

Vol. 3 No. 4 April 2017



# Magazine EDUCATION

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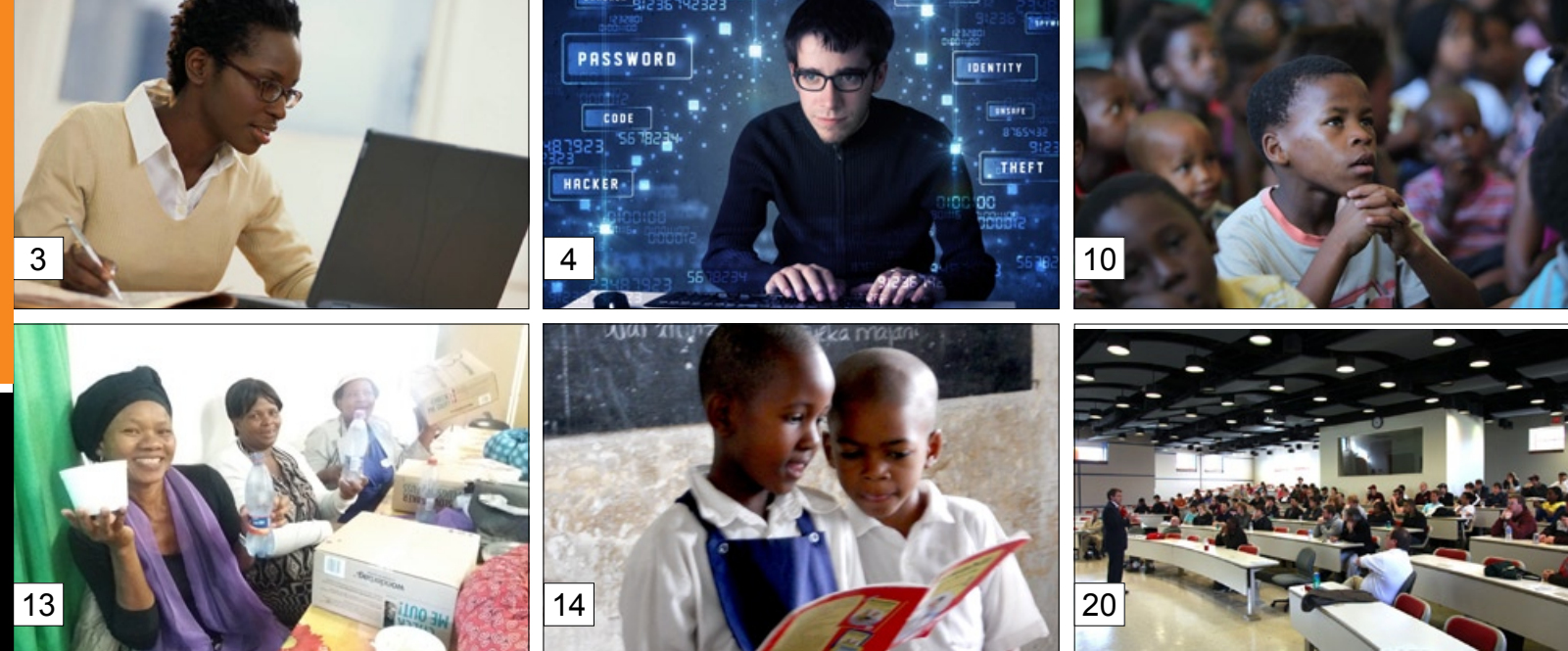
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### Our front cover

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## Editor's column

### The book behind the screen

An Argumentative Research Paper Entitled *BOOKS vs. TABLETS* published on ResearchGate summed up the (*rather sentimental, Ed*) views of tertiary students who use e-learning platforms daily.

#### Printed books and their significance

A book is a set of written, printed, illustrated, or blank sheets, made of ink, paper, parchment, or other materials, usually fastened together to hinge at one side. A single sheet within a book is called a leaf, and each side of a leaf is called a page. With the advantages the tablet gives to students, many wonder if the traditional book will disappear and be replaced by an electronic version. Traditional books are those books which can be read anywhere and do not need power, a computer or tablet, to read them. Readers know how to mark the page they are reading, how to take notes and where to find or buy them. No tech manuals are needed. Furthermore, many people simply enjoy the feeling of turning the page and holding a book in their hands.

#### Advantages of printed books over electronic text

In simple terms, there exist two schools of thought on the subject of electronic texts. The first holds that paper is far superior and will never be replaced by screens. The argument is frequently supported by reference either to the type of reading scenarios that would prove difficult and inconvenient to support acceptably with electronic text, such as: reading a newspaper on the beach or a magazine in bed, or the unique tactile qualities of paper.

*Books have provenance, your favourite books define you, and digital versions don't seem to impart connections that are quite as deep* (emphasis added). The conventional printed book dates back as early as the 9th century and there are plenty of reasons for its long-lasting existence and relatively unchanged design over the centuries. Famous Italian author Umberto Eco sums up accurately their everlasting nature: "Books belong to the kind of instruments that, once invented, have not been further improved because they are already perfect, such as the hammer, the knife, the spoon or scissors"

The fact that hardback leather cases have been designed for the iPad to mimic the feel and look of an antique book verifies a reluctance to relinquish the form of the traditional printed book. There's a sense of achievement that comes from tracking the progress of your bookmark or dog-ear down the width of the spine. You don't get this sense of progress from e-readers – the hammer wheels and treadmills of reading – because you're physically always on the same page. *This point identifies the importance of reading as an experience* (emphasis added), one which is simply not replicated with an e-book regardless of how it may be dressed up to imitate a real book.

