



Reference: 20160627-1842  
12/11/9  
Enquiries: Managers: SIGPM

Circular: 0013/2017  
Expiry date: None

To: Deputy Directors-General; Chief Directors; Directors; Circuit Managers; Heads: Strategic Information, Governance and People Management (SIGPM); Managers: Curriculum Coordination; Safe Schools Coordinators; School Enrichment Coordinators; RCL Coordinators; Principals and members of governing bodies of public secondary schools

Brief summary: *Introduction of service learning as part of the after-school programmes*

**Subject: Introduction of Service Learning Awards in secondary schools**

1. The Western Cape Education Department (WCED) is pleased to announce the introduction of service learning as a feature of its programme as from 12 May 2017.
2. Historically, the WCED has officially recognised the work of educators and the performance of schools generally. However, it is realised that the outstanding innovative work done by many of our learners does not always receive the same or equivalent recognition to that given to the work of educators.
3. In this regard the Provincial Minister for Education supports the idea that the WCED rolls out the Annual Service Learning Awards, which will be known as the WCED Service Learning Awards.
4. It is the intention of the WCED to strengthen and improve the project as it develops.
5. Service learning is a teaching-and-learning model that is already established in many parts of the world. It seeks to integrate meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities.
6. Although many schools in the Western Cape are involved in community-related work, no programmatic and province-wide recognition of learners' learning linked to community service has been given thus far.

7. Generally, communities need more and more people – especially young people – to be involved in a social contract that seeks to rebuild the moral fabric of our communities – especially in historically marginalised social contexts.
8. The participation rules are contained in the accompanying Information Guide. The principal and the Teacher Liaison Officer (TLO) responsible for the school's Representative Council of Learners (RCL) are expected to assist the RCL members to manage this venture themselves so that they are trained in handling such assignments.
9. While initially the WCED will be looking for existing projects and initiatives, the intention is also to aggressively build capacity and encourage participation in schools that do not have such activities. This will be done through the Safe Schools after-school intervention.
10. In this regard, governing bodies are encouraged to ensure that their schools have clearly identifiable after-school programmes that will be improved every year.
11. This programme can change the way learners look at the community. Principals are encouraged to inspire learners to want to be better citizens as this initiative has the potential to improve social cohesion and foster better human relations.
12. Please bring the contents of this circular to the attention of all RCLs and governing bodies of schools.

**SIGNED:** BK SCHREUDER  
**HEAD: EDUCATION**  
**DATE:** 2017-03-24



**Western Cape  
Government**

Education

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# **SERVICE LEARNING AWARDS**

## **2017**

### **INFORMATION GUIDE FOR SERVICE LEARNING AWARDS**

**CLOSING DATE: 21 APRIL 2017**

## 1. Introduction

The Service Learning Awards was launched in 2017 and will be held annually. It will be improved upon through extensive consultation with district and other Western Cape Education Department (WCED) structures. The applicable terms of its framework as well as its categories, in line with its development demands, will be continually refined, sharpened and broadened.

The WCED wishes to encourage all learners and their guiding educators to volunteer to participate in this important venture through various school designed community enhancing activities and programmes which are intended to contribute to community upliftment. The WCED acknowledges the extraordinary efforts made by these learners and teachers, often under very difficult conditions, to impact their communities.

The Service Learning Awards project is one of the ways in which the WCED acknowledges and encourages dedicated and caring learners in their efforts to develop and support each other as citizens of a democratic, non-racial and non-sexist South Africa.

Service Learning connects learning to real-life community experiences in order to ensure that learners recognise the need for continual improvement of the life of communities.

The initiative will further enhance the prospects of contributing towards the achievements envisaged in the provincial After School Game Changer.

## 2. The objectives of the WCED Service Learning Awards are to:

- encourage learners to involve themselves actively in various areas of their school communities;
- promote cooperation, fellowship and better understanding among learners in schools;
- promote education and contribute to the betterment of schools and the communities they serve;
- encourage efforts to place the school at the centre of the community;
- encourage learners to initiate projects and sharpen their leadership skills; and
- provide youth with awareness of issues relating to youth and community challenges.

