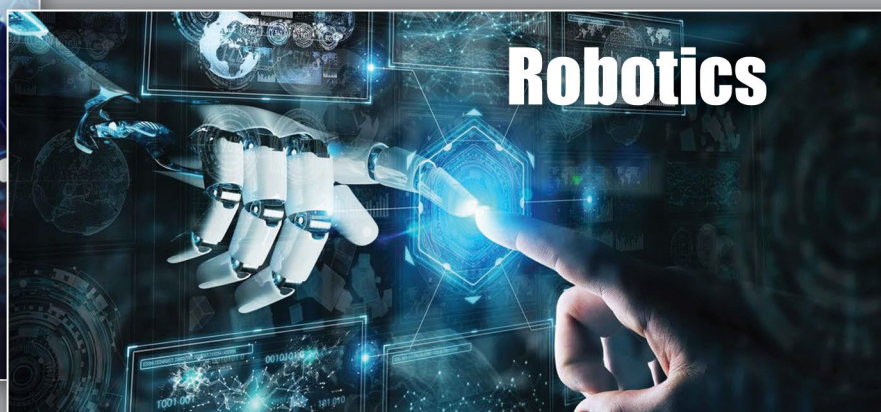


Vol. 7 No. 5 / 6 May / June 2021



Magazine EDUCATION

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FOR EDUCATORS & PRINCIPALS

What is Alateen?



Alateen is:

...a fellowship of young Al-Anon members, usually teenagers, whose lives have been affected by someone else's drinking.

Purposes of Alateen

Young People Come Together to:

- share experience, strength, and hope with each other
- discuss their difficulties
- learn effective ways to cope with their problems
- encourage one another
- help each other understand the principles of the Al-Anon program

Alateen Members Learn

- compulsive drinking is a disease
- they can detach themselves emotionally from the drinker's problems while continuing to love the person
- they are not the cause of anyone else's drinking or behaviour
- they cannot change or control anyone but themselves
- they have spiritual and intellectual resources with which to develop their own potentials, no matter what happens at home
- they can build satisfying and rewarding life experiences for themselves

Sponsorship & Supervision

In order to be registered as an Alateen group, there must be TWO Alateen Group Sponsors at each meeting. These sponsors – Al-Anon Members in Alateen Service (AMIAS) – are experienced Al-Anon members, certified through the Alateen Service certification process, prior to serving, and are in possession of a SAPS Police Clearance Certificate, renewed annually.

2021 UPDATE – COVID-19, Lockdown & Zoom

During 2019 we presented to more than 2 000 high school learners on the benefits of Alateen. The lockdown for South Africa, instituted in various levels since March 2020, was first a shock and then as Al-Anon and Alateen moved all weekly meetings to Zoom, it not only provided our members with safe attendance from their homes, but solved many issues for parents. Suddenly, their teens were not only online for school lessons, but attending Alateen meetings from the safety of their homes, did not have to be transported to meetings, and could still get all the benefits of the Alateen programme, but see their friends there as well.

All Alateen meetings are now on Zoom, maybe attended from anywhere across the country, even internationally, and are held at suitable times during the day, such as late afternoon/early evening.

The meetings are 60 mins long, attended and hosted by three officially appointed Alateen Group Sponsors at each meeting – Al-Anon Members in Alateen Service (AMIAS).

Our Alateen meetings are now working well for the teens, we give them time to chat to each other as well as attend the full meeting. We still need an indemnity form from the parent/guardian (Children's Act compliance) and ask that the teens have privacy for their meeting.

Call us for details.

We believe alcoholism is a family disease because it affects all the members emotionally and sometimes physically. Although we cannot change or control our parents, we can detach from their problems while continuing to love them.



We do not discuss religion or become involved with any outside organisations. Al-Anon has but one purpose: to help families of alcoholics.

UNDERSTANDING THE EFFECT OF ALCOHOLISM ON CHILDREN

For nearly 70 years, Al-Anon Family Groups, globally, has helped the families who live with the disease of alcoholism.

The disease of alcoholism in a family member or friend affects children and teenagers in many ways that impact on their behaviour and ultimately, their school work.

Frequently, students and educators do not realise that a relationship with an alcoholic could be a factor in poor performance, disruptive behaviour and other problems.

Alateen helps young people understand how alcoholism affects the lives of all who are associated with a problem drinker.

Alateen in South Africa

We have learned that learners are very cautious about attending Alateen meetings at their schools.

In some areas Alateen meetings are held in the evenings in a nearby church hall, community centre or somewhere secure.

Parents/guardians must give written permission for Alateen attendance.

Alateen South Africa has groups across the country.

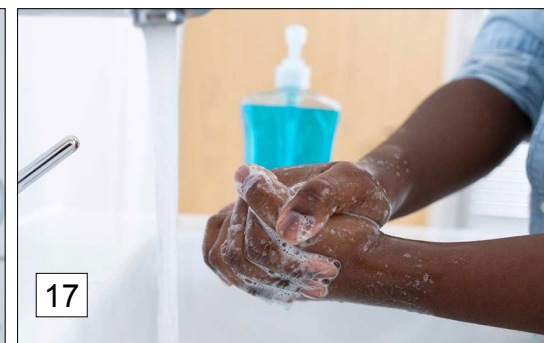
A list of Alateen meetings may be found on our websites:

<http://www.alanon.org.za/meetings/>
<http://www.alanongauteng.co.za/>
<https://al-anon.org/newcomers/teen-corner-alateen/>

**alanongso@iafrica.com –
24 hr Helpline – 0861 25 66 66**

Literature & more information is available. Just call us.


Al-Anon Family Groups
Help and hope for families and friends of alcoholics



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Editor

Janos Bozsik

Contributors

- Steve McDonald – the co-founder at animation and video studio, 3rdfloor
- Professor Nicky Roberts – education expert
- Dr Felicity Coughlan – Director at The IIE
- Nazeema Mohamed – Inyathelo Executive Director
- Dr Sean Jones – ASPIHE lead researcher
- Nola Payne – Head of Faculty: Information and Communications Technology at The IIE
- Cindy Glass – Co-Founder of Step Up Education Centres
- Mandy Naudé – CEO of Polyco
- Dr Benadette Aineamani – Director of Product & Services at Pearson Africa
- Tom Gibbons – Director at The TEFL Academy
- Christine Evans – Head of Business Development Africa – Qualifications & International Schools at Pearson

Correspondence and enquiries

themightypen@vodamail.co.za
082 940 3771

Advertising and publicity

marketing@themightypen.co.za

Production, design and layout

VLC WorX

Website

www.themightypen.co.za

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Editor's column

Teaching plans for 2021

Covid-19 has created unprecedented disruption to education systems across the world. One of the consequences thereof was the reduced time in teaching and learning resulting in substantial learning losses across subjects and grades. In order to mitigate the impact of COVID-19 on learning and teaching, the Department of Basic Education adopted a multiyear curriculum recovery approach.

The recovery curriculum is designed to accommodate the negative impact of COVID-19 and is therefore an interim deviation from the original curriculum and a transitional arrangement until the policy amendment processes are completed.

