



Magazine EDUCATION

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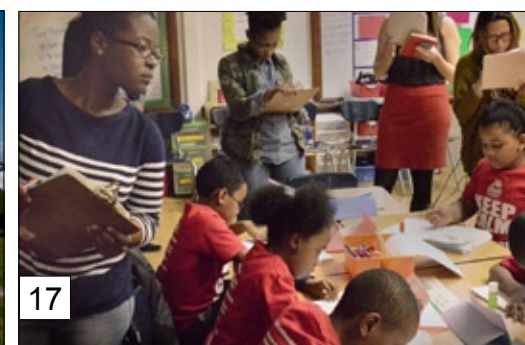
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Our front cover

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



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Editor's column

Medical aid for government-employed education staff

When conversing about education in general with various people I am often surprised as to the common misunderstanding regarding the employment of staff in our schools. Many people just assume that all teachers and school personnel are employed by government. This may be true for all the Section 20 (no fee paying) schools and the opposite holds for the private schools, their staff members are privately employed by the school's governing body.

But in our 10 000+ Section 21 schools (the ex model C, fee-paying schools), there is often a blend of government and private employees. Anywhere between 10% and 40% of the staff (teachers, administrators, managers and grounds staff) are employed by the SGB in a private labour capacity. This is usually done to supplement the government-provided staff to ensure these fee-paying schools can provide smaller classes and better services.

Usually the SGB will try to provide equal remuneration and benefits to their employees so that it matches up with what the government staff are receiving. This may be true for bonuses and pension schemes, but frequently does not extend to medical aid. School Governing Body personnel are often left with having to pay for private medical aid, which can be three to five times more expensive than what their Department counterparts are paying.

The Government Employees Medical Scheme (GEMS) was registered on 1 January 2005 specifically to meet the healthcare needs of Government Employees. The goal is to help public service employees (including employees of the national and provincial departments of education) and their families to get the best possible healthcare at the most affordable rate.

Before GEMS, many school employees could not afford medical cover and there was little integration with the public health system. The government contributes around 70% of the cost towards its employees' scheme payments,

Throughout the year there have been many articles published raising questions about the financial sustainability of GEMS.

GEMS has ensured government-employed school staff that the financial position of South Africa's fastest growing medical scheme is sound. "We would like our Scheme members and healthcare service providers to know that GEMS has and will always be well placed to honour its financial commitments to Scheme members and healthcare providers," said a spokesperson.

The paying ability and benefits offered by the Scheme is not under any threat. The Scheme's members and healthcare service providers who care for the members can rest secure in the knowledge that their interests will at all times be safeguarded by GEMS and its management.

But claims have become a great deal higher in 2016, as is true for the entire industry. Within GEMS the claims ratio is at present above 90%. They have in recent months engaged extensively with stakeholders to pay particular attention to issues such as increased hospital claims, anti-selection, fraud, waste and abuse.

So to all government-employed school personnel, count your blessings and use them wisely.

Blessings in education

Editor

How video on demand (VOD) could boost education

Video on Demand (VOD) services are ideally positioned to expand the reach of quality education and even help subsidise the cost of education. "On-demand is not just for entertainment," says Stephen Watson, Managing Director of South African video on demand solutions provider, Discover Digital.

"Education is one of the most exciting opportunities of streamed content. The social upliftment that can result from broader access to education is huge. With live streaming and on-demand video content, every school could have access to the best maths teachers. And in tertiary institutions, live streaming and archived lecture videos would ensure that students who missed classes could catch up on their lectures."

Watson notes that advanced video on demand platforms allow for customisation and revenue generation through subscriptions, sponsorship and advertising models, which could contribute to the cost of education. "We could build a white labelled VOD solution that would allow universities to combine archived content that could be accessed as part of a subscription or as part of the fee, including the ability to do live streaming that automatically gets archived as a VOD play. What's more, we could use analytics to give feedback on exactly who watched that, so if part of the criteria was that you had to attend the lecture, attendance could be tracked." Students could access the content using zero rated data or



free Wi-Fi hotspots, potentially reducing the cost of attendance.

"Properly packaged, VOD could go a long way to reducing the cost of delivering education. ▲

E-learning isn't About Supporting Education, it's About Changing Education Completely

By Micheal Goodman, Via Afrika



Micheal Goodman

Learning facts and figures is no longer enough to the functioning of a learner after school. Digital fluency, as well as skills like communication skills, collaboration skills, critical thinking and creativity skills are. Understanding this demands a focus on a new type of learning – one that employs technology effectively in the development of learners.

Andreas Schleicher, a Director at the Organisation for Economic Co-operation and Development, is correct when he says: "Students unable to navigate through a complex digital landscape will no longer be able to participate fully in the economic, social and cultural life around them." It is no longer useful to think of education in terms of textbooks, times tables and memorised dates in history. Education as a process should look to enable a learner's engagement with an information- and technology-driven, global paradigm.

Here in South Africa, there are well-publicised intentions for government to roll out a digital platform at basic education level. This will presumably include broad efforts to provide learners with access to the internet in the process.

