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Editor's column

The Stipendium Hungaricum Scholarship Programme

This February edition of the magazine is our media partner issue with the Career Indaba event – a two-day expo and conference showcasing vocational opportunities and tertiary study options for the youth. With this in mind, and the ongoing financial challenges facing South African students, I have taken the liberty to use this editor's column to highlight a scholarship programme in the beautiful country of Hungary.

A big milestone for Hungarian and South African relations, a Memorandum of Understanding (MoU) in the field of Higher Education was signed by both parties on 6 December 2016. The agreement includes the Stipendium Hungaricum Scholarship Programme, which offers 100 full scholarships for 3 years to South African students wanting to study in Hungary in either English or Hungarian.

Full-time scholarships available include 30 in Bachelor level, 60 in Master's level and 10 in doctoral level, all encompassing a wide variety of fields and disciplines such as Engineering, IT, Sciences, Education, Management and Agriculture.

The scholarship will cover tuition fees, accommodation, medical insurance and a small allowance.

Ambassador of Hungary to the Republic of South Africa, H.E. Mr. András Király said on Radio 702, "This is a great opportunity for talented South African students to gain experience abroad and study at one of the several prestigious universities in Hungary. It is also a chance for less privileged but hard working youngsters to see the world and get to know different cultures."

26 Hungarian higher education institutions are engaged in the Stipendium Hungaricum Programme for the 2017 and 2018 academic year, with a total of 410 study programmes available in English and Hungarian languages, with some programmes offered in German and French as well.

The deadline for applications for the 2017/2018 academic year is 5 March 2017. Please find a link to the Department of Higher Education and Training website promoting the scholarship:
<http://www.internationalscholarships.dhet.gov.za/HUNGARYSCHOLARSHIP.html>

There is a growing demand by international students to study in Hungary due to the quality of education and internationally recognised qualifications. Students are attracted by the affordable living costs with an extremely favourable cost-to-value ratio, a safe and friendly living environment with convenient public transportation, the central location of the country in Europe and the unspoiled natural beauties combined with a 2 000 year-old, rich Hungarian history and several UNESCO World Heritage Sites. Hungary also boasts the highest number of scientific Nobel Prize Winners per capita, and numerous scientific inventions including Vitamin C, the Rubik's cube, the ballpoint pen, the colour TV, 3D imaging and even the design of the Ford Model T car.

The Stipendium Hungaricum Scholarship Programme was launched in 2013 by the Hungarian Government, with more than 50 Sending Partners currently engaged in the programme throughout four different continents.

Further information on the Stipendium Hungaricum Programme is available here: www.stipendiumhungaricum.hu

Yours in education
Janos Bozsik
Editor

A challenge driven approach to developing entrepreneurs using technology

By Anthony Selley, consulting Project Manager – Blue Helix Game – The Allan Gray Orbis Foundation

At the Allan Gray Orbis Foundation we're in the business of developing entrepreneurs. As such, we love trying new things. One such new thing which is really taking off is our Blue Helix game.

The browser based game sees "challengers" completing real-world micro challenges and then uploading evidence of their endeavours (text, pics, vids) back onto the system for (moderated) peer review. The points earned place them on a leaderboard as well as earning points for their class, which is placed on a class leader board.

The game was a real hit in 2016 and we're looking to expand the reach this year to as many as 900 schools across Southern Africa. Here's a breakdown of why we think it's working so well:

Learn by doing

"The best way of learning about anything is by doing." – Richard Brandson

Study after study has shown that active learning boosts long term retention and engagement. We work hard to make sure that all the challenges within Blue Helix are action-oriented. We want students applying what they're learning and engaging as much as possible with the real world.

Low maintenance & accessible on demand

With more and more students gaining access to smart mobile devices we have an opportunity like never before for education apps.

Blue Helix is built for mobile and we ensure that the challenges are short and sharp. This makes it easier than ever for students to pull out their phones whenever they've got a few spare moments and rack up some points.

As for our overworked teachers, all we ask of them is 10 minutes of class time per week, just to check-in, and half an hour of moderating challenges.

Real world challenges and opportunities

This year we're collaborating with Singularity University to host a schools' version of their Global Impact Challenge. This will see students applying their minds to



the very real problem of food security! Blue Helix will provide plenty of scaffolding and feedback to help them get their food focused businesses off the ground.

We'll also be hosting a stream of challenges focused on improvements in the Early Childhood Development sector as well as an exciting country-wide 3D printing contest.

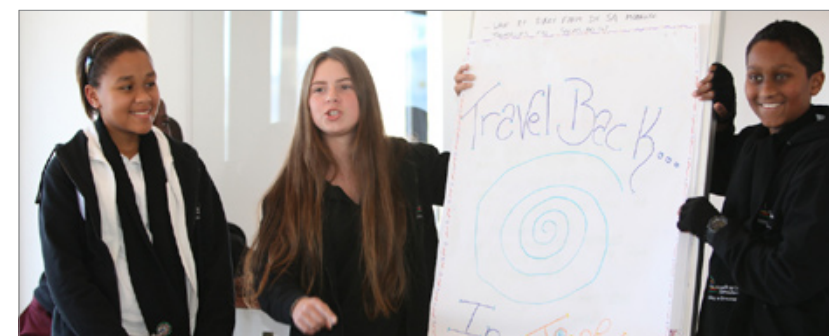
Exciting incentives

From weekly cash/airtime prizes, to seats in the Allan Gray Orbis Foundation Incubator Program, to the Grand Prize of a nine-day trip to Silicon Valley to visit Singularity University, we've made sure there are plenty of exciting prizes to help keep the challengers fired up.

