



Kolu shicilelo lukaOktobha sifuna ukuthi **ENKOSI! ngokukhethekileyo kubo bonke ootitshala eMzantsi Afrika** ngegalelo labo ekufundiseni nasekukhokeleni abantwana bethu abaxabisekileyo ukuze bajongane nekamva labo ngokuzithemba nangokuqonda.



In this October edition we would like to say a special **THANK YOU! to all the teachers in South Africa** for their contributions in educating and mentoring our precious children to face their future with confidence and understanding.



## Amandla okufundela ubumnandi

Xa isikolo sibuganga ngezandla zozibini ubunganga bokufundela ukuzonwabisa, kwaye sikhuthaza abantwana baso ukuba bazivele nabo koku, ngolo hlobo kuvuselelwa umdla wabantwana wokunxanelwa ukufunda nokubhala.

## The power of reading for enjoyment

When a school believes in the power of reading for enjoyment and allows its children to experience this first-hand, it sparks in them an interest in reading and writing.

### Kutheni kubalulekile ukufundela ukuzonwabisa

- ✳ Ukufunda nabantwana kwaziwa njengowona msebenzi ubaluleke kakhulu ekubunjweni kolwazi kunye nezakhono zabantwana ezifunekayo xa befundiselwa ukukwazi ukufunda.
- ✳ Amabali axhobisa abantwana ngolwimi oluthebileyo nolusulungekileyo. Akwaxhobisa abantwana ngolwazi olunzulu lokukwazi ukusebenzisa ulwimi, akwabafundisa isigama nemigaqo yolwimi, ekwathi kananjalo abanike amathuba amatsha okukwazi ukuvakalisa izimvo neemvakalelo zabo.
- ✳ Amabali atsala umdla nawonwabisaayo adlala indima enkulu kakhulu ekuphuhliseni nasekuphemeleleni ingqiqo nemifanekiso-ntelekelelo yabantwana nesakhono sokuyila okukutsha.
- ✳ Amabali anemizekelo ebonisa indlela abantu abathi bagagane ngayo nemingeni ebomini, kuze oko kwenze abantwana bakwazi ukufunda ngovelwano.



### Why reading for enjoyment matters

- ✳ Reading aloud with children is known to be the single most important activity for building the knowledge and skills they need to learn to read.
- ✳ Stories expose children to rich, complex language. They deepen children's knowledge of how we use language, teach them vocabulary and grammar, and offer them new ways to express themselves.
- ✳ Interesting and exciting stories help stimulate children's imagination and creativity.
- ✳ Stories provide examples of how people meet the challenges that face them and help children develop empathy.

### Ukwenza amabali abe yinxalenye yobomi bemihla ngemihla besikolo

Abantwana esikolweni sakho bavumele bakonwabele ukubaliselwa amabali nokufundelwa amabali rhoqo njengexalenye yobomi babo esikolweni – hayi eklasini kuphela koko nangamanye amaxesha.

- ✳ Bakhuthaze abazali nabalondolzi babantwana ukuba bafunde abantwana amabali ukanti banokubalisela amabali nasendleleni eya esikolweni.
- ✳ Makubekho indawo apho kuginwa khona iincwadi zemifanekiso ukwenzela abo bantwana badadlana nabafika kuqala esikolweni, banokuhlala khona nabancinane babafunde amabali lawo kamnandi.
- ✳ Guqula ixesha lokuthandaza lakusasa esikolweni ibe lixesha lokubalisa ibali, ubuncinane kanye enyangeni. Cela utitshala esikolweni ukuba abalise ibali, uyalele iqela labantwana ukuba lilingise elo bali, okanye uyalele ikhosi ukuba yabelane nesikolo sonke ngoko bakwenzayo ukukhulisa uthando lokufunda iincwadi.
- ✳ Ukufundela ukuzonwabisa makwenziwe kube yinxalenye yoko bakwenzayo abantwana ukuphuma kwabo esikolweni ngokuba bakhuthazwe basungule iiklabhu zokufunda esikolweni.

Ukufundela abantwana ngokuvakalayo akubenzi babe ngabafundi abaphambili ngokuzenzekelayo, kodwa kuya kubanceda baphuhlise inkumbulo esemagqabini, baqonde kwaye bazi izinto ezingakumbi, kwaye bavelele zonke iinkalo xa becinga kwaye bacinge ngendlela enengqondo.



### Making stories part of school life

Let the children at your school experience storytelling and reading regularly as a part of their lives at school – not just in the classroom, but at other times too.

- ✳ Encourage parents and other caregivers to read and tell stories to children on their way to school.
- ✳ Create a space for picture books where older children who arrive at school early can sit with younger children and read stories to them.
- ✳ Turn at least one school assembly a month into a story-focused one. Arrange for a staff member to tell a story, let a group of children act one out, or ask a class to share with the rest of the school what they have been doing to develop a love of reading.
- ✳ Make reading for enjoyment part of what children do after school too by starting a reading club at your school.

Reading aloud to children will not magically make them top learners, but it will help them to develop excellent memories, to understand and know more, and to think critically and logically.



Drive your  
imagination



IT STARTS WITH  
A STORY.  
KONKE KUQALA  
NGEBALI.





# Imbewu yokuFunda nokuBhala!

Izinto zokufunda zeklasi ye-ECD

## Literacy Seeds! Reading resources for the ECD classroom



Bazali nabagcini babantwana abancinane ababekileyo, kolu shicilelo sifuna ukuthi ENKOSI! ngokukhethekileyo kootitshala basekhishi nabaququzeli ngoSuku Lwehlaba Looitshala, olungowesi-5 kuOktobha!

Abantwana bayakwazi ukuwalandela nokuwonwabela amabali angekho kumgangatho wabo wokufunda xa bewafundelwa kakuhle ngokuvakalayo ngolwimi abalwaziyo. Iqela labantwana ngalinye olifundelayo lahlukile kakhulu kwamanye ngoko ke ukwazi iincwadi ezininzi kuya kukunceda ukufumana eyona baya kuthi bayonwabele.

- ☉ **Ndikhethe eliphi ibali?** Khetha amabali okonwabelayo ukuwafunda, ahambelane ncasana nomdla wabaphulaphuli bakho futhi abhalwe ngolwimi abaza kuluva ngokulula, nto leyo eza kuncedisa ukubaxhobisa. Iincwadi ezinesingqisho, izicengcelezo nophindaphindo zezona zifunekayo xa kufuneka ufunde ngokuvakalayo, ufundela abantwana abadadlana kwaye zikwaluncedo ekubafundiseni ulwimi olutsha.
- ☉ **Ndifundela bani kanene?** Xa ufundela iqela labantwana abaminyaka yohlukeneyo ngokobudala, kubalulekile ukuba ukhethe indlela eza kutsala umdla kwabo bancinci apha eqeleni.
- ☉ **Ndiza kufundela iqela elingakani kanene?** Ukuba ufundela iqela elikwaziyo ukubona imifanekiso ngokucacileyo okanye unokumana ujikeleza ikhosi ngoku ufundayo, babonise abantwana imifanekiso esencwadini ngoku ubafundelayo. Kanti xa ufundela iqela elikhulu, sebenzisa iintshukumo zomzimba, izandi nezinxibo ukwenzela ukuba ibali lakho libenomtsalane.
- ☉ **Ziziphi izincwadi zokubalisa ibali endingazisebenzisa?** Imifanekiso, oopopayi, iminqwazi nezinye izinto ezikhankanyiweyo ebalini zinokusetyenziswa ukwenzela ukuba ibali litsale umdla.



Kuhle ukuba uziqhelanise nokufunda ibali ngokuvakalayo amatyeli ambalwa phambi kokuba uye kufundela iqela labantwana!

Dear parents and caregivers of young children, in this edition we would like to say a special THANK YOU! to ECD teachers and facilitators on World Teacher's Day, which falls on 5 October!

Children are able to understand and enjoy stories that are far beyond their own reading ability when they hear stories read aloud well in languages they know. Each group of children you read to is unique, so knowing lots of books will help you find one that they will enjoy.

- ☉ **What story should I choose?** Choose stories that you enjoy reading, that match your audience's interests, are in languages that they understand easily and that expand their world. Books with rhyme, rhythm and repetition make good read-aloud books for young children and are also a great way of introducing a new language.
- ☉ **Who am I reading to?** If you're reading to a group of children who are different ages, then choose a style that will appeal to the younger children in the group.
- ☉ **What size group will I be reading to?** If you're reading to a group who can see the pictures clearly or if you can move around while you read, show the children the pictures in the book while you read. When you're reading to a large group, use body movements, sound effects and props to bring your story to life.
- ☉ **What story aids can I use?** Pictures, puppets, hats and objects mentioned in the story can all be used to help a story come alive.

Practice makes perfect, so it's always a good idea to read the story aloud a few times before you read it to a group of children!



