FUNZA LUSHAKA BURSARY PROGRAMME for prospective teachers

BACKGROUND INFORMATION

The Furura Lushaka Bursary Programme is a multi-year programme that is designed to promote teaching in South African public schools. Full-coet bursaries are available to enable eligible students to complete a full teaching qualification in an area of national priority. Recipients of the bursaries will be required to teach at a school or provincial education department for the same number of years that they receive the bursary. Qualified recipients of bursaries can apply for appropriate public school positions with the provincial education department (PEID) of their choice. The PEID concenned will determine whether there is a suitable post available. If there is not, the applicant will be offered employment in a PEID that does have suitable vacancies.

ADMISSION CRITERIA

The bursary is only awarded to South African citizens and this application will not be considered unless the applicant has a valid South African ID number. Eligible students need to meet certain admission criteria of the institution and they must also meet the national selection criteria for the Funza Lushaka bursary.

SELECTION CRITERIA INCLUDE THE FOLLOWING:

- The applicant's academic ability:
- Eligibility for an approved degree or PGCE in one of the priority areas:
- Commitment to a teaching career, which includes: interest in working with young people; enthusiasm for a professional career in teaching; readiness to face and surmount difficult challenges and personal integrity;
- Commitment to teach in any school to which a student may be appointed by a PED.

Everything else being equal, selection should flavour candidates from rural areas, candidates who wish to teach in rural areas and candidates whose financial position would otherwise exclude them from enrolment for a teaching qualification. The bursary will only be awarded if one of the priority area specialization subjects is included as a teaching subject in your qualification.

Please note that those who already have other teaching qualifications do not qualify for this programme. Prospective applicants should also note that there are a limited number of bursaries available, and that not everyone who applies will be successful.

PROGRAMMES TO BE FUNDED

Three different programmes that include at least one priority area specialization subjects as a teaching subject in your qualification can be funded. The table below indicates the different qualifications that can be funded.

Undergraduate studies

4 year Bachelor of Education degree (B Ed), specialising in Foundation Phase (Grade R - 3), Intermediate Phase (Grade 4 - 6), Senior Phase (Grade 7 - 9) and FET Phase (Grade 10 -12).

3.4 -year Bachelors degree e.g. Bachelor of Science, Bachelor of Engineering, Bachelor of Arts, Bachelor of Computer Science, Bachelor of Technology in fields suitable for admission to the one-year Postgraduate Certificate in Education (PGCE). Application for funding for a Bachelors degree implies that the applicant commits to enroll for the PGCE upon completion of the undergraduate degree.

Graduate studies

One-year Postgraduate Certificate in Education (PGCE) for graduates whose degrees include majors in priority areas.

In addition to specialising in a priority area, the applicant will also need to specialise in a phase for the teaching qualifications (B Ed and PGCE). Those who prefer teaching younger children could specialise in Foundation Phase (Grade R - 2) or intermediate Phase (Grade R - 2) or intermediate Phase (Grade R - 2) or EET Phase (Grade R - 2).

PRIORITY AREAS

The priority areas that are ouncertly funded are indicated in the table below.

Foundation Phase (Grade R - 3)	Intermediate Phase (Grade 4 - 6)	Senior Phase (Grade 7 - 9)	FET Phase (Grade 10 –12)
Floundation phase specialisation	African Languages	African Languages	African Languages
	 English Language 	· English Language	Agricultural Sciences
	 Mathematics 	■ Mathematics	Agricultural Technology
	· Natural Sciences	 Natural Sciences 	 Civil Technology
	Technology	Technology	 Computer Applications Technology
			 ■ Electrical Technology
			 Engineering Graphics and Design
			English Language
			 Information Technology
			 ■ Life Sciences
			■ Mathematics
			 Mathematical Literacy
			· Mechanical Technology
			Physical Sciences

HOW TO APPLY

You need to apply for admission to a teaching qualification (B Ed or PGCE) or a Bachelors degree (e.g. BS-c. B Tech. BA) with at least one major course in a priority area at a university of your choice. Once you have gained admission at a university, you are required to apply for the bursain. The university will have information about how to apply for the bursain, Further information can also be obtained from the Funza Lushaka website (www.funzalushaka.doe.gov.za). This website will be available from November 2005.