The most significant source of additional time loss came from the timetabling models that the vast majority of schools were forced to adopt in order to meet legislated social distancing requirements. Direction 10 of the DBE Directions states that every school must comply with the social distancing requirement of 1,5m. It also stipulates that all schools must operate at 50% or less of their capacity at any one time. Masks need to be worn by everyone at school and all present need to abide by stipulated hand washing / sanitizing protocols. Gustaffson (2020) shows that South Africa has one of the most stringent sets of rules regarding social distancing in schools globally, combining a 1.5m distance requirement (the WHO recommends 1m); masks; and operation at 50% capacity.

Gustaffson's (2020) estimates indicate that learners would lose a lot less contact time if just the 1.5m rule was shifted to 1m. The regulations make allowance for schools with facilities large enough to comply with distancing requirements to apply for exemption and follow the normal school timetable. Findings from the National Income Dynamics Study –Coronavirus Rapid Mobile Survey (NIDS-CRAM) study show that for grades already “open”, attendance rates did not differ across socioeconomic groups, but for grades “not yet open”, attendance was significantly higher in the top 10% of households.

Based on the social distancing requirements, schools had the choice of five timetable models: daily and weekly rotation (learners coming on alternate days or weeks); bi-weekly rotation (learners coming for two weeks at a time then remaining at home); platooning or shifts (half the school attending a morning shift and the other half an afternoon shift; traditional or daily (normal, daily attendance); or a hybrid of different models.

While information is patchy, the vast majority of schools selected a rotational system that would have (at least) halved the amount of onsite instructional time for learners. The National School Readiness (NSR) Survey (2020) of 7 162 schools indicated that 57% of schools had opted for daily or weekly rotation, 15% biweekly rotation and 5% platooning. Eight percent of schools were following a regular timetable and 4% had adopted a hybrid model. This meant that 72% of schools were losing 50% or more of their contact instructional time. Where learner/classroom ratios were very high, students would have been split into three, attending school only once every three days or one week in three.

Yours in teaching

Janos Bozsik
Editor

Using animation in education

The impact of Covid-19 on education could be felt for as long as ten years. By the end of 2020, it was estimated that despite efforts made in both the private and public schools, “children lost a full six months of learning and even now they’ve gone back, it’s patchy because they can only go one or two days a week,” said education expert, Professor Nicky Roberts.

Furthermore, South Africa is not unique. According to the UNESCO Monitoring Report, 192 countries had implemented nationwide closures, affecting about 99% of the world’s student population, and a total of 1.75 billion learners.

Simultaneously, the pandemic forced disruption in ways of learning. Innovators accelerated blended learning, distance learning and open educational applications to reduce disruption to education, following a suggestion by UNESCO, and in so doing, propelled e-learning by three to five years.

With the third wave of Covid-19 currently hitting Europe and South Africa, open schools may once again be under threat with online education as the only real alternative. The challenge for parents and educators is sifting through the mountain of new digital education programs on offer – from maths and science to coding and drone technology. How does a parent or school discern the quality, credibility and differentiators of each education platform? It’s not easy. Meanwhile, education companies need to work harder to stand out in the tsunami of content in this evolving industry.

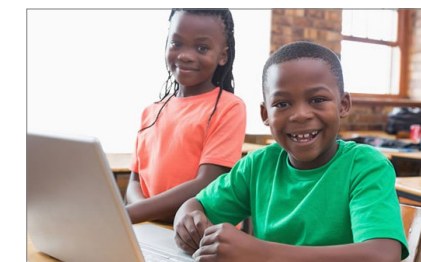
Steve McDonald, the co-founder at animation and video studio, 3rdfloor, explains, “The industry is in total flux. Online education platforms are desperate to stand out. They want to catch the attention of learners and educators and hold it. Their websites and social media are their shop window, so that initial impression really matters. Google Analytics shows that the bounce rate – the percentage of people who land on your website and then leave without visiting another page – is almost 57%. In other words, you have to make it count.”

Animated videos also help teachers simplify their message. A good video will draw on a number of tools from the animation toolbox – animated infographics, custom character design and a style that is made to catch the attention of the learners you are speaking to.

“Animated videos are also extremely versatile: we often make multiple versions in different languages, edit videos into bite-size ‘cut downs’ for various social platforms, pull out gifs and images and even offer a full digital asset library which our clients can use across their entire brand,” he adds.

3rdfloor is currently creating a series of animated videos for MySocialLife, the South African digital life skills program which teaches online safety, media literacy and social media awareness in schools.

MySocialLife’s founder, Dean McCoubrey, says, “We educate students and parents, teachers and psychologists, and we teach eight different modules about the complexity of life online.



Some considerations for educators looking to produce animated videos:

1. Focus on the story: You can’t have an engaging video without an engaging script. Spend time on this part of the process and make sure you get it right.
2. Keep it short: We usually say 90 seconds is a good duration, but if you can tell your story in less then go for it. Anything that doesn’t perform a function must go.
3. Be brave. Be bold: A little humour and quirkiness go a long way. So does the choice of music, voice artist and the use of sound effects. Don’t be afraid to go with cool ideas that are different – go with them because they’re different.
4. You get what you pay for: There are no shortcuts, good work takes time. So before you choose your supplier, look closely at their body of work and the level of detail they offer.

To stand out in the digital noise that is the media environment of today, you really have to be able to tell a story on multiple levels. It’s visual, informative and emotional, and if you can strike the right balance, your video will connect with schools and be remembered. ▲

IT careers of the future – what to study now



Covid-19 and lockdowns forever changed the way the world will do business, and accelerated the move of many companies towards conducting their business online, remotely and by incorporating new systems and processes into their operations.

The developments of the past year also provided increased clarity about career paths of the future, and prospective students still undecided about their plans for next year, or people already in employment who want to set out on a new path, would do well to investigate and consider careers where qualified professionals are likely to remain in high demand in coming decades, an education expert says.

“Careers of the future will increasingly require people skilled and qualified in careers involving the cloud, internet of things, big data, cyber security, artificial intelligence, machine learning and augmented reality,” says Nola Payne, Head of Faculty: Information and Communications Technology at The IIE.

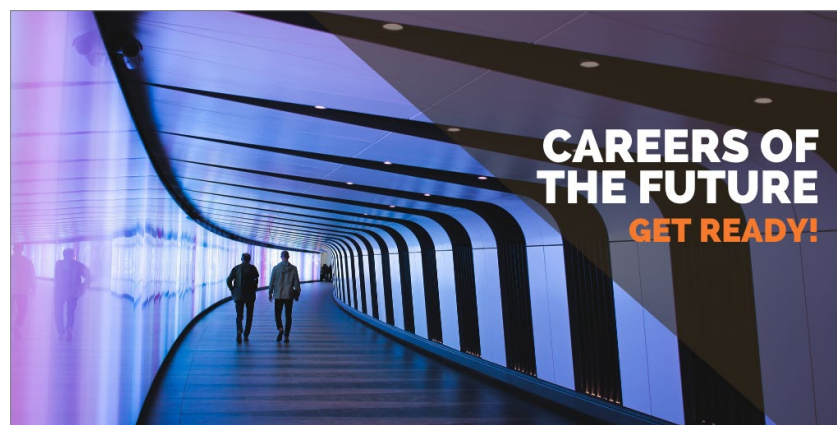
“These fields will undoubtedly continue expanding, and alongside their growth, will need to grow their workforce. So these are excellent options for young people and Matrics still uncertain about what they would like to do with their futures. And because many existing jobs can be future-proofed by acquiring additional skills and knowledge, and adapting to move applications and systems to the cloud, those who already started on different career paths are also in a position to future-proof their careers with a little additional investment in their education,” she says.

