

Vol. 2 No. 2 February 2016



# Magazine EDUCATION

**Cricket hero for schools**



**School governance**



**High  
profile  
visit**



**Vosloorus  
meets the US**



**Celebrity for  
digital education**



[Click cover to view or download](#)



FREE TO ATTEND

7 – 8 MARCH 2016

SANDTON CONVENTION CENTRE  
JOHANNESBURG, SA

SABC  
EDUCATION  
Career indaba

## The No.1 Education and Guidance Event in South Africa

Career Indaba provides students, parents and teachers with practical knowledge on how students can succeed in their lives after studying. By hosting interactive workshop sessions and 2 days of networking opportunities with top corporate employers and further education institutions.

Our visitors are guaranteed to get  
real advice, from real people,  
FREE OF CHARGE!



Over 7500 students  
benefited by  
attending in 2015

### Parent networking evening

#### Making the difficult decisions easier

This dedicated parent evening gives you the opportunity to have one-on-one conversations with top employers and education institutions about the right career and study path for your child.

Take this opportunity to network with other parents and get expert advice from our guest speakers.

**Date:** 7 March 2016  
**Venue:** Sandton Convention Centre  
**Time:** 17:00 – 19:00

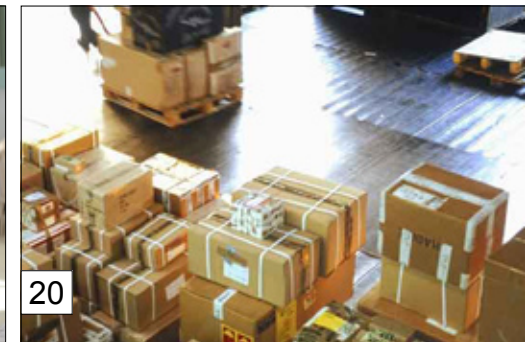
FREE-TO-ATTEND

### Reasons to attend

- Meet top employers face-to-face who are offering recruitment opportunities
- Career advice from celebrities and young social entrepreneurs
- Attend free interactive workshops
- Meet local and International universities
- Find bursary opportunities
- Engage with companies that will help your students experience a wide range of career options suitable for every student

Register yourself and your students, email us today:  
[zara.eckles@spintelligent.com](mailto:zara.eckles@spintelligent.com)

[www.careerindaba.co.za](http://www.careerindaba.co.za)



## Contents

THE MIGHTY PEN Educational Marketing & Publishing Magazine  
EDUCATION

### >> Technology feature

Interactive digital education centre for PE school.....	3
Online portal for career support .....	4

### >> Education matters

Former Australian Prime Minister visits SA schools .....	6
Cricket hero pitches in .....	8
School run – avoid the morning rush .....	12
Effective SGB leadership in schools .....	13

### >> Learners & teachers

Trip of a lifetime for Vosloorus computer boffin .....	16
Top Math & Science learners in Cape Town .....	17

### >> Careers & training

Tertiary fellowships on offer.....	18
Proposed higher education amendments .....	19
Supply chain skills development .....	20

### Advertisers

**Career Indaba**  
(IFC) Inside Front Cover

**Microsoft**  
Centre Page Spread

**Minichess**  
(IBC) Inside Back Cover

**UC-Wireless Education**  
(OBC) Outside Back Cover

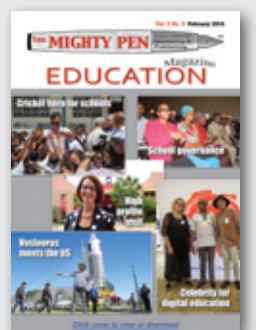
**Mustek**  
Page 5

**EduPac**  
Page 7

**Drimac**  
Page 9

### Our front cover

Snippets of some of our  
exciting and informative  
stories for this issue.



In partnership with:



THE MIGHTY PEN  
EDUCATION



#### Publisher

The Mighty Pen (Pty) Ltd  
An SPHS initiative

#### Branding

TheMightyPen.co.za

#### Editor

Janos Bozsik

#### Editorial panel

ASH Peens (Principal)

Mr. Enoch Thango (Deputy Principal & Head of SPHS E-Learning Project)

#### Contributors

- Christina Watson – Via Afrika CEO
- Lynne Arbuckle – Riverside College's primary school principal
- Dr Felicity Coughlan – Director of The Independent Institute of Education
- Paul Colditz – CEO of the Federation of Governing Bodies of South African Schools (FEDSAS)
- Vikeshni Vandayar – Legal and Governance Specialist at the Institute of Directors in Southern Africa (IoDSA)
- Anthony Farr – CEO of the Allan Gray Orbis Foundation
- Jenny Froome – general manager of SAPICS

#### Correspondence and enquiries

editor@themightypen.co.za  
082 940 3771

#### Advertising and publicity

marketing@themightypen.co.za

#### Production, design and layout

VLC WorX

#### Website

www.themightypen.co.za  
www.sphs.co.za

#### Copyright®

All rights reserved

## Editor's column

### So what happened to our 'Born Frees'? (hashtag)# common sense has fallen

So this is supposed to be a critical look at the mayhem and madness that has beseeched our universities, but I find myself sliding into helpless sadness and unwitting expressions of angered sarcasm.

Is that how our students feel? Helpless, angry, the victims of uncontrolled expressions of defensive indignation over circumstances that have overwhelmed them.

Our 'born frees' (those born after 1994 – and are between the ages of 18 and 25), including our tertiary higher education students; they were our hope and our saving grace in an uncertain future. But looking at the carnage canvassed on our TV screens, the future has become a lot more certain – and a lot more hopeless.

Many "adults" throughout the country, and especially teachers and parents, have for the past 10 to 15 years expressed hope in our youth. In staffrooms, boardrooms and bedrooms we would normally say things along the lines of, "oh, look at our young ones, they are our future." We had expectations of optimism because we believed that *we were the problem*. We believed that our 'born frees' would herald the visionary new South Africa that has been so elusive for the past 20 years.

"Just look at our kids in the schools," we would romanticise, "they are mixing, black and white, no problems and no racism." In pious chastisement we would say, "We are the problem, us adults, but our children in the schools and universities are showing us that a truly non-racial South Africa is possible."

So what happened to our 'born frees'? What has caused our youth to be possessed by such madness and self-hatred? No, this is not the justifiable and sacrificial protests of 1976! And don't let any adult (or 35-year old "youthful politician") make you believe that it is.

This is anarchy and chaos created by an ailing ANC, a mindless EFF, and whatever 3<sup>rd</sup> and 4<sup>th</sup> forces that lurk in the fringes of our society.

And the victims are our youth, our precious young ones who are the hope of our nation.

