



Magazine EDUCATION

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New App for ECD



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community**



**Technology boosts
math literacy**



Education Conference & Expo Awards



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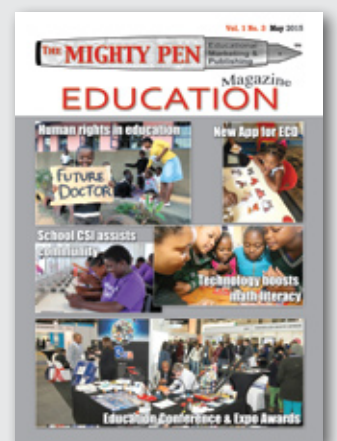
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Our front cover

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





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Editor's column

The philosophy of e-learning

Teachers and academics should be leading the way, not IT geeks and brands.

According to a research study by Mark Nichols, e-learning consultant, UCOL, New Zealand, e-learning advances primarily through the successful implementation of pedagogical innovation.

His study, *A theory for e-learning. Educational Technology & Society*, points out that the majority of conference presentations consist of a "here's what we did and here's the evaluation" format which do little for transferability to other institutions or even other courses. In addition, the body of literature appears fragmented and there are few common terms used consistently. It is unlikely that e-learning practice will continue to evolve unless the theoretical underpinnings of e-learning are explored and debated, providing a wider platform and a common philosophy for e-learning development. Unfortunately the use of technology in education has tended to be technology-led rather than theory-led.

As a general rule it will be breakthroughs in teaching practice that will make e-learning more useful and not breakthroughs in technology, though the latter can provide opportunities for the former. Instructional designers should drive e-learning, not technologists. Those who are innovative educators will be those who maximise e-learning and ensure its further development.

Future progress in e-learning will come from a better understanding of the dynamics of teaching and learning and not from more improved or functional technology, though the latter does provide opportunities for new, innovative pedagogies to develop.

All of this means that e-learning practitioners need to scan technological developments in the context of the substantial resource base available in the fields of psychology and education. The principles of cognitive development found in such literature are directly relevant to e-learning because e-learning doesn't change anything about how human beings learn.

E-Learning tools can certainly be used to encourage students to further explore topics on their own and take ownership of their learning. It is often desirable to assess things such as bulletin board participation and blogs in order to encourage the sharing of ideas online, for example, however caution is required. The curriculum still needs to be the point of reference. If digital content is not relevant to the curriculum, then its use as an assessment tool should be questioned. Overall it is how the students measure against the learning objectives, not whether or not they can use the technology that will determine their success in the workplace. The curriculum, not their use of technology, is the standard.

Institutional, social and political expedencies may be helpful to justify e-learning investment, but they are not sufficient on their own. There must also be a conviction that technological tools improve teaching and learning to ensure long-term commitment to their use, and to ensure appropriate implementation.

Editor



Get connected with the Wi-Fi experts

UC-Wireless is a South African Ruckus Wi-Fi solution partner that has recently solved the challenges for several schools with high density Wi-Fi application requirements for the implementation of e-Learning. This vertical channel within the company enables them to focus specifically on the schools and their educational requirements.

This has created further opportunity for UC-Wireless to partner with any e-Learning solution companies through the deployment and installation of the RUCKUS Wi-Fi solution. "We refer to our Wi-Fi solution as the so-called 'golden egg' and the road that leads to e-Learning, thereby bridging the digital divide," says Michael Berger, head of UC-Wireless Education. "We believe that the first critical step to any effective e-Learning platform is the installation of a robust, reliable, fast and seamless enterprise-grade high density Wi-Fi solution."

Any e-learning expert, and indeed any principal who has gone down this road, will tell you that connectivity is a key foundational building block – if not indeed the cornerstone – of a successful e-learning migration.

Visit the UC-Wireless exhibition stand at the
SABC Education African EduWeek – Gallagher
Convention Centre on 1 and 2 July

STAND NUMBER: H3

Don't miss the presentation

UC-Wireless managing Director Quentin Daffarn will be presenting a talk titled:
World's Gone Wireless.

Quentin will focus on "Wireless – arguably the next greatest invention . . . to revolutionise communication after the telephone in 1876 and the Internet's humble beginnings in 1960"

Topic contents will include:

- Wi-Fi wave hitting the world
- What is the impact of this trend?
- How to prepare for it?
- Why the world is so fixated on data and bandwidth?
- How can it be used effectively?
- Why education is such a challenge in terms of schools, FET Colleges and universities?

The talk will also highlight some of the revolutionary breakthroughs that have resulted in technology available today which is recognised through independent tests and users as far superior to the more conventional name offerings.

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Link between economic growth and maths literacy – can technology help?

A South African start-up, Brighter Future, has developed an innovative mobile platform that helps learners improve their maths marks by up to 14% within a matter of months.

This is against a backdrop of severe criticism of the performance of South Africa's education system and a growing recognition of a link between basic mathematical skills and a country's economic growth.

The technology was developed by Siyavula, a Mark Shuttleworth Foundation beneficiary, and models the way in which pupils learn. "Parents are concerned that poor maths results limit the career choices of their children and this is why tutoring support is a growing market. Their feedback is that the combination of mobile technology and tutoring is compelling, especially when they are seeing such significant improvements in just a few months," Joanne Brink, CEO of Brighter Future explains.

Joseph Makuwa is a Brighter Future entrepreneur who is currently completing his third year in Engineering at Wits University. Joseph began tutoring mathematics



last year and enjoyed seeing the difference he could make in the results of his students. "They think that science and maths are difficult, but it is just a mindset. Once you get the hang of it, you get the fun of it," he says.

