

bokgabane

botoka le botoka – better and better

from THE ROYAL BAFOKENG Operations Room

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PROJECT SPOTLIGHT

FEATURED PROJECT

Technical, Vocational and Educational Training (TVET)

Project manager: Mkhulu Skosana

In its attempt to enable each member of the Bafokeng community to reach their potential, the Royal Bafokeng Institute (RBI) continually initiates new ventures and projects. One such project is Technical, Vocational and Educational Training (TVET).

This initiative provides learning paths for students who are not opting for university study. TVET also provides opportunities for adults to acquire Adult Basic Education and Training. Thus, TVET is an attempt to produce more individuals with technical and vocational training within the Bafokeng Nation. Three vocational schools (**Construction**, **Hospitality** and **Business**) were initiated in 2010.

In 2011, the **Nursing** School, **IT** School and **Braille & Sign Language** Schools will be added as part of the Further Education Training (FET) roll-out plan. The RBI hopes to continually expand the repertoire of the TVET programme and, in so doing, appeal to the strengths and talents of a greater amount of people within the community.

The scope of this project includes: conducting regular meetings to obtain buy-in from all stakeholders critical to the success of the vocational schools; ensuring alignment of vocational and technical training to the RBN Master Plan (Vision 2020); designing admission criteria to give preference to Bafokeng learners, while still accommodating Non-Bafokeng learners as well; and collaborating with other RBI Departments to ensure that all community needs are identified and catered for.



RBI currently has 285 learners enrolled in the TVET programme: 97 learners in Construction, 45 in Hospitality and 147 in the Business school. RBI is eagerly anticipating the learners' results in January 2011.

It is our hope that TVET continues to go from strength to strength and successfully provide better opportunities for Morafe to achieve their full potential!

COMPLETED PROJECT

Early Childhood Development (ECD)

Project manager: Sean Tunmer



The RBI ECD programme (which was piloted as a project) within the Royal Bafokeng Region began in 2009. The programme aims at facilitating the delivery of quality education to the pre-school population throughout the Bafokeng Region. The pre-school age group, 2 to 5 years old, represents a unique developmental phase where child health and physical growth, cognition, communication (language acquisition) and psycho-social development are combined in the creation of child well-being.

The RBI's belief was that interventions in ECD require a holistic, multi-disciplinary approach to achieve optimal child development and flourishing. This incorporates the scientific disciplines of education, psychology and medicine in a phase of development representing arguably the most vulnerable population group in society.

The programme is initially directed at the improvement of education experiences provided in the 14 formalized, Bafokeng built, Early Learning Centres, or Pre-Schools, with focus on teacher training and professional development, school management and pre-school maintenance/infrastructure development.

Research shows that quality Early Childhood Development programmes play a vital role in the holistic development of young children; specifically, cognitive, physical, and psychological development. The engagement in developmentally appropriate pre-school programmes is particularly beneficial for children from rural areas/disadvantaged backgrounds as this type of exposure puts them at a significant advantage over their peers, who do not attend such programmes, when entering formal primary schooling. For these children it seems that pre-school education significantly reduces the potential for educational "backlogs" when compared to children from more socio-economically advantaged backgrounds.

The programme beneficiaries include specifically; pre-school children, as they will be exposed to quality educational experiences which will enhance child development; parents/guardians, because Bafokeng pre-schools will become a primary, reliable, school-based source of information on parenting, child development and guidance to rural families; and Pre-school Care-givers/Teachers, because Staff training and professional development is a priority area.



The aforementioned professional development includes regional RBI facilitated training and individual education programmes. The establishment of model rural pre-schools and a teacher training and resource centre will have significant impact on regional education capacity.

