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APPENDICES

APPENDIX A - QUESTIONNAIRE FOR PRACTITIONERS AND
APPENDIX B - QUESTIONNAIRE FOR MANAGERS
APPENDIX C - ACKNOWLEDGEMENT OF EDITING
APPENDIX D - PERMISSION TO CONDUCT RESEARCH – HEAD OFFICE
APPENDIX E - PERMISSION TO CONDUCT RESEARCH – SEDIBENG EAST DISTRICT
APPENDIX F - PERMISSION TO CONDUCT RESEARCH – SEDIBENG WEST DISTRICT
A QUESTIONNAIRE FOR GRADE R PRACTITIONERS ON TEACHING AND MANAGEMENT OF GRADE R SITES

SECTION A: BIOGRAPHICAL INFORMATION

Please indicate the following:

1. Your gender
   - Female
   - Male

2. Your age
   - 21 – 30 yrs
   - 31–40 yrs
   - 41–50 yrs
   - + 50 yrs

3. Your highest academic qualification
   - Below Matric
   - Matric
   - Junior degree
   - Senior degree

4. Your highest professional qualification
   - None
   - ECD Level 1-3
   - ECD Level 4-5
   - Diploma

SECTION B: RESULTS ON EFFECTIVE MANAGEMENT FOR GRADE R SITES BY PRACTITIONERS

BI Process model

<table>
<thead>
<tr>
<th>Variables</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral/Not sure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<tbody>
<tr>
<td>Managers support the Grade R practitioner with their teaching and learning issues</td>
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<td>There is an open communication between managers and practitioners.</td>
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<tr>
<td>The Grade R practitioner participates in decision making concerning Grade R issues.</td>
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<tr>
<td>The Grade R practitioners are able</td>
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160
to use different tools to assess achievements.

9 Practitioner can conduct learner assessment continuously in Grade R.

10 Practitioners are engaged in diagnostic assessment to identify learning barriers for learners.

11 Practitioners are trained to use learner-centred teaching approach in the Grade R.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<tbody>
<tr>
<td>12. There are clear goals in the assessment of learners in Grade R</td>
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<td>13. Practitioners achieve the goals specified</td>
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<td>14. Goals are measurable</td>
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<td>15. Grade R has attainable goals</td>
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<td>16. Grade R class has time-framed goals</td>
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<td>17. HODs monitor the process</td>
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<td>18. Practitioners can approach HODs for assistance</td>
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<tr>
<td>19. Learner achievements in Grade R</td>
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</table>

B2 Attainment of goals
20. Attendance rate of learners on Grade R is high
21. Learner drop-out rate is high

B3. The resources used for effective management of Grade R

<table>
<thead>
<tr>
<th>Variables</th>
<th>Strongly agree</th>
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<th>Neutral / not sure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<tr>
<td>22. Learners’ parents are supportive towards their children’s school work and activities</td>
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<tr>
<td>23. The school management motivates parents to be involved in their children’s education</td>
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<td>24. Classrooms are furnished appropriately</td>
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<td>25. There is out-door equipment on the site</td>
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<tr>
<td>26. Out-door equipment is safe and secured for learners</td>
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<tr>
<td>27. There are enough resources to support learners with learning barriers</td>
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<tr>
<td>28. Running water is easily accessible at the site</td>
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<tr>
<td>29. You have resources to support learners with learning barriers</td>
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<td>30. The sites have flush toilets for the</td>
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</tbody>
</table>
31. Teacher/learner ratio is according to policy (Circular 28/2005) on the site

### B4. How Grade R site meets organisational requirements

<table>
<thead>
<tr>
<th>Variables</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral/Not sure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<tbody>
<tr>
<td>32. Grade R sites provide quality service to learners</td>
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<tr>
<td>33. Grade R resources are sufficient to provide quality service continually</td>
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<tr>
<td>34. Grade R site is negatively affected by community/social factors against attainment of educational goals</td>
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<td>35. Learner achievement is high as a result of high status of the community in which they are</td>
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<td>36. Learners struggle to achieve as a result of the low status of the community in which they are</td>
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<td>37. Practitioners experience problems, and difficulties in providing quality education</td>
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<td>38. Practitioners are familiar with the criteria expected for quality education at your site</td>
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<td>39. Sites encounter obstacles to basic functionality</td>
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<td>40. Site is not yet ready to pursue excellent quality since it is still</td>
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struggling to achieve basic functionality