Makuwa continues, "Our technology makes the practicing fun, so learners don't feel like they're doing hard work. And it uses cell phones, which is not only something that learners always enjoy using, but also means that the learners have easy access to additional exercises at times that are convenient to them."

"We are recruiting people with university level maths and science skills – who could be ex-teachers, current students or graduates – to help us roll out the programme further. While our system doesn't address the systemic education issues in South Africa, we can help our learners to improve their marks and ultimately have brighter futures as a result," concludes Brink.

Mathematics education in SA

Economists have drawn a link between poor mathematical skills and the country's economic growth, because the quality of a country's scientists, entrepreneurs and technocrats depends to a large degree on their foundational skills acquired early in life.

Dr Martin Prew, an independent education specialist, says that maths problems often begin in primary school, where many learners fail to build foundational skills. They move on to high school with large chunks of missing maths knowledge and then start failing. "The result is that schools help to fuel the national problems of high unemployment, a frustrated youth and low-performing economy, rather than helping them to deal with these challenges," he says.

A 2012 study published by the University of Stellenbosch found that while 71% of children in grade 6 were functionally literate, only 58.6% could be considered functionally numerate. That's every second child.

Last year, a report by the South African Centre for Development and Enterprise noted that deficiencies in early education leave many children with "insurmountable difficulties" as they fall further and further behind and ultimately drop out of school.

Software assists NGO to make a difference

MAD (Make A Difference), a non-profit organisation founded by former Springbok captain Francois Pienaar, aims to streamline its business processes, enhance relationships with stakeholders, and improve its access to reporting information.

Francois and a group of like-minded individuals shared a vision to develop talented scholars into leaders by financially assisting and supporting them to obtain an exceptional education. In 2003, to realise this significant ambition they formed MAD – Make A Difference. Twelve years later, MAD holds true to the shared vision of the founding members to Make A Difference in the lives of talented, young South Africans with leadership potential.

The primary focus of MAD is to identify and offer bursaries to academically talented young leaders, from Grade 8 until completion of tertiary education, covering all academic fees, mentoring, work experience, an annual Leadership Summit and more through the Individual Education Programme.

MAD has developed a comprehensive, meticulously-crafted and holistic programme, offering mentorship, leadership development, life-skills development, career counselling, internship opportunities and access to technology. All MAD scholars are monitored, mentored, supported and encouraged to help them reach their full potential as South Africa's future leaders.

MAD has enjoyed exponential growth over the past few years, prompting the need for more sophisticated and integrated systems to manage its increasingly complex business.

Sage ERP X3 will enable MAD to streamline administrative and reporting processes in such a way that it can continue to grow without having to add overhead costs in terms of administrative staff and IT costs. Sage CRM, meanwhile, will give the organisation the ability to more efficiently and effectively track and manage relationships with scholars, donors, corporate partners and other stakeholders.

MAD currently has 110 scholars on its Individual Education Programme, as well as numerous, sponsors, donors, and supporters attending its golf days and participating in sporting events to raise funds and awareness for MAD. "We realised that we could benefit from a solution that would allow us to integrate our financial data with information on our scholars, donors, supporters, and partners," says Francois Pienaar. "An integrated system will help us automate a lot of the reporting work we currently have to do manually."

"It is our responsibility to mobilise as many resources as possible to support the future leaders on our Programme. To do so, we need to be able to manage all our data in such a way that we can report to our partners in a prompt and accurate manner on their investment and the impact it has," says Pienaar.

"Sage ERP X3 will help us to instill an even deeper trust among existing and potential corporate partners as they allocate corporate social investment funding toward our organisation. By being able to deliver timely and accurate information about the results we achieve with our donors' money, we will be able to attract more funding and support even more scholars on our Individual Education Programme."

"We're excited to be working with MAD to implement a solution that will help it reduce risk, become more efficient, and increase the confidence of donors and sponsors have in the organisation," says Ken Fargher, chairman at Parity Software. "Sage ERP X3 will ensure that MAD has a single version of the truth, helping to reduce spreadsheet chaos and improving collaboration within its business and with its partners. With Sage CRM system as the customer-facing interface to the core ERP platform, MAD will be able to serve the needs of its stakeholders."



Francois Pienaar (left) with two MAD beneficiaries

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- Finding information in a book has never been easier with multiple bookmarking, searching and clickable links to sections.
- All Teacher's Guides are available as eBooks.
- Interactive whiteboard material available
- Interactive CAPS aligned assessments available



eLearning – A new journey

Malcolm Seegers (Macmillan)

eLearning has the potential to transform the way. Technology can convert a dull talk-and-chalk classroom into an exciting space where relevant learning can happen. Just think of all the things that can be brought to a learner's desk at the click of a button: videos of subject experts explaining topics; moving animations illustrating how intricate systems function; interactive activities allowing learners to be active participants; immediate feedback on assessment; online up-to-date encyclopaedias and limitless resources for doing research; and e-textbooks! This is enough to excite anyone – and it is an essential tool to consider in a world where learners (and adults) consume more information than ever before, via more media than ever before. Effective teaching that encourages whole-brain learning can no longer afford to overlook the inclusion of learner-driven technology in the classroom.

TEXTBOOKS THAT COME TO LIFE

Books – printed or in eBook format – provide structured content to ensure learners cover the curriculum and therefore books are an integral part of learning. Using e-textbooks is therefore an ideal way to introduce eLearning into the classroom. Learners can highlight important text and make notes in the books even if they need to be reused the following year. They can click on words to find dictionary definitions, illustrative videos, animations and audio clips. This means that once an eBook has been loaded on a tablet or another device, all these resources are immediately available, even when learners and teachers are not connected to the internet.

