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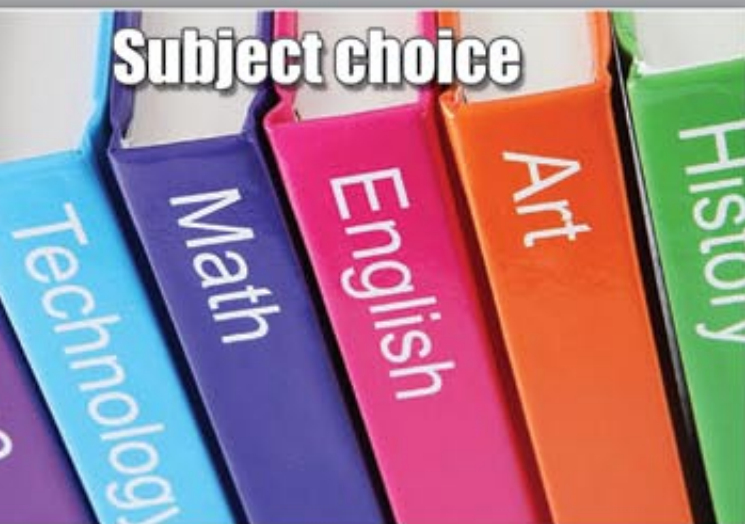
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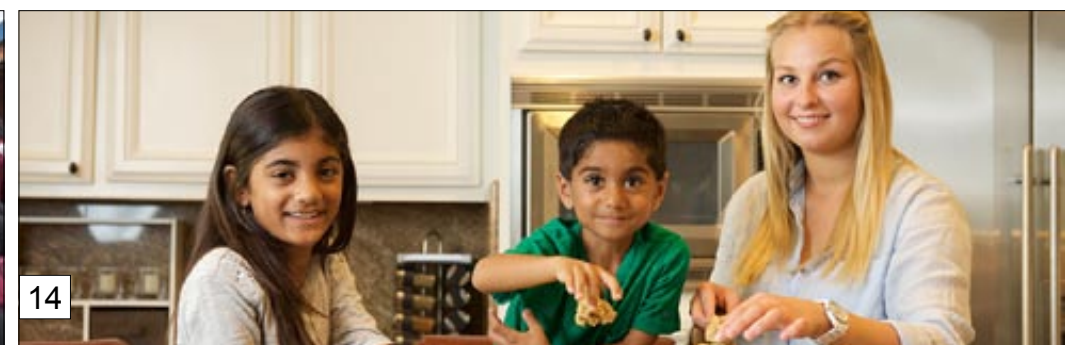
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Editor's column

Funding for *all* of SA education is available

See our story on Page 20

International financial aid and scholarships are available for South Africans to pursue undergraduate, graduate, master's, doctoral and postdoctoral programmes. Many universities and academic institutions worldwide are providing financial support in the form of excellent scholarships and grants for South African students to study in South Africa and abroad.

Added to this, if we tally the Billions spent by the large corporates in South Africa, both national and multinational, on bursaries, financial aid and CSI projects – then all of sudden we have a lot of money available.

If managed correctly, with the right strategy and implementation, we could fund not only tertiary education but the entire schooling system.

Our macro policy is already in place

The Government of South Africa considers education its highest domestic priority and single greatest long-term challenge facing the country. Education receives the greatest share of South African government spending (5% GDP), with 21% of non-interest allocations set aside for basic and higher education. While South Africa has made enormous strides in providing access to schooling with 98.8% of children aged seven to fourteen enrolled in school, South Africa is struggling to provide a quality education to most of its 13 million learners in its 26 000 schools. Most learners exiting the South African school system are not equipped with basic skills and core competencies necessary to succeed in the tertiary or work environment.

A similar policy could be put in place for our university and even FET college students.

The US government's foreign assistance policy is supported by the activity called the School Capacity & Innovation Program. There is also a focus on building teacher effectiveness and strengthening classroom and school management.

USAID education strategy, which supports USAID, AusAID, and World Vision partnered to establish an ongoing fund for education in South Africa, at both basic and tertiary levels.

Some examples of international funding for university students

- Aberdeen International Masters Scholarship in UK.
- Funding for South African Students at University of Cambridge in UK.
- World Bank Group Africa Early Years Fellowships.
- Andrew W. Mellon Foundation Scholarships at Rhodes University in South Africa.
- MasterCard Foundation is offering bursaries for Sub-Saharan African students at the University of Cape Town (UCT).
- The University of Edinburgh's partnership with The MasterCard Foundation will allocate \$27 million to fund South African students.
- MTN Bursaries for African Students at UCT in South Africa.
- Mercedes-Benz South Africa Bursary Programme – South African applicants are eligible to apply for this bursary. The Programme aims to harness outstanding achievers at Grade 12 and Tertiary levels.