They (youth) are not the victims of Afrikaans; they are not the victims of Rhodes, colonialism, imperialism, institutionalism, or even apartheid. They are the victims of capitalistic politicians (the *capital* is the power), our youth are the victims of liberation gone wrong.

Our 'born frees' are the fatalities (and the pawns and suckers) of our seasoned politicians playing the race card, and playing with the lives of our children! This sly, insidious and suicidal strategy has been used for decades in most democratic (*what?*) dispensations.

But hey, I'm not defeated and neither should our 'born frees' be. I still do have hope. I hope for an SA Youth Spring, I hope that our next generation will triumph and 'see the light' – be it through social media, honest interaction, a will and wisdom to do what's right, or just *#common sense*.

Our youth are far more liberated than you give them credit for, you Zuptas & mayhemLemas, I believe in our 'born frees' and I believe in their enlightenment.

**Editor**

## Interactive Digital Education Centre for PE primary school

In Motherwell, Port Elizabeth, digital tools will be taking learning to a new level for 960 learners at Mboniselo Public Primary School. Bringing teaching at the school into the 21st century, educational publishing house Via Afrika, has provided the school with a Digital Education Centre (DEC).

**W**ith more than 65 years experience in the industry, Via Afrika is a leader in South African education that has been championing digital learning through programmes like the DEC initiative.

The DEC initiative sees shipping containers being converted, and supplied with 25 tablets, a computer, Wi-Fi internet access with Via Afrika sponsored data, more than 400 Via Afrika ebooks, apps, and other digital content. Most importantly, according to Via Afrika CEO Christina Watson, this isn't a case where Via Afrika will arrive, drop off the DEC, and vanish.

"A key element of the DEC initiative is ensuring sustainability and measurable results over the long-term. In that regard, educator training is key to the success our DEC's have had. We not only train educators to utilise the equipment when the DEC arrives, but also return at least once a month to continue that training for a minimum of one year. This allows for educators to be fully equipped when it comes to integrating these tools and new approaches into their teaching. As we have seen in the results from our other DEC's, this works," Watson says.

Mboniselo Public Primary School is the fourth school to receive a DEC. The first three, which will have been in operation for two years in 2016, are situated in schools in rural Mpumalanga, Free State, and Limpopo. Prior to the DEC intervention, across those three schools, only 17% of grade six learners were reaching the minimum level required to be promoted to the next grade in mathematics. However, in 2014, after the DEC had been in place for only six months, 51% were eligible to pass. Not only the results themselves, but that they were externally measured by the Annual National Assessments, was key in showing the success of the model, Watson notes.

"While we are happy to be able to provide this DEC to the learners at Mboniselo, we always want to make sure that our investment has an ongoing and quantifiable effect. Rather than seeing this as a gift to Mboniselo Public Primary School, we believe that we have entered into a partnership with the school. This partnership



**Port Elizabeth Via Afrika Digital Education Centre at Mboniselo Public Primary School**



**(From left) Christina Watson (Via Afrika CEO); Zizi Kodwa (ANC Spokesperson) & Jimmy Nevis (Via Afrika Careercompass app Celebrity Ambassador)**

will benefit the futures of countless learners. These learners, who are our future leaders, in turn will be better positioned to help build South Africa into the nation we all believe it can be," Watson says.

Mboniselo Public Primary school Headmaster, Thembaletu Hopa, says: "We were excited when we entered the competition to receive a Digital Education Centre from Via Afrika. Being selected is beyond a dream for me and my teachers. We do a lot with what we have, but thanks to what Via Afrika has done for us we will be able to provide our learners with the kind of education and opportunities I would never have imagined to be possible at Mboniselo."

Via Afrika invites other companies to partner with them to roll out more Digital Education Centres across South Africa. ▲



# Online portal for youth career support

South Africa's future lies on the shoulders of a generation that has been subjected to inefficiencies and shortfalls in both educational support and career guidance. There are simply not enough jobs available to create economic growth, so, in order to fuel the country's economy, it is imperative that the youth are equipped with the tools and know-how to become entrepreneurial power-houses, creating the streams of income that the previous generations have failed to provide.

It is into this void that the innovative new concept, EvenMe, has entered, providing a platform for the youth to interact, connect and learn. It offers informative sections on:

- Free online learning in everything from History to Computer Sciences
- Links to every major online jobs portal that SA has to offer
- Fantastic motivational talks on entrepreneurship
- Essential tips and advice to help you make the best career choices
- Links to all the Varsity Sports pages and the Varsity Sports app
- Music from our very awesome music ambassador A.C.E.
- FREE downloads of Microsoft products to compile CV's, portfolios and business plans
- Links to our competitions where you could win some really cool stuff

Three years in the making, EvenMe is the brainchild of Corporate Fundamentals owner and founder, Jill Young, and her business partner on the platform, Gavin Jones.

And they have made it happen with the help of their powerful partners. Giant industry players Microsoft and Edcon have come on board, along with Khan Academy, Edgars Connect and Varsity Sport. "There is no doubt that the backing of our partners has provided us with both the reputability and functional capacity that we needed in order to get the project off the ground," says Young.

"Each partner has brought vital resources into the project, helping to create a truly unique multi-functional and comprehensive online portal and mobile app."



**EvenMe! Ambassadors, (from left) Kyle Jones, Zylvah Makola, ACE and Wernando Stoltz. (Front) Ryan Rae – Photo taken by Sean Brand**

Representing the youth for which the project was conceived are five incredibly talented and driven young people who make up the EvenMe ambassadors. Logan Meintjies, AKA A.C.E., is the rapper and sound technician responsible for the EvenMe theme song, which can be heard on the website and who represents the platform's music section. Ryan Rae is the quiet, surprisingly serious



**Jill Young, Founder of EvenMe! – Photo taken by Sean Brand**

professional soccer player, who offers his experience to the sports category. The business ambassador is the remarkable Kyle Jones, whose ambition and age-defying maturity mark him out as a future leader, while entrepreneurship is headed up by Wernando Stoltz, who already has two businesses under his belt. Finally, the lovely and energetic Zylvah Makola offers her experience and insight into recruitment and job-hunting.

Having only just launched, EvenMe has already become a strong presence on social media through the support of communications strategists ListenUp and the dynamic charity activist Silver Boomerang. From the #Win-a-Scooter initiative at malls around South Africa and the videos that were shot at Microsoft's studios, it seems EvenMe is set to dominate over the coming months as they motivate, energise and inspire school-leavers towards achieving their dreams and ambitions. ▲



At Mustek we believe in the power of Education. We believe in the power that knowledge brings and the opportunities that can materialise, which is why Mustek has a dedicated specialist e-Education division to service and support Education Institutions throughout South Africa.