Team effort

With the classes ranked on the average score per student, there's an inclination for the keen beans to pressure the rest into full participation.

If you'd like to find out more about the game, have any questions, or would like to get your school involved, drop Ant a quick mail at
bluehelixagof@gmail.com ▲



Schools must improve ICT skills development for learners

Information and communications technology (ICT) skills in South Africa continue to be scarce both in the retail and distribution arena as well as at the corporate level, which faces what research organisation Gartner calls a global “talent crisis” of immense proportions.

“In a variety of industries, with a specific focus on consumers, there are simply not enough skilled people with the technical savvy to understand the differences in the latest technology that companies provide,” says Werner Joubert, Product Country Head (ACZA). “The challenge is that while the average consumer doesn’t have the knowledge to understand these technologies, unfortunately most sales staff are not necessarily sufficiently educated either. We obviously don’t want consumers to purchase products they don’t need, or the wrong product for the wrong job.”

But it is at corporate level where there is a real skills crisis at almost every ICT level, which has a dire effect on South African businesses.

“According to the 2016 JCSE ICT Skills Survey, 45% of respondents as far back as 2011 reported that skills shortage was negatively impacting their businesses,” said Joubert. “In the following four years, the figure remained steady at around 60% to 66 percent. But in 2016, the gap jumped again with 71% of businesses stating at least a major effect, while as much as 29% say it is a threat to their viability.”

SA as a destination of choice

Joubert added that in 2015, industry insiders were reporting that South Africa needed between 30 000 and 70 000 skilled IT workers.

“This year, the ICT Skills Survey found this shortage so considerable that the percentage of corporates recruiting overseas has more than doubled, from only 12% in 2014 to 26% this year.”

Interestingly, the survey found that of the few respondents who did specify their sources preferred African countries, while previous source countries had been India or those situated in Eastern Europe.

“According to the JCSE, South Africa remains a destination of choice for ICT practitioners, as exemplified by what it says is a steady stream of applications for ‘critical skills visas’,” he added. “But looking inside South Africa, it is disturbing that the survey argues we cannot afford to continue relying on an education system that isn’t creating a new generation of young people who are not only knowledgeable about technology and its application in daily life, but who are also interested in developing and implementing ICTs and who are work-ready once they leave the education system.”

Routes to career success

How, then, to move into or further your career in the ICT arena? The Media, Information, and Communications Technologies (MICT) Sector Education and Training authority’s Skills List 2015/2016 points to a great many avenues into IT; from bachelor degrees to diplomas, national certificates, learnerships, and apprenticeships to international certifications from the likes of Cisco, Microsoft, Oracle, and CompTIA.



The JCSE survey found that pre-hiring qualifications and certifications this year have changed significantly from previous years, with internationally recognised standards replacing graduate degrees and industry association certificates moving into third place.

While vendor certificates are still the least-rated in the recruiting process, they are highly-prized as indicators of ability to support specific products or technologies during the course of employment.

As for training, little has changed in the past few years. Employers still prefer onsite training to offsite, with knowledge sharing with peers follows self-study (discs/ videos/books and e-Learning) as the top scores onsite.

The JCSE says it is “pleased” to note that more than half of all CIOs surveyed in South Africa say they have an active IT internship or apprenticeship programme in their organisations.

Offsite, academic institutions are just ahead of vendors and commercial training companies as the venue or supplier of choice, but there is little to choose between these results.

Top occupations in demand

For those with the drive to move into IT, there’s good news. IT skills feature high on the South African government’s “National Scarce Skills List: Top 100 Occupations in Demand”, which cites a scarcity of such diverse occupations as ICT systems analysts, software developers, ICT project managers, computer network technicians and network analysts.

And while it is true that a great many companies tend to use service providers to fill IT skills gaps, forward-looking organisations are creating career paths for emerging disciplines such as cloud, analytics and data science, says Gartner.

“More specifically, the 2016 JCSE ICT Skills Survey found that big data design and analytics are high on any corporate’s most-wanted skills list both now and in the future, but that people to fill these posts will be very scarce, which it describes as worrying,” Joubert added.



“There’s also a big gap in supply and demand in infrastructure design/ management, process management and information security, with the latter outranking all others, as many companies are increasingly concerned about security.”

Demand continues to be high for database management systems skills, followed by customised and bespoke software.

The JCSE also found very little growth over the past four years in the animation, mobile and gaming categories.

Demand by sector

The JCSE Survey places banking as one of the top sectors on the hunt for rare skills, which include:

- Digital designers
- Systems engineers (process engineers, systems architects, IT system developers)
- Forensic/fraud/security specialists
- Business analysts
- Digital forensic analysts and investigators
- Mobile and digital specialist
- Systems integrator/systems architecture

According to the Banking Sector Skills Plan, entrants into the banking market must understand technology and the shift in the way of doing business in the sector. As a result of technology, most scarce skills are not directly related to banking. These include computer programmers, process engineers and generally people in the ICT industry. This paradigm shift to a digital dispensation requires the following set of skills: sales staff that understands technology and relationship management and process engineers that understand controls should possess banking experience and customer relations skills.