This is just a small sample of the funds made available to SA students. I think if we could coordinate this spending in the right direction, without corruption and mismanagement, we would certainly have the money needed for *#free-education*.

Yours in education

Janos Bozsik
Editor



Nerd academy programme launches in the Karoo

A nerd alert has been issued by the Karoo Tech Hub, an initiative run by video production company Piehole.tv in collaboration with ProcurementExpress.com. With an estimated 45% unemployment rate in the Eastern Cape, the tech hub has launched a free programme called the Nerd Academy aimed to uplift the platteland community. By offering online studying opportunities and training in terms of pitching to foreign businesses, Priscilla Kennedy, founder of Piehole.tv, says that the Nerd Academy is one way that the jobless are able to find new and seemingly improbable ways to solve unemployment in the Karoo.

“Education at university level is not always possible for families in the Karoo. It places untenable pressure on the family, and if in rare cases they do complete a course, finding a job is near impossible. The Nerd Academy is one way in which we can assist to upskill unemployed people of any age, and then assist them to market themselves successfully,” says Kennedy.

She says that the programme caters for technical as well as creative skill sets. Creatively driven individuals often don't believe there are viable careers available and part of the Nerd Academy approach is to assist those who display creative potential to find a way to build a career using that same talent: “We are currently working with three young people who are good at drawing, so we are coaching them to become storyboard sketch artists, while also putting them onto Photoshop and other design courses, with the ultimate goal being animation.”

Piehole.tv and ProcurementExpress.com predominately service international clients from Somerset East and are encouraging participants from the Nerd Academy to pursue careers working with international companies while based in the Karoo. A rising global trend, these candidates would become part of the Gig Economy, a new approach that is growing the number of self-employed freelancers worldwide. “We believe in earning dollars, spending Rands”, says Kennedy.

“Independent workers are on the increase, Freelancer.com alone advertises over 10 000 jobs for ‘medium-skilled’ projects, while writing and content creation lists nearly 33 000 opportunities. By turning our Karoo Tech Hub into a Tech Campus we can assist in developing the right skills and then empowering these individuals to canvas for work across Europe, the United States and Asia,” says Kennedy.

Believing in earning Dollars and spending Rands, Kennedy says Piehole.tv works with over 400 global brands and majority of the roles they have fulfilled have been fully trained without any previous experience. She says that using this as a backdrop, the Karoo Tech Hub has already assisted in uplifting more than 20 individuals: “The model works and we are working towards making it more sustainable. We have experience and are passionate about transferring our skills and creating a pipeline of talented youth with sought-after skills in project management, online marketing, pitching, brand management as well as basic English and computing skills.”

The Nerd Academy was recently visited and endorsed by Athol Trollip, Executive Mayor of Nelson Mandela Bay. Quoting the



Athol Trollip, Executive Mayor of Nelson Mandela Bay

initiative as mind blowing, Trollip was impressed by the Nerd Academy: “Visiting Piehole.tv in Somerset East has been mind-blowing. These guys are creating jobs from this small Karoo town where smart local talent is conducting online international business. They are bringing money and opportunity into the platteland. Well done.”

For more information on the Nerd Academy contact www.piehole.tv ▲



Smart device advice for parents

Smart devices are a massive part of our children's lives. They spend much of their time devoted to communicating with their friends and peers through cell phones and social networking sites like Facebook, Instagram, Snapchat and Twitter. Sadly, the lack of boundaries combined with too much freedom and a dash of ignorance has resulted in children becoming more vulnerable to cyber bullying and cybercrime than ever before. In fact, a study by the World Economic Forum puts South Africa in the list of top 10 countries that are at risk when it comes to children and cybercrime. It comes as no surprise then that some schools and parents have taken to ban these devices altogether.

On the other hand, there is no denying that smart devices provide a powerful learning platform with a wealth of information available at your fingertips. And then of course there is the comfort that comes with knowing that you can contact (and keep track) of your child, where ever, whenever. "Because it's not only the cyber criminals that you need to be protecting your child from, it's the real-life ones too!" says Erika Truscott, Owner and Founder of PingMe. "Just last month, two incidents of intended abduction of children by strangers from shopping centres in Pretoria East went viral," she adds.

So, what do parents do? Is there a way to protect our children from the dangers that lurk in cyber space whilst still reaping the advantages that come with these devices in the real world? Erika believes there is.