Payne says some of the most popular fields of study include:

• Mobile app developer/web developer

“These two can stand apart, but often go hand in hand in a combined career,” she says.

“Mobile app development is one of the fastest growing disciplines as more functionality move to mobile devices. Good news for prospective students is that there is currently a big skills gap in this area, so there are many opportunities in this field, and it is also a good fit for those interested in becoming entrepreneurs.”



On the web development side, Payne notes that the increase in social media advertising has increased the demand for web developers.

“Most companies these days invest in e-commerce solutions, while all companies regardless of size, or whether they are new or old, should have their own website. To make a success in these fields, professionals require responsive web design, user interface (UI) and user experience (UX) skills.”

Those pursuing a career in app development will need to be well versed in user interface design and adaptation to different mobile operating systems and screen sizes, for instance smart phones, tablets and smart watches, notes Payne.

• Software engineers & database administrators

“Both of these are existing careers, but are constantly evolving as a result of the need to adapt for operation in the cloud and on digital devices. Additionally, there is a massive and growing demand for improved security, with databases and application systems shielded from attack while being properly managed and networked,” she says.

• Cyber security expert

“Further to the above, dedicated cyber security experts are some of the most in demand professionals,” says Payne.

“With hackers and bad faith actors growing in their number and their ability to sow havoc in public and private organisations across the globe, these professionals play a vital role in shielding their employers from attack. Their role is to secure websites, company data, and sensitive information in the cloud.”

They need to be able to anticipate and correct flaws and backdoors in access to an organisation’s sensitive data, understand how hackers work and how they access secure sites, and ensure multi-level authentication for sites with sensitive information, for instance in banking.

• Network engineers

The role of network engineers is to integrate and connect computer systems and networks across various platforms such as mobile devices, the cloud and traditional systems.

“More than ever before, business is being conducted online, translating to increased job opportunities for network administrators and network managers who can help businesses securely use these technologies,” says Payne.

• Data analyst/scientist

“If you enjoy mathematics, statistics and programming, and have an analytical brain, this is the career for you,” Payne says.

She explains that these professionals analyse and make decisions based on big data – usually massive amounts of data often obtained through people’s interaction on web pages – to customise their experience. The aim is to analyse and respond to client needs as well as source new clients.

• 3D printing farms – robotics – augmented reality – AI – ML

All the fields above are at the cutting edge of current technology, and are set to grow exponentially in future, says Payne.

“These are very exciting emerging opportunities, and prospective students interested in these fields should ensure they speak to a student advisor at their higher education institution of choice to enquire about how their offering matches these career paths. It is also important to ensure that the institution can show strong industry-connection and evidence of work-integrated learning that seeks to solve real-life scenarios in these fields, as theoretical foundation only will not be sufficient,” says Payne.



Which jobs will be in demand in the next 10 years?

According to a Blog published on *GetSmarter*, the Fourth Industrial Revolution is changing the work landscape across all industries, worldwide. The World Economic Forum reports that this could see the displacement of 75 million jobs due to the adoption of new technologies and structural changes in the labour market. However, it’s not all doom and gloom, as the simultaneous emergence of 133 million new jobs has also been predicted. The key is to carve a career path that takes advantage of these technological changes but can’t be replaced by them.

By 2030, roles in office support, food service, production and machine operations, and mechanical installation and repairs will have all but disappeared in the US, with similar trends happening in South Africa and the rest of the world. The jobs that will continue to be in demand include health professionals, STEM (science, technology, engineering and mathematics) specialists, creatives, managers, and those in education or workforce training.

You can also expect a rise in jobs that don’t exist yet to meet new or growing needs, such as climate change and environmental issues, or to cater to the longer life expectancy of the global population. Imagine a career change to become a solar power or wind turbine specialist, or reinventing yourself as an urban farmer. Those are recognisable professions with a niche twist, but there are predictions that future roles such as AI psychologist, drone manager, or a quantum data analyst will also exist. There should also be significant growth in health and wellness professionals that can assist in taking care of an aging population, keeping everyone fit and healthy, and offering the special care and bedside manners missing from machines and robots. ▲

Is South African education ready to excel at Coding and Robotics?

Earlier this year, the Department of Basic Education confirmed that it would officially get going with the introduction of Coding and Robotics in South African schools. As it awaits feedback from the regulator on the proposed curriculum, Dr Benadette Aineamani, Director of Product & Services at Pearson Africa believes that aspects such as the link between Mathematics and Coding and Robotics; and the role of language in teaching and learning, need to be considered before South Africa's schools are ready for such a technically advanced subject.

Having dedicated her life to understanding how teaching can be most effective, Aineamani says, "there is a need to unpack the pedagogical content knowledge that is required to teach Coding and Robotics at different phases in the schooling system."

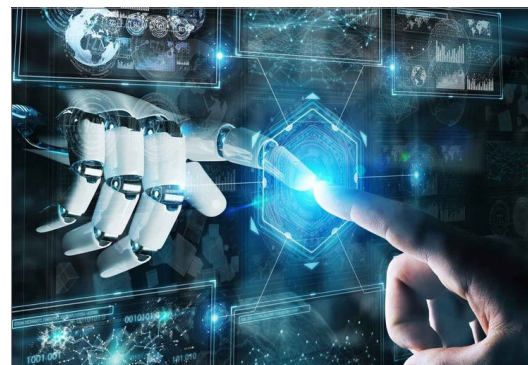
Similar to doing Mathematics, Coding and Robotics requires learners to make sense of the challenge that is presented to them and persist to solve the problem. Concepts that are taught in Mathematics such as algorithmic and computational thinking are also required when doing Coding and Robotics. Therefore, effective pedagogies need to be used when teaching Coding and Robotics to ensure that learners are provided with the opportunities to develop the required concepts and skills that will enable them to progress in the subject.

Part of the challenges in teaching and learning subjects such as Mathematics and Science in South Africa comes down to the language aspect. Language complexities in South African multilingual classrooms have been well researched and various recommendations have been suggested by experts in the field. Famed educationalist, Dr James Cummins is a Professor with the department of Curriculum, Teaching, and Learning at the University of Toronto once said, "To reject a child's language in school is to reject the child".

In South Africa, Aineamani says that many children in Grade R to 3 come to school with a language that they have already developed at home. "This is the language that they have been using to communicate, this may be not be the same as the language of teaching and learning. The school system should embrace the learner's language that is already developed and use it as a resource to help the learner understand concepts and skills that are taught in the language of teaching and learning."

Due to the technical nature of Coding and Robotics, Aineamani says Coding and Robotics should also be taught in a way that allows the learner's mother tongue to be used as a resource to develop the skills and concepts in the subject. "For this to be successful, a conscious effort should be made to develop an effective register for Coding and Robotics in all the official languages. This will then enable teachers and learners to have a vocabulary available to them when using any language as a resource to teach or learn concepts and skills in Coding and Robotics."