### Ukufumana imithombo yokufunda eluncedo

- ⚙️ Ayikho into edlula ukufunda ibali ngolwimi lwakho lweenkobe! Ngoko qiniseka ukuba uneencwadi ngezininzi kangangoko kunokwenzeka kwiilwimi zeenkobe zabantwana.
- ⚙️ Khetha iincwadi ezihambelana nomdla wabo kunye nenqanaba lokufunda labantwana eklasini yakho.
- ⚙️ Khumbula ukuba kaloku iincwadi ungazifunda uziphindaphinde! Abantwana bayakonwabela ukufundelwa amabali abawathandayo kaninzi.
- ⚙️ Ukufunda, ukubhala nokuzoba kuhamba konke! Qinisekisa ukuba unamaphepha, iikhrayoni, iipeni neepensile ngokwaneleyo eklasini yakho.

### Finding reading resources

- ⚙️ Nothing beats reading a story in your home language! So, make sure that you have books in as many of the children's home languages as possible.
- ⚙️ Choose books that suit the interests and reading levels of the children in your class.
- ⚙️ Remember that you can read books more than once! Children often enjoy having their favourite stories reread to them.
- ⚙️ Reading, writing and drawing go together! So, make sure that you always have a good supply of paper, crayons, pens and pencils in your classroom.



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## Unonophelo lweencwadi

Iincwadi zixabisekile kakhulu kwaye sonke sifuna zihlale ixesha elide. Kwangaxeshanye sifuna abantwana bazifunde kodwa abazukwazi ukuzifunda xa zitshixelwe! Nazi ezinye iingcebiso ngeendlela zokunceda abantwana bakwazi ukuphattha iincwadi ngobunono ukwenzela ukuba zihlale ixesha elide.

- \* Asinakulindela ukuba abantwana baziphathe kakuhle iincwadi xa bengawonwabeli amabali akuzo ngaphakathi! Xa uchitha ixesha ufundela kwaye usonwabela amabali kunye nabantwana, kungekudala bafunda ukuba iincwadi zixabiseke kakhulu.
- \* Abantwana bafunda kakuhle ngokubukela oko sikwenzayo thina bantu badala hayi oko sibaxelela ukuba bakwenze. Umzekelo, xa ubafundela incwadi, tyhila amaphepha ayo ngobunono uze wakugqiba ukufunda ibali uyibuyisele incwadi eshelufini, apho ubuyithathe khona kuqala.
- \* Bakhuthaze bafunde iincwadi ezibalungeleyo ngokobudala babo. Umzekelo, uyakwazi ukulindela umntwana oneminyaka esixhenxe ukuba atyhile amaphepha encwadi ngocoselelo, kodwa ngekhe ukulindele oko kumntwana oneminyaka emihlanu ubudala kuba kaloku yena usakufunda ukukwenza oku.
- \* Bancedise abantwana bakwazi ukunonophela iincwadi ngokudala iindawo ezikhethekileyo zokuzigcina iincwadi ezo. Unokusebenzisa iishelufa ekulula ukuba kufikeleleke kuzo ebantwaneni kunye neebhokisi zesiriyeli ezihonjisiweyo, iibhokisi zezihlangu, izikhongozeli ezidala zeayiskhrim neebhaskithi.

Njengezinto zonke ezininzi ebomini, ukufunda ukunonophela iincwadi kakuhle kuthatha ixesha, ukuziqhelanisa nenkuthazo.



## Caring for books

Books are precious, and so it is understandable that we want them to last. But we also need children to read them, and they can't do that if the books are locked away! Here are some suggestions to help children learn to take care of books so that they can be enjoyed over and over again.

- \* We cannot expect children to treat books well if they do not love stories! When you spend time reading and enjoying stories with children, they soon learn to treasure books.
- \* Children learn more by watching us than by being told what to do. For example, as you read to them, turn the pages carefully, and when you have finished reading a story, return the book to its place on the bookshelf.
- \* Encourage age-appropriate book behaviour. For example, we can expect seven-year-olds to turn the pages of a book gently, but many five-year-olds are still learning to do this.
- \* Help children learn to care for books by creating special places to store them. You can use shelves that are easy for them to reach, as well as decorated cereal boxes, shoe boxes, plastic ice cream containers and baskets.

As with most things in life, learning to take care of books involves time, practice and encouragement.

## Iilwimi ezininzi, imithombo yoncedo emininzi

Ukufundelwa ngolwimi lwakho lweenkobe akufanelekanga ukuba ibe yinto eyenziwa nje ngenxa yokunqaba kwezinto. Kuyinxalenye efunekayo neluncedo kakhulu ekufundeni ulwimi nokuphuhlisa ilitheresi.

- ★ Cula iingoma kunye nezicengcelezo ngolwimi lweenkobe lwabo bonke abantwana wandule ukubafundisa ulwimi olongezelelweyo.
- ★ Rhangqa abantwana ngokuprintiweyo ngeelwimi zabo zonke zeenkobe ngokuthi wenze iipowusta ezineelwimi ezimbini okanye ezineelwimi ezininzi nezingezihloko ezitsala umdla kubo.
- ★ Fundela abantwana ngokuvakalayo ngazo zonke iilwimi okwaziyo ukuzithetha nokuzifunda.
- ★ Sebenzisa ifowuni ukurekhoda abazali, oomakhulu nootatomkhulu nabalondolozisi babantwana bebalisa amabali okanye befundela abantwana amabali ngolwimi lweenkobe – uze uyalele abantwana ukuba baphulaphule la mabali.
- ★ Yalela abantwana abathetha ulwimi olunye lweenkobe ukuba bafundelane kunye amabali asencwadini ngokwamaqela baze bancokole ngawo.



## More languages, more resources

Being read to in your own language should not be an optional extra for children. It is really an essential and powerful part of learning language and developing literacy.

- ★ Sing songs and say rhymes in the home language(s) of all the children.
- ★ Surround children with print in all their languages by making your own bilingual or multilingual posters on topics that interest them.
- ★ Read aloud to the children in all the languages that you can speak and read.
- ★ Use a cellphone to record parents, grandparents and other caregivers telling and/or reading stories in their home language(s) – and then let the children listen to these stories.
- ★ Let the children who speak the same home language read and talk about storybooks together in groups.

Fumana amabali ngeelwimi ezilishumi elinanye ku-[www.nalibali.org](http://www.nalibali.org).

Find stories in eleven languages at [www.nalibali.org](http://www.nalibali.org).



Drive your imagination



# "lincwadi zilungile. lincwadi zimnandi! lincwadi ziyafuneka!"



# "Books are good! Books are fun! Books are necessary!"

Lo ngumyalezo odluliselwa yiPaleng, umbutho ofundisa abantwana ukufunda nokubhala ezilalini zaseLisuthu, kubantwana obafikelelayo. Aba ngabantwana abangenazincwadi emakhayeni abo nezingadli ngakuqwalaselwa kangako izinto abanomdla kuzo, inkcubeko yabo nolwimi lwabo kwiincwadi zasesikolweni.

"Besiyila kwaye sibonisa abantu iincwadi zamabali emifanekiso ezineelwimi ezimbini zabantwana abancinane ukususela ngowama-2015.

"Ezilalini, xa umntwana eshiya isikolo samabanga aphantsi, asibikho isizathu esimqhubela ekubeni afunde ubomi bakhe bonke. Akayifundanga into yokuba ukufunda kumnandi kwaye kumenza akhanyiselwe, ukuba ukufunda kungabenza butyebe ubomi bomntu nokuba ukufunda kuyanceda kwaye kunyanzelekile kweli hlabathi lanamhlanje. Ngoko umbono wePaleng kukunika abantwana basezilalini bamaZantsi EAfrika abaninzi kangangoko izinto zokufunda zasimahla, abanokugoduka nazo nezifanele iimeko zabo, ubudala babo, umgangatho wabo wokufunda nolwimi lwabo.

"Sinethemba lokuba iincwadi zethu ziza kungena nzulu kubomi babantwana nokuba ziza kutyala 'imbewu yokufunda' encinane eya kukhula ukutyhubela bonke ubomi babantwana ize idubule ibe kukuthanda ukufunda."



UMarion Drew noKhothatso Ranoosi, bobabini abangabaseki bakaPaleng  
Marion Drew and Khothatso Ranoosi, co-founders of Paleng

This is the message that Paleng, a children's literacy organisation in rural Lesotho, shares with the children who they reach out to. These are children who have no books at home and whose interests, cultural context and language is often not seriously considered in the books at school.

"We have been creating and sharing our own bilingual picture storybooks for young children since 2015.

"In the rural areas, once children leave primary school, there is no compelling reason for them to read for the rest of their lives. They have not learnt that reading is fun or enlightening, that reading can enrich one's life and that reading is useful and non-negotiable in today's world. Paleng's vision is, therefore, to provide as many rural children in Southern Africa as possible with free, mine-to-

take-home reading material that is appropriate for their context, their age, their reading level and their language.