Mustek's comprehensive range of e-Education products provides a solution for every digital teaching requirement, ensuring that South Africa can develop a network of people with access to the information and the skills that will help them to realise their futures.

**South Africa's ITC Supplier of Choice**

**011 237 1000**  
**www.mustek.co.za**

**Mustek**



# Former Australian Prime Minister Julia Gillard visits South Africa to promote partnerships in education

Education, employability and entrepreneurship begin at grassroots level, from the support of basic education and literacy to the preparation of students for today's global economy. This is a key message from the South Africa visit of the Honourable Julia Gillard, former Prime Minister of Australia and former Minister of Education.



Julia Gillard at Monash South Africa

Gillard visited Zandspruit Primary School on February 8, 2016 to celebrate the Ducere Foundation's African Children's Stories programme roll-out in the local township community along with partner Monash South Africa (MSA).

As the Chancellor of Ducere and Chair of the Board of Directors, Global Partnership for Education, Gillard emphasised the importance of literacy and education. While launching the latest collection of stories written by local South African learners, she encouraged the children to keep writing and to make their education a top priority.

The MSA and Ducere collaboration is made possible through the MSA student-led programme "This is Me", which promotes children's creative thinking, storytelling and literacy skills to support their academic and personal growth. Di Fleming, CEO of Ducere Foundation, reiterated Ducere's vision to "continue publishing stories written by African children, for African children to be shared across the globe. We encourage and celebrate literacy from a young age, and empower the young learners to embrace their African culture." MSA distributed hundreds of these stories to schools through their campus community engagement programmes.

Esther Benjamin, CEO of MSA and CEO of Africa Operations for Laureate International Universities believes, "This project, one of many MSA outreach programmes, strengthens students' passion for volunteering as part of their personal development, provides them with an opportunity to make important contributions to the community, and equips them with valuable skills for leadership and entrepreneurial thinking."

Gillard's visit culminated in a panel discussion, held on February 9, 2016. Together with panellists including prominent business, NGO, and community leaders, Benjamin and Gillard discussed the challenges and opportunities for students in the global marketplace. During the discussion it was emphasised that students need to pursue academic excellence, along with cultivating essential life and personal skills for employability and entrepreneurship.

Benjamin says, "By facilitating important conversations on education's link to building robust economies and skilled marketplaces, we strive to be a leading change agent in South Africa and beyond. We pride ourselves on local relevancy

as well as a global perspective. We work with an extensive global network of thought leaders to ensure that our graduates are equipped for the global business environment as well as for entrepreneurial initiatives relevant to the marketplace." ▲



Esther Benjamin (CEO Monash South Africa) hugging and congratulating Zandspruit learner on his story being published



Esther Benjamin and Terri Irvin (Regional Coordinator of Ducere Southern Africa)



A Zandspruit Learner reading the book local children's stories

## Billboard vinyl donated to DeskBags initiative

Melrose Arch, one of the country's most luxurious and high-end shopping and business centres, has donated one hundred running metres of billboard vinyls to DeskBags, a NPC dedicated to creating mobile desk solutions for underprivileged children around South Africa.

DeskBags is an innovative concept that provides school satchels that double as desks when folded open as the bag flap is reinforced with ABS plastic, providing a hard and stable surface for children to write on to do their lessons and homework.

Many schools around the country are not furnished with the most basic of amenities, such as school desks or chairs. According to Angie Motshekga, Minister of Basic Education 3.1 million children do not have school desks and are forced to learn while seated or kneeling on dusty floors, and using the ground as a writing surface.

Co-founder and managing director of DeskBags, Shannon Roscher, expressed her delight at the donation saying, "Melrose Arch is such a recognisable icon within South Africa, especially in Johannesburg, and we are very excited that their billboard

donation will make a real difference in our efforts to produce more DeskBags for needy children and communities."

On top of providing a writing surface for school kids, DeskBags are made by women from underprivileged backgrounds, providing them with a means to earn a living and gain independence. Because each bag is made from billboard materials it is so strong and durable that if looked after well, it can last a child many productive years. ▲

## EDUPAC Integrated School Management

[www.edupac.co.za](http://www.edupac.co.za) | [directors@edupac.co.za](mailto:directors@edupac.co.za)

Institution Management

Management & ERP Portal

Data Warehouse & BI Dashboard

Only One Solution

Classroom Management

Guardian Portal



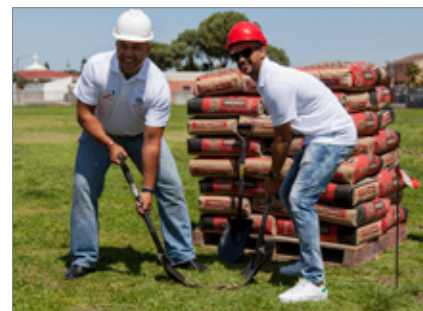
## New cricket pitches for Mitchells Plain primary schools

Learners at Parkhurst Primary School in Mitchells Plain, Cape Town clapped and shouted with delight at an impromptu assembly where JP Duminy and PPC Ltd announced the school would soon have its very own concrete cricket pitch. One of three beneficiary schools selected by the JP21 Project for a playing pitch, Parkhurst mini-cricketers can look forward to trying out their batting and bowling skills on the new pitch in less than three months' time.



Announced at the naming rights launch of PPC Newlands in October last year, PPC Ltd's partnership with JP Duminy and his non-profit organisation the JP21 Project will see a number of concrete cricket pitches and practice nets built in under-resourced primary schools in the Cape, with a view to some of these children stepping up to play for South Africa at PPC Newlands one day.

full use of facilities and developing and perfecting their skills. "We're going to be working in partnership with the team at the JP21 Project, the principals and teachers at each school, our coastal readymix suppliers and local contractors to develop the practice pitches. This will ensure we use this opportunity to not only enable cricket development, but also support enterprise development and empower construction SMEs in the area with new skills whilst supporting local jobs. This sustainable approach lies at the heart of all of PPC's sponsorship initiatives – ensuring we create a legacy we can all ultimately be proud of."



Local ward councillor and special guest at the event Eddie Andrews noted that it was a privilege to be part of the project. "The potential impact of today's announcement shouldn't be underestimated. These pitches will collectively serve over 3 750 children in the region – enabling them to practice and perfect their game. As such, the rollout represents a new source of hope for this community, and a chance to follow in the footsteps of JP Duminy himself." ▲

This month saw the announcement of the three schools that will benefit from this partnership: Parkhurst Primary, Eisleben Road Primary and Duneside Primary. The schools were carefully selected from a number of applicants in the greater Mitchell's Plain and Strandfontein areas where the JP21 Project is active, each having submitted compelling motivations as to why they should be recipients of their own new pitch.

