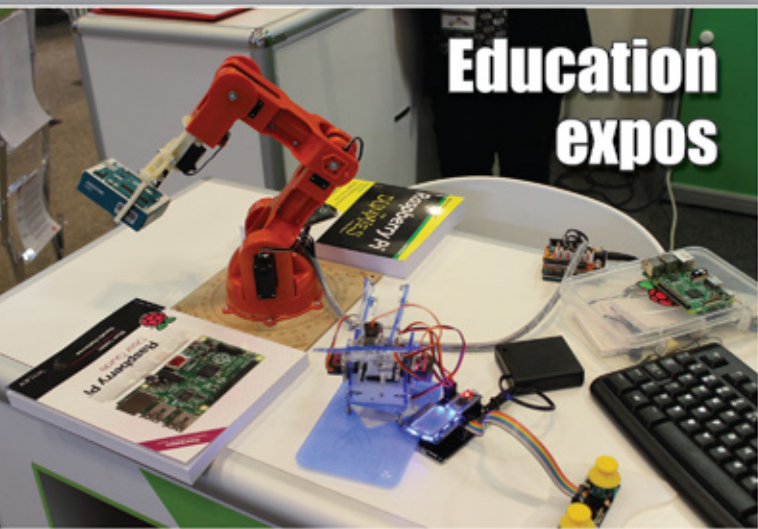


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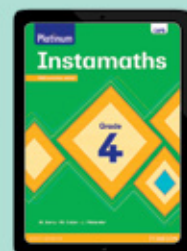


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Providing E-learning tools through supplier partnerships

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

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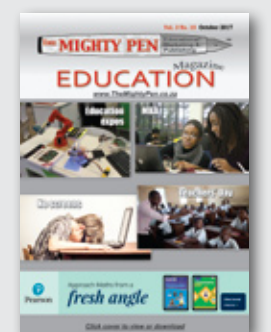
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Snippets of our October issue stories.

The Pearson Maths resources as interactive eBooks



1st public school to go 100% digital
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Publisher

The Mighty Pen (Pty) Ltd
The Mighty Pen EDUCATION magazine

Branding

TheMightyPen.co.za

Editor

Janos Bozsik

Contributors

- Debbie Schafer – MEC, Western Cape Department of Education
- Dr Renee Nathanson – Lecturer: Education Faculty, University of Stellenbosch
- Jean W van Rooyen – Gauteng Manager, FEDSAS
- Debbie Goodman-Bhyat – CEO of Jack Hammer
- Barbara Eaton – Academic Development Advisor for the Pre-Primary Schools Division at ADVTECH
- Zobuzwe Ngobese – Marketing and Business Development Executive at SAIPA
- Christo Jones – deputy chief education specialist for Technology, Gauteng Department of Education
- Mark Seabrook – Operations Director at Snapliffy
- Prof. Alwyn Louw – Monash South Africa President

Correspondence and enquiries

editor@themightypen.co.za
082 940 3771

Advertising and publicity

marketing@themightypen.co.za

Production, design and layout

VLC WorX

Website

www.themightypen.co.za

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Editor's column

“We do not quite forgive a giver. The hand that feeds us is in some danger of being bitten”

If you recognise it, yes, the headline is a borrowed quote from a Ralph Waldo Emerson essay and it wryly sums up an issue that many SGB members and principals have to deal with.

What could be construed as a conflict of interests, personal enrichment or the use of gifts and favours – especially where these are seen by some as possible forms of bribery – is a regular reality in several schools. Sometimes the giving of gifts to school staff and management is totally innocent, sometimes it is despicably criminal, and at most times just embarrassing and awkward.

According to the Governing Body Foundation (GBF) both the Public Service Act and the South African Schools Act are unambiguous in their prohibition on any state employee receiving any remuneration, benefit or reward (other than that embodied in their standard conditions of service), for any activity, and whether in cash or kind, unless this has been authorised by the Head of Department in advance.

Of course the HOD authorisation could be the very problem.

The GBF cautions that gifts, payments, favours or provisions of services or hospitality which could conceivably constitute an inducement on the receiver to provide any favours, to enter into any business transaction, or to procure from the giver, or someone with links to the giver, any product or service could all too easily be seen by some as a form of bribery and, broadly speaking, should be avoided.

Small gifts can be used initially to create a mild, or even sub-conscious obligation, and be used to pave the way for a later, bigger entrapment.

They go on to state that “gifts” may be big or small, high-value or low-value, and include tangible items as well as intangibles.

Tangible items include (but are not limited to) cash, consumer goods, vouchers, personal items, clothing, scholarships, discounts on goods or services, entertainment, hospitality (winning, dining, accommodation) invitations or tickets to attend functions, performances or events (including major sports fixtures), and offers of trips, journeys or travel.

The intangibles include preferential treatment, privileged access to something, someone or somewhere, or the promise of a special favour or advantage.

It is particularly questionable for family or members of the household or friends of anyone in a decision-making or influential position in the school to accept any gift or money or any other reward, gift, entitlement, inducement, discount or other incentive as mentioned in this document on behalf of anybody involved in the school.

The GBF statement concludes that not every gift is a bribe, and not every inducement a crime; that said, it would be as well to approach any gift or offer with a good dollop of scepticism, and, if one is to err one way or the other, to err on the side of conservatism.

Yours in education

Janos Bozsik

Editor

editor@themightypen.co.za

Students selected as finalists in SA's biggest design challenges

Submissions from seven students at Vega -a brand of The Independent Institute of Education (The IIE) have made it to the final rounds of two of the country's most prestigious design challenges, with four projects selected as finalists in the Pendoring 2017 awards, and three in the IPSA Gold Pack 2017 awards.

Students selected as finalists in the 2017 IPSA Gold Pack Awards, showcasing top design in the South African packaging industry include:

- Casey Ogilvie (Second Year Bachelor of Arts (BA) Graphic Design)
- Eliana Raff and Page Lotze (both Third Year BA Creative Brand Communication)
- Jason Waldon (Third Year BA Creative Brand Communication)