She offers the following smart device advice to parents:

- 1. Add social media accounts to your phone:** As a rule of thumb, children younger than 13 shouldn't have social media profiles – they simply don't possess the skills to discern potential threats. If your older child is on social media, insist that you have their account on your phone so that you have instant access to chats and posts.
- 2. Check privacy settings:** Automatically set all your child's social media profiles to private, non-negotiable.
- 3. Download filtering, blocking and information security software:** Control unwanted content and apps by investing in software that allows you to selectively filter what your children are exposed to.
- 4. Watch WhatsApp:** Much of the cyber bullying that takes place, happens on WhatsApp. You can use the WhatsApp web/desktop application to track your child's history and messages.



- 5. Get them safety savvy:** Teach your child that the 'Stranger Danger' rule applies for cyberspace as much as it does for 'real life' and remind them not to give out any personal information like phone numbers, home address etc. (even to friends) over social platforms.

"It may seem intrusive to have your child's social media profiles on your phone or to watch their WhatsApp, but as moms and dads, our number one responsibility is to protect and nurture our children. It is integral that all these interventions are not done in isolation of an open and loving conversation with your child. Trust is the basis of every relationship and this is no different," says Erika.

She adds that for parents who are still erring on the side of caution in terms of smart devices that perhaps they should consider a Smart Watch. "That way, the internet is completely restricted BUT you can still contact your child (and they can contact you!), plus you have the added benefit of being able to know where your child is at any given moment. ▲



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F1 in Schools and Jaguar Primary Schools Challenge

race season ready to begin

Following a successful 2017 F1 in Schools and Jaguar Primary Schools Challenge (JPSC) race, where two teams were chosen to represent South Africa at the World Finals in Malaysia, a total of 66 teams have taken up the challenge to participate in the 2018 and 2019 season.

The competition is fully subscribed with up to 33 teams participating in each competition, each for the F1 in Schools Challenge and for the Jaguar Primary Schools Challenge.

Bez Sangari, CEO, Sangari Education, said: "The competition requires teams to design, manufacture and race their own miniature Formula One cars. The challenge has become well-known worldwide as an educational competition that actively promotes Science, Technology, Engineering and Mathematics (STEM). It is a prestigious and fun event where the value of learning is showing exceptional results."

Pieter du Plessis, F1 in Schools programme manager at Sangari Education, added: "The programme develops a true entrepreneurial spirit in students who are required to prepare a business plan, do research and build contacts with industry to gain sponsorship. Students gain first-hand experience in marketing and accounting, which are needed to provide a complete portfolio as part of the competition."

"What makes the F1 in Schools Technology Challenge different," added Mr Sangari, "is that it entails a comprehensive and inclusive learning approach. Learners engage with subjects that improve their literacy, numeracy, sport and sports science, design and technology, art and design, textiles knowledge, STEM learning, computing, and business and enterprise."

"It focuses on using PBL (project-based learning) as an approach where learners go through the physical experiences themselves. In teams, they are faced with challenges, victories, planning and obstacles that need to be overcome to succeed. This teaches true teamwork and develops communication, along with leadership skills from a young age."

Competition dates for the 2018 season

- 12 May Johannesburg South & West
- 19 May Johannesburg South, West & Ekurhuleni North
- 26 May Ekurhuleni North & South
- 02 June Gauteng East & Sedibeng East & West
- 21 July Sedibeng West & Johannesburg East & North
- 28 July Johannesburg East & North and Central
- 04 August Gauteng West & North
- 11 August Tshwane North & South
- 18 August Tshwane South & West



1st place in the 2017 Junior Nationals

Using 3D CAD software, students design a car based on the specifications set by the International Rules Committee and use Computational Fluid Dynamics Software (CFD). With the 3D CAM software, the teams evaluate the most efficient machining strategy to manufacture their cars.

The racing is sub-divided into nine district races. The top ten teams from each race go through to the regionals before the last ten go to the provincials where winners stand a chance to represent South Africa at the World Finals in 2019.

"We are looking forward to an exciting year of racing in Gauteng. This time we are trying to limit travelling between districts and would like to use schools to host the events rather than travel to a central venue," said Mr du Plessis. ▲



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Tshimologong Precinct hosts programme aimed at coaching early stage digital startups



JP Morgan, in collaboration with Tshimologong Precinct, has launched Africa Rising 4.0, an incubation programme aimed at powering digital entrepreneurship and early stage startup growth in Johannesburg. This 12-week intensive incubation programme is designed to coach the disciplines of entrepreneurship, while also building innovative digital businesses.

Shaun Randles, Enterprise Development Manager, Tshimologong Precinct, says the programme is dedicated to coaching digital entrepreneurs and technology companies at startup and early stage: "We are providing a platform to coach startups and to also introduce them to local and global technology entrepreneurs as mentors. In doing this together with JP Morgan, we are aiming to assist in developing basic and functional technology programmes and skills that deliver tangible value to early adopters."