It's clear that the real impact of new technology depends on how it will change the very nature of the education we impart. E-learning isn't just about augmenting what happens in a classroom, it's really about transforming the way education itself is practised. An education must employ the tools

and ideas of modern economies and communications in order to produce people that can function in it, be gainfully employable or even entrepreneurial in it.

Digital education tools potentially move us away from a mass-based, one-size-has-to-fit-all learning system, and should allow for more exploration and self-determination in terms of choices. Knowledge, after all, is an evolving entity; engaging with the speed of this evolution is precisely what we actually mean when we talk about living in a "fast-paced world". ▲

Technology enabled learning must prepare students for the workplace

Technology enabled learning is a major buzz term at the moment, with everyone from public to private schools and higher education institutions trying to get in on the action. But for this new frontier of learning to produce the desired results, there must be a clear strategy about what needs to be accomplished and how, experts say. It is not enough to merely drop some technology into the classroom and take it from there.

“The best approaches to technology enabled learning recognise that learning, like all development, involves complex, social beings engaged in complex intellectual, social and psychological processes that happen in a fluid space,” says Dr Najma Agherdien, Instructional Designer at The Independent Institute of Education, SA’s largest and most accredited private higher education institution.

“It is also true that what and how people learn influences what they are able to do with what they learn,” she says.

Agherdien says that online learning at higher education institutions should be deliberately structured to promote the skills needed in the world of work, and that it is not enough to simply upload some PDFs and courses in an effort to claim tech credentials for the institution.



E-learning in the workplace

“Finally, the process should include opportunities to reflect on what was learnt, to ensure students draw connections between what they had to consider and what was learned. Formal assessment in the traditional academic sense should conclude all exercises.”

Geldenhuys says the workplace of today demands problem-solvers and critical thinkers who are able to deal with ever-shifting challenges and that the workplace-gear learning model is not only effective in terms of the learning itself, but also in rendering workplace skills second nature, so that the mechanics of resolving a task does not take focus away from the actual task that needs resolving.

“Students respond positively as soon as they overcome some of the initial anxiety that comes with not simply being spoon-fed,” adds Agherdien.

“This approach also empowers students in terms of gaining a solid skills base from which they are better able to focus on technical content. In the workplace, there is no time to fiddle with trying to understand the platforms on which you need to solve problems. The solving of



Online education

“Key to success in the workplace is the ability to consider problems and scenarios and select the appropriate knowledge needed to resolve the issue,” she says.

“It is vital that graduates in the workplace know how to, and are able to access knowledge they do not already possess. This means they

need to know how to find sources and then to evaluate the relevance of those sources for the situation that needs resolving, rather than having all the answers memorised,” she says.

IIE Senior Instructional Designer Hermien Geldenhuys says the workplace-ready approach means that technologically-focused learning should be structured not to transmit content only, but to let students grapple with the content in its real world application. For instance, don’t just teach them how to use PowerPoint or Excel, but let them use these programmes to resolve actual scenarios.

“This is achieved by focusing, in the first instance, on the objectives and themes of content and then posing questions which have no simple yes or no answer,” she says.

“Students are then given resources to explore and to formulate answers to these questions. Students are also given opportunities for further reading and exploration, guided by activities in which they are able to collaborate with peers and collectively find solutions to the problems being tackled.



the problems and execution of tasks should be the only focus, not the tools with which you make this happen.”

Geldenhuys says that tracked and graded activities should be used throughout to ensure that students and lecturers build evidence of the learning and development and are able to intervene where learning does not appear to have been effective. Furthermore, such tracking helps to build a portfolio which can be used during the job search.



“This approach provides opportunities to collaboratively solve problems, participate in discussions and to reflect on a student’s learning. There is no more space for institutions of higher learning to simply ‘tech up’ their existing content, or create an online repository of PDFs. “Technologically enabled learning should ensure that graduates are truly work ready. Not just from what they have learnt about their field of study, but because they are able to apply what they know in the real working world.”

Uber Hosts Master Class for Future Careers

Where you were born should not automatically determine the direction you go in your future. What matters is how you take the opportunities given to you to change the circumstances you were born in.

This was the vision that Uber South Africa had when it hosted a masterclass of over 100 Grade 10 and 11 maths and science learners from Soweto and Alexandra townships. Uber SA partnered with technology companies such as Gradesmatch, Technovera, WeThinCode and Wix.com, to help these students learn more about technology and the career opportunities within the field.

The main objective of the event was to expose the learners to a fun filled day, discussing innovation and technology and to help plant seeds in their great



The students from Soweto and Alexander gather together at a workshop hosted by Uber and other technology companies

minds so that they too, regardless where they come from or their current circumstances, can see the possibility to achieve greatness in life.

“The students spent the day in interactive sessions learning about coding, solving everyday problems, learning about Uber and hearing about designing websites and APPS.”

Uber hopes to continue this initiative again next year, “Providing students insight into alternate career choices is a must. We hope to hold another Masterclass in 2017 to further educate learners on our fascinating industry,” concludes Yolisa Mashilwane, Head of Public Policy at Uber South Africa.



