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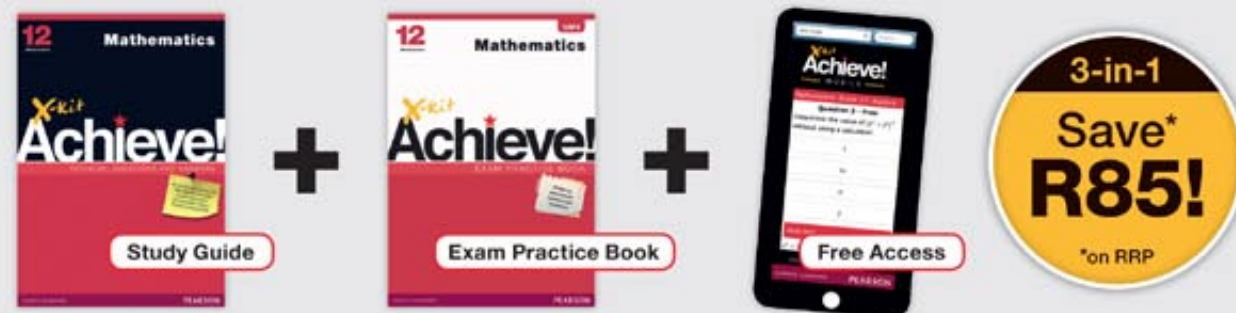
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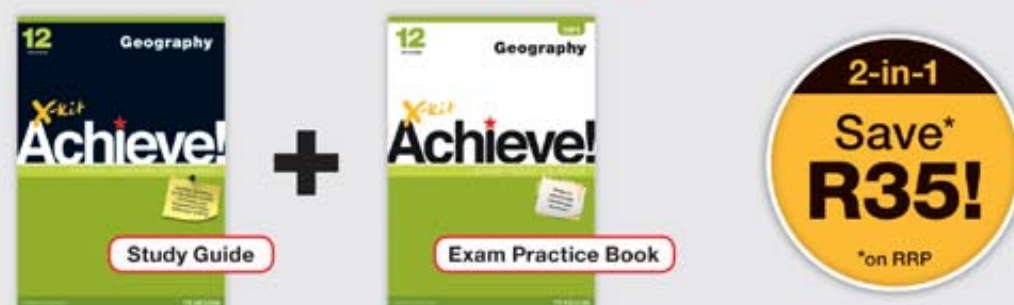
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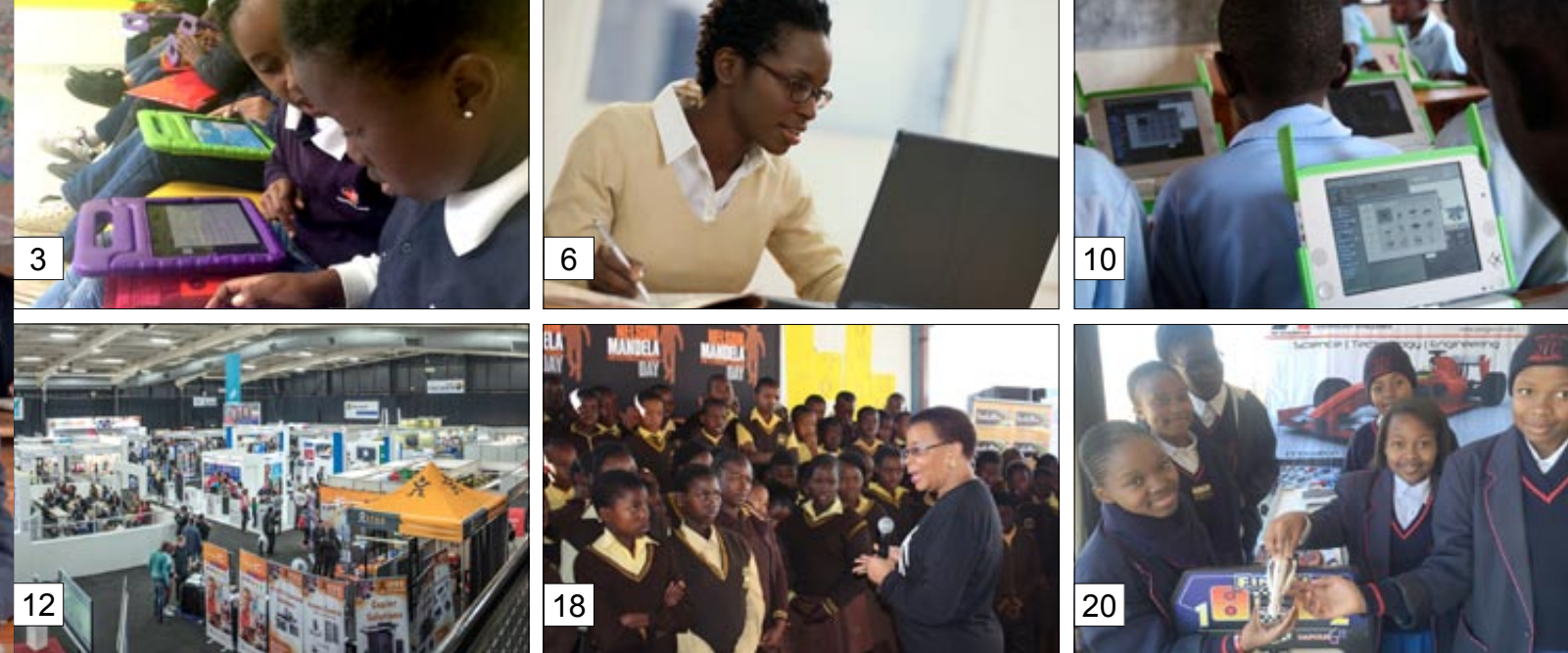


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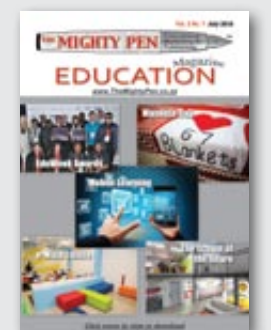
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Our front cover

Snippets of some of our exciting and informative stories for this issue.