In the education sector, the JCSE reports that besides the normal skills required in other sectors, schools and universities are looking for maths, physical science



and ICT teachers, lecturers and training specialists.

Accountancy is another sector experiencing a skills shortage in fields other than finance, says the JCSE. Scarce skills are much like those of the banking sector, with continued increasing demand for ICT systems analysts, software developers, programmer analysts, developer programmers, applications programmers, and database designers and administrators.

Safety and security is one of the fastest growing sectors in the ICT arena, and here there are a number of glamorous-sounding occupations in short supply, including cyber-crime investigators and incident response management, likely the fastest-growing segment in this sector.

Candidates with cloud security skills are most in demand but also most challenging to find. According to a report from Skyhigh Networks and the Cloud Security Alliance (CSA), to resolve the skills shortage in the security sector, 37% of businesses believe that hiring junior IT professionals and investing in training is the most effective way.

Finally, in the South African retail arena, 2016 JCSE ICT Skills Survey found high demand for e-commerce planners, e-commerce managers, web integrators, e-retail managers, and e-retail assistants.

Teachers need to keep this in mind when advising learners on subject choices for future careers. ▲

Does Gordhan's new budget equal more tech for young learners?

By Colin Thornton, CEO, Dial a Nerd

Education technology can boost learner performance but there's plenty of debate about how soon it should be used and then... how much?

In his recent budget speech, Finance Minister Pravin Gordhan reaffirmed the government's commitment to improving education – stating that R320.5 billion will be allocated to education for the 2017 and 2018 financial year. The Minister noted that improvements have to begin in the foundation phase of the education value-chain.

"We will continue to increase resources for early childhood development, improve our basic education outcomes and step up our support to TVET colleges and universities."

Given earlier statements made by education policymakers, the signs seem to indicate that some of these resources will be devoted to IT infrastructure and tech in schools. With Gordhan's focus on the foundation phase, it will be interesting to see whether more technology is introduced at this early stage. Up until now there hasn't been an emphasis on tech for the very young, which some would argue is a sound strategy...

Is tech in schools a distraction or an enabler?

In a social media fuelled world in which young people spend a major portion of their day staring at a smartphone screen, critical questions are being raised around the use of new technology in schools. With the youth becoming increasingly reliant on – and addicted to – their busy digital lives and digital personas, should educational institutions be extending digital tools and online platforms into curriculums?

Although the use of education technology is still fairly new in South Africa, we are already able to gain some valuable insights into the true impact of tech on young minds.

Chief among the concerns to have arisen is that digital tools are spawning an easily distracted generation with chronically short attention spans. In addition, some teachers believe that the reliance on digital tools is undermining young people's ability to read, write, develop strong interpersonal communication skills and to effectively problem-solve.

Indeed, the growing reliance on search engines such as Google (and social networks for quick information) is not only making young students lazy, it is fostering a culture of impatience and an inability to concentrate amongst people of all ages!

Rewarding curious minds

On the other hand, however, many teachers believe that the right technology tools can be highly beneficial in the classroom environment. Interactive platforms can encourage self-learning and make the learning process more compelling for students. The use of gamification, for example, has already proven to be an effective tool to encourage self-study and provide additional motivation for learners.

Notably, some teachers have found that the use of search engines and educational sites (even YouTube!) have helped students to become more

independent and self-sufficient as researchers. With unlimited information at their fingertips, curious and highly motivated students can accelerate their own learning programmes in a way that was simply not possible before the digital era.

A 'Digital Citizenship' curriculum

As it stands, educators and policymakers are now looking for the right balance between traditional learning methods and technology-centred tools. While it was once hailed as a panacea for the country's education challenges, technology is now being viewed more realistically within the context of South African education.

With the backing of both government and private sector stakeholders, the focus on exploring technological forms of pedagogy to raise student scores has already generated a number of interesting projects and studies. These projects are being implemented with a consciousness of the limitations of the technology itself, as well as the limited experience of those running the learning programmes. Many teachers themselves are still new to online platforms and digital tools, and need to be considered with regards to training and the development of appropriate programmes.

Arguably, the many challenges and opportunities that are being presented in the face of technology adoption in schools demand that educators forge ahead in developing a detailed 'Digital Citizenship' curriculum. Such a curriculum must be designed to steer students – from kindergarten onwards – around the most effective use of digital tools and online platforms. ▲



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INTERMEDIATE LEVEL

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SESSION 2: FINDING IT ON THE INTERNET
SESSION 3: MAKING THE TABLET DEVICE WORK FOR YOU – FILES

ADVANCED LEVEL

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SESSION 2: MAKING THE TABLET DEVICE WORK FOR YOU – eBOOKS AND eREADERS
SESSION 3: TAKING THE TABLET TO SCHOOL

