## Contents

### Technology feature
The changing landscape of IT in education.................................3
Online funding finder services for schools.................................4
Private-public collaboration for the digitalisation of SA education...8

### Education matters
Empowering girl learners through sports ..................................12
The ISPA SuperTeacher Awards 2017 .....................................14
Six marathons on six continents in six days – and partnering with schools along the way.....................................................16

### Learners, teachers & parents
One million learners to benefit from National Schools Hygiene Programme .................................................................17
Bronze for South Africa in Pan African Mathematics Olympiad ...18
Ditching math myths: The path to mastery starts in early childhood.................................................................19

### Careers & tertiary training
Mix & match qualifications trending among savvy graduates .....20

---

**Advertisers**

- EduTech Africa 2017 IPC
- Sunward Park High School IBC
- The Mighty Pen EDUCATION magazine CBC
- Bridge2Africa International Cyber Convention
- Knowledge Network Page 7
- Pearson Education Page 9
- Sponsorship & CSI Development Summit in school education Page 20
- Girls & Football SA Page 13

---

**Our front cover**

Snippets of our July issue stories.
Editor’s column

Education, technology … and the words we use

I came across a fascinating, hilarious and yes, serious editorial by Neil Selwyn, which was based on a talk given to the ‘Digital Innovation, Creativity & Knowledge in Education’ conference – Qatar, January 2015.

The headline is enough to grab anyone’s attention: Minding our language: why education and technology is full of bullshit … and what might be done about it. Now this is a topic I have not heard discussed at any conference, talk shop or education & technology forum.

Selwyn comments that educational uses of digital technology tend to be discussed in enthusiastic and often exaggerated terms. It is common to hear talk of the digital ‘disruption’ of education, ‘flipping’ the traditional classroom setup, and technology as a ‘game-changer’. Industrial-era schools are regularly decreed as ‘broken’, while various digital technologies are celebrated for kick-starting ‘twenty-first century learning’.

Doubts are even raised over the need to actually ‘know’ or be ‘taught’ anything in an age where things can be found out on a ‘just-in-time’ basis. This is an area awash with bold assertions and confident claims. The hype bubble that surrounds digital technology and education certainly emanates from all manner of unlikely sources. Take, for example, these public pronouncements:

- Get schools out of the 1890s … In an age when most information and knowledge is transmitted digitally and is increasingly personalised – think about how Netflix, Pandora, Twitter and Facebook work – we should be able to do much better than that. Pioneering projects like Khan Academy, Udacity and Coursera are pointing toward a future of learning that is more like Netflix than the chalk-and-book system we have today. (Gingrich, 2014)
- [The Electronic Classroom of Tomorrow] provides a glimpse of what is possible by harnessing the power of technology … Customised learning to meet the unique needs of each student so that their God-given abilities are maximised, so that they can pursue their dreams armed with the power of knowledge. (Bush, 2010)
- [The digital world knows no boundaries and is seen as plain sexy by the young. (Prince Andrew, Duke of York, 2014)]

Such rhetoric is not confined to the great and the good. Indeed, academics, educators and other involved professionals will often slip into similarly idealistic and impassioned talk. Take, for example, the ways in which the field of educational technology has been described over the past few decades. This has shifted from labels of ‘computer-based instruction’ and ‘computer-assisted learning’ in the 1980s, to ‘technology-enhanced learning’ and ‘connected learning’ in the 2000s.

Consistent throughout this re-branding is the presumption not only that learning is taking place, but also that learning is being driven actively by the use of technology. Notions of ‘technology-enhanced learning’ and ‘computer-supported collaborative learning’ therefore convey deliberate connotations about the relationships between education and technology. The subjective nature of such language is easy to spot in isolation, but also easy to overlook when encountered on a daily basis. [Emphasis added]

We at The Mighty Pen certainly believe that … in the beginning was the word … and this topic perspective is something I will be commenting more on, including extracts from the original article.

Yours in syntax

Janos Bozsik
Editor

The changing landscape of IT in education

By Jiří Hrdlitzka, founder of Knowledge Network

The IT education landscape has changed forever. Technology tools are no longer confined to a single computer facility where learners learn how to type.

Information technology tools are now in the hands of learners, educators and academic teams using smartphones, tablets, laptops or desktops.

The Internet provides easy access to dictionaries, school project information, math solutions, language tutorials and books which meet the learners’ educational technology needs – instant gratification, ‘hassle-free’ access to research material obviating the need for trips to libraries and wasting time searching through dusty magazines in search of pictures for project boards.

Microsoft, our onetime go-to company for software tools to equip learners with the skills to handle their schoolwork has changed. So too have the hardware options, not only in schools but also in homes.

Our choices in the changing IT education landscape include: Android, iOS, Linux, Windows – tablets with virtual or Bluetooth keyboards, laptops with removable screens when tablet use is required, computers and client servers.

Our office suite choices for our learners to complete their projects, work sheets, spreadsheets, drawings, diagrams, research and presentation of work includes: Microsoft Office, Apache OpenOffice, iWork, OfficeSuite, WPS Office, SmartOffice, Polaris Office, Docs to Go and G Suite for education.

The tools we choose for our learners to keep them upskilled for school and life are not necessarily the same as those they choose for themselves to use at home or to bring to school.

It is highly likely learners use different technologies at home and at school. It is also probable that some school technical teams and learners will be meticulous about updating their software while others will not. The delivery of learning on spreadsheet to a class of twenty learners with different versions of software on their iPads is a classroom reality.

An important and critical decision-making change to the IT in education landscape is the access to Internet, how the access is facilitated and funded with access speeds and data availability playing an important role.

An international trend is coding. The current thinking is all learners need coding of some kind for their own development and in preparation for what comes next.

A key starting point in the decision-making process of which technology to fund is access to the Internet. There is no point investing in online technology if your environment is mostly offline or has restricted and disrupted Internet access.

There is no conclusive evidence to suggest that learners who upskill on older or partially offline technologies cannot make it at varsity or in life.

Our role in the changing IT landscape is to ensure we give the learners whatever we can use whichever technologies we have now, to then grow in skills and technology to equip our learners for the years to come.

If we have useable, working technologies in a school vault awaiting Internet access or some other technology then we can using whichever technologies we have at our disposal.

An international trend is coding. The current thinking is all learners need coding of some kind for their own development and in preparation for what comes next.