Going digital is not as difficult as you may think. Many companies in South Africa specialise in various aspects of eLearning, such as supplying hardware devices, setting up the necessary infrastructure, providing content, publishing e-textbooks and giving training and support. These partners will play a big role in making eLearning a success at your school.



DOING IT RIGHT

Doing it right is not easy, but we have seen the success of eLearning at schools like Sunward Park. What has been the key? Firstly, it is essential for the school to have good management. Sunward Park has a principal and other managers who have a great vision for eLearning in their school and they have worked hard to make it a success. They faced the same challenges that you will face but did not allow these to deter them.

Getting the buy-in from teachers can be one of the most difficult things a school has to deal with. This is understandable, because using technology effectively in the classroom while managing 40 learners takes a lot of effort and time to master. For eLearning to be successful, it is imperative that we invest heavily in our teachers. Training them should be an ongoing process, they need to spend time with experts who can train them and once they have had some time putting this into practice get together to ask questions and refine their new skills.

Digital also makes it possible for content providers to enhance teacher resources, making them easy to navigate and use.

At Macmillan, we are aware of the challenges of going the eLearning route and the need to invest in our teachers. Going digital is a journey and we are here to hold your hand every step of the way.

The Paperless Classroom – some tech-facts for learners

By Martha Chauke, Social Media Specialist

Just the other day you would be in detention if a teacher caught you busy on your cell phone (instant messaging your buddies) or feeding your Tamagotchi during class. In fact, not long ago the only form of tech in a classroom was old and big table-top overhead projectors which used pull-down screens to project what was written on transparencies.



All of this has changed today. The classroom you were once all too familiar with got a face-lift! Out with the old and in with the new. Teachers no longer stand in front of the class trying to manage behaviour (while sneezing from chalk-board dust) and teach all at once. The classroom is more interactive, alive and fun through the use of new tech.

Let's explore must have awesome gadgets and affordable tech to aid teaching and learning in and out of the class:

Laptops vs Computers

Teachers and students need to get the right laptop that caters for their daily needs. Take weight, screen size, storage space, memory, battery life, keyboard size, touch (like Windows 8.1) or not, ports and drives into consideration before investing in one. We all love cheap stuff but brands matter. Any device is as good as the company that stands behind it.



Traditional computers cost less and are not easy to steal, but they are not mobile and take up more storage space in your home or residence. You can easily carry a laptop to

class, home, the library or when travelling on a daily basis. The beauty of a laptop is its portability. You can connect quick and easily to free Wi-Fi at coffee shops, your local park or bus stop (when and where you work is literally up to you!)

Depending on what you need to use your laptop for, choose the one with features you need the most. In today's market you are spoilt for choice.

Tablets, iPads and Apps

Tablets and iPads are altering methods of teaching and learning to an extent that by the end of the 2017/2018 financial year the Gauteng Department of Education hopes to have rolled out the paperless education project in all Gauteng Township and rural schools. Some schools already bid farewell to the "old school pen and paper" method of note taking. Students do activities on their tablets and

iPads and submit assignments via apps like Dropbox, Google Docs or Moodle.



Primary and high school learners with iPads have access to textbooks at reduced prices and also for free from ZA Books with the added benefit of making notes within e-books themselves. While all students (up to MBA level) with tablets using Android or Windows can enjoy access to low-cost and free textbooks, exam preparation help and access to downloaded content offline at any time from Intel Explore & Learn. For more useful apps download *The Ultimate South African Education App Guide for iPad*.

Connectivity

Literally everything today works with internet. Can you imagine no internet for a month? The world would come to a standstill. One can't function with slow internet connection either. That's just how important the internet and connectivity is to you in order to do research on your homework, projects and assignments as well as for your teacher's lesson preparation. If your school is experiencing dire internet connection recommend they seek advice from industry leaders on the best connectivity options available.

Early childhood assessment application

Early Inspiration, an organisation focused on early childhood development and the training of childcare practitioners, has launched an application which will allow child care professionals to effectively assess the development of young children.

The application features age appropriate assessments designed for South African children focusing on the domains of development: physical-motor, social and emotional, cognitive, visual perception, play and language and speech development. The assessments focus on the child in totality, and specifically on critical thinking and problem solving skills.

Upon assessment, scores are captured in a central database, which generates individual scores and strengths and weaknesses as well as batch reports per class.