In her role at Pearson, Aineamani believes that the starting point is to create awareness of the complexities of language, and the importance of using language as a resource in teaching and learning. "Through various engagements with teachers, we highlight the complexities of language in multilingual



classrooms, and provide some tips on how teachers can use language effectively as a resource rather than a limitation in teaching and learning."

In developing its materials, Aineamani says Pearson has put measures in place to ensure that the teaching and learning materials are accessible to multilingual learners and teachers through careful use of terms, and drawing on appropriate contexts to illustrate concepts, and developing translations where possible. In cases where translations are not possible, original content is developed within the context of various languages instead of direct copies that become lost in translation.

"As South Africa introduces Coding and Robotics in Schools, there is a need to acknowledge the challenges that have been extensively researched in the teaching and learning of Mathematics and Science. Due to the link between Mathematics, Science and Coding and Robotics, these challenges can be used to inform decisions that need to be taken in order to successfully implement the subject," concludes Aineamani. ▲



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Virtual learning will lead the way for educators in SA if they have the right support



Whether we like it or not, and whether we are geared for it or not, the fact remains that our lives have become more online than ever before. This is in part thanks to lockdowns inflicted on society by governments due to Covid-19, but it is apparent that we were already headed in a more virtual direction. “Virtual learning could be the best thing that ever happened for South African educators, provided they have the right access,” according to Christine Evans, Head of Business Development Africa – Qualifications & International Schools at Pearson.

“There has been a growing demand for virtual learning internationally, which has been accelerated by the pandemic. Schools, universities, and all learning institutions were forced to, in a matter of weeks, completely shift to remote online learning. Not only that they had to get students on board and on track with their curriculum. Who drove this? The teachers, of course.”

For Evans, digital learning is about more than simply adding technology in classrooms. It’s a versatile term that means different things to different people from different backgrounds.

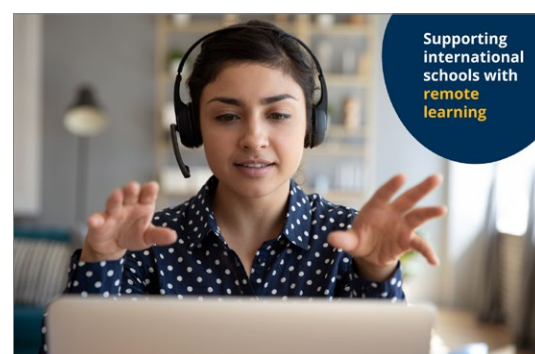
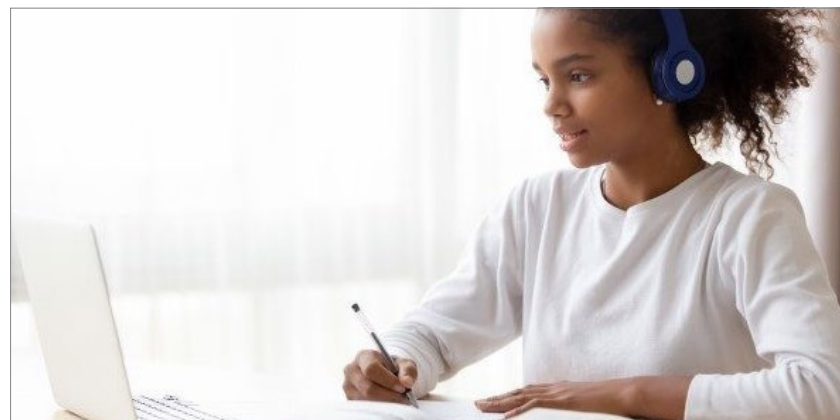
“Institutions need to be mindful of how they move from the physical to virtual learning space. We should all realise, especially in South Africa, that not all home environments are created equal and not all students are going to be set up to excel from home,” continues Evans.

Although the digital divide needs to be bridged for the students, the same needs to be done for the teachers for them to benefit from the increased efficiency technology can provide, as well as to enhance the student’s learning experience.

When you implement well-defined, student-focused, teacher-powered online and blended learning, you open the door to a world of new possibilities.

For Evans, shifting to digital allows learners to:

- Reshape learning with student-paced, project-based, and flipped-classroom options.
- Expand access to more students who cannot or choose not to attend brick and mortar schools due to their location or circumstances.



- Personalise learning and cater to different progression pathways based on student interest and preference.

“Digital resources are updated more readily than printed textbooks, providing students and teachers with more current information, and a wider variety of resources than a traditional classroom or library can offer. The benefits of increasing access in these ways are supported by various formal theories and philosophies of learning,” says Evans.

Although, she admits that schools may not already have the expertise required to make the transition to online teaching and learning. “At Pearson we have over 20 years experience in online schooling. We are readily available to partner with learning institutions and support teachers in leveraging these new technologies to effectively prepare their students for the future.”

Learn more about Pearson’s virtual learning solutions [here](#).



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The gamification of learning & App development

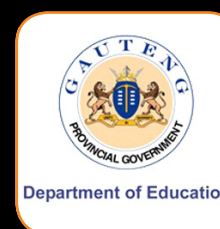
Providing E-learning tools through supplier partnerships

Created 5 000+ E-lessons for the Matthew Goniwe School of Leadership

Sharing the vision of MEC Panyaza Lesufi: 1 learner – 1 tablet; 1 teacher – 1 laptop

Learn to earn & earn to learn – creating an internal economy through virtual banking

Redressing the inequalities in the education system by empowering over 120 000 learners



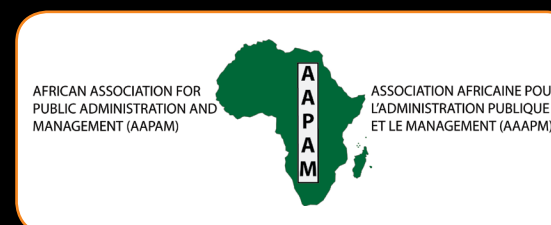
1st public school to go 100% digital
Blueprint E-learning school



Finalist in the 2015 United Nations Public Service Awards (UNPSA) for Improving the Delivery of Public Services



WINNER of the 2015 Centre for Public Service Innovation Awards (CPSI) for Innovative Use of ICT for Effective Service Delivery



SPHS E-learning project nominated for the African Association for Public Administration and Management Awards (AAPAM)

LEARNERS WHO BENEFITED FROM THE ALATEEN PROGRAMME

Below are some comments from school children in the Alateen programme

(Names are changed to protect members' anonymity)

My daughter has changed so much in the past year since attending Alateen. There's a new confidence, a renewed happiness, and more openness. She has the courage to share in AA meetings, and to engage with people outside of them. She's growing into an amazing person, and I couldn't be prouder of her.

"Proud Mother".

It's amazing how much honesty there can be in Alateen when alcohol is full of lies. **"Maria" age 11.**



Alateen has relieved me of the stress in my life. I have more focus on my schoolwork and I have stopped overthinking everything. I have serenity in my life for the first time as I have stopped worrying about my Dad's drinking and am more confident.

"Jabulani", age 11.