"We hope our books burrow deep into the lives of children and that they plant little 'reading seeds' that will grow throughout the children's lives and bloom into a love of reading."

Ilayibrari, iincwadi, neminyhadala yeencwadi yethu zinike abantwana abaninzi babeSuthu ithuba lokuva ubumnandi beencwadi zamabali.



Our library, books, and book festivals have allowed many rural Basotho children to experience the joy of storybooks.



"Ukuza kuthi ga ngoku, iqela lethu livelise iincwadi zeelwimi ezimbini ezili-13 zabantwana basezilalini abakubudala beminyaka emi-4 ukuya kweli-15 ibe sisebenze nabantwana abangaphezu kwe-1 000 ngeminyhadala yethu yeencwadi."



"So far, our team has produced 13 bilingual books for rural children aged 4-15 and we have worked with over 1 000 children through our book festivals."

Ukuze ufumane ingcombolo ngoPaleng ndwendwela



To find out more about Paleng



www.palengplaceofstories.org



info@palengplaceofstories.org



palengschildren



PalengPlaceOfStories

Yandisa ithala lakho leencwadi.

Zenzele iincwadana EZIMBINI onokuzisika-ze-uzigcine

1. Khupha iphepha lesi-5 ukuya kwele-12 kolu hlelo.
2. Uxwebhu olunamaphepha aqala kwelesi-5, elesi-6, ele-11 nele-12 lwenza incwadi yokugala. Uxwebhu olunamaphepha aqala kwelesi-7, elesi-8, ele-9 nele-10 lwenza eyesibini incwadi.
3. Sebenzisa uxwebhu ngalunye kula mabini ukwenza incwadana. Landela imiyalelo engezantsi ukwenza incwadi nganye.
  - a) Songa uxwebhu phakathi kumgca wamachaphaza amnyama.
  - b) Phinda ulusonge phakathi kwakhona ulandela umgca wamachaphaza aluhlaza.
  - c) Sika ke ngoku ulandela imigca yamachaphaza abomvu.



Grow your own library.

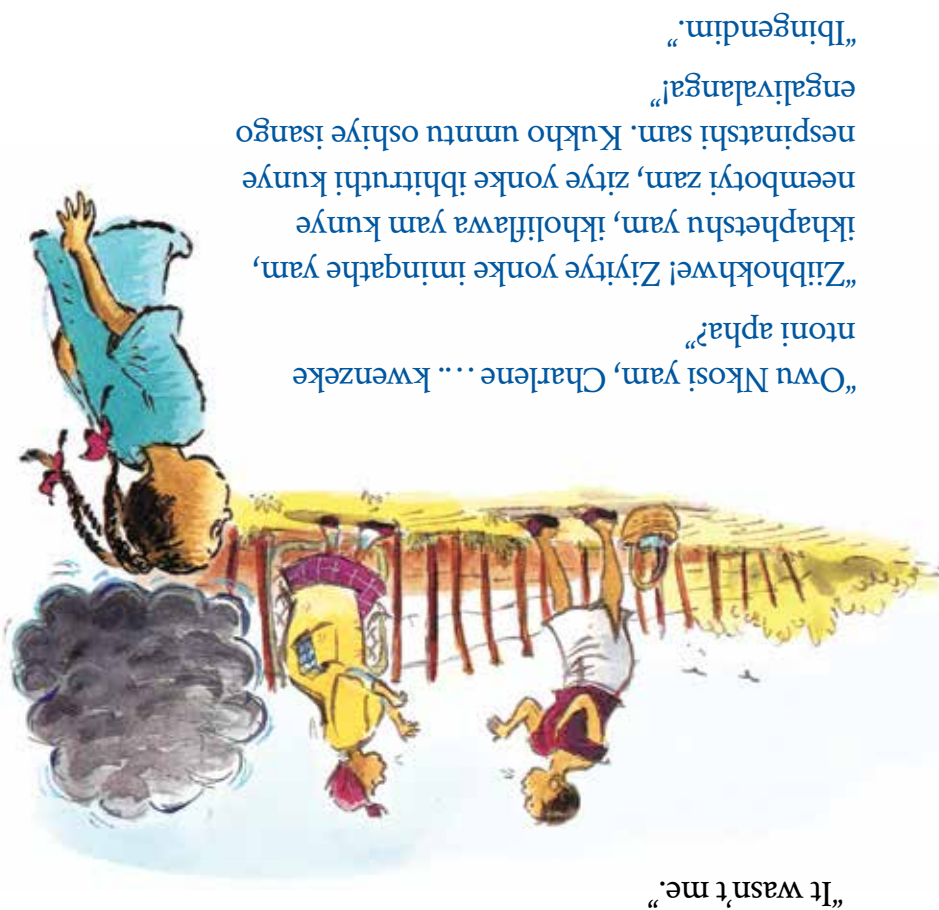
Create TWO cut-out-and-keep books

1. Take out pages 5 to 12 of this supplement.
2. The sheet with pages 5, 6, 11 and 12 on it makes up one book. The sheet with pages 7, 8, 9 and 10 on it makes up the other book.
3. Use each of the sheets to make a book. Follow the instructions below to make each book.
  - a) Fold the sheet in half along the black dotted line.
  - b) Fold it in half again along the green dotted line.
  - c) Cut along the red dotted lines.



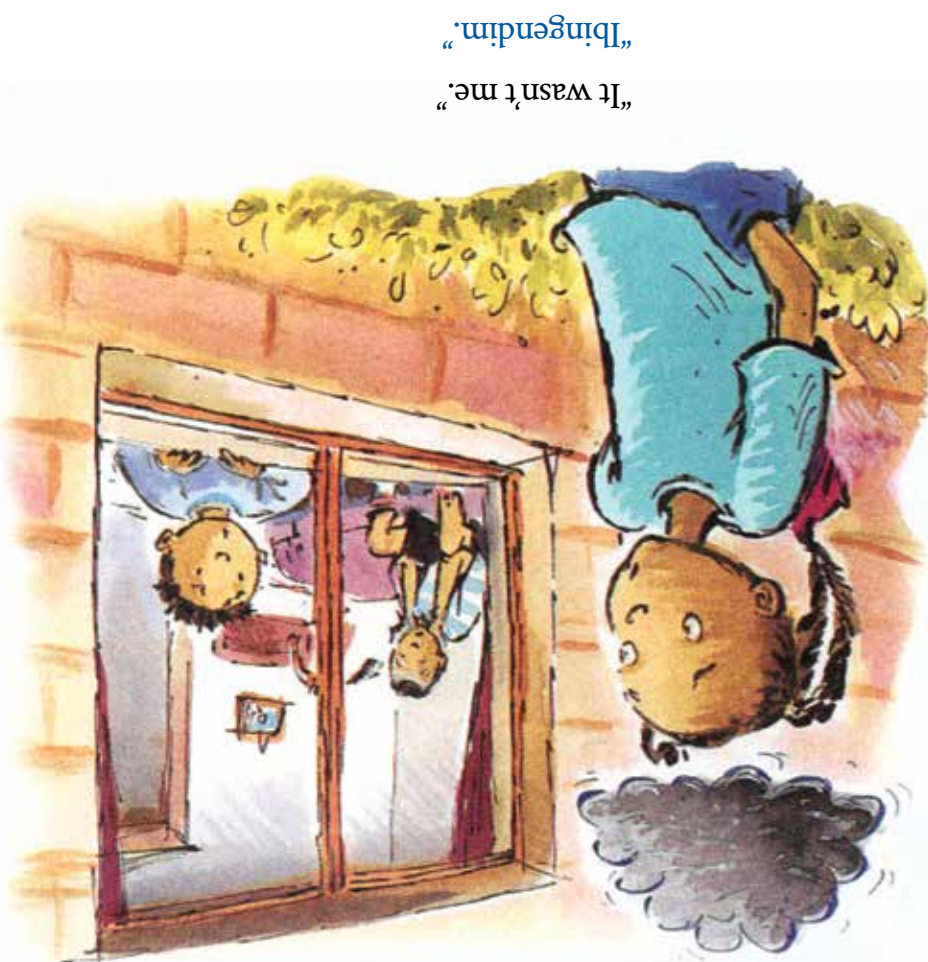
Drive your  
imagination





“Oh my goodness, Charlene ... what happened here?”  
 “The goats! They ate up all my carrots and cabbages,  
 my cauliflower and beans, beetroot and spinach too.  
 Someone left the gate open!”  
 “It wasn’t me.”

“Owu Nkosi yam, Charlene .... kwenzeke  
 ntoni apha?”  
 “Zibhokhwe! Ziyitye yonke imingathe yam,  
 ikhaphetshu yam, ikholihlawa yam kunye  
 neemboty! zam, zitye yonke ibhitritshi kunye  
 nespinatshi sam. Kukho umntu oshiye isango  
 engalivalanga!”  
 “Ibingendim.”