Similarly, some books simply cannot be digitally reproduced. Books are inexpensive and do not require a device such as an iPad, Kindle or personal computer to function. (*I don't think they took into account the economies of scale, the price of a dozen printed books will more than pay for the tablet, Ed.*)

#### Yours in e-learning

Janos Bozsik

Editor

## Digital education for career training

By Dennis Lamberti, Development Director and co-founder of Media Works

South Africa's education system is failing to prepare school leavers for the workplace. They are often unable to apply their learnings to the business environment, or worse still, are functionally illiterate, lacking the literacy and numeracy necessary to cope with most jobs.

Relevant, constructive training to assist with workplace readiness is essential, especially for young adults who have not had the workplace experience needed to function optimally in their job roles.

By taking the learning out of the classroom-style environment, you are cutting the costs of facilitation, there is no longer a need to print learning material, and most importantly, you are no longer restricted to school hours.

On a mobile device or tablet, a learner can enjoy relevant, one-on-one learning that can be accessed from anywhere, at any time. Mobile learning also offers offline capabilities, meaning that learners can download the material when they are online to access it when they are offline. This makes the learning material accessible, whether the learner is connected to the Internet or not.

#### Launch of new digital courses

Drawing from the company's vast experience of educating and upskilling South African adults, and inspired by the needs of businesses in the country, Media Works has launched a digital education series called *Effective Workforce*. Through this platform, students can gain access to over 21 dynamic online short courses, which will assist individuals to perform their jobs more effectively.

Effective Workforce utilises best-practice in eLearning, so that the curriculum and content is engaging, rich, multi-faceted and compelling.

We have also utilised 'bite-sized learning', which avoids an overload of information at once, and rather ensures that the content is presented in small chunks, one concept at a time. This also helps learners to retain the information better.

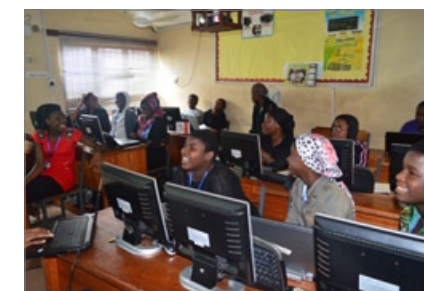
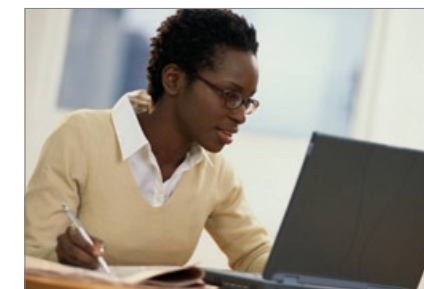
Many South African matriculants, and even university graduates, do not have the skills necessary to apply their knowledge successfully to the workplace. Effective Workforce provides constructive, highly relevant workplace teaching that is directed at shifting the individual from being competent to proficient.

Some of the featured courses include Diversity in Society, Self-Management Practices in the Workplace, Understanding Customer Service, Working in a Team, Business English and Business Maths.

#### The millennial mindset

Today's young adults, the millennials, are a tech-savvy generation who are constantly connected to the Internet via their laptops, smartphones and tablets.

Their loyalties and attention are known to fluctuate, and they are more likely than past generations to resign from their jobs if they are not satisfied with their current work culture.



In their 2015 *Internet Trends Report*, KPCB found 22% of millennials chose to receive training over flexible hours, cash bonuses and even a company car.

By offering training to your employees you are not only upskilling them to do their jobs more effectively, you are also helping them feel more motivated and valued within your business.

If your employees are demanding training, it needs to be accessible, relevant and available when and where they need it. Essentially, it needs to be mobile. ▲



# Cyber security becomes more important in education

By Colin Thornton, CEO, Dial a Nerd

Imagine a world where all you need to enter your school, login to a Web site, pay for stationery, or travel on the Gautrain, is a computer chip embedded underneath your skin. And while this might sound like the stuff of science fiction, these near field communication (NFC) chips are already available and used by people throughout the world.



But before you rush out to get the pitchforks and torches, consider the current security landscape.

On the one hand, our wallets and mobile devices are prone to being stolen. And anybody who has had to go through the ordeal of cancelling their bank cards and get new ones fully knows the administrative nightmare this is. Then you have that super powerful smartphone and tablet you carry with you. Part of its convenience is being logged in to your social networks (do you really remember all your passwords?), online learning sites. Hands up how many of you have encrypted your mobile device or have security software installed to safeguard the information when the phone or tablet is lost or gets stolen?

Now think how you surf the Web and login to website. Unless you are security conscious already, chances are you are using your Facebook or Google account details to login to most sites. Convenience, it is often said, trumps security any day of the week. Sure, it makes it extremely easy to stay logged in and maintain your 'universal' internet profile, but have you considered what the likes of Facebook and Google can do with all that personal information?

This is more so the case given how frequently sites change their privacy policies. And if you have not read through one when signing up to a social site, chances are you will not even notice when guidelines change or think about the impact it has on your personal data.

Yes, embedded technology underneath one's skin might not be for everybody but the same could have been said about contact lenses and pacemakers not too long ago. One thing is certain it is that our children will in all likelihood embrace this in ways we never thought would be possible.



But there is a dark side to this swelling army of connected devices, which is populated by cyber criminals who are looking to exploit the inevitable weaknesses of fast growing networks.

Many cyber attacks are reportedly executed through a botnet. Put simply, a botnet is a collection of compromised computers (sometimes referred to as "zombies") infected with malware – that allows an attacker to control them. If Internet users are not careful, their error could result in a botnet that is destructive not only for other students and classes, but also to other schools on a district network.

