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Inside Education

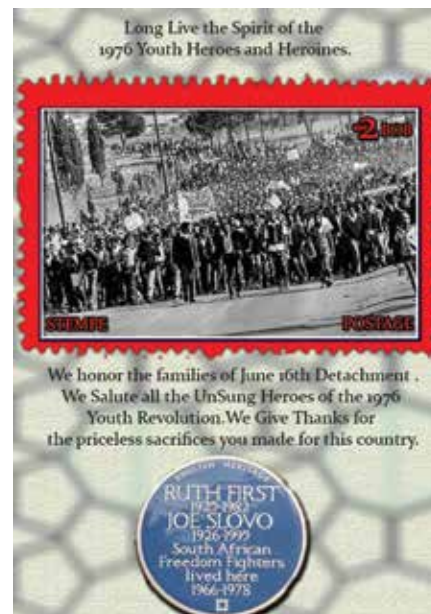
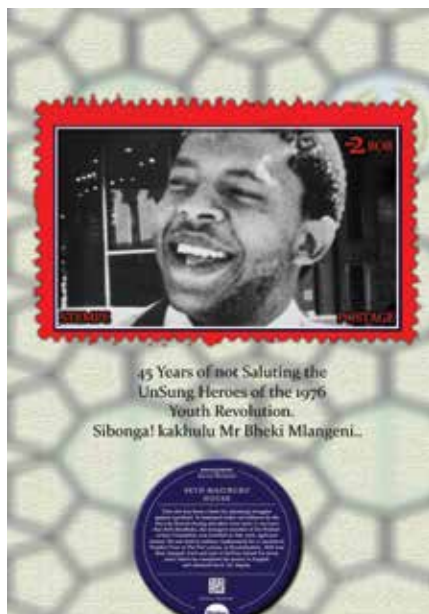
JUNE 2023

QUARTERLY EDITION

INSPIRING MINDS

YES... R6 BILLION FOR GRADUATES

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Youth jobs interventions

Addressing unemployment through a

EDWIN NAIDOO

South Africa looks back on another concluded Youth Month with a rallying call urging the youth to beat the deepening unemployment crisis by adopting a Mandela-like entrepreneurial spirit the iconic leader often spoke about.

However, with Mandela Month and Monday Day upon us, South Africa is staring down the barrel of an unemployment headache, with the outlook considerably worsening for the youth. For the first quarter of 2023, young people experienced underemployment at far higher rates than older persons.

Underemployment is described as the total number of people in an economy who are unwillingly working in low-skill and low-paying jobs or only part-time.

This underscores the youth crisis, corroborated by StatsSA, which recorded South Africa's unemployment rate in the first quarter of 2023 at 32,9 % and among the highest in the world.

One of the success stories of a national campaign to address the job challenge has been establishing a government programme to support youth to build their own enterprises.

To date, 45 988 financial and non-financial enterprise opportunities have been provided by the Department of Small Business Development and the National Youth Development Agency.

But this success story has been buried under shocking unemployment statistics. In the first quarter of 2023, the underemployment rate was 6,3% for those aged 15-24 and 5,2% for those aged 24-34, which is higher than the national rate of 4,9%. The lowest underemployment rate is recorded in the age groups 35-44 years and 55-64 years, at 4,6%.

In the first Quarter of 2023, the Quarterly Labour Force survey found 32,9% of South Africans jobless. Many more have given up looking for opportunities. In the first quarter of 2023, 44,7% of young people between 15 and 34 years were outside of employment, education or training.

Signs of improvement are not evident when one considers that in 2021, South Africa's youth unemployment rate was 64,18%, a 4,56% increase from 2020.

"Unemployment among young South Africans is a national crisis that demands urgent, innovative and coordinated solutions. It is, therefore, essential that we implement a comprehensive plan to create no fewer than 2 million jobs for young people within the next decade," said President Cyril Ramaphosa in 2020, announcing a national strategic plan to address this growing challenge.

Emerging from the global Covid-19 pandemic, South Africa has unprecedented levels of unemployment, prompting Ramaphosa to decide that the persistent and structural nature of youth unemployment means that the issue can no longer be addressed through isolated initiatives.

The situation requires an extensive, coordinated and sustained effort to respond to both the changing needs of the economy



YES Chief Executive Officer Ravi Naidoo.

and those of young people in South Africa.

The persistent and structural nature of youth unemployment means that the issue can no longer be addressed through isolated initiatives; hence the presidential priority is to create the country's most comprehensive effort to address youth unemployment to date.

In his 2020 State of the Nation Address, the President launched the ambitious multi-sector action programme, the Presidential Youth Employment Intervention (PYEI), expanding the range of opportunities for young people in South Africa.

Driven by a Project Management Office (PMO) in the Presidency, this initiative targeted youth, whether in further education or training, work experience, youth service, employment, or entrepreneurship. It recognises the great potential of South Africa's young people and works towards a society where every young person has a path to progress.

Another success story has been the private sector-led Youth Employment Service, a core partner of the PYEI, which placed 30 535 young people in work experience opportunities in various sectors of the economy. YES has placed over 100,000 South Africans between the ages of 18 and 29 in local businesses for a year of work experience.

Through YES, R6 billion has been injected into the economy, enabling participants to support their families – making a real dent in youth unemployment in the country.

Against this backdrop, the PYEI Presidential Youth Employment Intervention (PYEI) was launched to accelerate the transition of young people from learning to earning.

Through a strong commitment to partnering and mobilising stakeholders in the ecosystem, the PYEI has made significant progress towards achieving this objective in the past financial year.

This involved driving systems change

to address the barriers that young people face, aggregating existing opportunities and creating new opportunities for young people, and linking young people to opportunities and available support in a single network.

YES Chief Executive Officer Ravi Naidoo told Inside Education that in the past 12 months, 32 578 new jobs had been created, the total for the full period standing at 113 911, with 5 298 new jobs created in June.

"This is good, considering the economy is flat. YES, is the biggest programme with social impact that is 100% paid for by the private sector, without taxpayers' money. A growing number of corporates, currently 1 517, corporates have paid to support the programme," Naidoo said.

He said that after their training, a large number of YES candidates (43%) get work in the companies they trained at or in the same sector, 15% open their own business, while the remainder return to training, and some still cannot find jobs.

But through ensuring that the candidates placed in YES programmes are given relevant skills for the future, Naidoo said they hope to create marketable skills, such as drone pilot training, coding, barista making and creative career options.

One of the success stories is Chulumanco Lonwabo Nomtyala, a trailblazing developer and creator of Soft 4IR Apps, an app streamlining housing subsidy applications. Lonwabo aims to partner with municipalities, empowering individuals to access housing grants conveniently. His vision is to bring convenience and knowledge to those in need.

Another success story, Thobani May has had a transformative journey from struggle to success, fuelled by his participation

in the YES programme. Now the owner of Eco Char, a charcoal production company focused on environmental restoration, Eco Char employs five people and contributes to uplifting its community.

As part of a revitalised National Youth Service (NYS), interventions focus on priority growth areas with employment potential for young people in digital, technology and global business services; agriculture; installation repairs and maintenance; social services; and the automotive sector.

This initiative sought to link young people to opportunities through a national network, the National Pathway Management Network, linking a growing number of young people to learning and earning opportunities.

Currently, more than 4 million young people are in the SA Youth platform network and the Employment Services South Africa (ESSA) platform.

During the financial year 2022/23, 330 181 earning opportunities were secured by young people on SA Youth, and a further 50 375 earning opportunities were secured.

The Department of Basic Education's School Assistants programme, a flagship programme of the Presidential Employment Stimulus, created most of the opportunities secured by young people in the network. SA Youth facilitated all recruitments for this programme.

SA Youth is reaching young people who are most in need of support. The PYEI's Revitalised National Youth Service created 47 234 opportunities for young people to engage in paid community service in 2022/23. For many, the opportunity was the first time in their lives they earned their own money and could enhance their

Youth jobs interventions

plan lifting youth out of hopelessness

contribution to their communities.

SA Youth reaches many of the poorest young people, with 73% reporting that they attended poorer-resourced schools (quintile 1-3). Moreover, 65% of the young people registered on the SA Youth network, who responded to a question about social grants, reported that they live in households where at least one member receives a grant.

In a recent report discussing the project's impact, 47 234 young people secured earning opportunities, while 10 431 have moved into other opportunities.

The Department of Higher Education and Training placed 14 504 TVET learners and graduates into workplace experience opportunities, enabling many to complete their qualifications.

Additionally, the private sector-led Youth Employment Service, a core partner of the PYEI, placed 30 535 young people in work experience opportunities in various sectors of the economy in the last financial year.

YES has placed over 100,000 South Africans between the ages of 18 and 29 in local businesses for a year of work experience.



President Cyril Ramaphosa.

Through YES, a total of R6 billion has been injected into the economy, enabling participants to support their families. Nearly two-thirds of participants come from households reliant on social grants, and 40% are employed upon programme completion.

In the next quarter, the PYEI is launching a pilot of a pay-for-performance mechanism to test whether a different financing model for skilling can improve employment outcomes for young people.

Instead of receiving payment for training activities and outputs, appointed contrac-

tors receive the bulk of their income only when they demonstrate that they have placed young people in earning opportunities.

Led by the Department of Higher Education and Training through the National Skills Fund, the pay-for-performance mechanism will see the NSF play the role of an Outcomes Funder.

The outcome of interest is the placement of young people into sustainable earning opportunities. The pilot will train and place a targeted 4 500 young people into earning opportunities in 2023/24. This proof of concept will inform a scale-up phase that will crowd private investment to reach more young people.

Basic Education Minister Angie Motshhega also said last month that the Department of Basic Education is implementing the Presidential Youth Employment Initiative to tackle unemployment among youth in South Africa.

"We also have a responsibility to create employment opportunities, particularly for the youth who are neither in employment, education, nor training," said Motshhega.

In a rallying call for the Black Business Council and the private sector to join South Africa's skills revolution, Minister of Higher Education, Science and Innovation, Dr Blade Nzimande, has reiterated the government's commitment to creating opportunities for the country's youth.

A sum of R1,7 billion was disbursed by the National Skills Fund towards its bursaries programme in 2021/22, benefiting students enrolled in undergraduate and postgraduate programmes in scarce and critical skills.

"The central mandate of the Department of Higher Education and Training (DHET) is to develop a skilled and capable workforce whilst broadening the skills base of our country to support an inclusive growth path," he said at the Black Business Council summit.


Capacitating today's youth to be job creators instead of job seekers is admirable and a sign of a maturing and progressive state. However, entrepreneurship goes beyond simply training the youth to start businesses – we must invest in helping the youth sustain new enterprises and therein lies the challenge, or is it an opportunity?

AVBOB STEP 12

educational support programme for

GRADE 12 LEARNERS

AVBOB has just launched an educational support programme called **AVBOB STEP 12**, which is intended to get learners ready for their Grade 12 language examinations. **AVBOB STEP 12** comprises **FREE** Examination Preparation Guides for Grade 12 teachers and learners.



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"With STEP 12, **AVBOB** introduces a new channel to deliver on our commitment to supporting education in South Africa, alongside our ongoing investments in literacy programmes, schools' infrastructure, container libraries and the support of poetic arts," says Carl van der Riet, **AVBOB**'s CEO.

The **AVBOB** STEP 12 programme will be available in all eleven (11) official languages, with three (3) Examination Preparation Guides per language subject, resulting in a total of thirty-three (33) study guides.

The study guides are designed to improve learners' achievement in the three (3) papers in each language subject, i.e. Language in Context, Literature and Creative Writing. Successfully writing these papers plays a critical role not only in passing matric well but also in preparing

our learners for further studies, while imparting critical skills such as effective communication in the workplace and social settings and developing critical thinking skills.

DEPARTMENT OF BASIC EDUCATION SUPPORT

The structure and contents of the Examination Preparation Guides are based on the Curriculum and Assessment Policy Statement (CAPS) prescribed by the Department of Basic Education (DBE).

Minister of Basic Education, Angie Motshhega welcomed the initiative and emphasised the DBE's shared goal to continually improve learner performance – an effort that is strengthened by close collaborations, such as these, between the education sector and different stakeholders.

Motshhega encouraged all Grade 12 language teachers and educators of matric learners to embrace the **AVBOB** STEP 12 Examination Preparation Guides. The Department reviewed the **AVBOB** STEP 12 material and supports the initiative as a valuable additional resource to learner development.

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Skills development

Impact of Setas on the South African education landscape

EDWIN NAIDU

Sector Education and Training Authorities (SETAs) combined have opened up 52 701 learner-ship opportunities to the value of R1.6 billion in the last financial year.

In addition, 14 475 internship opportunities to the value of R758 million were awarded. In comparison, 14 954 TVET placement opportunities to the value of R726 million were made as part of a commitment to achieve 20 000 placements of TVET graduates' work placements.

"Our SETAs combined opened up 7 095 university students' work placements to the value of R311 Million, and we also awarded 13 169 bursaries in various fields on skills in high demand to the value of R970 Million," according to Dr Blade Nzimande, the Minister of Higher Education, Science and Innovation.

"We opened up 34 514 skills programme opportunities for the unemployed worth R278 million," he told Parliament during a briefing on Setas.

Furthermore, Setas also reskilled and up-skilled 36 502 individuals in various sectors of the economy to the value of R494 million.

Not content, R1,7 billion was disbursed by the National Skills Fund towards its bursaries programme in 2021/22, benefiting students enrolled in undergraduate and postgraduate programmes in scarce and critical skills.

In the current financial year, at least 5 000 students will receive NSF funding for undergraduate and postgraduate studies.

Emphasising the importance of the outlay on skills development, Nzimande said the 2023/24 financial year budget was R133.8 billion, with an annual average increase of 5.3%.

Nzimande said these initiatives were part of the National Plan for Post-School Education and Training, which has six goals and associated objectives, and four ideas emerge as the new drivers for the system.

First, the massification of the college system, with 1 million enrolled in Community Colleges and 2.5 million in public and private TVET colleges by 2030.

Secondly, he said the diversification of the public universities based on their strengths and the needs of the communities in which they are located is supported by a 1.6 million enrolment target.

"This is why our immediate task as a Department is to change the size and shape of our PSET system, particularly to expand the college sector. The time has arrived for us to increase intake in TVET and Community Colleges drastically," Nzimande added.

Throwing it to the current year, Nzimande added that in 2023/24, a number of targets had been set as part of expanding training opportunities.



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Skills development

Nzimande urges Black Business Council and the private sector to join the skills revolution buoyed by the R1.7 billion bursaries programme

EDWIN NAIDU

In a strong rallying call for the Black Business Council and the private sector to join South Africa's skills revolution, Minister of Higher Education, Science and Innovation, Dr Blade Nzimande, has reiterated the government's commitment to creating opportunities for the country's youth.

A sum of R1,7 billion was disbursed by the National Skills Fund towards its bursaries programme in 2021/22, benefiting students enrolled in undergraduate and postgraduate programmes in scarce and critical skills.

"The central mandate of the Department of Higher Education and Training (DHET) is to develop a skilled and capable workforce whilst broadening the skills base of our country to support an inclusive growth path," he said on Friday in Kempton Park at the Black Business Council summit.

Addressing guests at the black-tie affair, including President of BBC Elias Monage and the Leadership Collective of the BBC; BBC Chief Executive Officer Kganki Matibane; the Minister said he was delighted to have joined the gathering under the theme: "20 years of the Broad-Based Black Empowerment Act – Accelerating Implementation, Creating Jobs and Growing the Economy".

In his address on the topic: "Skills Development and the Fourth Industrial Revolution – Their Roles in Economic Transformation- Skills for the Future", Nzimande said a variety of strategic interventions to support the college sector to remain relevant to the country's economic needs had been undertaken.

