

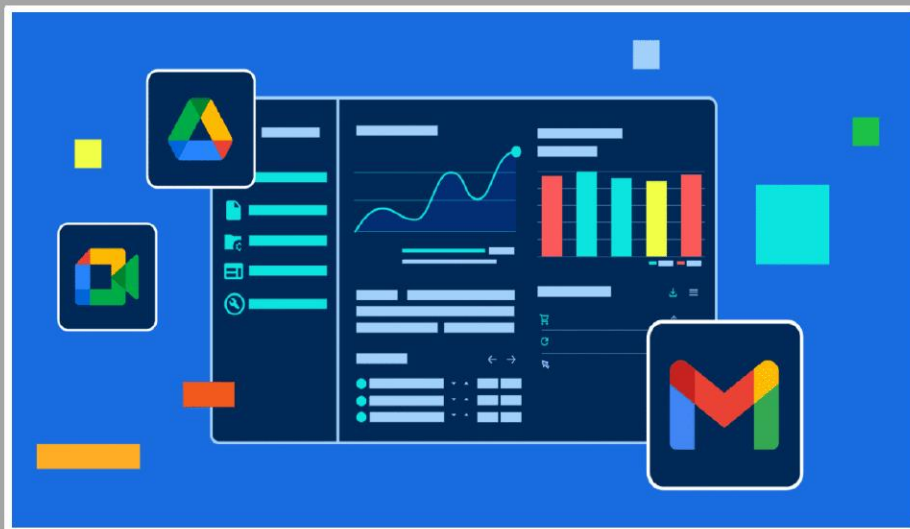


Magazine EDUCATION

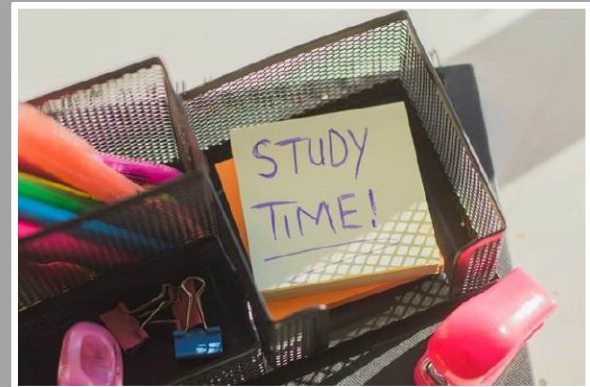
www.TheMightyPen.co.za

A traditional magazine experience – On any digital platform

The Business of Education for School Decision Makers



Mixed-device learning



**Mid-year matters
for final exams**



University philanthropy



Play & learn



CONTENTS

~ Editor's column 1

➤ **Technology Feature**

~ Google and ILAMM mixed-device learning 2

~ Online learning and mental well-being 5

➤ **Education Matters**

~ Play and responsiveness in early years 8

~ Learner testimonials from the Alateen programme 9

➤ **Learners, Teachers & Parents**

~ Education is a long-term investment for parents 12

~ June exams matter for final Matric success 13

➤ **Careers and Tertiary Training**

~ Private tertiary provider rebrands to boost international status 15

~ SA universities persevere in philanthropy despite challenges 17

ADVERTISERS

Knowledge Network
Pages 6 & 10

ADESSA
Page 10

Trinity Christian School
Page 11

Mount Vernon Christian School
Page 14

Agape Christian School
Page 16

Strategic Partner



Social Media Partner



Publisher

The Mighty Pen (Pty) Ltd
The Mighty Pen EDUCATION magazine

Branding

TheMightyPen.co.za

Editor

Janos Bozsik

Contributors

- **Nasrin Kirsten - Group Psychologist at the IIE**
- **Colin Northmore - Principal at Evolve Online School**
- **Lynda Eagle - Advtech Schools Specialist: Early Years Phase**
- **Feryal Domingo - Inyathelo Acting Executive Director**
- **Dr Mimmy Gondwe – Deputy Minister of Higher Education**
- **Dr Alucia Mabunda - Campus Head at Rosebank College**

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

Copyright®

All rights reserved

Editor's Column

Parental involvement in education

Parental involvement creates a vital bridge between home and school, significantly boosting a child's academic performance, attendance, and long-term success. Students with actively engaged parents exhibit better classroom behaviour, higher test scores, and stronger social-emotional skills, ultimately improving overall teacher and school satisfaction.

Parents have a strong influence on their children. They have a direct influence that is stronger than that of teachers, friends, and media. For this reason, a parent's positive attitude and support towards their children's education is considerable. It can inspire and empower the child to develop good learning habits.