Dr. Lauren Stretch, founder of Early Inspiration

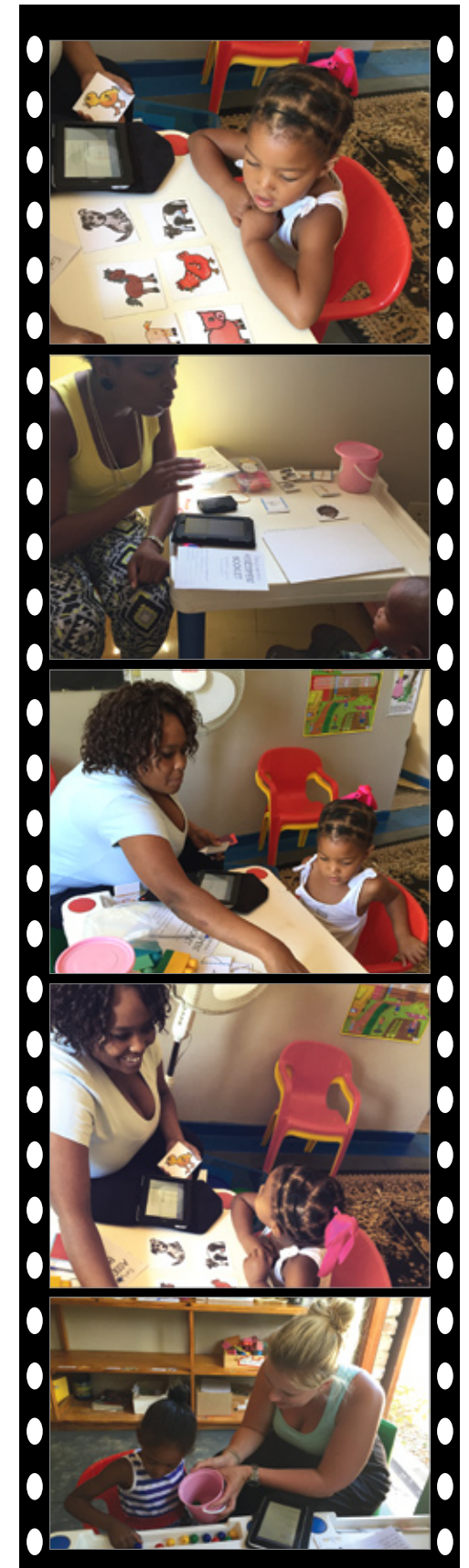
Dr. Lauren Stretch, the mind behind the application which was designed by Snapp, explains the application: "We currently have 6.2 million children in the 0 to 5 age group in South Africa, and their development is vital for their individual well-being through their life time, but also for the country. In order to achieve the goals set

out in the Government's National Development Plan, education is the key driver for change and childhood developments starts in our crèches. Giving children the right environment and the right stimuli ensures brain development and the foundations for a solid educational career."

The application allows for per child, per class and per school evaluation and flags individuals who are at risk and highlights areas of intervention for the child. Pre- and post-test comparison reflects growth in children's ability levels and there is a chat function to provide support amongst assessors.

Designed for early childhood organisations, training is required on the implementation of administering the child assessments. Monitoring and evaluation forms a large element of the application thus, ensuring management have thorough, real-time feedback of interventions happening on the ground.

The application is available on Apple and Android.



The App in action

Challenges facing leaders

in SA Higher Education

By Leon Ayo, managing director at Odgers Berndtson Sub-Saharan Africa, a global executive search firm that operates across Africa

South Africa will continue to climb a rocky road in the year ahead, with major challenges facing our country on a number of fronts. It is certainly not all doom and gloom however. As the world economy gradually recovers, the knock-on effect will create unique opportunities for growth – provided companies are cognisant of potentially game-changing global trends and are willing to adapt their business models in a fast-changing world.

In a rapidly changing world, the leaders of South Africa's institutions of higher education are facing a number of significant pressures and issues, not least of which is the devaluation of these institutions' global currency. If these challenges are not urgently addressed, South Africa will not be able to continue producing the level of skills and talent required to grow our economy. What can be done to support our higher education sector and its leadership?

I believe we need to find answers to three main questions:

- How can our higher education institutions remain globally competitive?**

South Africa has some top-quality universities, but they have been slipping in global rankings in recent years. Tertiary education leaders have to steer highly complex organisations, dealing with the sometimes competing demands of unions, diverse student bodies, funders, and government bodies. They need to play a political game, and are perhaps not always focused on navigating the intricate metrics of the global ranking system.

Another factor to remember is that ultimately, the success of a university's alumni will drive its success as an institution. Is our higher education sector



Political issues influence SA higher education

still producing global leaders? I would suggest that barring the odd exception, the answer is no. The global leaders are coming out of the likes of Harvard and Oxbridge, not South African institutions.

I believe universities can address this issue by turning their focus outward – by looking at education through a global lens, encouraging collaboration efforts with leading academic institutions elsewhere in the world, and endeavouring to attract top international students, especially from across Africa. We also need to relax our Visa laws – we know of at least one university which has had to send back visiting academics due to South Africa's stringent Visa requirements.

- How can we ensure our higher education remains relevant in the marketplace?**

What should education be focused on – teaching people how to think, or training them to find jobs which will assist in growing our economy? The age-old debate is today even more relevant: should a university be an ivory tower or should it be producing much-needed skills? And are the North American and European educational paradigms relevant to the requirements of leadership and the marketplace in South Africa and the rest of the continent? Institutions need to be very clear about whether they are producing tomorrow's global thought leaders or are preparing people for the realities of our own current economic climate.

I believe there is a place for both – higher learning should be about learning how to think, but it should also be about turning out employable graduates with appropriate technical skills. Industry leaders should be in constant engagement with university leaders to convey the skills requirements of various business sectors and of our economy in general.

- How can the gaps in high school education be addressed?**

High schools are not equipping students with the skills they need to enter universities. The lowering of the matric pass rate has resulted in tertiary institutions playing catch-up for the first two years of students' academic careers. It also impacts on the likelihood of graduates finding employment when they are leaving higher education without certain skills that they should have learnt years back in high school.

While tertiary education institutions can't do much about the education crisis in high schools, they can engage in outreach programmes, focusing on younger learners. The seeds of aiming towards obtaining a tertiary education need to be planted at primary school level. Learners need to know what the standards are – obtaining a matric pass rate is not going to be enough to get them into university.

It is no secret that South Africa has a serious shortage of highly skilled employees. To close this skills gap to enable our economy to grow, we need to urgently find solutions to the challenges higher education institutions are currently grappling with. We have the potential for excellence in higher



South African universities still rank among the best in the world

education and to be world-class, producing not only what our economy needs but also the global leaders of tomorrow.