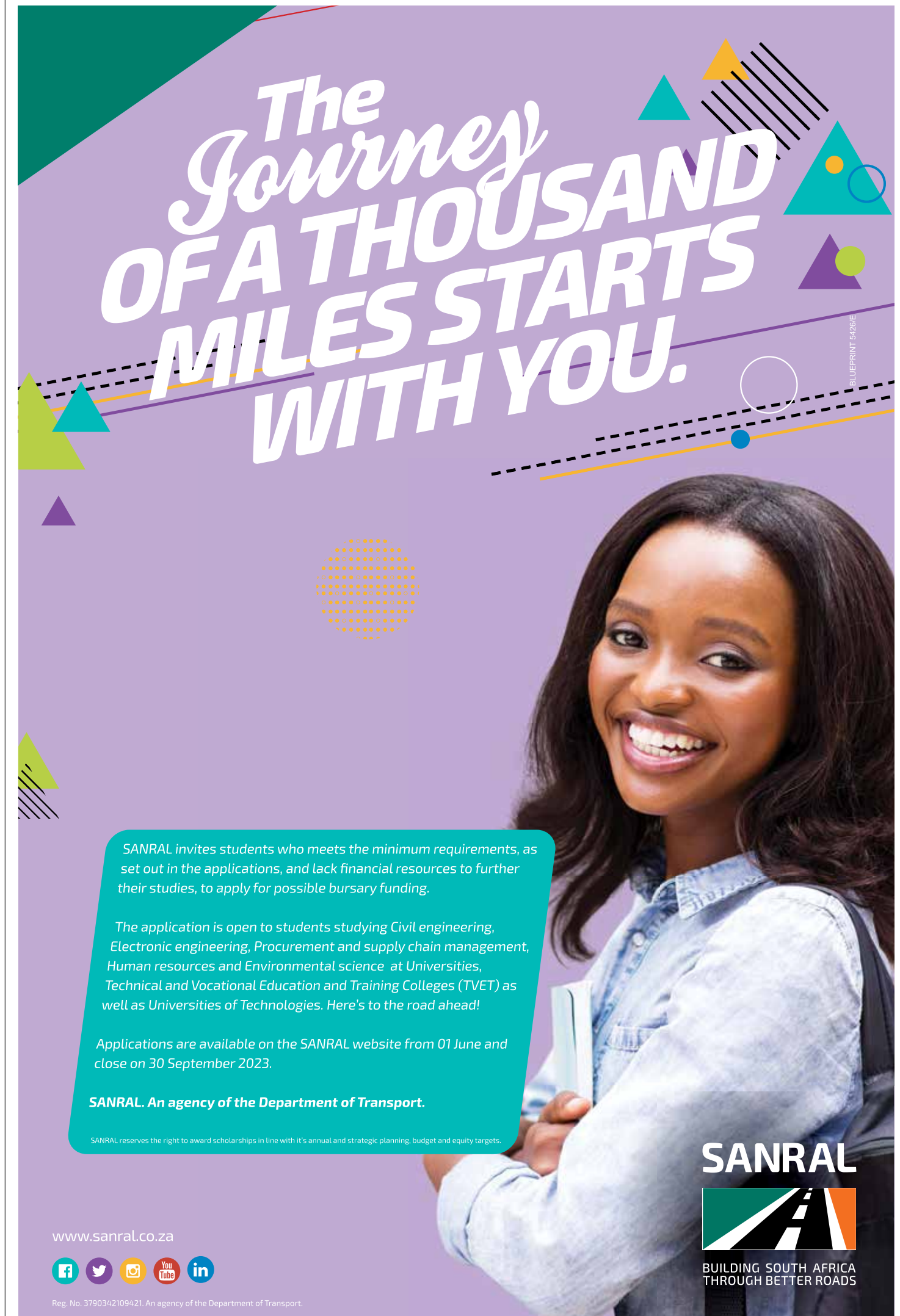
This includes the establishment of thirty-four (34) Centres of Specialisation at twenty (20) TVET Colleges with an investment of R68 million, and sixteen (16) Colleges have thirty-three (33) Trade Test Centres.

"I must indicate that through these centres, we now can conduct trade tests in all thirteen (13) of our priority trades at TVET Colleges. These trade test Centres have already trade tested over 500 people that have qualified as artisans," he said.

When the department was established in 2009, Nzimande said there was only one trade test centre for the country at Indlela, which presented an obstacle in the pipeline of producing more artisans.

Entrepreneurship is an excellent priority following the entrepreneurship hubs at TVET Colleges to support students to move into self-employment after completing their programmes.

In collaboration with Universities South Africa (USAF), Nzimande said a national program called Entrepreneurship Development in Higher Education (EDHE) Programme that aims to build an entrepreneurship system in universities focused on developing student entrepreneurship, entrepreneurship in academia, and entrepreneurial universities has been introduced.



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Child literacy

Time to fix early grade reading

DESMOND THOMPSON

When the news broke in May that South Africa had come last in a global assessment of reading achievement, it caused a nationwide outcry. Desmond Thompson* examines the findings, speaks to experts to make sense of it all, and looks at the prospects of improvements.

Our “child literacy rates are a disgrace,” Business Day said in an editorial the day after the findings of the latest Progress in International Reading Literacy Study (Pirls) were released on 16 May 2023, showing that four out of every five Grade 4s tested in South Africa (SA) in 2021 could not “read for meaning”.

This level of reading is the highest “because it requires that our children are empowered to analyse and interpret information and make deductions and inferences, which demonstrate their ability to organise and internalise facts logically, systematically and coherently,” Basic Education Minister Angie Motshekga explained to parliament in her department’s budget vote two days later.

That only 19% of Grade 4s had shown they could do these things was described as a “generational catastrophe” by Nic Spaull, associate professor in Economics and research fellow with the Research on Socioeconomic Policy (Resep) group at Stellenbosch University (SU). His sentiment would be echoed in numerous news reports and op-eds over the next few days and weeks.

Last year, Mathanzima Mweli, director-general of the Department of Basic Education (DBE), wrote that learners “who do not acquire the foundational skills necessary for proficient reading remain perpetually behind, as their ability to process, interpret and understand grade-level texts is largely impeded.”

Reading-for-meaning tests are conducted in Grade 4 because it is considered an important transition point in children’s development, when they are supposed to go from “learning to read” to “reading to learn”, according to the Pirls website.

What is Pirls?

Pirls is a “regular international comparative assessment of student achievement in reading,” an initiative of the International Association for the Evaluation of Educational Achievement, headquartered in Amsterdam.

Since 2001, Pirls has been conducted every five years by the International Study Centre of Boston College’s Lynch School of Education and Human Development. In SA, Pirls is undertaken by the Centre for Evaluation and Assessment of the University of Pretoria’s Faculty of Education.

SA has been participating in Pirls since 2006 and was one of 57 countries which took part in 2021. It was the only sub-Saharan African country in the study, the other participants from the continent being Egypt and Morocco. The relatively few other developing countries included Jor-



Dr Zelda Barends.



Servaas van der Berg.

dan and Brazil.

A total of 12 426 of our Grade-4 learners in 321 schools were assessed, representing all our official languages (11 at that stage) and all nine provinces.

How did we do?

- SA’s score dropped from 78% of Grade 4s not being able to read for meaning in 2016 to 81% in 2021. This is scarcely better than our 82% in 2011, which means the country has lost an entire decade of progress.
- Learners writing in Afrikaans and English maintained their performance, while the performance of those writing in SA’s other official languages worsened.
- Results in all provinces deteriorated, but the Western Cape, Gauteng and KwaZulu-Natal performed better than the national average.

The impact of Covid-19

Motshekga blamed the weakening of SA’s results on the “devastating effects of the Covid-19 pandemic on teaching and learning.”

In an op-ed in Daily Maverick, Nompumelelo Mohohlwane, the DBE’s deputy director for research, monitoring and evaluation, concurred: “The decline is extremely unfortunate, but it was not surprising because school closure was one of the early responses to the Covid-19 pandemic. In SA, this led to the loss of about 60% of the academic year in 2020 and 50% in 2021.”

Inequality

As to why the performance of Grade-4 learners who wrote the tests in African languages was worse than the results of those who wrote in Afrikaans and English, Motshekga blamed “our regrettable past”.

This was a reference to the stratification



Nompumelelo Mohohlwane.

of education under apartheid, both in terms of class and race.

In an interview with Inside Education, Prof Servaas van der Berg, who holds the SA National Research Chair in the Economics of Social Policy, based at SU, confirmed that there was a close correlation between the socio-economic status of schools and their feeder communities, on the one hand, and the academic performance of their learners, on the other.

“Better performing learners and schools tend to come from wealthier communities. There are exceptions, but unfortunately, we do not have enough examples of good performance, in general, coming from poorer communities and schools. It seems to be a question of resources at least

partly,” he said.

He ascribed the fact that the Western Cape and Gauteng showed the least decline in Pirls to the fact that “they are, in the first instance, our wealthier provinces.”

The DBE looks at the levels of income, literacy and unemployment in a community to determine a school’s ranking. Quintile-1 to -3 schools are no-fee paying schools, and quintile-4 and five schools may charge fees.

According to Van der Berg, nearly two-thirds of Western Cape learners are in quintile-4 and -5 schools. They tend to have better facilities, and their learners also tend to have greater access to books, computers and the internet at home – resources that are in short supply in poorer schools and communities.

Language

The Pirls results also reflect South Africa’s complexities in terms of language.

“About 70% of learners in South Africa are in no-fee schools that use an African language as the language of instruction for the first three grades. During this time, most children learn English as a subject and then experience a switch in Grade 4 when English becomes the language of instruction. Their African languages become a subject,” Mohohlwane wrote.

“In contrast, about 9% of learners start school in Afrikaans and do not switch at any stage but continue with Afrikaans after Grade 4 until matric. Similarly, the 23% that start in English continue past Grade 4 without any language switching.”

However, she argued, it “would be a mistake to blame the African languages for the decline,” adding that “it remains the right decision to start school in the language you know best.”

Spaull agrees that “the legacy of colonialism and apartheid is very much still with us” but argues, “that doesn’t mean there is not more that we could do to redress that legacy – we have proven interventions about what works to improve reading in no-fee schools, but we are not doing them.”

What can be done?

In a synthesis report released in 2022, the DBE says foundation-level reading has been high on its agenda since at least 2012.

By 2019, this emphasis had found its way into President Cyril Ramaphosa’s State of the Nation Address, when he said that “substantially improving reading comprehension in the first years of school” had become a “critical priority”.

The master plan to give effect to this goal was supposed to be the National Reading Strategy, also launched that year. However, it suffered from some fundamental flaws, which – according to Spaull – included having “no credible milestones and no credible plan of achieving it.”

Then Covid-19 struck, and school closures and rotational timetables wrought their damage, as reflected by the 2021 Pirls findings.

Now, an improved plan is in the pipeline – the National Integrated Reading Literacy

Child literacy

problem

Strategy mentioned by Motshekga in the DBE’s budget vote. She said there had been “lessons learnt”, one of which seems to be prioritisation. The plan’s “10 pillars” of old will be reduced to “four key interdependent strands”.

The new plan is due to be launched this year, possibly as early as July. Inside Education got more details from Mohohlwane on what it might contain:

- Policy: There will be an emphasis on home language literacy in the foundation phase.
- Teachers: In-depth training and support through such mechanisms as expert reading coaches and workshops and daily lesson plans.
- Materials: Such ideas as graded readers, flashcards, posters, big books, and alphabet friezes are integrated into lesson plans to ensure they are used appropriately within a coherent lesson.
- Parents and communities: Advocacy about the importance of fostering the enjoyment of reading among children.

Triple cocktail

In its synthesis report, the DBE said it had found that a “triple cocktail” of daily lesson plans, quality integrated reading materials and on-site coaching resulted in an extra 40% of learning at the end of one year.

These ideas were derived from a series of large-scale evaluations since 2015 in North West and Limpopo to build a scientific evidence base about what sorts of interventions have the biggest impact on reading outcomes and how the change process works.

Incubating ideas

Non-governmental organisations (NGOs), such as Funda Wandé, are also helping to look for solutions.

“We incubate ideas that we think would work. At the moment, we are trying different models in three provinces,” Dr Nwabisa Makaluza, head of research and development, told Inside Education.

“In the Eastern Cape, we are trialling coaching, both by outside experts and by equipping schools’ heads of departments to become coaches.

“In Limpopo, our teaching assistant model was very effective, and we also got good results from providing schools with learning and teaching support materials.

“And our latest project is in the Western Cape, where the provincial education department is doing the rollout themselves in about 50 schools. Elements include reading coaches, monitoring and evaluation.”

Collaboration

Makaluza says public-private partnerships are essential.

“We are under no illusion that this can be done by us alone. We do not even start at a school without building a relationship with the relevant education department because they are the custodians of the schools.

“And when we get the results of our tri-

als, we always feed it back to the departments – so that they can learn with us. Collaboration is essential.”

Benchmarking

Dr Zelda Barends, a senior lecturer in curriculum studies at SU’s Faculty of Education, is part of the DBE’s benchmarking process for learning to read in the foundation phase. The benchmarks were developed through collaboration between education technocrats, reading experts, linguists and quantitative experts.

Grade-specific reading benchmarks provide the tools to measure whether learners are on-track to reading for meaning by the end of the foundation phase. The benchmarks for each language differ, but they all include the following:

- By the end of Grade 1, all learners should be able to sound a certain number of letters per minute correctly.
 - By the end of Grade 2, all learners should be able to read a certain number of words within a passage correctly.
 - This tally would go up for Grade 3.
- The benchmarks are set high enough to support system-wide improvements yet not so high as to be unattainable. Learners achieving the required fluency are increasingly able to comprehend what they are reading and would therefore be able to transition to the next stage, the intermediate phase.

The benchmarks are intended for use by teachers, school leaders and provinces, as well as the national department, to support reading in South Africa’s official languages.

Principals

Barends says the role of principals is something that is often overlooked.

“If we start investing in school leadership, we would be able to turn the problem of reading around slowly but surely, because when there’s a visionary leader, someone who believes in what they’re doing and knows how to work with other people and get the most out of them, things change for the better.”

Teachers

Some commentators say some teachers are part of the problem – those who are not motivated, for whatever reason, and don’t give their best.

However, Barends said, “teachers need some grace in



Nic Spaull.

the system.”

“Most of them are working very hard, but they are getting flak from all sides. They are expected to achieve high outcomes with all the learners that come to them, but the learners are at different levels, and sometimes the teachers have not had the specialised training they need to teach learners to read.”

That is why teacher empowerment is considered vital by the DBE.

In its 2022 synthesis report, the Department said that teacher support interventions had positive impacts on reading outcomes – mainly on-site coaching.

Mohohlwane said that teachers sometimes resisted interventions they experienced as critical of their abilities but that it was possible to overcome this problem.

“In our coaching interventions, we have coined the term ‘critical friend’ because they visit often, build up a relationship with the same teacher, and most importantly, only with them. They don’t report to the principal or anyone else in the system. It’s not linked to a teacher’s performance review or promotion or anything like that.

They are just an expert resource to help the teacher teach children to read. It may take teachers three or six months to relax with this person, but then they say they feel supported.”



Dr Nwabisa Makaluza.

Accountability

Some analysts have identified a lack of accountability by teachers and principals, and schools – especially at the foundation phase level – as a significant part of the problem.

“In a democracy, the role of civil society is to hold the government to account for what it says it is doing and what its constitutional obligations are,” Spaull told Inside Education.

He thinks the fact that the Pirls results have caused an outcry is putting pressure on the DBE, which might result in quicker results.

Pace of change

The Parliamentary Monitoring Group reported that when Motshekga briefed parliament about Pirls on 23 May, she said, “Education was like growing a tree, not like carrots” – meaning that it takes time to get results.

Her statement might be true but is unlikely to satisfy South Africans who want urgent action to avoid another generation being lost.

Before the Covid-19 shock, SA was making good progress in improving early grade reading scores –between the 2011 and 2016 Pirls cycles, SA showed the second-fastest improvement among all participating countries, after Morocco.

The question is now whether we can return to that pace, and even speed things up.

Mohohlwane is optimistic: “The planning and testing and policy formulation and lobbying have been ten years in the making, and now things are coming together.

If it were not for Covid, I am sure we would have been further along. Now we must redouble our efforts to make progress. We will get there incrementally.”

Special time

Makaluza agrees: “I find the current push from the public, academia, the media, the rest of civil society and even from within government and the education departments, national and provincial, interesting. It’s a special time of consensus that we need a drastic change, which might give us the push we need.”

* Thompson is a freelance journalist.

Education

Laying a solid platform for ECD

From the DG's Desk

HUBERT MWELI

Children are the future of our nation. As such, the Department of Basic Education is committed to a long-term solution which reflects DBE's vision for ECD, including a newly defined service delivery model.

Acknowledging that the current implementation of the comprehensive package of services to all children needs to be strengthened to ensure that all role players are playing their part, the DBE is determined to put in place pillars to nurture and grow ECD for a better South Africa.

The Inter-Ministerial Committee will strengthen inter-departmental collaboration and coordination since the Inter-Ministerial Committee is responsible for driving the delivery of integrated services to children.

Last year, DBE/UNICEF commissioned JET to conduct a comprehensive ECD legislative review, including international comparisons. The initial report has been produced, and an expert reference group is providing input.

Understanding the current context, the DBE embarked on three strands of research to inform the planning for increasing access and improving the quality of ECD provisioning:

It began with the 2021 ECD Census to support the planning and monitoring for expanding access to quality ECD programmes for children in South Africa, with an estimated 42,420 ECD Programmes taking place.

Our goal is to monitor trends over time in the proportion of young children who are developmentally on track for age in critical areas of development. Currently, 45% of children in ELPs are developmentally on the way.

As DBE, we will also conduct a public expenditure and Institutional Review to determine the extent to which spending across government departments and spheres is aligned with ECD priority outcomes.

Underpinning our efforts and highlighting the challenges are the following concerning children:

- Two-thirds of 0-5 year-olds (4.5 million children) live in the poorest 40% of homes.
- Nearly half of all 0-5 year-olds live in rural or low-infrastructure areas
- Almost 40% of ELPs are run from homes (5% in state-owned venues)
- The average no. of children enrolled in an ELP is 39 (33 for home-based).

This highlights the gaps, with 66% of the poorest children (Q1) not in ELPs compared to 36% of the wealthiest. About 80% of 0-5s in poor rural areas do not attend ELPs.

About 600,000 children receive the per-child ECD subsidy – but about 4.7 million 0-5s are eligible to receive it.