In an age where digital data has become the new gold, sophisticated cyber criminals are feverishly working on ways to rob businesses/schools and individuals of their digital property. Their schemes and strategies constantly take on new forms, with the aim of blindsiding unsuspecting (and unprepared) entities. One of the more recently devised threats – ransomware – sees hackers literally holding people to ransom for their data. Chimera ransomware, for example, is a particularly nasty type of malware that is reportedly distributed via targeted e-mails.

Initially, Chimera acts like any other malware by encrypting the user's private files – and then demanding a ransom for decrypting it. However, it contains a vicious add on. Analysts report that Chimera puts added pressure on its victims by threatening to publish the

stolen data (along with any sensitive credentials) if the ransom is not met. This pernicious 'naming and shaming' strategy on the part of hackers is designed to get an immediate and panicked response from institutions and individuals. The cyber security community has labeled this threat as 'doxingware' – the reason being that the blackmail technique (called doxing) provides a far more alarming threat than simply losing access to important files.

Most schools don't have the resources to meet ransomware demands, and to implement the reputational damage control that any serious breach requires.

## Ongoing education & security controls

Education is paramount to preventing these types of attacks. Up to now, every successful attack/hack has relied upon someone within the network clicking on a bogus link or opening up an infected attachment. These attacks are also very targeted – with cyber criminals leveraging their knowledge of employee names, job titles, student information and account details.

In addition to regular backups and ongoing internal education, schools must install firewalls and implement strict security procedures – such as always requiring complex passwords and changing them on a regular basis.



## Universities' constructive free flow of information might be its undoing in current state of cyber crime

Hacktivism 101 was a mean lesson taught at education facilities in South Africa last year. Not only were there more than 300 hacking attempts on the Gauteng Department of Education's new online learner application system, but also tertiary education facility, the University of Limpopo fell victim to a serious cyber attack, taking down its entire website as part of the #OpAfrica campaign. The hacker even stated that the university's security "sucks".

So, as students, academic staff and administrative employees have entered the learning gates to South Africa's tertiary institutes – both physically and virtually – to kick off the new academic year, thought must be given to especially one of the widest ranging threats to an educational institution's information infrastructure today: Distributed Denial of Service (DDoS) attacks – specifically, DDoS as a smoke screen as a diversion tactic for the invasion and exfiltration of business data.

"Tertiary institutions hold a plethora of personal records. Birth dates, ID numbers and more of both current and alumni are electronically stored by these facilities. Also, many of our universities are research institutes and hold valuable intellectual property – making them a prime target for cyber crimes. The University of Limpopo hack for example leaked exam, intranet data and personal details of both alumni and faculty members," says Bryan Hamman, territory manager for sub-Saharan Africa at Arbor Networks, the security division of NETSCOUT.

The need for collaboration and the free flow of information – the very foundation of higher education – makes network security a tremendous challenge. Institutions have the daunting task of securing multiple open-networks used by different departments, off-campus facilities, students, faculty and staff.

According to Jamal Bethea, marketing insight analyst at Arbor Network, educational institutions can be subject to fines, class action lawsuits and remediation costs in the aftermath of a successful cyber attack. "Many times institutions are required to pay for forensic examinations, information call centres, and even free credit and identity monitoring to those affected," he says.

It is clear that these attacks will continue this year, and so security needs to be at the forefront of every South African institution's overall business plan.

"In the end, a comprehensive multilayer DDoS defence solution that can protect network availability, can also help prevent data breaches by blocking outbound activity from compromised hosts," adds Bethea.

"Prevention is certainly far less damaging than lessons learnt and a negative result on reputation," concludes Hamman. ▲

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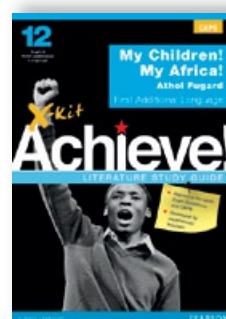
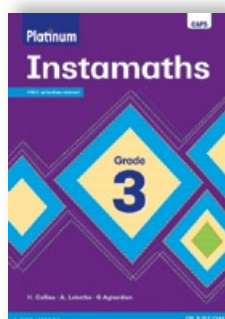
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# EDUCATION with a conscience

Having chosen the theme – Education: Africa's path to a sustainable future – and with over a decade of successful EduWeek events under their belt, Spintelligent are proud to announce that they will continue to advance educational knowledge in Africa and have committed to promote education's impact to achieving the UN's 17 SDG's and South Africa's NDP when EduWeek returns to the Gallagher Convention Centre in Midrand, Johannesburg on the 12th and 13th of July.

The World is focussed on sustainable development and education is the key. This may be no truer than in Africa where valiant efforts continue to end poverty, hunger and protect the environment by harnessing safe, clean energy so that all people can enjoy peace and prosperity. The Sustainable Development Goals, or SDG's, which came into effect in January 2016 build on the successes of the Millennium Development Goals.

"The SDGs work in the spirit of partnership and pragmatism to make the right choices now to improve life, in a sustainable way, for future generations. They provide clear guidelines and targets for all countries to adopt in accordance with their own priorities and the environmental challenges of the world at large." UNDP [http://www.za.undp.org/content/south\\_africa/en/home/sustainable-development-goals.html](http://www.za.undp.org/content/south_africa/en/home/sustainable-development-goals.html)

South Africa's path to a sustainable future lies with the National Development Plan 2030. The NDP is a plan for the whole country and it will take multiple industries to join forces and work together, yet the fundamental roots to achieve the SDG's and NDP's lies with Education. Education is critical to escaping chronic poverty and it stimulates economic growth. Education can encourage people to reduce their impact on the environment. Education is a key mechanism promoting tolerance to diversity. Education plays a major role in containing disease, if all mothers had secondary education there would be 49% fewer child deaths.