“It wasn’t me.”  
 “Ibingendim.”

**HEARTLINES**  
 The Centre for Values Promotion



For more information, please email [info@heartlines.org.za](mailto:info@heartlines.org.za) or  
 phone (011) 771 2540.

Xa ufuna inkcazelo engakumbi nceda uthumele i-imeyili kwidilesi ethi  
[info@heartlines.org.za](mailto:info@heartlines.org.za) okanye ufowunele kule nombolo (011) 771 2540.

### Get story active!

- ★ Why do you think Lily didn’t say she was the one who had left the gate open when Ouma first asked?
- ★ Why do you think the picture of the cloud above Lily’s head gets bigger during the story and then “rains” on page 12?
- ★ Is it sometimes scary to own up if you’ve done something wrong? Why or why not?
- ★ Is owning up the right thing to do? Why or why not?

### Yenza ibali linike umdla!

- ★ Ucinga ukuba kutheni uLily engazange atsho kuqala ukuba nguyi oshiye isango livulekile xa uMakhulu wayebuza okokuqala?
- ★ Ucinga ukuba kutheni umfanekiso welifu eliphezu kwentloko kaLily usiba mkhulu apha phakathi ebalini kuze kude “kunethe” kwiphepha le-12?
- ★ Ingaba ngamanye amaxesha kuyoyikisa ukuthatha uxanduva xa wenze okungalunganga? Ucinga ukuba kutheni kunjalo okanye ucinga ukuba kutheni kungenjalo?
- ★ Ingaba ukuthatha uxanduva lwento oyenzileyo kulungile? Kutheni ucinga ukuba kulungile okanye kutheni ucinga ukuba akulunganga?

Nal’ibali is a national reading-for-enjoyment campaign to  
 spark and embed a culture of reading across South Africa.  
 For more information, visit [www.nalibali.org](http://www.nalibali.org)



UNal’ibali liphulo likazwelonke lokufundela  
 ukuzonwabisa elinjongo yalo ikukuvuselela  
 nokwendiselisa inkcubeko nesithethe sokufunda  
 kuMzantsi Afrika uphela. Ukuze ufumane iinkcukacha  
 eziithe vetshe, ndwendwela ku-[www.nalibali.org](http://www.nalibali.org)



Drive your  
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## It wasn’t me



## Ibingendim

Glynis Clacherty • Tasia Rosser

**Ideas to talk about:** Think of a time when you made a mistake that affected someone else. What was the mistake you made? How did you feel when you realised that you had made a mistake? What did you do next? What else could you have done?

**Izinto eninokuthetha ngazo:** Khawucinge ngexesha apho wawukhe wenza impazamo eyaye yachaphazela omnye umntu. Yintoni impazamo owawuyenzile? Waziva njani xa ufumanisa ukuba wenze impazamo? Wenza ntoni ke emva koko? Yintoni enye ongewawuyenzile?



“You boys, you make me crazy! Go to your room!”  
“It wasn’t us, Ouma.”  
“Nina makwedi, niyandicaphukisa! Hambani niye kwigumbi lenu!”  
“Kodwa ibingesthi, Makhulu.”



“Don’t open the gate to my garden, Lily!” Ouma always said. “The goats will get in and eat up all my carrots and cabbages and cauliflower and beans; all my beetroot, tomatoes and spinach too. Don’t open the gate to my garden whatever you do.”



“I need tomatoes, Ouma – for bredie,” said Ma.  
“No tomatoes! The goats ate them up and my carrots and cabbages, my cauliflower and beans, beetroot and spinach too. Someone left the gate open!”  
“It wasn’t me.”  
Ndifuna itumata, Makhulu, ndiza kupheka isityu,” utshilo uMama.  
“Azikho itumata! Ibhokhwe zizityile zonke kunye neminqathe yam, ikhaphetshu yam, ikholilawa yam kunye neembotyi zam, zitye ibhituthi yam kunye nesipinatshi sam. Kukho umntu othile oshiyе isango lingavalwanga!”  
“Ibingendim.”







Little Bear knows how to count to ten. That's how he knows that one of the bear cubs is missing! Where can it be?

This story was specially created for NaIbali – a national reading-for-enjoyment campaign to spark children's potential through storytelling and reading.



UBherana uyakwazi ukubala ayokutsho kwishumi. Kungako esazi ukuba elinye ibherana lilahlekile! Ingaba liphi bethu?

Eli bali belibhalelwe ngokukhethekileyo uNaIbali – iphulo likazwelonke lokufundela ubumnandi ukuze lokuvuselela izakhono abasenokuba banazo abantwana ngokubalisa amabali nangokufunda.

### Get story active!

- ★ Do you know your important information such as your address, a family member's telephone number and someone you could contact in an emergency? Write it in your diary.
- ★ There are no bears in South Africa. Retell the story using animals found in South Africa.
- ★ Now draw a picture for your story with South African animals.

### Yenza ibali linike umdla!

- ★ Ngaba uyayazi inkcazelo yakho ebalulekileyo enjengeadresi yakho, inombolo yefowuni yelungu lentsapho nomntu ongaqhagamshelana naye xa kunokuvula imeko yongxamiseko? Yibhale kwidayari.
- ★ Azikho iibhere eMzantsi Afrika. Phinda ubalise eli bali usebenzisa izilwanyana ezifumaneka eMzantsi Afrika.
- ★ Ngoku zoba umfanekiso webali lakho elinezilwanyana zaseMzantsi Afrika.

NaIbali is a national reading-for-enjoyment campaign to spark and embed a culture of reading across South Africa. For more information, visit [www.nalibali.org](http://www.nalibali.org)



UNaIbali liphulo likazwelonke lokufundela ukuzonwabisa elinjongo yalo ikukuvuselela nokwendiselisa inkcubeko nesithethe sokufunda kuMzantsi Afrika uphela. Ukuze ufumane iinkcukacha eziithe vetshe, ndwendwela ku-[www.nalibali.org](http://www.nalibali.org)



Drive your imagination

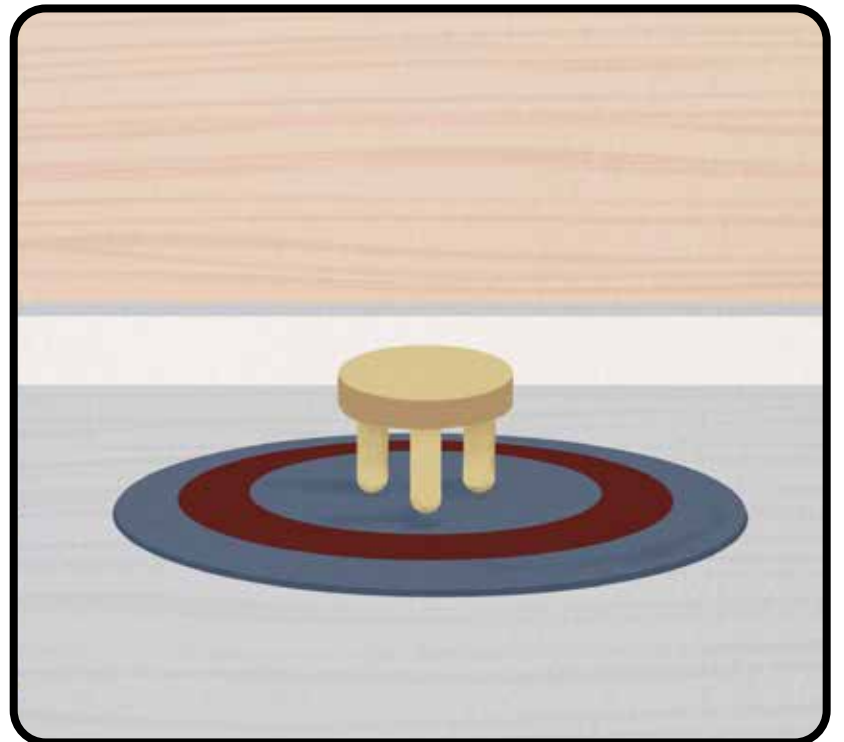


That night before supper, the bear cubs stood in front of Little Bear to be counted. "One, two, three, four, five, six, seven, eight, nine bear cubs, seven, eight, nine bear cubs," counted Little Bear. Little Bear rubbed his eyes and counted again. "One, two, three, four, five, six, seven, eight, nine bear cubs." There were only nine bear cubs!

Ngobo busuku ngaphambi kwesidlo sangokuhlwa amabherana angaphambi kukabhera omncinci ukuze awabale. "Nye, mbini, ne, ndanu, ntandathu, sixhenxe, sibhozo, lithoba lamabherana!" wabala ubhera omncinci.

UBhera omncinci wosula amehlo akhe waphinda wabala. "Nye, mbini, ntathu, ne, ndanu, ntandathu, sixhenxe, sibhozo, lithoba lamabherana!" Kwakukho amabherana alithoba kuphela!