He says that Africa Rising 4.0 will benefit from Tshimologong Precinct's vast, combined network, which will assist founders and early stage technology companies to inject life into their startups.

There will be 15 startups selected for the incubator

programme and will receive advice from established entrepreneurs. The curriculum will be custom-designed to suit the various business entities participating in the programme. Masterclasses will be themed on topical and relevant issues facing the startups addressing trending digital technologies such as blockchain, digital marketing and women in technology. In addition, there will be hands-on support from experts dedicated to helping founders and early stage entrepreneurs.

Those interested in participating need a valid proof of concept (POC) with a mock-up or video presentation. The POC also needs to provide evidence that it can create value for customers and is a product or service that is in demand. One

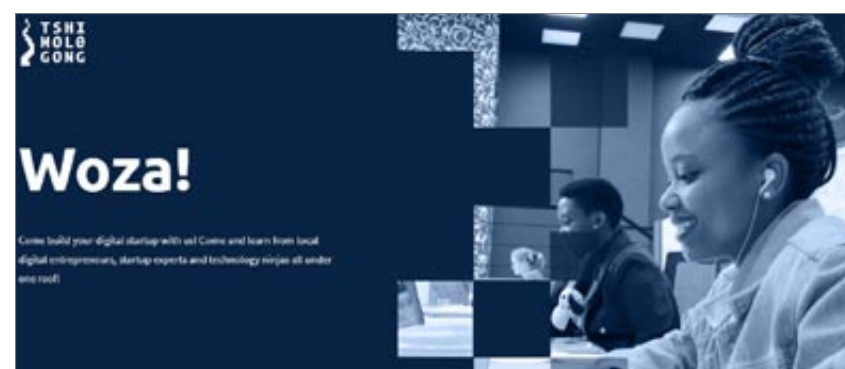


way to show this is through having an existing digital marketing footprint and online presence.

Applicants need to be older than 35 with a BEE profile and come from a low-income household. It must be evident that the idea requires digital development that focuses on hardware, software, content, games, apps or animation.

Applications for Africa Rising 4.0 open on the 9th April 2018.

For more information, contact
<http://startup.tshimologong.joburg/>



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Getting authors published to promote reading

Is there hope for writers in South Africa who write in the previously under-published languages?

It is true that there are too few books available to read in South African languages – other than English and Afrikaans that is. But why is this the case? And is there anything that can be done about it?



The 2016 *National survey into the Reading and Book Reading Behaviour of Adult South Africans* published by the South African Book Development Council indicates that only 14% of South Africans read regularly. WritePublishRead (WPR) is an initiative designed with the goal to increase this percentage.

WPR wants to mobilise individuals across South Africa to convince people in their community that reading adds value. By creating reading champions in every community to inspire that community to read, and by providing people with reading material and motivation that will entice them to read, this initiative wants to create a groundswell that will encourage more people to read.

Knowing that a person is most likely to champion reading when they have a personal stake in what is being read, and that the barriers to being published in South Africa are onerously high, WPR was launched as a solution.

In September 2017 we reported on a new writers' initiative, WritePublishRead, aimed at assisting authors to get their fiction published digitally. This initiative supports the Department of Basic Education's Read to Lead Campaign by offering people a wider variety of locally produced texts.

"We knew that there had to be a way to assist aspiring writers, and we have found it," said Christina Watson, CEO of Via Afrika who launched the initiative, at the time.

Now, just six months later, WritePublishRead, a Via Afrika and partners initiative reached another milestone: announcing the first group of authors from previously under-published languages on World Book Day on 23 April 2018.

See the VIDEO on: www.facebook.com/viaafrika

The 46 Successful Authors will work with Via Afrika, the NRF Chair in African Languages and ALASA through the process of preparing their manuscripts for digital publication up to self-publishing and promoting it. All reasonable efforts will be made to publish digitally on the Smashwords platform the 46 manuscripts by 31 October annually as eBooks.

Through WPR a multitude of authors can be created who can promote their stories to the people around them. With easy access to affordable stories, written by people from the community, a localised momentum will be created that will inspire more people to write and in return more people to read.

WPR, an initiative conceptualised by Via Afrika, is offered in partnership with the NRF and SARCHI Research Chair in the field of Intellectualisation of African Languages, Multilingualism

and Education (NRF Chair in African Languages) and the African Language Association of South Africa (ALASA).

This initiative educates and assists individuals to self-publish, in digital format, fictional works they have created. Through WPR, any person can learn how to write and how to publish their fiction texts digitally for everyone who has access to a phone or any other digital device to read. The process is easy and completely free for the author. The author can set the price they want their readers to pay. Authors retain the copyright to their work.

