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Magazine EDUCATION

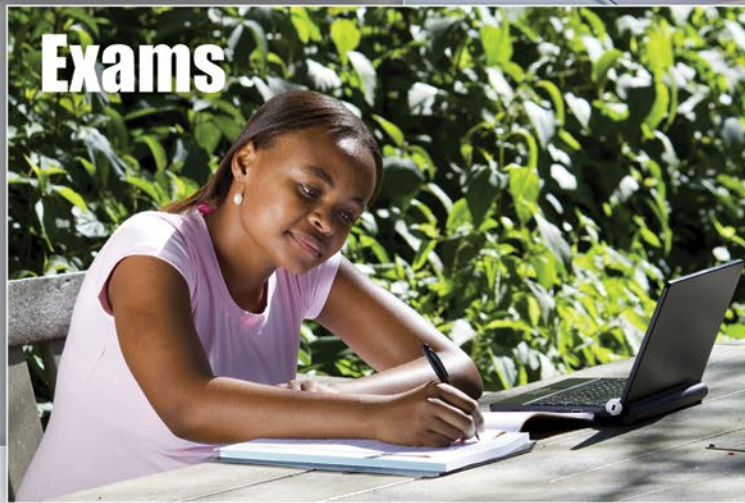
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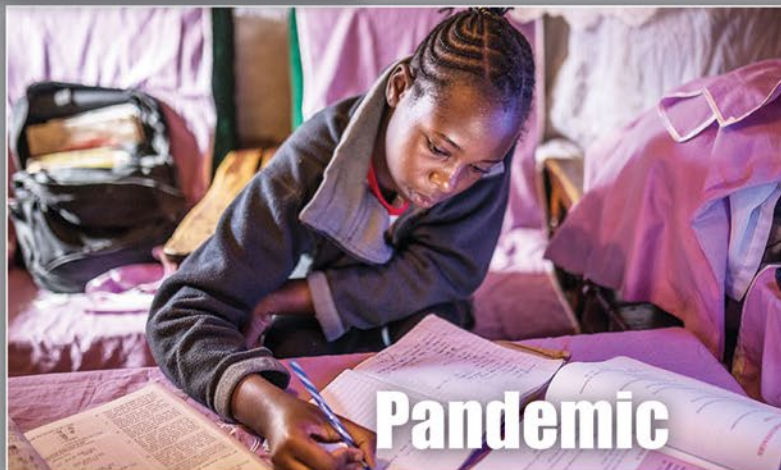
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Exams



AI



Pandemic

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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

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Call us for details.

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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

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<https://al-anon.org/newcomers/teen-corner-alateen/>

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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's column

The future of education – with or without COVID

Last year, the e-learning market was worth an enormous \$166.5 billion. It's been estimated that this will grow to \$255 billion by 2022. Its growing financial value is matched only by the swelling numbers of students choosing to follow an online course.

In the latest Global Shapers Survey of 25 000 young people from across the world, 77.84% of respondents reported having taken online courses in the past. So, is online learning the future of education?

The COVID-19 pandemic has changed our society in a host of different ways. As people around the world have adjusted to new ways of working, studying, and socialising, we're seeing new trends emerge and develop. But what do these changes mean for the way we approach education, now and in the future?

In 2020, FutureLearn commissioned YouGov to undertake a global study to interrogate and explore the future of learning. The main themes of this study were those of personal development and career aspirations, the power of education and online learning, and expectations for education in the future.

In the digital age, it's clear that self-education is far easier than ever before. Much of this is driven by access to around-the-clock news and a host of different websites providing a constant stream of information.

Perhaps unsurprisingly, social media plays a significant role in this self-education. The report found that sites such as YouTube, Facebook, Twitter and Instagram were the most commonly used platforms that people use to educate themselves on key issues.

Again, as you might expect, the report also showed that there is a generational divide between the platforms people choose for this form of learning. Millennials (those born between 1981 and 1996) and those from Generation Z (those born from 1997 onwards) are far more likely to use each platform for self-education. For example, 37% of Generation Z and 22% of Millennials use Instagram, while only 4% of people from older generations do the same.

And it's not just existing learners who were taking advantage of online education. During the first lockdown, in particular, we saw a large increase in new learners, as people looked for additional at-home activities.

The evidence suggests that studying online is popular with learners. A majority of participants in the YouGov study agreed that online learning can provide similar benefits to in-classroom or on-campus education. What's more, many people also believe that online learning allows for more diversity and inclusion in the education sector.