## 3. Creating a service learning project

The only way to learn how to create a service learning program is to create one!

### 3.1 Below are some suggestions to help you create a service learning project:

- a) Learn from an existing programme.
- b) Determine the needs of the community you will be serving.

- c) Determine the resources needed for the project. Note that money is not always necessary.
- d) Projects must always display strong links between community services and the curriculum.
- e) Be guided by the skills, content, and themes that are to be taught and pursued.
- f) Service learning ideas are best developed as a team effort. Collaborative planning is key. Brainstorm possible activities with learners, colleagues, and others to produce a wealth of options (and create excitement). This often leads to collaborative service learning activities: a teacher who has contributed a suggestion is more likely to participate, learners whose ideas are taken seriously make a stronger commitment, and agencies become more involved partners.

3.2 Identify an existing programme or activity to transform into authentic service learning, such as a project at school and examine it for learning opportunities. Exchange ideas with teachers, learners and community partners.

- Begin with standard curriculum content and skills, and find the natural extension into service. Identify the specific content and skill areas to be addressed, maybe look for additional learning opportunities in other subject areas.
- From a theme or unit of learning, identify content and skill connections. Begin with a broad theme or topic, often with obvious service implications, and then identify specific content and skill areas.
- Start with a learner-identified need. Identify the learners' skills, talents and interests. Have the students define the problem, a need and solutions.
- Start with a community-identified need. If the community requests assistance, perhaps through an agency that has worked with the school before, a partnership should be formed with the agency.

### 3.3 **How do I ensure that service learning advances student learning?**

Service learning advances and enhances learner learning when teachers plan ahead to establish authentic curricular connections.

### 3.4 **The best service learning programmes:**

- are directly linked to the academic curriculum;
- meet a real community need;
- provide for structured group reflection time;
- are learner-centred;
- engage learners in group decision making and problem solving;
- find ways to match the skills and talents of learners with the needs of the community;
- provide a wide variety of options for learners; and
- provide recognition for services rendered.

3.5 We encourage teachers and learners to take the following principles of the National Curriculum Statement (NCS) into account when planning projects:

- a) Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population.
- b) Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths.
- c) High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects.
- d) Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors.
- e) Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution.

3.6 The National Curriculum Statement (Grades R-12) aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

#### **4. Categories and prizes**

4.1 The categories are as follows:

- a) Minister's Award
- b) Technology Award
- c) Community Builder Award
- d) Inspirational Entrepreneur Award
- e) Excellence in Environment Award
- f) Culture and Diversity Award
- g) Excellence in Leadership Award
- h) Excellence in Media Award

- i) Excellence in Safety Award
- j) Special Bravery Award
- k) Excellence in Innovation Award
- l) Lady of Substance Award

#### 4.2 Prizes

There will be only one prize per category. The winning collective of learners will receive a certificate. The school will be required to submit a business plan detailing its needs for the winning collective to continue their work in the year subsequent to winning the award. The value of the prize will be R40 000.

District and provincial finalists will receive Certificates of Excellence.

### 5. General criteria

#### 5.1 Learners' contribution to the ethos and morale of the school

- Involvement in programmes that improve the school's immediate community.
- Engaging in continuing learning activities which have a positive impact on learning and community improvement.
- Connecting to networks that seek to advance social engagement.
- Involvement in programmes that unify the school community.
- Engaging in continuing community upliftment.
- Positive impact on learning and educational activities.
- Exhibiting leadership skills and capabilities beyond the confines of the school.

#### 5.2 How the learners deal with the impact of the following social challenges:

- Advancing positive race relations.
- Realising the importance of learning for social goals.
- HIV and Aids.
- Substance abuse, crime, bullying and gangsterism.
- Transcending the challenge of poverty and insufficient resources.
- Diversity and inclusivity.
- Gender sensitivity.

#### 5.3 Specific criteria

These categories will be for secondary schools only and will allow groups (teams) as well as individuals to participate.