A key starting point in the decision-making process of which technology to fund is access to the Internet. There is no point investing in online technology if your environment is mostly offline or has restricted and disrupted Internet access.

There is no conclusive evidence to suggest that learners who upskill on older or partially offline technologies cannot make it at varsity or in life.

Our role in the changing IT landscape is to ensure we give the learners whatever we can use whichever technologies we have now, to then grow in skills and technology to equip our learners for the years to come.

If we have useable, working technologies in a school vault awaiting Internet access or some other technology then we can using whichever technologies we have at our disposal.

An international trend is coding. The current thinking is all learners need coding of some kind for their own development and in preparation for what comes next.

A key starting point in the decision-making process of which technology to fund is access to the Internet. There is no point investing in online technology if your environment is mostly offline or has restricted and disrupted Internet access.

There is no conclusive evidence to suggest that learners who upskill on older or partially offline technologies cannot make it at varsity or in life.

Our role in the changing IT landscape is to ensure we give the learners whatever we can use whichever technologies we have now, to then grow in skills and technology to equip our learners for the years to come.

If we have useable, working technologies in a school vault awaiting Internet access or some other technology then we can using whichever technologies we have at our disposal.

An international trend is coding. The current thinking is all learners need coding of some kind for their own development and in preparation for what comes next.

A key starting point in the decision-making process of which technology to fund is access to the Internet. There is no point investing in online technology if your environment is mostly offline or has restricted and disrupted Internet access.

There is no conclusive evidence to suggest that learners who upskill on older or partially offline technologies cannot make it at varsity or in life.
Online funding finder services for schools

Many local, under-funded non-profit organisations (NPOs) are struggling to deliver much-needed goods and services under tough economic conditions – but a lifeline could be found in a welcoming office in Woodstock, Cape Town.

Inyathelo, the South African Institute for Advancement, has a Funding Finder service which enables grant seekers to easily access details of nearly 1 100 South African donors.

In addition, Inyathelo offers the opportunity to reach over 108 000 foreign donors. It is a member of the US-based Foundation Centre’s Funding Information Network – one of only two organisations in Africa with this status.

“Funding Finder allows you to search for South African donors according to your sector (for example arts or agriculture) and then to drill down into a sub-sector, such as primary school education or emerging farmers,” said Inyathelo Operations Director Feryal Domingo.

“You can also specify the province in which you seek assistance, as well as the kind of activities you want funded – such as education, advocacy, infrastructure – and the type of donors you are looking for (corporates, private foundations, trusts and others).”

Funding Finder also offers useful hints and tips on how to approach donors; who to contact and how; and what activities and sectors particular donors don’t support. You can compare donors, keep a list of favourite donors and receive alerts every time information is updated.

Visitors to Inyathelo’s offices can access Funding Finder free of charge, but most find it more convenient to subscribe and access the service online at any time. A 12-month subscription costs R1 710 (including VAT) for registered NPOs. For an individual or institution, the fee is R2 850 (including VAT).

One of the users is Awatif Daniels, a prospect researcher at the University of the Western Cape. “Funding Finder is a tremendous resource – you can find all the necessary information on one site, saving days of work,” she said.

“At the press of a button, you can scour all of South Africa and find corporates, trusts and foundations you might never have been aware of. It provides far more detailed, specific information than you would find on a normal internet search.”

As part of the Funding Information Network, Inyathelo also provides the following Foundation Centre resources

• An up-to-date edition of an extensive directory of overseas foundations, corporate giving programmes and grant-making public charities;
• The Foundation Directory Online Professional database, which allows grant seekers to search for funders that focus on countries beyond the United States;
• Foundation Grants to Individuals Online is a database of more than 8 500 funders that focus on individuals needing assistance for research, scholarships, fellowships and awards;
• Philanthropy In/Sight is a tool that combines the Foundation Centre’s data on grant makers and their grants with Google maps to tell the story of philanthropy. Users can create maps that reveal patterns of giving and funding relationships, helping them to identify areas of need; and
• Access to online training for grant seekers via webinars.

To access the resources at Inyathelo’s offices in Woodstock, Cape Town, please contact info@inyathelo.org.za or call 021 465 6981.
Grade 12 learners from School of Merit Private School in Edenvale, South Africa receive their Knowledge Network® In-school Diploma Programme for High Schools.

Knowledge Network® Level 05 In-school Diploma Programme for High Schools

The Knowledge Network® In-school Diploma Programme is for High Schools Grade 08 to Grade 12. Learners start with KN Level 01 in Grade 08 and complete KN Level 05 in their Grade 11 or Grade 12 year.

The programme can be implemented using Windows-based systems, iPads, Macs, Androids or a mix of different systems that learners encounter during school, varsity and the workplace.

The programme includes IT skills that learners need for their schoolwork including research and referencing, spreadsheeting and charting, presentations and graphics and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

The programme is covered during one lesson per week of between 30 and 60 minutes per lesson over 4 or 5 years of school. Additional content includes web site development, and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

Learners complete a project including content taken from the workplace for their final 4-hour assessment.

The Knowledge Network® In-school Diploma Programme for High Schools Grade 08 and complete KN Level 05 In-school Diploma Programme for High Schools.

Learners complete a project including content taken from the workplace for their final 4-hour assessment.

The programme can be implemented using Windows-based systems, iPads, Macs, Androids or a mix of different systems that learners encounter during school, varsity and the workplace.

The programme includes IT skills that learners need for their schoolwork including research and referencing, spreadsheeting and charting, presentations and graphics and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

The programme is covered during one lesson per week of between 30 and 60 minutes per lesson over 4 or 5 years of school. Additional content includes web site development, and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

Learners complete a project including content taken from the workplace for their final 4-hour assessment.

The Knowledge Network® In-school Diploma Programme is for High Schools Grade 08 to Grade 12. Learners start with KN Level 01 in Grade 08 and complete KN Level 05 in their Grade 11 or Grade 12 year.

The programme can be implemented using Windows-based systems, iPads, Macs, Androids or a mix of different systems that learners encounter during school, varsity and the workplace.

The programme includes IT skills that learners need for their schoolwork including research and referencing, spreadsheeting and charting, presentations and graphics and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

The programme is covered during one lesson per week of between 30 and 60 minutes per lesson over 4 or 5 years of school. Additional content includes web site development, and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

Learners complete a project including content taken from the workplace for their final 4-hour assessment.