The pandemic has meant we've had to rethink many aspects of our lives and how we approach them. Although many of these measures are temporary, they do raise the question of how things will change going forward. Education, in particular, has seen radical changes in the short-term, but what will the future hold?

Blessings in education

Janos Bozsik
Editor

Artificial Intelligence: can we codify inclusion?

One of the most important objectives in education is to prepare students for their future careers. Not only does this include skills training, but also developing the ethics and guidelines that will point the way for their careers ahead. Over the last two decades, coding and programming have emerged as some of the most desirable skills for the future. In particular, machine learning and artificial intelligence (AI) have become major focus points. The question is, can tomorrow's programming professionals help us to achieve greater inclusion?

Dr. Benadette Aineamani, Director of Product & Services at global education group Pearson Africa, points out that for Africa to reach its education goals by 2030, around 15 million new teachers will need to be trained. "It is possible that AI could indeed help the continent to achieve its education goals much more efficiently and promote greater inclusion throughout Africa."

Dr. Aineamani believes that, to start, careful attention needs to be paid to the teaching and learning process. "We should be looking at the aspects of education that we as humans aren't doing effectively, and how technology can help us to do better on these fronts. We see the best results where there is a clear need for technological interventions. AI can help to give educators a more detailed understanding of where children are struggling, identify trends and patterns, and help to develop better ways of breaking down and presenting educational content."

She adds that it is also crucial to increase awareness of AI's potential as a teaching tool among educators. "Simply having technology that solves the problem is not enough. You need teachers who understand what is available and how to use it. There are quite a few ways to ensure that teachers understand how to select and use AI in their classrooms, but I believe that the most effective way is through forming professional communities. Teachers and other professionals should network and communicate about what they are using and how they are achieving success. Teachers can also collaborate with programming professionals, by sharing their experiences and reviewing the content and contexts that are used in the AI tools, so that the tools developed for teaching and learning are inclusive."

Ultimately, Dr. Aineamani points out that the potential for AI to solve Africa's educational challenges is massive. "We definitely need more programming professionals who specialise in AI technology. Steps should be taken to ensure that the AI technology developed for teaching and learning is inclusive. Possible bias in the development process can be mitigated through extensive consultations with teachers, learners, parents and all other stakeholders in the education sector across various contexts, in the development process. In addition to that, we also need more people who are skilled at getting exposure for the solutions on offer, and who can help the end users (educators) to utilise relevant AI to its fullest potential," she concludes.

About the author

Dr Benadette Aineamani is the Director: Product and Services Director for Pearson Africa.



Benadette has over 10 years' experience in teaching Mathematics and Science (In East Africa – Uganda, and Southern Africa – South Africa). She has trained Mathematics and Science teachers in South Africa, having obtained a number of qualifications in the field. Benadette completed her Doctor of Philosophy (PhD) degree in Mathematics and Mathematics Education at University of the Witwatersrand, South Africa.

She has conducted numerous research in the African classroom, and written and presented research papers at a number of conferences, both locally: Annual Congress of the Association for Mathematics Education of South Africa (AMESA), and Southern Africa Association for Research in Mathematics, Science and Technology Education (SAARMSTE), and internationally: the International Mathematics congress on Mathematical Education (ICME) held in Hamburg, Germany; International Conference on Interdisciplinary Social Sciences held in Hiroshima, Japan; Comparative and International Education Society (CIES), held in Mexico city amongst others. ▲

A game plan for higher education

Can gaming transform the way we learn?

Professor Barry Dwolatzky, computer science advisor at University of the People, explains what gamification in learning is and how it is on a path to change the future of higher education.

Generation Z are rapidly stepping onto the world stage. They are graduating from high school, entering the workforce and studying at tertiary education institutions. Referred to as digital natives, this generation grew up with technology and have no knowledge of life without it. They are globally connected, incredibly mobile, entrepreneurial and crave autonomy – especially when it comes to education where they want flexibility on how, where and when they learn.

Are our South African universities equipped to engage with and stimulate these digitally immersed learners? Wits University's Emeritus Professor Barry Dwolatzky, who serves on the Computer Science Advisory Board of University of the People (UoPeople), a tuition-free, online university, says that conventional education models are starting to become superfluous in our modern age as more learners go online. "The brick-and-mortar style of tertiary education is set to be disrupted in the near future with a move towards virtual learning. With so much material available through technology anytime, anywhere, it is no longer necessary to physically attend a lecture with hundreds of people. Learners can watch and learn online from the comfort of their homes," he says.

