

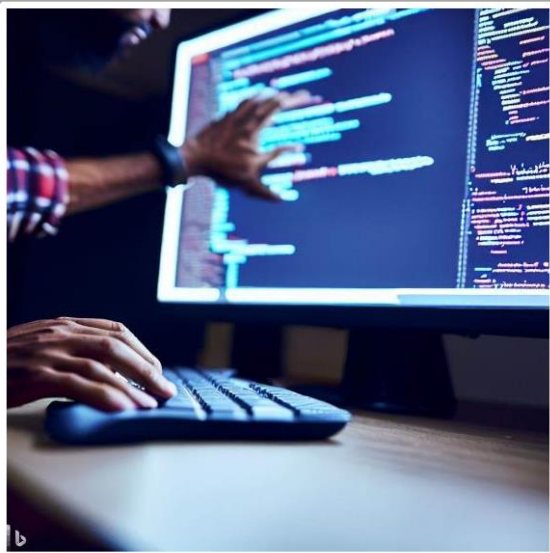


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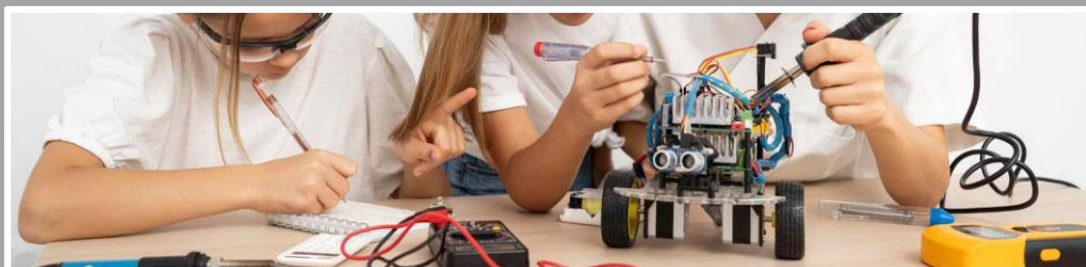
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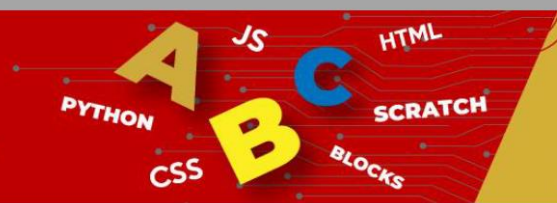


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Editor's Column

God in a school

One of our earliest new democracy implementations was the adoption of the global-western trend to restrict religion in public schools, if not outright ban it.

According to the *National Policy on Religion and Education 2003*: "We do not have a state religion, but our country is not a secular state where there is a very strict separation between religion and the state. South Africa is a multi-religious country. Over 60 per cent of our people claim allegiance to Christianity, but South Africa is home to a wide variety of religious traditions. With a deep and enduring indigenous religious heritage, South Africa is a country that also embraces the major religions of the world."

The policy makes a clear distinction between "religious education" (mandatory), "religious instruction" (impermissible) and "religious observances" in public schools.

Religious education is part of the national curriculum and teaches pupils about the religions of the world and in South Africa.

Religious instruction on the other hand, is defined as "instruction in a particular faith or belief, with a view to the inculcation of adherence to that faith or belief".

While the Constitution is silent on "religious education" and "religious instruction" in public schools, it specifically deals with "religious observances". Section 15(2) of the Constitution - to which the 2003 National Policy on Religion and Education is subject - states that religious observances may be conducted at state or state-aided institutions.

This is subject to the observances following the rules made by the appropriate public authorities; are conducted on an equitable basis; and attendance is free and voluntary.

"Free and voluntary" means that every pupil has a choice whether or not to attend a religious observance and should not be made to feel any pressure to attend.

What the policy does makes very clear, however, is that no public school may promote one religion over another or hold itself exclusively or predominantly to a particular religion.