## The missing bear cub



## Ibherana elilahlekileyo

Pumeza Ngobozana • Julie Smith-Belton

**Ideas to talk about:** Why is it important for a child to always let a reliable adult like a family member, neighbour or teacher know where they will be? What could a child do if they are lost?

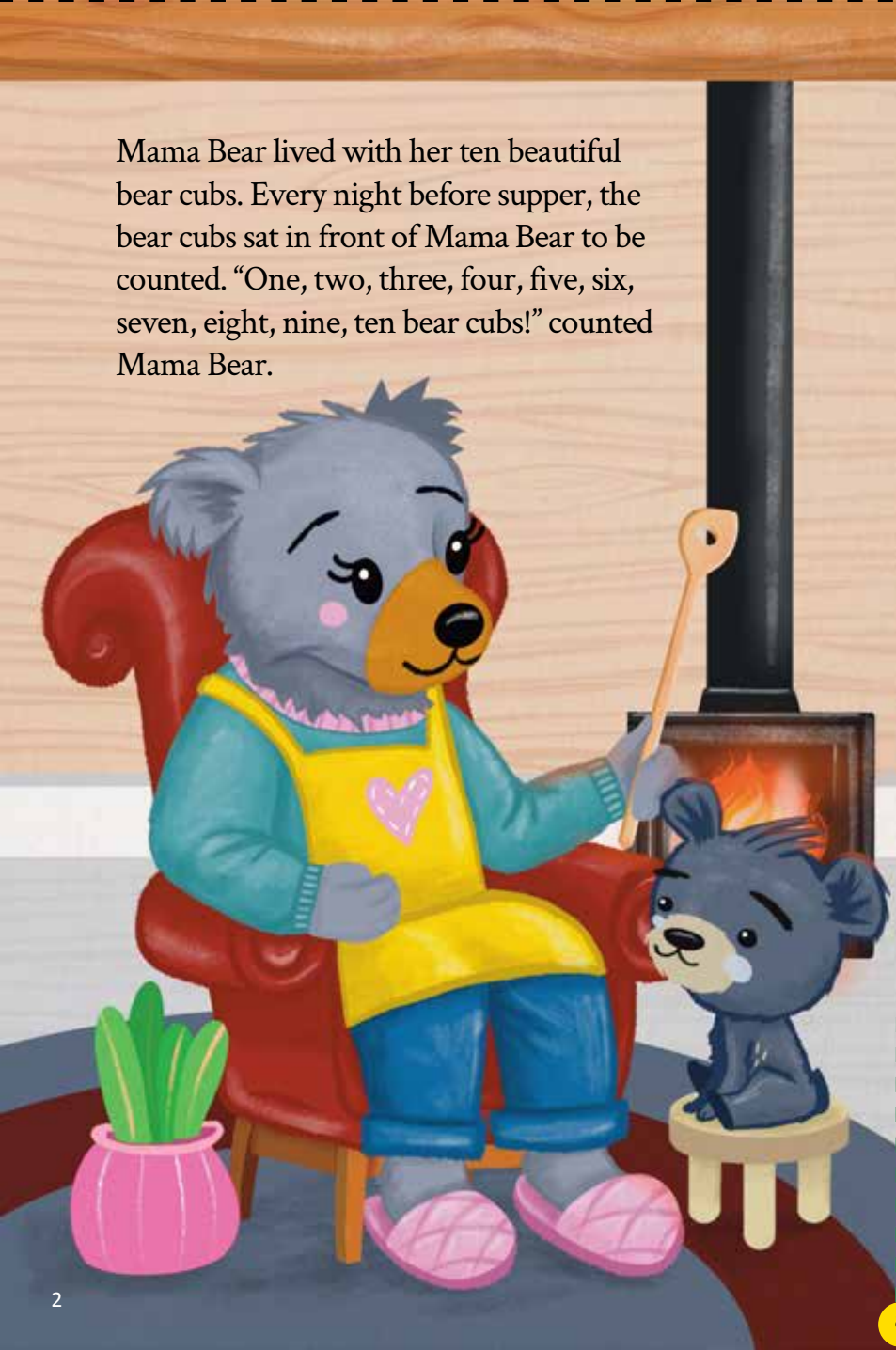
**Izinto eninokuthetha ngazo:** Kutheni kubalulekile ukuba umntwana asoloko esazisa umntu onokuthenjwa onjengelungu lentsapho, ummelwane okanye utitshala ukuba uyaphi na? Umntwana unokwenza ntoni xa elahlekile?





The next morning, Mama Bear hugged and kissed all her bear cubs goodbye. "I will come back home in seven days," she said.

Ngentsasa elandelayo, uMama uBhere wanga kwaye wancamisa onke amabherana akhe evalelisa. "Ndiza kubuya ekhaya emva kweentsuku ezisixhenxe," watsho uMama uBhere.



Mama Bear lived with her ten beautiful bear cubs. Every night before supper, the bear cubs sat in front of Mama Bear to be counted. "One, two, three, four, five, six, seven, eight, nine, ten bear cubs!" counted Mama Bear.



Seven days later, Mama Bear returned home. All her bear cubs looked sad.

"There are only nine bear cubs," sobbed Little Bear.

Mama Bear counted her bear cubs.

Emva kweentsuku ezisixhenxe, uMama uBhere wabuya ekhaya. Onke amabherana ayedonakala edakumbile. "Kukho amabherana alithoba kuphela," walla uBhere omncinci. UMama uBhere wabala amabherana akhe.







“Bala amabherana futhi, Bhere omninci,” watsho uMama uBhere. “Nye, mbini, ntathu, ne, nlanu, ntandathu, sixhenxe, sibhozo, lithoba lamabherana!” wabala uBhere omninci. “Kukho amabherana alithoba kuphela,” watsho uBhere omninci edakumbile.

“Count the bear cubs again, Little Bear,” said Mama Bear. “One, two, three, four, five, six, seven, eight, nine bear cubs,” counted Little Bear. “There are still only nine bear cubs,” he said sadly.

The bear cubs began dancing and pointing at one another. “I am a bear cub! You are *also* a bear cub! I am a bear cub! You are *also* a bear cub!” they sang.

Amabherana aqala ukudanisa kwaye ekhombana. “Ndilibherana! *Nawe* ulibherana! Ndilibherana! *Nawe* ulibherana!” acula.



One day, Granny Bear became sick. Mama Bear would have to go away to help Grammy get better. “Little Bear, every night before supper while I am away, you must count the bear cubs. There are ten bear cubs,” said Mama Bear. Ngeliye ilanga, uMakhulu uBhere wagula. UMama uBhere kwafuneka aye kude ukuyokunceda uMakhulu uBhere abengcono. “Bhere omninci, qho ebusuku ngaphambi kwesidlo sangokuhlwa ngelixesha ndingekhoyo, kumele ubale amabherana. Kukho amabherana alishumi,” watsho uMama uBhere.

Umama uBhere wayehlala namabherana akhe alishumi amahle. Rhoqo ebusuku ngaphambi kwesidlo sangokuhlwa, amabherana ayehlala ngaphambi koMama uBhere ukuze abalwe. “Nye, mbini, ntathu, ne, nlanu, ntandathu, sixhenxe, sibhozo, thoba, lishumi lamabherana!” wabala uMama uBhere.





Wamamela ngenkathalo uBhere omncinci ebala uMama uBhere. Wafunda ngaloo ndlela ukubala.



Little Bear listened carefully as Mama Bear counted. That is how he learnt to count.

“Yes, Little Bear, you always have to remember to count yourself,” said Mama Bear. “You are also a bear cub!”



“Count the bear cubs again, Little Bear,” said Mama softly. “This time, start by counting yourself.”  
“One . . . two, three, four, five, six, seven, eight, nine, ten bear cubs!” smiled Little Bear.

“Bala amabherana futhi, Bhere omncinci,” watsho uMama ngenyameko. “Ngeli ithuba qala ukubala ngawe.”  
“Nye . . . mbini, ntathu, ne, ntlanu, ntandathu, sixhenxe, sibhozo, thoba, lishumi lamabherana!” wancuma uBhere omncinci.



“Ewe, Bhere omncinci, umele ukhumbule qho ukuzibala nawe,” watsho uMama uBhere. “Nawe ulibherana!”