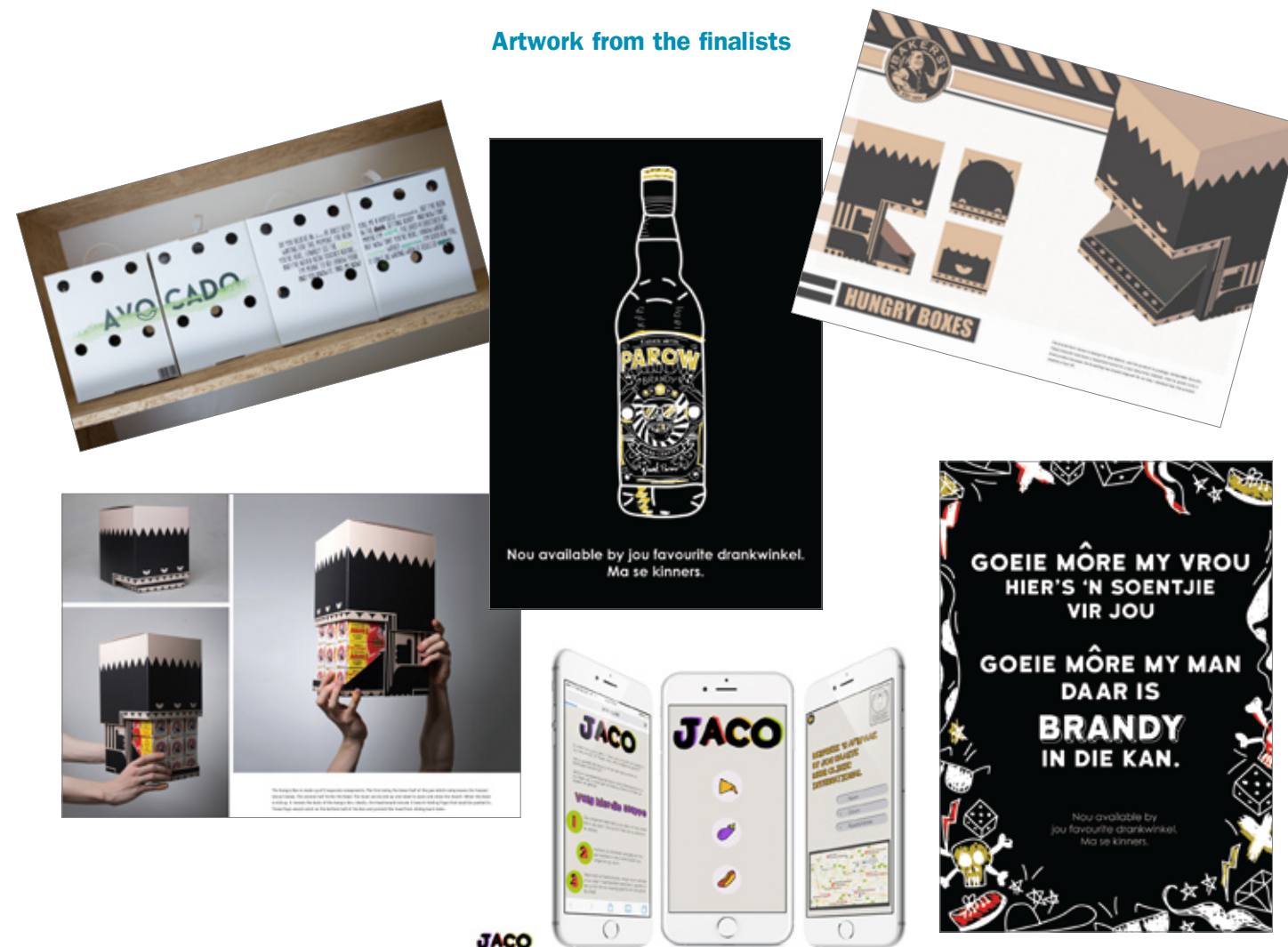
These students will also be entered into the WPO WorldStar Student Awards. In addition, the 2017 Pendoring Awards (rewarding excellence in multi-lingual based advertising) has selected the following finalists:

- Melissa Jordaan and Kendra Verbeek (both Third Year BA Creative Brand Communication)

- Christian Botha (First Year BA Creative Brand Communication)
- Azraa Kazi (Third Year BA Creative Brand Communication)
- Michaela Massey and Saarah Saint (both Third Year BA Creative Brand Communication)

Vega takes a hands-on approach to ensuring students have access to a variety of opportunities to develop their creative and strategic skills across disciplines. ▲

Artwork from the finalists





VIA AFRIKA DIGITAL EDUCATION ACADEMY

Assisting teachers to meet the needs of 21st century learners

Via Afrika is pleased to announce the launch of the Via Afrika Digital Education Academy Online (VADEA-Online) platform. This was officially done at the Edutech Africa 2017 show in October at the Sandton Convention Centre. This addition to Via Afrika's Digital Education Academy's face-to-face training sessions runs on an internationally-recognised online learning platform. With the push towards digital education to improve the quality of the educational outcomes both in South Africa, and abroad, the VADEA-Online training provides greater accessibility to Via Afrika's training which is offered in partnership with the Department of Basic Education.

VADEA's courses are designed to develop the necessary knowledge, skills and values teachers require for successful digital education in 81 two-hour training sessions. A key starting point for success is the Change Management Mindset course which provides a solid foundation for the implementation of digital education. The VADEA courses provide training for all levels of digital competence, from using a mobile device to introducing gamification in the classroom on Android- or Windows-based devices. Now with VADEA-Online, teachers have a cost-effective way to raise their level of digital fluency wherever they are, at any time that suits their busy schedules.

All of VADEA's suite of 81 training sessions are accredited by the South African Council for Educators (SACE) who officially endorses VADEA as a provider of teacher education. SACE will credit educators with 5 Professional Development points upon successful completion of each of VADEA's training sessions and related assessments. In order to raise the standard of the South African education system, all teachers are required to achieve a minimum of 150 Professional Development points per 3-year period.



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VIA AFRIKA DIGITAL EDUCATION ACADEMY

SACE Provider Number: PR12890

COURSE 1

KNOW AND USE YOUR ANDROID TABLET DEVICE



BEGINNER LEVEL

SESSION 1: ALL ABOUT ANDROID TABLET DEVICES
SESSION 2: MAKING CONTACT WITH THE WORLD
SESSION 3: MY ANDROID TABLET DEVICE IS MINE!

INTERMEDIATE LEVEL

SESSION 1: THERE'S AN ANDROID APP FOR THAT
SESSION 2: FINDING IT ON THE INTERNET
SESSION 3: MAKING THE ANDROID TABLET DEVICE WORK FOR YOU – FILES

ADVANCED LEVEL

SESSION 1: MAKING THE ANDROID TABLET DEVICE WORK FOR YOU – CALENDARS AND DATA MANAGEMENT
SESSION 2: MAKING THE ANDROID TABLET DEVICE WORK FOR YOU – EBOOKS AND EREADERS
SESSION 3: TAKING THE ANDROID TABLET TO SCHOOL

COURSE 4

DIGITAL LEARNING IN SCHOOLS FOR ANDROID USERS



BEGINNER LEVEL

SESSION 1: WHY ELEARING?
SESSION 2: GETTING TECHNICAL
SESSION 3: MANAGEMENT AND USAGE OF ICTS IN SCHOOLS

INTERMEDIATE LEVEL

SESSION 1: CONTENT FOR TABLET DEVICES
SESSION 2: APPS FOR TEACHERS FOR DEMONSTRATIONS AND CONTENT CREATION
SESSION 3: ONLINE ASSESSMENT TOOLS

ADVANCED LEVEL

SESSION 1: LEARNING MANAGEMENT SYSTEMS
SESSION 2: GAMES TEACH TOO
SESSION 3: THE GAMIFICATION OF EDUCATION

COURSE 7

MICROSOFT FOR WINDOWS TABLET DEVICES



BEGINNER LEVEL

SESSION 1: INTRODUCING MICROSOFT OFFICE 365 EDUCATION AND ONEDRIVE
SESSION 2: MICROSOFT WORD AND MICROSOFT OUTLOOK
SESSION 3: MICROSOFT POWERPOINT

INTERMEDIATE LEVEL

SESSION 1: MICROSOFT ONENOTE
SESSION 2: SKYPE AND YAMMER
SESSION 3: MICROSOFT FORMS AND ONLINE ASSESSMENT APPS

ADVANCED LEVEL

SESSION 1: OFFICE MIX AND BLENDED LEARNING
SESSION 2: MICROSOFT EXCEL
SESSION 3: OFFICE SWAY AND THE MICROSOFT EDUCATOR COMMUNITY



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COURSE 2

SOCIAL MEDIA ON ANDROID TABLET DEVICES



BEGINNER LEVEL

SESSION 1: INTRODUCING SOCIAL MEDIA
SESSION 2: CREATING YOUR SOCIAL MEDIA ACCOUNTS
SESSION 3: SOCIAL MEDIA IN THE CLASSROOM: USEFUL OR JUST FUN?