Via Afrika has more than 69 years' experience as a publisher in South Africa with a proud African literature backlist. Via Afrika, established in 1949, produces and packages educational content and learning experiences to be enjoyed in any desired format. We are well known in the South African and Botswana school, AET and TVET markets for our excellent curriculum-aligned products in print and digital format. The Via Afrika Digital Education Academy offers teachers courses to develop their e-learning skills and knowledge and also focuses on facilitating change management processes related to the implementation of digital education.

The 27 successful assisted self-publishing authors

Full name and surname	Language	Genre
Asakhe Henry Cuntsulana	isiXhosa	Collection of poetry
Hlumeke Dumezweni	isiXhosa	Collection of poetry
Philasande Wiseman Mfaba	isiXhosa	Collection of poetry
Anelisa Thengimfene	isiXhosa	Collection of poetry
Yonela Thengimfene	isiXhosa	Collection of poetry
Banele Nolayi	isiXhosa	Drama
Makhosandile Patrick Tisana	isiXhosa	Novella
Theophilus Matshoba	IsiXhosa	Short reads
Zandile Mamela Qinga	IsiXhosa	Short story
Nonzwakazi George	isiXhosa	Short story collection
Celimpilo Piety Dladla	isiZulu	Drama
Ntokozo Mandlondoda Allen Ross Nzuza	isiZulu	Drama
Purity Nolwazi Cele	IsiZulu	Short story
Nomonde Nelisiwe Jele	isiZulu	Short story
Zinhle Thalent Zikhali	isiZulu	Short story
Sicelo Ziphozonke Ntshangase	isiZulu	Short story collection
David Marosa	Sepedi	Collection of poetry
Evelyn Dimakatso Mashiane	Sepedi	Short story
Thabiso Tsietsi Lakajoe	Sesotho	Collection of poetry
Thabang Tsolo	Sesotho	Collection of poetry
Tseliso Kennedy Mofubetsoane	Sesotho	Novelette
Khutsafalo Cecilia Mariri	Setswana	Collection of poetry
Kenneth Kalafi Modise	Setswana	Short story
Vusi Bonginkosi Ntimane	Siswati	Collection of poetry
Nkelebeni Thomas Neguyuni	Tshivenda	Collection of poetry
Matimba Joshua Maluleke	Xitsonga	Short story
Reginah Fanisile Thomo	Xitsonga	Short story

For more information please contact Maria de Witt at: 021 406 3005 or 082 339 2687 or you can email me on maria.dewitt@viaafrika.com ▲



Our Teachers. Our Future.



Honing literary warriors this Children's Day

It was South Africa's own Nelson Mandela who is frequently quoted as having said, "Education is the most powerful weapon which you can use to change the world."



As International Children's Day is on the 1st of June, READ Educational Trust is particularly encouraged to talk about the annual READ Word Warrior Competition: a platform used to promote literacy, reading and the art of creative writing among young South Africans.

Open to learners from the ages of nine through sixteen, our 2018 READ Word Warrior Competition requires entrants to write a fiction story incorporating a colourful character, Detective WW Inkomba. ('Inkomba' means 'clue' in Zulu and Xhosa). Our Word Warriors are required to produce a Fun, Fact-finding (FFF) mission that draws readers in, and captivates them right up to the very last word!

The entry form is filled with tips and questions aimed at getting those creative juices flowing and bringing out the best in our budding crime writers. All good detectives must be wondering what's in it for them? Not only will their work be showcased on the READ website; the winner will receive a R1 000 cash prize, and their school will receive R5 000's worth of books.

Last year's Word Warrior Competition drew a host of interesting entries and READ is pleased to announce that the READ Word Warrior of 2017 is Lolo Legoabe from Boskop Primary School. The 2017 Word Warriors had to describe



2017 Read Warrior winner – Lolo Legoabe



their idea of 'My Treasure', and Lolo gave us wonderful insight into her family of five . . . always there for each other, no matter what they face in life!

READ encourages learners, educators and parents alike to inspire participation in this competition.

"This is one of many vehicles we use, to harness that very weapon our patron the late Nelson Mandela was passionate about: education," Lizelle Langford, PR and Fundraising Manager at READ Educational Trust, explains. "Together we can sharpen the literary skills of South Africa's future leaders. A noble cause and one that is worthy of supporting every step of the way."

For more information about the 2018 READ Word Warrior Competition, contact READ Educational Trust on 0872377781, or visit www.read.org.za

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education trust ▲

Germiston learners get a refurbished library

More than 1 460 learners at Rondebult Secondary School in Ekurhuleni will now enjoy their refurbished well-equipped library for the first time when 4 520 books arrive this month – the latest library handover took place at their school on Friday, 13 April 2018.