Can a machine replace a teacher?

But can digital learning be as effective and engaging as in-person education? Teaching by traditional methods with a blackboard and the teacher's voice as focal point – or 'chalk and talk' – is already making way for more online learning spurred on by the global pandemic, while a more informal and interactive approach that allows learners to study at their own pace has long been acknowledged to inspire more effective learning.



Professor Barry Dwolatzky, computer science advisor at University of the People

This is where gamification comes in. By blending the online method with interactive learning techniques, a new way of learning is created, integrating game elements and game thinking in activities that are not games. Technology, then, becomes a tool for active, instead of passive, learning. Using game-based mechanics, aesthetics and critical thinking to engage people, it promotes studying and increases motivation.

The SA digital education environment

While South Africa is not quite there yet with gamified education, with the digital divide a stumbling block to including lower income learners in online learning, University of the People is opening up opportunities with its tuition-free model and is on the right path to making gamification in higher education a reality. This is critically important for a country such as South Africa where unemployment among the youth is at a record high and which is in dire need of jobseekers with tertiary certificates or degrees.

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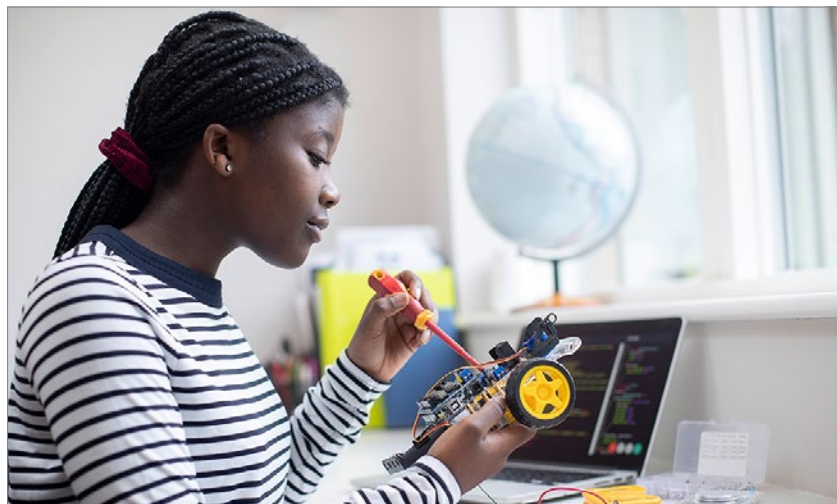
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Prof. Dwolatzky sees huge merit in gamifying learning and believes disruptors in the education sector should tap into this method of learning to keep students motivated and minimise dropout rates: "There is a lot to be learnt from gaming. There is no penalty for failure – if you lose you start again, taking the lessons learnt with you into the next game. There is no stigma attached to failure – it is seen as part of progressing. People play in virtual multinational groups and learn to collaborate and communicate with players from different cultures in order to jointly solve problems," he explains.

World renowned game designer, author and researcher Jane McGonigal asserts that gamification works because gaming triggers emotions such as joy, excitement, curiosity and pride, among others. Gamification is being used in business with good results, offering hope. McGonigal believes that these techniques could be applied to revolutionise the ways through which higher education is delivered or assessed.

Gamification perfectly aligns with the flipped classroom concept, where traditional ideas about classroom activities are reversed, transforming learning into a hands-on, differentiated and even personalised learning experience. The theory is that students learn best when they have goals, targets and achievements to reach for in a way they perceive as fun. So, using game-based elements, such as virtual currency or point scoring, problem solving activities, peer competition, teamwork, score tables and advancements to higher levels help learners assimilate new information and test their knowledge.

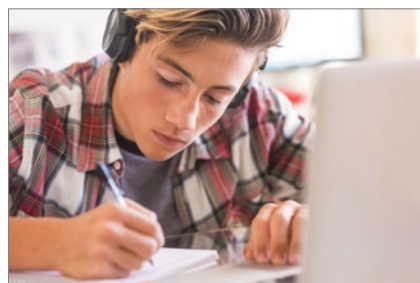


Online learning

As a computer science advisor to the online University of the People, Dwolatzky has insight into how students respond to online learning and what keeps them motivated. "Universities that recognise the connection between digital engagement and student experience will be ahead of the curve in educating online learners."