The Knowledge Network® In-school Diploma Programme is for High Schools Grade 08 to Grade 12. Learners start with KN Level 01 in Grade 08 and complete KN Level 05 in their Grade 11 or Grade 12 year.

The programme can be implemented using Windows-based systems, iPads, Macs, Androids or a mix of different systems that learners encounter during school, varsity and the workplace.

The programme includes IT skills that learners need for their schoolwork including research and referencing, spreadsheeting and charting, presentations and graphics and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

The programme is covered during one lesson per week of between 30 and 60 minutes per lesson over 4 or 5 years of school. Additional content includes web site development, and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

Learners complete a project including content taken from the workplace for their final 4-hour assessment.

The Knowledge Network® In-school Diploma Programme is for High Schools Grade 08 to Grade 12. Learners start with KN Level 01 in Grade 08 and complete KN Level 05 in their Grade 11 or Grade 12 year.

The programme can be implemented using Windows-based systems, iPads, Macs, Androids or a mix of different systems that learners encounter during school, varsity and the workplace.

The programme includes IT skills that learners need for their schoolwork including research and referencing, spreadsheeting and charting, presentations and graphics and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

The programme is covered during one lesson per week of between 30 and 60 minutes per lesson over 4 or 5 years of school. Additional content includes web site development, and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

Learners complete a project including content taken from the workplace for their final 4-hour assessment.

The Knowledge Network® In-school Diploma Programme is for High Schools Grade 08 to Grade 12. Learners start with KN Level 01 in Grade 08 and complete KN Level 05 in their Grade 11 or Grade 12 year.

The programme can be implemented using Windows-based systems, iPads, Macs, Androids or a mix of different systems that learners encounter during school, varsity and the workplace.

The programme includes IT skills that learners need for their schoolwork including research and referencing, spreadsheeting and charting, presentations and graphics and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

The programme is covered during one lesson per week of between 30 and 60 minutes per lesson over 4 or 5 years of school. Additional content includes web site development, and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

Learners complete a project including content taken from the workplace for their final 4-hour assessment.

The Knowledge Network® In-school Diploma Programme is for High Schools Grade 08 to Grade 12. Learners start with KN Level 01 in Grade 08 and complete KN Level 05 in their Grade 11 or Grade 12 year.

The programme can be implemented using Windows-based systems, iPads, Macs, Androids or a mix of different systems that learners encounter during school, varsity and the workplace.

The programme includes IT skills that learners need for their schoolwork including research and referencing, spreadsheeting and charting, presentations and graphics and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

The programme is covered during one lesson per week of between 30 and 60 minutes per lesson over 4 or 5 years of school. Additional content includes web site development, and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

Learners complete a project including content taken from the workplace for their final 4-hour assessment.

The Knowledge Network® In-school Diploma Programme is for High Schools Grade 08 to Grade 12. Learners start with KN Level 01 in Grade 08 and complete KN Level 05 in their Grade 11 or Grade 12 year.

The programme can be implemented using Windows-based systems, iPads, Macs, Androids or a mix of different systems that learners encounter during school, varsity and the workplace.

The programme includes IT skills that learners need for their schoolwork including research and referencing, spreadsheeting and charting, presentations and graphics and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

The programme is covered during one lesson per week of between 30 and 60 minutes per lesson over 4 or 5 years of school. Additional content includes web site development, and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

Learners complete a project including content taken from the workplace for their final 4-hour assessment.

The Knowledge Network® In-school Diploma Programme is for High Schools Grade 08 to Grade 12. Learners start with KN Level 01 in Grade 08 and complete KN Level 05 in their Grade 11 or Grade 12 year.

The programme can be implemented using Windows-based systems, iPads, Macs, Androids or a mix of different systems that learners encounter during school, varsity and the workplace.

The programme includes IT skills that learners need for their schoolwork including research and referencing, spreadsheeting and charting, presentations and graphics and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

The programme is covered during one lesson per week of between 30 and 60 minutes per lesson over 4 or 5 years of school. Additional content includes web site development, and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

Learners complete a project including content taken from the workplace for their final 4-hour assessment.

The Knowledge Network® In-school Diploma Programme is for High Schools Grade 08 to Grade 12. Learners start with KN Level 01 in Grade 08 and complete KN Level 05 in their Grade 11 or Grade 12 year.

The programme can be implemented using Windows-based systems, iPads, Macs, Androids or a mix of different systems that learners encounter during school, varsity and the workplace.

The programme includes IT skills that learners need for their schoolwork including research and referencing, spreadsheeting and charting, presentations and graphics and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

The programme is covered during one lesson per week of between 30 and 60 minutes per lesson over 4 or 5 years of school. Additional content includes web site development, and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

Learners complete a project including content taken from the workplace for their final 4-hour assessment.

The Knowledge Network® In-school Diploma Programme is for High Schools Grade 08 to Grade 12. Learners start with KN Level 01 in Grade 08 and complete KN Level 05 in their Grade 11 or Grade 12 year.

The programme can be implemented using Windows-based systems, iPads, Macs, Androids or a mix of different systems that learners encounter during school, varsity and the workplace.

The programme includes IT skills that learners need for their schoolwork including research and referencing, spreadsheeting and charting, presentations and graphics and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

The programme is covered during one lesson per week of between 30 and 60 minutes per lesson over 4 or 5 years of school. Additional content includes web site development, and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

Learners complete a project including content taken from the workplace for their final 4-hour assessment.

The Knowledge Network® In-school Diploma Programme is for High Schools Grade 08 to Grade 12. Learners start with KN Level 01 in Grade 08 and complete KN Level 05 in their Grade 11 or Grade 12 year.

The programme can be implemented using Windows-based systems, iPads, Macs, Androids or a mix of different systems that learners encounter during school, varsity and the workplace.

The programme includes IT skills that learners need for their schoolwork including research and referencing, spreadsheeting and charting, presentations and graphics and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

The programme is covered during one lesson per week of between 30 and 60 minutes per lesson over 4 or 5 years of school. Additional content includes web site development, and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

Learners complete a project including content taken from the workplace for their final 4-hour assessment.