School in a Box: an educational treasure chest

The solution, dubbed School in a Box, packages the tools students most need and want in one affordable box. Scholtz explains that it includes a Samsung tablet, along with Rectron and its vendors' accessories such as a carry case, additional memory, a tablet cover with built-in keyboard, a screen protector and in-ear headphones. Every accessory was carefully chosen to offer the best quality product at the best price, and each one has a unique warranty period for additional peace of mind. The box itself, called a green box, is also designed to fold into a pencil holder and tablet stand so that there is very little wastage.



In addition, School in a Box comes with insurance from Tech Insure, which covers one liquid damage repair and one screen repair within 12 months. "Having this insurance option in place is an important consideration for parents or schools buying expensive technology for their children or students," says Scholtz.



The Essential and Classic category solutions also include a solar panel by World Panel to ensure students with limited or no access to electricity can charge and use their tablets. "These solar panels are hardy and take the same time to charge a device as a regular charger would," Scholtz highlights.

The integration of mobile devices represents the "new normal" in global society. Innovations in hardware, content and connectivity have risen to meet the demands of this new reality.

This is particularly true for education, where digital platforms and mobile devices are becoming increasingly commonplace in the classroom. But there is a barrier to progress for the mobile wave. Mobile integration is hindered by the "energy poverty" experienced by billions who must rely on outdated, unpredictable or inaccessible energy systems.

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The future of learning

By Stefan Botha, CEO of Impak

Today we are experiencing more rapid economic, social and technological change than ever before. This means that schools have to prepare learners for the unknown – to succeed in jobs that don't currently exist, to use technologies that haven't yet been invented, and to solve problems that we can't begin to imagine.

Traditional schooling wasn't designed to address these issues. So, to best prepare learners for life, we need to rethink what, how, and even where we teach. To achieve this, we actively need to:

- focus on learning instead of schooling (after all – it is all about the learner);
- devise a model that can provide scalable quality education at ultra-low cost; and
- disrupt the traditional learning model by thinking innovatively and deconstructing learning as we know it.

Ways to achieve the above include

- 1. Rethinking the role of the teacher:** Our research show that as little as 20% of classroom learning requires direct interaction between a qualified teacher and a learner. We therefore need to move away from using teachers for all classroom activities and, instead, utilise other resources or technology.
- 2. Using an integrated curriculum to reduce prep work:** In a traditional model, teachers are required to integrate the various complex elements required for a conducive learning environment. However, this is problematic as there is no standardisation and it places a heavy administrative burden on the teacher, not to mention the dire global shortage of good teachers that are able to achieve this.
- 3. Considering alternative learning techniques:** These include peer learning, group work, multi-grade learning, catering for multiple intelligences and many more.
- 4. Using technology to drive low-cost individualised quality learning:** To really ensure low cost education, we need to bring scale to the delivery of learning.
- 5. Being smarter about gathering and using data in the learning process:** The learning environment generates massive amounts of data, but we seldom use any of this to improve the learning journey. Using this data to introduce continuous data-driven individual learner reports will significantly improve learning and facilitation.
- 6. Making use of scalable standardised assessments:** Expecting teachers to each set their own tests and examinations simply does not make sense.
- 7. Introducing centralisation and economies of scale:** Unlike many other industries, education has been very slow to outsource and centralise.
- 8. Considering non-traditional infrastructure:** Built-for-purpose school buildings are expensive and unnecessary.
- 9. Rethinking the extras:** Are school uniforms necessary, do learners need access to extensive extra-curricular activities, and are all facilities utilised effectively?



The future is about offering flexible, resource-rich, active learning environments designed to best meet learners' needs outside the constraints of specific school hours or even the physical dimensions of a school.

The future is also about personalising educational experiences by building instruction around learners' capabilities and interests, assessing their learning in ways that foster engagement and encouraging their talents, and connecting with them in new and powerful ways.

Finally, the future is about breaking out of the traditional education mould and embracing disruption – about becoming innovators and game changers in education.

Impak is a leading curriculum and service provider for schools and tutors. ▲

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THE POWER OF DIGITAL



The Mighty Pen sits down with Dr Corrin Varady, Managing Director of IDEA Digital Education, to discuss the role of IDEA's digital education products in the 21st Century classroom.



What is digital education?

Digital education means different things to different people. It is this ambiguity, which leads to a variety of digital solutions (good and bad), being grouped together even though their approach, philosophy and pedagogy are wildly different. IDEA believes that digital education is only valuable when learning pushes the technology, not the other way around. We believe that digital education should harness technology to deliver global best practice: self-paced and personalised learning.

What is self-paced and personalised learning?

Personalised learning is an approach that focuses on the individual needs of students. Technology enables us to create a scaffolded learning environment that meets these needs and allows each student to engage with the curriculum in their own time and at their own pace.



Why did you start IDEA?