At UoPeople, learners participate in online discussion forums, peer review groups and graded quizzes, all of which improve attitudes towards learning, Dwolatzky says. This is echoed by UoPeople President Shai Reshef: "Thanks to our strong online community, students make connections from all around the world. This is a resource for sharing information, wisdom and support as well as for building a vibrant, international network."

President Reshef concludes: "When implemented correctly, online education is the solution to the crisis in higher education. It is not just putting lectures on Zoom; rather, there is an entire pedagogy involved. You need to build in meaningful interactions and create virtual resources for students to make a positive change in student behaviour." ▲



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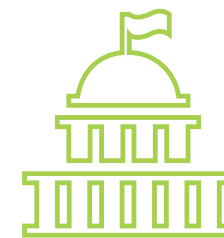
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LEARNERS WHO BENEFITED FROM THE ALATEEN PROGRAMME

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

Are you preparing your learners to live successfully in the Fourth Industrial Revolution (4IR)?

A lot is being said about the **Fourth Industrial Revolution (4IR)** and the need to be ready for it. While there are lots of frightening statistics and scary stories, there is not a great deal of understanding of what the Fourth Industrial Revolution is exactly, and what we need to do to be active participants in it. Education is meant to be the way to facilitate a positive future for our youth; but, what does that mean for you the Educator?

Via Afrika's online course, **Teaching for the Fourth Industrial Revolution**, has been written specifically for educators to help you prepare yourself, and your learners, for successful and effective lives as we continue deeper into the Fourth Industrial Revolution. As part of Via Afrika's Digital Education Academy, this course consists of **nine two-hour sessions** that you can do online in your own time.

The first session, Getting to the Fourth Industrial Revolution, provides a key understanding of what an industrial revolution is, and why we are talking so much about the Fourth Industrial Revolution right now. This session provides an insightful look into the key elements of the first three industrial revolutions to lay the foundations for a detailed look at what the 4IR is, how it has already had an impact on society and what this means for an educator. Finally, in this session, a very brief overview of the key technologies of the Fourth Industrial Revolution will give you insight into what the technological changes are for you as an individual, and you as an educator. This session is an excellent introduction to anyone who wants a firm grasp of the 4IR.

Each of the key 4IR technologies is covered in a session on its own. These technologies are:



These six sessions above develop the knowledge and skills needed to appreciate and evaluate the specific technology. You will learn more about its purpose, application and the opportunities it creates. You will also experience a basic introduction to using the technology within an educational context. Of course, as an Educator you will want to be able to apply these learnings in your classroom.

While each of the previous sessions gives insight into the application of the technology, the session GenReady for the 4IR will offer you various teaching and learning strategies, as well as personal and professional development concepts needed to bring 4IR into your classroom.

The final session in the course explores some of the other 4IR technologies, like 3D printing and cloud computing, for example, that have an impact on our lives in the 4IR.

You will receive a certificate issued by Via Afrika, as well as a digital badge (see examples below) for inclusion in your online profiles to show others just how you are developing your 4IR knowledge and skills.



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After two academic years under the pandemic, how are students faring?

By Phemelo Segoe

When students sat down to write their final exams last year, many must have hoped that they wouldn't have another year of the pandemic ahead of them. Another year of alternating in-person and online classes, of unpredictability and uncertainty, of stress and anxiety. And yet, here they are: a second year of Covid endured and another round of exams in sight. This cohort of students has certainly lived through more than their share.



Phemelo Segoe

Of course, these experiences have not been consistent. Rather, they have varied depending on students' access to high-speed internet, to safe and secure accommodation, to healthcare, and to mental and emotional support structures. Ours is not a country, nor a tertiary education system, of equals.

Burn out

With the end of the year approaching, many students are reporting experiences of burnout. Their energy and ability to focus are flagging, they're battling to manage their time effectively, and procrastination, in many instances, is on the rise. It just seems too much to sustain: the pressures of academic life and the pressures of a world in crisis, a world at odds with itself. Covid has fragmented society and relationships, and this lack of consensus and cohesion is jarring and unsettling for us all.

But the year-end exams are going to take place whether students are ready or not. For the many who are feeling confused, overwhelmed and exhausted, the prospect is terrifying.