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Editor's column

Classroom environment arrangement

In this month's issue we feature a couple of articles that take a rather modernistic approach to the physical arrangement and layout of the traditional classroom. In fact the two photos on our front cover show a high-tech and futuristic rendition of this.

Now this is not a feng shui harmonising of everyone with their surroundings or an attempt at flaky interior decorating, but rather a systematic and often commonsense approach to arranging the material elements in a classroom so that better learning takes place and students feel 'at home'. And yes, it can involve some decorating, mainly by the learners.

Mark Phillips, a teacher and educational journalist conducted an in-depth study with various international universities (can you believe there is actually a PhD for this?) and came up with some interesting findings.

Well-being and motivation

- Classroom physical environment affects morale and student learning.
- The environment should match your objectives, both in terms of human interaction and your instructional approach.
- The arrangement of seating is one major variable.
- Including students in creating the physical environment can enhance that environment, increase the feeling of classroom community, and give students a sense of empowerment.

Some tips for teachers

It's conventional wisdom that different types of instruction require different seating arrangements. We also know that classrooms should be inviting environments that make students feel good to be there.

If you have seats in rows, students at the front can't see any of the students in the class. Those in the back mostly just see the heads of their fellow classmates. If that's your arrangement for establishing order and your primary approach to teaching is not interactive, that will work.

If you have a room filled with tables, that will be excellent for group work, but you'll need to move the tables to the back and sides when you want to bring students together for other purposes. A semicircle encourages interaction and enables all students to see each other. This is important if you place a high value on relationships between students, building community and creating an open environment.

Classrooms with minimal windows and minimal outside light increase student depression. At the other extreme, windows without adequate room darkeners make visual media difficult to use.

Students spend much of their day in classrooms that almost never feel warm and homelike. Allow learners to decorate the walls with projects, goal charts, motivational sayings and anything that makes them feel 'at home' and part of a living environment.

Of course many high school teachers don't have a single classroom. Try to get other teachers who use the room to cooperate in the process of making the classroom more inviting. Principal leadership and co-ordination may be required.

Your classroom is your home.

Yours in teaching
Editor

Challenging Traditional Education Models –

SteveJobsSchools launch in South Africa

Having been recently named one of the 'Most Innovative Schools in the World' by TechInsider Magazine, two SteveJobsSchools (SJS) have launched in South Africa. With over 40 schools in development stages across the world, the first two SteveJobsSchools have officially launched in Johannesburg. Inaugurated by founder Maurice de Hond, SteveJobsSchools brings the next generation of schools to Africa.



Maurice de Hond, founder of SteveJobsSchools

With traditional school curricula inclined to prioritise the accumulation of knowledge over the application of knowledge, many schooling systems fail to adequately train students in digital citizenship and digital literacy. SteveJobsSchools aim to revolutionise the traditional method of classroom teaching through leveraging the latest technology and giving students the freedom to learn at their own pace through an Independent Learning Plan (ILP).



An Apple a day...

As a parent seeking the best for his child, Maurice started the Schools after he discovered that when researching suitable schools for his youngest daughter, that even though the world has changed immensely, most schools still use the same model and methods as 50 years ago. This model, designed for the industrial era, will fail to prepare learners adequately for the future world, essentially equipping learners to 'fight tomorrow's wars with yesterday's weapons'.

SJS engages the latest technologies in education and learning to equip students with the skills they will need to thrive in 2020 and beyond. The SJS concept is based on the drivers of Choice, Collaboration, and Challenge, with the curriculum aimed to develop relevant competencies, connections and contributions for the changing world we live in.

Maurice de Hond comments, "The SteveJobsSchool concept is a truly holistic, three-dimensional and relevant education system for the 21st century – epitomising the School of the Future. Technology offers a variety of learning opportunities beyond the physical limits of school, while flexible, open learning environments enable contextual, real-time, interactive and personalised learning."



The school of the future

Maurice explains that in a SJS classroom, students use technology, apps and iPads to take a more active role in personalising their own education, while teachers adopt new roles as coaches and facilitators of knowledge rather than knowledge transmitters. Areas of focus include maths, science, technology, engineering, entrepreneurship, creativity and problem solving.

"Technology can transform education by extending the learning space beyond the four walls of a classroom. The SteveJobsSchool teachers call their school a 24/7 school as it is always available. At the administrative level, our technology makes education systems more efficient by helping teachers and administrators streamline routine tasks and improve assessment and data collection," says Maurice.

SJS believes that with using technology and the internet, that the cost of education can be driven down substantially. "SJS has implemented a system that has the potential to transform education and effectively integrate technology into the classroom, igniting student engagement. We're thrilled to be bringing this revolution in education to South Africa," he adds. ▲

 **To view the SteveJobsSchool video, click here**

Digital education should be used to reduce inequalities in education

By Micheal Goodman, Group Content Manager at Via Afrika

The inequalities in South Africa's education system have replicated themselves into the nascence of digital education, even though the possibility exists for the opposite to happen. Digital education could make high-quality education accessible to a greater number of people. But at present, learners in private schools enjoy the highest levels of access to ICTs and teachers using them in their teaching practices, followed closely by learners at the top public schools. Learners at rural and poorer schools are being left behind.