For the past 12 years, the students and educational institutions that I supported or founded in East Africa, were consistently topping the region in their national results. I wanted to replicate this success that I knew lay in the combination of effective teaching and high quality resources that we offered at our schools. I began to wonder whether or not starting new schools was the most effective way to scale the delivery of quality education. The flood of low cost hardware, particularly tablet devices, in the African market, provided an opportunity. I realised that we could push this technology to new limits; we could use it to create interactive, self-paced materials that utilised our successful teaching methodologies and provided students with visually rich, engaging learning resources.

What makes your product different from other education products in the market?



The education market is saturated with e-publications, e-texts and e-PDFs. These replicate the traditional textbook teaching model, a model that does not lead to the highest learning outcomes for all students. The technology we use in education should not just be a vehicle for distributing content but should allow us, as a global community, to look at ways to transform content delivery to meet students' and schools' needs. Our digital materials are founded on current pedagogical research and cognitive neuroscience and are written by an international team of experienced teachers. Each product is localised to the African context and mapped to the curriculum of the countries in which we operate. Designed for primary and high school students, teachers, parents and principals, our teaching and learning materials carefully integrate animations, videos, audio and formative assessment with conventional text. This provides an interactive, personalised educational resource that is a far cry from traditional learning materials.



Is South Africa/Africa ready for digital education products?

Absolutely! In many ways the African continent provides the best context for digital education. The saturation of low cost devices provides an overwhelming potential for quality digital solutions to have a positive educational impact. We recognise that limited or unreliable Internet connectivity currently poses a threat to digital education. Although we believe this limitation will soon be a concern of the past, all the IDEA products are available both online and offline.

Not only is it imperative that Africa provides its youth with world-class education, but the continent's renowned ability to leapfrog technology offers an opportunity for Africa to lead the unstoppable global movement to digitise education.



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Corban University Announces African Partnership with Teach Every Nation to Provide 100 Scholarships

Teach Every Nation (TEN) has announced a major partnership with Corban University to extend 100 scholarships to Christian young people in Africa interested in obtaining a degree from Corban.

With programs in the United States and Indonesia, Corban is continuing its global outreach with its strong commitment to promote Christian higher education in the Global South. The University is exploring other opportunities in Asia and Africa with its mission: "To educate Christians who will make a difference in the world for Jesus Christ."

Corban will start accepting applications in November and allow students from Africa to start their studies as early as January 2017. The scholarship offer will extend to both online and residential studies on campus in Salem, Oregon. The initial 100 scholarships will be for all four years of undergraduate study and cover between \$7 500 to \$15 000 a year in tuition, depending on whether the student chooses to study online or become a residential student in Salem, Oregon.

"Our goal was to make Christian higher education attainable for highly motivated young people at a price point comparable to what families were already investing into their children's university education," said Janine Allen, Associate Provost for Global Engagement at Corban.

Dr. Matt Lucas, Provost of Corban, is "excited about this opportunity to work with TEN to further the gospel in Africa and prepare the next generation of leaders to bring positive change to their churches, communities, and countries."

Martin Deacon, Chief Growth Officer of TEN, stated, "The partnership has been in development for the last several months. Senior administration and faculty from Corban introduced the vision for the Corban online degree program to more than 100 church leaders from 20 African countries in September at the TEN campus in Africa. Responding to their enthusiasm, we decided to introduce a bold scholarship program to attract high potential young people with a calling to serve God in the sphere of ministry, education, business, medicine, science or psychology."

TEN founder Dr. Bruce Wilkinson commented, "Corban is a top-notch educational institution sharing our values and passion for global Christian education that is personally transformational and professionally competent, going far beyond



traditional college outcomes. The TEN scholarship program is a game-changer for African students and makes a stable, quality education viable with an unprecedented scholarship program."

About Teach Every Nation (TEN)

Teach Every Nation is a global ministry providing courses to train and equip leaders and teachers in the Global South. Founded by Dr. Bruce Wilkinson in 2013 TEN has over 30 000 students in over 30 countries in Africa and beyond. <http://www.teacheverynation.org>

About Corban University

Corban University is one of the top private Christian universities in the Pacific Northwest. Corban is a fully accredited, private, non-denominational, university offering bachelor's, master's, and doctorate programs in Salem Oregon and online. Corban is a gospel-driven community of scholars and leaders who seek to bring a biblical perspective to all areas of study and practice. For more than 80 years Corban has offered deep scriptural rooting to students while training them for any of a wide variety of professions – from education to business and from counselling to political science. Why? Because we believe the best way to make a difference in the world for Jesus Christ is sending biblically- and theologically-grounded graduates into a wide variety of fields. <http://www.corban.edu>



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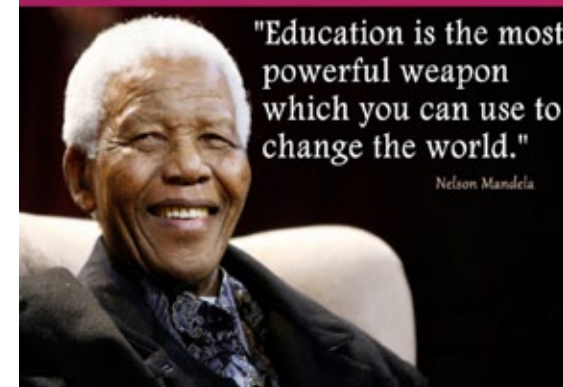


BRIEF OVERVIEW

The continued challenges facing education in SA particularly in the area of ICT in education, has prompted Cignal secure technologies to embark on a proactive intervention strategy to alleviate the situation. CST believes that only through partnerships that the empowerment of schools could be realized.