INTERMEDIATE LEVEL

SESSION 1: DON'T FORGET THE OTHER SOCIAL MEDIA
SESSION 2: FACEBOOK IN THE CLASSROOM
SESSION 3: TWITTER IN THE CLASSROOM

ADVANCED LEVEL

SESSION 1: A LOOK AT YOUTUBE
SESSION 2: YOUTUBE IN THE CLASSROOM
SESSION 3: BLOGGING IN THE CLASSROOM

COURSE 5

KNOW AND USE YOUR WINDOWS TABLET DEVICE



BEGINNER LEVEL

SESSION 1: ALL ABOUT MY WINDOWS TABLET DEVICE
SESSION 2: MAKING CONTACT WITH THE WORLD WITH MY WINDOWS TABLET DEVICE
SESSION 3: MY WINDOWS TABLET DEVICE IS MINE!

INTERMEDIATE LEVEL

SESSION 1: THERE'S A WINDOWS APP FOR THAT
SESSION 2: FINDING IT ON THE INTERNET
SESSION 3: MAKING THE WINDOWS TABLET DEVICE WORK FOR YOU – FILES

ADVANCED LEVEL

SESSION 1: MAKING THE WINDOWS TABLET DEVICE WORK FOR YOU – CALENDARS AND DATA MANAGEMENT
SESSION 2: MAKING THE WINDOWS TABLET DEVICE WORK FOR YOU – EBOOKS AND EREADERS
SESSION 3: TAKING THE WINDOWS TABLET DEVICE TO SCHOOL

COURSE 8

DIGITAL LEARNING IN SCHOOLS FOR WINDOWS USERS



BEGINNER LEVEL

SESSION 1: WHY ELEARING?
SESSION 2: GETTING TECHNICAL
SESSION 3: MANAGEMENT AND USAGE OF ICTS IN SCHOOLS

INTERMEDIATE LEVEL

SESSION 1: CONTENT FOR WINDOWS TABLET DEVICES
SESSION 2: APPS FOR TEACHERS FOR DEMONSTRATIONS AND CONTENT CREATION
SESSION 3: ONLINE ASSESSMENT TOOLS

ADVANCED LEVEL

SESSION 1: LEARNING MANAGEMENT SYSTEMS
SESSION 2: GAMES TEACH TOO
SESSION 3: THE GAMIFICATION OF EDUCATION



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For further information please email us on VATraining@viaafrika.com or call Maria on 021 406 3005 or 082 339 2687.

COURSE 3

GOOGLE AND GOOGLE APPS ON ANDROID TABLET DEVICES



BEGINNER LEVEL

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

INTERMEDIATE LEVEL

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

ADVANCED LEVEL

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

COURSE 6

SOCIAL MEDIA ON WINDOWS TABLET DEVICES



BEGINNER LEVEL

SESSION 1: INTRODUCING SOCIAL MEDIA
SESSION 2: CREATING YOUR SOCIAL MEDIA ACCOUNTS
SESSION 3: SOCIAL MEDIA IN THE CLASSROOM: USEFUL OR JUST FUN?

INTERMEDIATE LEVEL

SESSION 1: DON'T FORGET THE OTHER SOCIAL MEDIA
SESSION 2: FACEBOOK IN THE CLASSROOM
SESSION 3: TWITTER IN THE CLASSROOM

ADVANCED LEVEL

SESSION 1: A LOOK AT YOUTUBE
SESSION 2: YOUTUBE IN THE CLASSROOM
SESSION 3: BLOGGING IN THE CLASSROOM

COURSE 9

IMPLEMENTING DIGITAL EDUCATION IN SCHOOLS FROM A CHANGE MANAGEMENT MINDSET



LEVEL 1 – FACING CHANGE

SESSION 1: EDUCATION IS CHANGING – SO WHAT?
SESSION 2: THE VIA AFRIKA CHANGE MANAGEMENT MINDSET MODEL FOR DIGITAL EDUCATION IMPLEMENTATION

LEVEL 2 – DEVELOPING CHANGE FACILITATORS

SESSION 1: THE ROLE OF THE CHANGE FACILITATOR IN THE VIA AFRIKA CHANGE MANAGEMENT MINDSET MODEL FOR DIGITAL EDUCATION IMPLEMENTATION

SESSION 2: WORKING WITH THE STAKEHOLDERS – DEALING WITH CHANGE

SESSION 3: WORKING WITH THE STAKEHOLDERS – SKILLS ASSESSMENT AND PLANNING

LEVEL 3 – MAKING CHANGE HAPPEN

SESSION 1: DEVELOPING THE IMPLEMENTATION PLAN
SESSION 2: IMPLEMENTING THE IMPLEMENTATION PLAN
SESSION 3: MAKING CHANGE STICK



Primary schools science, technology and engineering challenge takes-off

Following a successful project facilitation and software training for teachers for the Jaguar Primary Schools Challenge during the month of October, two official races have taken place at Sci-Bono Discovery Centre in Johannesburg.

The Jaguar Primary Schools Challenge (JPSC) programme, facilitated by Sangari Education, saw 14 teams from various primary schools across Gauteng partake in the Science, Technology, Engineering, Mathematics (STEM) challenge.

The Jaguar Primary School Challenge engages primary school students and teachers across South Africa in the same way as the F1 in School Challenge. The challenge is open to students aged 5 to 11 years and involves designing and manufacturing the fastest car possible, emulating the design and engineering processes employed by real engineering companies such as Jaguar Cars.

Each team designs an F1 racing car using 160gm/s cardboard paper created on 2D drawing software. After manufacturing teams race their cars on a 20 metre race track powered by gas chargers.

Pieter du Plessis, F1 in Schools programme manager at Sangari Education, the company responsible for bringing the challenge in South Africa, said: "At first it was a challenge getting both learner's and teachers to buy into the concept of designing and racing a miniature F1 car. But the concept has now caught on and interest is growing rapidly."

"The JPSC-F1 is literally STEM education in action. Teacher involvement is critical for learners, who need both emotional and physical support," he said.

"The JPSC offers primary school pupils the opportunity to take part in a fun hands-on STEM (Science, Technology, Engineering & Maths) activity, tackling real-life problem solving, design, manufacturing, team work, communication and business skills."



Teachers and parents' involvement plays an integral part of the programme as it motivates children to maintain their focus and determination in the challenge. Participants represent schools in Johannesburg East and West, and as far as Winterveld in Hammanskraal as well as other regions in Gauteng," added Mr du Plessis.

Christo Jones, deputy chief education specialist for Technology, Gauteng Department of Education said: "Partnering with Sangari Education to bring active STEM education to primary schools is a good starting point towards improving the education system in the country. Seeing young people design F1 model cars on computers, manufacture and then race them is really inspiring."

Mr Tebalo Tsatsi, project coordinator from SAASTA, a partner with Sangari Education for the JPSC programme said: "Primary schools play an integral part in shaping and bringing out the best in a learner's life. These learner's need to be nurtured and guided in the direction of becoming future engineers, designers and architects. This programme is the stepping stone as it addresses this need to the core."