### B6. Maintaining legitimacy of the Grade R in the community

<table>
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<tr>
<th>Variables</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<tbody>
<tr>
<td>41. Grade R site is accepted and supported by the community</td>
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<td>42. Grade R site offers programmes which conform to the ethical and moral of the community</td>
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<td>43. Grade R has a good image.</td>
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<td>44. Grade R site has good marketing strategies</td>
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<td>45. Grade R site is accountable to the community</td>
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### B7. Satisfaction

<table>
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<tr>
<th>Variables</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
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<tbody>
<tr>
<td>46. You find satisfaction in teaching Grade R learners</td>
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<td>47. You satisfy the expectations of the parents and school management</td>
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<td>48. You are satisfied with the way in which you are supported by your HOD</td>
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</table>
### SECTION A: BIOGRAPHICAL INFORMATION

Please indicate the following:

<table>
<thead>
<tr>
<th></th>
<th>Your gender</th>
<th>Female</th>
<th>Male</th>
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<tr>
<td>1</td>
<td>Your gender</td>
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<tr>
<td>2</td>
<td>Your age</td>
<td>21–30 yrs</td>
<td>31–40 yrs</td>
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<tr>
<td>3</td>
<td>Your highest academic qualification</td>
<td>Below Matric</td>
<td>Matric</td>
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<tr>
<td>4</td>
<td>Your highest professional qualification</td>
<td>Certificate</td>
<td>Teacher's Diploma</td>
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<tr>
<td>5</td>
<td>Position</td>
<td>Principal</td>
<td>HOD</td>
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### SECTION B: RESULTS ON EFFECTIVE MANAGEMENT FOR GRADE R SITES SBS AND CBS MANAGERS

**B1. Processes affecting Grade R**

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<thead>
<tr>
<th>Variables</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
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<tbody>
<tr>
<td>6. Managers support the Grade R practitioner with their teaching and learning issues</td>
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<td>7. There is an open communication between Grade R practitioners and managers.</td>
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<td>8. The Grade R practitioner participates in decision making</td>
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</table>
9. The Grade R practitioners are able to use different tools to assess achievements.

10. There is continuously assessment of learners in Grade R.

11. Practitioners are able to identify learners with learning barriers.

12. Managers were trained to manage a Grade R site.

### B2. Attainment of Goals by managers

<table>
<thead>
<tr>
<th>Variables</th>
<th>Strongly agree</th>
<th>Agree</th>
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<tr>
<td>There are clear goals in the assessment of learners in Grade R</td>
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<tr>
<td>Managers are familiar with their goals that the Grade R class should achieve</td>
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<td>Managers usually plan together with their Grade R practitioners</td>
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<td>HOD monitors the progress of the practitioner in attaining the goals</td>
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<tr>
<td>Managers provide assistance if the practitioner encounter problem</td>
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<tr>
<td>Learners’ achievements in Grade R are high because of the support managers provide</td>
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<tr>
<td>Learners’ achievements in Grade R</td>
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</table>
are high because the practitioner is competent

20. Learners’ achievements in Grade R are low

21. Attendance rate of learners in the Grade R is monitored

22. There are measures in place to assist learners who do not attend regularly

B3. The sources used for effective management on Grade R

<table>
<thead>
<tr>
<th>Variables</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral/disagree</th>
<th>Strongly agree</th>
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<tbody>
<tr>
<td>23. Managers ensures that Grade R learners are part of the school nutrition programme</td>
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<tr>
<td>24. Management motivates parents to be involved in their children’s education</td>
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<tr>
<td>25. Managers ensure that classrooms have appropriate furniture</td>
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<tr>
<td>26. There is a budget for the outdoor equipment for learners.</td>
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<tr>
<td>27. The managers ensures that the out-door equipment is secured and safe for learners.</td>
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<tr>
<td>28. Managers provide the Grade</td>
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<tr>
<td>Variables</td>
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<tr>
<td>R site with enough resources to support learners with learning barriers.</td>
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<tr>
<td>29. Running water is easily accessible at the site.</td>
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<tr>
<td>30. Grade R learners have flushable toilets.</td>
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**B4. How the Grade R site meets organisational requirements**