Cignal secure technologies in collaboration with private sector, government, civic society have produced an impactful campaign the (SA-ITHUTE SOCIAL TECHNO CAMPAIGN) in school education which focuses on technology to meet society biggest challenges in our schools in the area of ICT.

This campaign is driven by corporate social responsibility we want to add a significant and lasting impact on our social investment programs which focuses on four areas namely:
Access to education, Connected Health, Economic Empowerment, Critical human needs and disaster relief.



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EDUCATION
REPUBLIC OF SOUTH AFRICA



EVENT DETAILS
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C/O EMILYHOB
HOUSE & BRITS STREET,
PRETORIA NORTH
DATE:
02 DECEMBER 2016
TIME:
09H00 TILL 16H00

Unregistered credit providers crippling early childhood development centres

Supply and demand drives the informal lending market, and there's an estimated 50 000 unregistered credit providers who charge on average four or five times the legal interest on loans. And it's these lenders that many crèche or early childhood development centre (ECD) owners are turning to, to keep their businesses afloat because they are not financially literate.

According to the 2011 Gender Statistics Report, the community and social services sector employs the most women in South Africa. Due to a lack of access to other sectors, as well as a general interest in community-based and social work, 28.7% of women engage in work within this sector compared to 15.9% of men. A significant percentage of these women run ECD centres.

These ECD centres are under threat of closure when the women running them can't afford to keep them open – this has a direct impact on children's development and their ability to cope in an integrated, healthy environment.

Dr Lauren Stretch, the Founder and managing director of Early Inspiration says that the interest on loan repayments from unregistered providers cripples the women running ECD centres in developing communities: "centre owners turn to 'loan sharks' to keep their schools open, but in the long-term, the financial stress has the opposite effect. And it's because there is a lack of financial understanding and management of funds".

She says that although The Department of Social Development subsidises registered ECD centres' day-to-day costs – covering staff salaries, nutritional elements and resources – the practitioners and managers still struggle to manage their finances efficiently.

The Unity in Africa's Early Childhood Development leg, managed by Early Inspiration, rolled out financial literacy interventions and training for ECD practitioners in 2016 targeting over 600 delegates throughout rural Eastern Cape.

The training of delegates was enabled by Metropolitan. Elsie Govender, CSI manager at Metropolitan says that their involvement in this interventional programme was to help drive healthy financial behavior. "Rural communities are often the worst hit by ruthless money-lenders – it takes financial literacy to positively change behavior and we are proud that we are able to provide this resource to such an important cause."

These workshops aim to provide practitioners and managers with simple strategies and calculations to work out and manage their own finances and that of the ECD centre in order to make educated and calculated financial decisions.

The workshops cover

- Understanding personal finance
- Managing finances



- Financial planning
- Financial processes
- Developing a personal and ECD centre budget
- Developing your goals
- Developing a plan of action
- Social Grants assisting you financially
- Financial freedom

Early Inspiration believes each person's informed financial decisions can help shape the country's economy into the powerhouse it has the potential to be. "Finance is an integral part of society, for individuals it means prosperity and security that builds confidence and knowledge," adds Dr Stretch, "the vision is that attendees will use the knowledge gained during the workshop to assist in making good financial decisions and introduce budgeting to provide the very best opportunities for the children in their care." ▲



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The **IDEA** products are high quality, low cost and innovative digital tools designed for educators and learners to achieve their personal best. The products are underpinned by current cognitive theories and global best practices. **IDEA** uses the power of technology to provide a personalised, self-directed and self-paced learning experience.

Written by an experienced team of educators, each product is scaffolded to ensure content mastery and is designed to foster analytical and critical thinking.



Secondary School
Science, English and Maths.



Early Childhood Development
Numeracy and Literacy.



Educator and Teacher
Professional Development.

When Afrika Mohapi was left unable to speak after a terrible car accident, no one could ever have imagined how far he would come . . .

In 2015, Sparrow FET student Afrika Mohapi was involved in a serious car accident that almost killed him and left him hospitalised for 2 months with no ability to speak and severe brain injury. It was uncertain at the time, whether or not he would be able to lead a normal functioning life again.



Afrika Mohapi

This was not the first time Afrika experienced a huge obstacle in the way of his life and career. In 2006, Afrika landed his dream job working for Edcon Limited – the retail company based in Johannesburg, where he was involved in Talent Acquisition for the Human Resources Department.

“I chose to study and pursue a career in HR, as I love to interact with people and help them to solve work related issues.”