I have been told by my friends & family I am much more relaxed, calmer and more mature. I have been going to Alateen for nearly three years and I don't worry so much about my Mom and am not so negative. **"Lucy" now age 13.**



Alateen has helped me stop worrying about what might happen at home if my parents are drinking and fighting. **"Ray" age 12.**

Alateen has helped me deal with the stress at home and my school marks have improved. I didn't want to go to meetings at first, but now I look forward to the weekend meeting and seeing my friends there. **"Rebecca", age 15.**

Before Alateen I found it very difficult to talk to other people at school. Now I feel freer, am much more confident, and understand it's not only my family that has this problem. **"Mark" age 14.**

I used to bottle up my feelings about everything, until my anger would explode. At Alateen I learned a better, calmer way to share discuss any problems with my group. **"Jay" age 16.**



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In order to be registered as an Alateen group, there must be TWO Alateen Group Sponsors at each meeting. These sponsors – Al-Anon Members in Alateen Service (AMIAS) – are experienced Al-Anon members, certified through the Alateen Service certification process, prior to serving, and are in possession of a SAPS Police Clearance Certificate, renewed annually.

2021 UPDATE – COVID-19, Lockdown & Zoom

During 2019 we presented to more than 2 000 high school learners on the benefits of Alateen. The lockdown for South Africa, instituted in various levels since March 2020, was first a shock and then as Al-Anon and Alateen moved all weekly meetings to Zoom, it not only provided our members with safe attendance from their homes, but solved many issues for parents. Suddenly, their teens were not only online for school lessons, but attending Alateen meetings from the safety of their homes, did not have to be transported to meetings, and could still get all the benefits of the Alateen programme, but see their friends there as well.

All Alateen meetings are now on Zoom, maybe attended from anywhere across the country, even internationally, and are held at suitable times during the day, such as late afternoon/early evening.

The meetings are 60 mins long, attended and hosted by three officially appointed Alateen Group Sponsors at each meeting – Al-Anon Members in Alateen Service (AMIAS).

Our Alateen meetings are now working well for the teens, we give them time to chat to each other as well as attend the full meeting. We still need an indemnity form from the parent/guardian (Children's Act compliance) and ask that the teens have privacy for their meeting.

Call us for details.

We believe alcoholism is a family disease because it affects all the members emotionally and sometimes physically. Although we cannot change or control our parents, we can detach from their problems while continuing to love them.



We do not discuss religion or become involved with any outside organisations. Al-Anon has but one purpose: to help families of alcoholics.



UNDERSTANDING THE EFFECT OF ALCOHOLISM ON CHILDREN

For nearly 70 years, Al-Anon Family Groups, globally, has helped the families who live with the disease of alcoholism.

The disease of alcoholism in a family member or friend affects children and teenagers in many ways that impact on their behaviour and ultimately, their school work.

Frequently, students and educators do not realise that a relationship with an alcoholic could be a factor in poor performance, disruptive behaviour and other problems.

Alateen helps young people understand how alcoholism affects the lives of all who are associated with a problem drinker.

Alateen in South Africa

We have learned that learners are very cautious about attending Alateen meetings at their schools.

In some areas Alateen meetings are held in the evenings in a nearby church hall, community centre or somewhere secure.

Parents/guardians must give written permission for Alateen attendance.

Alateen South Africa has groups across the country.

A list of Alateen meetings may be found on our websites:

<http://www.alanon.org.za/meetings/>
<http://www.alanongauteng.co.za/>
<https://al-anon.org/newcomers/teen-corner-alateen/>

**alanongso@iafrica.com –
 24 hr Helpline – 0861 25 66 66**

Literature & more information is available. Just call us.


Al-Anon Family Groups
 Help and hope for families and friends of alcoholics

Educating learners across South Africa about plastic recycling

A nationwide recycling campaign, the Million+ Plastic Recycling Revolution, has welcomed a collaboration with Pick n Pay School Club that will help educate over 1.7 million primary school learners and over 80 000 teachers about the importance of plastic recycling. Launched by The Polyolefin Responsibility Organisation (Polyco), The Million+ aims to mobilise more than one million South Africans to commit to using plastic responsibly by keeping used packaging out of the environment, out of landfill, and putting it back into the recycling value chain.

With the vision of eradicating plastic waste in our environment and to make recycling the norm for every South African, the Million+ Plastic Recycling Revolution is chasing big targets. “We are thrilled to partner with Pick n Pay School Club in featuring Million+ recycling education material in their school content kit that is distributed to a broad network of schools around South Africa,” says Mandy Naudé, CEO of Polyco. “Children are our future recycling revolutionaries; they will take important messages about recycling learnt at school back home to their families and the greater community.”

By collaborating with Pick n Pay School Club, the Million+ campaign will be placing educational posters into 2 375 primary schools around South Africa to create awareness about the importance of recycling. Together with this educational material, Million+ and Pick n Pay School Club will be launching social media campaigns around World Environment Day in June and during the month of September, which is national recycling month.

“Improving South Africa’s recycling rate requires a fundamental shift in consumer behaviour and the way that people view their used packaging waste. By using powerful platforms like social media, we can create widespread awareness, and help imbed recycling as a culture,” says Naudé.

Recycling is something that every South African should do to end plastic pollution in the environment and to keep it out of landfill. By recycling used plastic packaging waste, we are creating a secondary economy for this valuable material. Recycled plastic re-enters the product value-chain once again to go towards the production of new products.

“It is a great opportunity to partner with Pick n Pay School Club as they have the largest independently produced school materials programme in the country. This partnership will help spread the important messages among learners and create a greater level of awareness around recycling and keeping our environment clean.”



of recycling has been a strong focus for our School Club team and we believe the new Million+ material will further drive good recycling habits in schools. Through this partnership, we’ll speak to 1.7 million primary school learners and can help play a role in asking young South Africans to commit to smarter plastic use,” says Andre Nel, head of Sustainability at Pick n Pay.

Anyone can support the Million+ campaign by adding your name at www.millionplusrecyclers.co.za. By signing up as a recycling revolutionary, you are making the simple commitment to recycle all your plastic packaging after use. Do not forget to encourage friends and family to join the revolution. ▲

The Million+ recycling poster and educational booklets are available for download on the Pick n Pay School Club website <https://www.schoolclub.co.za/resources/>



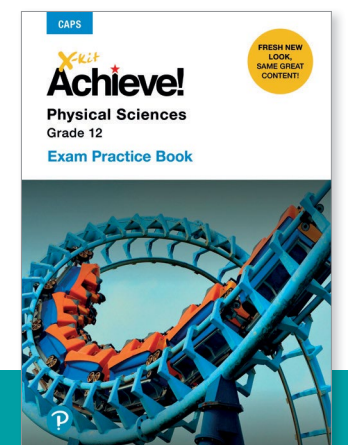
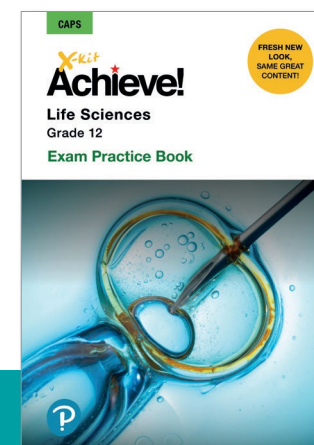
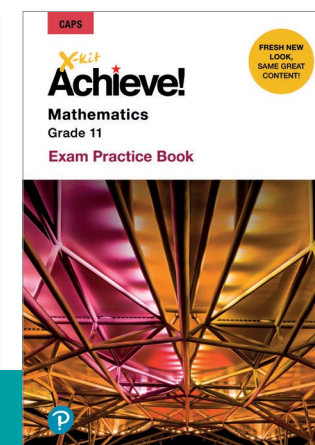
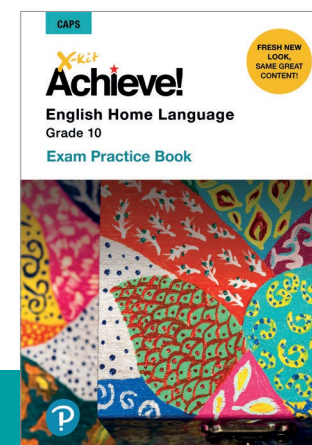
Pick n Pay School Club creates partnerships to share valuable information and lessons with learners. “The educational resources we share with schools aim to support teachers educate learners academically, but we also believe there are valuable lessons to teach outside of the curriculum. The impact