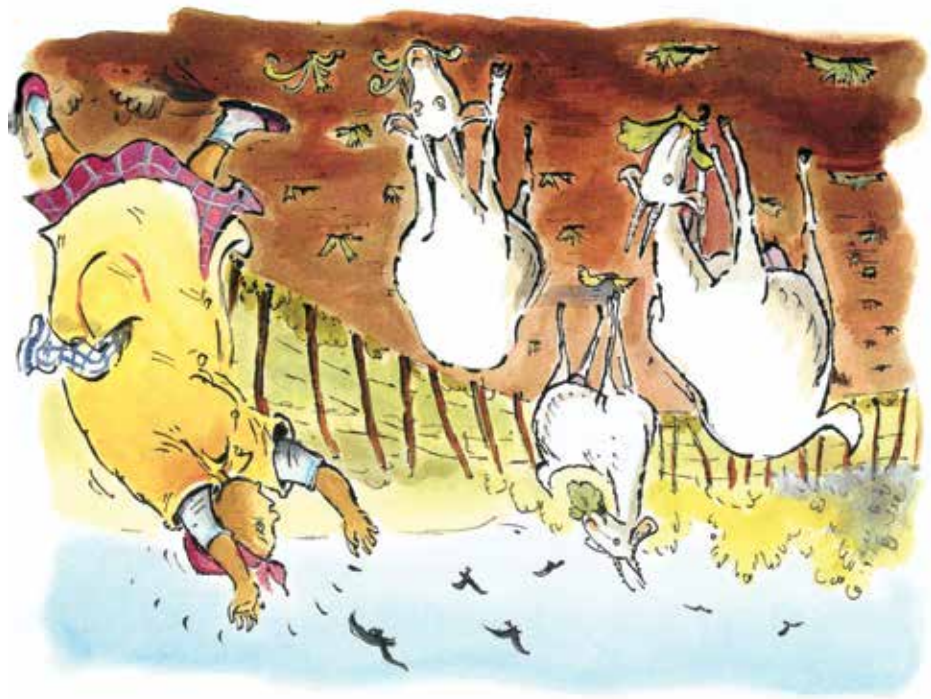




“Oh Lily bird! Lies are wrong. They make everyone sad. But in the end you told the truth. I’m glad you did. You will have to help me plant some new carrots and cabbages and some cauliflower, beans and beetroot, and tomatoes and spinach too.”

And that’s what Lily and Ouma did ... the very next day!

“Owu nontakazana onguLily! Ukuxoka akulunganga. Kwenza wonke umntu azive elusizi. Kodwa ke ekugqibeleni uyithethile inyaniso. Ndiyavuya wenze njalo. Kuza kufuneka ke undincedise, sityale eminye iminqathe, ikhaphetshu kunye nekholidlawwa, sityale ezinye iimbotyi kunye neebhitruthi, sityale enye itumata kunye nespinatshi.”  
Benza njalo kanye ke uLily noMakhulu ... kwangosuku olulandelayo!



“AAAAAA! The goats have eaten up my carrots, they’ve eaten my cabbages and cauliflower and beans, my beetroot, tomatoes and spinach too. Who opened the gate to my garden?” asked Ouma.

“AAAAAA! Iibhokhwe ziyitye yonke iminqathe yam, ikhaphetshu, ikholiflawwa kunye neemboty zam, ziyityile ibhitruthi, itumata kunye nespinatshi sam. Ngubani ovule isango elingena esityeni sam?” wabuza Makhulu.

“Musani ukulivula isango eliya esityeni sam, Lily!”  
Wayesoloko esitsho uMakhulu. “Ziya kungena iibhokhwe ziyitye yonke iminqathe yam, ikhaphetshu, ikholiflawwa kunye neemboty zam; zitye yonke ibhitruthi yam, itumata kunye nespinatshi sam. Nokuba sele kutheni na ningaze nilivule isango lesityi sam.”







... OVER the fence ... Over the fence of Ouma's vegetable garden!

... NGAPHAYA kocingo ... Ngaphaya kocingo olubiyele isitya semifuno kaMakhulu!



The dragon-fly flew up and ...

Ugqamanzi wabhabha wenyuka waya phezulu waya ...



... up and ...

... phezulu, esenyuka wada waya ...



"No veggies, Ouma?" asked Dad.

"No veggies tonight! Someone left the gate open!"

**"IT WAS ME!** I'm sorry, Ouma."

Ouma looked sad, Mum looked sad, Dad looked sad and Quinton looked sad, Jerome looked sad and Lily ... Lily was sad too!

"Ayikho na imifuno, Makhulu?" wabuza uTata.

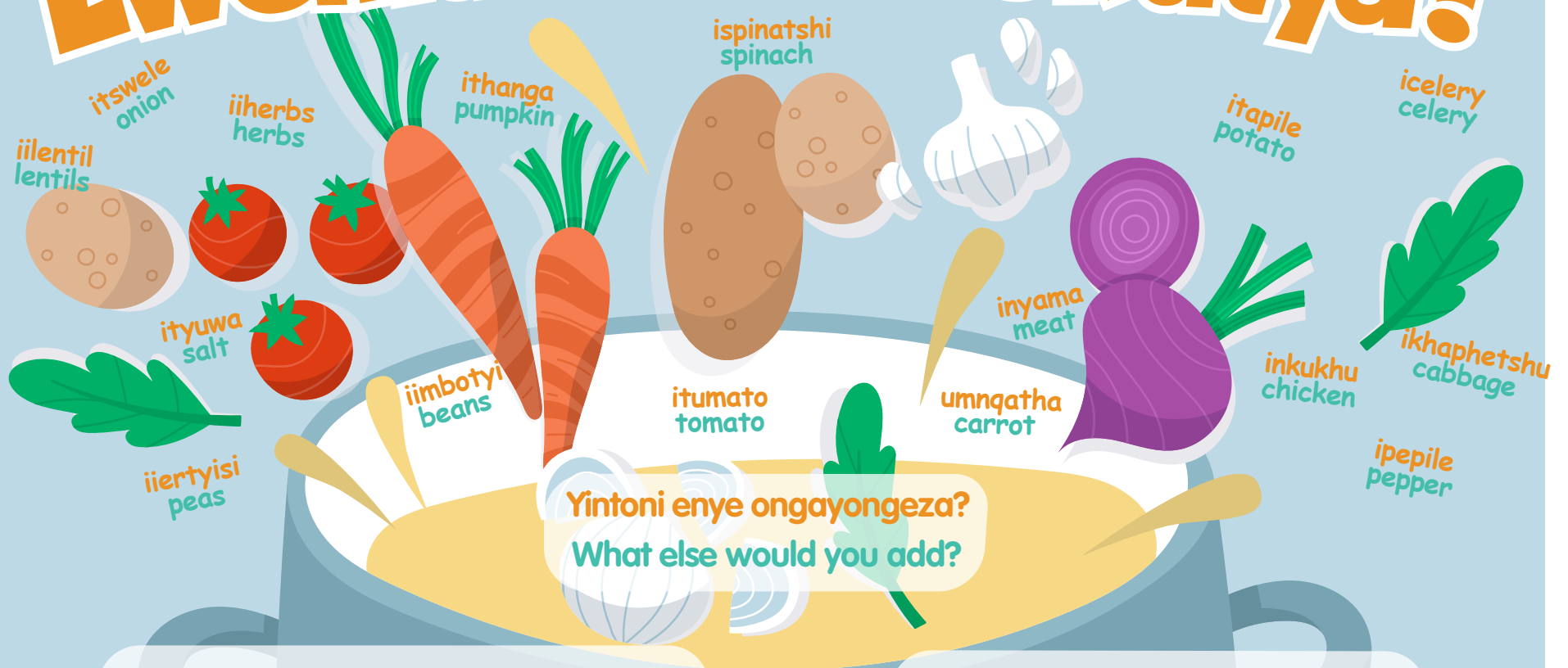
"Asinayo imifuno ngokuhlwa nje! Kukho umntu othile oshiye isango engalivalanga!"

**"IBINDIM!** Uxolo, Makhulu."

UMakhulu wakhangeleka elusizi, uMama wakhangeleka elusizi, utata wakhangeleka elusizi, noQuinton wakhangeleka elusizi, uJerome wayelusizi noLily ... uLily naye wakhangeleka elusizi!



# Owe-16 KuOktobha Lusuku Lwehlabathi Lokutya!



Isuphu kukutya okusempilweni nokunesondlo okwenziwa ngeendlela ngeendlela ehlabathini jikelele. Ikwazizo neenzuzo ezininzi kwimpilo yethu kuba:

- ★ Isuphu yenziwa ngamanzi amaninzi, nto leyo engakunceda ungaphelelwa ngamanzi emzimbeni.
- ★ Isuphu idla ngokwenziwa ngemifuno neelegume, nto leyo eyenza ibe neevithamini, izimbiwa nefayibha eninzi kwisidlo esinye.
- ★ Isuphu iyanelisa kwaye iyahluthisa, nto leyo engakunceda wehle emzimbeni okanye ube nobunzima bomzimba obusempilweni.
- ★ Isuphu idla ngokuphekwa de zonke izinto eyenziwe ngazo zithambe kwaye zicoleke, nto leyo eyenza kube lula ukuyetyisa.
- ★ Isuphu iyathuthuzela kwaye iyathomalalisa, ngokukodwa xa ugula.