For seven years, Afrika thoroughly enjoyed his work at Edcon; he was involved with assisting the manager, auditing, training and interviews. However in 2013, when the company was struggling financially, Afrika was retrenched.

For two years, Afrika was unemployed and he spent his days applying for jobs and attending interviews but the work he was offered was through agencies, which meant work was based on commission, rather than a salary, so it was not a secure way to earn a living.

In February 2015, Afrika was flung out of the passenger seat of the car and suffered severe brain injury, which left him unable to speak and bed bound for 2 months. Yet it was not only his head that was hit. Afrika’s confidence took a severe knock; he felt unsure of his abilities and was clueless about what to do next.

It was Afrika’s Speech therapist who informed him about Sparrow Schools’ FET College and encouraged him to apply. In November 2015, Afrika started the I.T. End User Programme. Although he struggled during his first month at Sparrow; with the help of the facilitator, Mr Banda who engaged and supported Afrika, he slowly settled in and his confidence grew.

“I was learning new things everyday and things were slowly turning around.”

After completing his six month theory at Sparrow FET College, Afrika was placed at the Spar Central Office and he has just completed his six month work experience placement. The success of Sparrow’s FET model is combining the theory with the practical work experience; Afrika was able to apply everything that he learnt at Sparrow to the workplace setting, including creating templates and spreadsheets for Spar’s HR department.

“I would advise anyone who is unsure whether to apply to Sparrow FET College, to go for it! It is so important to combine learning and work experience and Sparrow provides so many opportunities. I would not have ended up working

at Spar if it had not been for Sparrow FET College.”

The following schools have supported Sparrow and welcomed them on sport, music or drama tours

- Alleyn’s School
- Ashcroft Technology Academy
- Bonneville Primary School
- Brambletye School
- Broomwood Hall
- Burdett Coutts Primary School
- Charterhouse School
- City of London School for Boys
- Clifton College
- Cranleigh School
- Dulwich College
- Dulwich College Junior School
- Dulwich Prep London
- Eaton House The Manor
- Haberdashers’ Aske’s Boys’ Prep School
- Hailebury School
- Hornsby House
- James Allen’s Girls’ School
- John Cabot Academy
- King’s College Junior School, Wimbledon
- Macaulay Church of England Primary School
- Morpeth School
- Peckham Rye Primary School
- St Edward’s College, Liverpool
- St John’s School Leatherhead
- St Michael’s, Kent
- The Dragon School
- Tonbridge School
- Tudor Hall School
- Watford Girls Grammar School
- Wellington College
- Westminster School
- Westminster Under School

Valuing teachers by improving their status

Teachers carry the responsibility of educating the whole nation, from doctors to police officers, to CEOs and Presidents themselves. This responsibility comes at an immense price. Kagiso Shanduka Trust (KST), in their programme, the District Whole Schools Development Programme aims to empower teachers working in KST schools by providing group training as well as classroom-based support. Additionally, subject mentors provide support by co-teaching subjects that are challenging to teachers. Through this method, teachers have the opportunity to improve their content knowledge and observe effective teaching methodologies.

This year’s World Teachers Day, which was celebrated on the 5th of October 2016, was the first to be celebrated within the new Global Education 2030 Agenda adopted by the world community one year ago. The theme for this year was “Valuing Teachers, Improving their status”, which embodies the need to support teachers.

“Becoming a teacher is a calling; it’s not a career path that you can choose, you need to be passionate about it,” said Mr T.J Moloi, Principal at Matlwangtlwang Secondary School in Steynrus, Kroonstad in the Free State. The school has been achieving a matric pass rate of 95% over the last two years.

Moloi was awarded the National Teacher Award for Best Leadership and Management in the Free State Province. Matlwangtlwang Senior Secondary School is one of the schools which is a beneficiary and supported by Kagiso Shanduka Trust. “I have been a teacher for over two decades and receiving the award was a great achievement because it proved that my hard work and devotion were being acknowledged and celebrated. It makes one feel appreciated and valued, especially at a national platform,” continued Moloi.

Being a teacher requires a lot more than standing in front of a classroom and teaching. It encompasses a whole host of other skills and talents which cannot be taught. For many learners, school is their second home; this is where they spend most of their time. So being a teacher comes with being the parent, a friend, a psychologist, a mentor, a voice of reason, a role model and so forth. One can imagine the pressure that comes with this. If you don’t have the skill of being auto genetically patient, kind, understanding and empathetic then you cannot do your work effectively. Teaching is a commitment of a lifetime.

The government is also at work with ensuring that teaching is easy and manageable for teachers. With the new Curriculum Assessment Policy Statements (CAPS) curriculum, teachers need all the support they can get. Workshops provided by the government enable teachers to familiarise themselves with



Teacher training and support is vital

new developments within their profession. Amongst many ways in which teachers are celebrated, an awards ceremony is held every year to recognise teachers who have gone above and beyond to contribute to the teaching profession and impact the young lives of school children. ▲



Teaching is a calling

Editor’s note

So is teaching a calling? An interesting (albeit cynical) article was published from a blog by Dylan Fenton, an English teacher and writer, on *The Huffington Post*. The article claims that if we keep boasting that teaching is a calling, we will continue to lose promising new teachers and retain those who mistakenly believe their promise has already been fulfilled.