Teachers and educators can better collaborate with parents when they understand the barriers that make parental involvement in education challenging. Understanding these barriers is essential in aiding families and addressing the gaps between parents' expectations and teachers' perceptions of their children's educational needs.

Sadly, many schools are unsuccessful in getting parents to take an active role in their child's education. Some common mistakes educators make include making uninvolved parents feel guilty, inattentiveness to the parent's perspective, poor communication, and indifference to the individuality of the parents.

Parental involvement in children's education makes a big impression on the student. Support from the parents leads to a boost in the student's self-esteem, an improvement in their attitude towards school, and less disobedience.

Open communication between teachers and parents can help in establishing trust and building relationships. This can increase parental involvement.

Three major things that all parents should actively do is role model positive behaviours for young children to emulate, help the child with academics, and create an environment that is conducive to learning at home.

Unfortunately, these days many children are victims of their parent's circumstances. These include financial difficulties, long working hours, substance abuse, and broken marriages.

It's important to note that most teachers are also parents.

Janos Bozsik - editor

Why Google is the natural home of mixed-device learning – and why ILAMM makes it work

A South African school shows how Google's device-agnostic ecosystem and ILAMM's cognitive methodology create an equitable, scalable model for digital learning.

Executive summary

Around the world, schools are searching for digital learning models that are affordable, flexible, academically rigorous, and aligned with how students actually live.

South Africa has demonstrated a working model: mixed-device learning supported by Google's platform and strengthened by ILAMM — the Integrated Learning and Mentoring Methodology.

This article explores why Google is uniquely suited to mixed-device environments, and why ILAMM prepares students to thrive academically, cognitively, and at university level.

1. Mixed-device learning mirrors real life — and Google is built for it

Students today move fluidly between devices depending on their schedules, transport, and after-school activities. One student described switching between laptop and phone depending on whether he had rugby practice — a realistic snapshot of modern student life.

Google Classroom

Google's ecosystem is designed for this reality:

- Docs, Slides, Sheets, and Drive behave consistently across phones, tablets, Chromebooks, and laptops.
- Files save automatically and synchronise instantly.
- Students can start a task on one device and finish it on another.
- No software installation is required.
- No device uniformity is expected.

This flexibility is essential in countries where students bring whatever device they have — and where device availability can change from week to week. But flexibility alone is not enough. Students need the cognitive tools to adapt across devices. This is where ILAMM becomes essential.

2. ILAMM builds the thinking skills needed for mixed-device success

ILAMM — Integrated Learning and Mentoring Methodology® — is a South African-developed, structured, multimodal, project-based methodology that builds the cognitive skills students need to succeed across devices.

It develops:

- critical thinking
- lateral thinking
- computational thinking
- design thinking
- creative reasoning
- language-based reasoning
- visual and spatial thinking

These cognitive skills allow students to:

- navigate different interfaces
- adapt to different screen sizes
- understand tasks beyond the device
- transfer skills across subjects
- maintain accuracy and structure even on small screens

ILAMM trains students to think beyond the tool in their hands. Google provides the platform where that thinking can flourish.

3. Zero licensing barriers: Google removes inequality, ILAMM removes cognitive barriers

Google's platform requires no paid licences for students. This makes mixed-device learning equitable:

- Students can participate fully whether they have a phone, tablet, laptop, or shared family device.
- Schools do not need to purchase expensive software.
- Learning is not dependent on hardware uniformity.

But equity is not only financial — it is cognitive.

ILAMM ensures that students:

- understand instructions
- can break down tasks
- can apply logic and reasoning across tools

Cont. p. 3 ...

... from p. 2

- can transfer skills from one subject to another
- can maintain academic performance even when switching devices

Together, Google and ILAMM remove both economic and cognitive barriers to participation.

4. Google Classroom: A pop-up classroom anywhere, anytime

Google Classroom is lightweight, cloud-based, and device-agnostic. Teachers can run full programmes, assignments, and assessments without a computer lab.

ILAMM's project-based design fits naturally into this environment:

- Projects can be launched instantly.
- Students can upload artefacts from any device.
- Teachers can give feedback in real time.
- Multimodal tasks — visual, written, audio, coding, design — are easy to manage.
- Classroom keeps everything organised, even when devices change.

ILAMM requires a platform where students can move between modes: writing, designing, coding, researching, and presenting. Google Workspace makes this seamless.