Event Director, Tanya Jackman says, "We are pioneering a new breed of education events which addresses the broader role of education as well as the practical every-day components. In turn this will provide more opportunities for businesses in education to be exposed to new verticals of growth, including health and energy, whilst creating greater exposure in core sectors such as science & technology."

#### Those who will attend EduWeek include

- Global Organisations & NGO's
- African Ministries
- South African Provincial Government
- CEO's, CIO's, COO's & Directors
- Institution Leaders
- Educators, Lecturers & Heads of Departments
- Education Specialists

The exhibition has grown to host over ten major product areas including Fitness & Nutrition which is a new addition for the upcoming event:

- Technology
- Maths & Science Equipment
- Publishing
- Educational Toys
- School Supplies
- Stationery
- Inclusive Education
- Services for Educational Institutions (Financial services, training services etc.)
- Safety & Security

Another highlight of the EduWeek calendar is the EduWeek Awards which take place on the evening of the 12th July. The EduWeek Awards recognise excellence across the African education ecosystem. From the inception of the most innovative and life-changing products and/or services to our local heroes who go above and beyond to assist their communities and the lives of our precious learners.

To enter the EduWeek Awards or nominate a worthy recipient, visit:

<http://www.educationweek.co.za/awards/>

With all of these elements on offer, EduWeek remains the largest and most recognised African education event with purchasing opportunities in sub-Saharan Africa, where public and private stakeholders can gather to discuss future solutions and critical issues surrounding the education sector in Africa as well as evaluate, see and buy new solutions for their education institution's needs.

The EduWeek African Trade Exchange takes place on the 11th July in Sandton and EduWeek takes place on the 12th and 13th of July from 9h30am to 18h00 and 09h30am to 17h30pm respectively in Halls 2 & 3 at Gallagher Convention Centre in Midrand.

For more information, visit:  
[www.educationweek.co.za](http://www.educationweek.co.za)

# EDUWEEK

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# EC & KZN community radio stations to back new Story Powered Schools project

Coming on board to spread the power of stories deeper into their communities, radio stations broadcasting to rural areas in the Eastern Cape and KwaZulu-Natal provinces will be supporting the Nal'ibali campaign's new Story Powered Schools project by making children's stories in home languages as well as English part of their regular programming.

Launched with the start of the new school year, Story Powered Schools is a pilot project enabled by the United States Agency for International Development (USAID) to bring Nal'ibali's proven approach to literacy development to select rural schools. Identified by the Department of Basic Education as priorities for education interventions, the project will be working with a total of 720 schools in the Ugu and Uthukela districts in KwaZulu-Natal, and the Maluti and Bizana districts in the Eastern Cape over a three-year period.

"Stories and storytelling lie at the heart of children's literacy development and while the Story Powered Schools project is an exciting way for Nal'ibali to expand its work with primary schools – and unlock the potential of the learners who attend them, the support of community radio stations will enable us to reach directly into the homes of the communities we are working with; allowing even more children and families access to mother-tongue stories," comments Michael Cekiso, Story Powered Schools Project Manager.

Stories, particularly when read or heard in home languages, help children to develop their language skills and imagination as well as their thinking and problem-solving skills, setting them on the path to school success. But not all South Africans have access to children's books and stories, especially not in their mother tongue. Reports show that 51% of homes in South Africa don't have access to leisure books and 85% of the population lives beyond the reach of a public library, making radio an invaluable medium for those in impoverished rural areas.

Now, with the help of six supporting radio stations, access to this important literacy building block will be opened up to the wider community in the Ugu, Uthukela, Bizana and Maluti areas as the partners work together to establish a reading culture across South Africa.



"Radio is great platform for us to help educate our children. Our aim at Radio Sunny South is to inform, educate and to entertain. To us, it is a privilege to participate. We hope to play a huge role in improving the literacy skills of our children," says Mbali Mbotho, Programmes Manager at Radio Sunny South, a participating radio station.

Additional supporting stations include: Inkonjane FM, Good News Community Radio,



The power of listening



Educating through the airwaves

Ugu Youth Radio, Radio Sunny South, Radio Khwezi and Link FM.

And, for those wishing to access the power of reading and stories in other areas and at home, children's stories in a range of South African languages as well as tips and ideas on how to read and share stories with children at home and in the classroom, are available on the Nal'ibali web and mobisites:

[www.nalibali.org](http://www.nalibali.org) and [www.nalibali.mobi](http://www.nalibali.mobi)

Further information on the Story Powered Schools project is available online at:

[www.storypoweredschools.org](http://www.storypoweredschools.org) ▲

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The academic year  
starts in September.



# Major boost for school cricket

A visionary partnership between Northern's Cricket Union, Curro Schools and the Multiply Titans has produced a unique pipeline-structure for the holistic development of talented, previously disadvantaged teen cricket players.

**A**nounced at SuperSport Park, the programme is set to support 30 bursaries per year, with 30 supplementary bursaries to be added each year. In three to four years, the programme should see approximately 100 more disadvantaged teen cricketers. The bursary scheme at full utilisation is worth about R5 million per annum. The first learner to receive a bursary, Stephen Maluleka, is already enrolled in grade 8 at Curro Roodeplaat in Tshwane.

The cricket programme is made possible thanks to the support of the Ruta Sechaba Foundation Bursary scheme. The Foundation was established in 2016 to provide academic and other sport-related scholarships, bursaries and awards to qualifying learners at Curro and Curro-managed schools. The Ruta Sechaba Foundation is open to all donors wishing to provide access to quality education for underprivileged learners. The Foundation offers all donors the undertaking that the programme will be run on a zero-cost basis, with all donor-money benefitting the learners.