About 3 million 0-5 year-olds live in just two provinces – Gauteng and KZN while



Photo: Eddie Mtsweni

more than one million 0-5 year-olds live in areas classed 'Poorest deep rural'. More than 200 000 are employed in the sector.

The policy brief will specifically address the case for an ECD Act as a way of drawing multiple ECD policy areas into a single law. Suppose the minister endorses the case for a stand-alone ECD Act. In that case, the development process will start (usually with a White Paper) and include all relevant government departments and spheres of government.

The process of developing and processing the new legislation from scratch will be lengthy (c.5-7 years), requiring extensive drafting and consultation stages, as well as the parliamentary and enactment stages. Changes to the secondary legislation (i.e. regulations), where much of the critical detail will be, may still take longer.

However, the immediate next steps since June 2023 involve the following:

- Building on the work done by the NECT on the development of a Service Delivery Model
- Receiving the Cuban specialist to expand our understanding of the Cuban Service Delivery Model
- Further engaging with the Finland researchers on their model of curriculum implementation and programmes
- Agree on priority focus areas and plan of action for the Reducing Red Tape initiative.
- Further changes to Children's Amendment Bill for ministerial approval and gazetting.
- Complete National Treasury bids for the incremental increase in funding to the ECD sector and a re-imagined ECD Employment Initiative.
- Ministerial newsletter on ECD to mark one year since function shift.
- Conduct and conclude research on ECD-PPPs and service commissioning.
- Developing a qualifications framework for the HRDP

- Finalise and adopt the ECD subsidy guidelines
- Finalise the deep-dive study on the implementation of the National Curriculum Framework.

In 2024, we would aim to finalise Children's Amendment Bill for gazetting, streamline the regulatory framework between DBE and local government, and develop a concept document on the results-based financing initiative and a Human Resource Development Plan.

In addition, the DBE wants to procure minimum early learning resource packs for 23,500 ELPs, have in place a Service Delivery Model building on lessons from the Cuban model and revise the National Integrated ECD Policy to reflect the DBE's



Basic Education Director General Hubert Mathanzima Mveli. Photo: Eddie Mtsweni

service delivery model.

This would also ensure that Identified under-utilised and under-resourced infrastructure with local government is allocated for refurbishment, while provinces to pilot centres of excellence would be identified. It is envisaged that we would have a concept model of the re-imagined Employment Stimulus Initiative developed and a Management Information System scoped and developed for ECD.

In the medium to long run, the DBE wants to have implemented the Service Delivery Model as per a detailed costing implementation plan that takes into account the legislative solutions, re-imagining employment initiatives implemented, focusing on results-based financing initiative, ensuring that practitioners are trained and capacitated as per the Human Resource Development Plan.

Through the 2021 study, we found underlying conditions - Institutional arrangements for effective ECD service co-ordination are not in place. There needs to be more funding in the system. ELPs are not publicly provided (and NGO-led services are fragmented). Many ELPs serving vulnerable children operate in the informal economy.

Root causes - Service delivery is based on something other than population-based planning. There is no human resource pipeline. There need to be more appropriate facilities for ELPs. The ECD regulatory framework works against DBE social justice principles.

Ultimately, most children need access to quality ECD services, and the poorest children are most likely to miss out. Therefore, the DBE is working towards establishing an effective, equitable and affordable delivery and funding framework to ensure improved outcomes for all five-year-olds.

Defining a new service delivery model, therefore, is paramount, and our approach is achieving DBE's social justice principles:

- Access - Rapid service expansion (new facilities and practitioners) towards universal access
- Redress - Target service expansion to children from historically disadvantaged population groups
- Equity - ECD access and quality do not depend on a child's background or location
- Quality - Regulatory standards and requirements set to ensure child outcomes
- Inclusivity - Every child's unique needs are accommodated in the system
- Efficiency - Expansion plans are realistic and achievable in a constrained fiscus

All children in South Africa should have access to opportunities for learning (standardised quality ELPs), good health, adequate nutrition, safety and security and responsive caregiving.

These services should be delivered through the various Departments that must be held accountable for implementation and outcomes. DBE is committed to ensuring the ECD provides on helping to shape the young minds in our nation.

Education



Minister of Basic Education, Mrs Angie Motshekga. Photo: Eddie Mtsweni

Young minds shaping future of education - Minister

Schools throughout the country face a variety of challenges when it comes to ensuring the efficient functioning of the Representative Council of Learners (RCLs).

But these young minds, who have a critical governance role under the South African Schools Act (SASA), a Representative Council of Learners (RCL) promotes quality learning and teaching in schools as the elected representative structure.

In terms of the Act, they can allow learners to voice their concerns and formulate strategies that respond to various challenges faced at schools.

Minister of Basic Education, Mrs Angie Motshekga, together with Deputy Minister Dr Reginah Mhaule, last month addressed the 2023 National RCL Con-

ference under the theme, "Advancing learner participation and Functionality of Learner Leaders in South African Schools." The two-day event from 29 – 30 June 2023 took place at the Premier Hotel in Gauteng.

The Conference was hosted to strengthen the functioning of RCLs in provinces while seeking to create a platform where the Department and stakeholders can engage in progressive ways to improve RCLs to highlight the challenges schools face in ensuring the efficient function of RCLs.

In her opening address, Minister Motshekga said it made her proud to witness the enthusiasm and dedication of young minds shaping the future of the educational landscape.

She said this platform acknowledges

the potential of learner leadership in schools, nurtures the passion for reading, and explores the significant role that learner leadership plays in maintaining discipline within our educational institutions.

"Your mission as the youth of 2023 is to use the words of wise African statesman Thomas Sankara: "We must dare to invent the future!"

The Minister further stated that the youth have the potential to drive positive change, overcome societal challenges and build a more inclusive and prosperous South Africa.

Minister Motshekga concluded her address by highlighting the importance of learner leadership towards positive discipline in schools and the power of reading.

Deputy Minister Mhaule also touched on the importance of being a true leader.

"Being a leader begins at this very moment; I urge you to go out there and make it a mission to make a difference in our country and to transform society for the better. Positive action will make you a true and selfless leader who puts the needs of others first."

The Conference drew inputs from various representatives, including the Agape Youth Movement (AYM), Ubuntu Youth Leadership (UYL), the National Education Collaboration Trust (NECT), the Ngangezwe Foundation and the University of South Africa (UNISA). The selected RCLs engaged in robust discussions whilst applauding the DBE for their inclusion in the mission towards shaping a brighter future for the next generation.

Leader

An early warning system can help, but decisive action will send a stronger message to troubled sector

South Africa's tertiary institutions remain in a state of conflict with the national Department of Higher Education and Training (DHET), keeping a watchful eye on proceedings.

In recent times, the news has been dominated by the goings-on at the University of Cape Town with the Council at the centre of governance and management challenges, University of South Africa (UNISA) implementation of the Ministerial Task Team and Independent Assessor reports, University of Fort Hare (UFH) and University of KwaZulu-Natal (UKZN).

On governance in the sector, the Ministry has been assessing and considering establishing early warning systems, an ombudsman to assist in dealing with the significant issues plaguing the sector and establishing a governance branch within the Department to deal solely with governance in the PSET sector.

To his credit, Dr Blade Nzimande, Minister of Higher Education, Science, and Innovation, noted that the DDG for University Education was developing an early warning system, which will enable it to pick up challenges beforehand.

The DHET has also committed itself to establishing an ombuds system for the sector because it cannot deal with the many problems in the sector.

The system cannot pick up troublemakers who hop from one institution to the next. The apartheid regime was very good at this but for the perverse reason for looking for activists against apartheid. In the sector, one finds a deputy vice-chancellor or a dean moving from one institution to another, even after being found guilty of transgressions.

To understand the challenges, the tertiary sector has yielded around 16 Independent Assessor reports between 2000 and now.

The Department noted that the recycling of senior managers and officials in the sector, particularly those found guilty of transgressions in other institutions, had intensified and required intervention.

Corruption was flagged as a significant contributor to the poor governance structure of institutions – flouting supply chain management processes during procurement was now a norm.

The Ministry also lamented the inexperience of council members as another contributing factor to governance failures. It cautioned that institutional challenges must be kept from the national level when they can best be resolved at an institutional level. Stakeholders were encouraged to engage with each other, especially management and how they should strive to confront and resolve challenges with stakeholders.

Efforts are underway to establish early warning systems to address governance, corruption and the recycling of officials from one institution to the next.

Students, officials and council members masked as students destroying the sector to serve their business interests were also raised as a critical challenge during a discussion on the sector in Parliament.

Some suggested outsourcing services as the root cause of corruption and poor governance and called for its overhaul.

It was resolved that the Department must assess how it may address outsourcing in the sector.

An early detection warning system can help only if the department has shown that it is ready to act swiftly, for example, on the litany of troubles. The assessor reports since 2000 should provide plenty of fodder for action against individuals instead of enabling them to return to continue the practises which left them out of joint in the first place.

An Ombud can help set the sector on the way to addressing some of the problems. But only if this individual is given powers to challenge those who hold the university system prey to corrupt tendencies.

Building a more robust tertiary sector won't be helped by layers of bureaucracy. Decisive action would send a stronger message.

Less talk, more action on unemployment, says Marwala



'South Africa talks a great deal, but lacks a great deal of implementation capacity.' This was the opinion of Professor Tshilidzi Marwala, Rector of the United Nations University and Under-Secretary-General of the United Nations, during a policy debate around unemployment held at the University of Pretoria's (UP) Future Africa Institute in Hatfield, Pretoria.

The debate, themed 'Rethinking traditional approaches to tackling unemployment in South Africa: Exploring feasible, well-designed grant-based approaches for the unemployed to complement active labour-market policies', was hosted by the Southern Africa – Towards Inclusive Economic Development (SA-TIED) programme and independent research forum Econ3x3.

SA-TIED is a programme that looks at ways to support

Higher learning

policy-making for inclusive growth and economic transformation in the southern Africa region through original research in collaboration with the United Nations University World Institute for Development Economics Research (UNU-WIDER), South Africa's National Treasury, the International Food Policy Research Institute, and other other governmental and research organisations in the region. Econ3x3 is an independent forum for critical pub-

lic debate on unemployment and employment, income distribution, and inclusive growth in South Africa, and it publishes accessible research-based contributions and expert commentaries.

The debate at UP encouraged an analysis of the success of grant-based approaches to tackling unemployment in other developing countries. Participants suggested that South Africa could learn from other countries by assess-

ing the relationships between grants and active labour market policies and how, collectively, these can boost employment.

"Many of the things I heard during this debate are quite important, and they are worth repeating, but I have to add that this is not the first time I am hearing these sentiments," said Prof Marwala, who is also a UP alumnus and the former Vice-Chancellor and Principal of the University of Johannesburg.

We are starting not from point zero, but from negative

"My message to South Africa and South Africans is that it is time to implement. We do talk quite a great deal of implementation capacity. We need to start doing things. And I am reminded of what the first Prime Minister of Ghana, Kwame Nkrumah, once said: 'Like never before, we need thinkers of great thoughts; like never before, we need doers of great deeds.' It is time for us to start doing."

He said South Africa's struggles with implementation stem from a pressing shortage of technical capacity, which can be easily seen in the inadequate skill sets among the country's political groupings.

"Go and look at some of the layers of our government. Go to local governments. I come from Limpopo province in Thohoyandou, and we can see that we need engineers to be able to run that municipality," Prof Marwala said.

"Where are we going to get them, because we do not really train enough technically skilled people in South Africa? They do not want to go and live in the rural areas, and we need to change that mindset. But we also need to expand our training process."

"Secondly, organisational and managerial skills are something that we need to actively develop, but we need to start at a young age. The idea that somebody can all of a sudden start knowing what needs to be done when they have just graduated from university is false. Education starts in our homes at the earliest of ages, and we need to be actively involved to make sure that we have a cohort of cadres who are equal to the task when it comes to confronting the problems that we are facing as society."

Discussing timelines for when South Africa should implement solutions, Prof Marwala said: "We obviously ought to have known in the past. Today is too late. It needs to have been done in the past. When should we start? We should start now. And we should know that we are starting not from point zero, but from negative. We have lost time. We have lost ground. This is urgent. Our people want jobs. Our people want prosperity. We need to have roads that are good. We need to once and for all replace informal settlements with decent living areas for our people. We need to fix our education and health systems."

VC slams, lack of accountability,

STAFF REPORTER

According to Prof Francis Petersen, the Vice-Chancellor and Principal of the University of the Free State, many South African universities are making the headlines for all the wrong reasons.

Instead of profiling their intellectual breakthroughs and recent innovations, Prof Petersen said stories of intimidation, nepotism, financial maladministration, fractious governance, and even worse – assassination attempts and actual murders – dominate the media.

Not surprisingly, he argues, that there is a prevailing perception of universities 'becoming a law unto themselves', which is beginning to take hold in the public imagination.

"And that often, the reason for universities not being held to the same standards of public scrutiny is that universities hide behind academic freedom and institutional autonomy."

But not so, says Prof Petersen, insisting that academic freedom and institutional autonomy are there to promote the well-being of society as a whole and are not to be used as a shield to cover up unethical behaviour.

He said that around the world, universities are regarded as important institutions for the development of individuals, societies, and economies.

Academic freedom is one of the key characteristics that set them apart, constituting a vital prerequisite for fulfilling their society-focused role.

This refers to the space provided to academics and researchers to explore new ideas, engage in rigorous research, share their findings, and express fact- and evidence-based opinions without fear of censorship or reprisal.

Another cornerstone of a university's role and function – one that goes together with academic freedom – is institutional autonomy which grants universities the authority to govern themselves. This occurs through their leadership structures, usually in the form of councils and senates made up of democratically elected members of staff, alums, members of the student representative council, and other stakeholders.

The concept of institutional autonomy also allows universities to define their own academic programmes, curricula, and admission criteria.

Although universities can heed the advice of the gov-

poor governance at varsities

ernment, the private sector, and industry when making their educational decisions, this advice should never be seen as taking instruction. Its autonomy allows individual universities to develop their own unique institutional culture based on the values it subscribes to, underpinned by excellence, inclusivity, fairness, and integrity.

"If we do not uphold the strictest standards of ethical conduct, specifically in university leaderships, we erode the very fabric of our being and cast doubt on our right of existence. Universities should be microcosms of an ideal society, embracing values such as diversity, equity, fairness, and social justice," Petersen said.

"Academic freedom and institutional autonomy remain important cornerstones of universities' identity and are vital for their effective operation. But it is important to note that they are counter-balanced by an equally rigorous emphasis on accountability – enabling universities to fulfil their important role of impactfully supporting societal development.

"They must be the antithesis of corruption, exposing unethical behaviour and strengthening democracy, the pursuit of social justice, and commitment to academic excellence for the public good of all of society."



UFS rector and vice-chancellor Professor Francis Petersen signs the grant with Hans Merensky Foundation president Dr Khotso Mokhele. PHOTO: SUPPLIED

Teachers corner

My Favourite Teacher

SIYA KOLISI

Which school did you attend?

I attended Emsengeni Primary School briefly in 2003.

Who was your favourite teacher?

My favourite teacher (Mr Eric Songwiqi) stood by me during my schooling years. He was more than just a teacher; he was a mentor, a support system. He moved me from one township school to another and was always there for me whenever I needed him. He even played the role of a father figure in my life. He took me to every sports trial and always encouraged me.

What subject did he teach?

He didn't really teach me a specific subject per se. He supported my rugby development. He was there as a guiding figure, mentoring me through my life and my schooling years.

Did you look forward to your sessions with him?

Absolutely, I looked forward to every training session with him. He always had words of encouragement for us, it was about something other than a subject in a classroom. He gave lots of practical life advice.

What was he like?

He was always kind, loving, and supportive, and he went out of his way to make sure I had what I needed. But he also knew when to be firm and when discipline was needed. He was everything that I needed.

What was your favourite subject at school?

My favourite subject at school was maths. I was actually one of the top students in the class for that subject until I moved to Grey High School.

Did your love for the game influence your career choice?

My passion for rugby influenced my choice of career. That being said, I struggled later with maths in school. I do wish I had focused a little bit more in school and persevered with my academics because I believe that would add more value to what I do after rugby as well.

What phrase from your teacher stuck with you?

The phrase that stuck with me was, "Believe in your dreams, work as hard as you can, and protect them with everything you have." This was told to me by Mr Songwiqi and has stayed with me throughout my life.

Have you remained in contact with your teacher?

Yes, I have kept in touch with him. We even spoke recently about him and I am working together to help more kids from the community I grew up in the same way he helped me.

Have you met since your school days?

The first meeting with him, outside of a classroom setting, always gets me emotional. We've done a lot together, and seeing him still brings up many emotions. He's a special person in my life.

Describe the influence of teachers on society.

Teachers are incredibly important to society. They spend the most time with kids and have a significant influence on them. They can provide positive encouragement and energy that a child might not be getting at home. I know teachers often don't get the credit they deserve, but they play a massive role in giving kids hope and support.



Siya Kolisi at his school induction.

What advice would you give youngsters wanting to be a success?