The library is sponsored by Liberty, which has committed to fund four libraries in Gauteng through School Aid South Africa.

School Aid is a charity that refurbishes school libraries, fills their shelves with thousands of books and teaches a library assistant how to manage the facility to ensure it is sustainable. The charity stocks the shelves with second-hand books in good condition that are donated by schools and other contributors from the UK.

Eva Mlangeni, Director of School Aid South Africa, said, "Reading with comprehension is a key component in the plight of illiteracy within our students. Libraries within schools will ensure that learners within disadvantaged communities are also equipped with the necessary tools and exposure into the world beyond the classroom, through books that will in turn ensure that literacy rates within students increase."

Xolisa Vapi, Divisional Director of Corporate Affairs at Liberty commented, "Reading is a vital part of the learning process both in and out of the classroom. Books not only increase the academic knowledge of a learner, they also grow their curiosity about the world in which we live. This is when learners are able to develop their critical thinking and other skills which then benefit them in the long run."

"This year Liberty celebrates 60 years of enabling financial freedom for its customers. To mark this milestone, Liberty considered it fitting to support education-related initiatives in our communities. The success of our continent's youth will ensure that we secure our future as Africans and advance our growth. We encourage each of these learners to always strive for the best in everything they do," concluded Vapi.

School Aid SA is led by seven directors who all give their time for free, and so far it has delivered books and educational resources to more than 100 schools



Learners from Rondebult Secondary



(From left) Mrs Koekena – school principal, Mr Moeletsane – Liberty rep, Mrs Masangwana – School Aid and Mrs Moloto – teacher



New library



Mrs Hlomendline – school teacher

in Gauteng, the Western Cape and KwaZulu Natal, with each school receiving about 5 000 books.

For more about School Aid's work,

visit www.schoolaidsouthafrica.co.za

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company/school-aid-south-africa ▲

How to choose the right caregiver for your most precious assets

Being a parent is an exhilarating journey, but can also be met with lots of trepidation at the responsibility that accompanies this role. Navigating nappies, midnight feeds and inoculations in the early years, followed by homework and sport in the latter can be stressful. Add to that the pressure of finding someone to take care of your most precious asset whilst you at work and you can be left completely overwhelmed.

Tiffany Thomas Owner and Founder of Blue Bird Aupair Agency is no newcomer to matching the right caregivers to the right families and she offers these key tips to help parents as they seek to find the right caregiver for their child.

- 1. Be clear on your needs:** Are you looking for someone to just fetch and carry children after school or do you need someone full-time to take care of your baby/toddler? Knowing exactly what your child minder's role will entail will help you to put out an advert that attracts the right candidates. For example, the former example would require the person to have a car and a driver's license whereas the latter example would possibly require a first-aid qualification in addition to suitable experience.
- 2. Do relevant checks:** Never forgo the opportunity to do background and reference checks, no matter how 'nice' or 'trustworthy' the person seems. First prize is if the person is a referral of a friend or family member. In the absence of a personal reference, be sure to phone each reference and, if you have the money, get an agency to do the necessary background checks for you.
- 3. Ask lots of questions:** Ideally you want someone who will compliment your parenting style, not contradict it. So, make sure that you ask lots of questions, give scenarios and ask how they would deal with it. Whatever you do, don't 'lead' the candidate to the answer you would give. Remain partial and you will quickly see if they are right for your family.
- 4. Introduce your child:** It is important that your child meets your candidate before the hiring takes place however DON'T be discouraged if sparks don't



fly immediately. All relationships take time to form. Instead, watch how they interact with one another and if old enough, ask your child's opinion once the individual has left.

- 5. Trust your instinct:** A parent's intuition is more powerful than any background check. Don't be afraid to trust your gut.
- 6. Enrol help:** If you would prefer not to walk this road alone, consider partnering with a professional au pair agency. They will not only help eliminate time-consuming admin of sifting through CVs and sitting through hours of interviews, they will also help you with background checks, payments and more.

This is especially important for new parent teachers. Many educators return to the classroom after 3-months of maternity leave and need peace of mind that their babies are taken care of while they "take care" of the dozens of children in their classrooms. ▲



Subject selections in face of changed requirements

In coming months, Grade Nines will choose which subjects to pursue during their final school years, on which they will be tested when they sit for their final Matric exams. And while the Department of Basic Education recently announced the withdrawal of the "designated subject" list – the list of subjects from which students who want to pursue a degree after school have had to select their subjects – there are some serious considerations not to be ignored, an expert says.

"Some may argue that the withdrawal of the designed subject list gives young people more choices, but we urge schools and learners not to make risky and uninformed changes," says Dr Felicity Coughlan, Director of The Independent Institute of Education.