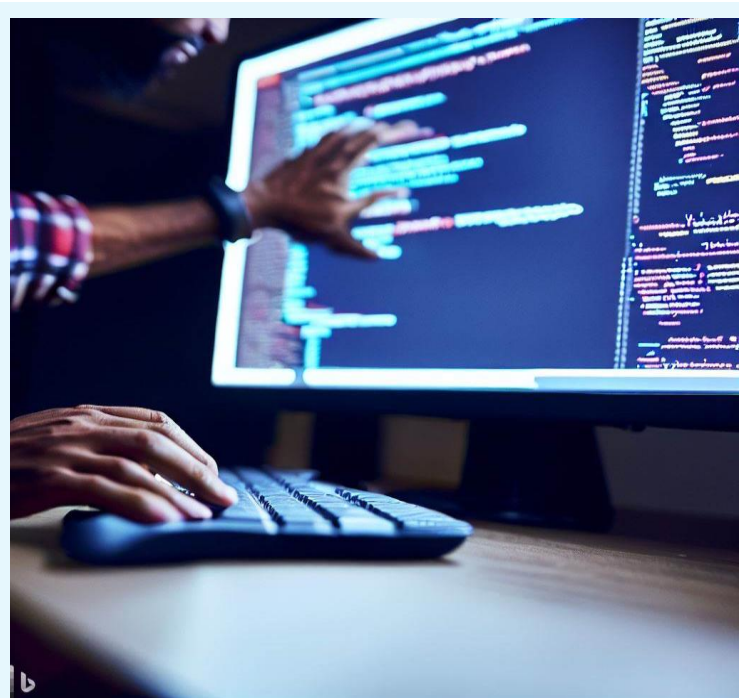
Blessings in education

Janos Bozsik
Editor

From traditional to transformational – the video-based learning revolution

By Tebogo Moleta, MD and Founder at Think Tank

Fuelled by digital technology and connectivity, video-based learning has emerged as a transformative force reshaping education and training to transcend the boundaries of traditional learning methods and offering a host of advantages for individuals and organisations alike.



*Tebogo
Moleta, MD
and Founder
at Think Tank*



Democratising learning through video-based education

Video-based learning has shown that it is more than just a trend - it is a paradigm shift with the potential to democratise learning. Video-based learning offers a solution to the challenges of traditional education, providing on-demand knowledge acquisition. This means that learners are no longer bound by limitations of time and place; they are free to chart their own learning journey at their own pace. This convenience factor is further amplified by the ability to engage in microlearning, which fosters a more profound and meaningful educational experience that makes it easier to consume learning materials to progress and develop new skills.

Video-based learning not only enhances learning outcomes but also captivates and engages learners like never before. Unlike static graphics, text, or audio, videos possess the power to etch knowledge into the minds of an attentive audience, creating a lasting impression. This 'stickiness' of learning sets it apart, making well-crafted video content more consumable and surpassing the appeal of conventional slides and diagrams.

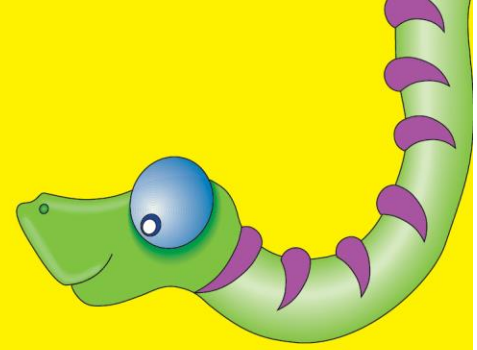
Breaking down traditional barriers

One significant challenge in traditional learning methods is convenience, or the lack thereof. Individuals living in remote locations often find themselves at a disadvantage, lacking access to relevant information available to their urban counterparts. The need to relocate to educational hubs in metropolitan areas, poses a major hurdle. This transition after high school involves a shift in learning environments and a geographic and lifestyle change. Furthermore, traditional learning assumes limited access to internet connectivity and devices, anchoring education to physical locations.



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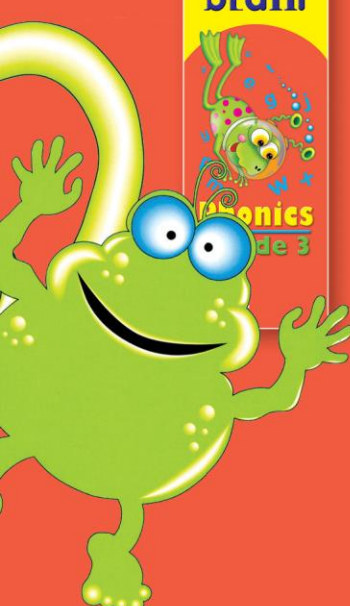
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➤ from page 2

The role of technology in educational transformation

Technology plays a central role in revitalising methods of education and training that are becoming increasingly stale. The ease of learning from any location at any time eliminates the need for physical relocation, addressing a significant barrier in traditional education. The assumption that widespread access to the internet and mobile devices is lacking has shaped traditional curricula. However, the current technological landscape provides the opportunity to learn flexibly, accommodating individual preferences and lifestyles.