Micheal Goodman (left) Acting CEO of Via Afrika & Ms Debbie Schäfer, Western Cape Minister of Education



Raj Valli, CEO and Founder of Tabtor Maths

The Department of Basic Education's own statistics show that only 28 percent of schools are using ICTs such as computers and tablets to enhance teaching and learning. Of these only a tiny fraction run actual e-learning programmes, where ICTs have been integrated into teaching practices and education is transformed for the better – not merely enhanced.

This situation is troubling. It curbs the aspirations of the learners made to go without and has deleterious, knock-on effects on metrics of national health such as economic growth, employment levels and dependency ratios.

Inequality is also evident in access to private, after-school lessons for maths and science, two subjects at which our education system performs poorly in general. Priced at as much as R3 000 per hour according to an article published in the *Sunday Times*, extra lessons in math and science are generally the purvey of the well-heeled.



Via Afrika's Tabtor Maths Team

This was one of our considerations at Via Afrika in rolling out our network of Via Afrika Tabtor Maths Centres, the first of which we launched at the end of June at the Cobble Walk Shopping Centre in Durbanville, in Cape Town. At the centres, learners without tablets have access with supervision by an experienced maths teacher to the tablet-based Via Afrika Tabtor Maths, a personalised maths-learning programme for grades R to 6. The programme makes one-on-one extra maths lessons available to all, priced at a fraction of a private tutor.



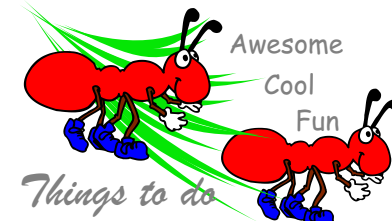
Via Afrika Tabtor Maths Centre

The affordability and success of the programme rests squarely in the approach we and our technology partner, US-based company Tabtor, have taken to using ICTs in education. In our minds, technology can revolutionise teaching and learning rather than be an improved way to teach and learn. The difference between the two is more significant than it might seem.

Among the more important differences is that a teacher, or tutor, in the e-learning context is more comparable to a driving instructor sitting beside each student, observing each step they take in the task and providing them individualised corrective instruction as they go. But, unlike a driving instructor, a teacher in the e-learning context can provide this kind of personalised instruction to multiple students simultaneously.

The technology behind Via Afrika Tabtor Maths allows tutors to perform such a role for each student they are assigned. It allows them to follow the steps each learner takes and to prescribe one of over 7 500 worksheets that help each work on the areas they struggle with most.

We hope, through the Via Afrika Tabtor Maths Centres, to make this experience accessible to a greater number of learners, and to do our part to reduce the inequalities in education that affect us all.

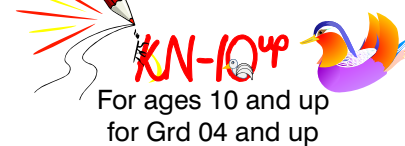
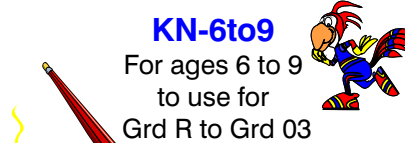


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The evolution of learning – from the classroom to the workplace

“We are no longer living in a mobile-first world; we are in a mobile-only world,” said Larry Page, Google co-founder and former CEO. This is particularly true in South Africa, where, according to Google, one out of every eight Google searches done in our country, is done via a cell phone. This is the highest ratio in the world.

With our content consumption and communication predominantly done via mobile devices, it is a natural progression that learning is going mobile too. Dennis Lamberti, the Development Director of Media Works, explores mobile learning (m-learning) and its benefits for workplace education.

M-learning is not e-learning on a mobile device

Online learning (e-learning), a popular and well implemented method of educating, has disrupted the traditional pen and paper learning in a classroom teaching environment, particularly when it comes to adult education.

The benefits of online learning are numerous. It is a more efficient, and often cost-effective, way to teach, and learners can enjoy multi-faceted lessons through infographics, presentations and videos, as well as peer support and the ability to learn at their own pace. E-learning, however, is typically one-way communication, and you need to be at a computer or work station to access the learning material via the internet.

Mobile learning takes online learning to the next level; it is not simply e-learning on a mobile device, it is a new way of creating, formatting and delivering information that engages and communicates with the learner in exciting and innovative ways.

The content is more mobile-specific and is characterised by on-demand, self-paced learning across multiple contexts. Instead of long-form notes and modules, the learners can digest short, bite-sized micro lessons, a technique that has been seen to improve knowledge retention and lead to better engagement with the training materials.



**Dennis Lamberti, the Development
Director of Media Works**

Anywhere, anytime and offline

Possibly the best justification for mobile learning is that learners are able to access information and gain knowledge immediately and on the go, rather than having to sit down in a fixed location.

Through m-learning, you no longer require a desktop computer or cumbersome laptop. The mobile device allows learning to happen at any time and at any place. Whether you are travelling on a taxi, bus or train, waiting at the airport or for a meeting, the mobile device gives you instant access to your learning content.

Adding to this, when m-learning is done right, learners will be able to access information even when the mobile device is not connected to the internet. This could be done through a mobile app that has the capability to function offline.

If a learner is travelling to an area with no internet connection, the app should be able to download the lessons and store them for use at a later stage. All activity will be stored locally, until connection has been re-established and the data is then uploaded back to the server.



The offline capability is an imperative part of mobile education in South Africa as mobile data is expensive and WiFi is not always available. There are vast areas of our country without any signal at all. So, whether you are 37 000 feet in a plane or studying at home in a rural village, you will always have access to your course material.