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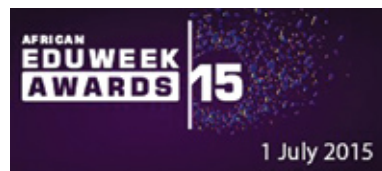
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New African EduWeek Awards to honour most inspiring teachers and educational suppliers

"We regard the launch of these awards as long overdue"

The country's leading teachers, suppliers, institutions and education professionals will be recognised and celebrated at the inaugural **African EduWeek Awards** that will take place at Gallagher Convention Centre, Johannesburg on 1 July. It forms part of the ninth annual **SABC Education African EduWeek**, which is expected to gather more than 4 000 teaching professionals and more than 120 local and international exhibitors at the Gallagher Convention Centre in Midrand.

"We regard the launch of the African EduWeek Awards as long overdue", says event director Tanya Jackman. "The awards aim to recognise excellence across the education ecosystem. From the inception of the most innovative and life-changing products and/or services to our local heroes who go above and beyond to assist their communities and the lives of our precious learners."

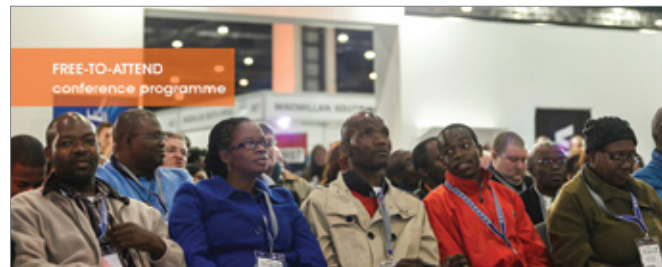
She adds: "it is gratifying to see how much excitement these awards have already created in the sector. We plan a beautiful, glamorous, sold-out evening, fit to honour and celebrate those organisations, companies, teachers and education professionals who have been responsible for pioneering new frontiers, pushing boundaries, for inspiring others and for achieving growth in education in Africa."

"We remain an event for the education sector and by the education sector", she continues, "and invite all teaching professionals on the continent to send us their nominations and we look forward to sharing their triumphs with their peers." Global education and publishing giant Pearson is the leading sponsor for the awards. "As an education company, contributing towards uplifting and recognizing the great success of some of the great work that the nominees have put towards making a difference in education is an honour to us.", says Riaan Jonck, CEO of Pearson Education. "We hope to not only acknowledge the great work that has been done, but to further inspire them and others to keep going for a South Africa that we can be really proud of in the future."

We also look forward to sharing our Award-giving platform with **Argo**, a multi-media solutions provider who will be presenting two awards on the night. The **Stars in Education Teachers Award** honours our teachers, who inspire both learners and their communities. The campaign is organised by Argo who have partnered with the leading education publisher, Pearson South Africa, to honour

and celebrate our teachers who go beyond the call of duty to inspire others. The national campaign has been profiled for 6 months on Metro FM, Mindset TV, leading education digital and social media platforms and supported by NGO's to encourage teachers to enter and vote for each other.

The Future Stars Award recognises our youth and encourages them to believe in the power of education to change their world. The campaign is also organised by Argo Marketing, who believe in partnerships to inspire impact. CTI and MGI are the leading education providers for youth, and are invested in the future of South Africa. The national campaign has been profiled on Mindset TV, the leading youth event, SABC Education Career Indaba, as well as www.sastudy.co.za, www.studentbrands.co.za and social media to encourage youth to believe in themselves and apply early to get ahead for the future. The winners will also be announced at African EduWeek at a glittering evening to celebrate achievement in education.



Award Categories

Awards for suppliers and/or distributors

Presented to suppliers and/or distributors that supply education establishments with high quality, safe products appropriate to every day teaching and learning needs.

Categories:

1. Basic Education
2. Higher Education
3. Early Childhood Development
4. Special Needs
5. ICT



Innovation Product Award

This award will be given to a product or service that demonstrates clearly that is new, original and ahead of current thinking.

Awards for teachers, schools and education professionals

Environment Award

This award aims to recognise those institutions or individuals that can demonstrate a positive impact either within their school or community of their sustainable initiatives either by increasing environmental awareness or by positively contributing to a more sustainable approach.

Community Award

This award will be presented to an educational establishment or individual who can demonstrate real value to the community it serves through the most imaginative attempt to aid the wider community socially, culturally or economically.

NGO of the Year

This award will be presented to a non-governmental organisations that can demonstrate real value to the community it serves through the most imaginative attempt to aid the wider community socially, culturally or economically.

SABC Education African EduWeek 2015 Exhibition

The 9th annual SABC Education African EduWeek is the only all-encompassing education event taking place in South Africa in 2015, and widely regarded as the premier education event on the African continent. It is taking place on

1 & 2 July in the Gallagher Convention Centre with more free-to-attend educational training and development for teachers, a futuristic look at teaching and dozens of suppliers with the latest classroom technology and services. Enter a world of educational knowledge at African EduWeek and view the latest products and services for the education sector in areas that include basic education, IT, higher education, publishing, inclusive education, science and maths, safety and security, sustainability and energy efficiency and school supplies and stationery. African EduWeek is organised by Spintelligent, leading Cape Town-based trade exhibition and conference organiser, and the African office of Clarion Events Ltd, based in the UK.

African EduWeek Industry Awards date and location:

Date: Wednesday 1st July

Venue: Ballroom Gallagher Convention Centre, Johannesburg

Time: 19:30 – 00:00

African EduWeek dates and location:

**Edu-theatres and workshop
programme:** 1 & 2 July 2015

Expo: 1 & 2 July 2015

E-Tech Africa: 1 & 2 July 2015

Location: Gallagher Convention Centre, Johannesburg, South Africa

Website: www.educationweek.co.za

Twitter: https://twitter.com/African_EduWeek



Strengthening human rights literacy in the classroom

Ask any South African what their human rights are, and you are likely to receive any number of different – but equally valid – answers.