**Yeyiphi isuphu oyithandayo?**

Soup is a wholesome and nourishing food that is made in different ways all over the world. It also has many benefits for our health because:

- ★ Soup is made with a lot of water, which can help us stay hydrated.
- ★ Soup is often made with vegetables and legumes, which provide lots of vitamins, minerals and fibre in one meal.
- ★ Soup makes us feel satisfied and full, which can help us lose weight or keep to a healthy weight.
- ★ Soup is often cooked until all the ingredients are soft and fine, which makes it easy to digest.
- ★ Soup is comforting and soothing, especially when we're ill.

**What is your favourite soup?**

★ iyanelisa ★ intubululu ★ imuncis' iintupha ★ inencasa ★ isempilweni ★ ayimnandi ngako  
★ satisfying ★ hearty ★ delicious ★ tasty ★ healthy ★ yummy

## 16 October is World Food Day!

**Qhagamshelana nathi** nangayiphi na kwezi ndlela zilandelayo: • **Contact us** in any of these ways:

f nalibaliSA

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@nalibaliSA

info@nalibali.org







# UMolemo nebhatyi yethamsanqa



Libhalwe nguSiphiliselwe Makhanya ■ Imizobo izotywe nguGeoff Walton

Kwakuyintsasa eqhaq hazelisa amazinyo. UMolemo waya ezihlohla epokothweni yebhlu khwe yakhe yesikolo izandla zakhe waza wanyusa amagxa njengoko wayelinde ukunqumla indlela ezirobhotini. Wayenxibe izikipa ezibini ngaphantsi kwehempe yakhe emhlophe yesikolo, kodwa wayesagodola.

"Brrrrrr," watsho uMolemo, engqisha ngeenyawo zakhe njengoko wayelinde irobhoti itshintshe. "Akwaba umakhulu ebenemali eyaneleyo yokundiithengela ibhatyi."

Kuthe nje ukuba kuthi gqi umntu omncinane oluhlaza erobhotini, uMolemo waqalisa ukunqumla indlela. Kodwa kanye ngelo xesha weva isikhala emva kwakhe. Xa ejika ukuze ajonge, wabona indoda ijijisana nexhegokazi izama ukulihlutha ibhegi yalo ephathwayo.

"Ncedani! Ncedani!" wakhwaza lo makhulu.

UMolemo akazange alibazise – wabaleka wayokunceda ixhegokazi waza wakhamba le ndoda eqatheni kakhulu kangangoko anako. Le ndoda yakhala isiva iintlungu yaza yayiyeka ibhegi ephathwayo yalo mama. Emva koko yaqhwalala isimka ikhawuleza kangangoko inako.

"Uxolo, Makhulu, akakonzakalisanga kodwa?" wabuza uMolemo, ephakamisa lo mama ukuze eme ngeenyawo. Waye wawa xa umphangi eyeka ibhegi yakhe ephathwayo. "Bambelela apha kum egxalabeni," watsho uMolemo.

Lo mama wayengcangcazela ibe ebonakala ngathi ufuna ukulila. "Enkosi, enkosi," watsho. "Andazi ukuba abantu bangenwe yintoni kule mihla."

Uthe akuma ngeenyawo kwakhona lo mama, uMolemo wachola izinto zakhe waza wamnika zona. "Kubhetele kuba sisenabo abantu abalungileyo abanjengawe," wancuma.



Kamva ngaloo mvakwemini, uMolemo wanqumla indlela kwakwezo robhoti zinye xa egoduka. Wothuka akubona ukuba, laa makhulu wayelapho emlindle. Wancuma xa embona. "Mfana! Ndinento endikuphathele yona!" watsho njengoko wayenika uMolemo ipakethe esongelwe ngobunono. "Uyivule xa ufika ekhaya."

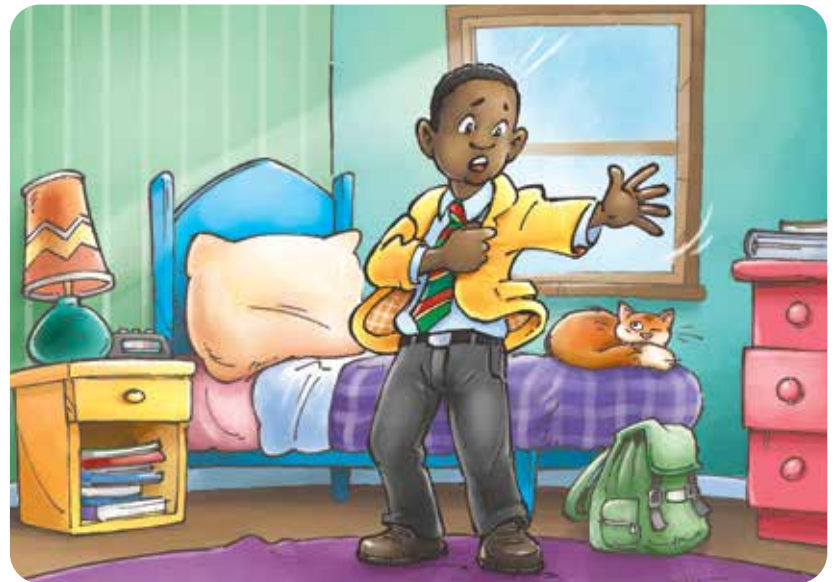
UMolemo waziva eneentloni. "Akuyomfuneko ukuba undiphe nanto..." waqalisa.

"Yithathe, yithathe," watsho lo mama, emngena emlonyeni. "Yinto oyidinga ngokwenene. Xa bendidibana nawe, ndiqondile ukuba iza kukufanela." Wabhambatha uMolemo emqolo waza wamqinisa egxalabeni. "Xa ingasakulingani, uyinike omnye umntwana olunge njengawe." Emva koko wajika waza wemka.

Ukufika kukaMolemo ekhaya, wayivula le pakethe. Ngaphakathi kwakukho ibhatyi etyheli eqaqambileyo. Yayineepokotho ngaphandle kwaye inephatheni ethandekayo etshekhi kumphakathi wayo. Yayintle. Kodwa xa eyiphakamisa, wafumanisa ukuba yayincinane kakhulu.

UMolemo wadana. "Soze indilingane!" wacinga. Kodwa ngenxa yokuba intle le bhatyi, wagqiba kwelokuba ayilinganise.

Kobo buthuba kwenzeka into emangalisa nyhani – umkhono wasekunene wale bhatyi wabonakala ukhula njengoko wayefaka ingalo yakhe kuwo. Waya usiba mde de wayilingana ingalo yakhe. UMolemo wayengawakholelwa amehlo akhe. Yayingenakwenzeka into enje! UMolemo wagqiba kwelokuba afake enye ingalo kumkhono wasekhohlo wale bhatyi. Kwakhona, wabonakala ikhula ngokukhula de wamlingana.



Le bhatyi yamlingana gingci uMolemo. Waphuma phandle ukuze aye kuzibuka efestileni. Wema ebeke izandla zakhe esinqeni emva koko wazifaka epokothweni yebhatyi yakhe. Wayefaneleka nyhani!

Kuthe kusenjalo, udadewabo omdala, uNina, wathi gqi ekoneni. Wayebonakala ediniwe. UMolemo wathatha ibhegi yakhe waza wamlandela bangena endlwini. "Kunjani? Ndingakwenzela iti?" wabuza.

UNina wahlala phantsi kwitafle yasekhitshini. "Akhonto, qha ndidiniwe," watsho, ezama ukumncumela. "Kunzima ukukhangela umsebenzi. Ndingayivuyela iti, enkosi."

Kwakubonakala ngathi uNina wayesoloko ekhangela umsebenzi. Le nto yamenza buhlungu uMolemo. Wayesebenze nzima kakhulu ukuze agqibe esikolweni, ibe wayesazi ukuba yayimkhathaza into yokuba engade afumane msebenzi emva kokuba ewukhangele iminyaka emithathu.

"Ndiqinisekile uza kuwufumana kungekudala, Nina. Ukhuthele kwaye awuncami," watsho uMolemo.

Wajika waza walayita isitovu separafini ukuze abilise amanzi eti. "Ngaske uNina afumane umsebenzi omhle," wacinga watsho. Wabeka iketile esitovini waza wabeka ikomityi enesingxobo samagqabi ngaphakathi.

UMolemo wafaka izandla zakhe epokothweni yalo bhatyi ngoxa elinde amanzi ukuba abile. Ngelo xesha weva isiqwenga sephepha sihlohlwe kwikona yepokotho yasekunene. Wothuka. UMolemo wazibuza enoba besikade silapho na ntonje inguye ongasiqaphelanga.

Ngobunono, wakhupha elo phepha epokothweni. Yayisisibhengezo sephephandaba esisongwe kakuhle esasibhalwe: **UMSEBENZI UYAFUMANEKA. Kufunwa umntu onematriki!**

UMolemo wancuma. Kwakubonakala ngathi ithamsanqa laliza kuyifikela intsapho yakowabo ibe yonke loo nto yayibangelwa sisipho seliya xhegokazi.