Bridging the gap

Over the course of the last 18 months, one of the most important resources students have had to rely on – disadvantaged students in particular – is their tutors. Tutors are bridging the gap that Covid has created, academically especially, but also in terms of providing the consistency, reassurance and stability necessary for students to continue to study amid a pandemic.

Tuta-Me serves to connect university students with highly qualified tutors and, since Covid hit, our students have constantly emphasised the value of their tutors in helping them pull through. As harsher lockdowns were imposed and in-person lessons abandoned, it was their tutors, these students say, who were the only constant in their lives, providing an anchor and enabling them to pass.

Of course, the tutoring process has had to adapt to Covid too, and systems and processes have had to change in order to make the most out of a very complex and unstable situation. The scheduling of lessons has become critically important and lines of communication have had to be reinforced.

Where once learners could bank their tutoring sessions until the end of the year, many of our clients have started requiring students to speak to their tutors every month. This, we have found, helps to keep students accountable and on top of their work, and helps tutors to identify and address problems well ahead of exam season.

Open and regular communication on a variety of platforms has also been invaluable. Tutors have learnt to engage with their students constantly, reminding them that help is on hand. And different communications platforms, including ones not used prior to Covid, such as WhatsApp, have helped to ensure that interaction between students and tutors is easy, convenient and frequent.

Educating corporates

The corporates that sponsor bursaries and expect students to succeed – especially now, during Covid – need to be sensitive to the challenges these students are facing. In many instances, corporates aren't aware just how much support students need. The demand for personalised attention that improves students' academic knowledge, confidence, and soft skills is immense.

You can't give someone a car without teaching them how to drive first. The same goes for education: having a bursary doesn't mean that a student will automatically thrive. This investment has to go beyond the purely financial if students are to have a fighting chance.

As the end of the year approaches, and burnt-out, exhausted students face another round of exams, it is those who have had the support of caring and attentive tutors who are most likely to succeed.

Phemelo Segoe is the Operations and Client Manager of Tuta-Me, which forms part of South Africa's leading community and workforce training provider, Optimi Workplace. ▲

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Exam Preparation Tips for the Matric Class of 2021

South Africa's National Senior Certificate exams are due to commence on Friday 22 October 2021, with the Minister of Basic Education, Angie Motshekga expressing positive sentiments in a media briefing, calling the matric class of 2021, a "resilient group," that "would be able to surprise us with better results than last year." Undoubtedly, the matric class of 2021 has faced unprecedented difficulties brought on by the COVID-19 pandemic and have much to do in the way of preparations for the upcoming final exams, which will set a benchmark for those continuing into tertiary education.

“We wish all South African matriculants well as they head into exam season. This year has not been easy for learners, who have needed to overcome several challenges that no one could have predicted. Despite this, we remain optimistic that they will pull through and put their best foot forward as they take a step towards the next part of their varied life journeys as tertiary students, entering the workplace, partaking in the president's youth employment programs, or even taking up an apprenticeship. We've put together a list of helpful tips to help learners through this demanding time,” said Dr Veronique Genniker, Marang Education Trust Director at Pearson South Africa.

Five exam preparation tips for the matric class of 2021

1. Create an enabling physical environment to study

The layout, design, and lighting of the space you study in can have a profound effect on how you will think and feel about the preparations for your final exams. Some students can concentrate optimally when they are in uncluttered rooms while others can focus better when they are surrounded by familiar items they associate with feelings of comfort and safety. Some students find background music distracting, while others find that listening to music while studying allows them to concentrate better. Many students do not have the luxury of studying in their own space, so should try to study with a friend or family who can accommodate them. It is heartwarming how many teachers and community members open their homes to make sure that learners have a safe and secure place to study. If you do have the luxury of



space, make sure to tap into your spatial awareness and take some time to optimize your study environment by considering aspects like how much natural light filters into the space, how comfortable your chair is, whether you prefer to see a clock while you study and even which pen colours are more stimulating when making notes and mind maps.

2. Make sure you get enough sleep, eat healthy and focus on what makes you feel calm

Getting 6 to 8 hours of sleep is important to refresh and energize your body and mind. Breathing is something we all do naturally and without any real effort. However, focusing on the inhalation and exhalation of breath can help to ease the mind and promote a state of relaxation, especially when under pressure. Conscious breathing exercises do not have to take up a lot of time and can be done anywhere. Google "breathing techniques for stress relief," and try a few of the exercises. You can tailor your exercise to how much time you



have. It is recommended that you take a break to breathe consciously for 3 to 5 minutes at least once every hour, just to oxygenate the body and calm the mind. Eating balanced meals and snacking on fruit with water daily is important to maintain your energy levels.