The Knowledge Network® In-school Diploma Programme is for High Schools Grade 08 to Grade 12. Learners start with KN Level 01 in Grade 08 and complete KN Level 05 in their Grade 11 or Grade 12 year.

The programme can be implemented using Windows-based systems, iPads, Macs, Androids or a mix of different systems that learners encounter during school, varsity and the workplace.

The programme includes IT skills that learners need for their schoolwork including research and referencing, spreadsheeting and charting, presentations and graphics and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

The programme is covered during one lesson per week of between 30 and 60 minutes per lesson over 4 or 5 years of school. Additional content includes web site development, and doubles as an entrepreneurial and life skills programme to equip learners for varsity and the workplace.

Learners complete a project including content taken from the workplace for their final 4-hour assessment.
Private-public collaboration for the digitalisation of SA education

Preparing the Connected Generation for the Digital Economy is an opportunity to transform how students learn and better equip teachers.

"The world is being transformed by technology and governments at all levels must embrace digital transformation and partner with the private sector to improve the lives and prospects of its citizens,” observes Charmaine Houvet, Director: Public Policy, Africa, Cisco. "The role of governments in the age of digitalisation cannot be understated, requiring them to embrace the digitalisation agenda in order to serve the needs of their citizens and remain globally competitive.”

In the 2016 World Economic Forum (WEF) Global Information Technology Report, South Africa ranked at 65th place overall for harnessing information technology, an increase of ten places on the Networked Readiness Index (NRI). While this is a marked improvement from the 2015 rankings, it was mainly driven by South African businesses usage of technology (ranked 32nd in usage), while government usage in the country scored a disappointing 505th in the ranking. There is clearly an opportunity for government to use ICT for increased competitiveness and well-being and bring the objectives outlined in the National Development Plan (NDP) to life by connecting cities, communities and countries through the Internet of Things (IoT). Cisco is prepared to play its part in collaborating with government and its partners to support the NDP goals to transform education, healthcare and drive job creation.

From intelligent streetlights to traffic data gathered through devices, to analysing big data to develop and better deploy social services; governments have many opportunities to drive digital transformation and improve lives. Beyond social impacts, the manner in which governments operate and engage with citizens, constituents, businesses, and other government organisations can be dramatically improved through upgrading networks and numerous other digital interventions.

‘As more businesses, devices and people are connected to the Internet, technological advancement will increase; requiring governments to be more agile and proactive in designing enabling policies that are transformative and encourage investment, transform the education landscape and invest in broadband infrastructure’ adds Houvet.

Not all bad news

Cisco has worked with governments globally to conceptualise and implement digitalisation strategies. In South Africa, Cisco invested in various portfolios, including the Department of Science and Technology (DST) contributing R66 million in R&D investments towards the SKA project. In 2016, the company invested R12 million as one of the technology partners to the recently launched Tshimologong Precinct as part of Wits University and the City of Joburg’s vision to turn Braamfontein into a digital hub/silicon valley.

In 2011, Cisco’s then CEO and current Chairman, John Chambers met with various Departments within the Egyptian Government to understand how to support their priorities. In 2016, Cisco made a $10 million venture capital investment towards seed capital for economic development and job creation.

Beyond Africa, the Government of India worked with Cisco to launch manufacturing operations in Pune in October 2016. Cisco is working with the Government to transform Nagpur into a Connected City. In addition, Cisco is also working closely with State Governments in India to digitally transform 14 cities and plants and to connect 100 cities as part of Prime Minister Narendra Modi’s Digital India initiative.

"The Platinum Primary and High School Atlases are valuable learning and teaching resources for your classroom. They feature up-to-date information, statistics, maps and graphs to help learners explore and understand our local and global environments.

Improve Map, Atlas and GIS skills with the Platinum Interactive Skills Atlas

The Platinum Interactive Skills Atlas provides learners with a personalised, interactive learning experience to understand and practise Map, Atlas and GIS skills.

Find out more about the Platinum Interactive Skills Atlas by watching the short video at www.platinumskillsatlas.pearson.co.za
**SPONSORSHIP & CSI DEVELOPMENT SUMMIT IN SCHOOL EDUCATION**

“Roadmap to funding”

**Gauteng Province**

**FUNDING**

**DON’T MISS THE INNOVATIVE SPONSORSHIP EXPERT & COACH (EXCLUSIVE SUMMIT)**

---

**YOUR HOST:**

SOCIAL ENTREPRENEURSHIP COACH & SPONSORSHIP CONSULTANT

DANIEL MATHIBEDI

ICT & SOCIAL ACTIVIST IN SCHOOL EDUCATION

---

**DIGITAL & TECHNOLOGY MYSTERY TO SECURE A SPONSOR**

**HIGHLIGHTS OF THE SUMMIT**

- DIRECT AUDIENCE WITH SPONSORS
- PROPOSAL WRITING
- MARKETING & PR
- STRATEGY
- SPONSORSHIP PACKAGES
- SECURING A SPONSOR

**INVESTMENT**

R745.00 PER DELEGATE

Includes:

- General Attendance
- Sponsorship Material
- Proposal Template
- Leading Sponsor & Donors List
- Lunch

---

**WE HAVE LIMITED SEATS AVAILABLE FOR THIS EXCLUSIVE OPPORTUNITY TO LEARN THE SPONSORSHIP MASTERY BOOK YOUR SEAT TODAY!!!**

THE CURRENT ECONOMIC CLIMATE HAS DRASTICALLY AFFECTED SPONSORSHIP AND CSI SUPPORT, THESE LEADING TO BUDGETS CUTS - WHAT IF I TELL YOU SPONSORS ARE LOOKING FOR RETURN IN INVESTMENT AND WITH DIGITAL AND TECHNOLOGY CHANNEL RISE IN THE COUNTRY, IS SOMETHING THEY VALUE FOR BUSINESS.