## Yenza ibali linike umdla!

- ★ Ngaba wakha wanalo ithuba lokunceda umntu omdala? Kwenzeka ntoni? Waziva njani emva koko?
- ★ Zoba umfanekiso wakho uncenda omnye umntu. Ezantsi kumzobo wakho, bhala isivakalisi esichaza okwenzeka kulo mfanekiso.

- ★ Sesiphi esona sipho sihle owakha wasifumana kwilungu lentsapho? Kutheni usithanda kangaka? Zoba umfanekiso weso sipho.



Drive your  
imagination





# Molemo and the magic jacket

By Siphiliselwe Makhanya ■ Illustrations by Geoff Walton



It was a freezing cold morning. Molemo pushed his hands deeper into the pockets of his school pants and pulled up his shoulders as he waited to cross the road at the robot. He wore two T-shirts under his white school shirt, but he still felt cold.

"Brrrrrrr," said Molemo, stamping his feet while he waited for the robot to change. "I wish Granny had enough money to buy me a jacket."

As soon as the little green man appeared on the robot, Molemo started to cross the road. But that's when he heard a scream behind him. As he turned around to look, he saw a man struggling with an old woman and trying to take her handbag.

"Help! Help!" shouted the woman.

Molemo didn't stop to think – he ran to help the old woman and kicked the man on the ankle as hard as he could. The man howled in pain and let go of the woman's handbag. Then he limped away as quickly as he could.

"Sorry, Mama, did he hurt you?" asked Molemo, helping the woman to stand up. She had fallen over when the robber had let go of her handbag. "Grab onto my shoulder," Molemo said.

The old woman was shaking and she looked like she wanted to cry. "Thank you, thank you," she said. "I don't know what has gotten into people these days."

Once the old woman was standing up again, Molemo picked up her things and gave them back to her. "At least we still have kind young



people like you," she smiled.

Later that afternoon, Molemo crossed the road at the same robots on his way home. To his surprise, the old woman was there waiting for him. She smiled when she saw him. "Young man! I have something for you!" she said as she gave Molemo a carefully wrapped packet. "Open it when you get home."

Molemo felt embarrassed. "You don't have to give me anythi...", he began.

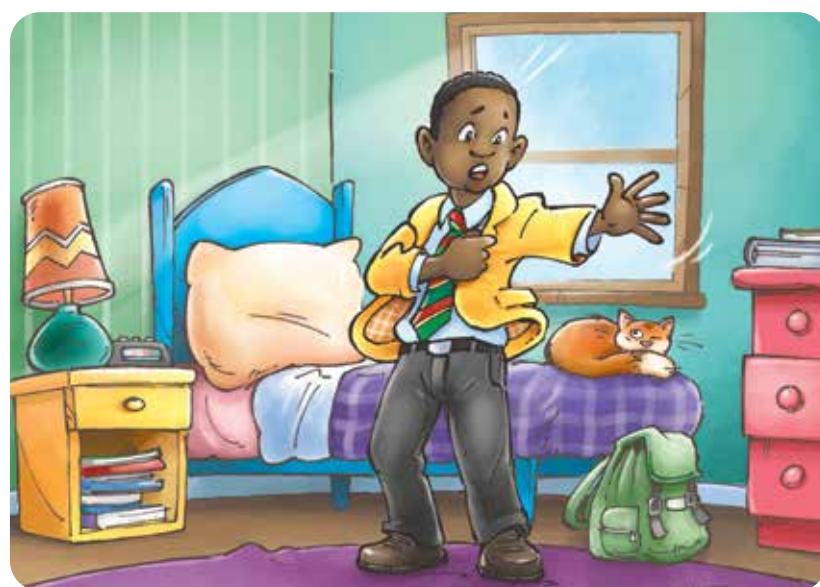
"Take it, take it," said the woman, interrupting him. "This is just the thing you need. When I met you, I knew that it would be perfect for you." She patted Molemo's back and squeezed his shoulder. "When it no longer fits you, pass it on to another child who is just as kind as you." Then she turned and left.

When Molemo got home, he opened the packet. Inside was a bright yellow jacket. It had pockets on the outside and a lovely, checked pattern on the lining inside. It was beautiful. But as he held it up, he realised that it was quite small.

Molemo felt disappointed. "This will never fit me!" he thought. But because it was such a nice jacket, he decided to try it on anyway.

That is when something really surprising happened – the right sleeve of the jacket seemed to grow longer as he slid his arm through it. It grew longer and longer until it was exactly the right size for his arm. Molemo couldn't believe his eyes. This couldn't be right! Molemo decided to put his other arm into the left sleeve of the jacket. Again, it seemed to grow and grow to fit him.

The jacket fit Molemo perfectly. He walked outside to look at his reflection in the window. He posed with his hands on his hips and then put them in the jacket's pockets. He looked good!



Just then, his older sister, Nina, came around the corner. She looked tired. Molemo took her bag and followed her inside the house. "How are you? Do you want a cup of tea?" he asked.

Nina sat down at the kitchen table. "I'm okay, just tired," she said, trying to smile at him. "Looking for work is hard work. Some tea would be nice, thank you."

It seemed as if Nina was always looking for work. This made Molemo sad. She had worked so hard to finish school, and he knew it made her feel bad that she couldn't find a job after three years of looking.

"I'm sure you'll find something soon, Nina. You're a hard worker and you never stop trying," said Molemo.

He turned to light the paraffin stove to boil some water for her tea. "I wish Nina could find a good job," he thought. He put the kettle on the stove and set out a cup with a teabag in it.

Molemo shoved his hands into the jacket's pockets while he waited for the water to boil. That's when he felt a piece of paper stuffed into the corner of the right pocket. He was surprised. Molemo wondered if it had been there before and he just hadn't noticed.

Carefully, he took the paper out of the pocket. It was a neatly folded newspaper advertisement that read: **JOB AVAILABLE. Matriculant wanted!**

Molemo smiled. It looked like his family's luck was about to change for the better and all because of the old woman's gift.

## Get story active!

- ★ Have you ever had a chance to help an older person? What happened? How did you feel afterwards?
- ★ Draw a picture of you helping someone. At the bottom of your drawing, write a sentence that describes what is happening in the picture.

- ★ What is the best gift you have received from a family member? Why do you like it so much? Draw a picture of the gift.



# Okokuzonwabisa kwakwaNa'ibali

## Na'ibali fun



1.

a.) Yenza isazinge kumagama ocinga ukuba amchaza bhelele umakhulu okwibali elithi *UMolemo nebhatyi yethamsanqa*. Emva koko faka amanye amagama akho amabini amchazayo.

- ☐ unobubele    ☐ unyolukile    ☐ unesibindi
- ☐ uyathandeka    ☐ uyoyikeka    ☐ unenkathalo
- ☐ unomsindo    ☐ ukhohlakele

b.) Zoba umfanekiso oza kuhamba nendawo kwibali elithi *UMolemo nebhatyi yethamsanqa* apho uMolemo efumana isiqwenga sephepha kwipokotho yebhatyi.

b.) Draw a picture to go with the part of the story *Molemo and the magic jacket* where Molemo finds a piece of newspaper in the jacket pocket.



"Ngobunono, wakhupha elo phepha epokothweni. Yayisisibhengezo sephephandaba esisongwe kakuhle esasibhalwe: **UMSEBENZI UYAFUMANEKA**. Kufunwa umntu onematriki!"

"Carefully he took the paper out of the pocket. It was a neatly folded newspaper advertisement that read: **JOB AVAILABLE. Matriculant wanted!**"

a.) Circle the words that you think best describe the old woman from the story *Molemo and the magic jacket*. Then add another two words of your own to describe her.

- ☐ kind    ☐ greedy    ☐ brave    ☐ sweet
- ☐ horrible    ☐ caring    ☐ angry    ☐ cruel

2.

Ungakwazi ukufumana amagama abalinganiswa bakwaNa'ibali kula magama akhangelwayo?

Can you find the names of the Na'ibali characters in this word search?

C	G	O	G	O	M	X	H	I	M	B
A	D	E	O	O	B	L	D	O	S	O
A	F	R	I	K	A	M	I	N	H	L
J	N	O	O	D	L	E	N	A	O	L
O	K	N	P	Q	I	R	T	S	P	A
S	T	B	E	L	L	A	L	U	E	R
H	W	M	Y	Z	A	N	E	O	I	P
M	M	E	W	A	A	F	R	I	K	A



NEO



NOODLE



GOGO



AFRIKA



MME WA AFRIKA



BELLA



MBALI



HOPE



DINTLE



JOSH

AbakwaNa'ibali bakhona ukuze bakunike inkuthazo nenkxaso. **Qhagamshelana nathi** nangayiphi na enye kwezi ndlela zilandelayo: Na'ibali is here to motivate and support you. **Contact us** in any of these ways:

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UMLAZI  
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