She notes that the original list contained many of the traditional subjects used to gain access to University, and that many of these subjects required learners to master skills that will be important when seeking entry into a public university or private higher education institution.

"These skills include argumentation and reasoning, found in subjects such as History, logic and mathematics as found in Accountancy and Maths or Maths Literacy, and evidence and scientific reasoning skills, as found in Physical Science and Life Sciences.

"Additionally, the two-language requirement also ensured a well-rounded educational experience for students living in a multilingual country. The reasoning behind the original inclusion of these subjects should be remembered, and students are encouraged not to put together a collection of subjects that are all of one type which will result in them developing less holistic academic skills. The impact on their studies later in life will be real," says Coughlan.

In addition, learners considering their subject choices should remember that despite the change of requirements at school, Universities were not at the same time required to change their admission requirements.

"Higher education institutions need not change entry requirements if they don't want to, and one can be sure that many – if not most – won't. Definitely not in the short term, and particularly not for those qualifications that currently require Mathematics or Life Sciences. We therefore encourage learners to do their homework before opting out of these traditionally required subjects."

The third consideration follows from the first two, says Coughlan.

"Some subjects, such as Design, were omitted from the original list but have been accepted by some institutions for several years now as part of conditional admission requirements for certain qualifications. Design thinking is a strong and necessary skill for modern living and it is likely that it will become more and more acceptable for admission to higher education."

Design therefore is one of the examples that should be considered as part of a portfolio of creative subjects after learners have checked its acceptability to the

higher education institution of their choice, Coughlan notes.

"In light of these changes in subject choice requirements, and given the risk of learners opting for perceived easier subjects or subjects that are too similar in nature, we urge learners to investigate their options carefully, and schools to support them in making informed decisions," says Coughlan.

"The public higher education sector is not likely to change quickly to accept subjects they currently do not accept, and while the private higher education sector may be more progressive, our advice remains the same as it has always been: to select subjects that keep your study options open. This means learners should include at least one subject in which they know they can excel, and then others that will teach you a range of different skills.

"In today's volatile and uncertain world, it is more important than ever before to cultivate an extended base of skills from which you can draw, to improve your chances of succeeding." ▲



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Reform the education system to produce future-ready graduates

While South Africa grapples to address the question of access to higher education through free education, a key question to ask is whether the education system is future ready. Technology is quickly changing the business environment, with emerging technologies such as artificial intelligence threatening to make some jobs obsolete by 2030.

President Cyril Ramaphosa recently announced the appointment of a new Minister of Higher Education and Training, Naledi Pandor, who has been a keen advocate of improving the education system, having overseen the overhaul of the basic education system during her tenure as Education Minister in 2005.

The report Towards a Reskilling Revolution, released by the World Economic Forum and Boston Consulting at Davos in January, policy-makers will need to start thinking about reskilling and retraining the existing workforce to pave the way for future-ready education systems for the next generation of workers.

Leon Ayo, Chief Executive Officer at executive search firm Odgers Berndtson Sub-Saharan Africa says “The landscape of work is changing, but our education systems have remained largely stagnant if not regressive. The Fourth Industrial Revolution will align man and machine to enable new possibilities and change the way we work, and we need to adapt. The number of South African students graduating from institutions of higher learning is expected to rise as free education is rolled out; and Minister Naledi Pandor should consider implementing reforms that ensure these students are well equipped for the world of work.”

Fifteen to 20 million increasingly well-educated young people are expected to join the African workforce every year for the next three decades, according to the WEF’s The Future of Jobs and Skills in Africa report. However, without reforming the system, Ayo says that we run the risk of producing a workforce that is ill-equipped for the future world of work.

Just in South Africa, the report states that 39% of core skills required across all jobs will be wholly different by 2020, while 41% of jobs in South Africa are susceptible to automation.

Ayo says that starting from basic education level, educators should already be aligning teaching methods to the way we will work in the Fourth Industrial Revolution. “Instead of rote learning (memorisation through repetition), we should adapt our education models to ensure that our graduates leave the system with future-ready skills such as creativity, complex problem solving and critical thinking.”

“Looking at the future jobs highlighted by the WEF report, not only would the tertiary curriculum need to change, the methods employed in teaching would also need to be re-evaluated. The future of jobs is not only about hard skills but soft skills should also be a key focus,” he says.

Lifelong learning is a requirement

The WEF report says that workers will need to engage in lifelong learning if they are “to remain not just employable but are to achieve fulfilling and rewarding



Leon Ayo

careers that allow them to maximise their employment opportunities.”

With the advances being made in automation starting to threaten jobs globally, and 35% of South African jobs being at risk of total automation, continuous learning has become a key requirement for the existing workforce to remain relevant. Policy makers, tertiary institutions and training providers will need to work closely with industry to ensure the demands of the workplace are aligned with the training provided.