Differences between video-based learning and traditional methods

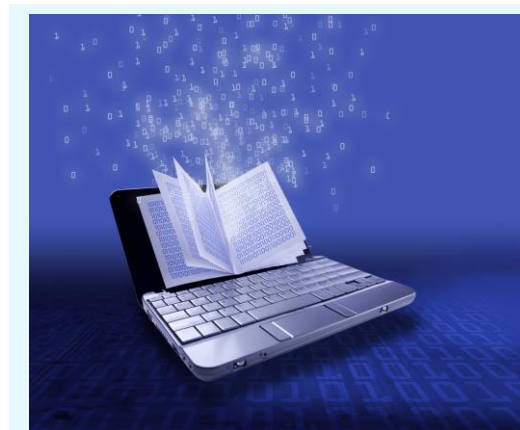
Video-based learning stands out by leveraging the power of visuals and audio to engage multiple senses simultaneously. The saying "show me once, and I'll remember; show me twice, and I'll understand," encapsulates the essence of video-based learning by going beyond static text and images to an all-encompassing experience that is more effective in delivering training content that hits its target.

On-demand learning and microlearning

The key benefit of on-demand learning in a video-based context lies in its flexibility. Pre-recorded sessions allow learners to access content in their own time, allowing them to watch and re-watch as many times as is necessary to understand the concepts or skills being taught. Text-based learning or in-person lectures make it challenging for an individual to learn at their own pace. This flexibility further addresses the diminishing attention spans of modern learners, who are accustomed to consuming bite-sized content on various platforms. Microlearning, with its short and focused video nuggets, adds to the meaningful educational experience by providing immediate gratification and a sense of accomplishment. An hour-long lecture can be daunting to consume, but a short video snippet that is quickly consumed, resulting in the individual learning something new provides a sense of gratification.

Affordability and the modern educational landscape

The affordability of video-based learning is an educational game-changer and has the potential to completely level the playing field. Once content is developed and published on an appropriate learning platform, it remains accessible online indefinitely, eliminating the need for recurrent investments of time or money. The economies of scale associated with online platforms further contribute to cost-effectiveness and such affordability not only benefits individuals seeking education but also opens opportunities for educational institutions to explore innovative partnerships and reach a broader audience with their content than the students on their physical campuses.



Choosing the right video-based e-learning platform

When selecting an online video-based e-learning platform, it is important to prioritise reliability, impactful content, organisational structure, and adequate support. The platform's ability to provide ongoing assistance, both in terms of content development and technical support, ensures a valuable investment. Such platforms offer subject matter experts the ability to monetise their knowledge in a sustainable manner that can easily become a passive income stream and gives companies the ability to streamline their internal training to make skills development more cost-effective.

Video-based learning is clearly more than a fleeting trend; it is a transformative force reshaping the future of education and training. Its potential to democratise learning, boost engagement, and offer convenient, meaningful learning experiences makes it an invaluable tool in the modern educational landscape—all at an affordable cost. As we head deeper into the digital age, embracing video-based learning is not just an option; it is a paradigm shift that holds the key to unlocking the full potential of education and training for individuals and organisations alike.

5 Pieces of Advice for Teachers, Tech Coaches, and Principals to Increase Student Engagement

Honor student and teacher voices

allow students and teachers to share what's working and what's not working

Bring hope into your school and classroom

emphasize importance of empathy, the importance of optimism as a leader

Remain positive

the motto during this time is "this too shall pass."

Reestablish norms

educational instruction will move back to the classroom and students will have to readjust to the new environment.

Self-care

teachers are unable to fully educate students without taking care of themselves first

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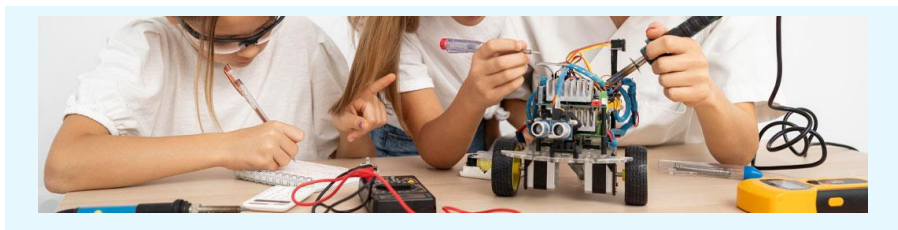
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Robotics labs – for KZN schools

As NASA retires Ingenuity, the little robot helicopter that completed 72 flights on Mars, a next generation of Grade 8 and 9 South African learners is beginning its robotics journey.