Speaking at the event, JP Duminy noted that the handover was about far more than simply developing much-needed cricket infrastructure in the area. "Today we're creating new possibilities for the next generation of cricketers at these three schools and in the surrounding communities. We're giving them an opportunity to come that much closer to achieving their professional dreams of the future – and inviting them to step up and realise their potential."

Clint Wicomb, PPC General Manager Sales & Marketing Coastal Region, congratulated each of the school principals present, reassuring learners that the pitches would be built in the shortest possible time so that they can start making

It's  
Playtime.  
RAIN OR SHINE

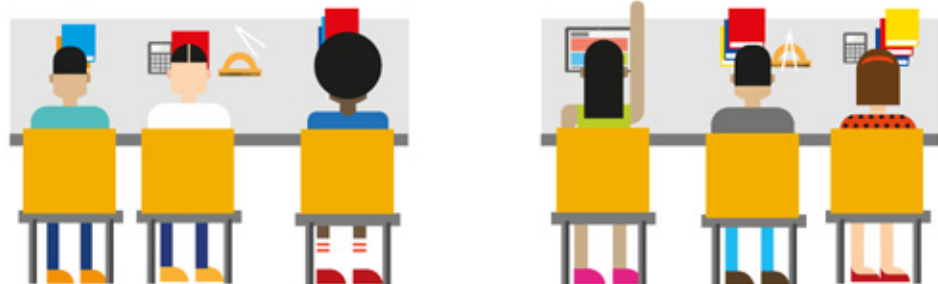
THE ORIGINAL  
LOYAL ALL WEATHER COMPANION

ALBERTON | BLOEMFONTEIN | BRITS | CARNIVAL | CENTURION | CRADLESTONE | EAST RAND MALL | HEIDELBERG | HIGHVELD | IRENE | KEY WEST | KIMBERLEY  
KLERKSDORP | KOLONNADE | LEPHALALE | MALL OF THE SOUTH | MALL OF AFRICA | MIDDELBURG  
NEWMARKET MALL | SECUNDA | THE GROVE | VAAL MALL | WONDERBOOM

WWW.DRIMAC.CO.ZA



# Microsoft in Education



## Technology Trends in Education

Academic institutions want to provide their staff and students with the right set of tools to get the most out of their education. Technology has the power to inspire students to learn, and the ability to empower teachers to prepare students for success in the 21<sup>st</sup> century.

### Microsoft's commitment to innovative education

At Microsoft, we believe technology can unlock the potential of students, educators and schools. We are dedicated to delivering services and experiences that bring learning to life, in and out of the classroom, allowing education leaders to reimagine how technology can modernize learning and improve outcomes.

### Modernize learning tools

Provide access to your students through 1:1 programs and services like Office 365. Give institutions a higher level of insight for better resource planning and allocation through solutions for Education Analytics and products like Dynamics.

Support all students (including those with disabilities) in their educational success with the best in operating systems and productivity tools. Enable students to develop the technology skills required to be prepared for the workforce.

## Top 3 most desired job skills:

(as listed in Classified ads)\*

1. Oral and written communication

2. Attention to detail

3. Proficiency in Microsoft Office

\*IDC white paper, sponsored by Microsoft, "Skills Requirements for Tomorrow's Best Jobs Helping Educators Provide Students With Skills and Tools They Need", October 2013.

## Use Technology to Help Improve Education and Learning

Our mission is to help learners and educators realize their full potential. That is why Microsoft partners with education communities around the world to deliver a relevant and effective scalable set of technologies, services and programs, gathering the contributions of many on improved learning outcomes for the individual.

### Develop the 21<sup>st</sup> century workforce

Our fast-changing knowledge-based economy has created unprecedented challenges for employers and workers. Employers increasingly need workers with a broad range of information technology (IT) skills. These are the desired skills required as we continue to retool major sectors of our economy, such as healthcare, transportation and energy.

At Microsoft, our approach to addressing education and workforce development needs is built around partnerships and a holistic vision targeting all education players around four pillars:

- **Helping Transform Education:** The combination of quality content, partnerships, training, and broad access – complemented with the most appropriate technology to author, distribute, teach, and connect – can transform education.
- **Supporting Educators:** Educators are challenged today with growing numbers and diversity of students. We offer solutions to modernize classrooms and teaching, as well as trainings dedicated to educators.
- **Inspiring Students:** Microsoft provides a large scope of tools adapted to students from all ages to help them, and their educators, to develop their ICT skills and inspire the future work force.
- **Empowering Schools and Universities:** Leverage cost-effective IT products and technologies that help secure and manage the business of education while maintaining a high level of flexibility.



Visit: [www.microsoft.com/education](http://www.microsoft.com/education) and connect with your local Microsoft representative.

## Office 365: Innovative Learning

When pairing Windows 10 and Office 365 together, this winning combination delivers the power of cloud productivity to educational institutions of all sizes, offering them lower costs, better security and anywhere access to things like class assignments, email, calendars, and most importantly, a modernized, more connected classroom.

### Why Office 365 for your school?

- **Meeting Student and Educator Needs:** Works seamlessly with Microsoft Office programs that your users rely on.
- **Learning from Anywhere:** Mobility features help you solve problems from more places by accessing mail, contacts, calendars and SharePoint sites from hundreds of devices.
- **Lower Costs:** Reduces the time and effort IT must spend managing your email and collaboration servers.
- **Enterprise Class Security, Reliability and Privacy:** Allows you to provide a controlled experience for your students and educators.



## Transform Teaching and Learning

Here are some of the ways that Windows can help transform teaching and learning today:



**Immersive Experiences:** Create an engaging learning environment where technology is an integral component of every aspect in the classroom, while increasing the productivity of educators and developing essential life skills for students.



**New Problem Solving Techniques:** Foster cross-student and cross-classroom collaboration by providing tools to develop creative problem solving techniques.



**Protect Children's Safety:** Help ensure security and privacy with proven device management tools and secure user authentication to help protect resources and information.

## Microsoft Programs to Develop the 21<sup>st</sup> Century Workforce

Microsoft has developed comprehensive programs for training and education in the areas of information technology.