---

**WHO SHOULD ATTEND?**

SCHOOLS: SGB Chairperson | SGB Treasurer | SGB Secretary | Principal |

Administration | Educators

CIVIC SOCIETY: NGOs | CBGs |

Interested in Education & Improving Teaching and Learning

---

**WE HAVE LIMITED SEATS AVAILABLE FOR THIS EXCLUSIVE OPPORTUNITY TO LEARN THE SPONSORSHIP MASTERY BOOK YOUR SEAT TODAY!!!**

---

**OUTCOMES FOR THE SPONSORSHIP & CSI DEVELOPMENT SUMMIT**

- Delegates will sharpen their skills, expand their thinking, increase expertise, sharpen their argument their network and become more inspired to achieve even higher budgets requests on Sponsorship and CSI portfolio.
- This platform will serve as an opportunity to network with fellow professionals of education stakeholders who share the same challenges of insufficient budgets.
- Drive more decision makers to your projects through innovative tech strategy.
- Promote Projects in innovative ways aligned to your brand to attract funding.
- Brand visibility over your competitors to come first for CSI support.
- Network with market to the industry most influential people.
- Exclusive PR & Marketing, Sponsorship proposal, Digital & technology Strategy Skills and Mastery.

---

**BE AT THE FOREFRONT; CHOOSE YOUR SPONSORSHIP PACKAGE AND ESCALATE YOUR SCHOOL / ORGANIZATION GROWTH.**

**DIGITAL & TECHNOLOGY SPONSORSHIP MYSTERY STRATEGY IS REVEALED !!!**

ATTENDING THE SPONSORSHIP AND CSI DEVELOPMENT SUMMIT IN SCHOOL EDUCATION IS A FANTASTIC AND COST EFFECTIVE WAY TO PUT YOUR SCHOOL BRAND IN THE FOREFRONT OF LEADING SPONSORS & EXPERTS AND BE ASSOCIATED WITH A COLLABORATIVE ENGAGING PLATFORM WHICH FUNDER AND SPONSORS VALUE AS IT SPEAKS TO THEIR CORE BUSINESS FUNCTION COUPLED WITH THEIR SUPPORT ON SOCIAL CONTRIBUTION.

---

**SUMMIT DETAILS**

DATE: 24 AUGUST 2017

TIME: 9:00 - 14:30

VENUE: AKASIA TOWNHALL

ADDRESS: 120 DISOTUS AVE, AKASIA, 0118

(WONDERPARK, PRETORIA)

---

**For Registration Enquiries:**

Tel: 012 753 8110 Cell: 076 201 0002

Email: Daniel.mathibedi@cignalsecure.co.za

---

**OUTCOMES FOR THE SPONSORSHIP & CSI DEVELOPMENT SUMMIT**

- Delegates will sharpen their skills, expand their thinking, increase expertise, sharpen their argument their network and become more inspired to achieve even higher budgets requests on Sponsorship and CSI portfolio.
- This platform will serve as an opportunity to network with fellow professionals of education stakeholders who share the same challenges of insufficient budgets.
- Drive more decision makers to your projects through innovative tech strategy.
- Promote Projects in innovative ways aligned to your brand to attract funding.
- Brand visibility over your competitors to come first for CSI support.
- Network with market to the industry most influential people.
- Exclusive PR & Marketing, Sponsorship proposal, Digital & technology Strategy Skills and Mastery.

---

**WHY ATTEND THE SPONSORSHIP & CSI SUMMIT?**

- Align your school brand with the largest sponsorship and CSI collaborative engagement.
- Present your project overview to the market face to face and receive feedback.
- Generate new contacts gather leads and take sponsors intake timeline there and then.
- Online exposure network to get your school listed for funding perusal.
- Position yourself alongside the sponsors and funders under one roof.
- Network and forge new partnerships.

---

**DID YOU KNOW!**

With the rise of digital channels and technology Sponsorship it’s being dominated by those pillars:

LEARN, HOW, WHO, WHAT, WHICH, WHEN

FOR A WINNING SPONSORSHIP PROPOSAL
Empowering girl learners through sports

Standard Chartered Goal Programme hosted a two day summit titled Beyond Girls’ Education Global Summit 2017. The summit agenda highlighted the best practises and opportunities to support adolescent girls and young women by empowering them economically and further increase the number of girls who benefit through programmes and initiatives like these.

In South Africa, the Goal programme has 1,272 girls enrolled for the year 2017 up from 600 in 2015 and 750 in 2016 and currently operates in Pretoria Mamelodi. Standard Chartered South Africa has plans of expanding Goal to Johannesburg in 2018. “Partnerships with NGOs, corporate and government who share similar models play an important role in expanding goal,” says Geraldine Matchaba, Head of Corporate Affairs and Brand & Marketing, South & Southern Africa.

Goal is an initiative that empowers and equips adolescent girls from low-income families in urban areas with confidence, knowledge and skills to ensure they have the opportunity to fulfil their economic potential.

Through a combination of sports and life skills training, Goal aims to give power to girl-learners in order to be integral economic leaders in their families, communities and societies.

They partner with global development organisations, who are experts in developing confidence, leadership and teaching life skills to adolescent girls. The girls play basketball, football, netball or volleyball, depending on the local game of choice. The girls learn key life skills, including how to stay healthy and manage their money.

Goal was first launched in 2006 as a pilot in Delhi and reached 70 girls. Since 2006, Goal has reached over 285,000 girls across the Bank’s global footprint. Goal aims to reach over 80,000 in 2017 bringing the total to 365,000 girls. By the end of 2020, they aim to have reached a total of 600,000 girls since the programme’s inception.

Goal will be active in twenty countries through direct Standard Chartered support and through our partners: Bangladesh, Brazil, China, Ghana, India, Indonesia, Jordan, Kenya, Malaysia, Mauritius, Myanmar, Nigeria, Pakistan, South Africa, Sri Lanka, Uganda, The Gambia, UK, Vietnam, Zambia.

The Goal programme is implemented and delivered in schools and communities, and the curriculum is based on training modules, with play based learning and sport at the core. Modules cover financial education, communication, hygiene and life skills that collectively seek to empower and raise the confidence of young adolescent girls. An additional module was introduced in 2017 which provides practical experience on employability and entrepreneurial skills.

The summit further expanded on the importance of addressing the barriers to girls’ empowerment and employing leadership as a tool to take control of their lives and using their voice to influence their communities. Girls live in a diverse world characterised by great pressures and responsibilities, evolving technology and challenges in the job market. The summit unpacked the opportunities and challenges and highlighted the roles of technology and advocacy in girls’ empowerment.

Building partnerships to champion adolescent girls and young women is critical to reaching the 600 million adolescent girls living in low income countries. As part of its involvement with the Clinton Global initiative, Standard Chartered committed to reach 600,000 girls through Goal by the end of 2020 and further support 10,000 girls in their transition from secondary education to higher education or work.