The article states that teachers gradually reach a plateau after 3 to 5 years on the job. As one study put it, ‘there is little evidence that improvement continues after the first three years.’ Another found that, on average, teachers with 20 years of experience are not much more effective than those with 5 years of experience. Some studies suggest that effectiveness actually declines toward the end of a teacher’s career.

Read the full article here:
http://www.huffingtonpost.com/entry/lets-stop-calling-teaching-a-calling_us_57b48bd4e4b014a587fc02ab

Become a 'Pitch Addict'

"First I was afraid; I was petrified" . . . Gloria Gaynor certainly did not have entrepreneurs in mind when she sang these words, in her classic disco hit "I will survive". But the opening words of the song could very well describe the feelings of most entrepreneurs when they first begin pitching their business to potential investors and clients. Fear is certainly the order of the day. However, like Gaynor, survival is also the order of the day and entrepreneurs who are unable to master the art of the pitch are unlikely to master the art of survival. In fact, having overcome the fear, and having moved past being petrified, successful entrepreneurs become addicted to pitching. How, one may ask, is it possible to become a pitch-addict?

Like any healthy addiction, such as to exercise, practice makes perfect. One cannot become a 'pitch-addict' until one has moved through the fear of pitching. Becoming a pitch addict requires you to actually pitch – often! The mirror is a good place to start, followed by the 3 Fs, friends, family and fools (i.e. anyone who will listen!). And even if the 3Fs in your life do not actually invest, the experience you will have gained in pitching to them, over and over, is immeasurable. It is the first step on the path to addiction. And then it's time for the real world! Bankers, investors, venture capitalists and, of course, potential clients.

The way you become a pitch addict is simply to breathe deeply and to tell yourself that no matter what feedback you get, you will find a way to use it to your advantage. You tell yourself that you will handle the feedback, no matter how hard it may be to hear. In this way, you build your resilience to handle feedback. It is a virtuous cycle: the more feedback you get, the better you get; the better you get, the more courage you gain to pitch.

The fear never truly goes away. Even the most seasoned pitchers feel fear before they pitch their business. The pitch addicts are simply not letting fear get in the way! The more you say 'yes' to every opportunity to pitch, the more likely you are to become a pitch addict.

Suddenly, you will feel your fear turning into excitement. There is a 'rush' that accompanies the pitch – it is this rush to which pitch addicts become addicted.



(L – R) The Port Elizabeth contestant and third-place winner in the finals, Billy Siziba; winner Murendeni Mafumo and 2nd place from the Durban event, Rishav Juglall



Murendeni Mafumo, the winner of ENGEN Pitch & Polish 2016

"Just before the final pitch I was so nervous, and once on the stage the immense preparation helped me deliver a polished pitch," says Murendeni Mafumo, the winner of ENGEN Pitch & Polish 2016, receiving R60 000 on the night. "And once I'm done, and I know that I have faced my fear and conquered it, I am open to whatever feedback comes my way!" he adds. "After winning, I feel grateful for the validation of my dreams." Murendeni, who lives in Fourways, Johannesburg, won the judges over with his pitch on his existing business, Kusini Water, which uses technology developed to treat water. Murendeni's love for science was sparked when he received a science set, as a present, when he was very young. As his scientific knowledge grew, so too did his passion to make a positive difference in his community.



The ENGEN Pitch & Polish workshop held in Bloemfontein

Today, he ensures that people, specifically in rural areas, have clean drinking water. "I thought I knew about business, but ENGEN Pitch & Polish has given me even more skills to grow my business beyond my wildest dreams!" says Murendeni.

It is important, however, to curb your addiction. A balance between working on your business, and talking about your business is essential. It is also crucial to be a discerning addict. Do your homework first. If there is something to be gained from the pitch, go for it!

The 2016 ENGEN Pitch & Polish programme, which was hosted by Engen Petroleum Ltd, Nedbank, Raizcorp and SAfm, culminated in an exclusive and prestigious event, held in Johannesburg. Alan Shannon, Head of Small Business and Professional Banking at Nedbank, expressed his enthusiasm by saying, "Pitch & Polish is the perfect fit for Nedbank as we firmly believe that small business is the driver of the economy and employment. We believe in elevating and developing entrepreneurs, which is exactly what this programme does."

In 2nd place overall in the national competition is Rishav Juglall, from the Durban event. He won R30 000 on the night. This young and dynamic entrepreneur, absorbed all the lessons of the ENGEN Pitch & Polish workshops, and it showed and paid off! Rishav's existing business, Rocky Brands, specialises in an array of high quality household cleaning products. As the youngest supplier to one of the largest retailers in South Africa, Rishav's determination and ambition did not go unnoticed by the judges. Rishav aspires to export his products all over Africa. His confidence gives him the ability to pitch extremely well, and with the added guidance from ENGEN Pitch & Polish, Rishav is sure to go very far with his business.