The bursary is awarded for one academic year at a time and, on proof of academic success, the bursary may be renewed each year until the recipient of the bursary has qualified as a teacher. The bursary holider will be required to re-apply by the end of October for the following year. Recipients of bursaries will be required to teach one year for every year for which they receive a bursary i.e. it is a service-linked bursary.

WHAT THE BURSARY COVERS

Funza Lushaka bursaries cover all the recipient's essential expenses. Expenses covered include tuition, full accommodation including meats, books and learning materials, and an allowance for monthly living expenses. An allowance for travelling costs may also be considered in exceptional circumstances. In 2008, on average, each bursar received R40 000. This amount will increase in 2009 to accommodate increased costs.

CONDITIONS FOR REPEATING A YEAR

The bursary period may be extended to cover one additional year in a degree programme, or the time required for completion of one additional double in the PGCE programme. Only one such extension will be granted. Any additional time required will be at the recipient's one could be bursary in renewable for one academic year at a time. On proof of academic success the bursary may be renewed each year until the recipient of the bursary has considered as a teacher.

CONDITIONS FOR REPAYMENT OF THE BURSARY

The bursary must be repaid only if the recipient fails to quality, fails to apply for a teaching post with a PED at a public school, fails to take up a teaching post with a PED at a public school, leaves a teaching post with a PED before the end of the contracted service period, or otherwise fails to meet a nequirement of the bursary agreement.



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Naseema Shaik, Trevor Moodley

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Faculty Perspectives on Vocational Training in South Africa Eunice Ivala, Chaunda Scott, 2019-03-06 The Cape Peninsula University of Technology CPUT is one of four Universities of Technology established by the South African government in 2005 with a focus on vocational training This book presents faculty experiences of CPUT's innovative work integrated learning and teaching model as well as findings from practice based research being done in the institution The purpose of this volume is to be a resource for other institutions in South Africa that wish to try similar strategies as well as a to trigger a community of practice with vocationally oriented institutions outside of South Africa **Annual Report** South Africa. Towards a Transformative Pedagogy for Early Childhood Care and Education Department of Basic Education.2016 Naseema Shaik, Trevor Moodley, 2024-07-12 This book addresses the priorities and possibilities towards developing transformative pedagogies in post apartheid South Africa To this end the book has assembled a group of researchers who interrogated and engaged with a variety of dimensions that warrant pedagogical change in early childhood in South Africa The book focuses on young children practitioners and leaders with intersecting discussions about envisaged systemic changes to promote transformative pedagogies The collection highlights the importance of beliefs ways of knowing and ways of being as framings that impact on pedagogical approaches The book discusses the challenges that interplay between priorities and possibilities that practitioners face in a diverse and multi cultural society like South Africa The work uses a variety of examples to show priorities One example is about how practitioners have limited knowledge about how music as a culturally responsive tool can be used to transform pedagogy in Early Childhood Care and Education The book opens up dimensions as priorities that lead to thinking about possibilities that recast adults and young children as transformative agents in a dimension for transformative pedagogies States and the Making of Others Jeanne Bouyat, Amandine Le Bellec, Lucas Puygrenier, 2024-06-17 This volume offers a unique interdisciplinary and comparative perspective on contemporary processes of othering by state institutions in relation to dynamics of racism xenophobia sexism homo transphobia as well as ethnic and class based discriminations It focuses on eight original case studies empirically grounded in various domains of the social state in Southern African and Western European contexts the education and health care systems the regulation of work and of procreation rights and institutions in charge of granting asylum The authors provide key insights on how states produce Others and on how othering contributes in turn to the process of state formation and the politicization of public action

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