3. Set goals for your individual and study buddy sessions

The sheer amount of reading that needs to be done and concepts that need to be grasped ahead of the exam period can be quite overwhelming. Having a timetable for each subject as well as measurable goals for each study session can help to lower stress levels and divide your study sessions into manageable parts. To create a timetable, make a list of all the content that needs to be studied for each subject, then work backwards from the exam date and make sure that during each study session, a piece of that content is covered. Then, dedicate your study sessions to only the parts you have identified for that day and take a break or reward yourself when you achieve those goals. It is important to have individual and study buddy sessions to enable you to discuss content you are struggling with. Find a study buddy who is great with content you are struggling with and who can explain it to you, so that you better understand it.



4. Use visualisation techniques

Often, the very thought of sitting in an examination hall with other learners in complete silence to sit for a final exam can be very overwhelming and can cause stress and panic. You can reduce some of this stress before you sit the exam, by using visualization (imagining) as a preparation tool. To do this, close your eyes and picture yourself sitting in the exam hall, try to imagine what you will be experiencing on a sensory level – what you see, what you hear, what you smell, etc. Then, wherever you are sitting, do some hand and leg stretches and take a few deep breaths. Picture yourself being calm, feeling confident and accepting that your best is always good enough. Do this at least once a day while you are preparing so that your mind and body are ready for the big day. If possible, ask for permission to go and sit in the examination hall/room before the examination.

5. Find your ideal learning technique

One school of thought proposes that people learn best through varying stimuli – some people are visual learners, while others are auditory or kinesthetic learners. To find out what your best learning technique is, try a few methods and test what works best for you. If you learn by hearing, then record yourself reading your study notes and play them back to yourself. If you are a visual learner, create colorful mind maps, flowcharts, bullet-point lists and put them up in the room where you study. And if you are a kinesthetic learner, try taking a walk or doing gentle movements while you talk yourself through your content. You know yourself best, so study where, when, and how it works best for you. This is your exam so do whatever works best for you and know that your best will always be good enough. ▲

What to study next and why varsity isn't your only option

By **Eloise Nolte, Managing Director of College SA**

Last month, the Department of Basic Education released the official Matric Final Exam Timetable, outlining the final stretch for thousands of Matric learners in our country.

As these learners gear up to start writing their final exams on 1 November 2021, many may be wondering what their next steps will be.

Matriculants will also be entering one of the toughest job markets of our time. The impact of Covid-19 on the economy has seen South Africa's official unemployment rate rise to 34.4%.

Now more than ever, the decision that learners make after completing their school career is critical to their career prospects. While many still opt for university, there is an ever-growing list of exciting, quality alternatives for learners who wish to follow another path.

There are also options for those who haven't managed to complete matric. This is not the time to be disheartened about the future, this is the time for adaptation, innovation and hope.



Eloise Nolte, Managing Director of College SA

Understanding the NQF

With a Grade 10, 11 or 12 qualification learners can move upwards in the National Qualifications Framework (NQF) levels.

In South Africa, the NQF is the system used to measure levels of learning. There are ten NQF levels and they fall into three categories: General and Further Education and Training Qualifications Sub-Framework, Higher Educational Qualifications Sub-Framework, and the Occupational Qualifications Sub-Framework. The ten levels are:

National Qualifications Framework				
Level	Sub-framework and qualification types			
10	Higher Education Qualifications Sub-Framework	Doctoral Degree Doctoral Degree (Professional)	*	Occupational Qualifications Sub-Framework
9		Master's Degree Master's Degree (Professional)	*	
8		Bachelor's Honours Degree Postgraduate Diploma Bachelor's Degree	Occupational Certificate (Level 8)	
7		Bachelor's Degree Advanced Diploma	Occupational Certificate (Level 7)	
6		Diploma Advanced Certificate	Occupational Certificate (Level 6)	
5		Higher Certificate	Occupational Certificate (Level 5)	
4	General and Further Education and Training Qualifications Sub-Framework	National Certificate (Grade 12)	Occupational Certificate (Level 4)	
3		Intermediate Certificate (Grade 11)	Occupational Certificate (Level 3)	
2		Elementary Certificate (Grade 10)	Occupational Certificate (Level 2)	
1		General Certificate (Grade 9)	Occupational Certificate (Level 1)	