The Port Elizabeth contestant, and third-place winner in the finals, Billy Siziba, winning R15 000 on the night, grew up in a family of entrepreneurs. He is elated to be continuing the family tradition of self-employment and sustainability. His existing business, Bullyz Fitness, manufactures and sells gym clothing. "Gym fees are high," says Billy. "If you add the cost of gym clothes to that, gym becomes unaffordable for many people." Bullyz Fitness aims to give people of all shapes and sizes, from all walks of life, access to professional gym clothes. Ever the entrepreneur, Billy is also walking on an app that will help them to get, and stay, fit. No doubt the invaluable experience he has gained in ENGEN Pitch & Polish will serve him well as he expands his business to even greater heights.

Now in its seventh year, Engen Petroleum has been a sponsor since 2012. At the beginning of this year's competition, Unathi Njokweni-Magida Engen's Group Transformation Manager, said that she was expecting big things this year, "7 is a magic number," she said. And she was right. She continues, "This year's



competition has exceeded all my expectations, from the quality of the contestants to the aliveness of the audience, as well as the professionalism of the judges. As the headline sponsor, we could not have asked for more." Njokweni-Magida's enthusiasm is backed up by the facts. This year, the competition hit record numbers with 2 300 entrepreneurs participating in the workshops. The programme has been so successful that it caught the eye of Business Day TV which commissioned Pitch & Polish for a 10-week TV series which began in October 2016.

ENGEN Pitch & Polish's power is truly in the pitch which produces a ripple-effect of success for entrepreneurs, and attracts opportunities for change and growth. ▲



(L – R) Alan Shannon (Nedbank); Billy Siziba (3rd place, from Port Elizabeth); Murendeni Mafumo (Winner, from Johannesburg); Shirley Moroka-Mosia (Engen); Rishav Juglall (2nd place, from Durban) and Allon Raiz (Raizcorp)



The ENGEN Pitch & Polish workshop held in Port Elizabeth

Reinventing schools to become launch pads to the world's leading universities

Eric Pignot, 2013 Massachusetts Institute of Technology Sloan School of Management alumnus, is making sure that South African high school learners will now have the option of gaining the sought-after International Baccalaureate (IB) high school diploma through his organisation, Enko Education Schools. Enko Education Schools have designed their curriculum to improve the existing matrix that creates not just academically strong learners, but also offers learners an outstanding preparation to access top universities in the world.

Pignot, co-founder and COO of Enko Education, partnered with co-founder Cyrille Nkontchou to launch the organisation in 2017. Pignot first discovered that the public secondary education systems across sub-Saharan Africa didn't reflect the needs of a rising African middle class while enrolled as a student at MIT Sloan and taking part in school's Global Entrepreneurship Lab (G-LAB) which provides MBA students with hands-on learning opportunities with companies in emerging markets.

"The rising African middle class has great ambition for its children and values quality education," says Pignot. "With only 15% of the learners enrolled in private schools in Sub-Saharan Africa, I see affordable private education as a fantastic opportunity to complement public effort." Says Pignot.

Previously, admission for Sub-Saharan African students in the world's top universities has not been an easy feat as their locally attained high school qualifications have been found to be difficult to decode, not understood and not recognised by the universities.

The campaign to bring an affordable and internationally recognised, standardised high school qualification to South Africa will be launched in January 2017. Enko Education will open two schools in Blairgowrie and Ferndale in Johannesburg with a nationwide rollout high on the cards. Initially the schools will enrol grade 8 to 10 learners on the Cambridge based education and the school will eventually extend to grade 11 and 12 to complete the International Baccalaureate diploma. Ensuring that the community also benefits from the programme, the school aims to enrol up to 20% under-privileged learners on a full scholarship.

The Enko Education learners will follow the world-renowned International Baccalaureate (IB) programme. The programme is an educational foundation offering four highly respected programmes of international education that develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalising world. Holding the IB diploma qualification will ensure that the disparity of their locally attained high school qualification will be closed, setting them at par with their international counterparts.

African students are under-represented in the top-ranked universities of the world. A recent census by UNESCO revealed that out of 900 000 students attending college in the United States alone, only 31 000 originated from sub-Saharan Africa.



Enko Education is already a successful model and thriving in Ivory Coast, Cameroon and Mozambique. South Africa will become the fourth country to launch Enko Education. Enko Education's goal is to reach 40 schools in Africa by 2021.

Pignot and Enko Education's co-founder and Chairman Cyrille Nkontchou turned to best practices in the private sector to develop a systematic turnaround methodology, leveraging global education standards along with technologies and management principles. They also developed and maintain centralised tools and services that reduce management challenges for schools in terms of purchase, IT, and CRM, among others.

Another win is that Enko Education is invested in job creation in South Africa. The schools will employ South African teachers who will be fully trained in the curriculum offered. In addition, Enko Education champions skills development of their staff thus the teachers will receive certified training and will be equipped with international accreditation. ▲



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