"Children are the world's most valuable resource and its only hope for the future" – John F. Kennedy

PROJECT MANAGER OF THE MONTH: Susie Crossman

- **What is your key role in the Royal Bafokeng Institute (RBI)?**
 - *To share and foster real interest in science*
 - *To support science education in the RBN and assisted schools*
- **How long have you been with the organization?**
 - *4 Years (since Jan 2007)*
- **Tell us briefly about RBI and its importance in Bafokeng Nation.**
 - *RBI supports education in RBN schools, 15 assisted High Schools, Tertiary and Vocational Training, and Student Loans for university degree courses. It runs programmes for Early Childhood Development, Language and Literacy, Numeracy and Mathematics, and Secondary Science.*
 - *RBI monitors the safety & security of schools, repairs and builds school facilities, provides 2 meals a day to learners at 15 RBN schools, as well providing training and support for School Principals, School Management Teams and School Governing Bodies.*
 - *RBI seeks to develop and incubate leadership at every level of the Bafokeng community through the Leadership Development Programme.*
- **How many projects have you managed and how many are you working on currently?**
 - *The RBH ICT Centre in the Community Library*
 - *PencilBox Database of RBN High and Middle Schools*
 - *P.A.S.T. (Paleontological and Scientific Trust) Walking Tall Programme*
 - *The Secondary School Science Project (currently)*
- **What are some of the challenges you have experienced as a project manager?**
 - *Communication: In the first two years, RBI was closely linked with RBA. Looking back on the ICT Centre project, if I had known and used the links between these departments more effectively things would have run more smoothly.*
 - *Procurement always takes a little longer than expected. It is a good idea to plan well in advance in order to meet deadlines, and to compound the problems there is sometimes a delay in delivery to Phokeng.*
 - *Determining the root causes of poor performance in Science education was complicated. It is easy to blame failure on lack of resources, inadequate preparation of learners for examinations, and a changing curriculum. Passing blame is irresponsible (It's an inadequate response to solving the problem!) I needed to get to know the educators, hear their opinions, see their classrooms and laboratories, meet their headmasters and learners before I could come up with an appropriate plan to support them, and move them forward.*
- **How do you think RBI projects (specifically your projects) are making a difference to the people Royal Bafokeng Nation and why?**
 - *Science goes hand in hand with Mathematics. It is a gateway subject for further studies in engineering, medicine, nursing, metallurgy and any technical trade. Taking Physical Science for Matric will open doors of opportunity to the RBN. Engineers and technicians manufacture things – this generates income and jobs.*



- What are your views on the MPS (Manage-by-Project System)?
 - It is user-friendly, easy to use and it seems to be improving every month.
- Do you have any words of encouragement or advice to other project managers?
 - Use the management tools to document your progress. Every step forward brings the RBN 2020 vision into sharper focus, and makes it more attainable.

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Web traffic on the Operations Room website:

Month	Site visits	% New visits	Average time on site	Average pages per visit
December 2010	643 visits from 22 countries (560 – SA; 16 – UK; 7 – Singapore;) 263 unique visits	32.19%	00:07:36	6.21
November 2010	1154 visits from 24 countries (1085 – SA; 14 – US; 5 – Singapore) 374 unique visits	24.87%	00:14:00	8.66
October 2010	1097 visits from 14 countries (1051 – SA; 11 – Germany; 7 – Singapore) 251 unique visits	18.23%	00:15:11	9.37
September 2010	968 visits from 13 countries (926 – SA; 10 – US; 5 – UK) 297 unique visits	23.45%	00:14:55	10.16

PROJECT MANAGEMENT CORNER:

A definition of Project Management

“...the art of directing and **co-ordinating** human and material resources throughout the life of a project by using modern **management techniques** to achieve **predetermined objectives** of **scope, cost, time** and **quality** and **participant satisfaction**”.

PMI® PMBOK™ (1987)

➤ Bokgabane Quiz:

Have a go at the Bokgabane Quiz! Three winners will be randomly selected from the correct responses...

1. Which vocational schools were started in 2010?
2. When did the RBI ECD programme start?
3. What advice does Susie give to RBN project managers?
4. What does PMBOK stand for?

Last month's winners: Please come collect your prizes from the PMO...

Congratulations to:

1. Tshwanelo Makgala
2. Damaria Masilo
3. Gabriel Seabelo



Please send your answers, queries and/or comments on Bokgabane to the PMO on pmo@bafokeng.com