A R1,6 million investment in robotics infrastructure, equipment, course work and teaching are speeding their mission, with the Shoprite Foundation facilitating two fully equipped robotics laboratories at Mountview and Verulam High Schools in KwaZulu-Natal.



The initiative is the first phase of technology support for various schools around the country.

Speaking at the opening of the Mountview Robotics Laboratory, Maude Modise, the managing trustee of the Shoprite Foundation, explained the two schools were selected to launch the robotics initiative as the Department of Education is piloting coding and robotics as a subject.

“The groundwork was in place and importantly there was interest and enthusiasm, so we saw an opportunity to help by providing training and equipment and adapting the existing computer rooms into fully functional robotics laboratories.”

To deliver the laboratories, the Shoprite Foundation commissioned SIFISO Edtech, a South African company which specialises in delivering turnkey robotics hubs, providing everything from infrastructure, robotics kits, teaching material and training.

The kits come with over 10 models each and include everything the learners and teachers need, from microcontrollers and actuators to gyroscopes. They are modular, allowing learners to create their own builds. Face-to-face and online training for teachers and lesson plans, presentations and worksheets are also provided. As well as funding the laboratory set up, kits and teaching aids, the Shoprite Foundation donated laptop computers and tablets.

“AI is already part of our everyday lives. At the Shoprite Group, we’re using AI to get the freshest products on the shelves and

reduce food waste. By investing in future-fit education we aim to ensure that these learners leave school able to participate and contribute to a modern economy,” explains Modise.

While robotics may currently be the cutting edge of maths and science education, she says that the Group’s efforts to unlock educational opportunities and encourage entrepreneurship among young South Africans extend substantially beyond this.

Entrepreneurship education

At Mountview, it has also provided a bespoke consumer-studies laboratory – funded by the Shoprite Foundation, to encourage entrepreneurial endeavours amongst learners. This facility was formally opened at the same event as the robotics laboratory, with a former learner telling guests how consumer studies had led him to start his own catering company.

As part of its annual *Class Of* initiative the Group supports one learner in each province to the value of R100 000 in school fees, benefiting both the individual and the school they attend.

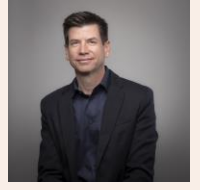
Holistic studies

This is in addition to its bursary programme for students studying accounting, criminology, IT, logistics and supply chain and retail business management, allowing them to complete their studies as well as receiving placement to gain work experience.

“Enabling people to achieve their potential is a powerful thing. It’s not beyond the realms of possibility that someday soon there could be a South African-designed rover on Mars.”

From crisis to cleanliness – CSI initiatives can eliminate pit latrines in SA schools

By Robert Erasmus, Managing Director at Sanitech



The continued use of pit latrines presents grave risks in South Africa, particularly within school environments where the safety and well-being of children are compromised.

Recent government statistics from March 2023 reveal a staggering reality: out of 23 000 public schools, over 3 300 still rely on pit latrines, necessitating urgent action. Private sector involvement through Corporate Social Investment (CSI) emerges as a critical player in tackling this pressing issue. In 2022, a substantial R10.9 billion was designated for CSI, with half of the funds directed to the education sector. By reallocating a portion of these resources towards sanitation initiatives, companies could act as a powerful force for meaningful change.

CSI can bypass burdensome bureaucracy

With approximately 14% of public schools still relying on hazardous facilities, urgent action is essential; but eradicating pit latrines from South African schools is no small feat. While close collaboration between the private and public sector will be required, government has been slow to address this health and safety crisis as promised, and their burdensome procurement and tender processes have only served to hinder progress, making it evident that relief will have to be sought elsewhere. This is where a beacon of hope emerges through the coordination of CSI and ESG (Environmental, Social, and Governance) initiatives in the private sector. One of the key advantages of leveraging CSI and ESG initiatives is their potential for rapid, impactful change. The private sector, with its focused CSI efforts, can target key areas for high-impact intervention.