(Source: <https://www.sqaq.org.za/sites/default/files/2019-11/Fact%20Sheet%20SAQA-FPI.pdf>)

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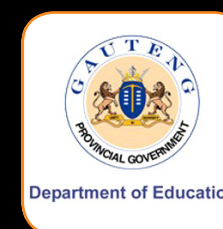
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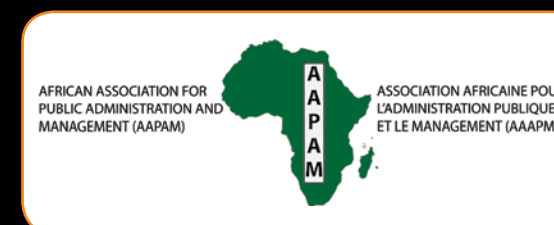
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WINNER of the 2015 Centre for Public Service Innovation Awards (CPSI) for Innovative Use of ICT for Effective Service Delivery



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

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Understanding these levels and how they work can help learners to find vacancies for which they're qualified. Achieving the next NQF level also doesn't necessarily involve going to university. Many of these qualifications can be achieved through distance learning (something today's learners are familiar with), adult education and training institutions, or via technical and vocational education and training colleges.

Learners can start by looking at the fields that are most in-demand today and assess whether their interests fit these fields of study before exploring how they might go about completing the next NQF level.

Moving through the ranks

According to recent reports, applicants with skills in, for example, accounting, engineering and technology have continued to be among the most in-demand during 2021.

School leavers looking to enter the accounting space might be interested in studying courses that are accredited from the well-regarded Institute of Certified Bookkeepers (ICB) or the Chartered Institute of Management Accountants (CIMA). The CIMA Business Accounting course doesn't require a matric but it can provide learners with an NQF level 5 qualification.

When it comes to technology, IT Academy, a highly respected course provider that is part of Optimi College also provides a valuable Software Development course that covers fundamentals such as HTML5, C#, Microsoft Azure, and much more.

This course is certified by the likes of Microsoft and it provides one with a NQF Level 5 qualification upon completion.

For many years, there has also been a severe shortage of artisans in SA, and there are several options in this space that learners might wish to consider. National trade courses in essential career paths such as boilermaking, welding, fitting and turning, electrical and motor trade — all critical for engineering-related fields — can help learners to gain a foothold in the current market. These qualifications are known as N1, N2 and N3 qualifications, and enable learners to apply to a college to complete a Higher National Diploma afterward.

It's important that learners know that there are alternatives to university. In a world that is constantly changing, traditional educational routes aren't the only answer. ▲

SA University ranking

Thirteen universities from South Africa feature in the 2021 & 2022 list of the top 2 000 universities compiled by the Centre for World University Rankings (CWUR).

They are led by the University of Cape Town, ranked 269th globally, and followed by the University of the Witwatersrand at 292nd.

Stellenbosch University, University of KwaZulu-Natal, and the University of Pretoria round up the top five universities in South Africa, with the University of Johannesburg ranked sixth.

The only change in the local university rankings for 2021/22 is the University of the Free State overtaking the University of the Western Cape to be ranked eighth – having been ranked ninth last year.

The CWUR grades universities on four factors without relying on surveys and university data submissions: quality of education (25%), alumni employment (25%), quality of faculty (10%), and research performance (40%).

This year, 19 788 institutions were ranked, and those that placed at the top made the global 2,000 list.

South Africa's universities continued to fare poorly in the rankings, with all but three local institutes dropping down the list. This follows the trend seen in 2020, where only two universities managed to climb the rankings.

While many of the drops on the rankings were marginal – by only a few places – some were much larger, like the University of the Western Cape, which fell 80 places.

Meanwhile, the University of Johannesburg climbed over 30 places, with UFS and Nelson Mandela University being the only other local groups to rise.



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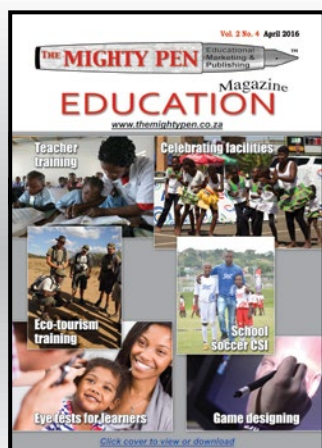
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