, the workgroups worked out their next steps and committed themselves to taking action.

These steps point to the way forward for the four campuses of the Lowveld and the college management team. Changes envisaged in work practices relate to: the staff performance management system and remuneration standards; curriculum changes promoting a job-creating outlook; organisational protocol and procedures; a review of the college's internal transformation unit; conflict management; staff development; FET and HET support facilities; and budgeting. JET is tasked with tracking progress made on the commitments agreed at the workshops.

One of the main objectives of the teambuilding programme is to strengthen the college's internal capacity and awareness, to ensure sustainability as transformation takes place. It is expected that similar teambuilding workshops will be held with the other project colleges in due course.

Keeping the whole ICATE Project on track, the Project Implementation Committee (PIC) meets quarterly to monitor and progress all project activities. The PIC involves representatives of all members of the implementing consortium and representatives from the project colleges. The PIC, in turn, reports to the Project Executive Committee which meets on a six-monthly basis.

each college is required to develop its own strategic plan which will be presented for discussion at the start of Workshop 2. As well as providing a learning reference for all workshop participants, the respective strategic plans will provide the basis for the development of operational plans for each college, which will be the focus of the next workshop.

While the participants' ratings of the first workshop were generally positive, one of the major pluses was in their high ratings on its relevance to their own work. This is encouraging for the rollout of the full workshop programme.

Where colleges have identified particular needs in their own

organisations, ICATE is responding with customised interventions. For example, a series of teambuilding workshops is being conducted with management, faculty and staff at the Lowveld College. Two workshops have been conducted this year, with the third and final workshop planned for May.

The most recent workshop in the teambuilding programme for Lowveld College was held in March (following from the first, in January 2007). The workshop encompassed indoor and outdoor activities, social events and a more formal process focusing on the most important issues that had been identified in the first workshop. These centred on the organisational culture and



**J**ET Education Services was sub-contracted as a service provider by the Mpumalanga Department of Labour to conduct Life Skills Programmes for people who are involved in the Department's Public Works Programme. The Public Works Programme includes projects such as infrastructure development, water reticulation, and life skills development, employing local and otherwise unemployed people in order to provide job opportunities and boost work related skills, particularly among poorer rural people.

The Life Skills workshops conducted by JET's Workforce Development Department (WFD) started in October 2006. To date, 13 workshops have been conducted in different areas of Mpumalanga.

The workshops are made up of four life skills programmes which deal with:

- Applying self-knowledge to make life decisions (3 days course)
- Investigating work opportunities to make personal career/employment decisions (2 days)

## **LIFE SKILLS IN EXPANDED PUBLIC WORKS PROGRAMME**

*Cynthia Moeng  
Project Officer  
Workforce Development*



- Knowledge of issues relating to HIV/AIDS (3 days)
- Planning and managing personal finance (2 days)

The whole training has a duration of 10 days.

So far, three workshops have been conducted in Groblersdal (34 beneficiaries trained), five in the Malelane area (122 beneficiaries), four in Nkangala (61 beneficiaries) and one workshop in Witbank (20 beneficiaries). A total of 237 people have been trained.

Participants in the training have reported that the workshops are helpful in creating awareness about important issues in their lives.

One of the challenges brought to light through these workshops is that for people living in very remote rural areas, there are few opportunities for employment or self-development. However, by raising awareness and developing life skills, the workshops assist participants to recognize their own capabilities and to make positive life choices for self-development.

The workshops are ongoing across the province until June 2007.