5. Collaboration: Google enables it, ILAMM teaches it

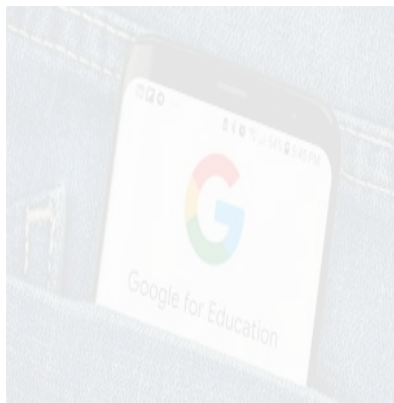
A Grade 10 student described how his group used Google Docs to collaborate in real time on a public speaking assignment.

This behaviour is exactly what ILAMM develops:

- shared reasoning
- co-construction of ideas
- collaborative problem-solving
- respectful peer interaction

Google provides:

- real-time editing
- shared documents
- version history
- cloud-based submissions



ILAMM provides:

- the thinking skills to collaborate
- the language skills to communicate
- the social-emotional skills to work in teams
- the cognitive structure to integrate ideas

Together, they create a learning environment that mirrors university and workplace expectations.

6. Phones as academic tools: Google makes it possible, ILAMM makes it successful

In the South African programme, students completed full digital skills assessments on phones — including diagrams, graphs, tables, and layouts. This is a breakthrough in digital fluency.

Google's mobile-friendly tools make the work possible. ILAMM's multi-level thinking makes the work successful.

ILAMM's dual engine of thinking and language also prepares students to work confidently with AI tools on mobile devices. Because they can read, interpret, and structure information effectively, ILAMM students use AI systems such as Copilot and Gemini with ease — not to replace their thinking, but to extend it.

ILAMM trains students to:

- break tasks into steps
- think logically
- adapt to constraints
- use multimodal strategies
- check accuracy and layout
- maintain academic standards even on small screens

This combination turns smartphones into legitimate academic tools — not just communication devices.

7. Teacher-led, student-driven: Google supports it, ILAMM depends on it

ILAMM is a relationship-based mentoring methodology that requires teachers who guide, support, and challenge students.

Students in the programme credited their success to teachers who:

- pushed them
- encouraged them
- kept them accountable
- provided on-the-spot support

Cont. p. 4 ...

... from p. 3

Google’s platform strengthens this relationship:

- teachers can monitor progress
- feedback is immediate
- resources are easy to share
- Classroom keeps everything organised
- students can access work anytime, anywhere

ILAMM provides the pedagogical structure. Google provides the technological infrastructure.

8. Preparing students for university and work: ILAMM + Google is the formula

Together, ILAMM and Google prepare students for:

- cloud-based workflows
- collaborative documents
- APA referencing
- digital submissions
- cross-device continuity
- research literacy
- multimodal communication
- project-based learning
- computational and critical thinking

This is not just digital literacy. It is future literacy.

Conclusion

ILAMM + Google Is the Future of Mixed-Device Learning

Google’s platform:

- removes licensing barriers
- works on any device
- supports student lifestyle patterns
- enables rigorous academic work

ILAMM:

- develops multi-level thinking
- integrates language across all learning
- builds multimodal, project-based skills
- prepares students for academic and workplace demands

Together, they create a model that is:

- equitable
- scalable
- academically strong
- globally relevant

ILAMM is platform-agnostic by design. Although this case study highlights ILAMM on the Google ecosystem, the methodology works seamlessly across Microsoft, Apple, open-source tools,

robotics platforms, Canva, coding environments, AI systems, and mixed-device classrooms.

Students are taught to think, analyse, listen, follow a brief, and transfer their skills across tools — not to depend on a single interface.

As a result, learners who complete ILAMM projects on Google Workspace move confidently into SA CAT, robotics systems, Apple-based environments, or open-source platforms without difficulty.

ILAMM empowers students to cross-pollinate their skills — the platform may change, but their thinking and language does not.

This is the future of digital learning — a world where tools change, dynamic platforms like Google evolve, and students succeed because their thinking is stronger than the technology they use.

Editor’s note

ILAMM works because it gives teachers a clear structure while giving students real freedom to think, create, and contribute. Teachers stay in control through a strong project brief, but within those parameters students can explore ideas, make choices, and express their creativity.

The exchanges between teacher and students become fun, engaging, and collaborative. Learners feel trusted and involved, and teachers enjoy a calmer, more productive classroom where creativity has direction and purpose.

ILAMM makes teaching easier and learning more meaningful — without needing any complicated tools or technical explanations.