The competition is open to all primary school children from grade 5 to grade 7. ▲

Approach Primary School Maths from a *fresh angle*

Smart-Kids & Instamaths

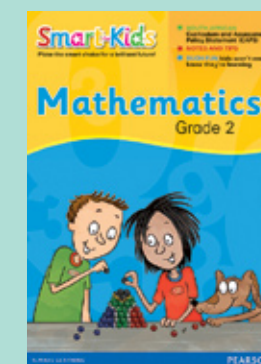
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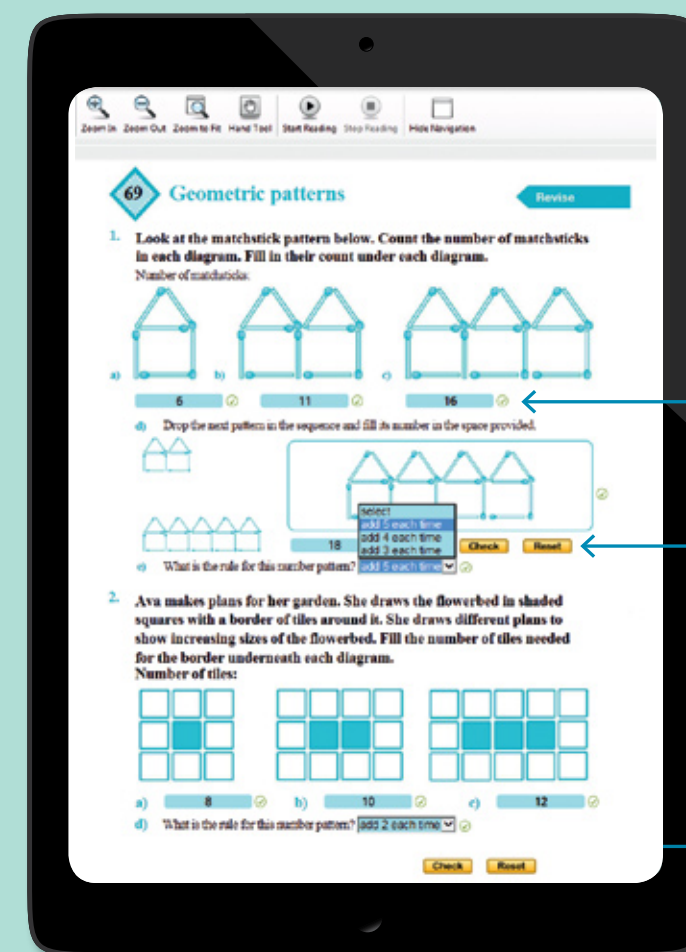
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Grades 3–7



Grades 1–7



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Technology in education extravaganza

EduTECH Africa has been the catalyst for technology and learning across Africa and the 2017 edition of the conference was no different. The conference played a key role as the annual meeting place for educators, principals and government departments from across Africa looking to implement the right tools to create engaging lessons for all learners.

Running for the 3rd year, the conference saw over 300 educators, from 43 countries come together to deliver greater learning outcomes both inside and outside the classrooms.

In 2017, the two day line-up featured incredible speakers from the education sector and government, hosting over 50 conference sessions, a pre-event workshop, an onsite workshop and 15 roundtable discussions.

"It is great to meet like-minded innovators. The event helps me stay positive and even more determined to continue the work I'm doing to empower my students to use technology in teaching and learning," said Dr Renee Nathanson, Lecturer: Education Faculty, University of Stellenbosch.

New for 2017

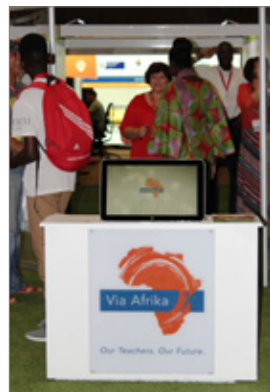
- Exciting new product launches
- Event highlights and live demonstrations
- New networking platform – Jujama
- 4 Tracks of content

Attendees said

- "A very well-organised event" Dee Moodley, Director of Academics, SPARK Schools.
- "Creativity and resilience will keep us updated in these exciting times!" Mrs. Lizl Tanton, HOD Intersen Phase, Blairgowrie Primary School.
- "Very comprehensive and representative of the latest developments in the market" Jean W van Rooyen, Gauteng Manager, FEDSAS.
- "The keynote presenters were very good and the attendees had opportunities to share and collaborate with others" Bronwyn Desjardins, Coordinator: EdTech Coach & Resource Centre, St Stithians Girls Preparatory.

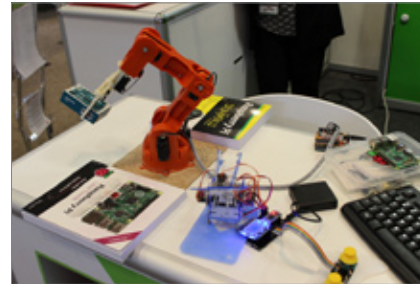
Seminars

We provided two days of jam-packed content on the exhibition floor giving attendees the choice of two Technical seminars to attend. These free 'how to' sessions covered technology, mobile learning, security, connectivity and much more.



At the end of the day, the show is all about helping everyone meet the right contacts to do business.

We can tell the world how great EduTECH Africa is, but it's much more convincing coming



from the sponsors and exhibitors who invest their time and money in being present at the show.

That's why our exhibitors who promote their involvement in the show so heavily ultimately have the busiest stands. EduTECH Africa created unique marketing packs for each sponsor and exhibitor.

How did our exhibitors promote themselves?

- Personalised html invites
- Banners
- Email signatures
- Advertising in magazines
- Press releases for distribution in the media pack and externally through partners
- Copies of the brochure and visitor ticket

"If an educator is interested in using technology to teach, it is best to attend," said Yeshehi Nair, Educator, Parktown Boys' High School. ▲

AN EVOLUTION IN SCHOOL TEXTBOOKS

MEDIA WORKS PARTNERS WITH EXCOM PUBLISHERS TO BRING SA TEXTBOOKS TO LIFE

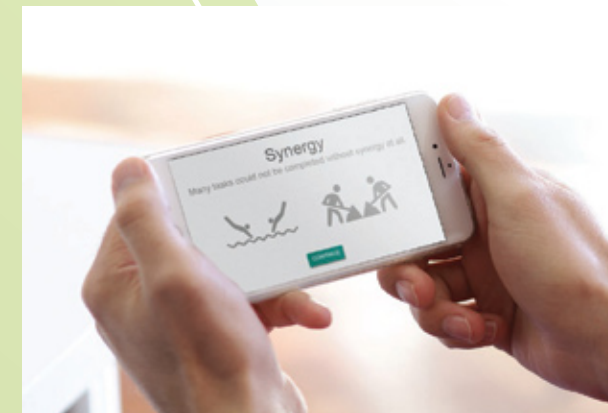
Media Works, a leader in Adult Education and Training (AET) in South Africa, has partnered with Excom Publishers, to burst into the high school space with innovative 'Bubble' QR technology for textbooks.

This follows Media Works' deal to acquire 40% of South African textbook company, Excom Publishers, which has been publishing quality textbooks since 2008.

Media Works has assisted Excom to redesign and refresh a selection of high school-level text books. Enriching the learning experience by giving pupils access to interactive audio and rich visuals within the textbooks.

A first for South Africa, this technology, called 'Bubbles' inserts short, interactive modules into the textbooks. Learners are able to get a deeper understanding of the material through interactive audio and visual snippets, that complements the curriculum.