**Microsoft Educator Community:** A free online community where educators from around the world can collaborate, learn and share around Microsoft technology. Aimed at improving teaching and learning within schools by supporting teachers on their path to innovation, this global initiative has enabled and empowered teachers and educators in their quest to enhance the learning experiences within their classrooms. <http://education.microsoft.com>

**Microsoft Innovative Educator Program (MIE):** The Microsoft Innovative Educator (MIE) Expert program is an exclusive program created to recognize global educator visionaries who are using technology to pave the way for their peers for better learning and student outcomes. <http://microsoft.com/en-us/education/educators/miee/>

**IT Academy:** The Microsoft IT Academy curriculum prepares individuals for globally recognized Microsoft Certifications. Through Student Advantage and ITA, you can ensure that your students are prepared and productive in higher education, or in the job market. <http://www.microsoftitacademy.com>

**DreamSpark:** DreamSpark is simple. It's all about giving students Microsoft professional-level developer and design tools at no cost. Students can chase their dreams and create the next big breakthrough in technology—or just get a head start on their career. <http://www.dreamspark.com>

**Prepare Students for the Future:** Resources to help schools integrate technology and prepare students for college and the workforce. <http://www.microsoft.com/en-us/education/school-leaders/prepare-students-for-the-future>

**Imagine Cup:** Imagine Cup is the world's premier student technology competition. <http://www.imaginecup.com>



**Microsoft Showcase Schools:** The Microsoft Showcase Schools program is a leadership-focused initiative to highlight innovative leadership and teaching across globally recognized schools. Showcase School leadership teams are part of a professional community that recognizes and amplifies the use of technology to drive school-wide transformation and efficiencies. <http://microsoft.com/en-us/education/school-leaders/showcase-schools/>



## School run – avoid the morning rush

One thing all parents with school-age children can relate to is the challenge of getting them up, fed and off to school in the morning. As the term ticks along, routine gets more lax and getting out of bed becomes less and less appealing. To avoid the daily chaos, put some structure in place - sooner than later.



**"A**n on-time and organised child experiences less anxiety and stress during the school day," says Riverside College's primary school principal, Lynne Arbuckle. Parents can also avoid additional trips to school and rushed apologies to teachers if they work together with their children to develop a morning routine.

"Each family has a unique morning routine. As your child's workload and schedule expands, the skill of creating and sticking to a routine will aid their learning and independence," says

Arbuckle. "Ultimately, that's our intention at Riverside College – to teach skills that will translate from school life to tertiary education and beyond."

### Ms Arbuckle's tips for streamlining the morning rush

**Stay calm and carry on:** Act pre-emptively; take a minute to talk to or cuddle your child as they wake up – this may prevent attention-seeking tactics that delay the process later. Similarly, try to remain calm – the more flustered and anxious you are, the more likely your child is to slow down. There will be days when your child is dreading going to school. Show sensitivity to this and you will find that things run more smoothly.

**Appoint a rotating Director:** If you have more than one child, rotate the position of morning Director – this person is responsible for making sure everybody gets what needs doing done. Incentives can include picking the music for that morning's drive. If your children are learning to tell the time, incorporate this into the routine, get them to note increments of ten or fifteen minutes.



**Lay it out like crime scene:** Set out clean clothes, bags and books the night before in a designated spot near the door. Involve your children in packing everything they need the night before, teaching them to be aware of what's required to fully participate in class and school activities. If your child leans towards forgetfulness, charts and to-do lists can help them learn to keep track of their belongings and responsibilities.

**Be an enabler:** Stock up on wholesome, easy-to-make breakfast foods and keep them in accessible places so that children can help themselves. They will practice independence and free up your time. School age children can stack their dishes in the sink or dishwasher, so make each one responsible for their own mess. It can be the Director's duty to check that everybody is pulling their weight.

Lynne Arbuckle was appointed principal of Riverside College in 2013. She has a Higher Diploma in Education from Johannesburg College of Education and has been teaching for the past 18 years. Riverside College, which is based on Burgundy Estate, offers a holistic approach to education; classes are capped at 24 learners and a comprehensive academic, sports and extra mural activity programme is offered. ▲

## The importance of effective leadership in schools

School governing bodies (SGBs) play a critical role in guiding ethical conduct in schools. "Governance principles can be used to guide the appropriate behaviour to ensure decisions are made in the best interests of the school and its stakeholders," says Vikeshni Vandayar, Legal and Governance Specialist at the Institute of Directors in Southern Africa (IoDSA).



**"I**mproved governance in schools has the potential to significantly boost the quality of the education offered at a particular public school, expand its growth and enhance its financial stability," says Paul Colditz, CEO of the Federation of Governing Bodies of South African Schools (FEDSAS). Colditz further adds "One of the biggest governance pitfalls that leads to instances of maladministration in schools, is that often members of the SGB

believe that the requirements of good governance does not apply to them because they are acting on a voluntary basis or not remunerated.

The IoDSA has assisted FEDSAS in drafting a school governance guide, available at Juta. "We believe the guide will make a huge impact in understanding the basic principles and best practices of good governance in the school context," says Colditz. "The idea is to make a publication available in easily understandable and accessible language and format and that would inspire all SGB members to become the best possible leaders."

By SGBs implementing governance principles, improved leadership and decision-making will become apparent. SGBs will have improved tools to monitor and manage risk and improve the confidence of all stakeholders involved with the school – such as learners, teachers, parents, the national and provincial departments of education and local communities in the school environment.

The implementation of SGB governance in a public school will constantly adapt and evolve as the performance of the SGB and the school improves. The SGB therefore needs to consider which measures are most appropriate for the specific school.

The application of the desired outcomes and any recommendations found in the guide should be viewed in the context of the school's nature, size and maturity. "The idea is for each SGB to apply its collective mind to the governance principles as to determine which would be in the best interests of the school," says Vandayar.

The guide was officially launched on 16 February.



### Issues of governance

An important issue of governance affecting SGB's daily involves the confidentiality of governing body deliberations, documents, records and minutes. According to an article in *Undercurrents*, Vol 5 No 34: 13 November 2015, the following must be taken into account.

### Confidentiality

Confidentiality is a hugely important constituent part of effective governance. Few things can be so calculated to stifle concerned discussion and open debate than the reality (or the fear) of breaches of confidentiality.

**No one joins in an open and candid discussion or expression of opinion if he or she knows that everything that is said may become public knowledge as soon the meeting adjourns.**

It is completely unfair on those debating important issues, which may include personal issues, to disseminate their comments more widely than amongst those who are actually at the meeting.

In short, while decisions need to be communicated to relevant stakeholders, deliberations are to be regarded as confidential; and while determinations can be made public, the opinions of those who debated the issues and came to the decisions must remain restricted.



&gt;&gt; from page 13



This means that SGB or Committee minutes, for example, are not distributed outside of those who are part of the SGB.

Matters such as lists of fee defaulters or those receiving fee exemptions; the individual salaries of employees; detailed minutes of SGB meetings; personal information concerning parents, learners or staff; or detailed financial records which could expose such details, are all confidential and not open to general scrutiny. A person requesting “access to the financial records of the school” in terms of section 43 (6) of the SA Schools Act should be given the income and expenditure account and balance sheet as produced monthly, or provided annually by the formal audit. Open access to all the ledger accounts, bank statements, etc., would give access also to all sorts of personal and confidential information to which there should not be free access, and should not be provided. If access is required in order to protect one’s rights, the person requiring the information should act in terms of paragraph 6 (f) of this document.