##### a) Minister's Award

This award will celebrate a learner or learners who showed courage and exceptional bravery in the face of challenging life circumstances. Nominees will have demonstrated positivity and strength of character in their determination to lead a successful life or help others.

b) **Technology Award**

The award will be presented to a group of learners who demonstrated outstanding innovation within the technology space. The innovative work and development must impact the prospects of others in the field of technology, a segment of the community or the whole community around the school and beyond. The innovation will be recognised if it is cutting-edge or breaking new ground in this field. It must also impact other learners.

c) **Community Builder Award**

This award recognises a learner who has acted in a role of leadership and responsibility at his or her school and in the local community. Learners will be celebrated for their efforts and determination to bring about positive and progressive change within their communities. Nominees will have made an effort to challenge injustice within the community and to overcome it by campaigning or volunteering. Nominees will have demonstrated hard work in trying to improve the lives of others.

d) **Inspirational Entrepreneur Award**

This award is for a learner or group of learners who displayed innovation and inspiration in the area of business entrepreneurship. Such learners will be recognised for creative and out-of-the-box thinking in conducting business. The WCED will recognise the nominated individual's or group's proactive attitude and commitment to an entrepreneurial spirit.

e) **Excellence in Environment Award**

This award will recognise a learner or learners who got involved and excelled in promoting environmental awareness in the community. He or she will have displayed demonstrable expertise and/or involvement in campaigns relating to the subject. Relevant fields may include energy, climate, food and natural resources. Linking with organisations or individuals who are experts in the field will enhance the quality of the presentation of this portfolio.

f) **Culture and Diversity Award**

The award will go to a learner or learners involved in championing social cohesion and promoting good citizenship and promoting harmonious relations among learners of different social, economic and cultural backgrounds. Initiatives must demonstrate outcomes that corroborate its effectiveness.

g) **Excellence in Leadership Award**

This award will be given to a learner or learners who advanced the rights and responsibilities of other learners, and championed the cause of education outside of the school. The efforts and achievements in this regard must be supported by relevant evidence. The winner must exhibit qualities of leadership such as selflessness, sacrifice, empathy, strength of character.

h) **Excellence in Media Award**

A media award will be presented to a learner or learners who excelled in reporting issues of community importance through print, online, electronic, audio, TV, social or photography media. Learners would have also been involved in a sustained partnership programme with demonstrable results assisting learners and the community over a sustained period.

i) **Excellence in Safety Award**

A learner or learners who showed awareness of the WCED's safety programme imperatives and living those out in one form or another will be considered as a worthy recipient(s). The learner or learners must have enhanced the safety of other learners on their way to and from school as well as in and around the school. Recognition will be given to a learner or learners who impacted the community significantly. It is expected that the prospective recipient of the award would have demonstrated collaboration with law enforcement agencies as well as non-governmental organisations involved in the area of school or community safety.

j) **Special Bravery Award**

This award will recognise a learner who is disabled and displayed outstanding resilience and courageous leadership in dealing with his or her own situation, thereby positively influencing others. The learner will have demonstrated the ability to be an advocate for the recognition of the rights of disabled persons and a champion for awareness of various disabilities.

k) **Excellence in Innovation Award**

This award will reward a learner who presented a brilliant idea that was then developed into a particular cutting-edge product or service. Such innovation must advance learning or an area of community life and impact on development. The aim is to recognise those who are proactively exploring science with the intention of improving learning and influencing others to develop a love for science.

l) **Lady of Substance Award**

The award will be bestowed upon a young woman who has shown exceptional leadership qualities and who has impacted the community in a significant way. She will have demonstrated involvement with charitable and other organisations that are involved in social improvement programmes.

**6. How to nominate**

- The Representative Council of Learners (RCL) must establish a nomination committee.
- The chairperson of the nomination committee must organise a nomination meeting that includes other RCL members to discuss the nomination process.

- The nomination committee must study the criteria and requirements of each category and draw up attributes or qualities that would match their nominees with a given set of criteria.
- Once a suitable learner/group has been nominated, the nomination form provided must be completed.