My advice to anyone wanting to reach for and achieve their dreams would be not to let your environment dictate your dreams. It's hard sometimes to see past your current situation, but you can find hope in people

from the same environment as you. Work as hard as you can with what you have around you before looking for what you don't have. Surround yourself with positive people, and don't let the struggles of others bring you down. Keep working, no matter how big or small your goals may be.

Kolisi shares memories of his favourite teacher

Through his foundation, the first Black Springbok captain to hold the Rugby World Cup, Siya Kolisi, plays a vital role behind the scenes in tackling inequality in South Africa. The Kolisi Foundation was established in April 2020, a month after the COVID-19 pandemic left the country and the globe in lockdown.

With a vision by Springbok World Cup-winning captain Siya Kolisi and his wife, Kolisi Foundation CEO Rachel, to impact vulnerable and under-resourced communities in South Africa, the foundation has made a difference, particularly in several areas of need, namely, food security, gender-based violence and education and sports development.

"After the Springboks won the Rugby World Cup in 2019, we knew we wanted to do something great for South Africa and use that responsibility for something good," said the Kolisis.

The Foundation unites organisations to mobilise resources and strengthen in-

frastructure and learning. To help communities thrive, they aim to bring about systemic change by creating safe spaces through sport and education, addressing gender-based violence, and contributing to food sustainability.

Their mission is underpinned around three integrated strategic focus areas based on Siya's lived experience: Food Security, Gender-Based Violence, and Education and Sports Development.

In particular, the work has been strengthened around food security: Adopt a Community Kitchen, Gender-Based Violence: Kolisi Connect, and Power2You packs, with an empowerment component being developed. Critically, the impact has been significant in Education and Sports Development via the flagship Siyaphakama Zwide Schools Project.

As part of this initiative, six Zwide schools, identified as key to materialising the vision laid out by Rachel and Siya, have been supported on an ongoing basis

as part of the Kolisi Foundation Education and Sports flagship project. The six schools are Emsengeni Primary School (Siya's primary school), Isaac Booie Primary School, Daniels Lower Primary, Sithembile Junior School, Garret Primary School and Ubuntu Pathways Primary School. Details: here.

Notably, the foundation has also tackled the food security issue head-on through its nutrition programme at the six schools, with the engagement of food preparers in training workshops around basic knowledge of nutrition, health, and hygiene. This includes completing baseline nutritional status assessments of learners at all six schools.

Community kitchens are becoming critical spaces where communities can connect and exchange. They are also places where norms are queried, transformation is spearheaded, dialogues around food are happening, and advocates' voices for changing existing food systems are heard.

The Foundation is committed to a more holistic approach to fighting hunger. Watch here

Finally, regarding the pressing gender-based violence pandemic, the Foundation partnered with The Saartjie Baartman Centre for Women and Children to conceptualise and create a facility to serve therapeutic needs through counselling, therapy reflection, reading, and journaling. Most importantly, it is also a supportive and healing space for mothers and children to spend quality time together. This space is dedicated to Nikita Lewis; read more about The Nikita Lewis Serenity Hub here.

"It has been a year of impact and making a difference in communities that need it most. However, our work is by no means complete, and we encourage society and corporates to work with us to help create the better society we want," said the Kolisis.

For more information, please visit kolisi-foundation.org

Youth views

Youth must rise

PRASHIRWIN NAIDU

Hunger, Drive, focus and passion all are the hallmarks for becoming something of substance.

Taking a skill and monetising it effectively. As everyone says Rome was not built in a day.

Dedication, Discipline and the hunger to learn goes a long way. Steve Jobs was ruthless, he had to be. Perfection was the utmost important thing in creating a brand that yielded respect.

Now, turning to the youth. From my perspective our generation has become soft, a lack of originality, reading seems to have become a hidden commodity and this whole Tik Tok saga and funny little dances have become the focus.

Nobody writes, nobody asks- comfort is the enemy. I think the youth has a new awakening and the reality is the dreams that we want are not expedient and easy- they require a degree of discomfort in pursuit. The fear for our young culture is stagnation, mentally.

Life wasn't meant to be a smooth road. It's rough, bumpy and requires deep thought.

My mentor Pat Pillai is an entrepreneur, he runs Life College. He's all about figuring you out. Pat used an interesting quote by

the late and great Nelson Mandela. "The cell is the ideal place to know thyself."

We're afraid to look within and see what we are weak in and where does our thinking take us. All the limiting beliefs, all the trauma, it's vital especially our brothers and sisters who have come out and living in the post apartheid world, it's necessary that we take the opportunities and not let it slip through our fingers. Don't become distracted, read and learn to write- especially jotting down your own thoughts.

Learn from great people who you wish to become. All great Entrepreneurs learn from people. Mandela had the humility and was open to learning.

A man who was imprisoned unjustly for 27 years, for him to walk out and smile took a huge amount of changing the way he thought. He said resentment is like drinking poison and expecting the other person to die. Mandela had mentors, he was principled and dignified. He had key core fundamental values. What's yours? What do you stand for?

We need guidance as the youth and off-course not all powerful people have your interests at heart, some may use you. If something doesn't feel right don't go with it and if it seems too good to be true chances are it is.



Prashirwin Naidu.

We as the youth have potential, the willingness to learn. Choose carefully in the endeavours you wish to pursue. If you don't know what to do, pick something. Figure it out and experiment. Choose what interests you and figure out a way to make money from it.

if you hate something and are doing it for money- I don't think you'd last. Personally

I think you might burn out. Anybody can be passionate but it's the dark and defeating moments is what really matter. Would you be able to go on in the hard times?

Open up and add to your skillset, having many skills is the goal not being a one trick pony.

■ Prashirwin Naidu is a candidate property agent and an aspirant writer.



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Stories from Class of 76

Unsung heroes and heroines stamp collection

A Soweto initiative rising from the ashes of those who lost their lives during and after the seminal 16 June 1976 uprisings

INSIDE EDUCATION REPORTER

Gabriel Kgora ‘Gab’ Mataboge is one of those child geniuses who started school at the tender age of 3 because he was too smart to be cooped up in a creche with his peers.

The fact that he still vividly recalls the 16 June 1976 events when he had just turned 4 in May 1976 speaks to his exceptional creative power.

Kgora gets animated with his graphic recollection of what transpired on the day that changed the history of South Africa for good and also changed his life and that of his family in the process.

On this day 47 years ago, the youth and pupils of 1976 took to the streets of Soweto to protest against Afrikaans as a medium of instruction and triggered events that would lead to the unbanning of all political parties and the release of former President Nelson Mandela from Robben Island among other struggle icons.

The 16 June 1976 protests went down in history as the catalyst for change in South Africa. They brought about the end of apartheid, which was replaced by a constitutional democracy still prevailing in South Africa, where every citizen has a right to vote.

The June 16 peaceful protests, within a few days, had turned violent and had spread across most black and coloured townships in major towns such as Durban, Cape Town, East London, Gqebera, Mpumalanga, Polokwane, Kimberley and Bushbuckridge, among others.

There was chaos all around as the government and private business property was torched and vandalised, stores were looted, and many young and older adults were either shot and maimed or killed during skirmishes with the police. Hundreds of others were detained for weeks and months in the aftermath of June 16 while scores fled the country into exile.

When the riots started, Kgora’s mom, Dorah Nthakeng Mataboge, a teacher at a nearby school, quickly went to fetch her young son from his Kgaogelo Primary School. She dropped him off at home in Naledi with his father, Johannes Rradimmeko Matoboge.

Incidentally, Rradimmeko Mataboge was a delegate at the 1955 ANC conference in Kliptown for the adoption of the Freedom Charter.

It is at the Rradimmeko household that the young Kgora got a glimpse of why there was chaos all around him with sirens blaring and his dad closing and locking all the doors while his older schoolmates were running like crazy up and down the streets of Naledi.

A curious Kgora used a crack in the door to get a glimpse of what was going on in the streets.

“Days before the riots, my namesake Gabriel ‘Gabinkie’ Mataboge told my father that something big was coming. Gabinkie and I were cousins and got our names from our grandfather, Gabriel Kgora Mataboge. I remember the guy was big and looked older for his age, around 16. He was a very colourful character

“Gabinkie used to sell all kinds of goodies in the trains, and I am not sure if anyone took him seriously about issues of politics. But when all hell broke loose, we all remembered his warning about something significant com-



ing. He was an activist of sorts and very brave.

“Through the hole in the door, I could see an open veld opposite our street, and there was a Coca-Cola truck, and there was activity around it. I then saw police Land Rovers, and there were gunshots. I heard Gabinkie was shot and killed by a sniper during this skirmish. Many snipers were doing the rounds in our townships at the time.

“An uncle of ours was on his way to convey the message that Gabinkie had been shot and killed when he, too, got shot in the leg. A stray bullet from the police in the Land Rovers at the Coca-Cola truck skirmish hit him. My father opened the door, and I saw so much blood on my uncle; I was terrified”.

Kgora said that all these years, he has been trying to find images and to get more information about Gabinkie and his role in youth activities before June 16 but has yet to find any way to get through.

This is what inspired him to come up with the “Unsung Heroes & Heroines Stamp Collection to pay tribute to individuals and families who made significant contributions to the Anti-Apartheid struggle but were never recognised for their roles.

“These are individuals and families, such as Gabinkie, who have never been given recognition for their selfless devotion to South African and Southern Africa’s struggle for liberation.

“These stamps are not only about the 1976 unsung heroes but people who were not political but played a pivotal role in our struggle for liberation. There were all sorts of players in our struggle. Those who stole cars and took kids across our borders to escape the brutality and torture from the security forces and to join the liberation struggle.

“We hope the stamp collection can garner public attention and become an avenue to raise awareness and funds for the offsprings of these individuals,” he says.

Kgora says the stamps, created by his 23-year-old son Khumo Mataboge, will form part of the Soweto Republic Passports (an education, culinary and clubbing venture) aimed at stimulating and driving domestic and interna-

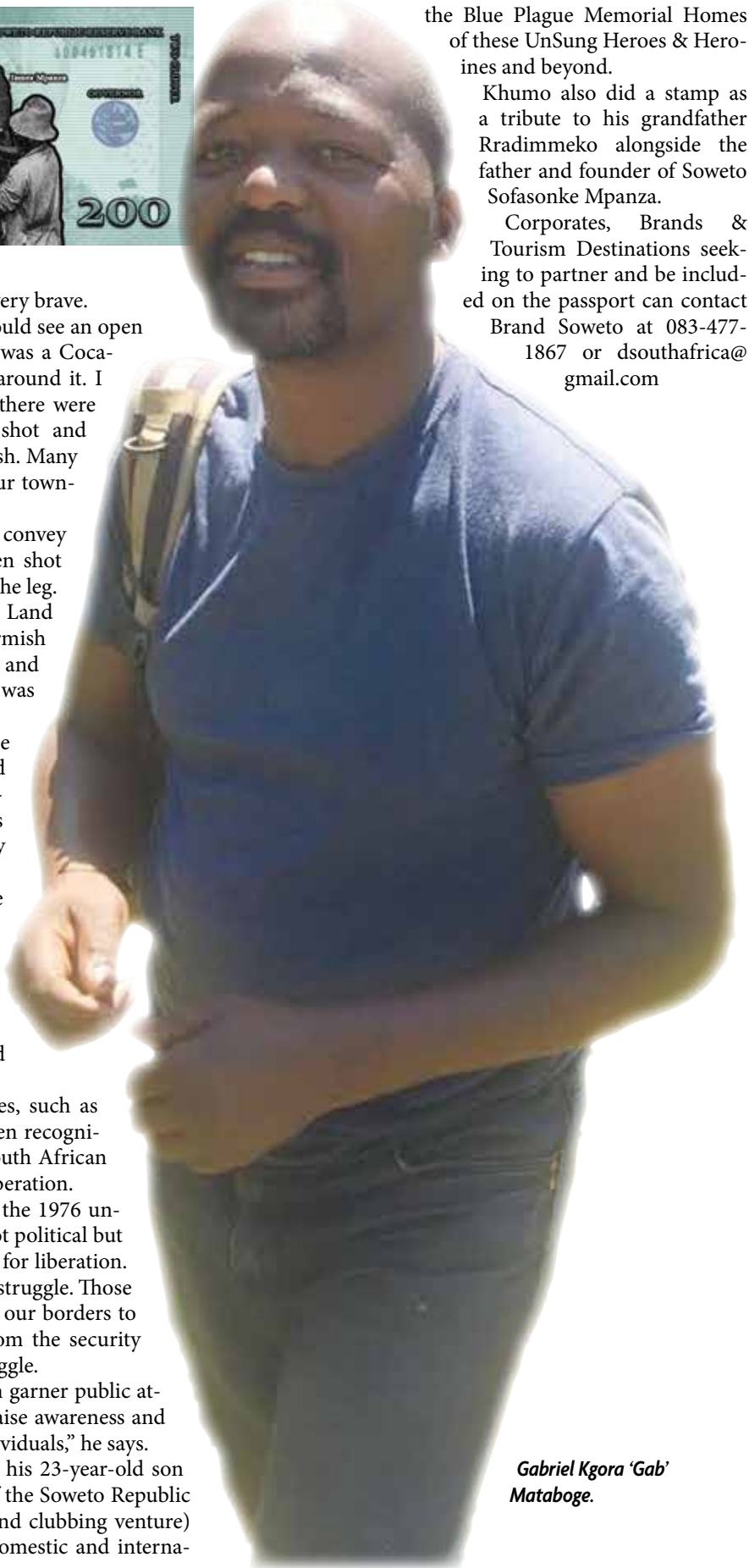
tional foot traffic to all Soweto Tourism destinations.

“The UNSung Heroes & Heroines Stamps Collection aims to pay tribute to individuals and families who made significant contributions to the Anti-Apartheid struggle and were unfortunately denied recognition for their selfless devotion to South Africa and Southern Africa.

“The creators of the UnSung Heroes Stamps Collection hope that these Tourism Destination tools can garner public attention, become the avenue to raise awareness and drive Tourism foot traffic to the Blue Plague Memorial Homes of these UnSung Heroes & Heroines and beyond.

Khumo also did a stamp as a tribute to his grandfather Rradimmeko alongside the father and founder of Soweto Sofasonke Mpanza.

Corporates, Brands & Tourism Destinations seeking to partner and be included on the passport can contact Brand Soweto at 083-477-1867 or dsouthafrica@gmail.com



Gabriel Kgora ‘Gab’ Mataboge.

Stories from Class of 76

“If I had to skip South Africa for Lesotho for a better education, then I feel it was for nothing’ Vuyelwa Tulwana on the 16 June 1976 class boycott.

ZINGISA MKHUMA

If I weren’t a teenage mom at the time, I would have been part of the June 16 struggles and riots because that is one of the reasons why I decided to go to Lesotho to study because there was no Afrikaans in that country, says Vuyelwa Tulwana who retired from City Power, in Joburg

I didn’t struggle with Afrikaans as a language, but events leading up to 76 automatically put me off in terms of the language. Two years before June 16, I was doing Form 1 (Grade 8) in the former homeland of Transkei in the Eastern Cape. We did Maths (Wiskunde) and Home Economics in Afrikaans, she recalls.

“We were taught by an Afrikaner who was very good with Maths, but I had problems with her because she was white, and I regarded all whites as privileged racists.

“I once whispered to a friend that I wish to stick a needle and prick her a bit, which I did; hence I was expelled from the school at the end of that year,” says the mother and grandmother to four grandchildren.

During the 1976 riots, I had my first and only son, and I was a mom, but I was very much in tune with what was happening around me in Soweto because I lived there. There was no schooling taking place there. Classes were constantly disrupted by marches, shootings and protests, she says.

“So my parents decided I am never going back to a Soweto classroom. That became the best decision they ever made for me regarding my schooling. I hated Afrikaans with a passion again not only because it was language imposed on us, but the whole Apartheid system was based on dominance, and it used the Afrikaans language as a tool to dominate the black masses against their wishes”.

Once in Lesotho, I thrived because there was no Afrikaans. I dumped the Domestic Science for Maths and Physics, Tulwana says.

“What I don’t understand with our leaders today is that most of them studied A and O levels in places like Lesotho, Swaziland, Botswana and even abroad, and yet they failed to come back and implement the excellent curriculum they experienced while in exile.

“Instead, they get back here and create this mess by lowering standards and making our children pass with 30%, whereas in any other competent world, 30% is an



Vuyelwa Tulwana.
Photo: Eddie Mtsweni

apparent failure.

“Yes, the 1976 schools boycott intended to get a better education not only for that cohort of students but also for future generations of black children. From where I am, I don’t think what the youth did then, giving up their lives, youth and freedom for a better education, was worth it because look at our children and the education status quo.

“If you look at the behaviour and morals of the pupils today and compare them to those of the Bantu Education era, they are so different. I am questioning the education system. In my view, Afrikaans was taken out, but other things remained today.

“Now it is even worse because the pass mark has been reduced to 30%. Even simple English as a communication tool is difficult for the current crop of school leavers. They can’t express themselves, and when they get to the workplace, it is even wrong. We have people who have degrees,

but grammar beats them.

“If a child was never given the right education at the foundation stage, no university is going to change that; that is the problem in South Africa. The people who left this country did the A and O levels; why didn’t they introduce that here?”