In such a case it is obviously not practicable to send the whole set of books through by e-mail, and the person concerned should not be given information to take away, or have it e-mailed out, but should rather be invited in to the office and to examine the information with the assistance of and under the supervision of a senior financial person in the school, so that queries can be put and responded to.

While the South African Schools Act (s59) gives interested persons the right of access to information, there are conditions attached: the actual wording is: “A school must make information available for inspection by any person, *insofar as such information is required for the exercise and protection of such person’s rights.*” It is critically important that access is limited to “inspection” (i.e. not to be given the information to be taken away, especially if doing so could raise further confidentiality issues); and “insofar as such information is required for the exercise and protection of such person’s rights” (i.e. not simply if they want to go on a fishing expedition in the vague hope of finding something juicy).

### Communication

It is essential that communication with individual parents concerning school or governing body matters, or between the parent or pupil body and the SGB, takes place via the principal, except that the **SGB Chair shall be entitled to put out particular information in a newsletter or report, or call a general meeting**

**of parents for the transmission of information.** (NB: It should be highly unusual for the SGB Chair to do this without the knowledge and approval of the Principal, and it should be done only under the most extreme circumstances.) It is thus important that staff members on the governing body are scrupulous about checking with the Chair or the Principal regarding the confidentiality of an issue, if this has not been clarified, and not to comment on the matter publicly until its status is clear.

It is equally important for all to accept that report-backs or feedback to particular constituencies such as the educators, non-educators or learners will normally be undertaken by the principal or, if so decided, by the Chair. The exception to this rule will be report-back on only the most generalised level by the educator, non-educator or learner representatives to their own constituencies, but then always taking account of three principles:

1. The chair and the principal are the spokespersons of the governing body, and except under the most exceptional circumstances, where something different has been mandated in advance as an exception, it is one of them that will pronounce publicly or make known any information emanating from the governing body.
2. “Debate/disagree constructively and dissent positively, but then commit”;



(i.e. members may voice disagreement when an issue is on the table in a meeting, but once a decision has been taken, all members are obliged to commit to the decisions of the SGB of which they are a part).

3. “Decisions are communicated, *deliberations* are confidential.”

### Access to information by those who serve on the SGB

Through their position on the SGB those elected onto the governing body may have or obtain access to personal information pertaining to learners, parents, employees, clients and business partners of the school. It is important for them to observe absolute confidentiality in respect of such information, using it only for the purposes for which it was gathered, and never to obtain any personal gain, or to create an unfair advantage or disadvantage for any person whatsoever, or to show off their privileged position.

### Access to information by those not on the governing body (staff, learners, parents, members of the public)

- Personal information relating to individuals (including their views and persuasions) is “inherently confidential”.
- There are common-law principles which safeguard the integrity and right to confidentiality of information.
- These common law rights are backed by constitutional and other legal rights to privacy and confidentiality in respect of both individuals and juristic entities.
- In terms of these rights and laws, nobody has the right to unfettered access to the deliberations, documents, records or minutes of a body or committee (including a governing body).



Access to minutes and records is a right only to the extent that the information is needed to allow someone to protect his or her other rights. Where it is contended that the a person has a right to the information required on legal grounds, they should apply formally for access to the information through channels provided in legislation such as the Promotion of Access to Information Act (PAIA) or the Promotion of Administrative Justice Act (PAJA).

Even where such an application is received, there is no compulsion on the school to respond positively: it is quite conceivable that, even at that stage, a strong case could be made for the information not to be divulged.

Reasons for refusal to divulge the information could include matters such as, the rights of others to confidentiality of privacy could be breached; the consequences of divulging the information are likely to be very significant and there is a greater risk attached to the disclosure of the information than to the withholding of such information.

Should any group or individual be insistent that they are entitled to access to the information, it should be done by a legal action against the legitimate holder of the information – the school. ▲



# Trip of a lifetime for Vosloorus computer boffin

A Vosloorus university student has just returned from a trip of a lifetime after he and his team represented South Africa in an international computer-related competition in Austin, Texas in the USA.

**A**ndries Bingani (20) currently in his final year studying for a computer science degree at the University of Witwatersrand together with his team won the CHPC (Center for High Performance Computing) cluster competition last year. He is a recipient of the Peermont bursary programme for the past two years.

A competition where participants are given a budget to build a super computer and then the judges run it against their benchmarks (a means of testing if it works).

Speaking about the competition he said, "It challenged me in a lot of different ways and required hard work, team work and good time management; thankfully, these are some of the things he learnt he learnt through the guidance and support of the Peermont Education Trust."

As a result of winning the competition, Bingani and his five teammates will now represent South African in an international competition, with similar rules, in Germany in July.

And it was in preparation for this trip that the former Thuto Lesedi Secondary School learner and his fellow computer boffins went to Texas from 29 January to 8 February.

Speaking about the trip Bingani said "It was amazing, a once in a lifetime experience that I will never forget. I learnt a lot during my trip. Apart from all the computer stuff, we went to all the famous restaurants in Texas, walked along the famous 4th Street, enjoyed the Texas beef and went to the capital building in Texas and learned all about the history of the people there."

"To top it all off we got to eat original Mexican food and although the Americans can't cook bacon and make milkshakes, the atmosphere was amazing. My favourite part though was visiting Houston and the Kennedy Space Centre," added the Ekurhuleni youngster animatedly after returning from his first exciting trip out of the country.

All opportunities and experiences he may never have had if it hadn't been for his Trust scholarship and the CHPC. "I mean, who would have thought that a person coming from a difficult background like mine would get a chance to visit countries that I only know from TV," concludes Bingani, "I now understand what is meant by never let your background define you." ▲



## Who can apply for a bursary?

To be awarded a bursary, parents are generally required to complete an application form, providing details of their financial situation, followed by documentary evidence and proof of any capital assets.

There are 2 variations of bursaries, provided by organisations and study institutions:

1. A means-tested bursary which evaluates whether an applicant or their family is allowed to receive government assistance. This bursary type is available for students of parents who earn below an annual threshold amount.
2. Scholarship/ Prize – this bursary type is performance-based and is usually awarded to students who receive high results in their exams prior to college/ university entrance. These bursaries are mainly awarded by the study institution/ by organisations.

Visit [www.bursaries2016.co.za](http://www.bursaries2016.co.za)



# Top Math and Science learners in Cape Town

The Engen Maths & Science Schools (EMSS) graduation ceremony, which took place on 13 February 2016 at Cape Peninsula University of Technology, marks the successful programme's 30th year.