A swift and strategic approach to school sanitation

Measuring the success of CSI initiatives is crucial, and this is where a collaborative approach helps. Conducting nationwide surveys and prioritising schools most in need will allow for a strategic and targeted allocation of resources. Instead of waiting for bureaucratic processes to run their course, CSI initiatives can swiftly address the pressing issues of inadequate sanitation facilities. The results will be tangible, the impact immediate, and the benefits will reach those in need, without delay or diversion. Furthermore, ongoing collaboration with waste management providers will oversee these sanitation solutions to ensure initiatives remain purpose-fit, providing not just a one-time fix but a sustained relationship for ongoing positive change.

CSI and ESG: win-win for public schools and the private sector

In short, effective CSI initiatives focused on sanitation offer a dual advantage: they align with corporate CSI objectives while directly addressing essential ESG aspects like environmental and social responsibility.

This unique synergy creates a win-win scenario, where the private sector can fulfil its societal and environmental obligations and ultimately contribute to a sustainable and equitable future. The call to action is clear - businesses must recognise the power they possess to expedite change and must engage with organisations in the waste management, hygiene, and sanitation space for impactful partnerships.

Together, we can replace pit latrines in South African schools with safer, more hygienic alternatives and create healthier environments that are conducive for the growth and development of our youth.

South Africa is poised to turn the corner in eradicating pit latrines in educational facilities before the UN-designated year of 2030, says Minister of Basic Education, Angie Motshekga.

The Sanitation Appropriate for Education (SAFE) initiative, spearheaded by the Department of Basic Education (DBE), represents a significant undertaking. It transcends the mere elimination of pit latrines, addressing broader issues at the core of adequate educational infrastructure and well-being.

Embracing the union – of education & work

By Jacques Farmer, Managing Director of Prisma Training Solutions

As the 2024 national election draws near, South Africa stands at a crossroad. The air is filled with a sense of expectation, where hope for a better future mingles with anxieties about the challenges ahead.

Citizens are hungry for leaders who will confront the man on the street's most pressing challenges - unemployment and the skills crisis. The nation grapples with a staggering unemployment rate of 33.9%.

Bridging the gap between education and employment

Such a revolution demands a concerted effort, from both the government and private sector. Investments in education must be intensified, ensuring quality learning reaches every corner of the country and vocational programmes must be given a complete overhaul. Gone are the days of generic qualifications; the modern, digital-first economy demands precision skills. But education alone is not enough, experience is necessary. Here, businesses must be geared to provide the right environment for learned theory to find practical application, to maximise opportunities for skills growth and development.

Companies should look towards expanding employment opportunities through targeted training and development initiatives. It is crucial to move beyond skills development being a just tick-box exercise to garner points that only have corporate worth. We must transition to a mindset in which skills development becomes about igniting passion and fostering entrepreneurial spirit. This could be in the form of mentorship programmes led by industry veterans who share their wisdom and experience with eager young minds, or business incubators nurturing the seeds of local innovation and enterprise.

Skills development as the catalyst for unity

The union of education and employment must be seen not merely as a transactional exchange, but rather a powerful force for progress. As a result, poverty will recede, replaced by the dignity of economic self-sufficiency. Crime rates will plummet, and communities, once fractured by despair, will find unity in their shared prosperity. As is clear, this isn't just an economic imperative; it's a moral one. An opportunity is presented to build a South Africa where dignity and hope are not luxuries, but fundamental rights.

Forging strong partnerships between communities and corporates

The 2024 election acts as a watershed opportunity. Let us choose



leaders who understand this fundamental interplay between education and employment, leaders who will champion the skills revolution, who will invest in our youth, equipping them to become the architects of our tomorrow.

To this end, training providers in every sector can make a significant difference by embracing this philosophy wholeheartedly and manifesting such a commitment through the provision of tailored training that recognises the importance of forging strong partnerships between corporates and communities.

Training providers can turn box-ticking exercises into initiatives that are specifically designed to empower individuals, transform lives, and ignite a brighter future for all. They can achieve this by dispensing the tools, providing guidance, and delivering a platform for communities to take charge of their own path toward growth and prosperity.

Investing in the future of our country starts today

As we stand on the cusp of change, ready to cast our ballots, let us remember – the seeds of progress can only be sown in education, nurtured by skills development, and reaped in the fertile ground of employment. Let us make the 2024 election a catalyst for real, lasting change, a moment where South Africa embraces the transformative power of the integration of education and employment.