Go into any depth on human rights and human rights values, and it would soon become clear that many people have a superficial knowledge regarding the subject. What's more, relatively few would be able to describe how they integrate human rights values into their everyday lives.

"Equity, for example, is a human right and a constitutional right, but what does equity mean to each of us and how does one apply it in all spheres of life? It is easy to know my rights and to go to court to defend them; it is much more difficult to internalise human rights values and to live up to them." So says Prof Cornelia Roux, leader of the Human Rights Education in Diversity (HREiD) research project group in the Education and Human Rights in Diversity (Edu-HRight) research unit at the Faculty of Education Sciences at the North-West University, Potchefstroom Campus.

Her research has shown again and again that there is a difference between knowing what one's human rights are and internalising human rights values.

Gaps in knowledge and practice

Prof Roux has been investigating human rights in education since 2004, often in collaboration with national and international faculties of education. One such study was completed in 2008 on intercultural and interreligious dialogue in a group of teachers and teacher education students.

Prof Roux and her research team found that respondents were well aware of their own rights within a legal framework and gave many examples of human rights



Basic Education Minister Angie Motshekga at a Human Rights Education Conference

violations in South Africa and elsewhere. They were also familiar with the human rights language of the Bill of Rights and the Constitution. However, there was a severe lack of knowledge, human rights education praxis and skills to address human rights values in classrooms. Only a minority of students and teachers indicated that they could cope with human rights and human rights education, beliefs and values as outlined in the curriculum and school environment.

These findings point to a tendency towards superficial content knowledge and classroom praxis in the area of human rights education. "Human rights education and the internalisation of these values are not always taken seriously in education systems, particularly in many South African education milieus," says Prof Roux. "Discrimination and violations of human rights are also visible in many tertiary institutions, and the question arose as to why the education institutions, including teachers, lecturers and professors, and our communities, are failing the next generation to prosper in mutual respect."



The intrinsic rights to dream and pursue achievements



The basic right to dignity in education

Delving deeper into human rights literacy

A current Edu-HRight research project that explores human rights literacy in the classroom is "Human rights literacy: the quest for meaning". This NRF-funded project, led by Prof Roux and her colleague Prof Petro du Preez, investigates literacies and knowledge on human rights education in teacher education at several South African faculties of education. "The problems identified in research indicated that our in-service and pre-service teachers do not have the knowledge construct to successfully facilitate human rights education," Prof Roux says.

This is cause for concern

"When there are issues that students and teachers don't understand or cope with, it will influence holistically all education spheres, and will impact on classroom praxis. The lack of human rights literacy seems to be the main impediment. "Human rights literacy underpins not only the understanding of legal terms and documents but especially the internalisation of human rights."

Contributing to transformation

The project, *quest for meaning*, focuses on what human rights literacies entail and how these can contribute to transformative curriculum development and teaching-learning praxis. The aim is to positively influence teachers' and lecturers' engagement with human rights issues in education.

The team, which includes four researchers, three postdoctoral fellows and three students, is focusing on five main research areas. These are gender issues, human rights values, social justice, socio-cultural contexts, and curriculum development and implementation. The funded project commenced in November 2012 with a "walkabout" at four university campuses to gain broad insight into education students' views and understanding of human rights issues. The emphasis was on university campuses that were part of mergers a decade ago.

Talking to students

The main question posed to students during the walkabouts was, "What is the most important human rights value for you?" "In some cases we found students

very defensive of their own rights without understanding the rights of others," says Prof Roux. "That already indicated a gap between students' conceptual understanding of human rights and internalised human rights values."

The next step was a survey among first and fourth-year education students and BEd Honours students at five universities in three provinces with 1 089 respondents. The aim was to determine their knowledge construct of human rights literacies within the five areas identified. "The 'born free' generation was specifically included to determine their impact on understanding human rights literacies and its internalised values," says Prof Roux.

"A most rewarding part of the research was the focus group discussions and interviews with student volunteers from all ethnic, religious and cultural backgrounds involved in the survey. Rights are emphasised so strongly that the meaning of the right, the responsibility towards the right and the internalising of the human right values, all fall in the realm of literacy." The project will also expand and include a university in Germany in the near future, to internationalise the development of theory for human rights literacies. The students of today are the teachers of tomorrow. Here's to a future where the next generation has a clearer, deeper understanding of human rights values – inside and outside the classroom.



Access to education is a universal human right

Mega expansion for Durban North Campus

New and returning Varsity College Durban North students have had the pleasure of experiencing the contemporary, new-look campus. The building and refurbishing project took 12 months to complete and will see students enjoy a variety of new and improved additions.



The revamped campus boasts four computer rooms and 34 leading-edge lecture rooms, each featuring multiple plug-in points that will enable students to use their laptops during lectures as well as improved air conditioning systems for additional comfort during learning. To complement the modern design, striking colours have been used to paint the lecture rooms. “We’re well aware of the fact that room colour can influence moods and thoughts and that’s why we decided to use bright colours in the various blocks of lecture rooms,” says Margie Boosey, Principal at Varsity College Durban North.

To encourage more study time while on campus, the campus’ library has been upgraded to a two level area with a computer lab, an enclosed silent-study area as well as a study lounge.

The new look campus also has a bigger and better deli, Sam Browns. The deli boasts a young, exciting and vibrant design that is exclusive to varsity College

campuses around the country. “To be the best that they can be, students need to make sure that they eat well. There is no question that eating a balanced diet has a positive effect on a person’s well-being and academic performance. Sam Browns offers a diverse food offering that is prepared with fresh ingredients and served in the best possible way,” adds Margie.