**T**he graduation awards reward and recognise learners who have excelled through the EMSS support programme, achieving top notch Bachelor passes, distinctions and graduation. More than a mere nod to shining academic results, it is a tribute to their commitment to excelling despite tough socio-economic conditions and to securing their future tertiary education.

According to Engen's Corporate Social Investment Manager, Mntu Nduvane, the ceremony aims to honour the EMSS students who show potential and acquire the sought-after skills – with the focus on Science, Maths and English knowledge acquisition.

Nduvane says: "These learners have taken on an intense extra tuition programme, and their lives are forever changed as their reward. They know success comes to those who want it and work for it. It is this philosophy that has made EMSS learners increasingly successful over the years."

"As Engen, we commend our top Cape Town EMSS achievers who all received distinctions for English, Maths and Science," he adds. Special mention however must be made of Taskeen Ebrahim who was not only the top achiever for Cape Town but also the top achiever on the EMSS programme nationally.

## The top Cape Town EMSS achievers

- 1st in Cape Town and Nationally – Taskeen Ebrahim : Currently doing 1st year Mechatronic /Biomedical Engineering at Stellenbosch University
- 2nd in Cape Town – Thaakirah Arendse: Currently doing 1st year Medicine at the University of Cape Town
- 3rd in Cape Town – Sibulele Mgoduka: Currently doing 1st year Chemical Engineering at the University of Cape Town

In 2015 the EMSS accepted more than 1 894 learners from grades 10 to 12 with 1 030 of these learners being female and 864 being male. KwaZulu-Natal has the largest learner population with tuition offered to 329 matriculants across its four regional centres.

The demographics of the schools speak closely to the skills development, BEE and Social Investment imperatives of Engen. With 97% of the learner population being black (African, Coloured and Indian) and a substantial number being from previously disadvantaged communities, the programme remains true to the South African objectives of previously disadvantaged community upliftment.

"Year-on-year, the EMSS results have soared with favourable increases in the average pass rate of learners as well as the number of learners who achieve bachelor passes and subject distinctions," says Nduvane.

Although the Engen schools have a seemingly small role to play in the grander education terrain, there have been very notable successes with learners who otherwise would have no access to these resources. What's more, the Engen schools currently have alumni in South African universities on Engen bursaries, many of whom, on graduating attend the 18-24 month Engen Graduate Programme, which can lead to permanent employment at Engen where they can work their way through the ranks of the company.

"Recognising the need for engineers and technical experts in the oil industry, we are committed to addressing the critical skills shortage in South Africa. The EMSS programme evolved out of the Engen Saturday Schools initiative, launched in the mid-1980s and this year marks the schools 30th anniversary. Thousands of graduates have benefitted over the past three decades. We are exceptionally proud of all our graduates and wish them the best in their upcoming studies and careers," says Tasneem Sulaiman-Bray, Engen General Manager: Corporate Affairs. ▲



(From left) Sibulele Mgoduka (3rd in Cape Town, centre is Taskeen Ebrahim (1st in Cape Town and Nationally) and Thaakirah Arendse (2nd in Cape Town)



# Applications for the High School and University Fellowship are currently open



The Allan Gray Orbis Foundation believes that a solid education is the starting point for any entrepreneurial journey and its Fellowship opportunity is available to exceptional students who show entrepreneurial potential. The Foundation gives them the opportunity to develop into Southern Africa's future high impact entrepreneurs.

Anthony Farr, CEO of the Allan Gray Orbis Foundation, says: "We cultivate an Association of high impact entrepreneurs by inspiring and developing individuals who are capable of shaping and transforming the future of Southern Africa."

The Allan Gray Orbis Foundation identifies, supports and develops talented young Southern Africans who have the potential to become high impact, responsible entrepreneurs and make a valuable difference to the social and economic fabric of South Africa. Developing high impact entrepreneurs is, however, only the means to an end; the ultimate purpose of the Foundation is to make a real and enduring difference not only to the lives of those it invests in, but also to the country and the region at large. The core purpose and vision of the Foundation is to make a long-term positive impact that liberates the possibility of a great South Africa. The Allan Gray Orbis Foundation is the social responsibility initiative of Allan Gray Limited and the Orbis Groups in South Africa. It is funded annually by a donation of a minimum of 7% of the taxed profits of the Allan Gray Limited and Orbis Groups, which have committed to making this donation in perpetuity. As profits may fluctuate, this commitment is backed by a capital endowment of over R1 billion donated by the Founder Mr Allan WB Gray.

The Fellowship includes a full university scholarship, mentorship, entrepreneurial mindset development and exposure to thought leaders. Access to postgraduate funding is available to those who excel in the Fellowship Programme and their undergraduate studies.

## Mandatory requirements for Grade 12 learners

- Intention to study a degree in Commerce, Science (excluding Medicine), Engineering
- Law or Humanities (majoring in Politics, Philosophy or Economics) at WITS, UJ, UCT
- NMMU, Rhodes, UWC, Stellenbosch, UP
- Level 5 in Pure Mathematics for Grade 11 results
- Level 6 average for Grade 11 results (excluding Life Orientation)
- Completion of the National Benchmark Test by 30 September 2016
- You cannot be older than 21 years of age in the year of your application

Applications are open to all current Grade 12 learners and close on 29 April 2016.

## First year university students

Applications are open to all current first-years studying courses in the degree fields listed below, and close on 31 August 2016.

## The Foundation supports degrees in the following fields

- Commerce
- Engineering
- Science (excluding Medicine)
- Law
- Humanities (majoring in Politics, Philosophy or Economics)

## Only applicants furthering their education at the following partner universities can apply

### Western Cape

- University of Cape Town
- University of the Western Cape
- TSIBA
- Stellenbosch University

### Gauteng

- University of Johannesburg
- University of Pretoria
- WITS University

### Eastern Cape

- Rhodes University
- Nelson Mandela Metropolitan University

### Free State

- University of the Free State

## There are three ways to apply:

- Visit [www.allangrayorbis.org](http://www.allangrayorbis.org) to download an application form, or
- SMS "Gr12 and your fax number or email address" to 36777, or
- SMS "1st Year and your fax number or email address" to 36777 to have an application form faxed or emailed to you (SMS is free)

More information is available at [www.allangrayorbis.org](http://www.allangrayorbis.org) and [www.facebook.com/allangrayorbis](https://www.facebook.com/allangrayorbis)

# Proposed higher education amendments could hamper distance study success



Dr Felicity Coughlan

Some of the amendments proposed to the Higher Education Act could have the unintended impact of limiting the support of distance education students through partnerships between institutions, which could seriously impact students' chances of success, an expert says.