Previously disadvantaged learners who qualify for a bursary will be kitted out with all necessary gear to help them excel in the development of their cricket skills. However, more important is the holistic approach of the project, since bursary holders will also receive independent education at Curro Schools. This guarantees the development of healthy academic prowess alongside cricketing abilities, with the bursaries supporting annual school fees and levies, a tablet, transport for nine months, plus stationery and textbooks.

Although there is a bursary application process open to the public, scouting for talent will be done at district trials, with the Union also assisting with the organisation of a six-a-side festival for u13-players in certain Curro Schools' districts.

"This new development plan is aimed at producing cricketers for the Proteas, but also well-rounded individuals, academically sound and superb community leaders for the nation," said Johan Muller, Cricket Operations Manager at the Northern's



**Stephen Maluleka from Curro Roodeplaat is the first recipient to receive a Ruta Sechaba Foundation cricket bursary**

Cricket Union. Former first-class cricketer Tumi Masekela is the mentor and coach to all bursary holders.

Curro Holdings will be contributing to the strengthening of the Northern's pipeline-structures by investing in the upgrading of Curro Schools cricket facilities, with Cricket South Africa's Schools Quality Index used as a guide. Set to stand at R1 million for 2017, Curro Holdings will finance the improvement of grass pitches, practice nets and sightscreens, while ensuring that all field requirements are met.

"As a leading independent education provider in the country, it made sense to put our weight behind a youth sports initiative that will boost the transformation of South African school cricket," says Dr Chris van der Merwe, CEO of Curro Holdings.

Northern's Cricket Union will help with an in-depth cricket education programme for Curro teachers identified as coaches and assistants. Teachers are also set to undergo the necessary training to improve their skills as Level I and Level II cricket coaches.

"Curro Holdings is honoured to assist with the development of previously disadvantaged cricketing talent, but also the enhancement of their academic careers through full scholarship bursaries," said Andries Greyling, Chief Operating Officer at Curro Holdings. ▲



**Dirk Steenkamp (left), cricket co-ordinator at Curro Roodeplaat stands proudly with Stephen Maluleka, the first Ruta Sechaba Foundation cricket bursary recipient**

# Fighting climate change and feeding kids one Wonderbag at a time

South African companies are increasingly concerned about climate change, their carbon footprints, and community wellbeing. Consulting firm Cova Advisory is one such company, who has recently purchased offsets from the Wonderbag initiative and donated 22 of these low-carbon, non-electric, insulated heat-retention cookers to various Early Childhood Development Centres in and around Johannesburg.

**"B**eing a sustainability and energy incentive advisory firm ourselves, we are committed to being a carbon neutral firm. That is why we, in partnership with carbon management firm Climate Neutral Group South Africa, are offsetting our emissions. We have done so since 2014," says Duane Newman, director at Cova Advisory. "In previous years, we have offset our emissions through tree planting, however this year, we offset our carbon emissions through the Wonderbag initiative."

"It is a wonderful initiative that enables people in Africa and other developing regions to cook food with minimal energy use, and no fumes," Zelda Burchell, carbon and energy specialist at Cova Advisory says, explaining that Wonderbag cookers allow food that was brought to a boil by conventional methods to cook for up to 12 hours without using more energy.

"Because we have a heart for the community, we recently met with the principals and teachers from 22 of The Love Trust's Early Child Hood Development Centres," he says. "Being a conscious company, we are very aware of people's energy and food security related struggles. Electricity is expensive. During our meeting with the principals and other stakeholders, we gave each preschool a Wonderbag to help them cook nutritious food and save energy, money, and carbon emissions in the meantime."

The Wonderbag – essentially a double-sided fabric bag filled with recycled sponge foam chips and featuring a drawstring – was designed for developing regions like Africa where the majority of people rely on charcoal, kerosene, and other high-carbon sources. Besides being expensive, these energy sources are polluting, contribute to climate change, and are bad for one's health.

Since the Wonderbag's launch in 2008, over one million Wonderbag cookers have been distributed in South Africa, Kenya, Rwanda, and other African countries as well as a number of Syrian refugee camps in Jordan.

"It was a great meeting between us, Cova and the principals," says Sally du Plessis at Wonderbag SA. "The Wonderbags were received by very appreciative principals, who are now able to cook food for the children with minimal energy use, making food



**Johannah Napo, Mary Shezi and Busisiwe Majola at the handover event**

preparation cheaper, and reducing carbon emissions associated with coal-generated electricity."

The 22 Wonderbags that were donated to the centres can save up to 11 tons of carbon-dioxide per year, says Franz Rentel of carbon management firm Climate Neutral Group South Africa. "That is the equivalent of 11 return flights from Johannesburg to Cape Town". ▲



**(Back row with glasses): Duane Newman (Director of Cova Advisory) with other Cova Advisory team members and teachers and principals from The Love Trust's Early Child Hood Development Centres at the handover event**



# Open a book, open up your world: A book is a dream you can hold in your hand

Last year the UNESCO Institute for Statistics stated that global literacy rates were rising but despite the gains, 774 million adults (15 years and older) still cannot read and write and two-thirds of them are women. Among the youth, 123 million are illiterate.

The South African Government is on a drive to improve literacy but the reality is we live in a country where the culture of reading isn't very strong. Only 5% of parents read to their children and around 14% of the population are active readers. A large percentage of our schools don't have libraries and our Grade 5 learners literacy levels are on a par with Grade 3 learners worldwide.