The book includes voices of leading men and women in sport, with contributions from Stry Kaoli, Springboks Rugby Flank, George Steadley, former Bafana Bafana player and Director of the Football Magic Foundation, Fran Hilton-Smith, Assistant Technical Director South African Football Association and Head of Department Women’s Football, Brian Baloyi, former Bafana Bafana goalkeeper and Adam Fine, Founder of Fives Futbol and game-changing entrepreneur.

Near 800 boys and men with an average of 21 years-old were interviewed in an effort to understand perspectives around masculinity, gender-based violence, the future of South Africa and the importance of youth inclusion.

The launch will take place in Johannesburg, South Africa on Wednesday, August 9th, 2017, in an effort to bring a collaborative meaning to South Africa’s National Women’s Day.

The follow up launch will take place in Cape Town, South Africa on Friday, August 18th, 2017, sponsored by Fives Futbol.

Subsequent launches will take place in Dubai, the United Arab Emirates from September 2017 onwards.

For more information, please email: info@girlsandfootball.org
WELCOME TO THE ISPA SUPERTEACHER COMPETITION!

The ISPA SuperTeacher Competition is an annual competition sponsored by the Internet Service Providers’ Association (ISPA) and managed by the Digital Education Institute on behalf of ISPA. This prestigious competition has a proud history going back to 2001, when ISPA launched the competition, to support their Train the Teacher ICT Project. This year we hope to extend the competition to include more teachers and reach more schools and communities. We have also introduced a mobile safety category catering to the ever-growing use of mobile devices in and out of the classroom.

What is the aim?

The ISPA SuperTeacher Competition gives educators an opportunity to showcase their skills in using Information Communication Technologies (ICT) to improve the educational environment within their classroom, school or community.

Who is eligible to enter?

All educators currently teaching at schools throughout South Africa.

COMPETITION CATEGORIES:

<table>
<thead>
<tr>
<th>Category 1: ISPA SuperTeacher</th>
<th>Project focus areas (Choose 1 of the following 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Open to educators at Quintile 1 to 3 schools.</td>
<td>A. Curriculum integration and classroom management:</td>
</tr>
<tr>
<td></td>
<td>The project demonstrates the creative and efficient use of ICT to enhance teaching and learning in the 21st century.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category 2: ISPA Champ Teacher</th>
<th>Project focus areas (Choose 1 of the following 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Open to educators at Quintile 4 &amp; 5 schools.</td>
<td>B. Effective school leadership and management:</td>
</tr>
<tr>
<td></td>
<td>The project demonstrates the innovative use of ICT skills to enhance overall productivity, educator or learner motivation, administration or extra-curricular activities in the school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category 3: WASPA Mobile Teacher</th>
<th>Project focus areas (Choose 1 of the following 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Open to all educators across all the quantiles</td>
<td>D. The safe use of mobile technologies in and out of the classroom:</td>
</tr>
<tr>
<td></td>
<td>The project specifically aim to address the safe use of mobile devices in and out of the classroom.</td>
</tr>
</tbody>
</table>

Please note:

Previous finalists and entrants may re-enter. Please note, however, that previous winners of the annual ISPA SuperTeacher Award may not re-enter under the first 2 categories for a period of 3 years. They may, however enter into the new WASPA mobile teacher category.

- The competition entries officially closed in July.
- Winners will be announced in September.

Selection of winners

The winning educators are selected by a PANEL OF JUDGES appointed by DEI. Winners are selected on the basis of a PORTFOLIO OF EVIDENCE that best showcases their ICT in Education Project in the chosen focus areas.

Competition prizes

Each of the ten finalists will receive an all-expenses paid, two day trip to iWeek and the ISPA SuperTeachers™ Awards Ceremony in September 2017. (Dates to be announced). This year, the Winners of the 2017 ISPA SuperTeacher Competition will be announced at a glittering Gala Dinner Reception taking place in Durban. The winner in each category will also receive a Mystery Prize, in this the 21st year of iWeek.
Six marathons on six continents in six days – and partnering with schools along the way

Ninzi-Connect hosted US Company, Aspect’s Vice President, Joe Gagnon on the third leg of his global challenge to run a marathon on six continents in six consecutive days. The long day for Gagnon started at Serengeti Golf and Lifestyle Estate with an address to school children from the nearby Cornwall Hill College. He spoke to them on the importance of perseverance and that they can achieve anything they put their mind to.

After a briefing session, he set off on the 42.2km (26 miles) course around the Serengeti Estate. It was his third marathon in three days, on three continents. He started his journey on the 10 April in Sydney Australia, from there he travelled to Singapore and then landed in South Africa. He continued on to London, Sao Paolo, and finally finished off in Los Angeles on 15 April, where he ran the sixth and final marathon. The challenge was created in order to raise global awareness for the need for youth empowerment.

Host Ninzi-Connect is a telecommunications and customer engagement solutions company that provides contact centre management solutions. It is the South African partner to American based Aspect which is the world’s largest company solely focused on outbound diallers and contact centres. Apart from being the Senior Vice President in charge of Customer Experience at Aspect Software, Gagnon is an avid blogger and youth motivator who’s widely read blog ‘The High-Performance Life’ brings together the elements of how to improve performance across Life, Learning and Fitness.

“The purpose of this unique challenge is to partner with schools on each continent to extend his message of youth empowerment across the world.”

Martin Haines, Managing Director of Ninzi-Connect, introduced Gagnon, saying: “Joe is a serious endurance athlete having completed five Ironman triathlons and numerous other endurance events. He is also a popular blogger, much covered by the US media, who supports various charitable activities through his blog.”

Gagnon’s message to youth around the world is to apply techniques for mental toughness, creative problem solving, leadership and personal effectiveness. He aims to establish an ongoing connection with students in each of the six locations.

Throughout Gagnon’s 30+ years in business strategy and technology, his first love and charitable focus has always been on youth. This philanthropy stems from his prior experience as President and CEO of Penfrostar, one of the largest online schools in the US servicing 150 000 students.

Gagnon conducted interviews on route with journalists keeping up in golf carts and hosted a media conference at the conclusion of his run.