Educate your workforce to keep up

You may have hired individuals who are perfectly skilled for their job roles, but with constantly changing technology and business innovation moving at rapid rates, you might not realise that your competent employees are becoming “under-qualified” at a rapid rate.

Through m-learning, you can distribute ongoing training, to keep your staff on top of the latest industry trends and ensure that they have the knowledge needed to stay a cut above the rest.

By assisting your employees in dealing with change, they will be better equipped to solve unexpected problems when they arise. It’s estimated that one-fifth of work time is spent searching and gathering information, rather than performing work for an organisation.

If your employees are ahead of the trends and have the new information at their fingertips, your organisation will be far more productive and proactive.

Attract and retain Millennials

Millennials, born between 1983 and 2000, make up about 30% of the current workforce. This tech-savvy group is comfortable in the use of smartphones and tablets, and are said to value training over many other work perks.

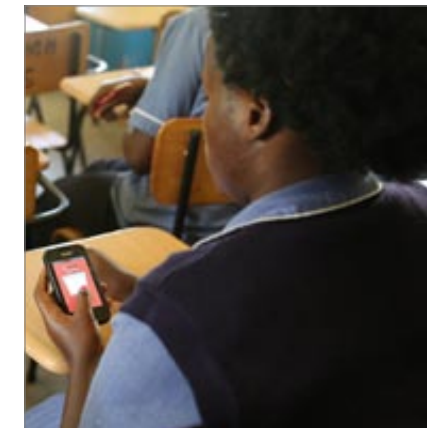
In their 2015 Internet Trends Report, KPCB found 22% of millennials chose to receive training over flexible hours, cash bonuses and even a company car. If your employees are demanding training (and if they aren’t now, the next generation of employees will be), it needs to be accessible, when and where they need to access it. It needs to be mobile.

Millennials are also environmentally aware, so will not take kindly to reams of paper and unnecessary electricity being used. Traditional work hours and office environments continue to shift, as more and more people work flexi-hours, travel often and work remotely. Using tablets and other devices for learning will be an important way of engaging, and teaching, your employees.

Just-in-time not just-in-case training

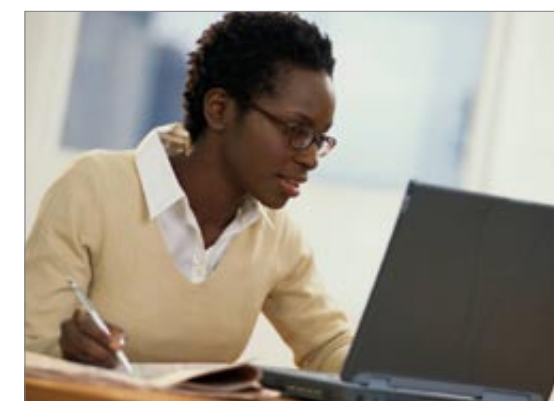
Rather than expecting learners to memorise what they have learned, and hope that they can recall it when it is needed, m-learning enables you to find and access the knowledge ‘just-in-time’ in the moment that you need it.

Whether you are on an oil rig in the ocean, a remote construction site, or just wanting to refresh your memory while you’re on a flight, you will be able to access your training in an instant. This super-relevant learning can be instantly accessed to fill in knowledge gaps. This just-in-time accessibility is the true power of mobile learning.



A company’s internal app stores can provide scalable and cost-effective digital gateways to easy-to-find and digest resources. In providing rapid responses to emerging employee work needs, you are enabling employees to work smarter.

All businesses are vulnerable to disruptions, and they need to be agile and able to rise to the challenge of changes that arise. Companies need to start planning and developing mobile learning for their employees, or face the risk of being left behind. ▲





SMART AND CONNECTED EDUCATION

By Videsha Proothveerajh, General Manager, Intel Corporation Southern Africa

Intel believes that a quality education is a fundamental right of every person and that technology is an enabler that helps to make this a reality. Education provides a foundation for a successful future and enables transformation at the personal, community, country and global levels. Arming learners with 21st Century skills enables them to compete on a global stage and to fulfil their potential as the next generation of leaders.

The starting point for transformative education is a clear vision of holistic success that drives user experience and makes learning interactive and fun. There are many elements that need to be addressed, including teacher development, connectivity, content, security, user adoption and research, with a focus on the enabling role ICT plays in this journey and understanding how it can help the education system overcome challenges and drive change, from improving teacher and learner achievement and bridging equity divides, to increasing learner engagement and aligning skills with the country's workforce needs. These targets will help build global education transformation.

Making learning fun

Schools need a new approach to motivation: a number of studies show that motivation has a fundamental effect on students' learning and behaviour and impacts the pace at which they learn. Technology plays a vital role in this context and has been linked to faster progression

and increased motivation, by equipping teachers with contemporary learning and assessment skills and methods.

What does this mean for the classroom? Firstly, at Intel we believe that **game-infused learning** needs to become more common, either replacing or incorporating traditional textbook-based learning. This enables students to become creators and innovators rather than passive listeners.

By bringing technology into the classroom, motivation and progress can be more efficiently measured through **data analytics**. Teachers are able to remotely oversee student activity and can monitor their individual approaches to learning. This helps teachers to stimulate more interest, monitor students' progress and record their levels of interest. They can also map out student focus areas and establish if they are performing to the best of their ability. Borrowing a concept from gaming – awarding when achieving a result – will see a variety of **gamification approaches** emerging and establishing themselves in the classroom of 2016 and onwards.