Online learning – and mental well-being

Anxiety is a pervasive issue that can affect students of all ages and from all backgrounds, regardless of whether they are enrolled in traditional brick-and-mortar schools or online educational programmes.

However, studying online can present unique challenges that need to be considered when choosing a school.

That is why it is important for online schools to actively mitigate potential concerns right from the start - mental health and academic experts say.

"While anxiety is most definitely not unique to the online environment, the online learning environment does present distinct challenges that can give rise to anxiety, and it is imperative that online schools both acknowledge and address these challenges to ensure a complete educational journey that is not only about getting to grips with academics but also the ongoing development of students," says Nasrin Kirsten, Group Psychologist at the Independent Institute of Education (IIE).

What causes anxiety

Online students often face a blend of technological, social, and academic pressures that can differ significantly from those experienced in a traditional classroom setting. And also, there is no social interaction and peer feedback to identify triggers and potential problems.

"Suppose there is a lack of face-to-face interaction, over-reliance on digital communication, and a lack of positive motivation to stay on track. In that case, online students are likely to experience heightened anxiety levels," she says.

Therefore, it is essential for parents to carefully evaluate online schools to ensure they have implemented strategies and support systems tailored to mitigate these unique online challenges.

Kirsten notes that social isolation is a significant contributor to anxiety in online learners.

"Online schools must offer opportunities for meaningful interaction with teachers and peers, as structured, regular engagement can prevent feelings of loneliness," she says.

Lack of boundaries between school and home also leads to stress, as students may feel they're constantly in 'school mode' without time to unwind.

Or the learning time can become too informal and casual.



"Online schools need to guide students in setting routines and healthy study habits to help manage this," Kirsten explains.

Technology-related frustrations, such as slow internet or unfamiliar tools, can further intensify anxiety. Schools that provide robust technical support and foster digital literacy can help alleviate these issues.

Performance anxiety is another challenge, especially when feedback is insufficient.

Kirsten emphasises that regular, personalised feedback is vital for students to feel supported in their progress.

Finally, while online learning offers flexibility, some students may find it overwhelming without a structured schedule.

Kirsten advises parents to choose schools prioritising mental health, offering resources like counsellors and workshops to support students' emotional well-being.

Students can also start their own social media groups.

This approach ensures that online learning is both practical and supportive.

Cont. p. 7 ...

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

Knowledge Network[®]

Fuelling young innovators

Unleash talent. Grow skills.
Empower learners.



... from p. 5

Online schools

Colin Northmore, Principal at Evolve Online School, says online schools must ensure the comprehensive development of their students, addressing cognitive, emotional, social, physical and spiritual growth.

“An important aspect is the curriculum, which needs to be designed to foster holistic development by integrating various aspects of a child's growth,” Northmore says.

This includes a focus on foundational, social, and emotional learning skills. There also needs to be real people with whom students can connect through life coaches to help students learn how to manage stress and anxiety and develop coping mechanisms, resilience, and a growth mindset.

The secret to getting the balance right lies in the word: balance.

The question is, what should be balanced? Children need Screen, Green, Team and Dream time.

A great online school must find opportunities for students to put away their screens and interact with the physical world (Green Time).

The school can do this, for instance, by introducing scientific experiments using everyday household items. Schools can further augment this by providing physical resources.

Northmore says the question of screen time is also one that needs careful and well-planned implementation.

There is an essential difference between sedentary and cognitive screen time.

Children are more likely to experience anxiety when they are using their screen time on social media and can find some relief from just watching a fun series.

“Cognitive screen time (when using their devices to solve problems or learn new skills and concepts) may not be relaxing, but it builds a sense of control and achievement that can ease their fear of failure,” he says.

The time spent in live classes needs to be as interactive as possible so that the students can develop their social skills and engage with the learning in a way that makes the screen disappear into the background (Team Time).



“Opportunities need to be created for pair work and teamwork to learn how to give and receive feedback and a host of critical transferable skills like assertiveness, resilience, problem-solving and effective communication,” says Northmore.

Perhaps the most important, is Dream Time.

The human imagination is the most powerful tool for overcoming obstacles and creating creative solutions to seemingly unsolvable problems.

Mindfulness exercises and imaginative play are crucial to the development of the imagination.

“Online students must be allowed to play when they are younger and explore as they grow while being encouraged to feel wonder and awe, to develop holistically,” Northmore says.

Trends in online education

Online learning is shifting toward hyper-personalisation and seamless accessibility. Platforms now use smart algorithms to tailor lessons to individual needs and levels.

Virtual AI tutors track learner progress and offer specific feedback, tasks and evaluations.