Simply scan the codes via a smart phone or click on the active links in the eBook versions. Learners are able to unlock the rich, 60 to 90 second interactive lessons.



Textbooks (both print and eBook versions) relating to subjects such as Business Studies, Economic & Management Sciences, Life Orientation and Accounting currently feature the technology. There are plans in place to roll it out to other subjects in 2018.

"This marks the first time ever in South Africa that textbooks have been brought to life in this way. The QR tech will bring world-class education to students, regardless of where in the country they're based, and what schooling experience they find themselves in," said Dennis Lamberti, Development Director of Media Works.

Both Excom Publishers and Media Works are looking forward to using multimedia to enhance the learning experience of high school learners in the country.

Contact us to order your textbooks today.

Phone Aimee 083 785 7813, visit excompublishers.co.za or alternatively email Aimee at aimee@studyingbusiness.co.za

The eBook versions of the textbooks can be purchased via ITSI or Snappify.



Scan or click to view video

Building a digital reading community using digital solutions

Snapplify's Mark Seabrook considers how technology is solving issues of access to books, and changing the South African publishing landscape in the process.

How to grow South Africa's book-buying market is a question publishers and booksellers have been grappling with for years. While book sales are what ultimately pay our salaries, this industry is built on a passion for our product. It is this passion for books that will lead us into a digital future.

For many of us, our love of books grew out of an appreciation for the physicality of reading – from the smell of the pages to the feeling of that paper on our fingers. But if I go even further back, that bodily experience of books began for me in my childhood home, where we had all kinds of books, from pop-up picture books to volumes of encyclopaedias. Trips to the local library and story time (often with my gran, who never let poor grammar go unchecked) were regular events. I've carried these reading traditions (as well as some of those dusty old books) into my house today, and now I'm enjoying reading time with my kids.

Whether paper or digital, this is where a book-buying market is born – with books in the hands of readers. While learning how to leverage off an existing market is important, tapping into a broader reading market, and thereby growing the number of book-buyers in South Africa, is where the industry's future lies.

In my years in the wider book industry, I've had many conversations about the issue of access – how to reach the broader population who do read, but don't have easy access to books. Here, 'access' means proximity (which, traditionally, has meant being near a bookstore or library), as well as affordability. Ultimately, the challenge for South African publishers and booksellers has never been convincing the broader population to read; the problem has been access. Make reading possible, put books into people's hands, and the market will grow on its own.

With a strong technology focus, and having worked across the verticals in publishing, I have seen the challenges and opportunities technology has brought to production, marketing, sales and distribution within the industry. The growing mobile penetration rate has facilitated increased digital literacy, and as internet access is improved – particularly in areas where connectivity has previously been limited – there is greater scope for publishers to harness broader readerships.

The technological developments are already doing much to create a dynamic and diverse digital reading community – one which looks

very different from the relatively insular book-buying market that has previously been the backbone of the South African publishing industry. The next challenge for South African publishers and booksellers is to work to understand this broader population: what they read, what books would interest them, and how to make those books available to them – not only in terms of delivery, but also affordable pricing, both of which are made easier by digital solutions.

While a more active readership ultimately equals more sales, the value of a digital reading community is not simply in the number of book-buyers. Looking to the future, publishers should be asking how they can leverage reader data to develop different content for specific target markets, using technology to inform their longer-term publishing strategies. Ultimately, the combination of digital publishing, sales information through downloads, and reader analytics, creates the opportunity for low-risk experimentation based on valuable information.

At its essence, the product we're so passionate about hasn't changed. The stories that formed such an important part of my childhood are being passed on to a new generation of readers, and we're able to reach even more people as we continue to solve access issues. For most of us, our love of books is the basis for why we do what we do, and with the power of new technology, we have the potential to build a digital reading community that is as broad as it is diverse. ▲

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EduWeek Cape Town – bringing a future focus on provincial education

Following 11 successful editions in Gauteng, on 4 & 5 October 2017 the Spintelligent Education team unveiled EduWeek Cape Town, the first in a series of provincial events designed to empower the education sector in South Africa.

Supported by the Department of Basic Education and the Western Cape Education Department, this two-day exhibition, although smaller than its older sister EduWeek Africa (hosted in Johannesburg), boasted 50 exhibitors, three conference arenas and just over 1 000 visitors, a potent and niche event well received by the regional market.

The EduWeek Cape Town was officially opened by MEC Debbie Schafer. Her speech encapsulated the theme of Future Focused Education and how this focus will form the platform for all strategy development within the Western Cape education sector.

“Future Focused Education is designed to ensure that we constantly focus on what is changing in the world and in education, and constantly applying our minds to how we can ensure that we are adequately preparing our learners to be productive citizens in a fast-changing world,” said MEC Shafer.

EduWeek Cape Town included three conference tracks, dedicated to the concept of “future focused education” and the integration of this concept into schools’ leadership structures, professional development strategies, teaching methodologies and pedagogies. The content was designed to encourage quality, inclusion and accessibility in the face of constant disruption and change.

Conference Track 1: Leadership & Management Strategies

This track provided school leaders with strategies to prepare for a future education landscape. Attendees enjoyed practical insights into maximising resource allocation, managing change and facilitating an agile and adaptive learning environment, while embracing good governance and best practice in school management.

Conference Track 2: Teaching the teachers

Teachers were empowered with practical tools, classroom ready and easy to implement. Case studies included focus features on latest teaching tools, strategies and pedagogies, as well as tips to engage through the use of technology, emphasising inclusion as a vital outcome. Functional literacy through mother tongue instruction, effective use of gamification and stimulating creativity were popular sessions within this track.

Conference Track 3: Digital disruption in the classroom

This future focused track highlighted exciting and inclusive technologies, demonstrating a positive impact on all learners, including those with learning difficulties.

Attendees explored the classroom of the future, while understanding how to ensure sustainable technology roll outs and risk mitigation; in terms of cyber bullying, governance and policy reformation.

“I enjoyed meeting up with like-minded people in Education. People who not only want to stay up to date with the latest “disruptions” in the industry, but also because they still care enough to want to make a difference in the lives of SA learners,” said James Hay, Evaluator, Umalusi.



The exhibition supported the conference themes and provided the latest technologies made available for the education sector, for visitors to see, try and buy at the event. These technologies represented various product sectors including technology, safety and security, maths & science, inclusive education and digital content.

“I was able to meet new people within the industry. I was amazed at the intelligence behind the many vendors products and I felt excited that I got to try some of the latest education related technology products,” said Na’eemah Seedat; Montessori Directress and Product Developer, The Montessori Corner.

“Our partners are leaders in various aspects of ‘Future Focused Education’ and we look forward to welcoming them and all our visitors at the next EduWeek Cape Town in 2018,” said event director, Tanya Jackman. ▲

EDUWEEK

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EDUCATION
EVENT**

THANK YOU FOR ATTENDING AND YOUR POSITIVE FEEDBACK

The EduWeek Team would like to thank you for attending the first EduWeek in Cape Town on 4 - 5 October 2017. Together we:

- Launched the inaugural EduWeek in Cape Town
- Facilitated a platform to explore Future Focused Education
- In our conference sessions we addressed education sector challenges head-on
- Brought together 223 WC schools, TVET's & universities to network and share insights
- Showcased products and services needed for the development of African education

WHY OUR VISITORS ATTENDED EDUWEEK:

65%

came to network with existing suppliers

72%

came to purchase products and supplies

88%

attended the FREE conference sessions & found it valuable

93%

gained the latest industry knowledge

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Heroes from the Education industry celebrated at the EduWeek Awards event

EduWeek, the foremost future-focused education and exhibition conference on the African continent, hosted its prestigious annual awards event in Cape Town on Wednesday, 04 October 2017. During the gala dinner, EduWeek celebrated the most innovative and life-changing products and services in the education sector, and the local heroes who go above and beyond to further the cause of education for all.