Reading and literacy go hand-in-glove and if we are to get South Africans literate we need to get them reading – and to develop the love of reading from an early age. 'Reading not only helps build your vocabulary but develops your mind, your imagination, the way you look at, and participate in the world and goes a long way to determining your future,' says Gary Hirson, author, photographer, speaker and youth life coach.

Hirson believes that reading enriches lives and his focus as an author and life coach is to help children, tweenies, teenagers and students develop a love of reading, use their imaginations to dream, set goals and achieve success. 'The gift of our imagination is the place where all journeys begin.'

His three books – available in English with one translated into Afrikaans, isiXhosa and isiZulu – are aimed at different age groups and include interactive elements to make reading fun. Each story follows the adventures of siblings, Joel and Jina, and takes the reader on a journey using their imagination, while promoting self belief, goal setting and problem solving.

'Reading is crucial to self-development,' says Hirson. 'As we read we visualise the words, the characters, the scenes. We learn new things, ideas, concepts and places, we expand our mind and are transported to new worlds. We get to understand the world a little better.'

In his quest to get youngsters loving the written word, Hirson is encouraging parents to read to their children. 'Words, both spoken and written, are the building blocks of life,' he says.

## Here are five reasons to get your learners reading

1. It expands the mind. Teaching youngsters to read helps develop their language skills and vocabulary, improves concentration and exercises their brains. The more we read the better we get at it.

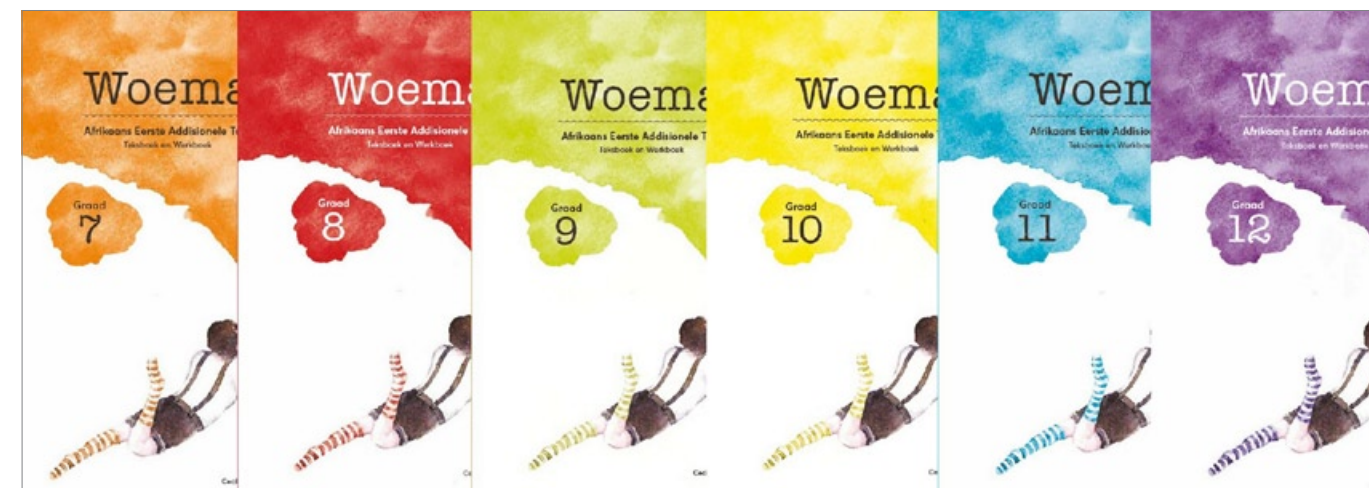
2. We discover new things and learn about the world around us.
3. It entertains us and develops our imagination. With reading you can go anywhere in the world and be part of the adventure. The possibilities are endless.
4. In a busy, cluttered world, reading relaxes the body and calms the mind.
5. It's good for our self image. By having a good vocabulary and learning more about the world through books you feel more confident and have better self-belief.

"For me reading, imagination and learning are the basics of all education," says Hirson who, through the publishing of his books, now conducts workshops and talks about the power of the written word. ▲



# Woema Books bring Afrikaans Additional Language to life

The Woema series is CAPS (Curriculum Assessment Policy Statements) aligned, and has a practical approach towards Afrikaans First Additional Language as the team "behind the scenes" have a background in teaching and hours of practical experience in the classroom. We are also proud to offer the Woema Books as an e-publication for those looking to go the digital route.



Catering for our hardworking teachers, our website ([www.woemaboeke.com](http://www.woemaboeke.com)) offers tips, interesting information and printable learning aids at no cost. We want to make teaching easier and enjoyable for all.

## Each Woema Book offers the following in a creative and fresh way

- Afrikaans rules and examples of language structures
- Many exercises to practice language structures in each module
- Vocabulary, language, oral and writing exercises/assignments
- Comprehension tests
- Poetry assignments in the Grade 7 to 11 Woema Book
- Creative themes that will motivate teenagers to engage in the classroom

## Here are a few educational institutions where Woema Books are successfully used

- Crawford College Sandton
- Curro College Hazeldean
- Curro Hermanus
- Drakensberg Boy Choir School
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- Northcliff High School
- Trinityhouse Randpark Ridge
- St Henry's Marist College
- St. Albans College, Pretoria
- St. Johns College
- St. Stithians Girls' College
- Trinityhouse High School

## Woema Grade 6 out in 2018

We are excited to release our Woema Grade 6 text and workbook in 2018. This will be the second Woema for primary schools.

## Grade 8 online course now live

Our Grade 8 Online course is officially live. Schools are welcome to purchase licences for their grade 8's. The course aims to assess the Grade 8 Woema theory, using the textbook as a reference. Educators are welcome to contact us at [info@woemaboeke.com](mailto:info@woemaboeke.com) for a free trial or more information.