Lessons are kept to short blocks.

Play and responsiveness – in early years

Play should sit naturally in early childhood education, as it reflects how young children come to know themselves, others and the world.

Yet too often, play is the very space that requires the most protection. This tension usually arises from a culture that prioritises early academic achievement and holds the belief that accelerating formal learning guarantees future success.

When children are rushed or pressured into formalised academic outcomes too early, short-term gains may be visible for some, but the long-term cost can be significant, an education expert says.

“Play is not separate from learning, it is the medium through which learning becomes possible,” says Lynda Eagle, Advtech Schools Specialist: Early Years Phase.

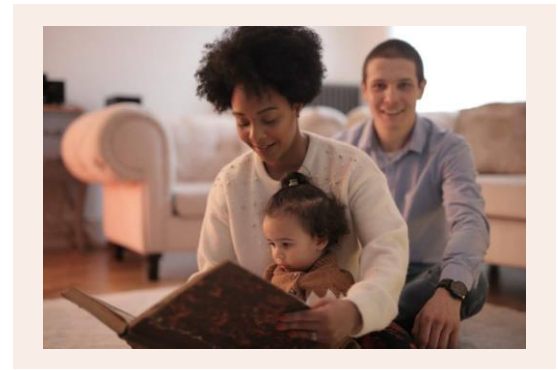
“Early learning that prioritises performance over understanding risks weakening curiosity, motivation and wellbeing. Strong foundations are built not through acceleration, but through experiences that nurture thinking, communication, collaboration, and joy - conditions that sustain lifelong learning.”

Eagle explains that children engage with play in ways that reflect their own pace, interests, and needs. It provides space for difference and diversity while offering opportunities for connection and shared experience. Importantly, play supports emotional regulation and prepares children for future learning by strengthening the foundations required for inquiry, reflection, and participation in real-world contexts.

Play and responsiveness are often described as abstract concepts, yet they require intentional commitment from both educators and families.

“Responsiveness asks adults to understand the value of play and to reflect on their role within it: how they observe, when they intervene, how they extend thinking, and how they remain present without directing or interfering. By engaging in careful observation and thoughtful support, adults come to know children more deeply, including learning about their interests, strengths, and emerging identities,” says Eagle.

It also plays a big role in building key life skills like thinking deeply or critically, solving problems, working with others, communicating effectively, and self-management. When children play, they are exploring new ideas, testing their theories, inventing solutions, and figuring out how the world works.



Along the way, they learn to take manageable risks and handle challenges. And, very importantly, to stick with things even when they're difficult, which gradually builds their confidence and a real mindset for growth.

The importance of partnerships

Partnerships between families and educators are central to this work.

“Together, they can create learning experiences that balance freedom and structure, offering both flexibility and clear boundaries. This balance provides children with emotional safety while teaching respect for themselves, for others, and for the environment. Such stability supports the development of empathy, resilience, and perseverance,” Eagle says.

Within these conditions, children form relationships, make connections, and gradually become independent learners.

They develop conceptual understanding and learn to reason, transfer knowledge, and apply ideas in new contexts, moving from concrete experience toward more abstract thinking.

“Any tension between our aspirations for children and our understanding of play and responsiveness deserves careful reflection,” Eagle warns.

LEARNERS WHO BENEFITED FROM THE ALATEEN PROGRAMME

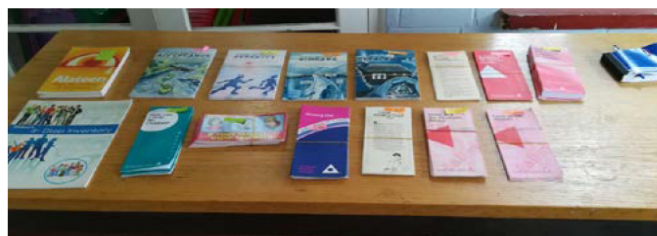
Below are some comments from school children in the Alateen programme

(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 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.**

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.**



THE VOICE OF THE E-EDUCATION INDUSTRY

- Associated Distributors of Educational Supplies in South Africa
- Official convener of the DBE's Educational Digital Content Forum
- Established in 2003
- Facilitates information flow between members and government
- Is independent of government
- Promotes sound and ethical business practices
- Works for the interests of its members

BENEFITS TO...