COURSE 3

GOOGLE AND GOOGLE APPS

BEGINNER LEVEL

SESSION 1: THE GOOGLE APPS PACKAGE AND GOOGLE DRIVE
SESSION 2: GOOGLE DOCS
SESSION 3: GOOGLE CALENDAR AND GOOGLE SLIDES

INTERMEDIATE LEVEL

SESSION 1: GOOGLE+
SESSION 2: GOOGLE HANGOUTS
SESSION 3: CREATING MY OWN TEACHING AND LEARNING CONTENT

ADVANCED LEVEL

SESSION 1: GOOGLE APPS THAT WILL OPEN A NEW WORLD TO YOUR LEARNERS
SESSION 2: STREAMLINE YOUR CLASS WITH GOOGLE FORMS
SESSION 3: GOOGLE SHEETS

COURSE 2

SOCIAL MEDIA

BEGINNER LEVEL

SESSION 1: INTRODUCING SOCIAL MEDIA
SESSION 2: CREATING YOUR SOCIAL MEDIA ACCOUNTS
SESSION 3: A LOOK AT YOUTUBE

INTERMEDIATE LEVEL

SESSION 1: SOCIAL MEDIA IN THE CLASSROOM: USEFUL OR JUST FUN?
SESSION 2: FACEBOOK IN THE CLASSROOM
SESSION 3: TWITTER IN THE CLASSROOM

ADVANCED LEVEL

SESSION 1: YOUTUBE IN THE CLASSROOM
SESSION 2: BLOGGING IN THE CLASSROOM
SESSION 3: DON'T FORGET THE OTHER SOCIAL MEDIA

COURSE 4

DIGITAL LEARNING IN SCHOOLS

BEGINNER LEVEL

SESSION 1: WHY eLEARNING?
SESSION 2: GETTING TECHNICAL
SESSION 3: CONTENT FOR THE TABLET DEVICES

INTERMEDIATE LEVEL

SESSION 1: APPS FOR TEACHERS FOR DEMONSTRATIONS AND CONTENT CREATION
SESSION 2: GAMES TEACH TOO
SESSION 3: LEARNER MANAGEMENT SYSTEMS

ADVANCED LEVEL

SESSION 1: ONLINE ASSESSMENT TOOLS
SESSION 2: THE GAMIFICATION OF EDUCATION
SESSION 3: MANAGEMENT AND USAGE OF ICTs IN SCHOOLS



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Alliance for Accelerating Excellence in Science in Africa

to ignite innovation on the continent

The African Academy of Sciences and the NEPAD Agency's Alliance for Accelerating Excellence in Science in Africa (AESA) committed US\$7 million to fund innovative ideas and research through the Grand Challenges Africa programme to accelerate scientific breakthroughs that will improve Africa's health and developmental outcomes.

AESA has partnered with the Bill & Melinda Gates Foundation to provide the Grand Challenges Africa Innovation Grants, which focus on finding local solutions to solve Africa's pressing challenges and help the continent to achieve the Sustainable Development Goals (SDGs). The Grand Challenges Africa Innovation Grants will run for the next five years and comprise of the Grand Challenges Africa Innovation Seed Grants (GCA-ISG) and provide funding for scaling up innovations.

"Solutions for Africa's challenges do exist within the continent. As an African grantmaking body, we are laser focused on tapping the best minds on the continent to develop innovative local solutions to our health and development challenges," stated Dr Tom Kariuki, AESA's Director.

The Grand Challenges Africa Grants will solicit ideas that can be developed into ground breaking research and innovations by providing up to US\$100 000 in Grand Challenges Africa Innovation Seed Grants (GCA-ISG) for two years to each of the up to 40 projects that will be funded over the five-years that the scheme will run.

The GC Africa Grants will fund innovators resident in Africa with any level of experience, working in any discipline in colleges, universities, government laboratories, research institutions, non-governmental and non-profit organisations.

Innovations which receive the US\$100 000 seed grants and show promise for scaling up will be eligible to apply for additional funding of up to US\$1 million.

AESA's Grand Challenges Africa programme is part of global Grand Challenges, a family of initiatives fostering innovation to solve key health and development problems.

The first call for proposals as part of the GC Africa Innovation Seed Grants is focused on innovators seeking

- Solutions and strategies to help Africa meet the SDG 3 target for Maternal, Newborn and Child Health (MNCH). These cover key areas of:
- New technologies to enable rapid identification of exposures that lead to poor outcomes in pregnancy, birth and in the first month of life – these could be exposures to communicable and non-communicable.
- Precision medicine approaches and techniques to identify microbes and other exposures in Africa that may increase susceptibility to non-communicable diseases (cancer, cardiovascular diseases, etc.) in mothers and children less than 5 years of age.



- Creative approaches to engage the public, and inspire policy and decision makers to increase investment in African Research & Development.

"While great strides have been made in reducing mortality in Africa, maternal and neonatal mortality rates remain unacceptably high. We are seeking bold new ideas with potential for enormous impact in Africa, so that mothers and children not only survive, but thrive," Dr Kariuki said. Estimates show that more than half the global maternal deaths and more than three-quarters of neonatal deaths occur in sub-Saharan Africa with more than half of maternal deaths directly or indirectly attributed to infectious causes such as HIV, malaria in pregnancy, sepsis and sexually transmitted diseases. Infections and complications related to preterm births also account for 88% of newborn deaths.