Varsity College believes that a vibrant social life is a crucial part of a full balanced student experience and that’s why the upgraded campus incorporates a sculptured garden where students can unwind, enjoy the sea view and participate in campus events.

“Although the expansion project was a long dusty road for the Durban North campus students and staff, we are very pleased with the final result and both students and staff are taking advantage of the new additions and improved features,” concludes Margie.



Alumni Graduate Profile

South Africa Public Health Graduate sets out to change the world

Having just graduated two months ago, Karishma Maharaj is already out in the field bringing about positive change for the mothers and children of our country. Graduating with her Honours in Public Health from leading tertiary institution, Monash South Africa, Maharaj has already secured a research post in the Respiratory and Meningeal Pathogens Unit of the South African Medical Research Council (SAMRC) and she is actively putting into practice all that she has learned.

Growing up in Johannesburg, Maharaj dreamed of becoming a medical doctor or paramedic. A self-described humanitarian, Maharaj wanted to add value and be fulfilled by serving others and she says, “As the years progressed I set a new path, particularly when I saw the opportunities that were available to be involved in the medical field, but with even more impact and on an even larger scale than in curative care.

“What I do today entails not only treating or curing diseases, but also includes understanding the determinants and processes of illnesses to create bigger, better and more effective long-term solutions for hundreds or thousands of people, as opposed to one person at a time.”

“Although difficult at times, it really taught me the fundamentals of health research.”

Maharaj’s time at Monash South Africa, during which she also achieved her undergraduate degree Cum Laude, no doubt contributed to this change of heart: “Throughout my studies at Monash, I grew to love public health and epidemiology. What’s more, my time at Monash really contributed towards my career in medical research, because the Bachelor of Public Health is designed as a very research intensive course.

“Although difficult at times, it really taught me the fundamentals of health research. I have also found that I am more advanced in terms of my research skills thanks to the excellent foundation Monash’s Public Health programme provides.”

“It is a privilege working with the most vulnerable members of our society.”

It would seem that Maharaj’s hard work has certainly paid off because in the short time that she has been working since she finished her course in 2014, she is already interacting with leaders in certain United Nations divisions including the World Health Organisation. “These are internationally recognised research organisations which I hope to be a part of one day. Being at the SAMRC for only



a short time, I now know that my chosen path was the right one.

“It is a privilege working with the most vulnerable members of our society and ensuring that through my work I can have a direct and profound impact on their quality of life,” concludes Maharaj.

In the case of Maharaj, the visionary Mahatma Gandhi who truly inspires her perhaps describes the hard-working graduate most accurately: “The best way to find yourself, is to lose yourself in the service of others.”

No horsing around for these learners

A select few learners from St Annes Primary School in Attridgeville learnt that “leaders become great leaders not because of their power, but because of their ability to empower others.” These are the words of John Maxwell, which are echoed in the Mount Riviere Stables.

Mount Riviere Stables offers a unique programme that uses horses to facilitate leadership development in a holistic, stimulating outdoor environment. The programme is based on an Equine Assisted Psychotherapy (E.A.P) and natural horsemanship basis, which enhances leadership skills, development of effective communication skills such as assertiveness, diplomacy and flexibility. Through partnerships with Bestmed, Partners for Possibility and the Horseman Leadership Programme, these selected students from St Annes Primary School were able to benefit from this programme. This was the first stage of the Bestmed and Partners for Possibility relationship in engaging with communities at this level. However, this was only the beginning of an integral strategy which has been planned for St Annes Primary School.

Various tasks and exercises were performed through team work, and activities designed for greater self-awareness and self-expression in a non-threatening



and secured environment. Chris Luyt, Executive Head: Marketing, Communications and Sales at Bestmed said, “This partnership has enabled us not only to make a difference in people’s lives but to shape individuals to be better leaders. We look forward to the entire programme rolling out and witnessing the change in people’s lives.”

A calculated effort

High schools throughout the country wrote the SAICA-Sage Pastel Accounting Olympiad on 13 May 2015. The South African Institute of Chartered Accountants (SAICA) and Sage Pastel organised the Olympiad, which is open to Grade 11 and 12 learners. This year 4 150 learners from 315 schools entered the Olympiad.

“More learners and educators are beginning to appreciate the impact that the Olympiad has on improving accounting skills,” says Gugu Makhanya, Project Director for Transformation, Growth and Professional Development at SAICA. The Olympiad, which began as a regional competition in Bloemfontein with long-time sponsors Sage Pastel Accounting, was expanded to a national competition in 2010. It has since grown to attract top young accounting minds from schools across South Africa.

The main objective of the Accounting Olympiad is to recognise young accounting talent and encourage interest in accounting as a subject among high school learners.

Joanne Van Der Walt, Marketing Manager at Sage Pastel Accounting, says: “We were delighted with the increased number of participants in the programme. Pastel is included in most school curriculums, so this long-standing partnership

with SAICA is a perfect fit for our brand. We hope to generate further interest in the competition this year.” The competition identifies accounting talent at school level, popularises accounting as a subject, and draws the link between accounting at school and a possible career in an accounting or business field. This is in line with SAICA’s strategy to grow the number of chartered accountants, as well as to transform the profession.

The total prize value for this competition is R 245 000, and the national winner will go home with an iPad. The accounting teachers of the provincial winners will receive a cash prize of R2 000 each, and the best schools in each province will also receive prizes such as desktop computers pre-loaded with Pastel software.