Tulwana says the other factors affecting education negatively in the township is that sometimes the parents and grandparents themselves are not educated and can, therefore, not help in terms of homework and other school matters.

Also, some parents have reneged on their responsibilities by expecting teachers to do their job as parents.

“Some of us were fortunate to have parents who are educated. But some of these parents are domestic workers who come back home on Friday and don’t understand the school work.

Even some of the teachers have no passion and are just there for a salary”.

Tulwana says she listened to 702 the oth-

er day when they were talking about nursing colleges that cannot accommodate the number of applicants. Yet, there are empty buildings in some Metros that could be converted into colleges and train many more nurses.

“I am disgruntled about many things. My son went to a Model C school in 1994, and the segregation was still there even after we voted. My white colleague had to call and say I work as a domestic worker for my son to be granted an interview after I had called and was told the school was full.

“I don’t think it was worth it, besides the fact that parents were forced to take their children to model C schools, but maybe the intention was for the children to get a better education. I think the children today don’t grab the opportunities around them..

“I sometimes feel it was for nothing, the schools struggle and boycott. If I had to skip South Africa for Lesotho for a better education, then I feel it was for nothing”.



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Stories from Class of 76

Rachel Setlhare says the Class of '76 blundered and betrayed the struggle for better education by deserting township schools for Model C schools.

ZINGISA MKHUMA

Rachel Setlhare, now in her 60s, was only 17 years old back in the day when an estimated 20 000 Soweto students took to the streets on 16 June 1976 in protest against Afrikaans as a medium of instruction in particular and against Bantu Education in general.

Setlhare was among a group of students who, 47 years ago this month, were running away from South Africa to seek refuge in exile after the riots because Apartheid Security forces were arresting, detaining without trial, and even killing those involved in the uprisings.

There was a period between June 1976 and June 1977 where scores of Soweto students did nothing but march, get shot, some wounded, and some killed. Attend funerals and protest some more, and get shot again in what became a vicious circle of tragic events that led to the deaths of more than 700 young people while scores fled the country into exile.

Setlhare finally got her wish to skip the country after being smuggled in a car with several other pupils. She had meetings with the ANC and PAC leadership in Swaziland, where she decided she was not ready for military training and insisted on continuing with her studies.

But after a few months in exile, she got homesick and eventually opted to come back the same risky way she got into Swaziland, via the boot of a car that smuggled her back into South Africa.

This is her story:

"I was at Orlando West High in Grade 8, or Junior Certificate as it was called. On the day of the riots, we were writing Afrikaans, and kids from Naledi High School came to our school. They left and went towards the Anglican Holy Cross, where we saw Hector Peterson being carried by Makhubo after the child was shot dead by the police.

"I saw Dr Melville Edelstein stoned and killed by angry students. One of our fellow pupils was arrested because he was mistaken for a tsotsi. We then looted chap-pies from the shops. We burned a bottle store, stole booze, and we wanted to sell the booze. But we buried the booze when the cops came".

During and after the riots, there were major school disruptions in Soweto and Setlhare, and a group of her schoolmates who still wished to pursue their studies were introduced to someone named Sipho Sibisi, who told them about scholarships in Swaziland. Still, they were warned not to tell their parents about their plans to leave South Africa.

"We agreed on the time. We met. We had no passports and no clothes. We were stuffed in a car with no seats and taken to the border. We went through a fence into Swaziland.

"We got to Manzini and met with some elders. I think they were from the PAC or the ANC. We slept in Swaziland High School and were divided, and Sibisi left us there; that was the last time I saw him.



Rachel Setlhare.
Photo: Eddie Mtsweni

"We were enrolled in a school called Nazarene. They bought food and clothes, and I made it clear that I was not going for military training. I wanted to go to school. I caught the flu and got homesick.

"After two months, I told them I wanted to go back home, so I went home the same way I came - smuggled through the border. When I got home, I found I was presumed dead after my parents spent months looking for me at police stations and in morgues.

"As is the custom when a person dies, my clothes were folded neatly and placed in a corner next to a white-lit candle because they assumed I had departed from this earth. But here I was, very much alive, and this is the scene I was confronted with

when I got home".

Setlhare says she started looking for a job as schooling was now out of the question, and as fate would have it, they were hiring clerks at a local police station.

"I was accepted, and the next question I was asked was if I had left the country at any stage in my life. I denied that, but when the security branch went through their files, they found my name among those who had left the country illegally.

"I was taken to the Protea Police Station for questioning, and I still denied everything. I told them I went to live at my grandparents' home because my father was very strict and punished us for joining student protests.

"The police and an interpreter took me to

my grandfather's home to verify my story. Both my sister-in-law and my grandfather lied to me. I felt God was on my side because the police then took me back to my father's house to confirm my alibi.

"My poor father also confirmed my story that I took shelter at my grandparents' home because he was punishing us. The Boer chided him for 'abusing children' and threatened to lock him up. My poor father had to apologise for something he didn't do".

Setlhare says that once she had been cleared, she got the job and continued with her studies at a private institution. Then the white Special Branch officer who had been involved in her case from the beginning wanted to recruit her as an informer, promising her money if she divulged the names of her friends who had skipped the country.

"I was shocked and disgusted that he wanted me to be a 'sellout'. I hatched a plan to get rid of him. When he next came to see him, I told him all my former schoolmates and the current ones had seen me get into his car, and they were threatening to burn down our home and stone him, too, if he ever came near me. That is how I shook off the tail and continued with my life".

Setlhare studied part-time at the Church of Scientology in Braamfontein and completed her matric. She then found work in one of the central banks.

When talking about the legacy of 16 June and the current schooling situation, taking into consideration the sacrifices she had to make as a student, Setlhare believes there are no benefits of sending children to Model C schooling while townships are empty and unoccupied.

"Township schools were and are still doing a good job, and the struggle was worth it. What we fought for in 1976 was achieved. Parents abandoned township schools because they were 'flexing' after acquiring new-found financial status; it has nothing to do with an inferior education system.

"I have two grandchildren; one is in private school, and the other is in a Soweto school. The one in Soweto is doing well, and in fact, they both excel in their studies. What we fought for in 1976 worked. We should have weathered the storm and focused on what we started.

"Our children shouldn't have to go to the suburbs. Now most township schools are being shut down. Why are they closing the schools here? And children are roaming the streets and not placed in classrooms. Other children have to travel long distances and leave the schools next door.

"The education in the township is good, and it is us as parents who don't play our part. We give educators more work. Our children disrespect teachers. We don't partner with educators, yet they are very passionate and want to help our children.

"We need to bring back the assembly and sports and athletes, all our activities. There are many things, as parents, we can do to assist teachers and children in schools. We shouldn't have stopped the fight for better education for our children by deserting our schools for other communities".

Stories from Class of 76

How the post-June '76 violence in Soweto forced Thabitha Dlamini and many young adults to abandon the township en mass and seek safer and better schooling environments for their children

ZINGISA DLAMINI

Thabitha Dlamini is a retired grandmother who spent years running her catering business after receiving training in hotel management from Sun International.

"After school, I lived in Pimville, Soweto, and I took my firstborn to a local school. There was this teacher who was notorious for beating up children, so I removed her from that school. Opposite my house, there was a primary school where I could have taken her for her schooling, but I chose to take her to model C schools in the formerly white suburbs to avoid all the non-sense going on in the township schools.

"The schools were marred with violence, and even township teachers also chose to take their children to private schools or the Model C schools. One day as I was driving home to Pimville along Potchefstroom Road, I was blocked by a mob of schoolkids.

"They had removed a corpse from a coffin and were burning it on the ground. Apparently, the dead man had been accused of rape, so they were meting out street justice to ensure he doesn't get a proper burial".

According to Dlamini, such was life in the township during the turbulent 80s when the Class of 76 had started becoming parents themselves, only to be faced with a new generation of violent school children who had become a law unto themselves during the dying days of Apartheid.



Thabitha Dlamini.
Photo: Eddie Mtsweni

Many youths of this generation never went back to school after 1976, had no training and no skills and were responsible for fighting in the streets and getting involved in the formation of Self Defence Units, earning the unfortunate moniker - The Lost Generation.

This generation simply transitioned from fighting against Bantu Education to fighting against Inkatha and the Third Force - the perpetrators of the internecine political violence on the West and East Rand townships, as the areas were known at the time, that claimed many lives.

This generation did play a pivotal role in defending communities against attacks from Inkatha Freedom Party-aligned hostel dwellers operating in cahoots with state security agents to kill, maim and destabilise communities.

However, the experience scared many of them. Some skipped the country, while others got lost in the system. Although there was talk of the government looking into the plight of The Lost Generation, nothing was ever done about this, and they were left to their own devices.

By taking her family and her children away from the township, many of the Class of 76 who were now parents themselves said they were trying to protect their children from the violence and a bad education system in their former schools.

Dlamini was no exception. She still feels that taking to the streets in 76 may have yet to bring her children a free and quality education. But she acknowledged that many things changed in South Africa because of the Class of 76. "Afrikaans was canned as a medium of instruction. Our children could go and learn in an integrated environment. We could also live where we wanted, and we were not restricted by silly apartheid rules.

"My kids are all grown up, and my daughter has four of her own. And I help my grandchildren with their homework, and I have realised that what they are being taught in the lower grades is far more advanced than what we were being introduced back in the day.

"The present schooling system may not be perfect, but I am glad that those abusive teachers who never assisted us and left us to our devices are no longer there to teach my grandchildren. Today we have choices, and we must never forget that people lost their lives and freedoms for us to be where we are today.

"As a mother and as the June 16, 1976, generation, private schools depleted my resources as I sought to find the best education for my children outside of the township where I no longer resided after the turbulence of the 1980s in black townships.

"I wasn't sure if Bantu Education was still being taught in black schools, and I didn't want my children to go through what I had been through in township schools. Remember, during the 80s, there was a lot of Cosas student activism. The group of children who had gained notoriety were called 'abo siyanyova' troublemakers.

"They were running the township schools and the streets not only in Soweto but also on the East Rand and the Vaal, terrorising people in the name of the liberation struggle. Things went south during this period. People were being burned alive; some were forced to drink petrol, paraffin and detergents for not adhering to boycotts and other rules.

"These gangs of militant youth would even remove children from classes if there were marches and stay-aways, so schooling in the townships was disrupted and not consistent at all with the aspirations of the Class of 76.

"But here we are, and my grandchildren have unlimited choices about what they want to be in life. For them, the sky's the limit, and it's thanks to my generation for sacrificing their youth so that today, they can enjoy quality education".

Africa



In white: Monica Musenero Masanza, Uganda's Minister for Science, Technology and Innovation.

Uganda must plug gender, funding gaps in science

EDWIN NAIDU

Reforms are urgently needed to promote issues such as gender inclusivity and funding of science, technology and innovation (STI) research to accelerate Uganda's transformation towards middle-income status, a report says.

The Ugandan National Research Output report was launched last month (21 June) at the regional meeting of the Science Granting Councils Initiative, which aims to strengthen the capacities of public science funding agencies in Sub-Saharan Africa.

The report highlights challenges such as gender differences in access to higher education in Uganda and inadequate support for STI funding.

Only a quarter of Uganda's PhD holders over the last decade were women

Reforms are needed to aid gender inclusivity in science, technology and innovation (STI)

Private sector involvement in STI funding should be promoted

"Any purpose that does not contribute to the national and continental goals to eradicate poverty and address under-development does not help us."

Uganda's Minister for Science, Technology and Innovation

"Between 2010 and 2020, less than a quarter (24 per cent) of Ugandan PhD holders were female," says the report.

It adds that science, technology, engineering and mathematics education in the country is dominated by men, a situation that needs to change.

Policymakers acknowledge the role of science and technology for developing Uganda.

Monica Musenero Masanza, Uganda's Minister for Science, Technology and Innovation, who launched the report, said the country was committed to ensuring that research played a meaningful role in addressing poverty.

Musenero called for systems to be established to ensure that research contributes to sustainable development.

"Research in a high-publishing journal is

not science [if it does not benefit nations]," she said.

"Science is meant to help nations tackle poverty and underdevelopment.

"Any purpose that does not contribute to the national and continental goals to eradicate poverty and address under-development does not help us."

"Fast-track reforms"

Martin P. Ongol, acting executive secretary of the Uganda National Council for Science and Technology (UNCST), writes in the report: "Reforms in STI training, gender inclusivity, research funding options, the utilisation of research results by the private sector, and the harnessing of research collaboration, are among some of the critical enablers that should be fast-tracked."

Some positive efforts to promote gender inclusivity in research were also highlighted in the analysis, however.

In 2019, the UNCST and the International Network for Advancing Science and Policy, a UK-based organisation, established the Gender Equity in Research Al-

liance (GERA).

GERA was registered as a non-governmental organisation in 2021 and currently has members in 70 per cent of universities in Uganda.

Identifying some of the challenges and solutions to investment in STI research, the report adds that Uganda's public-funded research budgets still remain "largely foreign-led".

"New direct and/or indirect models of research funding need to be explored to incentivize private sector actors to invest in research," the report says.

This article was supported by the Science Granting Councils Initiative, which aims to strengthen the institutional capacities of 18 public science funding agencies in Sub-Saharan Africa.

This piece was produced by SciDev. Net's Sub-Saharan Africa English desk and can be found on the site: <https://www.scidev.net/sub-saharan-africa/supported-content/uganda-must-plug-gender-funding-gaps-in-science/>

Africa

New thinking vital to bridge the gap between varsities and society - AAU Secretary-General

EDWIN NAIDU

New thinking is necessary to ensure that the higher education sector in Africa responds to the challenges facing society and how universities can better help to tackle these challenges, is vital to ensure a better connection between the tertiary sector and society on the continent, according to Professor Olusola Oyewole, the secretary-general of the Association of African Universities (AAU).

"We need a new kind of thinking – thinking that makes us consider how to respond to the challenges facing society and how universities can better help to tackle these challenges," he told Inside Education during an interview on the sidelines of the Science Granting Councils Initiative regional meeting in Uganda in June.

To advance this thinking as an African brains trust collective the AAU launched a charter to shape these ideas at the 22nd Conference of Rectors, Vice-Chancellors and Presidents of African Universities (COREVIP) in Windhoek, Namibia (4-7 July).

The AAU has been organising the conference in collaboration with the University of Namibia under the theme 'Advancing Excellence in African Higher Education'.

The Africa Charter for transformative research collaborations is an initiative by the Perivoli Africa Research Centre (PARC), University of Bristol, in partnership with the University of South Africa's, Chief Albert Luthuli Research Chair and the University of Cape Town's Institute for Humanities in Africa (HUMA), which developed a charter for transformative research collaborations with Africa that will advance and uphold the continent's contribution to the global production of knowledge.

Oyewole said the initiative is a joint endeavour of Africa's foremost higher education bodies

and networks, including the AAU, the African Research Universities Alliance (ARUA), the Inter-University Council for East Africa, or IUCEA, the Association of West African Universities, the Council for the Development of Social Science Research in Africa, or CODESRIA, and the African Academy of Sciences.

"We want higher education to address societal challenges, such as poverty and underdevelopment, through solutions-based outcomes," he said.

High on the agenda were debates around exploring the challenges of promoting internationalisation, for instance: rankings and academic partnerships and advancing relevant and appropriate approaches to foster it. While identifying the impediments, Oyewole hopes the conference will propose relevant and practical interventions to address them.

The charter was launched on 5 July in Windhoek.

Oyewole, based with the AAU in Accra, Ghana, said that the massive expansion of the higher education sector in Africa has yet to be matched with the required resources. As a result, it is battling to address a deficit in access, equity, quality and excellence and needs to scale up and diversify sources of funding.

As the key to advancing excellence and quality in higher education, the sector must deliberate on how African countries and their higher education institutions must navigate the chronic challenges of financing the sector in the aftermath of COVID-19 and the global economic, social and political upheavals.

A major concern for the professor is excellence and the need to pursue it, particularly during the expansion, which has led to numerous nagging issues about quality and excellence.

Despite a massive financial injection, the tertiary education sector on the continent remains one of the most, if not the most, financially challenged in the world, with implications on every facet of the higher education landscape.

According to Oyewole, this phenomenon has relentlessly pushed the debates and dialogues to focus on challenges and problems instead of focusing on what has been achieved so far and dampening the opportunities for success and excellence.

The Charter is one way to build a united African tertiary sector, he adds.



Prof Olusola Oyewole

Entrepreneurship

Keeping the spirit of Madiba alive

Budding entrepreneurs who completed a University of Pretoria course in association with UNICEF South Africa and PwC South Africa were given a resoundingly successful Pop-up Store experience in Midrand.

EDWIN NAIDU

Invoking their inner Mandela, four budding entrepreneurs who completed a course at the Mamelodi Business Hub (MBH) were invited to sell their products at a Pop-up Store event at PwC South Africa's Waterfall offices recently as part of a Youth Month initiative.

It was a sell-out and has inspired them to push on with zeal to do more as entrepreneurs, uplifting themselves, their families and society and helping to grow the economy.