The new grant also aims to complement existing global efforts and ignite more African funding for R&D to fast track scientific breakthroughs for reducing

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INVITATION TO EDUCATORS & EDUCATION STAKEHOLDERS



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Civic Society: NGOs | CBOs in the ICT & interested in Education & improving teaching & Learning

EVENT DETAILS

DATE: 21 MARCH 2017
TIME: 09:00am - 16:00pm
VENUE: AKASIA TOWNHALL
ADDRESS: 120 DISOTUS AVE,
AKASIA, 0118
- RSVP ATTENDANCE -
Email: daniel.mathibedi@signalsecure.co.za



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>> from page 8

Africa's disease burden, by funding revolutionary approaches that will lead to African organisations and governments committing more funding to catalyse R&D and innovation. In 2007, the African Union Heads of States set a target for countries to allocate 1% of their GDP to R&D by 2010 but to date very few African governments have increased their funding for R&D and only a handful are approaching the 1% target.

"We also hope to motivate and mobilise government support and increased investment for R&D to ensure the sustained development and commercialisation of novel solutions to transform the future for a huge part of our population," stated Dr Evelyn Gitau, Programme Manager, Grand Challenges Africa. "Africa has a wealth of talented innovators who can provide solutions when empowered and adequately funded."

The funding will also promote intra-African collaboration and promote the sharing of skills and ideas within grand challenges projects. A partnership with Institute Pasteur will also enable AESA to fund additional projects that promote intra-African collaboration.

AESA has established an open, merit based and blind review selection process, where the names and institutions of applications will be hidden from the peer review committee of scientific experts to ensure that the process is fully transparent.

Researchers can obtain further information including rules and guidelines and apply for the Grand Challenges Africa Innovation Seed Grants at

www.aesa.ac.ke

Putting African youth at the summit of the green revolution

More than 300 global and African thought leaders and youth agripreneurs came together for The MasterCard Foundation's second Young Africa Works Summit held on February 16 and 17 in Kigali, Rwanda. The event sparked new thinking on how Africa's growing youth population can transform the agricultural sector. Fifty young people also attended to share their perspectives on employment and self-employment in this sector.

"Africa is home to the world's youngest population with enormous potential to improve agricultural productivity and make the sector a viable source of employment for youth across the continent," says Ann Miles, Director of Financial Inclusion and Youth Livelihoods, The MasterCard Foundation. "The 2017 Summit

highlighted the contributions being made by young people to transform the agricultural sector from subsistence farming to a modern, competitive, sustainable, and equitable business."

With 11 million young Africans entering the



job market annually and the rapid expansion of the continent's agricultural sector, young people are driving the modernisation of agriculture through the use of innovative technologies and production systems. The need for agricultural transformation on the continent, however, has never been more pressing. The increasing severity of climate change is already amplifying existing stress on water availability and food security in many African countries. And a growing youth population means this group will be particularly vulnerable.

Despite economic growth over the last 10 years, the continent has yet to experience the levels of agricultural productivity that historically paved the way to modernisation and industrialisation of middle and high-income countries. The agricultural sector, already the largest sector for employment in Africa, is expected to create eight million stable jobs by 2020 and offers tremendous promise for catalysing prosperity and creating sustainable livelihoods for young people.

"Agricultural transformation is a clarion call for us, the youth of Africa," says Pilirani Khoza, Founder of Bunda Female Students Organisation at Lilongwe University of Agriculture and Natural Resources. "For decades, agriculture has continued to operate using the same static methods and technologies adopted by our forefathers. We must adopt the new technologies that are available to us. Youth are technological doers and thinkers, they are energetic and hungry for knowledge and they should be actively involved in transforming Africa." ▲



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Achieving exceptional matric results – and what to do next

The reporting of matric results has become a matter for contentious debate in recent years. While such debate is healthy, it should not overlook the achievements of schools which lack many basic amenities. Some of these schools, with the support of public and private partnerships, are producing exceptional matriculants despite challenging conditions.

One example is Kgomotso High School in Pampierstad, a small rural town on the border between the Northern Cape and North West provinces. In the past, the school's biggest challenge was not the standard of education, but the provision of water and sanitation.

"On the days when we had no water, or when the toilets were blocked, we had to send learners home, often early in the day," says Mr Ernest Mothlaoleng, an educator at Kgomotso High School. "Not only did these issues impact a safe, conducive teaching environment but not having a full school day places huge pressure on both learners and teachers in an already difficult teaching environment," he adds.

In 2013, the school was adopted by education NGO, Adopt-a-School Foundation and the water and sanitation issues have since been resolved. "Now that we don't have to worry about water and sanitation interrupting our schooling we can focus on effective teaching and improving performance in all areas," says Mothlaoleng.

Other interventions, included the introduction of early morning classes for Matrics to focus on revision and extra lessons, as well as learner supplementary programmes in mathematics and science over weekends and school holidays.

The results of these interventions are clear. The school's 2016 Matric pass rate was 80.4% compared to 61% in 2015 – an improvement of 19.4 percentage points. The school also achieved its first ever distinctions in mathematics and science.

Another example of a school rising above serious obstacles is Modilati Secondary School in Stinkwater, Hammanskraal, an impoverished corner of Northern Gauteng. Modilati produced its first matric class in 2015 and since then the pass rate has increased from 65% to 75%.