MEMBERS



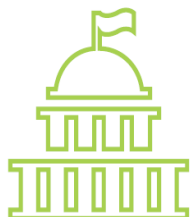
- Enhanced credibility with government and educational institutions
- Up-to-date information about educational needs in SA
- Networking in the educational industry
- Affordable membership fees
- Free advertising space on the ADESSA website
- Exhibition discounts

EDUCATIONAL INSTITUTIONS



- Ethical companies
- Knowledgeable suppliers
- Reliable services and support
- Established companies

GOVERNMENT



- A single channel of disseminating information to industry
- Assured of ethical behaviour and good quality products and services
- Values the input of member companies when determining policies and setting standards



Partner with us
Empower teachers. Elevate learners.
App skills. Coding. Robotics.

Knowledge Network®

TRINITY CHRISTIAN SCHOOL

PRESCHOOL • ELEMENTARY • SECONDARY



808-262-8501
www.TCSKailua.net
@TCSKAILUA

We are a Christian classical school in Kailua, Hawai'i. Let's come together to nurture the lives of our keiki so that they may forever love God, love others, and love learning.

Join our 'ohana today!

Education is – a long-term investment for parents

Choosing a school for your child will be one of the most complex and consequential decisions parents will ever make. When parents choose a school for their child, the decision is often shaped by immediate needs: convenience, reputation, or results in the senior years.

Yet schooling is not a short-term transaction. It is one of the longest and most formative investments a family will ever make, stretching over 12 to 15 years or more, from early childhood development through to Matric and further study.

Darren Purdon, Head of Advtech Schools Academics, says the real value of education lies not in isolated moments of achievement, but in the intentional construction of learning over time, and that parents should approach their child's educational journey intentionally, from start to finish.

“Like any strong value chain, education depends on interconnected building blocks, each phase deliberately designed to prepare learners for the next,” he says.

Foundations matter

Learning does not begin in Grade 1. It starts far earlier, in Grade 000 and Grade 00, where children develop the cognitive, social, emotional, and language skills that will underpin their entire academic journey, Purdon says.

When these early years are thoughtfully planned, children are more likely to arrive in the Foundation Phase confident, curious, and ready to learn.

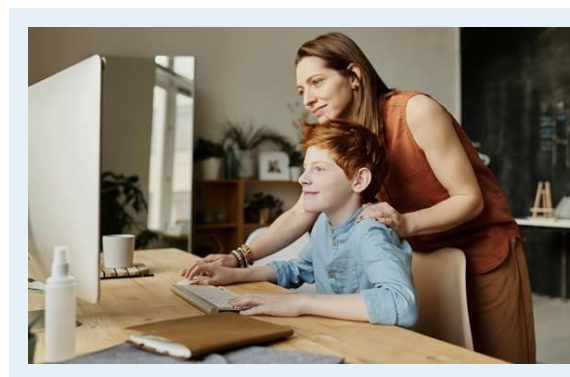
The importance of belonging

Academic success is deeply connected to emotional safety and a sense of belonging. Children learn best when they feel comfortable at school, when they feel seen, supported and happy. And when teachers are supported, engaged, and professionally fulfilled, that sense of wellbeing naturally filters into the classroom.

Responsive teaching and tech

Effective education is not defined by what has been taught, but by what has been learned.

“At top schools, there is a growing shift toward instructional models that prioritise responsiveness. If learners have not grasped a concept, the expectation is not to move on regardless, but to re-teach using different strategies until understanding is achieved,” Purdon says.



AI-assisted tools increasingly act as classroom assistants, helping teachers identify learning gaps quickly and accurately.

Intentional subject pathways

Consistency and coherence across subjects are another critical component of long-term value creation in education.

“Take Mathematics as an example. Mathematical competence is not built in isolated units or single phases, it requires a carefully sequenced programme that develops conceptual understanding, fluency and confidence year after year,” says Purdon.

Choosing a school with the long view

For parents, the key question should not only be “Is this a good school now?”, but rather “Is this a school that understands the full journey?”

A school that values student wellbeing, teacher development, and intentional curriculum design offers far more than short-term results. It offers continuity, stability, and a clear vision of success from the earliest years through to matric.

“And in an education landscape that continues to evolve, the most trusted institutions are those that recognise schooling not as a series of isolated years, but as a carefully constructed value chain, one that shapes students for life,” Purdon concludes.

June exams matter – for final Matric success

The mid-year exams cover the bulk of Term 1 and 2 work, feed directly into your school's progression report, and (most importantly) decide whether you walk into the second half of the year with momentum - or playing catch-up.

This is not a year where performance suddenly matters in September, but rather a full-year campaign with the June exams the first major checkpoint that truly counts, an education expert says.