The categories of the nominated suppliers and/or distributors of the year, and an indication of the winners in each category

1. Basic Education

- | | |
|----------------------------|---------------------|
| 1.1 ITSI (Category Winner) | 1.3 Snapplify |
| 1.2 Mwabu | 1.4 Whizz Education |

2. Higher Education

- 2.1 University of South Africa (UNISA) Press (Category Winner). *Photograph supplied by EduWeek*
- 2.2 Get Smarter
- 2.3 Monash South Africa
- 2.4 Oxford University Press



3. Early Childhood Development

- 3.1 BrainBoosters (Category Winner). *Photograph supplied by EduWeek*
- 3.2 EDS Projects
- 3.3 Grow Learning Company
- 3.4 Hands of Honour
- 3.5 Learning Tools
- 3.6 Supersport
- 3.7 TREE



4. Inclusive Education

- 4.1 iSchoolAfrica Educational Trust (Category Winner). *Photograph supplied by EduWeek*
- 4.2 Edit Microsystems
- 4.3 Inclusive Solutions



5. ICT

- 5.1 HeyMath (Category Winner)
- 5.2 ITSI
- 5.3 Mwabu
- 5.4 Whizz Education

6. Innovation Product Award

- 6.1 Edit Microsystems (Category Winner). *Photograph supplied by EduWeek*
- 6.2 Neuro-link
- 6.3 Paper Video



7. Environmental Sustainability Award

- 7.1 Wildlife and Environment Society of South Africa (WESSA) (Category Winner). *Photograph supplied by EduWeek*
- 7.2 Eco Children
- 7.3 Repurpose School Bags
- 7.4 Samsung



8. Institution Leader of the Year

- 8.1 Adam Habib, Vice-Chancellor and Principal, University of the Witwatersrand – Accepted by Kanina Foss on behalf of Adam Habib (Category Winner). *Photograph supplied by EduWeek*
- 8.2 Moipone Ralebese, Principal, Toka Primary School
- 8.3 Norman Mphake, Founder, Physical Education Institute of South Africa (PEISA)



9. Teacher of Tomorrow

- 9.1 Gafieza Ismail, Teacher, Spine Road High School (Category Winner). *Photograph supplied by EduWeek*
- 9.2 Erika Esterhuizen, HOD: Information Technology, St Andrew's College
- 9.3 Gizelle McIntyre, Director, Institute of People Development
- 9.4 Lindiwe Mhlungu, Principal, Sibonile School for the Visually Impaired



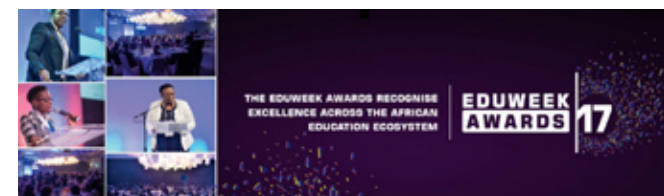
10. Inspiration Award

- 10.1 Nkashaka Constance Mabaso, Principal, Rivoni School (Category Winner)
- 10.2 Claire Nicholson, Founder, Achieve-It Charitable Trust
- 10.3 Joseph Phalwane, Managing Director, AeroBuddies
- 10.4 Louise van Rhyn, Founder, Symphonia
- 10.5 Paula Barnard, E-Learning Project Manager, University of the Witwatersrand



11. Lifetime Achievement Award

- 11.1 Adam Habib, Vice-Chancellor and Principal, University of the Witwatersrand (Category Winner)
- 11.2 Anthea Cereseto, Former Headmistress (Retired), Parktown High School for Girls
- 11.3 Daya Chetty, President, South African Principal's Association
- 11.4 Erika Esterhuizen, HOD: Information Technology, St Andrew's College



Western Cape learner wins SAIPA's 2017 National Accounting Olympiad

Juanè Cronje from Die Hoërskool DF Malan in the Western Cape secured the number one spot in the Grade 12 division of the South African Institute of Professional Accountants (SAIPA's) 2017 National Accounting Olympiad with a score of 92.5%.

With the differences being very little between the top learners, Adam Melnick from Yeshiva College in Gauteng came in at second place with 92%, followed by Philip Visagè from Huguenot High School in the Western Cape who achieved 90.5% and secured third place.

Special mention also has to made of Lenasia Muslim School in Gauteng's Sara Seleh who scored 90%.

"I want to thank SAIPA for investing in advancing accountancy at school level, we learnt a lot with this competition and really enjoyed it", said Juanè after being announced the top student in this year's competition at a Gala Awards evening in Johannesburg on 10 October.

This year SAIPA opened the competition to Grade 11 pupils for the first time since its inception in 2002, with Deandre De Meyer of Stellenberg High School in the Western Cape, achieving first place with a mark of 96%, followed by Sean Scorer from Amanzimtoti High School in KwaZulu-Natal and Nabeel Fazluddin from King Edward VII School in Gauteng, in a joint second place with 94%. The third place was also shared by Alet Muller from Hoër Meisieskool Bloemhof in the Western Cape and Felicia Makondo of EPP Mhinga Secondary School in Limpopo both with a score of 92%.

Gauteng had the most schools participating in the Olympiad, accounting for 145 of the 390 schools that took part.

There has been a marked increase in the number of schools and learners participating in this year's National Accounting Olympiad due to a growing interest in the Accountancy Profession as well as massive awareness drive initiated by the South African Institute of Professional Accountants (SAIPA), says Zobuzwe Ngobese, Marketing and Business Development Executive at SAIPA.

"The increase from 310 to 390 schools and 3 510 to 7 069 learners is quite encouraging and is also due to the fact that in 2017 we introduced the Olympiad to grade 11 for the first time. Next year we want to reach even more schools to make the subject of accounting popular again because our economy needs more accountants in order to grow," he says.

Performance indicators

The competition is divided into two rounds and Grade 11 pupils had to achieve a score of 60% or more to advance to the second round and Grade 12 pupils had to score 65% or more to qualify for writing the second paper.

The top performers received, among others, bursaries valued between R10 000 and R35 000 in school/university fees.

"This year the bursary is subject to the recipients pursuing studies in the Accountancy profession. The main aim with the competition is to grow the numbers in the profession," remarks Ngobese.

Future expansion

Ngobese notes that part of SAIPA's future strategy is to open the Olympiad to pupils from Grade 10 to Grade 12. "If we can expose pupils as early as possible to Accountancy as a profession the more likely it is that they will choose it as their career path."

Accounting is a critical skill and with the threat of Mathematics no longer being compulsory at high school, the numbers may start dwindling, says Ngobese. ▲



Grade 12 winners – Adam Melnick, Juane Cronje, Sara Seleh and Philip Visagè



Grade 11 winners – Deandre De Meyer, Felicia Makondo, Sean Scorer, Alet Muller and Nabeel Fazluddin

How to replace screen time with foundational reading skills

Interview with Barbara Eaton, Academic Development Advisor for the Pre-Primary Schools Division at ADvTECH.