The school achieved 41 distinctions in 2016 – the second most of any school in the district. Modilati's principal, Mr Sonnyboy Mpofu, was pleased with the results but stresses the importance of the quality of the passes. "The pass rate alone is not an indicator of success. The only acceptable passes are level five, six or seven (i.e. aggregate marks of 60% and above)."

These results were not achieved without an enormous amount of hard work. Mpofu credits the improvements in pass rates to the Grade 12 camp, a two-month intensive study programme held at the school in the run-up to the exams.

Learners slept at the school and woke up at 05:30 to prepare for the start of the normal school day at 07:00. After school they spent five hours in extra lessons, finishing at 22:00. The programme was made possible, in part, by Adopt-a-School Foundation.

Modilati Secondary School has produced exceptional achievers like Lebogang Phosa, who was awarded three distinctions, including physical science and mathematics. Thanks to winning a bursary, Lebogang is preparing to study

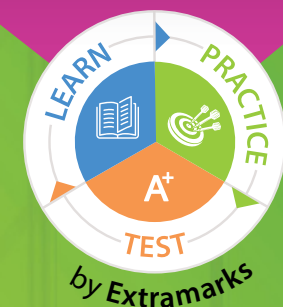


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Civil Engineering at the University of Pretoria. Another high achiever is Maringa Mmathaphelo who was awarded five distinctions and will be studying accounting at Wits University on a partial bursary.

At Tau Rapulane High School in Bodibe, North West, the pass rate jumped from 67% in 2015 to 84% in 2016. The school's principal, Mr Ratlaleng George Themba, said the involvement of Adopt-a-School was "a turning point for the school."

"Thanks to the leadership and mentorship from Adopt-a-School, our educators were able to develop a strategy for improving results," explains Themba. "We increased the number of extra classes offered and made ourselves available to learners in the mornings, in the evenings and on Saturdays. Educators also set personal targets for each learner and coached them when they were struggling to perform, going as far as supporting them with personal issues."

Themba is most proud of those learners who persisted in the face of serious doubts. For example progressed learner Edith Dingalo, who was moved into Matric after failing Grade 11 twice, managed to achieve a Bachelor's pass (which qualifies her to attend a university).

"We are proud to be able to assist these schools in offering the kind of education that South Africa's next generation both needs and deserves," says, Steven Lebere, Executive Director at Adopt-a-School "We are proud of the achievements of these schools and their learners. We look forward to continuing to support and improve results in 2017 and beyond."

10 tips for Choosing a University

According to Reabetsoe Buys, counselling psychologist at Monash South Africa, ten things that are important to consider when choosing a campus for your tertiary studies include:

1. The quality of lecturers, class size and learning support – personal attention can greatly affect the quality and depth of your learning.
2. Whether the campus has global links or networks that offer opportunities to learn from a global viewpoint and become an active global citizen.
3. If a campus offers an entrepreneurial viewpoint and teaches you to be adaptable and entrepreneurially-minded in your future career.
4. If the university offers inter-disciplinary degrees and programmes that give rounded or flexible academic learning programmes.

5. Whether the social experience on campus will offer you the opportunity to engage with a variety of different individuals and nationalities, enhancing your cultural learning.
6. If the campus has good graduate prospects which will grant the opportunity to participate in internships and learnerships that expose you to the working world.
7. If a campus has interactive Community Engagement programmes which encourage volunteering, these enhance leadership, project management and time management skills, while making a difference in a local community.
8. Whether or not there are support services which include counselling, academic and learning support, skills development as well as support for students with special needs.
9. Beyond the academic programme, whether or not the institute will assist you to gain the appropriate knowledge and work readiness skills that can be applied in a variety of organisational settings including the corporate, government and non-profit sectors.
10. Whether students are provided with the tools to understand the issues affecting contemporary business challenges. Your degree should allow you to comprehend, critically evaluate and interpret the workings of global business and doing business in Africa. ▲



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It's called a search, a hunt, a race, for a reason. These are things that require training, dedication, and perseverance – the willingness to be in it for the long haul, to never give up no matter what hurdles are thrown your way on the long road to success.

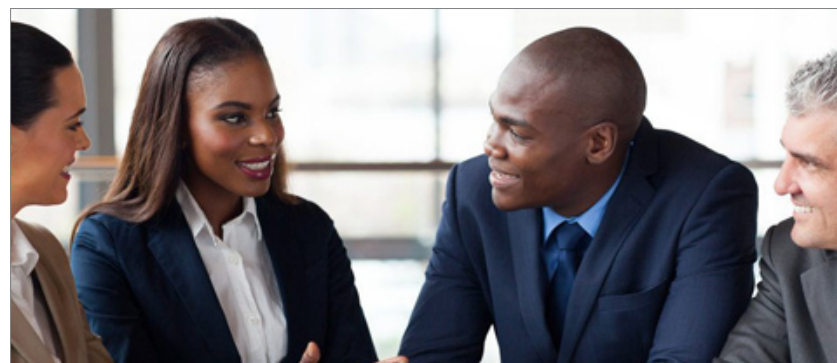
Figure out what you want to do

Internet is key to navigating the new career roadmap

In the modern workplace, people are changing jobs more often to move up the career ladder. Instead of staying in the same job for 20 years, more and more people are applying for better paying jobs internally or switching companies in order to get ahead.