Real-time insights provided by data analytics also allow teachers to immediately act when motivation drops. Intel's RealSense technology and education solutions can provide students with direct feedback, removing the necessity for direct interaction with teachers and allowing students to learn at their own pace.

Technology also brings other disciplines into the classroom, such as programming, electronic and mechanical design, and 3D printing, which open up new creative avenues for learners and encourage them to think outside of the box.

New frameworks and digital tools are transforming education and enabling a future for the children of Africa that levels the global playing field and sets them up for unprecedented success.

Skills for a digital future

According to the World Economic Forum, 65% of children entering primary school today will end up working in completely new job types that don't yet exist.

Teachers and education institutions can prepare learners for the future by equipping them with digital skills that will help to bridge the technical skills gap.

Smart tools such as Intel-powered 2 in 1s and smart content enable teachers to personalise the learning experience for each student. They support flexibility and foster engagement so that learners are better able to retain information and can build critical thinking and creativity skills.



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Is schooling set for an overhaul?

By Adrian Hossell, Head of House: Lindley – English Department at Sutherland High School

With the much hype of using technology in the classroom, many are asking whether this would provide an effective change to how the education system in South Africa works. Many new teachers excitedly enter the profession looking forward to the many new methods of delivery for their teaching. This however leads one to consider if this is really going to make an improvement. According to a recent study by the Organisation for Economic Co-operation and Development (OECD), the South African education system is ranked 139 out of 149 countries included in the study. This is a very worrying statistic if one considers the amount of resources being put into our education system.

We definitely can't deny the fact that something needs to change. The education system and profession has started to simmer towards the direction of catching up to the 21st century. If we consider the many other professions and economies throughout the world, all of these areas have evolved in both the technology used and methods practiced. The system we use was created for schools of a different age. Perhaps the first area that we need to consider is what exactly the purpose of our system is, and what exactly do we want our children to achieve. The factory lines in the classrooms that group children according to age and gender, and where we assess every individual against a predetermined standard is perhaps the problem.

We need to educate our children so that they are ready for the economies of the 21st century. We are in a century where having a qualification will not necessarily guarantee a promising career. Our learners need to think differently, need to be creative to solve the many challenges we face. Having thirty robots sitting in front of a teacher does not do this.

So perhaps the idea of shoving a tablet into a child's hand instead of a hard copy textbook will not be the change that our children desperately need. We cannot ignore the fact that learners need to use technology, and we need to realise that technology will close the many gaps. Our learners will enter the work force where they will most probably only use technology, so ignoring technology in the classroom will be doing an injustice to our learners. Using technology just for the sake of using it, is pointless.

When a teacher starts to tap into the pool of the many ideas of how to use technology, it is extremely daunting. There are many devices,

platforms, clouds, and not to mention the thousands of apps available. The idea should be that we first consider what needs to be taught, then consider what technology or apps will work well with this. If it is used correctly, classrooms will transform into areas of independent and critical thinking. However, many of us in the profession are scared of tapping into this unknown world.

Developing and integrating technology, together with new methods and paradigms is a start. Technology in classrooms should enhance and add to learning, but this will be of no use should we not make sure that what we teach and how we assess is up to date with the demands of the 21st century. The debate of technology integration in the classroom will continue amongst the many academics and professionals but we need to realise that the way we teach, and the profession itself is out of date. ▲



Helping students enable their potential.

Technology opens doors for education, but collaboration unlocks them.

Technology is not a new word. The ancient Greeks coined it to define the application of knowledge in a systematic way, creating new ideas. Technology has always been parcel to society's fortunes. As the computer scientist Alan Kay once remarked: "Technology is anything invented after you were born." Everything before that is just how things got done.

Today's students are born into a world of computers, smart devices, the internet and other remarkable achievements. This has begun to touch every sphere of South African society.

Ravi Govender, Education Lead at Dell South Africa, is very encouraged by the momentum he sees every day: "There is an explosion of devices among the youth. We never had access to technology like today and we must take advantage of that. There isn't a job out there that isn't or won't soon be reliant on modern technology. Those skills should be established and enhanced at schools."

The challenge is how to meet those expectations in the education arena, but it's not just about training future generations to engage the 21st century. Modern technology is making education more accessible, potent and focused. Numerous studies have shown that students taught correctly through technology are more engaged, learn faster and take more ownership of their education. Learning is able to evolve past rote techniques to more collaborative and engaging classrooms. Students can step up from being passive audiences to active participants.

Yet to get classrooms there is not easy, says Govender: "Collaboration is key between all of the people involved. Too

often, modernising education fails because technologists simply drop new hardware at schools, brush over training, and expect the staff to figure it out. This never works, especially considering the growing number of technology offerings in the market. At Dell, we believe you only see results in relationships, in all the stakeholders coming together and determining what supports the educators and students, not what sounds like a good idea."

This is a pillar of Dell's Future Ready Education strategy: technology is the biggest enabler of human potential, but only if it is applied after understanding the problem and the options to deal with that problem. Dell develops partnerships with both the technology and education worlds, resulting in purpose-built products that are aimed at the core challenges in classrooms and beyond. This includes the responsibility of ensuring technology delivers. As Govender points out, a computer can't help teachers if it's unreliable.

"Good educational technology needs everyone to pull their weight. At Dell, that means the right technology for the right situation, as well as supporting those investments. If we are not empowering classrooms and if we are not giving support in terms of training or consistent delivery, we are not the trusted advisors that educators demand."

South Africa's government has committed to a vision of paperless, technology-driven schools – a vision that dovetails with the emerging technology culture students are growing into. For Dell, this is an opportunity both as a business and as a participant in building the future for generations to come.