Nail them and your APS starts looking strong, your confidence skyrockets, and your university options strengthen.

Why the June exams matter

- They form the first official record of Matric performance that universities and bursary providers review.
- Strong June results create early momentum and confidence heading into the second half of the year.
- They reveal foundational gaps early, giving students time to fix them before final NSC exams.
- Good mid-year marks improve a learner's overall APS.
- Performing well now prevents a stressful catch-up period from July to November.
- They can reveal whether a learner's current plans for post-Matric study are realistic, allowing time to reconsider or adjust before it's too late.

Exam advice

Stop "studying when I feel like it." Aim to block 3 focused hours every single weekday (and more during weekends) using the exact DBE/IEB or Cambridge weighting of each subject.

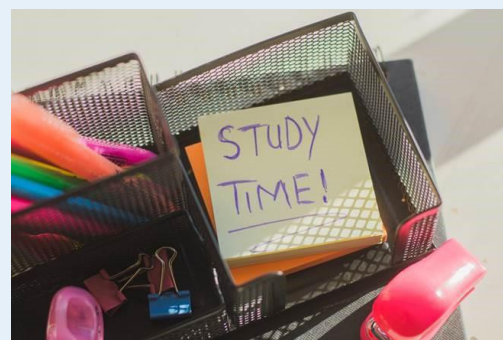
Put your phone in another room, study for 50-minute sessions and take a 10-minute break, and schedule full timed mock papers.

Master the core concepts in every subject before doing past papers.

For Maths and Physical Sciences, solve every single example in the textbook until you can explain it out loud without notes.

For Languages and History, build your own 1-page mind maps of key themes, quotes, and sources.

If you don't fix your foundational gaps now, every single paper will punish you. In coming months, aim to close all remaining gaps.



Turn weak subjects into performance drivers.

Be brutally honest and identify the two subjects that are currently dragging down your average and give those subjects serious, non-negotiable daily priority.

Book extra lessons with a teacher or tutor, make full use of reliable free online resources, or form a small, focused study group with only two or three equally committed students.

Turning even one weak subject around can dramatically lift one's overall percentage, and significantly improve the chances of securing access to your preferred course or bursary.

The June exams contribute to the school-based assessment portion of the final Matric results. Performing well at this stage helps create a pattern of steady effort that supports the overall year mark and prepares learners for the final exams.

Starting strong now builds habits, confidence and collateral that will pay off in the final NSC outcome, and if students lock in for these next three months, the second half of Matric becomes a victory lap instead of a rescue mission.



Discover



MOUNT VERNON CHRISTIAN SCHOOL

Christ-Centered Education
High Academic & Character Standards
Class Size Limited & Caring Staff
Personal Interaction • Spiritual Growth

The staff at MVC is committed to educating, loving & praying for children in a safe environment. We are committed to smaller class sizes and offering individualized, attentive & relational education.



Visit us at
www.MountVernonChristian.org

(360) 424-9157

**820 West Blackburn Rd
Mount Vernon**

Band • Choir • Drama • Sports

Faithful Community

eduCation

Private tertiary provider rebrands – to boost international status

New name and visual identity prepare the way for university status and further rapid growth.

Advtech recently announced the rebranding of Rosebank College to Rosebank International (RI) reflecting the institution’s growing footprint outside South Africa and its status as the continent’s most dynamic provider of tertiary education.



Deputy Minister for Higher Education and Training, Dr Mimmy Gondwe, praised the launch of Rosebank International as a significant milestone in South Africa's higher education sector.

“This development reflects the kind of bold private-sector innovation South Africa needs in the Higher Education sector to drive skills development.

“Together, the public and private sectors can work towards realising our shared goal of expanding access to quality university-level education while producing skilled graduates who are empowered to drive our economy and the African continent forward,” said Deputy Minister Gondwe.

RI also aims to expand opportunities for academic collaboration and global engagement.

This name change and new corporate identity better reflect Rosebank International’s ambition to become Africa’s largest and most respected private university. This is supported by significant growth in local and international enrolment.

“Through Rosebank International, we are creating opportunities for international academic collaboration while developing graduates prepared for African contexts and global relevance,” said Prof Linda Meyer, Managing Director and President of Rosebank International and Rosebank International University College Ghana.



Rosebank International – Braamfontein, JHB campus

The change aligns the brand’s local name and visual identity to its existing overseas operation in Ghana and paves the way for RI to transition to full university status in its home market.