In other instances, this chopping and changing can be a result of boredom or desire for a change of scenery. Millennials, in fact, have a reputation for job-hopping, according to a *2016 Gallup report*. The report also found that “millennials are the most willing to act on better opportunities”.

According to Peter du Toit, founder of Soccer Laduma newspaper and Educate24, self-improvement is key to navigating this new work environment: “A new career



“It’s important to show your employer that you are engaged, and that you are enthusiastic about your job. Learning new skills that can benefit your company is an excellent way to excel in your role – and, hopefully, get ahead without leaving for opportunities elsewhere.”

Peter advises upskilling through online learning platforms in order to boost your chances of finding employment. Educate24 was created after a huge demand for affordable education and job opportunities was identified amongst Soccer Laduma readers. Courses cater for a wide South African audience covering the full spectrum of industries.

"There are tools online to help you on your way. You can take courses in your free time, make sure your CV is up to date, read studies and reports relating to your field of interest, or even watch videos. The internet is a wealth of knowledge for the prospective employee," Du Toit adds.

A personality profile test can give you insight into which career best fits your skills and interests. There are a number of these available online, including Educate24's own Profiler assessment which helps you find out what your interests are and how they relate to the world of work.



Don't get demotivated

Don't despair if your first, second, third and fourth interviews come back as a resounding NO. Or if you never hear from them at all, which can be incredibly frustrating. There are a lot of people out there, fighting in the same arena as you. Don't take it personally.

It's exhausting, and can be an emotional process, but don't ever give up trying. Your job is out there; you will find it.

Keep updating your skill set

Maintain the desire to learn throughout your life, and you will always be one step ahead of the curve. Learning new skills shows that you are invested in improving your skills and knowledge in your chosen field, making you more employable. And, when you're in a job, you can make yourself more and more indispensable by updating your qualifications and obtaining skills that can benefit the company, by taking a course. Services like digital learning platform Educate24 offer relevant and affordable courses will teach you rapid skills across a range of topics from team work, business planning, construction work, hospitality training, business correspondence, domestic work, computer skills, and much more.

Volunteer

Whether it's for a non-profit organisation in an entirely unrelated field (you'll be helping others and feel great about it in the process), or volunteering to work for free for a company related to your chosen career, you stand to gain invaluable experience and new skills, and could end up with a foot in the door.

But don't work for free forever

Just remember, it's OK to work for free if it's your choice and will not only boost your CV and experience, but will also show the company how passionate you are about working for them, in your chosen field. Most jobs require experience even for entry level jobs, making it near impossible to get hired for your

first job without the experience you're trying to gain from your first job. But don't let anyone take advantage of that willingness to learn. Set a cut-off point for your own experience, and then move on to a job where you'll be paid.

Keep your CV updated

You can always add to your CV. Your volunteering experience, any new skills you've gained, your best personality traits, your travel experience, all make you stand out as someone who is serious about learning and gaining experience.

To make your CV look great, search online for examples of excellent professional CV's and see how you can revamp your own. Educate24, in fact, has a great 'Smart CV' facility that is free to use. Get friends and family to look at your CV objectively and offer advice for what they would want to see, or questions they might have in order to identify gaps in information.

Don't forget to update your online CV too. Employers often look at platforms like LinkedIn for relevant candidates to fill positions.

Perhaps most importantly, be sure your CV is relevant to the job you are applying for. You don't need to include every small job you've ever had unless it shows a skill that you want them to see.

Now that you've taken all that into account, get out there, show up on time (or early, but not too early), and good luck. 📌



The South African Teen Entrepreneur Trust – driven by a passion for empowering our youth

If the success of the SA Teen Entrepreneur Trust was commensurate with the passion and energy of its founder, Lydia Zingoni, it would already be a listed company! That said, this non-profit organisation is absolutely not only about generating revenue. Rather, its core focus is to encourage young people to be entrepreneurial – utilising their inventiveness, and driving them to become creative and responsive within their own environments, thus enabling THEM to generate the revenue!

Young people should be asking questions about business and economic independence and sustainability at a much earlier stage than University, and high schools should be promoting this interest. And so, it was that the SA Teen Entrepreneur Trust launched its first high school Entrepreneur Society at Bishops School in Cape Town in 2014. More than 5 000 learners are now registered and showing a keen interest to run the programme by means of Entrepreneur Societies at their schools.

Entrepreneur societies

In 2015 and 2016 a pilot programme, comprising seven Entrepreneur Societies, was started in the Western Cape. Its success has been nothing short of astounding, with approximately 200 young learners completing the 10-module course, and 35 viable businesses the result. Of these, nine of these businesses have been identified as feasible, with some of these already in operation.

Entrepreneur Societies comprise approximately 20 to 50 learners at each of the participating high schools. Society members form groups of not more than five learners. The module kicks off with an Idea Generation Workshop, and at the end of the 10-week programme learners should be in a position to develop a practical business idea based on a challenge which they have identified in their immediate surrounds.