## Win with Woema Books

Here is a little motivation for your learners. Simply follow the instructions on the entry form on our website and enter our first competition for 2017.

Our Woema Books are creatively compiled and appeal to teenagers through the use of relevant topics and interesting content. We know how important it is to speak their language while teaching them ours. ▲



## Leadership training for prefects

For the past 23 years, the Rotary Club of Durban North has offered a Leadership course, specifically aimed at Head prefects and their deputies within KwaZulu-Natal. This year's leadership course was held at Emoyeni Guest Lodge, Cato Ridge.

The course is specially designed to give these young leaders the tools necessary to assist them throughout the year leading their respective schools. It has been attended by all categories of schools who have all found the course beneficial. This year thirty-five students from 15 schools attended the course.



Learners at the start of the course

The club brings together an impressive line-up of facilitators and speakers to inspire and educate the students. This year's speakers included: Educational Psychologist Steve Mack; Glenda Slade from iConverse talking on communication skills; Colin Vermaak from Human Impact on personality types; Alma Maxwell from Outsourced Communications on Social Media; Attorney Roger Knowles on Mediation vs. Litigation and Clive Howe from Ec@ps on Strategic Planning.

The students also enjoyed some very interactive and fun team building activities with Brett Ellis from Team Attitude and Adele Benvie from The Success Company. The three day course ended with a cacophony of sound created with the Talking Drums team of Mike and Tracey Chananie.

"Although we sometimes get some grumbles from students not wanting to cut their holidays short, holding the course just before the students start their school year as head and deputy head prefects is the perfect time to get them motivated for the task ahead. They then have the opportunity to share their new-found knowledge with the other prefects or leaders within the school and plan their



Having fun on the obstacle course during the pouring rain

strategies for the year ahead prior to school commencing," said course convenor Hilary Augustus. "Once they have completed the course, the request is to make the course longer!"

From the positive feedback received each year after this course, the Rotary Club of Durban North will hopefully continue to offer this life changing course for many years to come.



One of the teams

According to an article by Timothy Kambilima published in the *Zambia Daily Mail*, school prefects have important roles that they play in schools, and especially secondary schools.

Some of the readers – teachers, principals and managers – once served as school prefects; hence the importance of having prefects at schools cannot be overemphasised. At most schools, prefects are recommended by grade teachers, and open interviews are conducted so that prefects can be selected on merit. In short, prefects are chosen by teachers on the basis of their leadership skills.

Prefects have numerous roles that they execute at schools, such as acting as a bridge between school authorities and pupils. Prefects are also tasked with the responsibility of organising activities in collaboration with teachers and maintain order in the school.

Further, prefects are expected to be role models to their fellow pupils. They are supposed to lead by example in many ways. One of such ways is that they should be dressed appropriately at all times, observe school rules and maintain an excellent attendance record at school.

Prefects are equally expected to be punctual for lessons and duties. Additionally, prefects are supposed to be cooperative, helpful, well-mannered, trustworthy and responsible for them to be respected by fellow pupils. ▲

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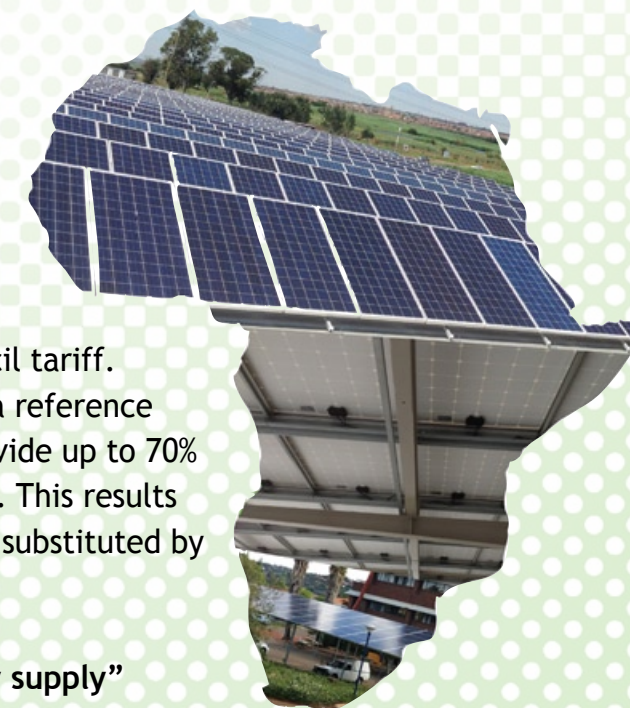
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# Tertiary education needs a radical shift

By Professor Alwyn Louw of Monash University

In today's education system, we stand at a meaningful crossroads. In many ways, it is a time rich in opportunity as we devise fresh methods to prepare learners for the information economy. On the other hand, we face several challenges that threaten to restrict the creation of a relevant, modern curriculum.

A key challenge is the trend towards education as a commodity in which the higher education institution is run like a business, focusing on delivering programmes that are products only. These institutions are often swayed by external stakeholders and create products for the greatest commercial gain. The creation of authentic content that prepares people for society is not considered. This approach is neither advisable nor acceptable.

The world has shifted into a knowledge-economy, where intellectual capital, emotional intelligence and understanding of technology set job seekers apart in the workplace. This new paradigm demands new skills sets and a different graduate profile. Higher education institutions need to be responsive and mindful of emerging global trends.

Of course, the credibility of academic programmes and institutions lies in their sound academic base, which often takes years to create, verify and solidify into curricula. This means that the shift of higher education institutions toward a more creative and reflective way of learning won't be instantaneous. It will happen at its own pace, depending on the capacity and commitment of the institution's staff. I look forward to a new generation of academics who will continue to lead this process with a firm commitment to engaging directly with society and industry to create sought-after skills and employable graduates.