Dr Felicity Coughlan, Director of The Independent Institute of Education, says South Africa has an extensive history of students registering with an institution for supplementary tuition support while they are completing their distance qualifications with a different provider, such as UNISA.

"In many instances, this supplementary support results in measurably improved success rates for the students. While it has been argued that the main institution should be able to provide all the support a distance student needs, this does not recognise some of the practical constraints faced by both students and higher education institutions.

"And it is not always practical or possible for students to register at a contact institution if they need more support than a distance education provider is able to provide. So until now, these support centres have extended the range of options available to students and have led to improved success rates," she says.

Coughlan says that the Department of Higher Education and Training's Distance Education Policy also strongly supports the development of student support centres for distance students, because of the widely acknowledged reality that many students do not complete distance qualifications because of insufficient support.

"The policy goes so far as to indicate that higher education institutions should collaborate in the provision of these services. However the proposed amendments to the Act could in future preclude most of these valuable partnerships.

"Under current legislation, the main institution needs to take overall responsibility for the qualification and everything related to it but can use the services of other institutions to provide additional teaching for example. Our understanding of the new provisions is that the main institution may now not use these support services, as the institution providing any one of the functions must take responsibility for them all and can only do so for their own qualifications."

In a recent presentation to the Parliamentary Portfolio Committee, Dr Coughlan agreed that several of the Department's concerns over some recent past and existing collaborations were legitimate, but added that the proposed amendments were not the required remedy.

"It is true that some of these collaborations were, and are, not sufficiently quality assured and may be used to bypass regulation, by one provider simply piggy backing off the qualifications of another or the owner of the qualification avoiding responsibility for the support of its students.

"However, as argued before the same committee in 2010, the effective intervention would be for these relationships to be regulated and by requiring them to comply with quality assurance standards."

Coughlan says that while some sharing of physical infrastructure could still be possible should the amendments pass into law, true collaboration on matters such as supplementary tuition or assessment will become virtually impossible.

"Where collaboration and partnership enable students to access support for qualifications they could not access otherwise, in a manner that is clearly supplementary and complementary to the services rendered by the institution conferring the qualification, this should be possible within stipulated parameters to protect the students concerned," she says.

"We therefore repeat our call for a regulatory and quality assurance framework – as suggested by the Distance Education Policy – for partnerships between distance education providers and others that could support the learning of students.

"While we support the Department's intention not to leave the provision of these services unregulated, there are several other, more effective approaches, than making the offering of these distance learning support services impossible and potentially leading to increased drop-out rates."



# Ensuring supply chain skills development in SA

## Local supply chain professionals excel in international certification from APICS

2015 was an incredible year for the APICS Certified Supply Chain Professional Certification in South Africa. SAPICS' pursuit to create a skilled work force in South Africa was enhanced by the adoption of this valuable and globally recognised supply chain certification. Since its introduction in 2006, the CSCP has evolved into a truly global certification for supply chain professionals.

Three South Africans recently scored impressively high scores in the exam and are proud to become Certified Supply Chain Professionals.

Salome Posthumus, Frances Hedding and Orestes Peristeris have all achieved their CSCP certifications with a score of 333.

"According to our records this is the highest score anyone has achieved for CSCP in South Africa. Prior to this score we have had one candidate achieve 331 in 2010 and two candidates achieving 331 in 2014," said Jenny Froome, general manager of SAPICS, the exclusive Sub Saharan Africa Channel Partner of US-based APICS, the leading provider of supply chain management education and certification programmes.

APICS uses a scaled score; the range for CSCP scaled score is 200 to 350 with the minimum passing score being 300.

The CSCP course provides a holistic view of the entire supply chain, and the certification is internationally recognised as one of the most respected certifications coveted by the close-knit global community of supply chain professionals.

### People are more important than processes and procedures

The mantra of 'putting the customer first' is a popular management expression; the CSCP certification however shows in detail how a true focus on the customer is critical to growing a business and its market share.

"The biggest realisation I came to is that the customer really should drive all decisions within a business," says Posthumus. "The biggest change I will make to the way I work is to continually ask what value my actions give to the customer. If an action doesn't add value, it's time to adjust the process."

### Supply chain professionals are responsible for environmental sustainability

Sections of the CSCP course material highlight the responsibility of supply chain professionals in helping business to work towards environmental sustainability and social responsibility.



"It is within the ability of supply chain professionals to drive innovative thinking and form solutions in line with sustainable development," says Hedding. "Technological developments have made available incredible tools that we can use for this purpose. Technology applied correctly creates opportunities for changing the way that businesses operate in ways that weren't possible before."

### There are no islands in the supply chain

According to Peristeris, the take away that proved the most valuable was reading and learning the entire body of knowledge of supply chain management and operations in one course.

"Even though I have completed a Master's degree in Logistics Management, I found the coursework to be highly relevant and up to date. After completing the course and passing the exam, I see the value in having an international certification which recognises and certifies my knowledge and expertise in the field of supply chain."

"The Certified Supply Chain Professional has a good overview of the subject matter in the overall certification material," Froome agrees.

"South African companies benefiting from the skills of their CSCPs include Sasol, Resolve, Pick n Pay, GSK Healthcare, Polyoak Packaging, Distell, Value Logistics and Industrial Logistic Systems, to name but a few."

## Award-winning Educational program

aimed at  
5 - 9 year olds

The MiniChess program is a unique educational programme, focussing on early childhood development: linking to mathematics, science and life skills development through chess-related activities.

"MiniChess is the most scientific programme in the world - linking chess with education"  
- Garry Kasparov 2012



For more information please visit



WWW.MINICHESS.CO.ZA  
or email: info@minichess.co.za

Effective teaching with holistic results

MiniChess  
Franchise  
opportunities  
available!

**MINICHESS®**  
Empowering young minds for a bright future



The future of education ...



Considering e-Learning ?

## Smart Wi-Fi

The first critical step to any e-Learning solution



**DYNAMIC BEAM FORMING**  
Adaptive Intelligent Beam-Steering  
Interference Rejecting Smart Antenna



**QUALITY OF SERVICE**  
Precision Per-User Video/Data  
quality of service.



**MESHING**  
Self-provisioning, self-optimizing  
high speed Wireless Backbone.



**SECURITY**  
Patented Advanced Per-User Security

- Enterprise-Grade High Density Wi-Fi
- 100% reliable for multiple concurrent connections
- Tried and tested for education globally
- B.Y.O.D. fully supported and compatible with any e-Learning solution
- Professional, prompt and efficient installation
- Support & training provided for simple, seamless configuration

Contact Quentin

Jhb Office: 011 452 6633

CT Office: 021 939 1542

Email: [education@uc-wireless.com](mailto:education@uc-wireless.com)

Website: [www.uc-wireless.com](http://www.uc-wireless.com)