Digital hubs to empower under-serviced communities

What started out as a corporate social investment (CSI) project to help schools is now becoming a tool for job creation, enterprise development, empowerment of women, teachers, students, and community revenue generation. And all this is achieved in one replicable initiative.

In partnership with social entrepreneur company, Got-Game, the Britehouse Group will deepen its social investment within the Diepsloot community in Johannesburg, while creating a self-sustaining and replicable vehicle through which other communities can benefit from corporate social investment.

Britehouse GOT-GAME™ is based on a digital hub, the first of which will be placed at the Sunrise Secondary School, from which many spokes of empowerment radiate within and beyond a community through teacher and student development, empowerment of women, enterprise development, access to information and employment.

Housed in a container equipped with smart technology and Internet access and provisioned with an online repository of education resources provided by the Seta accredited Mentec Foundation, it can be set down anywhere.

Managed by students from the community to whom corporate sponsors pay a stipend, it will be used for IT training and teacher development. It’s a safe place for students to study and a place to apply for jobs online via a Digital job platform. Students can post their CVs via a GOT-GAME portal, where businesses can find them easily. Having learned IT skills in the hub, people can then put them to work, capturing data, creating documents, and doing other online projects for organisations, globally.

“Britehouse GOT-GAME™ is a place of many possibilities, dictated by communities’ own requirements”, says Britehouse CEO, Scott Gibson. “There is no limit to the potential or what it can bring to the community. Because it is replicable, it reduces the cost, time, and effort needed to make a difference.”

Even more appealing, Gibson believes, is the coherence and consistency with which it is possible to continuously improve a community’s options. A single hub opens many different possibilities simultaneously, enabling people in different sections of a single society to benefit.

“Britehouse GOT-GAME™ is the kind of sustainable empowerment vehicle that many businesses have been looking for to maximise the impact of their social

investment. Some of our business partners, including SAP and Microsoft, have already recognised GOT-GAME’s potential and are getting involved.”

Samsung Electronics Africa is another partner that has aligned its strategy with the Britehouse GOT-GAME™ initiative to share innovations and bring people new experiences that will change their lives.

As part of Samsung’s efforts to support education initiatives in rural and under-served communities, the company will donate tablet devices and a solar power generator that will power the digital hub.

“The solar power generator is part of our company’s drive for solar integrated solutions that are geared towards bringing much needed infrastructure access to underserved communities,” says Ntutule Tshenye, Head of Public Affairs and Corporate Citizenship at Samsung Electronics Africa. “Our solutions are more relevant than ever today, with the power cuts and outages experienced in South Africa.”

Britehouse GOT-GAME™ is the culmination of four years of Britehouse

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Unemployed youth get a second chance

A partnership with the Media, Information and Communication Technologies (MICT) SETA saw 140 unemployed youth from the Atlantis community achieve their certificates in Foundational Learning Competence (FLC) in April. 156 learners registered for the programme of which 140 learners completed the full course. Tellumat, together with MICT SETA, funded 140 learners and Tellumat funded a further 16 learners to complete the FLC and Work Readiness programmes that were run by Media Works.

The group achieved a pass rate of 84%. The top three performing learners are Nimré Bianca Abrahams, Bonita Precilla Dietrich and Fureal Melisa Khan.

This will now allow the learners to progress further with their studies in their chosen trade through the West Coast College, as FLC is a part qualification for trades and occupations. The studies through the college will be completely funded by West Coast College - a truly generous and noteworthy commitment that all the learners will be forever grateful for. The project was opened to all unemployed youth in the Atlantis community in October 2014. They were invited to attend Assessment days to apply and to complete an FLC readiness assessment. Successful applicants were then enrolled for the FLC programme. It ran full time at the Protea Park Primary School hall in Atlantis.

The FLC programme was specifically designed to uplift the literacy and numeracy skills of new entrants to the workplace as well as those of existing employees. It fits within the Quality Council for Trades and Occupations (QTCO) framework to ensure the availability, relevance and quality of occupational qualifications in order to meet industry needs. "It is not just another training course. It is as important as a Matric qualification. You cannot do a trade or occupational training without it," commented Jackie Carroll, CEO of Media Works, a specialist adult education and training provider.



Nimré Bianca Abrahams (left) with Tellumat CEO Andrew Connold

The MICT SETA is responsible for skills development in the Advertising, Electronic Media and Film, Electronics, Information Technology and Telecommunications sectors and their subsectors.

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involvement in the Diepsloot community. This started with Britehouse meeting ten students and four teachers of the Kwena Molapo High School in 2010. Following teacher, student, and community recommendations, Britehouse successively implemented a number of initiatives that have begun to build an ethos of emotional and financial independence and social stability within the community.

Each small project has extended the success of the previous ones. This has enabled a focus on individual priorities while ensuring that the benefits are far-reaching, cohesive, and inclusive. Now, Britehouse GOT-GAME™ will maintain both cohesion and momentum while enabling the distribution of benefits on a much broader front.

The first Britehouse GOT-GAME™ hub has been established in the grounds of the Sunrise Secondary School, whose deputy principal used to work at Kwena Molapo High. Sunrise will derive 50% of the revenues generated by the hub.

Britehouse has also incorporated GOT-GAME into its broader enterprise development initiatives via a partnership with the founder of the GOT-GAME

concept, Arthur Wade Anderson. The objective is to grow the digital hub part of his 100% black-owned social enterprise as well as position his business to help micro businesses become adequately professionalised.

Britehouse GOT-GAME™ believes that Corporate social investment is evolving into a form of social entrepreneurship which not only solves a social problem in a business-like way but actually fosters entrepreneurial behaviour in marginalised communities. Scott Gibson concludes "You can't stop a community making the most of opportunities, once people realise what is possible."



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