Most parents are very aware that too much screen time for young children isn't a good thing, but many are just as uncertain about what exactly the problem is and, importantly, how time can be more constructively spent without it becoming an additional daily burden adding to the stress of the adults.

“Taking the guesswork out of quality family interaction, which also assists in the development of the child, is half the battle won,” says Barbara Eaton, Academic Development Advisor for the Pre-Primary Schools Division at ADvTECH, Africa's largest private education provider.

Eaton says parents who rely on some screen time to get a bit of a breather shouldn't feel guilty, but adds that they should ensure they also spend time every day connecting with their children through activities. Activities, which are both fun and will aid the cementing of the skills they will require for reading success in future, can be woven into the daily routine.

“We are constantly researching improved methods of teaching foundational reading skills from Grade 000,” says Eaton.

“Research into the reading brain indicates that 40% of children learn to read easily, but 40% of children are at risk and 20% at severe risk. Over twenty thousand studies of children failing at reading in the USA indicated that the bottom 40% of readers lack phonemic awareness, which is the ability to hear, identify and manipulate individual phonemes – the smallest unit of sound in the spoken word.”

Eaton says the human brain is wired for developing spoken language which is why, with good personal interaction; babies develop speech from an early age without intentional teaching.

“But there is no automatic brain wiring for reading and spelling, so all aspects of these skills need to be taught systematically and explicitly. Modern life has



increasingly seen young children spend significant amounts of time in front of screens, which focus their brains on visual more than auditory content.

“The major problem with screen time is that much of the spoken content of what they watch is too fast and often indistinct, making them less likely to concentrate on it. This has impacted on the development of accurate listening skills.”

This all sounds quite negative, but the good news is that brain repair and the re-routing and development of neurons are possible and that with correct teaching, the children who would have learned to read easily will read at a higher level while the ‘at risk’ children will be able to read well.



So how can parents help their children?

1. By talking and listening

“In these days of digital media, we are talking less to each other and much of the communication taking place is instructive: ‘It's time to bath. Pick up your clothes’ etc. Instead, try to focus on generating discussions, for instance talk about the highs and lows of your day; introduce topics such as, ‘if you could do anything you wanted, what would it be and why’, ‘tell us about the best thing you saw today’.”

Eaton says it is important to ask open-ended questions (which don't have a yes or no response), to elicit full answers. Dads are especially good at this!

2. By reading to their child

Read both fiction and factual books from a very young age and join the library to give a wider choice. Choose quality stories that link to your child's interests, not just Disney ones, Eaton advises.

“Let your child see you reading books and magazines. When you read a menu, shopping list, or road sign, involve your child and discuss how wonderful it is to be able to read and understand the information around you.”

3. By singing and reciting

Sing songs, recite rhymes together and read poems.

“Rhyming is such an important pre-reading skill, but fewer and fewer children learn any rhymes at home. Nursery rhymes are basically historical

nonsense but children love them and they are easy to memorise,” Eaton says.

4. Play with words

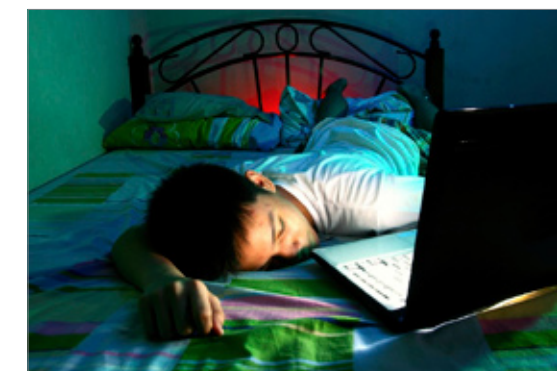
Play with compound words – breaking popcorn into pop and corn, fishtank into fish and tank etc. They make good car games, and make a walk to the shops shorter and more fun. I Spy is another fun favourite but use the sound at the beginning of the word, not the name of the letter. Cat starts with ‘c’ not CEE.

Eaton says activities as listed above should be fun for adults and child, and should not become another chore for parents, but rather an easy, entertaining way to connect as they go through their usual routine in the morning and the evening.

Additionally, to build solid listening skills, parents should not repeat instructions and comments, as this programmes a child not to listen the first time.

“Parents should make eye contact (lower the phone!), and pay attention to what their child is saying so that they model the desired listening behaviour. Above all, be excited about your child's developing language and literacy skills.

“Investing quality time in your children can be achieved by including them in daily routines. Complementing this time with activities such as the above can make a tremendous impact on setting a child on the path to their own personal academic excellence,” she says. ▲



University says thank you to Gauteng teachers

Celebrating those who cultivate learning

It was all-hands-on-deck for staff at Monash South Africa (MSA) on Monday October 16 and Tuesday, 17 October as part of the campus' World Teachers' Day initiative. The private university staff took to the streets to deliver commemorative mugs to teachers at 101 schools across Gauteng.

Although World Teacher's Day was celebrated on Thursday 5 October, the celebrations took place this week as school holiday timing meant teachers were enjoying a well-deserved break on the day itself.

Commenting on this gesture, Monash South Africa President, Prof. Alwyn Louw, says the gifts are MSA's way of saying thank you to the teachers of Gauteng for the important work they do in ensuring learners are equipped with the tools necessary to succeed in today's increasingly volatile and complex world.

"Technology in the 21st century has permeated most aspects of education and has changed everything. How we, as educators, use technology to engage with learners is key to unlocking the necessary 21st century global skill sets. Here it is critical that we empower learners to compete in a world where geography has in many ways become inconsequential," he commented.



Staff from St Ursula's School



Inscribed with a simple 'Thank You', Gauteng teachers were glad to receive their mugs and grateful for the gesture behind it. Many echoed the same sentiments and said how wonderful it was to feel appreciated for the dedication and hard work that they put into their role as teachers.

"In addition to acknowledging the role of educators, World Teachers' Day is also an opportunity to foster mutual understanding and a united approach to encouraging ongoing innovation and open dialogue around the future of education. In this respect, the importance of continually re-looking and adapting teaching methods and content to ensure learners are given the knowledge and skills necessary, to lead full successful lives and become active citizens of the world, remains essential," Louw concludes.

Celebrated annually on 5 October across the world, the day aims to raise awareness, understanding and appreciation for the contribution teachers make to education and development across the globe.

"A day like this inspires us to focus attention on issues in education that are of national importance and to provide a platform to share experiences and best practices. Nationally, we all agree that the quality of education relies on the availability of quality teachers," said Minister of Basic Education, Angie Motshekga.

She said teachers worldwide have made sacrifices, often under very trying circumstances and hardships, which ensure that their learners get quality education.

"Their contributions to generations of learners should inspire all teachers to strive towards making a difference in their schools and to look forward to doing their work with pride, dedication and sense of duty that befits this noble profession," the minister said.

The minister called on South African teachers and all education stakeholders to use this World Teachers' Day commemoration to recommit themselves to continue to build quality education for learners and future generations. ▲

MBA vs. future earnings

financiers bet on high-end qualifications

The value of pursuing an MBA is increasingly coming under scrutiny, given the substantial investment of time and money, and in light of the fact that the qualification is no longer as sought-after as it was during its heyday.

What is clear, however, is that an MBA from an elite institution is still a safe bet, and that its value is estimated so highly that lenders are willing to finance these studies.