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Education interrupted: Time to talk about the future of our children

It is easy for middle- and upper-class South Africans with access to schools that can accommodate social distancing and Covid-19 protocols to begin to believe that, on the whole, except for the inconveniences of screening, masks and sanitation, education is returning to normal. However, nothing could be further from the truth, an education expert says.

“Those of us with means are called to focus on the cost – the long-term cost and impact – to the children in South Africa. It is not dramatic to say that for most of the children ‘regular’ schooling has yet to resume,” says Dr Felicity Coughlan, Director at The IIE.

Dr Coughlan says that while schools and educators are doing the best they can, often with limited resources, too many children, including those in reasonable well-resourced public schools, are still attending school on a rotation basis instead of full-time, because of space constraints and the inability to ensure social distancing.

“It is understood that children learn less when stressed and that in periods of social and civil unrest they are impacted not only by their lack of access to school, but also by what happens when they are at school and the ongoing and pervasive sense of uncertainty.”

This is where all our children are impacted. The learning conditions all children face are not optimal for the confidence and calm needed to learn best.

“We have a collective responsibility as society to think about and act upon this situation,” she says.

Some of the challenges we face are less obvious than others. On the matter of masks, for instance, science is very clear that they are a major weapon in the fight against infection, but this is not coming without cost.



“The experience of smiling and seeing the smiles of others is not just an emotional one – it changes the way our brains work as it releases hormones of pleasure. Smiling and seeing the smiles of others physically protects us against stress and its effects. Just not seeing the smiles of your classmates is a daily cost to children,” says Dr Coughlan.

“Learning mathematics is another example. It is a cumulative process and missing a step has long term consequences. If you are only at school three days out of five or every second week, there is no consistency in the learning process. Schools are being innovative and restructuring so much of what they do to cope with this, and they need to be commended for it, but each solution we put in place in these times has a cost and consequence.”

Dr Coughlan notes that to address the lack of in-person teaching time, some schools are using the hours children are at school in this disrupted manner to focus intensively on Maths and languages.

“This is understandable, but there is a social cost to relegating social subjects to at-home learning,” she says.



“Others are sending a great deal of work home which is fine if you understand the work to start with, but if not, that only compounds the problem. Others are making their teachers available for hours each day to respond on WhatsApp to children – depriving exhausted teachers of recuperation time. None of this is negligent and none of this is motivated by anything other than a desire to do the best possible.

“The problem is that the best possible is simply not good enough for two reasons. One is that it is contrary to what we currently understand about the way people best learn and interact. This would not be so serious if these were solutions to short-term problems only. Sums and smiling – these seem such trivial issues that we can deal with when things return to normal. And therein lies the problem – these are just indicators of what makes us effective as humans. In our complicated world where what was, is never going to come back, they are anything but simple or trivial.”

Dr Coughlan says we are not going back to a pre-Covid world – even if the vaccination programme does work, future pandemics are not the matter of doomsayers only. And even if we are eventually able to smile at each other again at school without masks, the experience of being deprived of the some of the essentials of human engagement is already etched in our bodies and our psyches.

“We are already a violent and disconnected society plagued by poverty and despair. When we overlay that with the long-term impact of this current anxiety, the educational disruption of all our young people, a faltering economy and a global world reverting to nationalistic tendencies, the future is truly frightening.”

Dr Coughlan notes it is common cause that counselling services and professionals are reporting increased loads.

“Are we just going to add these numbers and the increased rate of youth suicide to our statistics of living in the pandemic? Are we just going to lower our literacy and numeracy expectations even further? Or can we work collectively to fill the gaps and fix the fissures?

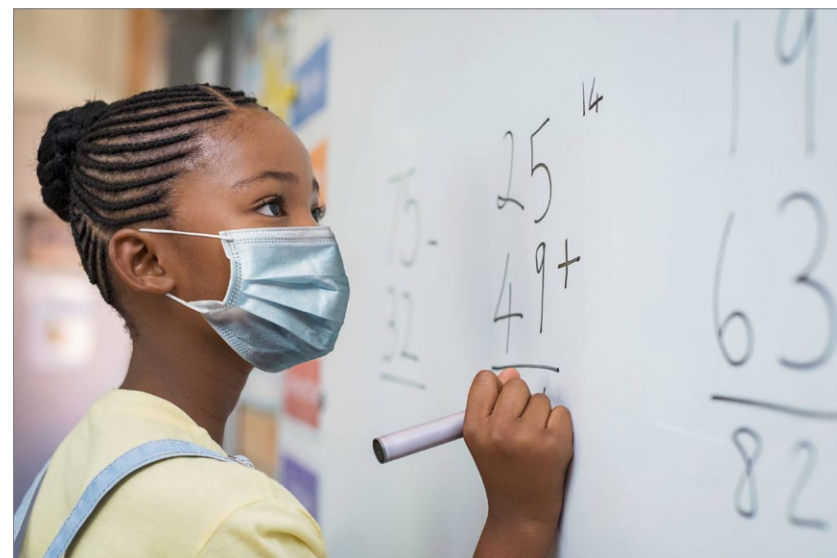
“We have to ask ourselves – as corporates, as parents, as the public broadcaster, as provincial departments and as universities – what role can we play to ameliorate the impact of this pandemic on the sums and smiles of

all our children? We have long had an unequal playing field for South Africa’s less privileged children. Not only has the gap widened but the nature of the impact of this pandemic has put pressure on all parts of all systems all the time.”

Approaching halfway through our second year of the pandemic, your average ten-year-old, even those who are at school every day, still is not actually at school pursuing their educational journey in the way we know it needs to be, she says.

“Humans are ingenious – if we want to, we can figure it out. We need to listen with care and respect to the teachers who truly understand the impact of all of this on sums and smiles and we need to harness and spread the goodwill and excellence and solutions and new ways of thinking and being that they offer. To do this we have to accept that we are not waiting for the pandemic to be over as if there is a day on which this will end.