The MBH, launched by the University of Pretoria (UP) through UNICEF South Africa's collaboration with PwC, has provided many young, ambitious entrepreneurs with the opportunity to build their business skills and learn about long-term sustainable entrepreneurship development.

The companies included baked goods and achaar maker Dee's Kitchen; handcrafted candle manufacturer, Teboho & Co; clothing maker Township Luxury; and Tosh Detergents.

In a remarkable show of support from PwC staff, the pop-up store event was a hit, with entrepreneurs enjoying a successful day by selling all their goods while gaining practical experience and encouragement.

The outreach was held under the 2023 Youth Month theme: 'Accelerating youth economic emancipation for a sustainable future' through the PwC and UNICEF South Africa Collaboration.

Marthle du Plessis, PwC Africa Workforce of the Future Platform Leader, said initiatives like this are catalysts for positive change where the needs of society are being met.

She added that the collaboration with UNICEF and the University of Pretoria enables entrepreneurs to make a difference in their local communities and contribute more widely to South Africa's economy.

"As a business, we play a critical role in helping uplift those who are passionate and determined to improve their lives. It is important to invest in the youth's skill sets and provide them with opportunities to make a greater impact in society. Experiences like the pop-up store are not only valuable because they are practical but helped these four entrepreneurs to make meaningful connections for the future."

Dion Shango, PwC Africa CEO, said: "We were pleased to host these young entrepreneurs at our Waterfall office, as they were able to put their business skills to good use. It is encouraging to see how many young and talented youth benefits from projects like the Mamelodi Business Hub, as the knowledge and skills they have gained will benefit a wider network of people, such as their families and communities. At PwC, we value collaborations such as this one as it enables us to live our purpose of building trust in society and



solving important problems. In a society that faces ongoing challenges of poverty and unemployment, the sharing of important business skills is crucial, and we are happy to be playing a supportive role in it."

Excited at the outcome, entrepreneur Lufuno Rasoesoe, who owns Tosh Detergents, described the experience as excellent. "We have never made such sales in one day. It was productive, and I wish we could do it monthly."

"Thank you for an incredible day, platform, and hospitality. The PwC staff was receptive, open-minded, and generous with making purchases. We look forward to the next one with excitement," said Lebogang Khumalo, the owner of the clothing brand Township Luxury.

Handcrafted candle maker Teboho Ntisa

said this opportunity was truly appreciated. "It helped with product development and feedback. It was an eye-opener in terms of making us aware of how valuable our products are."

Prof Alex Antonites, Head of the Department of Business Management at UP, said this is an example of the mission of the Mamelodi Business Hub in action. He explained that the partnership between UP, PwC and UNICEF had elevated the impact that the MBH has on local entrepreneurs seeking assistance to make a success of their businesses. "Events such as the pop-up shop take the entrepreneurs out of their comfort zones and reaffirm that there is a demand and place in the market for their goods. That sparks the confidence

that will see these entrepreneurs soaring to even greater heights with their businesses." "Given the challenges that young people face to transition from learning to earning in South Africa, UNICEF is proud to support and engage budding entrepreneurs through our partnership with PwC and UP to promote sustainable small businesses," said Christine Muhigana, UNICEF South Africa Representative.

"Nurturing the energy, creativity and skills of young entrepreneurs today will help them to build their businesses and inspire others along the same path towards a more prosperous future," added Michigan.

"The University of Pretoria conveys its deep gratitude for the opportunity to join forces with PwC and UNICEF South Africa aiming towards enhancing long-term, sustainable entrepreneurship development. We extend our hearty congratulations to these rising entrepreneurial stars and eagerly await to witness the thriving success of your scalable business models," Prof Antonites added.

A beaming Ms Debbie Mdlongwa, founder and owner of Dee's Kitchen, said one of the best ways to market your products is through storytelling, and she is proud of the success of the Pop-Up Shop experience at PwC Waterfall. "It was a successful day. It gives me such a sense of pride to know how people feel about what I've created, especially receiving customer feedback and suggestions."

"We'd like to thank PwC, the University of Pretoria and UNICEF for making it possible for us to market our brands in their workspace."

Entrepreneurship



Aec Wang / Youth Playing to Win @ the Soweto Investment Conference 2023

The Soweto Investment Conference - in its second year - took place at the Nasrec Expo Centre during Youth Month from 22 - 23 June and was billed as an 'investor to investee match-making' platform precisely to assist the young entrepreneurs by attracting investment into Soweto's infrastructural development, energy, textile and tourism sectors.

Soweto is one of the oldest Joburg townships, and it has a 4 million active economic market which contributes an estimated 5,8% of South Africa's Gross Domestic Product. Although by anybody's standards, Soweto is a city, it remains under-served and an unfunded market with phenomenal potential.

The investor-investee matchmaking initiative is led by two young people, Thato Mothopeng (37), Chairperson, Soweto Tourism, Mbali Nkosi (30), Investment Conference Organiser:

It is the current brand of youth entrepreneurs such as Mothopeng and Nkosi who decided to grab the bull by its horns and mustered the courage to mobilise their limited resources and get the investment conference going.

At the conference, all the speakers made a clarion call about the need for the youth of Soweto to emulate the Class of 76, who fought for change by building their economy from within and creating an economic revolution, and not waiting for outside investors to come to their rescue. Of the 53 small and medium Soweto enterprises exhibiting their products, our eyes were drawn to three young innovative and dynamic youngsters who have created a fashion label called AEC Wang.

Aec Wang is an 'ease of wear, funky clothing brand and a creation of 28-year-old Joseph Tumahole and 27-year-olds Thato Maseko and Tshoabi Malatji.

The three men invested their time in studying fashion and business management. They started what they call 'Play to Win and Ease of Wear' fashion-focused clothing label " for the young and professional market.

The Aec Wang pronounced Ace Wang brand creators, started in 2018 to build from their pockets what is today a small textile manu-

facturing factory based in Soweto.

They produce beautiful (men and women) bespoke denim garments, sling bags for handhelds, and funky shopping bags and are looking to grow their label and see it in large departmental stores.

Their purpose in attending the conference was to seek opportunities to grow their business to the next profitable level. They hope to be under the tutelage of a significant financing or retail partner who can help them streamline their business processes, so they can see themselves supplying large retail outlets such as Woolworths and others.

Their humble manufacturing hub is a retro historical building called 'Ka Mbokazi Store' in Naledi and a space where they design their creations.

Naledi township, which translates to "Star", is not only the birthplace of Aec Wang and its brand creators but that of South Africa's Student Revolt of 1976. And from the ashes of the uprisings, the creators of the most beautiful pieces of a fashion brand were conceived to help the young entrepreneurs become the next generation of leaders.

On the Soweto 1976 Student revolt, Malatji says: "For me, Youth Month is not a celebration per se but a memorial day of what our parents fought for so that we can be able to express ourselves, our ideas, with the music and things we feel as a youth. To me, this is the biggest thing our parents did for us because they, unfortunately, couldn't express themselves the way we can."

The Conference, which generated a lot of excitement and enthusiasm from the township, saw a Soweto woman pledging to invest her family's three large parcels of land around Soweto to develop a shopping mall, a university and a rehabilitation centre for Nyaope drug addicts.

The inspirational MC for the conference, businesswoman Carol Bouwer who was also born in Soweto, made an inspiring speech urging the Soweto youth to rise again by believing that they can change the direction of the township and the country's history by harnessing a cohesive societal and business culture.

67 minutes is not enough to empower youth

LAMIA RUBY

On Mandela Day, 18 July, South Africans are encouraged to give up 67 minutes of their time to help others. But due to the many problems South Africans face and the ever-increasing unemployment rate, more than 67 minutes is needed to address these issues.

Mandela's vision was for a just and fair society where every citizen had equal rights and opportunities. When addressing these issues, we should focus on meaningful and sustainable efforts.

Unemployment represents a significant challenge that South Africa faces today. It occurs when individuals actively seeking employment need more opportunities to secure jobs.

Unfortunately, a significant portion of our country's unemployed population comprises young people aged 15 to 24. As Mandela Day approaches, we must come together to address this pressing issue and empower our youth.

Statistics reveal that a staggering 10 million young South Africans are currently unemployed. This number emphasises the urgent need for action. Unemployment, if addressed, can lead to a host of negative consequences.

One of the key factors contributing to unemployment is the legacy of apartheid, which has resulted in the uneven distribution of job opportunities across the country. To combat this, we must focus on creating new avenues for employment.

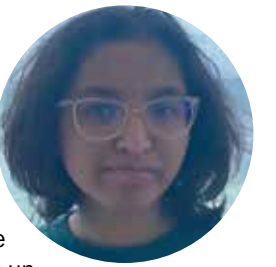
Embracing renewable energy sources could help address the adverse effects of load shedding and create employment opportunities for the youth.

Equipping young people with the knowledge, skills, and resources necessary for farming allows them to generate income while fostering self-sufficiency.

Skills shortages are another critical aspect that needs to be addressed. The government should allocate a substantial portion of funds towards providing unemployed youth with the necessary materials, tools, knowledge, and skills required in sectors experiencing skill gaps. By bridging these gaps, we create a more inclusive workforce that can meet the demands of various industries.

On Mandela Day, we must come together as a nation to empower our youth and create sustainable job opportunities. Let us honour Nelson Mandela's legacy by working towards a South Africa where unemployment is a thing of the past and every citizen has the opportunity to thrive and contribute to our nation's success.

■ LaMia Ruby is a student in Grade 9 at Nizamiye Primary and High School Midrand. She has a passion for writing and aims to change the world. One article at a time.



Wellness

A Bipolar Self-Portrait: Living My Best Life Instead Of Suffering In Silence

ABIGAIL GEORGE

I am an author, poet and essayist. I am also a blogger, novelist and screen-writer. I have written over twenty books. I am forty-four years of age.

The reason I am writing this is to help someone in the same situation where I found myself twenty-eight years ago so they can benefit from my own funny, unique, sometimes hurtful, painful, uncomfortable and even humiliating personal experience.

I am writing this to answer the questions I had about myself, the discovery that my depression was not clinical depression but that it was manic depression, the onset of my mood swing and Christianity in my own life. If North America can be described as the "Prozac nation" by the North American author Elizabeth Wurtzel and the USA coined the terms "hype" and "spin", then why is mental health such low on the list of priorities of the people we voted into power when it affects everyone around us directly or indirectly, in a significant manner or otherwise?

It is a psychiatric illness also known as a bipolar mood disorder or mood swings. I have lived with this debilitating, mysterious and deadly disease my whole life. I have struggled to overcome the stigma attached to this disease by people who are intimidated by anything they do not have any control over.

This is my story. Sometimes I imagine that I am standing on a stage giving a seminar when I say those words.

I am just like you. Nothing is extraordinary about my life except how I choose to live it. Some people have to have physical proof that something is amiss with their bodies. We put so much of our faith into the hands of healers. Faith is a supernatural force of will. Time, God, homoeopathy, holistic repatterning, reflexology, full body massage, tea, herbal infusions, therapists, psychiatrists and doctors are all healers. We don't have time to visualise and reflect on what our bodies are trying to tell us why we are hurting.

The illness was there for a long time. Now when I look back, the truth about it is undeniable. It can be cured or, at best, prevented from recurring to the best of the patient, the doctor and the pharmacist's ability.

I don't believe in labels like gifted, talented, creative genius or eccentric.

It is such an acceptable illness that influences subtle nuances in an individual's behaviour that it takes a cluster of specific symptoms to diagnose it. It takes charge of your brain's serotonin and dopamine levels. The feel-good hormones in your brain are when your slow descent into a personal and very private hell begins (your secret pain).

I was raised in a liberal-minded household by parents who believed that love,



happiness and peacefulness were greater aspirations than prestige, position and status. I am part of only a lucky few. I was taught not to bear grudges. I was told that when someone hurt my feelings, to ignore them and see them for who they were. I was introduced to being forgiving and understanding and that there wasn't any difference between the rich and the poor children at my schools. I was taught that the noblest profession in the world was being a teacher and reinforcing values and excellence, as well as enriching wonderfully young lives filled with so much hope and promise.

My parents taught me by example. My father is a community leader, and my mother is a teacher.

The word stigma is a synonym for phobia or fear (for a better word). People choose to see the very best in someone, and their judgement is clouded when they ignore the rest. Acceptance is something that comes at a very high price. The denial of human dignity comes at a significant cost with unforeseeable circumstances.

The signs and symptoms of a hypomanic episode are as follows. You behave wild and free, have depressive slumps, and spiralling depression. You don't sleep. You don't nap. You are the focus and become the centre of the universe. You are beautiful, intelligent, and determined, but the reflection everybody else sees is militant, horribly annoying.

You feel humiliated in later introspection, while others feel uncomfortable in your presence. You were Dr Jekyll incognito and Mr Hyde in the flesh.

There is a genetic predisposition to depression and mania as well. My father's side has had a history of mental illness, including alcoholism, depression and suicide. Depression is a devastating illness that affects millions of people worldwide. The more family values are on the decrease, the more suicide is on the increase.

People refer to their depression as sadness and stress. Mental health seems not to



be a moot point for people in government. To the world at large that is still suffering in silence, I say, break the silence and add a visible, outspoken voice. There are more of us out there than you realise. Keep on fighting. I did. I do every day, and as I take my first breath for the day, I thank God I am alive. It's not brave when you're not scared; sometimes, I have good days and bad days.

I had no idea I was sick for a long time. Later, in the beginning, stages, it defined who I was. My whole life revolved around hiding my disease. Sometimes it was easy to hide, and sometimes it wasn't. It was cerebral. It was a catalyst. There was no scarring, no wound, no stitches and sutures required. I have changed. I have changed for the better only just these last few years. I am a more sociable person. I am kinder. My rough edges are softer. Perhaps it is a cliché, but it has become true. As the famous song goes, "We can find love if we search within ourselves", but also, I believe, everywhere if we look hard enough.

People who have mental illness think they are a burden to society. Fact. The suicide rate amongst teenagers (the most vulnerable group) is growing. Fact. Social grants are also increasing due to a decrease in family values, growing up as orphans or having a single parent, poverty, unemployment, depression and stress. The list goes on. Rape, domestic violence, battered woman syndrome and the stigmatisation of mental illness are never-ending.

Fact. Some people continue to have blind faith in their medical aid or fund, that is, if they have one. Ignorance is like scar tissue, subterranean and lurking beneath the surface. Whoever said ignorance is bliss was duping her or himself. Unless a forum or a platform can be raised to break the silence and annihilate in one blow the stigma of mental illness and prejudice. Suffering in silence from depression and stress, families will break up, and kids will be caught in the crossfire of divorce. There is nothing more devastating in the world than a child who feels unloved and has no self-esteem.

Both Princess Diana and Mother Theresa said that the most significant disease today is the feeling of being unloved.

I felt bewildered when I read "The Girl in the Parisian Dress", an article published in another famous women's magazine on Ingrid Jonker, a celebrated South African poet. She was a genius that goes without saying, but also profoundly emotionally unstable because of her childhood and her past, and the one man whom she would never gain approval or love from – her father. You can't colour happiness outside the edges of your life and imagine it's a sea mist surrounding your body when inside, you're backsliding and waning in gloom and doom. Everything around you is blacker than night. William Styron, an American writer, described depression as "darkness visible", and that was the name of the book he wrote chronicling his depression as well. I think that no two words describe depression and stress better than "darkness visible".

There is one thing that I have learned during the past eighteen years. The future is still in my power, even though the past cannot be changed. Mental illness is not a human stain. Currently, I am working on an anthology of my poetry, a collection of short stories, and I am beginning work on a novel co-authored with my father called "From hell to Eternity: A Memoir of Madness". I have received grants from the National Arts Council which encouraged me to begin to write again. This time with both my survival and my experience in mind but to put together some of my earlier poetry in a collection entitled "Africa, Where Art Thou?"

Yes, my life has turned out rather unconventionally from who, what, and where I'd envisaged myself being, but not a day goes by now that I am not thankful. I do not question why I am here or my divine purpose. I am no longer driven by fear and uncertainties, and I behave self-consciously. Although there is still a sorrow here, I cannot reform, that yields stillness in quiet moments of reflection or contemplation; every event in my life composes furious life anew. Through all the infinite wisdom of my mistakes that came before, the love of my family remains. It is a reminder of what came before and what lies ahead in my future.

Science & Technology



African Girls Can Code Initiative helps young women thrive

With disruptive technologies resulting in increasing automation, young women must be prepared for the careers of the future. Government, business and international organisations are partnering to ensure that girls are able to participate in the 4th industrial revolution.

Dozens of girls got a taste of this at the African Girls Can Code Initiative (AGCCI) bootcamp held in Polokwane from 24 June to 3 July. Learners from the North West, Gauteng, Mpumalanga and Limpopo receiving training in coding and robotics, among other things.

The Youth Month initiative took place under the theme "Re-imagining and re-thinking STEM education in the 4th industrial revolution". STEM stands for science, technology, engineering and mathematics.

The AGCCI is being implemented in South Africa by the UN Women Multi-Country Office for Southern Africa in partnership with the Department of Basic Education and Department of Science and Innovation (DSI). It is also supported by Siemens and the Belgian government.