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Boost your child's brainpower – by building neuroplasticity

Neuroplasticity is the brain's ability to change and grow in response to experience. It means that the brain can create new connections between neurons, reorganise existing ones, and even generate new cells throughout life. Neuroplasticity is essential for learning, memory, and adaptation.

This is why it is important for parents and teachers to help children develop neuroplasticity from a young age, to help them build the brainpower that will stand them in good stead throughout life, an education expert says.

“Research has shown that the better start a child has during their early years, the better their outcomes throughout their education journey,” says Desiree Hugo, Academic Head: ADvTECH Schools.

“Early childhood development drives success in life, so raising the profile of this stage of learning in all schools and at home is so important, because that is where you inculcate a child's love for learning, or their resistance to learning,” she says.

Hugo says in the early years, a child's brain is more flexible and adaptable than adults' brains, and they can benefit from stimulating this associated neuroplasticity in various ways.

“This is why children should not only be exposed to *opportunities to learn*, but also to *develop their thinking abilities*, to build the neuroplasticity around the brain. But the window of opportunity to enhance this is limited to the early years.”

Hugo says strategies for teachers and parents to employ to ensure that children develop neuroplasticity during the early years, include:

- **Encouraging curiosity and exploration**

Children are naturally curious and eager to learn about the world around them. By exposing them to new and diverse experiences, you can foster their curiosity and stimulate their brain development. For example, you can take them to museums, parks, libraries, or cultural events. You can read books, watch documentaries, or play games with them, all the time asking them questions, listening to their opinions and challenging their assumptions.

- **Providing a supportive and positive environment**

Children need a safe and nurturing environment to thrive



and grow. A supportive and positive environment can enhance their self-esteem, confidence, and motivation. Praise their efforts, not only their achievements.

- **Teaching them new skills and hobbies**

Learning new things activate different regions of the brain and create new neural pathways, improving cognitive functioning.

- **Promoting physical activity and healthy habits**

Children need physical activity and healthy habits to maintain their physical and mental wellbeing. Physical activity and healthy habits can improve blood flow, oxygen supply, and nutrient delivery to the brain. They can also prevent or reduce inflammation, oxidative stress, and toxins that can harm the brain.

Hugo says schools and teachers also have an important duty to develop neuroplasticity in children. This can be done through:

- Active learning strategies
- Multi-sensory learning
- Mindfulness and stress reduction
- The promotion of curiosity and exploration
- Individualised learning
- The incorporation of cognitive challenges

Maths VS Maths Literacy – choose pure Maths

Every year, thousands of high school students in South Africa grapple with the difficult decision about whether they should pursue Mathematics as a subject or do Mathematic Literacy instead. It is a tough question with real-life consequences; some immediate (in the form of improved marks and a less stringent workload), but also some which will impact one's options throughout their life. Therefore, it needs to be considered very carefully, and the decision must be made only after weighing up all considerations, an education expert says.

“South African students have increasingly started to opt for Maths Literacy, without having thought through all the consequences,” says Philip Hlatshwayo, Head of Programme: Faculty of Education at The Independent Institute of Education (IIE).

“The general trend across schools is that students who perform poorly in Mathematics are encouraged to drop it in favour of Maths Literacy. The obvious downside of this is that for the students who take Maths Literacy, it does not provide access to many post-school study and career paths. Additionally, we are currently seeing a lot of critical-thinking-skills-based jobs emerging that increasingly require a set of skills that can only be developed through rigorous engagement with complexity. This means that in addition to currently closed doors, there will also be more career options out of bounds in future for those who opted for this Literacy.”

Opting for Maths Literacy is often a result of students struggling with Mathematics, coupled with the belief that they will not need Mathematics for the qualification they intend to pursue after school. But it needs to be understood that for the vast majority of students, pursuing Mathematics successfully is possible, particularly if it is understood that Mathematics opens more doors than pure career ones, Hlatshwayo says.

“Besides the career paths and knowledge engagement that come with studying Mathematics, one of the greatest benefits is its ability to develop a formidable character. Beyond the technical, sticking with Mathematics during challenging times builds tenacity and resilience.

“The ability to patiently work on the subject matter that fires up all your cognitive cylinders is a worthwhile undertaking. It is not an easy subject, but this trait should not be viewed in relation to promotional requirements. One thing we need to understand is

the difficulty of the subject; the back-and-forth process of trying to solve problems in Mathematics builds up the ability to see situations through multiple lenses and process information in diverse ways.