“We need to want to be different now, ready for that day, recognising that when that day comes, it will be another day in our collective future which is nothing like the last day any of us lived not knowing what Covid was. And if we do not accept that we must change and not wait for things around us to change, we will be judged accordingly by the state of sums and smiles of the next generation.” ▲



SA teachers make a break for the East

South African English teachers are finding innovative ways to travel and work amid global lockdown restrictions. With countries like Taiwan, China, and Thailand re-opening their borders to international travelers, locals who are qualified to teach English as a foreign language are securing work visas and migrating to East Asian countries where they can enjoy fewer restrictions and better quality of life, while vaccines are being rolled out.

The pandemic has impacted work and travel plans across the board. Graduates and young professionals in particular feel like they're missing out by not being able to travel once they finish school or university. Securing a work visa is a safe way to travel to certain countries that have eased lockdown restrictions, without having to wait for the pandemic to end," says Tom Gibbons, Director at The TEFL Academy, South Africa's leading provider of Teaching English as a Foreign Language (TEFL) qualifications.

A survey conducted by The TEFL Academy has revealed that the top four countries to teach in during Covid-19 are Vietnam, South Korea, China, and Japan. Relaxed lockdown restrictions and monthly earning potential – which ranges from R15 000 to R45 000 per month, depending on experience – are attracting South African teachers to these regions.

Of the certified and in-training South African TEFL teachers surveyed, 70% want to live and work in Asia in the long term, with 25% planning to migrate in 2021 to avoid lockdown restrictions at home. Seventy five percent say they will teach online this year – while a third of these hope to use this experience to secure a job abroad in the future. Globally, almost 40% of TEFL teachers plan to travel and

teach in 2021, despite lockdown restrictions, with 60% opting to continue teaching online.

Those searching for employment opportunities can take advantage of the relatively short period of study required to get certified, as well as the current scarcity of English teachers abroad. "With the likelihood of a third Covid-19 wave in the near future, many people are looking for a quick, and reliable route out. When studied full time, a TEFL course can typically be completed within four to six weeks – and with English teachers in short supply, there is huge demand for English teachers at schools in Asian countries," says Gibbons.

In most cases, international arrivals are subject to a Covid-19 PCT test and 14 days of self-isolation at a designated location. "Those looking for jobs overseas should contact their job recruiters for more information beforehand to see if assistance on travel, accommodation and isolation costs are available," says Gibbons.

Offering accessible, flexible and cost-effective ways to get TEFL qualified, The TEFL Academy provides internationally accredited and regulated online courses. The company also offers a dedicated 30-hour Teaching Business English course for those wanting to update their existing skillset.

To give teachers an idea of earning potential, degree requirements, typical student profiles and average teaching hours per country, they have released the 2021 TEFL World Factbook. ▀

For more information, visit
theteflacademy.com

Supporting our children through the pandemic

Living through the coronavirus pandemic has changed our lives in ways that we could not have imagined just a few months ago. We are bombarded with information and realities that have left many of us feeling uncertain, anxious, and fearful of the future.

Plus, the virus is so unprecedented that nobody seems to know what to do or how to do it. These are uncharted waters. Everyone has been affected in some way or another. This includes our children who have had to face lockdown restrictions, scary unknowns, and a brand-new way of having to attend school.

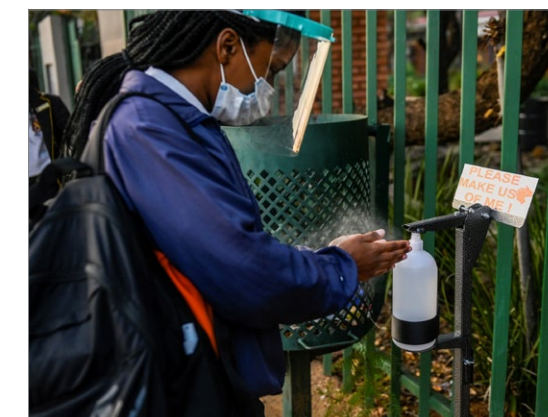
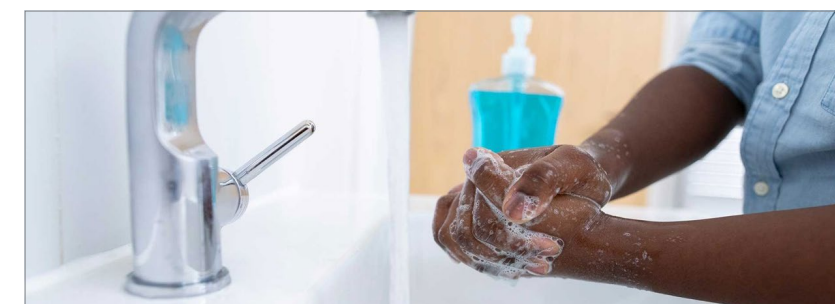
Some children have fared better than others, but for those who are battling to adjust, Cindy Glass, Owner and Co-Founder of Step Up Education Centres, offers the following advice:

1. Focus on routine, structure, and a positive mindset: Nothing says, "We have your back!" louder than a positive approach to challenging circumstances. Keep the lines of communication wide open. Your children will want to discuss their fears and have the opportunity to ask questions to alleviate anxieties and stresses that they may be feeling. They will want to lean on you, their parents, and guardians to lead them forward in a way that instils confidence and a positive sense of togetherness in the family.

2. Following the rules at school is important: The new normal in schools includes knowing how to wash your hands, sanitising school desks and equipment, not being allowed to share stationery and food, wearing masks and social distancing – even on the playground. These are tough measures for children, especially the younger ones, to adhere to. Speak to the temporary nature of these measures and explain that when everyone works as a team, the restrictions will end quicker.

3. Focus on what you and your family CAN control: There are many things that are within your control. Teach your children how important it is to take care of themselves while around other people. Help them understand – through non-judgemental, open communication – that they need not fear these restrictions. Fear creates an entirely new set of challenges that don't add any value to anyone's life.

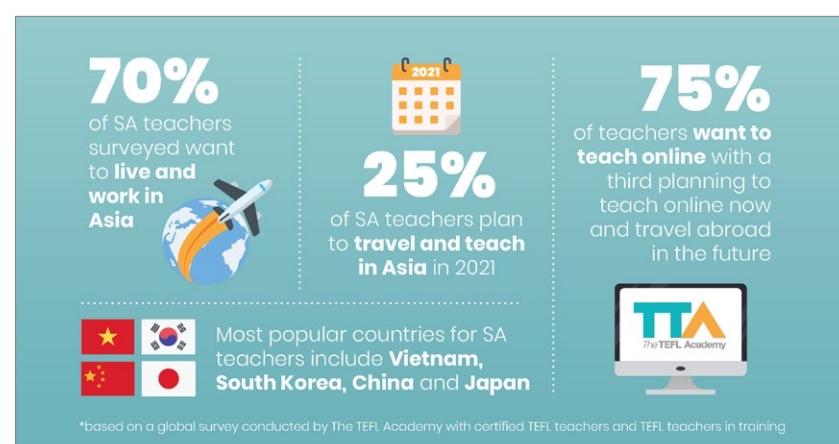
4. Limit the amount of negative news in your home: Keep yourself informed about the virus but be aware that children do not have the emotional maturity of adults and therefore cannot process frightening news effectively, if at all.



5. Unburden the academic pressures: Though there may have been many fundamental academic goals to your child's learning before the virus, this is not the time to add any pressure. Appreciate the enormity of having to adapt to the new 'normal' of life at school and know that there is very little on earth that can and will cause a child to burn out, become depressed, demotivated and disheartened as added pressure under tough circumstances most certainly will do!