Other teen entrepreneur programmes for young learners

- Awaken the giant breakfasts**
 Once a month on a Saturday all society members, their teachers, parents, and at times, school principals, are invited to an event where learners are treated to a presentation/talk by an entrepreneur. This person shares their journey to success as a means of encouraging young learners to never give up on their dreams, and that through perseverance, and tenacity, one is able to attain success.
- @TeenBOSS CAMPS**
 Essentially these are shortened/compressed versions of Entrepreneur Societies, and are aimed at young people who are not part of the



school structure (i.e. unemployed youth, for example). This programme runs for three days, and at the end of the period participants will be armed with sufficient information to start their own businesses – provided they have a great business idea.

Success stories

We have seen mind sets changing as a result of exposure to our programme; young people are now looking at the world through different lenses – they seek opportunities to earn an income, opportunities to change the world around them, opportunities to make a difference. One of our shining examples is the team from SOSA investments, who have had exposure to the SA Teen Entrepreneur Programme in 2010. They have identified a solar-powered lightbox to minimise the occurrence of shack fires in informal settlements.

They used their negotiating skills to convince their manufacturing partners to obtain licence to market and sell the solar lights to all the countries south of the Sahara. Essentially, the lightbox is charged by the sun for eight hours, and is able to provide light for 12 hours, thereby eliminating the need for people who live in shacks to burn candles. To date they have further obtained rights to manufacture the light in South Africa. This is what we need to see from all our young people to have the ability to see problems, identify a solution and solve local problems.

Another example of a wonderful success story is the story of Brian Mbuleki, aka 'Truth Spitter'. Brian is a very talented rapper from Spes Bona High School in Athlone who joined the programme last year. He has, as a result, formed a record label, and because he is so talented, one of the business coaches/mentors has taken him under his wing, and has already introduced him to people in the music industry who are able to help him further his career.

Learners from the Ikamvaletu High School in Langa last year capitalised on 'Africa Day' to raise funds for their Entrepreneur Society by



selling traditional African food at their school. Money raised was put towards funding their big business idea.

The way forward using technology

In order to be able to impact more schools nationally, and eventually also into Africa, it has become necessary to investigate presenting the programme on a medium which is both cost effective, but can achieve high impact. The SA Teen Entrepreneur Trust is therefore doing much work in the background to launch a digital platform, which will enable learners to access programme content, interact with their peers in other provinces, and a great deal more from their cell phones, their tablets, their laptops, or their desktops!

For more information about the programme, or to register yourself or your school, please do so on our website –

www.teenentrepreneur.co.za ▲

Today's graduates can expect seven careers before they retire

By Dr Carla Enslin, a founding member of the Vega School and National Head of Academics

Careers during the lifetimes of today's matriculants may not be the same as it was for previous generations. The accelerating speed of technological advancements has led to estimates that today's graduates can expect to change their careers as many as seven times throughout their lives. In this environment, is there scope for people to acquire a four-year degree of theoretical knowledge? Won't it be obsolete by the time you finally don your graduation gown?

Matriculants need to understand they are embarking on a life of education in which career decisions are not once-off affairs. In a way, that takes the pressure off of making the wrong choice. As educationalists, what we aim to teach is the ability to be intellectually flexible, able to change as technology changes and to adapt rapidly.

There is a rising tide of progressive education institutions of which Vega School, an educational brand of The Independent Institute of Education (The IIE), prides itself on being at the forefront. The emphasis of modern education has to be on a fusion of the theoretical and practical that closely mirrors the reality of the chosen industry. Through an intensive combination of working on live briefs, receiving hands-on navigation from industry veterans, relentlessly honing your craft, undergoing industry internships and experiencing the legendary Vega Brand Challenge, by the time our students leave the fold, they can be considered seasoned professionals instead of the newly-minted graduates that they really are.

In other ways, Vega encourages an atmosphere which mimics the real world – you are encouraged to enter your assignments in professional competitions and test yourself not just against fellow students but against the best there is nationally, and sometimes internationally. As a result of this results-orientated environment, many Vega alumni have gone on to become successful entrepreneurs.

Good career choices are made gradually as you mature personally and develop career maturity. Many of our students already have a general degree, and enter Vega with a firm career in mind.

Vega's practical style of education attracts students from across the spectrum, for a variety of reasons. We get school-leavers wanting a viable career which still enables them to be creative. We also get students who don't really know what they want to do, and select one of our more general options until they have decided. The IIE part time BA degrees offered at Vega also attract qualified professionals such as doctors and accountants who are looking for intellectual

stimulation away from their profession, and who are genuinely interested in doing something different on the side.

For first-time undergraduates; the level of freedom you're afforded can be exciting, but with this freedom comes the need for self-discipline, good time management and a sense of responsibility. You will make new friends, drive your own car! Nobody is going to chase you. If you miss a class, it is up to you to catch up. If your assignment is poor, your marks will reflect this. You will quickly see that you are in a learning environment in which you have to take responsibility for understanding and applying what you have learnt. Tests are no longer about regurgitating facts from textbooks, but demonstrating that you understand and can apply the subject by developing and communicating your own convincing arguments and insights.

Students are encouraged to develop a thorough and imaginative approach to creative problem solving in the context of any human environment, with an eye to solving many of the societal challenges affecting today's projects they take on. You will soon come to appreciate our teaching style, which encourages innovation and a critical eye. ▲

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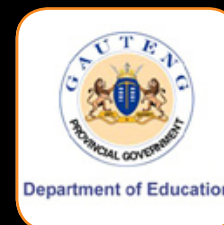
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