The AGCCI camps target girls in a bid to address gender imbalances. Gender gaps continue to keep women employed in junior roles, with minor responsibilities, little decision-making power and few opportunities in STEM leadership.

Despite the significant progress made to enhance women's participation in STEM-related subjects, gender disparity remains

a concern at all levels, with only 13% of STEM graduates in South Africa being female.

Ms Mmampei Chaba, Chief Director:

Multilateral Cooperation and Africa at the DSI, spoke to learners at the boot camp,

saying that young women needed to learn new skills and empower themselves for the



new jobs of the future.

Chaba said that the camp was an example of what the new White Paper on Science, Technology and Innovation (STI) aimed to do. The long-term policy and the 2022-32 STI Decadal Plan both focus on new approaches to foster creativity, learning and entrepreneurship that can flourish as primary drivers of economic growth, job creation and socio-economic reform.

"The Decadal Plan covers the skills of the future and how young people can be employable in the future," said Ms Chaba, adding that "Girls must choose careers that will empower them for the future."

The learners were urged to look beyond the current work environment, which is changing rapidly, with jobs in the service, radiology, pharmacy and public transport sectors, among many others, increasingly impacted by 4th industrial revolution technologies such as robotics, artificial intelligence and the Internet of Things.

Chaba said that, while mechanisation and machine learning would become more widespread, human beings would still be needed as engineers, designers and programmers, as well as for intervention and decision-making. People would also be needed for their emotional intelligence, which AI and robots lacked.

The Limpopo MEC for Education, Ms Mavhungu Lerule-Ramakhanya, told the learners that the world was competitive, and education curricula should be competitive too.

"Education should empower you, as young people, to be in the coding, robotics and technology space, so that you can represent our country and compete in the world," said Lerule-Ramakhanya.

To address gaps, the government has introduced coding and robotics to the school curriculum to provide learners with the most needed digital and ICT skills. The curriculum also aims to prepare learners to think critically, work collaboratively and solve everyday problems.

Inspiring the young women with information about the advantages of coding capabilities, Ms Rita Nkukhlu, Siemens Executive Director for Sub-Saharan Africa, said rapidly changing technology could not be ignored, as much of our environment was already based on the use of apps and cyber-business.


She said that, as an engineering company, Siemens had developed their own industrial Internet of Things service solution called MindSphere, which collects, stores and learns from complex operational data, enabling improved processes and speeding up management decision-making.

Nkukhlu explained that coding for cybersecurity was also required to safeguard individuals' intellectual property rights, and that, while some jobs would become obsolete, new jobs would be created for people with the necessary skills.

Grade 11 learner Malebogo Bojang from Madibogo High School in the North West said that Youth Month reminded her of the sacrifices made by the youth of 1976, which had made it possible for her and other learners to take school subjects such as science and technology. She said that she considered herself privileged to have participated in the coding and robotics camp.

The second boot camp will be held in the Eastern Cape during the school holidays, from 29 September to 10 October 2023.

Mathematics



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

MATHEMATICS P1
NOVEMBER 2022

MARKS: 150
TIME: 3 hours

This question paper consists of 9 pages and 1 information sheet.

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Mathematics/P13NSCDBE/November 2022

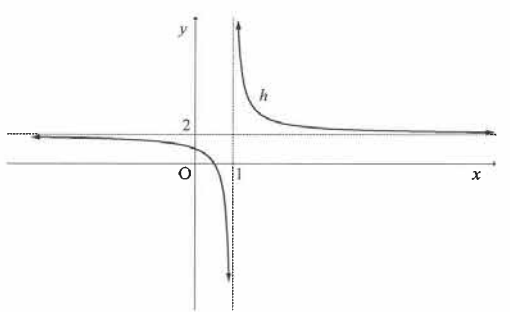
QUESTION 1
1.1 Solve for x :
1.1.1 $(3x - 6)(x + 2) = 0$ (2)
1.1.2 $2x^2 - 6x + 1 = 0$ (correct to TWO decimal places) (3)
1.1.3 $x^2 - 90 > x$ (4)
1.1.4 $x - 7\sqrt{x} = -12$ (4)
1.2 Solve for x and y simultaneously:
 $2x - y = 2$
 $xy = 4$ (5)
1.3 Show that $2.5^n - 5^{n+1} + 5^{n+2}$ is even for all positive integer values of n . (3)
1.4 Determine the values of x and y if: $\frac{3^{2x}}{32} = \sqrt{96^y}$ (4) [25]
QUESTION 2
2.1 The first term of a geometric series is 14 and the 6th term is 448.
2.1.1 Calculate the value of the constant ratio, r . (2)
2.1.2 Determine the number of consecutive terms that must be added to the first 6 terms of the series in order to obtain a sum of 114 674. (4)
2.1.3 If the first term of another series is 448 and the 6th term is 14, calculate the sum to infinity of the new series. (3)
2.2 If $\sum_{p=0}^{\infty} \left(\frac{1}{3}p + \frac{1}{6}\right) = 20\frac{1}{6}$, determine the value of k . (5) [14]
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INSTRUCTIONS AND INFORMATION
Read the following instructions carefully before answering the questions.
1. This question paper consists of 10 questions.
2. Answer ALL the questions.
3. Number the answers correctly according to the numbering system used in this question paper.
4. Clearly show ALL calculations, diagrams, graphs, etc. that you have used in determining your answers.
5. Answers only will NOT necessarily be awarded full marks.
6. You may use an approved scientific calculator (non-programmable and non-graphical), unless stated otherwise.
7. If necessary, round off answers to TWO decimal places, unless stated otherwise.
8. Diagrams are NOT necessarily drawn to scale.
9. An information sheet with formulae is included at the end of the question paper.
10. Write neatly and legibly.

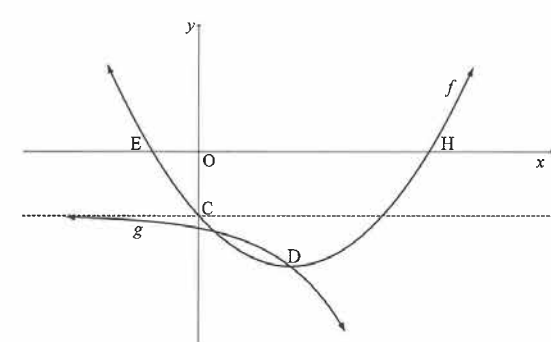
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QUESTION 3
It is given that the general term of a quadratic number pattern is $T_n = n^2 + bn + 9$ and the first term of the first differences is 7.
3.1 Show that $b = 4$. (2)
3.2 Determine the value of the 60th term of this number pattern. (2)
3.3 Determine the general term for the sequence of first differences of the quadratic number pattern. Write your answer in the form $T_p = mp + q$. (3)
3.4 Which TWO consecutive terms in the quadratic number pattern have a first difference of 157? (3) [10]
QUESTION 4
4.1 Sketched below is the graph of $h(x) = \frac{1}{x+p} + q$. The asymptotes of h intersect at $(1; 2)$.

4.1.1 Write down the values of p and q . (2)
4.1.2 Calculate the coordinates of the x -intercept of h . (2)
4.1.3 Write down the x -coordinate of the x -intercept of g if $g(x) = h(x+3)$. (2)
4.1.4 The equation of an axis of symmetry of h is $y = x + t$. Determine the value of t . (2)
4.1.5 Determine the values of x for which $-2 \leq \frac{1}{x-1}$. (3)
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Mathematics

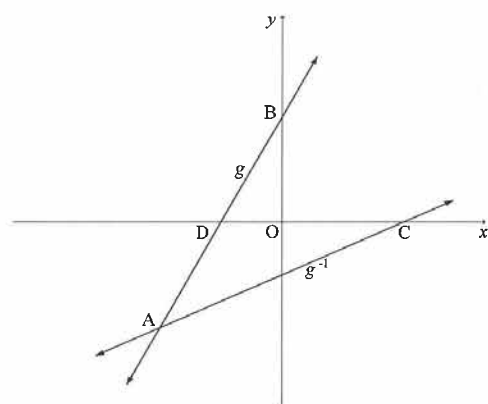
Mathematics/P15NSCDBE/November 2022

4.2 The graphs of $f(x) = x^2 - 4x - 5$ and $g(x) = a.2^x + q$ are sketched below.
• E and H are the x -intercepts of f .
• C is the y -intercept of f and lies on the asymptote of g .
• The two graphs intersect at D, the turning point of f .

4.2.1 Write down the y -coordinate of C. (1)
4.2.2 Determine the coordinates of D. (2)
4.2.3 Determine the values of a and q . (3)
4.2.4 Write down the range of g . (1)
4.2.5 Determine the values of k for which the value of $f(x) - k$ will always be positive. (2) [20]
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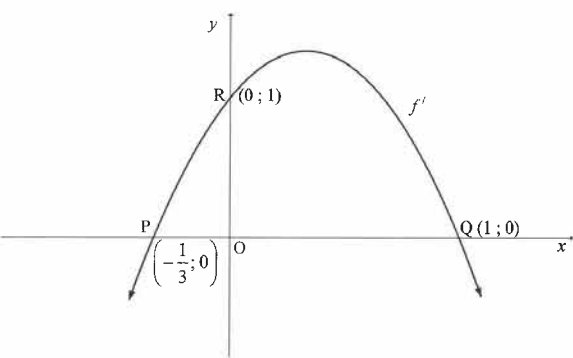
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QUESTION 6
6.1 R12 000 was invested in a fund that paid interest at $n\%$ p.a., compounded quarterly. After 24 months, the value of the investment was R13 459.
Determine the value of m . (4)
6.2 On 31 January 2022, Tino deposited R1 000 in an account that paid interest at 7,5% p.a., compounded monthly. He continued depositing R1 000 on the last day of every month. He will make the last deposit on 31 December 2022.
Will Tino have sufficient funds in the account on 1 January 2023 to buy a computer that costs R13 000? Justify your answer by means of an appropriate calculation. (4)
6.3 Thabo plans to buy a car that costs R250 000. He will pay a deposit of 15% and take out a loan for the balance. The interest on the loan is 13% p.a., compounded monthly.
6.3.1 Calculate the value of the loan. (1)
6.3.2 The first repayment will be made 6 months after the loan has been granted. The loan will be repaid over a period of 6 years after it has been granted. Calculate the MONTHLY instalment. (5) [14]
QUESTION 7
7.1 Determine $f'(x)$ from first principles if $f(x) = x^2 + x$. (5)
7.2 Determine $f'(x)$ if $f(x) = 2x^3 - 3x^4 + 8x$. (3)
7.3 The tangent to $g(x) = ax^3 + 3x^2 + bx + c$ has a minimum gradient at the point $(-1; -7)$. For which values of x will g be concave up? (4) [12]
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QUESTION 5
The graphs of $g(x) = 2x + 6$ and g^{-1} , the inverse of g , are shown in the diagram below.
• D and B are the x - and y -intercepts respectively of g .
• C is the x -intercept of g^{-1} .
• The graphs of g and g^{-1} intersect at A.

5.1 Write down the y -coordinate of B. (1)
5.2 Determine the equation of g^{-1} in the form $g^{-1}(x) = mx + n$. (2)
5.3 Determine the coordinates of A. (3)
5.4 Calculate the length of AB. (2)
5.5 Calculate the area of $\triangle ABC$. (5) [13]
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QUESTION 8
The graph of $y = f'(x) = mx^2 + nx + k$ is drawn below.
The graph passes the points $P\left(-\frac{1}{3}; 0\right)$, $Q(1; 0)$ and $R(0; 1)$.

8.1 Determine the values of m , n and k . (6)
8.2 If it is further given that $f(x) = -x^3 + x^2 + x + 2$:
8.2.1 Determine the coordinates of the turning points of f . (3)
8.2.2 Draw the graph of f . Indicate on your graph the coordinates of the turning points and the intercepts with the axes. (5)
8.3 Points E and W are two variable points on f' and are on the same horizontal line.
• h is a tangent to f' at E.
• g is a tangent to f' at W.
• h and g intersect at $D(a; b)$.
8.3.1 Write down the value of a . (1)
8.3.2 Determine the value(s) of b for which h and g will no longer be tangents to f' . (2) [17]
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Mathematics

Mathematics/P1 9 NSC DBE/November 2022

QUESTION 9

Given $f(x) = x^3$.

Determine the minimum distance between the point $(10; 2)$ and a point on f . [8]

QUESTION 10

10.1 A, B and C are three events. The probabilities of these events (or any combination of them) occurring is given in the Venn-diagram below

10.1.1 If it is given that the probability that at least one of the events will occur is 0,893, calculate the value of:

(a) y , the probability that none of the events will occur. (1)

(b) x , the probability that all three events will occur. (1)

10.1.2 Determine the probability that at least two of the events will take place. (2)

10.1.3 Are events B and C independent? Justify your answer. (5)

10.2 A four-digit code is required to open a combination lock. The code must be even-numbered and may not contain the digits 0 or 1. Digits may not be repeated.

10.2.1 How many possible 4-digit combinations are there to open the lock? (3)

10.2.2 Calculate the probability that you will open the lock at the first attempt if it is given that the code is greater than 5 000 and the third digit is 2. (5)

TOTAL: 150

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SENIOR CERTIFICATE/
NATIONAL SENIOR CERTIFICATE

GRADE 12

INFORMATION TECHNOLOGY P2
NOVEMBER 2020

MARKS: 150
TIME: 3 hours

This question paper consists of 18 pages.

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Mathematics/P1 NSC DBE/November 2022

INFORMATION SHEET

$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

$A = P(1 + ni)$ $A = P(1 - ni)$ $A = P(1 - i)^n$ $A = P(1 + i)^n$

$T_n = a + (n - 1)d$ $S_n = \frac{n}{2}[2a + (n - 1)d]$

$T_n = ar^{n-1}$ $S_n = \frac{a(r^n - 1)}{r - 1}; r \neq 1$ $S_\infty = \frac{a}{1 - r}; -1 < r < 1$

$F = x \frac{[(1 + i)^n - 1]}{i}$ $P = x \frac{[1 - (1 + i)^{-n}]}{i}$

$f'(x) = \lim_{h \rightarrow 0} \frac{f(x + h) - f(x)}{h}$

$d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$ $M\left(\frac{x_1 + x_2}{2}; \frac{y_1 + y_2}{2}\right)$

$y = mx + c$ $y - y_1 = m(x - x_1)$ $m = \frac{y_2 - y_1}{x_2 - x_1}$ $m = \tan \theta$

$(x - a)^2 + (y - b)^2 = r^2$

In $\triangle ABC$: $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

$a^2 = b^2 + c^2 - 2bc \cos A$

$\text{area } \triangle ABC = \frac{1}{2} ab \sin C$

$\sin(\alpha + \beta) = \sin \alpha \cos \beta + \cos \alpha \sin \beta$ $\sin(\alpha - \beta) = \sin \alpha \cos \beta - \cos \alpha \sin \beta$

$\cos(\alpha + \beta) = \cos \alpha \cos \beta - \sin \alpha \sin \beta$ $\cos(\alpha - \beta) = \cos \alpha \cos \beta + \sin \alpha \sin \beta$

$\cos 2\alpha = \begin{cases} \cos^2 \alpha - \sin^2 \alpha \\ 1 - 2\sin^2 \alpha \\ 2\cos^2 \alpha - 1 \end{cases}$ $\sin 2\alpha = 2 \sin \alpha \cos \alpha$

$\bar{x} = \frac{\sum x}{n}$ $\sigma^2 = \frac{\sum (x_i - \bar{x})^2}{n}$

$P(A) = \frac{n(A)}{n(S)}$ $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$

$\hat{y} = a + bx$ $b = \frac{\sum (x - \bar{x})(y - \bar{y})}{\sum (x - \bar{x})^2}$

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INSTRUCTIONS AND INFORMATION

1. This question paper consists of SIX sections:

SECTION A: Short Questions (15)
SECTION B: System Technologies (25)
SECTION C: Communications and Network Technologies (30)
SECTION D: Data and Information Management (20)
SECTION E: Solution Development (20)
SECTION F: Integrated Scenario (40)

2. Read ALL the questions carefully.

3. Answer ALL the questions.

4. The mark allocation generally gives an indication of the number of facts/reasons required.

5. Number the answers correctly according to the numbering system used in this question paper.

6. Write neatly and legibly.

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Mathematics / Electrical Technology

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SECTION A: SHORT QUESTIONS

QUESTION 1

1.1 Various options are provided as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question numbers (1.1.1 to 1.1.5) in the ANSWER BOOK, e.g. 1.1.6 D.

1.1.1 A person who studies an organisation's current computer systems and procedures and then designs information system solutions to help the organisation to operate more efficiently is a ... (1)

A systems analyst.
B database analyst.
C system administrator.
D programmer.

1.1.2 A device that can be used to connect many different peripheral devices with a single connector is known as a USB ... (1)

A adapter.
B flash drive.
C hub.
D port.

1.1.3 The process of discovering new patterns in data using sophisticated software is known as ... (1)

A data warehousing.
B information processing.
C big data.
D data mining.