6. Believe in your children's ability to adapt and thrive: Even in a pandemic! Let your children know that you are confident in them and that you are proud of the efforts that they are making – even in what may seem to be small ways.

"Your children need you to lead the way. They are going to follow your actions, not your words. That is why, you as parents need to foster an attitude of gratitude in your children. The school day may be different, but each of us need to find something to be grateful for every day! Gratitude helps us navigate the toughest of circumstances," Cindy concludes. ▀



R1.91 billion boost in philanthropic and SETA funding for 11 SA universities

Companies and individuals are donating more than ever to South African universities, but the current challenge is to help historically disadvantaged universities to become more sustainable. This is according to the latest Annual Survey of Philanthropy in Higher Education (ASPIHE), conducted in 2019 and based on data from the 2018 calendar year.

Eleven South African universities raised an impressive R1.61 billion of philanthropic support in 2018 – and when income from Sector Education and Training Authorities (SETAs) is added, the total increases to R1.91 billion.

ASPIHE has provided reliable and consistent information about philanthropic support for the Higher Education Institutions (HEI) sector since 2014. This is the sixth report released by Inyathelo: The South African Institute for Advancement.

“A total of 10 945 donors made philanthropic contributions to the 11 institutions, compared with 4 355 donors in 2013 when the sample was 10 institutions. Comparing the latest results with the previous year, there was an increase of 1 588 donors between 2017 and 2018,” said lead researcher Dr Sean Jones.

Donor sectors

The largest proportion of philanthropic income came from trusts and foundations which contributed 48%. This is an increase against the figure of 42% recorded for 2017, but a substantial decrease from 61% in 2013.

Declining dependence on trusts and foundations was matched by increased levels of giving by the private sector and individuals. Corporates contributed 30% of philanthropic income in 2018 compared with 14% in 2013, whilst individual donors (including bequestors) increased funding from 4% in 2013 to 8% in 2018.

“As HEIs were (and still are) over-reliant on trust and foundation funding, most of it foreign, the decrease in trust and foundation funding is to be welcomed in tandem with the healthy increases in income from South African corporates, individuals and other local sources,” said Dr Jones.

“Collectively, figures suggest that increasing numbers of South African individuals and organisations are giving significantly more funding to HEIs than six years ago. South African donors accounted for 92% of all donors in the sample compared with 87% in 2013.”

Skewed support

The research has, over the years, also revealed a strong correlation between institutional type and levels of donor income. 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. (Source: Wikipedia.)

So-called traditional universities attract the bulk of philanthropic resources. In fact, 94 percent of the R1,61 billion received by the 11 universities in 2018



**Inyathelo Executive Director
Nazeema Mohamed**



**ASPIHE lead researcher
Dr Sean Jones**

went to traditional, historically advantaged universities. Only 6% went to the comprehensive universities and universities of technology participating in the survey.

In monetary terms, R1,5 billion was split among the traditional universities. The balance of R101 million was distributed among the four comprehensive universities and universities of technology. Moreover, R59 million of the R101 million that

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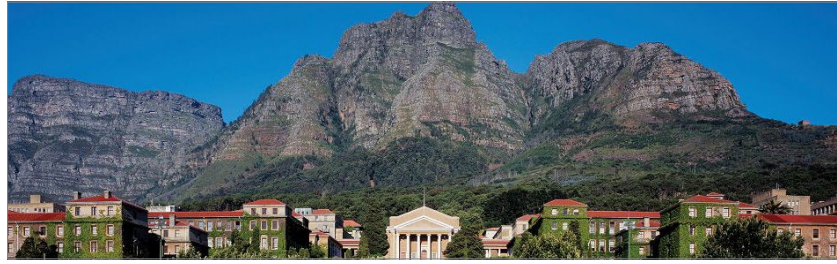
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went to non-traditional universities was allocated to one non-traditional institution. This left R42 million shared between the remaining three.

SETA income

Non-traditional universities are, however, generally more successful at attracting SETA funding, said Dr Jones. The highest amount of SETA income accruing to a single institution in 2018 was R106 million, awarded to a comprehensive university.

“The addition of SETA income to philanthropic income decreases marginally the vast chasm in the higher education landscape.”

The challenge now facing the sector, said Inyathelo Executive Director Nazeema Mohamed, is to reach out to the 15 universities that are not taking part in the annual survey of philanthropy and to enlist their participation.

Advancement staff

The ASPIHE research showed that the 11 universities employed 177 full-time and part-time staff in fundraising development and alumni relations at end-2018. This was up from 136 staff in the sample of 10 universities in 2013. Forty-four per cent of staff were engaged in fundraising and development, 23% in alumni relations and 32% in support functions.

Although different universities pursue their own particular fund-raising methods, the system that Inyathelo has pioneered in South Africa to attract philanthropic income is known as Advancement. It is an integrated, inclusive approach by HEIs to engage with their external environment to build partnerships with key stakeholders and attract investment.

“Inyathelo has been lauded for its interventions, funded by the Kresge Foundation, to professionalise the Advancement sector. It is now being drawn into capacity building initiatives by Universities South Africa (USAf) and the Department of Higher Education and Training,” said Ms Mohamed.

“Through USAf, Inyathelo will be tasked with providing Advancement training via the Higher Education Leadership Management Programme (HELM). We have also been asked by the Department of Higher Education and Training to participate in the Historically Disadvantaged Institutions (HDIs) Capacity Development Programme.”

Inyathelo will also collaborate within the US-SA Higher Education Network on the promotion of exchanges between South African and American universities on Advancement and the generation of third-stream



income. (Income derived from sources other than public subsidies and student fees).

“We have been tasked with drafting a concept document on third stream income which will include technology transfer and entrepreneurship in universities. Our aim is to work towards the inclusion of all 26 universities in the ASPIHE publication,” she said.

“I would like to thank all who have made these ground-breaking annual research reports possible,” concluded Ms Mohamed. “The support of the Kresge Foundation, the expertise of lead researcher Dr Sean Jones and coordination by Inyathelo staff have generated deep insights into previously unmapped philanthropic territory.”

There are 26 universities in South Africa. The 11 that took part in this survey were:

1. Cape Peninsula University of Technology (CPUT);
2. University of Cape Town (UCT);
3. Durban University of Technology (DUT);
4. University of the Free State (UFS);
5. University of Johannesburg (UJ);
6. University of KwaZulu-Natal (UKZN);
7. University of Pretoria (UP);
8. University of Stellenbosch (SU);
9. Tshwane University of Technology (TUT);
10. University of the Western Cape (UWC); and the
11. University of the Witwatersrand (Wits). ▲

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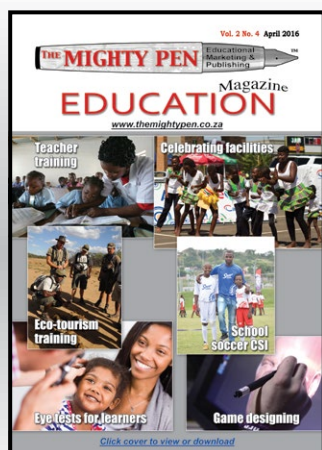
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