From more information contact **Ravi Govender** on **011 709 7700** or e-mail: **Ravi_Govender@dell.com**

EduWeek lives up to its motto of Advancing Educational Knowledge in Africa

Celebrating 10 Years of advancing educational knowledge in Africa, EduWeek with SABC Education powered by Intel once again delivered the most comprehensive education event on the continent. It took place on the 29th and the 30th of June 2016 at the Gallagher Convention Centre in Midrand, Johannesburg, EduWeek was all about responding directly to the needs and expectations of the industry.



EduWeek with SABC Education powered by Intel was officially opened by the Minister of The Department of Basic Education, The Honourable Mrs. Angie Motshekga, at the Gallagher Convention Centre in Midrand on Wednesday 29th June. The Opening Keynote offered visitors to EduWeek

the opportunity to listen to keynote speaker, Maurice de Hond, CEO & Founder, SteveJobsSchools as well as addresses by Jaye Richards Hill, Teacher Engagement Manager, Microsoft SA; Brian Gonzalez, Global Lead for Education Influencers Group, Intel Corporation USA and Tanya Jackman, Event Director of EduWeek (Pictured right to left). Eduweek delivers the most comprehensive education event on the continent and is all about responding directly to the needs and expectations of the education industry.

Some flash stats

3 956 – Total visitors

+733 – Exhibitor Personnel

4 689 – Total attendees to EduWeek 2016 (14% increase from 2015)

- EduWeek 2016 was opened by the Hon. Minister for Basic Education, Ms. Angie Motshekga
- The Awards was addressed by the Hon. MEC Gauteng for Education, Mr. Panyaza Lesufi
- The event had 72 sessions split across five theatres, over 2 800 visitors attended the sessions
- 112 professional speakers
- 150 + exhibitors
- 25 Sponsors
- Sectors covered were Early Childhood Development, Basic Education, Vocational and Higher Education, Inclusive Education, Educational Technology



One of the highlights of the EduWeek calendar was the EduWeek Awards which was sponsored by Pearson and the glamorous affair took place on the evening of the 29th June. Pearson South Africa is part of the largest learning company in the world, publishing and providing core and supplementary educational material specifically designed for the local school curriculum. The EduWeek Awards grew out of the need to recognise excellence across the African education ecosystem.

The awards showcase the most innovative and life-changing projects, organisations, companies, teachers and education professionals who have been responsible for pioneering new frontiers, pushing boundaries, for inspiring others and for achieving growth in education in Africa.

Hlubi Mboyi, Presenter on Cliff Central's Future CEO's programme was the MC for the event and was thrilled to be a part of the EduWeek



Awards, she commented, "I believe in what EDUWEEK stands for. As a social justice activist, educator and scholar, my purpose is being an advocate that education is for empowerment, action and change. Education designed to empower people must be transformational in nature and help people develop the knowledge, skills, and values needed to become social advocates who can make reflective decisions and implement their decisions in effective personal, social, political and economic action".

These awards brought together 260 of the industry's most influential professionals and was all about recognising, rewarding and celebrating the success of Africa's education sector during 2015/2016. There were many categories within the awards celebrating the vast array of contributors in the education space. From suppliers and distributors that supply education

establishments with high quality, safe products appropriate to every day teaching and learning needs in all categories, from Basic Education to Higher Education, Early Childhood Development to Special Needs. Within this category, there was also an Innovation Product Award that recognised a product or service that demonstrates clearly that is new, original and ahead of current thinking.

The categories and winners

Supplier/Distributor Award – Basic Education sponsored by Novus Holdings and presented by Nozuko Dedeane, Marketing Officer from Novus Holdings

- One on One Community Based Programmes

Supplier/Distributor Award – Higher Education awarded by Carleen King, Project Consultant, United Nations

- Pert Industrials

Supplier/Distributor Award – Early Childhood Development sponsored by A+ Students and presented by Marlene Mouton, CEO of A+ Students

- Brain Booster

Supplier/Distributor Award – Special Needs. Sponsored by Broadband College of Technology and presented by Nomfundo Molefe, Director

- Edit Microsystems



Supplier/Distributor Award – ICT announced by Steve JobsSchool founder and CEO, Maurice de Hond.

- The Reach Trust

Supplier/Distributor Award – Innovation Product presented by Rianette Leibovitz, Managing Director, SafeTNet Cyber Safety

- Get Smarter

Community sponsored by the Saturday Star and presented by Editor, Kasheefa Ajam

- Edit Microsystems

NGO sponsored by Novus Holdings and presented by Viren Ashookmar

- Brain Booster

Institutional Leader sponsored by Microsoft and presented by Claudia Johnston, South Africa Education Lead, and Warren Hero, SA National Technology Officer

- Sehoole Moses Sello, Principal, Mankuroane Technical and Commercial Secondary

Teacher of Tomorrow sponsored by Pearson and presented by Alan Tait, Executive Director: Sales from Pearson

- Lindsay Wesner, EdTech Innovation Leader and Apple Distinguished Educator, Parklands College

Educator Who Cares sponsored by Enterprises University of Pretoria and Michelle Bheemraj, E-Learning Developer announced the winner.

- Sehoole Moses Sello, Principal, Mankuroane Technical and Commercial Secondary

Lifetime Achievement sponsored by Pearson presented by Brian Wafawarowa, Executive Director: Learning Services from Pearson

- Phuti Ragophala, Principal, Pula Madibogo Primary School



The EduWeek Awards could only be made possible by the incredible sponsors and partners; Diamond Sponsor Pearson, A+ Students, Broadband College of Technology, Enterprises University of Pretoria, Microsoft, MindUnique Education, Novus Holdings and Saturday Star.