Rosebank International University College – Accra, Ghana



Agape Christian School

CELEBRATING 25 YEARS OF EXCELLENCE

From Grade R to Grade 12

"Be excellent in what is good"
Romans 1:19

- AFFORDABLE PRIVATE EDUCATION GRADE R TO GRADE 12
- High Academic Standard
- Loving Environment • Instilling Biblical Values
- Small Classes • Aftercare with Supervised Homework
- Sport + Cultural Programme

OPEN DAY - EVERY THURSDAY
8am to 3pm

1126 Cornelius Street, Weltevreden Park 1709.
Tel: 011 475 1661 / 082 923 7611
Email: mrjagape@vodamail.co.za Website: www.agapechristianschool.co.za



SA universities persevere in philanthropy – despite digital and structural divides

Inyathelo: The South African Institute for Advancement has released the findings of its latest Annual Survey of Philanthropy in Higher Education (ASPIHE) reports, revealing a landscape of significant growth and persistent challenges for the country's higher education sector.

Covering the 2023 and 2024 academic years, the reports highlight a robust recovery in philanthropic support following the COVID-19 pandemic, alongside a stark warning regarding the structural inequalities between historically advantaged and disadvantaged institutions.

The 2023 academic year marked a milestone for the ten participating universities, which collectively raised a record R2.4 billion in philanthropic income. This figure represents a staggering increase from the R659 million recorded at the survey's inception in 2013.

While 2024 saw a slight consolidation to R2.32 billion, the overall trend remains overwhelmingly positive, with total Advancement income, including funding from Sector Education and Training Authorities (SETAs), reaching R2.7 billion in 2024.

Key Findings

- **Donor Growth** - The number of donors reached 9,106 in 2023, more than double the 2013 baseline of 4,355.
- **Geographic Shifts** - While South African sources remain critical, international private funding continues to play a vital role, particularly for research and infrastructure.
- **Institutional Performance** - The highest amount received by a single institution in 2024 was R856 million, up from R783 million in 2023.

Dr Michael Cosser, author of the reports, explained that despite the overall increase in funding, the reports underscore a troubling digital divide that risks further marginalising historically disadvantaged institutions (HDIs).

While the digital revolution is firmly underway, HDIs often struggle to play catch-up in a society increasingly driven by technology. The huge disparities in philanthropic income between historically advantaged universities and their disadvantaged counterparts therefore remain a core concern.

“The challenge ahead lies in galvanising fundraising activities at HDIs and capacitating them to establish fully-fledged

Advancement Offices that can collect accurate data and attract significant private investment,” he said.

The reports demonstrate a clear correlation between university investment in Advancement (staffing and expenditure) and the level of philanthropic income secured.

Participating universities that have professionalised their fundraising and alumni relations functions have seen measurable returns on investment, even in a volatile economic climate.

As the ASPIHE enters its second decade of reporting, Inyathelo remains committed to fostering a culture of philanthropy in South African higher education.

The survey continues to serve as a vital tool for benchmarking, providing universities with the data needed to refine their strategies and ensure long-term financial sustainability.

Inyathelo Acting Executive Director, Feryal Domingo, complimented the participating universities on their commendable efforts in data collection.

“We will increase our efforts to see more universities participate in this research so we can reflect more accurately and holistically on the true state of the philanthropic landscape. Accurate data collection is not merely an administrative exercise - it is a strategic necessity for a more equitable and resilient higher education system. The focus now must be on ensuring that the entire sector can benefit from these insights to bridge the gaps that still divide our institutions,” said Domingo.



Magazine EDUCATION

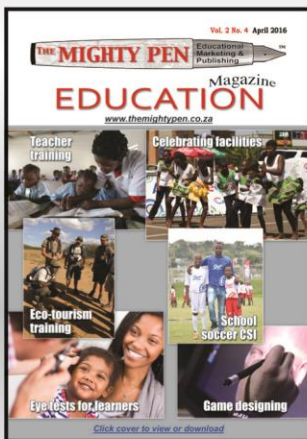
www.TheMightyPen.co.za

**A Free Monthly Digital Magazine for Principals
and Teachers**

**Distributed Direct to the Inboxes of 7 500 Principals &
Schools Nationwide**

Includes Most Gauteng Schools

600 Independent Schools



- **SEE THE PRODUCTS & SERVICES OF EDUCATION COMPANIES ADVERTISING IN THE MAGAZINE**
- **FULLY INTERACTIVE PDF – VIEW ON ANY PLATFORM OR SOFTWARE**
- **INCLUDES VIDEO CLIPS & HYPERLINKS**

VISIT OUR WEBSITE: www.TheMightyPen.co.za