"In recent months, we have noted some niche lenders invite study-loan applications from prospective students, but only from those who intend to study at top international business schools," says Debbie Goodman-Bhyat, CEO of Jack Hammer, rated as one of the top 3 executive search firms in South Africa.

"What is interesting here, are the credit risk criteria – the ability of borrowers to repay their loans, based on their likely future earnings once they attain their international MBA."

Goodman-Bhyat says 'elite' MBAs – those from top international business schools – appear to be moving into the sought-after space previously occupied by most MBAs, from any institution. The shift is that MBAs from local tertiary institutions are considered to be a good qualification, but not a decisive one.

"An MBA itself is no longer a differentiator for professionals who are looking to make themselves more desirable from a hiring perspective," she says.

"The MBA is now so common, that the prestige and exclusivity of it has diminished significantly over the years. Twenty years ago, it was a rare and highly prestigious degree to attain, with graduates adding a golden arrow to their bow as they then became assured of substantial career and advancement, and the resultant package hikes that would offset their investment in their MBA studies in no time."

However with graduates flocking to obtain their MBAs – in the belief that this will undoubtedly set them up for a hugely successful career in the corner office – MBAs have become a ubiquitous presence on CVs, balancing the scales between demand and supply.

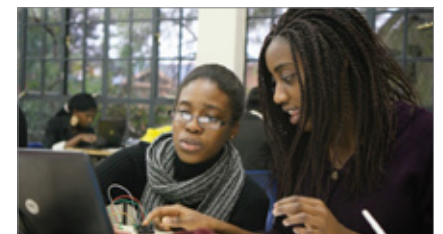
"The MBA – let's call it a general MBA to distinguish it from elite international qualifications – no longer adds the prestige factor, nor can one expect higher packages solely due to gaining the qualification," says Goodman-Bhyat.

"Further, the degree itself is not seen as one which arms graduates with the one big elusive quality that every company now wants – leadership. Granted, the MBA promotes itself primarily as a business management qualification – but as one rises up the 'management' ladder, so too is one required to have both people management and business leadership expertise.

"These two come hand in hand, and significant promotions with people management responsibility are not granted purely on the degree qualification.



Henley Business School Africa
MBA graduates



One would need to show actual experience and success managing people, and ambitious leaders should consider focusing on this area instead."

Goodman-Bhyat says that those considering MBA studies must seriously reflect on the how, where and in aim of what result they want to pursue this qualification.

"Prospective students need to know that yes, companies will take notice if the qualification is acquired from an international, preferably Ivy League institution. In these instances, there is a good chance that a professional will be snapped up for a top job, with a highly desirable package.

"But as always, career mapping should be done strategically. An MBA will always add value, as would most other post-graduate degrees, but pursuing an MBA could turn out to be an expensive and disappointing exercise if done for the sole reason of landing a top position with a lucrative financial package." ▲

Is there a degree that future-proofs your career?

We live in an age where the probability of automation radically changing most of today's jobs is fast becoming a reality. Futurist Thomas Frey believes that two billion jobs will disappear by 2030 which is approximately 50% of the current workforce. Young people need to choose careers that will equip them with the critical skills that they'll need to build the future workplace. To ensure this, studying a future focused degree is the first step.

A future-proofed degree needs to embed both fundamental knowledge and soft skills to produce graduate thinkers and problem solvers capable of exploration and analysis.

These real-world experiences should include industry-supported brand challenges, and partnering with businesses experiencing pressing challenges. Students apply their academic knowledge, critical thinking, and creativity to resolve these business problems – just as they would have to in the working environment – while at the same time learning complex problem solving, and the bravery to challenge the status quo. The future work place needs graduates who are whole-brain thinkers.

Balancing subjects such as accountancy, financial management and commercial law – all essential tools for building or running a successful business – with subjects like experiential marketing management, information systems strategy, and research practice, adds a depth of confidence and creativity that prepares graduates to respond to the business contexts that they will face after graduation, and of course into the future.

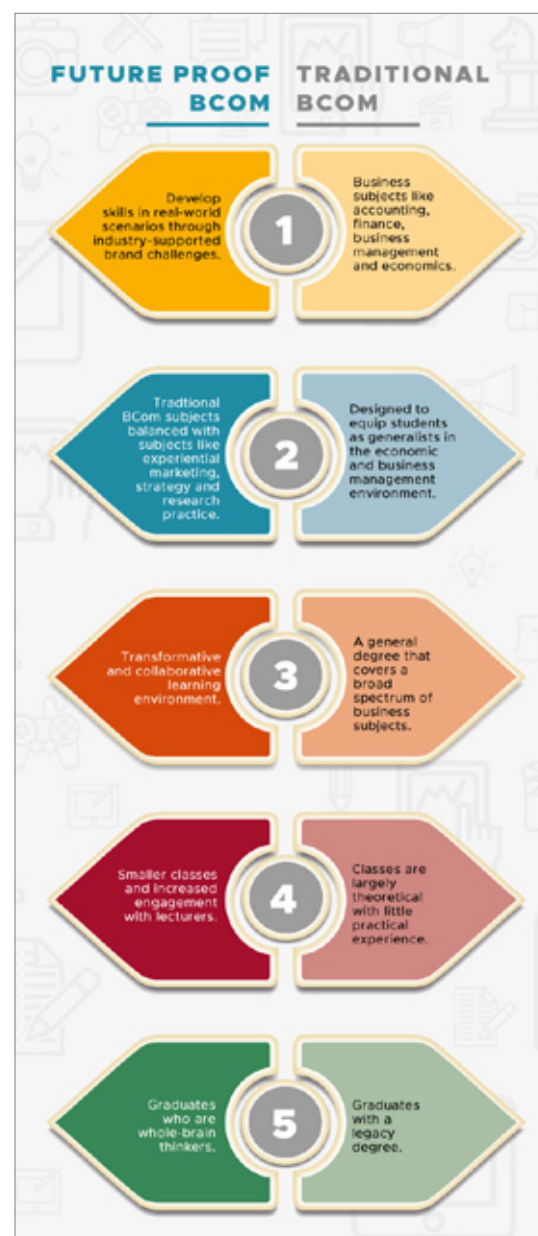
Students challenging one another and holding each other accountable in a real-world environment is far more constructive than studying in isolation, and this is much more representative of today and tomorrow's workplace. In addition, the power of many voices and opinions stimulated by access to technology and mentors in the business world encourages an exponential growth in confidence, learning and key skills development.

Original and diverse thinking is being acknowledged and rewarded more now than ever before in the workplace. Exciting opportunities therefore exist for graduates who have learnt to apply themselves.

Business models such as Waze, Airbnb, Facebook, Travelstart, WhatsApp, and Uber exist because their founders were brave enough to not only think outside, but beyond the box. They created solutions to new-world problems. It's no longer about graduates being required to solve a specific problem, but rather being able to identify opportunities that change will cause, even before they happen. This will set them apart from their peers and guarantee future employment.

The future workplace needs more astute, agile and better-equipped sense makers. A purpose-led BCom degree will help train students with the requisite insights and skills to probe for the right answers, dissect and

analyse departments and units to reveal actual brand and business challenges, and ultimately provide original, concrete solutions. ▲



Tel: 012 753 8110
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Managed Network	<ul style="list-style-type: none"> • Firewall Management and Maintenance • Router and Switch Performance Monitoring
Managed Security	<ul style="list-style-type: none"> • Anti-Virus Monitoring and Management • Anti-Spam Monitoring and Management • Regular Vulnerability Scan and Report
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