The EduWeek Awards are recognised as one of the highest accolades that educators and education suppliers can receive in the education space. Entries are received from all over Africa and are thoroughly researched and judged by a panel that is hand-picked for their expertise and thought leadership in each of the sectors. ▲



#EducationThroughInnovation

The Eduvation Network

Education through innovation and collaboration

The Eduvation Network is a secure, cloud-based Learning Management System (LMS) endorsed by the South African Council for Educators (SACE), that hosts online customised accredited and non-accredited courses. We exist to provide educators and corporates alike with cutting-edge course options whilst saving time and allowing them to complete their professional training when and where they want.

Innovation not isolation

The innovation of an LMS is that it encourages collaboration rather than isolation. Yes, each learner can learn at his or her own pace but ultimately, the system is built to encourage interaction and collaboration between learners. Our system has been developed to support both in-house training and long-distance learning. This takes on the form of a "live classroom".

This live classroom setup allows learners to engage with the content providers and managers, as well as with each other and the actual system – keeping track of their own progress in an accurate way.

Three-tiered teaching

The Eduvation Network runs a three-tiered platform that facilitates the effective execution of this live classroom approach. Content managers are the first tier and have access to track all learners that are part of their course, much like a teacher in a classroom. They can host live classroom events or create forum.

The second tier is managers who track learners that are part of a particular company or school. Managers also have access to communicate with learners directly and create discussion forums for learners – whether within a course or within an organisation.

The third tier is the learners. Learners have access to, and are encouraged to engage in online forums, webinars and online classroom discussions.

People still need people

We understand that while technology is paramount in the furthering of professional development, people still need people. Our LMS gives learners the freedom to engage with each other, to ask for peer feedback and share resources. This provides good insight for managers and content providers as the LMS keeps track of all these interactions.

The Eduvation Network is committed to education through innovation and collaboration. Join our network and develop yourself professionally – anytime and anywhere.



Visit www.eduvationnet.co.za to find out more.



Contact us:

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INDABA IN SCHOOL EDUCATION

EVENT DETAILS

DATE: 26 AUGUST 2016
TIME: 09H00-15H30PM

VENUE: CLUB RENDEZVOUS C/O EMILY
HOBHOUSE & BRITS STREET, PRETORIA NORTH

* PLEASE CONFIRM YOUR ATTENDANCE
WITH REGISTRATION FORM *

EMAIL: daniel.mathibedi@signalsecure.co.za

SPONSORSHIP

A GIANT PLATFORM
TO EMPOWER &
INNOVATE - SGB'S

OVERVIEW

Signal Secure Technologies believes that improving our education system is critical to the future well-being of our nation. Investing in education strengthens the entire economy, and must be made a high priority. Funding difficulties show no sign of abating, and budgets are stretched to the limit.

The Sponsorship & CSI Indaba is a fresh grant finding resource, dedicated to helping schools/organisations identify the funding they need in budget-tight times. The Indaba hosts a collection of grants and opportunities culled from funder's and is available to public / private institutions and non-profit organizations that work with them.

Join the Sponsorship & CSI Indaba and be part of a major networking opportunity providing effective interaction with leading experts from foundations, organizations and government.

PUTTING IT ALL TOGETHER!

The Sponsorship & CSI Indaba is a platform for to address attendees about the challenges, opportunities and the latest information on funding and grants for schools. The diversity of companies and organisations representing aspects of education funding will enable delegates to have a broad spectrum of ideas and opinions to use on their own projects

SESSION GUIDELINES

The Indaba is interested in sessions that highlight challenges and/or opportunities for effective and responsive philanthropy in support of Education across South Africa.

We are interested in the full spectrum of funding including grants, program and mission related investment, social impact investing. Sessions should reflect high professional standards and add value to the Indaba.

TOPICS GUIDELINES

- New programs and initiatives;
- Future directions and strategies
- Proposal preparation;
- Applying for grants
- Securing alternative funding
- Fundraising matters
- Securing sponsorship, donations and gift aid
- Legal Framework for the funding of education in schools

OTHER SUPPORTING ORGANIZATIONS



More than just one day: Mandela Day

Future generations will best know former President Nelson Mandela through his legacy of Mandela Day initiatives, as South Africans continue to celebrate his extraordinary life by dedicating time to 'doing good' in honour of Madiba's 67 years of public service.

Mandela Day however has been criticised as being a 'once-off' day of community work that does not have real, long term impact. But, according to Monash South Africa's head of community engagement, Bronwyn Dugtig, "We should not underestimate the value of a short term programme that leads to broader sustainable engagement". By way of example, she says working at Monash South Africa's campus with both students and staff; she has seen the impact short term projects such as Mandela Day can have on the individual. "Many of our students and staff start off volunteering on a single community day and this often leads to longer term volunteering in one of our many sustainable community programmes."

Dugtig provides schools and principals with eight important considerations when planning a Mandela Day programme:

1. Partner with an experienced, existing organisation

When planning a project, one should look to partner with an existing organisation. This can ensure that your impact and effort will last for more than just one day.

2. Build a relationship of trust

Develop a long term relationship with the community organisation or NGO so that you can partner with them on an ongoing basis and build a relationship of trust.

3. Ask "how can we help?"

Don't automatically assume you know the answers and can provide solutions. You need to listen closely to a community organisation to engage in a healthy partnership with them.

4. Develop your programme together with your community partner

Collaborate and be inclusive. Have regular planning and update meetings.

5. Empower and create ownership in the process

Allow everyone to feel involved through group participation.