## 7. Who should sign the forms?

The chairperson of the nomination committee and the principal or his or her designate must sign the nomination forms.

### Please note:

- A separate form must be used for each **category**.
- The category for each nominee must be clearly marked.
- The school must ensure that the nomination form is fully completed. The form must be sent to the district office by no later than **21 April 2017**.
- Photocopies of the nomination form may be made and used to enter.

## 8. Disqualification

Failure to adhere to the following criteria will result in the nominees being disqualified:

- Forms must be complete.
- Learners must be registered with a public school in the Western Cape at the time of registration for this project.
- A nominee is limited to one category at a time.
- All information must be true.
- Schools must use cash prizes won in these awards for a purpose that meets the conditions of eligibility.

## 9. Participation rules

- Only learners who are currently registered and whose registration can be verified through the Central Management Information System (CEMIS) may enter/be nominated.
- Eligible projects are those that have been in existence for at least six months prior to the institution of these awards.
- No individual or group may be nominated for more than one category.
- Only the prescribed entry form may be used. Entrants are; however, welcome to use additional paper to augment their submissions.
- Participants must be able to present original work that displays independent thinking and production.
- All entries must be accompanied by at least two testimonials from the school's principal or his designate (compulsory), a recipient of the service or assistance with whom the learner or group of learners have worked or a partner who assists the learner or group of learners in their project.
- Concrete work done, including excellent achievements and the impact of the work on the community, must be clearly detailed.

- h) The details of the work referred to above should be described in no more than 400 words.
- i) Entries must be supported by a portfolio of credible evidence which may be presented in the form of photographs, testimonials, newspaper or video clips, a write-up that is verifiable, etc.
- j) All entries shall be assessed against general and specific criteria applicable to the relevant category.
- k) The selection panel reserves the right to move an entry to a different category if, in the panel's opinion, the entry is better suited to that category.
- l) Only shortlisted nominees will be informed and invited to attend the awards ceremony.
- m) The initial entries must be sent to district coordinators who will do the selection and invite shortlisted candidates. School Enrichment, Safe Schools and RCL Coordinators will manage the process at district level.
- n) Only three entries will be shortlisted per category at district level.
- o) Only district winners per category will advance to the provincial level.
- p) **Cash prizes will be given to the school, which must ensure that the money is used SOLELY for the continuation of the project. No deviations shall be allowed.**
- q) The sponsor may nominate a representative or representatives to serve on the adjudicating panel.
- r) The panel's decision is final and no correspondence shall be entered into.

**10. Nominations must be sent to:**

District	Name & Surname	Tel. No.	Street Address
Metro Central	Shaheeda Majiet	021 514 6922	Gatehouse 2, Alexandra Precinct, Haven Road, Garden Village, Maitland, 7405
Metro East	Mary-Joan Swartz	021 900 7253	Cnr of Belhar and Nooiensfontein Roads, Kuils River, 7579
Metro North	David Leonard	021 938 3000/3170	Timmerman Street, Parow, 7500
Metro South	Rowan Esau	021 703 6597	Mfundo House, AZ Berman Drive, Lenteguur, Mitchell's Plain, 7785
Cape Winelands	Fred Josias	023 348 0648	9 Durban Road, Worcester, 6849
Eden and Central Karoo	Sinovuyo Stofile	044 803 8377	42 Courtenay Street, Rentzburg Court, George, 6529
Overberg	Kobus Mike	028 2147366	15 College Road, Caledon, 7230
West Coast	Cathlene Beukes	021 860 1200	6 Hospital Street, Paarl, 7620



References

Please supply the name and contact details of two referees or organisations that can provide the selection panel with more information:

Name:										
Tel / Cell										
Designation										
Occupation										

Name:										
Tel / Cell										
Designation										
Occupation										

Please provide your own details below:

Name										
Designation (if applicable)										
Add										

Address										
Tel:										
Cell:										
Fax:										

Signature: \_\_\_\_\_

Date:	D	D	M	M	2	0	1	7		
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