“The essence of the exercises involved in the study of Mathematics is not the answer you get after a procedural completion of an equation, but the process it takes for you to get to the answer. Building an understanding of the process, the reasoning of the choice of methods, and why certain procedures do not work, helps the mind to organise information, analyse problems, and select the best solution to address them. As such these skills have the ability to filter into other areas of an individual's life.”

Future focused

Hlatshwayo says choosing between the two subjects should not be about immediate convenience but about the future implications attached to the subject.

Hlatshwayo notes that instead of centering the school Mathematics conversation on potential ‘skills’ it can develop, students, parents and teachers have made the mistake of foregrounding the secondary career implications of the subject choices.

Therefore, every student should be encouraged and supported to give Mathematics a chance and dedicate the time and effort to grapple with the subject content. By so doing, they can set themselves up for a successful academic journey and open doors to emerging and leading fields in the world of work, Hlatshwayo says.



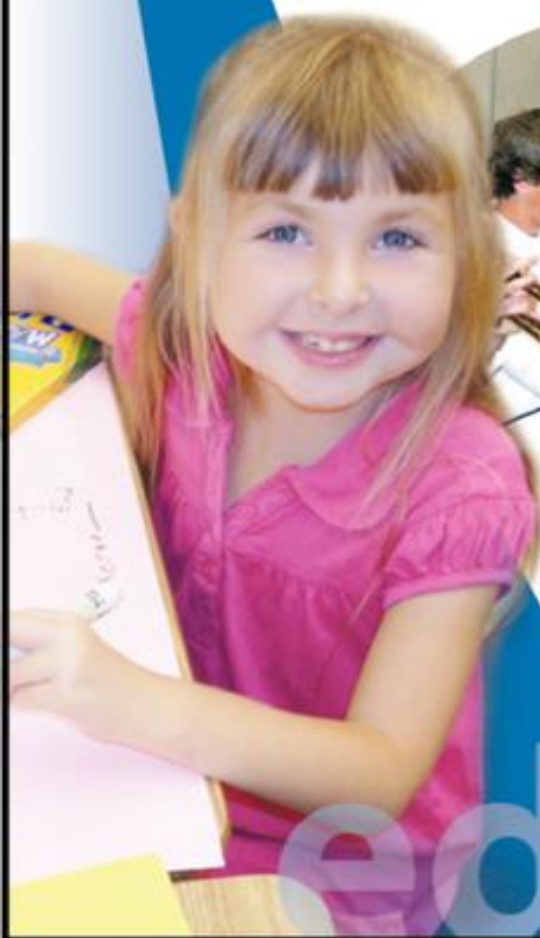
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Distance learning – beware of bogus colleges



The distance and online learning industry in South Africa and Africa is growing rapidly, with increasing demand for online education and the adoption of digital technologies. But while this increase is positive news in terms of providing greater access to education, it also comes with a cost for students who didn't do their due diligence to check for quality and accreditation before signing up.

“Investing in your own or your child's education is one of the most important decisions you will ever make, with the greatest impact and dividends in future. Unfortunately, with the growth in the industry, it is no surprise that there are institutions who seek to capitalise on this growth, without the ability to deliver the goods,” says Siyavuya Makubalo, marketing manager at Oxbridge Academy.

According to Statista, the number of users of online learning platforms in South Africa is projected to be 9.9 million by 2027, with the market expected to show an annual growth rate of 15.51% between now and then, resulting in a projected market volume of US\$ 188 million.

“The vast improvement in the quality and user experience for students opting for distance or online learning over the past few years is a significant development, and a welcome one. However prospective students are urged to ensure they do their checks on both institution and qualification before signing up, just like they would have done for a university or full-time study, because making the wrong choice is very likely to mean you lose precious time and money, without anything to show for it,” says Makubalo.

She says an institution MUST be able to provide evidence of the following two criteria:

1. ACCREDITATION OF INSTITUTION

Accreditation is a “stamp of approval” which proves that a training provider measures up to certain standards set by an accrediting body. This means that, when you study with an accredited training provider, you can be sure that you are receiving an education that meets the standards and requirements set by the relevant quality assuring body.