Although every graduate should enter a prosperous career when they complete their studies, the knowledge-economy urges us to think beyond this outcome. A good education is not simply about getting a job or being in a position to be paid more. This flawed, utilitarian outlook will lead graduates nowhere, as they are chasing something they cannot control. To be truly educated means to have an overriding interest in using your ability, potential and aptitude to make a meaningful contribution to society. If you reduce your life to a mere job or salary, you become a passive entity in society and are not going to gain true satisfaction from your career.

This outlook is fundamental to our approach at Monash South Africa. Our global network's mantra – Here for Good – not only refers to the longevity of our institution, but the sentiment behind our programmes. Our community engagement and academic programmes focus on how to contribute and relate to society, as well as how to lead and respond to societal challenges. Over half our students were involved in service learning initiatives during the past year.



This reflects our culture on campus, which focuses on contributing to charitable initiatives and nurturing a proactive, entrepreneurial spirit. We are on a mission to foster critical thinking, problem solving, technical knowledge, teamwork, creativity, multidisciplinary aptitudes, and the ability to develop supportive relationships, as these are non-negotiable skills in the information era.

This is a defining moment for education, where academics and tertiary institutions have the opportunity to reflect on the universal relevance of their curricula. It is time to reject commoditised programmes in favour of real partnerships with corporates that provide skills-insight and graduate opportunities. It is time to foster a global view and global platforms for education. It is time to go beyond merely delivering graduates. This transformation will challenge institutions to engage faster with their socio-economic context, move out of isolation and interrogate how their curricula make an authentic impact on society. There has never been a more opportune time to transform education for the greater good of our society. ▲



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# Rising demand for industry active lecturers in higher education

Industry experts at the top of their careers are increasingly branching out into a parallel career in lecturing, owing to the great demand for their skills and the opportunity of broadening their experience.

“Locally and internationally, there has been a steady increase in the number of industry expert, part-time academic staff employed in the higher education sector, which means that students get the most up-to-date exposure to their future industries, while their lecturers are able to diversify their career portfolios,” says Peter Kriel, General Manager at The Independent Institute of Education, SA’s largest private higher education provider.

Kriel says this growth in demand means that people with a great track record in their sector, who are considering their next moves, have real options in a new sector – education – which they may not even have considered before.

“In today’s educational and economic climate, the direct link between the higher education institution and industry has become an imperative,” he says.

“To close the gap between education and industry, and to ensure graduates are work-ready, good institutions are deliberately seeking industry experts to become part of their teaching faculty. In high demand are individuals who remain active in their profession and are therefore current in their particular field, so that real-world credibility is embedded into the curriculum and its delivery.”

Kriel says that professionals who are interested in making a contribution to the higher education of the next generation, should take note that there are two very important criteria they need to fulfil before taking the next step in their career:

- Their qualification must be one level higher than the level they wish to teach.
- They need to be able to effectively teach their area of expertise.

Being an expert in your profession does not mean that you necessarily have the skills to teach the theory behind your work, and some working people have forgotten what it means not to know the things that are now so familiar to them. This is where it is essential to receive training in education generally, and teaching and lecturing specifically.

Many institutions will now require registration on some form of additional qualification to ensure that the original qualification and subsequent experience is supplemented by a lecturing qualification. The 1-year Postgraduate Diploma in Higher Education, for instance, is designed to bridge the gap between disciplinary knowledge and educational expertise, and provides an ideal pathway into a sub-career or career in lecturing.

Kriel says industry experts who are qualified to become lecturers should contact an institution in their preferred geographical location which offers the kind of qualifications they would be interested in teaching.



It is important to then spend some time assessing whether the reason the institution is using part time industry active lecturers matches your aspirations, he says. This can be measured by asking for information on how lecturers are on-boarded, inducted, developed and evaluated.

“You may also offer to do a guest lecture in your area of expertise and assess the response of the staff and students. It will be relatively easy to determine from this why they want to employ industry active lecturers. An institution that cannot make good logistical arrangements for a guest is not likely to be an ideal working environment on a more sustained basis,” says Kriel.

He adds that lecturing as a parallel or sub career for industry active experts will form a significant part of the development of the future cohort of graduates and the next generation of experts.

“There is no doubt that being lectured by someone who also has real life experience adds significantly to the educational experience of students when the lecturer is also a competent educator. One without the other does not result in good student outcomes.”

## Added distribution and increased readership through more partnerships



Since its launch in March 2015, *The Mighty Pen EDUCATION* magazine was set up as a distinctive media offering within the educational community network. Through our work with SPHS (the Gauteng Education MEC's Blueprint e-learning school) - and partnerships with local and international providers of e-learning resources and platforms - this print and digital magazine has a crossover readership of principals, teachers, SGB members, learners, parents, education company executives and PR agencies.

The content caters for a diverse interest including technology & e-learning, careers & training, learners & youth, educators & best practice, as well as a generic section called *Education Matters* – which contains a range of relevant topics.

With the focus on building an education community that brings together all the stakeholders (reflected in our readership), *The Mighty Pen EDUCATION* Magazine has a unique digital distribution model. These include direct emails to Principals, a VPN resource cloud, a school LMS, e-learning portals for learners and school SMS communicators to parents.

In this way the magazine can reach its diverse readership through varied but appropriate platforms in a direct yet non-intrusive manner.

*The Mighty Pen EDUCATION* magazine aims to provide a focal point for writing-based activities within the education community, including the creation of a national schools writer's club.



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