Haines says Ninzi-Connect fully supports the motivation behind Gagnon’s incredible challenge, especially in light of the youthful composition of South Africa’s population and workforce, and the desperate need for education and training at all levels in South Africa. “We wish Joe all the best and especially back him in his message of youth empowerment. We know South African business is fully behind him.”

Gagnon continued on to London, Sao Paolo, and finally finished off in Los Angeles on 15 April, where he ran the sixth and final marathon.

In September 2017 to 15 000 public primary schools across the country. This will be implemented in class by teachers through a proven behaviour change model, with products provided by Unilever brands Lifebuoy, Domestos and Mentadent to enable the practice of improved hygiene habits by children.

Lifebuoy has already educated over 2 million children in 4 000 schools about the importance of handwashing with soap, with its School of 5 programme, while Domestos’ Germ Busters Club programme and Cleaner Toilets Brighter Future campaign have touched over 400 000 children in 475 South African schools.

The South African Ministry of Basic Education has already supported many hygienic education programmes by teaching children the importance of brushing teeth twice daily to prevent oral decay.

The Unilever National Schools Hygiene & Sanitation Programme is designed to help kids stay healthy and get a better education by avoiding the kinds of preventable infections that too often mean they miss school,” said Paul Polman, Global Chief Executive Officer of Unilever. “It’s great to see this partnership going countrywide with the Department of Basic Education and with our portfolio of sustainable living brands after our successful pilot in 31 schools last year. Unilever is strongly committed to working with others to help build a brighter future for all South Africans”.

Children were encouraged to complete a 21-day behaviour change programme at school and at home with their families during the pilot. Principals and schoolteachers reported a notable decrease in illness and an improvement in school attendance.

“Tthe programme is vitally important as it inculcates healthy and hygienic habits in our learners. Children who are healthy can attend school more regularly and participate actively in everyday learning activities at school. The famous British nurse Florence Nightingale reformed the healthcare system with something as simple as washing hands, today washing your hands regularly with soap is recognised as a cost effective, essential tool for achieving good health. It’s so simple and I am very pleased that we are able to partner with Unilever on this essential project,” said Angie Motshekga, Minister of Basic Education.

Seula Mnako Primary School in Khureng Village in Limpopo, one of the participating schools’ principals went as far as saying the children showed love and enjoyment towards the programme and parents were so impressed that they promised to continuously support the habits that their children learnt through the programme.

Unilever’s commitment to creating a bright future is at the heart of the company’s Sustainable Living Plan. Now in its seventh year, it is the company’s blueprint for growing the business, decoupling environmental footprint from growth, and increasing positive social impact.

Angie Matsie Motshekga (left), Minister of Basic Education and Luc-Olivier Marquet, Executive Vice President for Unilever South Africa

Bruno Wiltvoet – Unilever’s Executive Vice President for Africa, Paul Polman – Unilever Global CEO, Angie Matsie Motshekga – Honourable Minister of Basic Education, Dr. Myriam Sidibe – Unilever Social Mission Director for Africa and Luc-Olivier Marquet – Executive Vice President for Unilever South Africa; together with learners from Seula Mnako Primary School in Alexandra

Joe Gagnon with learners from Cornwall Hill College

Joe Gagnon motivating the learners of Cornwall Hill College

Cornwall Hill College students joining Joe and members of Ninzi-Connect as they start their 42.2km run

Martin Haines (left), Managing Director of Ninzi-Connect and Joe Gagnon, Senior Vice President in charge of Customer Experience at Aspect Software

The Unilever National Schools Hygiene Programme
Bronze for South Africa in Pan African Mathematics Olympiad

This year 46 official contestants from 10 African countries took part in the 25th Pan African Mathematics Olympiad (PAMO) from 1 to 6 July in Rabat, Morocco. The South African team achieved third place overall, behind Tunisia and Morocco with four individual bronze medals.

The PAMO is an annual event of the African Mathematics Union organised each year in an African country where the best pupils in Mathematics of the Secondary Education who are less than twenty years old, are invited to compete.

The South African Mathematics Foundation’s programmes such as the prestigious South African Mathematics Olympiad are used to select and train learners for international competitions. Sixty of our country’s best young mathematicians were invited to an Olympiad camp in December 2016 at the University of Stellenbosch, whereafter the group was trimmed down to 21 high school learners for the April camp in Cape Town. During this camp six learners were selected to represent South Africa at the PAMO.

The team was accompanied by Dylan Nelson (leader) and Lauren Denny (deputy leader), two former South African Mathematics Olympiad (SAMO) medalists, who also assisted the team with their final preparation at the African Institute for Mathematical Sciences in Cape Town a week prior to their departure to Morocco.

According to Dylan Nelson the Moroccan team was exceptionally strong and Tunisia has recently started entering teams in the European Girls Mathematics Olympiad resulting in an improved performance by their team.

“The South African team was perhaps relatively inexperienced compared to South African teams which have participated in the past, but performed reasonably well,” said Dylan Nelson, the South African team leader.

Ditching math myths: The path to mastery starts in early childhood

The best start parents can give children to ensure they master maths throughout their school careers, is to ensure they banish negative attitudes towards the subject right from the start, an education expert says.

“Parents and caregivers must ensure they don’t pass on their own negative feelings about maths, or any other subject, because they themselves struggled in the past,” says Barbara Eaton, Academic Development Co-ordinator for the Schools Division at ADvTECH.

“Children should be allowed to embark on their maths learning in the secure understanding that they are competent and capable, without any kind of pre-emptive fear for the subject,” she says.

Eaton advises parents to take a keen and active part in getting their children excited about maths, and says that the foundations of later maths mastery can be achieved through play-based activities in the early years.

Activities which promote the acquisition of maths concepts include:

- Singing number songs and rhymes.
- Counting out everyday items such as plates and cutlery for supper, potatoes for cooking, biscuits for tea.
- Matching how many times you clap with items such as bottle tops.
- Baking, this involves counting and measuring of ingredients.
- Drawing attention to numerals on gates, cars, busses – anywhere in the immediate environment.
- Sharing out sweets amongst the family or the teddies at the play tea party, which teaches division.
- Dividing fruit, veg and cakes into pieces and talk about halves and quarters, which teaches the concept of fractions.
- Working out how many sweets we need if everyone is to get two, which teaches multiplication.
- Matching, identifying and counting coins, and giving coins to spend on small items in the shop.
- Comparing the sizes of clothes and shoes that the family members wear and arranging them in ascending and descending order.