Accreditation is important for the following reasons:

- It helps students to determine whether colleges and other training providers comply with certain standards,
- It helps employers determine the validity of qualifications earned from colleges and other training providers,
- It helps colleges and other training providers determine whether credits can be transferred from another institution,

- It helps colleges and other training providers implement self-assessment programmes to make sure they maintain their standards and retain their accreditation.

2. OUTSTANDING STUDENT SUPPORT

Unfortunately, it is too often the case that the only good service and support a prospective student enjoys from a distance or online learning institution, is at the enquiry and signup stage, says Makubalo.

“We are all aware of scenarios where a student committed to a course and paid their deposit and fees, only to enter into a quagmire of struggle thereafter – not receiving materials, not receiving the necessary information, and not being able to make contact with a real human at their institution.”

A trustworthy institution should have a good reputation, with proof of support given to students, she says.

Makubalo says online and distance learning have been a lifeline and a gamechanger for those who seek to study further, particularly in the last few years with dramatic advancement in technology.

“If you are considering this mode of study, you should be confident that your institution will support your success and isn't only out to cash in on a growth market. By making sure all the fundamentals are in place before embarking on your studies, the likelihood that you will enjoy your studies and progress to a satisfying career will be greatly improved.”



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Rise in donor funding – for most universities

A study commissioned by Inyathelo, the South African Institute for Advancement, has revealed a significant increase in philanthropic funding for South African universities. However, the research also exposes deep-seated disparities in funding distribution that continue to plague the higher education sector.

“The proportion of income from international donors, 50%, was matched by South African sources. This suggests robust levels of civic responsibility by South Africans,” says Professor Thaver.



South African universities saw a remarkable increase in philanthropic income in 2020, valued at R2.31 billion, nearly double 2019 funding. When Sector Education and Training Authority (SETA) income is also included (funding from skills development and training organisations), the total reached R2.66 billion.

Shift in SETA strategy

South African universities are divided into three types: traditional universities which offer theoretically oriented university degrees; universities of technology which offer vocational-oriented diplomas and degrees; and comprehensive universities which offer a combination of both types of qualification.

Now in its eighth edition since it was launched in 2013, the Annual Survey of Philanthropy in Higher Education (ASPIHE) provides comprehensive data and analysis on philanthropic support to South African universities.

Non-traditional universities have generally been more successful at attracting SETA funding. The top earners of SETA income in 2020, however, were traditional universities, a reversal from the previous year. This suggests traditional institutions increasingly target SETAs for funding.

To ensure continuity with previous research, the latest study is based on philanthropic funding during 2020, a year marked by the global Covid-19 pandemic. It sheds light on the challenges faced by universities in South Africa at that time, as well as the resilience they showed in navigating the crisis.

Skewed income distribution

Traditional universities received a disproportionate share of philanthropic income. In 2020, traditional universities accounted for 99% of total donor income, leaving non-traditional institutions with just 1%.

This upward trend in giving highlights the commitment of donors in addressing pressing pandemic issues such as emergency relief, medical research, and digital technology support, says Professor Beverley Thaver, Professor in Higher Education Studies, University of the Western Cape, and lead researcher, ASPIHE.

“Previous reports have pointed to deep and complex historical, political, and structural factors that continue to disadvantage most institutions that are not classified as ‘traditional’ by the South African Department of Higher Education,” says Professor Thaver.

The Report shows a significant increase in philanthropic donations over the years, with 11 244 donors contributing to 10 institutions in 2020, compared with 4 355 donors in 2013.

[Download the ASPIHE 2021 report](#)

<https://inyathelo.org.za/images/researchreports/ASPIHEReport2021.pdf>



Magazine EDUCATION

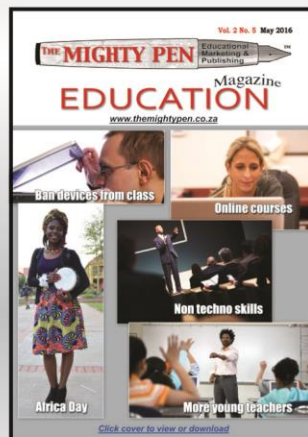
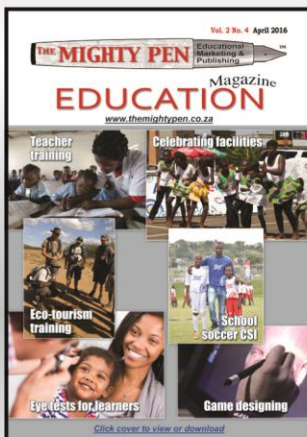
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