“As an executive search firm, we are increasingly seeing that while the core skills of your job remain important, as you go up the ranks in an organisation, your more human skills, such as emotional intelligence, tend to become invaluable. These are skills you don’t necessarily learn at university but can invest in as part of continuous learning. We foresee a shortage in the talent pipeline if our graduates entering the workforce are not future ready,” says Ayo.

While the challenge is up for the education system to reform, graduates themselves need to learn how to future-proof themselves in order to become employable in a world where by 2025 around 50% of jobs will likely no longer exist. ▲



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Philanthropic funding to SA universities increases

South African trusts, foundations, corporations and individuals are donating more to local universities than ever before – but the vast majority of funding is still being channelled to so-called traditional higher education institutions.

These are key findings in the latest (2017) Annual Survey of Philanthropy in Higher Education (ASPIHE), based on 2016 figures.

Research is conducted under the auspices of Inyathelo, the South African Institute for Advancement, with sponsorship by the US-based Kresge Foundation. Twelve of South Africa's 26 universities participated in this fourth survey, two more institutions than in the first year and the same number as in the second and third years.

Philanthropic income of these South African universities increased to R1.63 billion in 2016 – a massive boost of almost R1 billion (R970 million) over a four-year period.

For the first time, giving by South African donors has exceeded income from international sources, says Nazli Abrahams, Inyathelo Programme Director. South Africans accounted for 90% of all donors and contributed 56% of total funding. International donors contributed 44% of philanthropic income but comprised only 10% of donors.

"South African philanthropy seems to be showing signs of very good health," said ASPIHE researcher Dr Sean Jones. "The private sector has increased its contributions dramatically from R94 million in 2013 to R235 million in 2016, while income from local private donors increased very significantly from R72 million to more than R500 million over four years.

"The historical over-reliance of the South African higher education sector on international donors and grant-makers has begun to diminish, although there remains considerable support and goodwill among foreign donor agencies towards higher education institutions in this country.

"This suggests mounting recognition across all sectors of the critical need to partner and invest in higher education if it is to survive, and indeed thrive, in the context of the most severe fiscal challenges ever faced by this country's universities."

The research did reveal major disparities in funding streams. Six traditional universities received 90% of the R1.63 billion (R1.47 billion) and the other six (such as universities of technology) received only 10% (R156 million).

Moreover, R123 million of the R156 million received by the non-traditional bloc went to just one university, leaving R33 million for the remaining non-traditional ones.

The top-funded university received R369 million from 2400 philanthropists and the least-funded university received only R2 million from 10 donors.

"It is deeply problematic that 90% of donor and grant resources flow to traditional universities which are, by and large, historically advantaged, while just 10% of these resources flow to non-traditional universities which are, for the most part, relatively disadvantaged," said Dr Jones.

"This is an uncomfortable issue which cannot be ignored; it needs to be addressed sensitively, wisely and creatively by philanthropy and the higher education sector alike."

Advancement is a multi-layered approach spanning 10 elements, such as governance, leadership, relationship-building and financial management. It encourages organisations to work in an integrated way to attract resources for long-term sustainability – and Ms Abrahams attributed much of the increased funding to this Kresge programme.

The 12 universities taking part in the research employed 205 full-time and part-time staff in fundraising, development and alumni relations in December 2016, up from 136 staff in the sample of 10 universities in 2013.

"We look forward to sharing Advancement principles with more higher education institutions," said Ms Abrahams. "Research shows that the more fundraising, alumni relations and associated support staff an institution has, the higher its philanthropic income."

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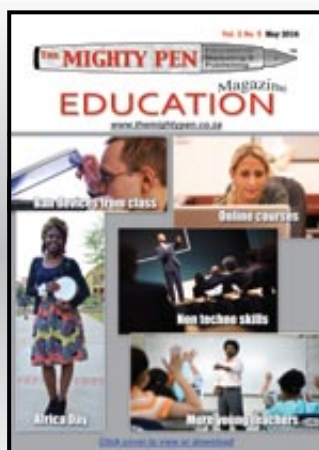
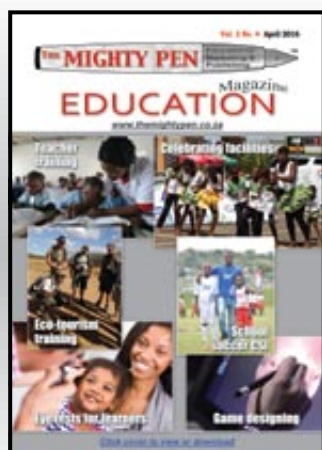
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