<table>
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<tr>
<th>Variables</th>
<th>Strongly agree</th>
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<th>Neutral/ not sure</th>
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<tbody>
<tr>
<td>31. Grade R site provide quality service to learners.</td>
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<tr>
<td>32. Resources are sufficient to provide quality service continually</td>
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<tr>
<td>33. The Grade R is negatively affected by community social factors against attainment of educational goals.</td>
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<td>34. Learner achievement is high as a result of the low status of the community in which they are.</td>
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<tr>
<td>35. Learners struggle to achieve as a result of the community in which they are.</td>
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B5. Problems in the Grade R site

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<th>Variables</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral/ not sure</th>
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<tbody>
<tr>
<td>36. Managers experience problems and difficulties in managing the Grade R site</td>
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<tr>
<td>37. Managers are familiar with the criteria expected for quality education at the Grade R sites</td>
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<tr>
<td>38. The site encounters obstacles to basic functionality.</td>
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<td>39. The site is not yet ready to pursue excellent quality since it is still struggling to achieve basic functionality.</td>
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B6. Maintaining legitimacy of the Grade R site in the community

<table>
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<tr>
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<tr>
<td>30. Managers maintain legitimacy of Grade R site in</td>
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</table>

169
41. Grade R site offers programmes which conform to the ethical and moral norms of the community

42. Grade R site has good image

43. Grade R site has good marketing strategies.

44. The Grade R site is accountable to the community

<table>
<thead>
<tr>
<th>B7. Satisfaction</th>
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<tbody>
<tr>
<td>Variables</td>
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<tr>
<td>45. Grade R sites satisfy the expectations of the parents and school management</td>
</tr>
<tr>
<td>46. Managers are satisfied with the way in which the Grade R site is managed</td>
</tr>
<tr>
<td>47. Grade R site practitioner is satisfied with the way in which you support him/her</td>
</tr>
</tbody>
</table>
MEMORANDUM

To: The Supervisor

From:
NAME: M.M. Ledibane
Department: English

Date: 03.05.2010

Re: Acknowledgement of Editing

I, Maureen Matlakala Ledibane, hereby certify that I have edited a dissertation with the title "Effective Management of Grade R Sites to Ensure Quality Foundational Education in Sedibeng Districts", submitted in fulfilment for the requirements of the Degree of Masters of Education in Educational Management in the School of Education at the North West University, Vaal Campus, by N.A. Matlhare, student number 10695087.

M.M. Ledibane

Date: 03.05.2010

BA U.E.D (University of Limpopo, Turfloop), MA TESOL (University of Northern Iowa, USA)

Lecturer: Department of English

North-West University, Mafikeng Campus
Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter/document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.

5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.

6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.

7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.

8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.

9. It is the researcher’s responsibility to obtain written parental consent of all learners that are expected to participate in the study.

10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.

11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.

12. On completion of the study the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.

13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.

14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Martha Mashego
ACTING DIRECTOR: KNOWLEDGE MANAGEMENT & RESEARCH

The contents of this letter has been read and understood by the researcher.

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Thursday, September 17, 2009

Ms. Ntombizodwa Agnes Matlhare
PO Box 857
VEREENIGING
1930

Dear Ms. Ntombizodwa Agnes Matlhare

PERMISSION TO CONDUCT RESEARCH: PROJECT

The Gauteng Department of Education hereby grants permission to conduct research in its institutions as per application.

Topic of research : "Effective Management for Grade R in ensuring quality Foundational Education in Sedibeng Districts".

Nature of research : M.Ed. [Educational Management]

Name of institution : North West University

Supervisor/Promoter : Dr. Siphokazi Kwatubana

Upon completion of the research project the researcher is obliged to furnish the Department with a copy of the research report (electronic or hard copy).

The Department wishes you success in your academic pursuit.

Yours in Tirisano,

p.p. Shadrack Phele [MIRMSA]

Ms Mmapula Kekana
Chief Director: Information Systems and Knowledge Management
Gauteng Department of Education