6. Be aware of images used in social media

Be aware of pictures you use on social media, particularly pictures that make beneficiaries look vulnerable. When you post a picture, ask yourself the

question: "Am I posting this picture because it makes me look good; or am I posting it because it makes the other people in the picture look good? Remember that you need permission from all people in a picture before you can use it to further your school's image, be respectful of a person's rights to privacy.

7. Prepare and orientate your volunteers

Communicate clearly with your educators and learners as to where they are going and what you want them to achieve. Well-meaning volunteers can create false promises and insincere commitments. Develop guidelines with your community partner as to how your employees should conduct themselves on the day. Examples of such guidelines could be: do not hand out money haphazardly; if you see a serious need or issue, speak to the organisation and use the correct channels for assistance; do not make empty promises on the day, such as promising to collect donations or return to visit a child.

8. Have fun and enjoy the experience

Lastly, remember to have fun. If you follow the above guidelines you are well on your way to starting a great partnership and celebrating the life and legacy of former President Nelson Mandela.

Nelson Mandela lived an extraordinary life, giving 67 years of his life fighting for the rights of humanity. This legacy needs to be passed down to future generations and what better way to do that than to be active citizens? ▲







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Racing to a brighter future

Sangari South Africa has launched the 'F1 in Schools Technology Challenge' 2016 race season in its search for a team to represent South Africa at the World Finals in 2017. The aim is for learners, between the ages of 11 and 19, to design, manufacture and race their own miniature Formula One cars.

The F1 in Schools Technology Challenge has become well-known worldwide as an educational competition that actively promotes Science, Technology, Engineering and Mathematics (STEM). There are over 44 countries participating, making it a prestigious and fun event where the value of learning is showing exceptional results.



(From bottom left) Kamohelo Petele, Nompumelelo Masuku, Jeanette Manengula, Nompumelelo Mawa, Malindi Ngobese and Asiphe Mganga – Team Group 6 Lab girls, Aurora Girls High School

Pieter du Plessis, F1 in Schools programme manager at Sangari South Africa, said teams of three to six students are formed, a team name selected and students assigned their roles. Teams wanting to participate in the regional competition register their team and seek sponsorship to compete. The process follows the same process as a real Formula One team.

"The programme develops a true entrepreneurial spirit in students. They are required to prepare a business plan,

do research and build links with industry to gain sponsorship. Students gain first-hand experience in marketing and accounting, needing to provide a complete portfolio as part of the competition," he said.

"Registration for the programme is free for all schools in South Africa," said Bez Sangari, MD of Sangari South Africa. "The F1 competition focuses on blended learning through a cross curricula approach where learners physically apply what is learnt in the classroom. The true value lies in how learners take ownership of their own learning."

"What makes the F1 in Schools Technology Challenge different is that it entails a comprehensive and inclusive learning approach. Learners engage with subjects that improve their literacy, numeracy, sport and sports science, design and technology, art and design, textiles knowledge, STEM learning, computing, and business and enterprise," said Mr Sangari.

The programme focuses on using ELT (Experiential Learning Theory) as an approach where learners go through the physical experiences themselves. In their teams they are faced with challenges, victories, planning and obstacles that need to be overcome to succeed. This teaches true teamwork and develops communication along with leadership skills from a young age.

Using 3D CAD software, they design a car based on the specifications set by the International Rules Committee and use Computational Fluid Dynamics Software (CFD) to analyse their car designs. Using 3D CAM software, the teams evaluate the most efficient machining strategy to make their cars.

Schools gain the benefit of the blended learning process, and teams that are set on competing are encouraged to obtain sponsorship. Opportunities exist for sponsors to display their logos on team cars at events, while primary sponsors will have exposure on the F1 in Schools website and at race events.

The teams wishing to enter the official competitions on regional, provincial, national or international level would have to source sponsorships as these have different entry costs. Teams would also need to source sponsorship for manufacturing cars which vary from the manufacturing centre they use.

Other costs that teams need to consider are the branding of team uniforms, creating and printing pit displays, printing portfolios, travel and accommodation. The teams do this by providing sponsor branding exposure on their pit displays, portfolios, team uniforms, presentations and racing cars. Sponsors are often companies in close proximity to the school and the added benefit is that graduates from the school are absorbed into the organisation, thereby ensuring a viable return on their investment. ▲

Contact details

Email: register@f1inschools.co.za or

web: <http://sangaris.co.za/f1-in-schools/>



The team with Bez Sangari, MD of Sangari SA

maxtec



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CONNECTIVITY
FOR SCHOOLS

Ensuring Safe and Secure Networks for Learning Environments

Long gone are the days where students were prohibited from using their personal devices and only approved users were granted network access. Today's digital classrooms require connectivity for almost any device. From primary to upper grade levels, students often bring more than one device with them each day. The opening of networks to accommodate the growing number of devices fosters inevitable security risks which could lead to data breaches and data leaks of sensitive student and staff personal information.

We understand the unique challenges you face in delivering engaging, relevant, and meaningful learning opportunities to students while maintaining a high level of network security to protect data and meet compliance standards.

1/4

One in four regular Internet users younger than 17 were exposed to unwanted sexually oriented pictures online during 2015

12-17

The largest group of Internet porn consumers is children aged 12-17, who share it at school

25%

OF CHILDREN get away with pretending to be older to get an account online

38%

OF BREACHES Caused by Application Vulnerabilities

23%

OF RECIPIENTS open phishing messages and 11% click on attachments

48%

OF KIDS in Grade 1 report to have seen content on the Web they were not comfortable with, 28 percent did not tell an adult

11%

OF TEENS report knowing how to turn off parental controls, which you can use to block certain types of Web content

18+ 31%

OF KIDS aged 12-18 have lied about their age in order to access a website

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