“Early mathematical experiences have to be presented in kinaesthetic and concrete ways, leading to semi-abstract activities in Grade 6. We certainly do not favour worksheets for children at this young age,” she says.

Eaton adds that while many young children enter Pre-Primary school with knowledge of counting, numbers and shapes, it is also important to expose them to more challenging content.

“Young children are ready to learn more advanced concepts as long as they are presented in an engaging and developmentally appropriate manner. This does not equate with ‘pushing down’ the curriculum content to younger and younger children, as that could have the opposite of the intended effect.”

Eaton advises parents to take a keen and active part in getting their children excited about maths, and says that the foundations of later maths mastery can be achieved through play-based activities in the early years.

“Research tracking American, British and Canadian children found that children who entered pre-school with a strong grasp of numeracy, counting, relative magnitudes and ordinarily achieved better maths scores in later years, and that these skills were more predictive of general scholastic achievement than were language, attention or social skills,” says Eaton.

“But parents should not, in an attempt to ensure their child’s future maths mastery, try to get them to learn something new, with difficulty, which they will manage more easily later. Helping your child at this stage does not entail the teaching of isolated maths skills through memorisation,rote or the reliance on worksheets.

“Parents and guardians who want to make a substantial contribution to their children’s performance later in life can ensure they lay a solid and positive foundation in the early years, simply by making maths meaningful and relevant to everyday situations. Quite simply, maths should become child’s play.”

The 10 participating countries were ranked as follows

2. Tunisia 7. Burkina Faso
4. Ivory Coast 9. Togo
5. Nigeria 10. Tanzania

The team was accompanied by Dylan Nelson (leader) and Lauren Denny (deputy leader), two former South African Mathematics Olympiad (SAMO) medalists, who also assisted the team with their final preparation at the African Institute for Mathematical Sciences in Cape Town a week prior to their departure to Morocco.

Eaton notes South Africans regularly hear about our country’s dismal performance in international maths and science benchmarking tests.

“Those of us who work at the Pre-Primary level are well aware that the results of the children at prep and college levels will not improve if we do not focus on the correct teaching of maths concepts within the three to six-year age group,” she says.

But she warns that early learning should be age-appropriate and concentrate on ‘hands-on, brains-on’ activities.

(From left) Dylan Nelson (team leader), Emile Tredoux, Klara Eybers, Emma Nel, Malwande Nkonyane, Rauseenah Upadhey, Kgagugelo Bopape and Lauren Denny (deputy leader)
Mix & match qualifications
trending among savvy graduates

By Wonga Ntshinga, Senior Head of Programme: Faculty of ICT at The Independent Institute of Education

There is a growing trend among graduates and current students – who understand that they need to differentiate themselves from their peers in the job market – to complement their main qualification with another kind of training in a completely different field.

Because jobseekers have to continuously equip themselves with more skills, experience and education, we are increasingly seeing students and alumni wide-skilling, by opting to do an additional course to broaden their existing field of competence.

According to the recent Future of Jobs report released by the World Economic Forum, the most sought-after skills in the workplace – what they term 21st Century Skills – include complex problem solving, critical thinking, people management and coordination with others, judgment and decision making and cognitive flexibility.

In order to be competent, but more importantly, to be able to demonstrate competency in these areas to future employers, broadening one’s field of expertise is vital.

No amount of sound technical and theoretical understanding will suffice in the world of work, without a solid repertoire of complementary skills which demonstrate range, versatility and resilience. Currently, universities and private higher education institutions annually accommodate more than 1 million students, with government aiming to add 500 000 more students by 2030. This will exponentially increase the competition for employment, which means that the trend of wide-skilling is only set to increase in future.

The most popular qualifications combinations currently include

- BA Degree + Finance for non-financial managers
  This combination offers an employer the very attractive package of a candidate with strong thinking, reasoning and expressive skills combined with grounding in the hard business skills required for any leadership position.

- BCom/BSc (Computer Science) + Project Management/Communication
  These combos show that a candidate can plan, initiate, execute and manage a team in a project within budget and time contracts, or has the communication skills to influence team members, clients and other stakeholders to achieve the company’s goals.

- BA/BEd Degree + Instructional Design Online Course
  This combination demonstrates that you can help subject matter experts improve the learning experience of students by leveraging the most potent combination of educational theory with everything technology can provide. Almost all educational companies and corporate training divisions want instructional designers to ensure they offer effective learning – to have one that also has a strong educational background or grounding in the expressive skills of the Humanities enables these institutions to easily outcompete others.

- BSc + Brand/Marketing Management Short Course
  Not only do you understand the world of science and your technical field, but you also understand brand building, marketing, communication and the need for creativity and innovation, which is vital for any company to ensure its growth and sustainability.

- Any Degree + Additional Languages
  Whether a local or foreign language, being able to at least converse with and understand people from another culture will always broaden horizons and understanding, and will serve as a valuable addition to your CV.

The above-mentioned combinations or their equivalents will cultivate your skills and leave you in a stronger position when looking for work and advancement in your career.

These additional skills can come from formal traditional short courses, through certified online education, or through enrolling on a MOOC (Massive Open Online Course). The impact on your career is that you offer a potent skills combination and have demonstrated your commitment to continuous, lifelong learning. You are no longer just another applicant.

SPHS
Leaders in E-learning

An E-learning ecosystem – the holistic solution

The gamification of learning & App development

Providing E-learning tools through supplier partnerships

Created 5 000+ E-lessons for the Matthew Goniwe School of Leadership

Sharing the vision of MEC Panyaza Lesufi: 1 learner – 1 tablet; 1 teacher – 1 laptop

Learn to earn & earn to learn – creating an internal economy through virtual banking

Redressing the inequalities in the education system by empowering over 120 000 learners

www.sphs.co.za | 011 896 5114
A Free Monthly Digital Magazine for Principals and Teachers

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

Includes Most Gauteng Schools

600 Independent Schools

• SEE THE PRODUCTS & SERVICES OF EDUCATION COMPANIES ADVERTISING IN THE MAGAZINE

• FULLY INTERACTIVE PDF – VIEW ON ANY PLATFORM OR SOFTWARE

• INCLUDES VIDEO CLIPS & HYPERLINKS

VISIT OUR WEBSITE: www.TheMightyPen.co.za