1.1.4 The following variable name is NOT valid in Delphi: (1)

A _dSalary
B dSalary
C ldSalary
D salary1

1.1.5 Determine the value of y declared as an integer if the following Delphi statement is executed: (1)

`y := ceil(25.0/6) + 30 mod 6 - round(15.0/4);`

A 3
B 2
C 6
D 1

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SECTION B: SYSTEM TECHNOLOGIES

QUESTION 2

SCENARIO

The owner of a start-up importing/exporting business asked your advice on a number of IT-related issues.

2.1 The computer technician who will assemble the computers to be used in the office suggested that each computer should have a solid-state drive and a hard drive. (1)

2.1.1 State ONE advantage that a solid-state drive has over a conventional hard drive. (1)

2.1.2 State ONE disadvantage of a solid-state drive compared to a conventional hard drive. (1)

2.2 Each of the office computers will be equipped with 8 GB of RAM and Windows 10 as the operating system. (1)

2.2.1 RAM is considered to be volatile memory. What does *volatile* mean in this context? (1)

2.2.2 The owner has heard that some computers can only use 4 GB of RAM. He is concerned that he will be paying for hardware that will not be utilised. (1)

Explain why these office computers will be able to utilise all 8 GB of RAM. (1)

2.2.3 The computer technician needs to start installing the operating system for the office computers. (1)

(a) Indicate whether the hard disk drive or the solid-state drive would be the best option on which to install the operating system. (1)

(b) Give TWO reasons why you recommend the drive in your answer to QUESTION 2.2.3(a). (2)

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1.2 Choose a term from COLUMN B that matches the description in COLUMN A. Write only the letter (A–R) next to the question numbers (1.2.1 to 1.2.10) in the ANSWER BOOK, e.g. 1.2.11 S.

COLUMN A	COLUMN B
1.2.1 A technique where two or more disks are grouped together by a special controller to minimise the possible loss of data	A digital divide B ergonomic security C foreign key D piggybacking E RAID F digital age G disk clean-up H utility software I composite key J rollback K HTTP L SSL M FTP N interpreter O disk defragmentation P biometrics Q drivers R alternate key
1.2.2 A field in a database table that can be used to identify records, but not used in the table as a primary key	
1.2.3 Security based on the identification of unique physical characteristics of a person	
1.2.4 An encryption protocol which encodes data that is sent over the internet	
1.2.5 The gap between people that have access to computers and technology and people who do not	
1.2.6 The reorganisation of files on a hard disk drive that speeds up access to the files	
1.2.7 Software that enables the operating system to communicate with hardware devices	
1.2.8 The protocol used to transfer large files between remote computers that have an internet connection	
1.2.9 An operation that reverses a database transaction and restores the data to its previous state	
1.2.10 Programs that are part of system software and are used for maintenance and administrative tasks	

(10 x 1) (10)

TOTAL SECTION A: 15

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2.3 The business' computers will run on Microsoft Windows 10, but there are applications that the owner wants to use that can only run on MacOS. (1)

2.3.1 Suggest a possible technology that can be used to run both operating systems without partitioning the hard drive. (1)

2.3.2 Someone recommended that the latest service pack should be installed for the Windows operating system. (2)

Briefly explain what a *service pack* is. (2)

2.4 VB.NET is a high-level programming language. (1)

2.4.1 Define a *high-level programming language*. (1)

2.4.2 Interpreters and compilers are used to 'translate' a high-level programming language into machine code. (2)

(a) Explain the difference between *interpreters* and *compilers* by stating the difference in the approach they follow when 'translating' code. (2)

(b) Explain the difference between *interpreters* and *compilers* by stating the way each provides feedback and presents the result. (2)

(c) Does Delphi use an interpreter or a compiler? (1)

2.4.3 An API is used when coding in a high-level programming language. What is the function of an API? (2)

2.5 Because of modular design, the latest desktop computers have many slots and connectors to allow for computer components to be added. (2)

Name the slot or connector used to add the following modules/components:

2.5.1 RAM (1)

2.5.2 DVD drive (1)

2.5.3 Graphics card (1)

2.6 Motherboards transfer a huge amount of data between various components at any given moment in time. (2)

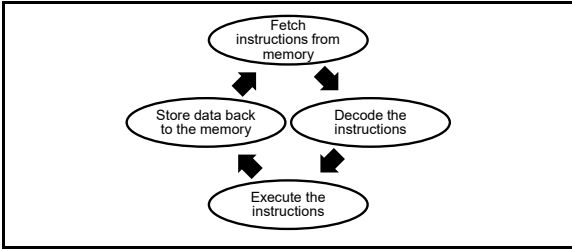
Explain how the system clock aids in coordinating the transfer of data on a motherboard. (2)

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2.7 Consider the diagram below illustrating a process performed by the CPU:



2.7.1 What is the process above called? (1)

2.7.2 The CPU and the RAM communicate with each other via a direct path/connection on the motherboard.
Name this direct path/connection. (1)

TOTAL SECTION B: 25

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SECTION C: COMMUNICATIONS AND NETWORK TECHNOLOGIES

QUESTION 3

3.1 Wi-Fi, UTP cables and fibre-optic cables are network media that need to be considered when networks are set up. Fibre-optic cables have a greater bandwidth, but can be expensive.

3.1.1 Network bandwidth is measured in Mbps.

(a) Describe *bandwidth* in this context. (1)

(b) Expand the abbreviation *Mbps*. (1)

3.1.2 Apart from having a greater bandwidth and higher speed, name TWO other advantages of fibre-optic cables as opposed to UTP cables. (2)

3.1.3 Give TWO reasons why UTP cables are sometimes preferred in an office environment rather than Wi-Fi. (2)

3.1.4 Define the term *network backbone*. (1)

3.1.5 It has been stated that an NIC is a basic but essential piece of equipment to set up a network.
State the function of an NIC. (1)

3.2 YouTube and Netflix are examples of VOD services.
Explain what a *VOD service* entails. (1)

3.3 AUPs outline the rights and responsibilities of users which is an important requirement in network environments.

3.3.1 Explain why an organisation should include restriction details on the installation of BitTorrent applications in their AUP. (1)

3.3.2 State the condition that should be adhered to, to ensure that the use of BitTorrent is legal. (1)

3.4 Blogs are commonly used as a social media tool.
Give TWO reasons why information published on blogs could be inaccurate. (2)

3.5 The design of web pages can be static or dynamic.
How does a *dynamic web page* differ from a *static web page* from a user's perspective? (2)

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4.1 The database design is incomplete. Primary keys have not been identified yet and a relationship still needs to be created between the two tables, **tblImporters** and **tblApplications**.

4.1.1 State TWO specific requirements relevant to the content of a primary key field. (2)

4.1.2 A foreign key field needs to be identified in order to establish a relationship between the tables.

(a) Identify a suitable foreign key and give the name of the field and the name of the table that contains the field. (2)

(b) Name the type of relationship between tables **tblImporters** and **tblApplications**. (1)

4.1.3 Name the diagram used to illustrate the relationship between the two tables. (1)

4.2 Suggest a more appropriate data type for the **Approved** field in the **tblApplications** table. (1)

4.3 Explain why the **ProcessedDuration** field in the **tblApplications** table is redundant. (1)

4.4 During the beta version testing of the system, the DBA noticed inconsistencies in the capturing of the names of countries in the **ImporterCountry** field. For example, Canada's name was captured in the following different ways:

CA
Canada
Cannada

4.4.1 Explain what is meant by the term *beta version*. (1)

4.4.2 Suggest a way in which the system can be adapted so that the name of a country is captured uniformly in the **ImporterCountry** field. (1)

4.5 Ensuring the quality of the data involves extensive data validation and verification. Use the field **Approved** in the **tblApplications** table to explain the following:

4.5.1 Data validation (2)

4.5.2 Data verification (1)

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4.6 Only authorised people should have access to the database server hosting the database.
Suggest any TWO physical ways in which access to the database server can be restricted. (2)

4.7 Data independence is a characteristic of a well-designed database.

4.7.1 Explain the term *data independence*. (2)

4.7.2 One level of data independence is physical independence.
Name another level of data independence. (1)

4.7.3 Give TWO important reasons for enforcing data independence. (2)

TOTAL SECTION D: 20

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3.6 Digital signatures are common in the world of electronically conducted business.
What is the purpose of a digital signature? (1)

3.7 Web developers use a variety of technologies, such as HTML, CSS and AJAX, to produce visually impressive websites.

3.7.1 What type of software on the client's computer is used to execute HTML instructions? (1)

3.7.2 Name TWO ways in which CSS files help to maintain uniformity across several web pages. (2)

3.7.3 What is the purpose of AJAX in the context of website development? (2)

3.8 DDoS attacks are typically performed by botnets.

3.8.1 Define the term *botnet*. (2)

3.8.2 Describe what happens in a DDoS attack. (3)

3.8.3 What is a *zombie* in the context of a botnet? (1)

3.9 Cybercrime is a common phenomenon in the modern world.

3.9.1 Briefly explain what a *keylogger* is. (1)

3.9.2 Suggest TWO safeguards that computer users can employ to avoid becoming the victims of cybercrime. (2)

TOTAL SECTION C: 30

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SECTION D: DATA AND INFORMATION MANAGEMENT

QUESTION 4

SCENARIO

The import of plants can be dangerous as the plants may be invasive or introduce diseases to native plants and ecosystems. A rigid testing process must first be conducted before any alien plant may be taken across a country's borders.

A database is used to manage requests and keep track of the number of plants brought into the country. An application needs to be made and processed each time an importer wants to import plants.

The database contains two tables which are designed as follows:

Table: tblImporters

Field name	Data type	Description
ImporterID	Short Text (10)	An ID to uniquely identify an importer entity
ImporterName	Short Text (40)	Name of organisation/person of the importer
ImporterCountry	Short Text (40)	Location/Country the importer is from
DateRegistered	Date/Time	Short date which indicates the date that the importer was registered

Table: tblApplications

Field name	Data type	Description
ApplicationID	AutoNumber	An ID to uniquely identify a log record/request to import plants
PlantName	Short Text (80)	The scientific name of the plant requested to be imported
Quantity	Number	The number of plants requested to be imported
Approved	Number	0 indicates that the import request has been denied 1 indicates that the import request has been approved
DateReceived	Date/Time	The date on which the import request was made/the record was created
DateProcessed	Date/Time	The date on which the import request was approved or denied
ProcessedDuration	Number	The number of days it took for the request to be processed

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SECTION E: SOLUTION DEVELOPMENT

QUESTION 5

5.1 There are many types of errors that can occur in software development.

5.1.1 Differentiate between a *syntax error* and a *runtime error*. (2)

5.1.2 Give TWO guidelines on how a programmer can construct useful error messages. (2)

5.2 Several search algorithms are available to be used, e.g. binary and linear search algorithms.
What is the prerequisite for an array to be searched when using the binary search algorithm? (1)

5.3 A novice programmer was testing a concept and wrote the following segment of Delphi code:

```
27 var
28   I, S: Integer;
29 begin
30   for I := 1 to S do
31   begin
32     S := S + I;
33   end;
34   Showmessage(IntToStr(S));
35 end;
```

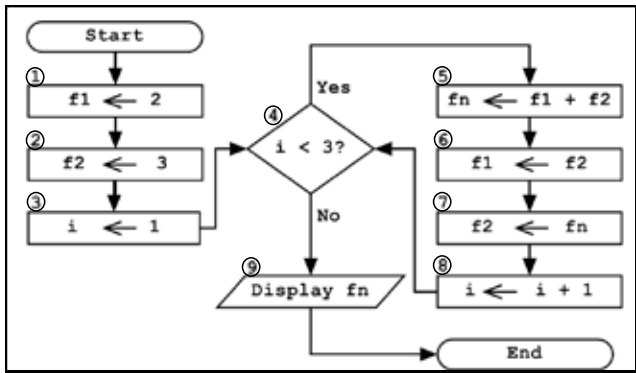
5.3.1 The programmer was expecting the final value of the variable *S* to be 15, but the dialog box showed the value of the variable *S* as 38319711.
Give a possible reason for this unexpected result. (1)

5.3.2 Suggest TWO ways in which to improve the code of the novice programmer to be more readable. (2)

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5.4 Consider the following flowchart:



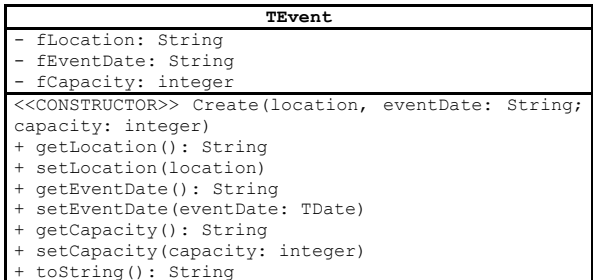
Redraw the following incomplete trace table into your ANSWER BOOK. Complete the trace table by tracing step by step through the flowchart depicted above.

Block Nr	f1	f2	i	i < 3?	fn	Output
1	2					
2		3				
3			1			

(6)

5.5 Write an alternative line of Delphi code that will have the same effect as the following line of code:
i := i + 1; (1)

5.6 Consider the following class diagram:



5.6.1 What do the plus (+) and minus (-) symbols represent respectively? (2)

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5.6.2Identify TWO errors in the class diagram provided.

5.6.3Identify an auxiliary method in the class diagram provided.

TOTAL SECTION E: 20

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SECTION F: INTEGRATED SCENARIO

QUESTION 6

A small export company specialising in food-related products are considering upgrading their ICT systems. You are part of an IT company that assists them with advice.

6.1 There are many factors that can influence a computer's performance.

6.1.1 Give TWO reasons why the use of cache memory allows the CPU to perform tasks faster than when RAM is used.

6.1.2 Name TWO other physical aspects of the CPU that have a direct influence on system performance.

6.1.3 The available memory (RAM) also has an influence on a computer's performance. Therefore, the operating system allocates additional memory if the available memory is limited.

(a) What is the additional memory which is allocated by the operating system if required, called?

(b) Explain how the operating system uses the additional memory when required.

6.2 The company considers using free software as an alternative in order to save on licensing costs.

State TWO disadvantages of using an open and free operating system, such as Linux, as an alternative to an operating system such as Microsoft Windows.

6.3 SaaS is a concept related to cloud computing, which in turn relies heavily on virtualisation technologies.

6.3.1 State TWO advantages associated with the use of cloud computing.

6.3.2 State TWO virtualisation techniques employed by companies that offer cloud services.

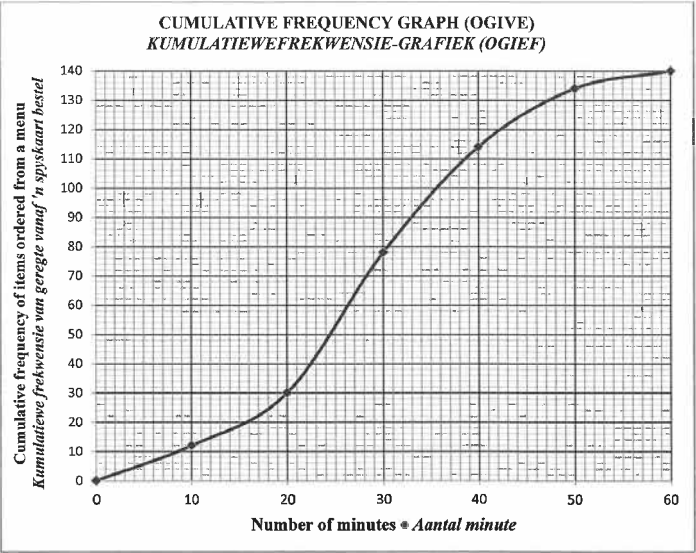
6.4 Marketing and e-communication play a major role in the company's daily activities.

6.4.1 State TWO advantages of using web-based e-mail rather than an ISP-based e-mail.

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QUESTION/VRAAG 1



	Solution/Oplissing	MarksPunte
1.1.1		(1)
1.1.2		(1)
1.1.3		(1)

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Mathematics P2/Wiskunde P24NSC/NSC – Answer Book/AntwoordeboekDBE/November 2018

	Solution/Oplissing	MarksPunte
1.1.4		(2)
1.1.5		(2)
1.1.6		(2)

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Information Technology/P217SC/NSCDBE/November 2020

6.4.2The internet is used to search for suppliers of products to export.

(a) Explain how a search engine uses customised searching to customise search results according to a user's profile.

(b) Explain what context-aware searches entails.


(c) How can the business benefit from context-aware searches?

6.4.3Give TWO reasons why the company should invest in the development of a mobile app if a website has already been created.

6.5The business is currently using a centralised database. They have been advised to switch to a distributed database system.

Give TWO reasons why you would recommend that they do NOT switch to a distributed database system.

6.6An employee was exploring the system settings on his/her computer and encountered a screen displaying the following information:



6.6.1Why is a VPN useful to employees?

6.6.2Indicate ONE option in the screenshot above that is related to green computing.

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6.6.3Define the term mobile hotspot.

6.6.4(a) Briefly explain what multitasking is.

(b) How does multiprocessing differ from multitasking?

6.6.5Explain what nearby sharing in this context entails.

6.7As part of upgrading their ICT systems, the company considers cancelling their landline in favour of using VoIP for communication with their customers.

State TWO possible disadvantages of relying solely on VoIP for communication with customers.

6.8The company often needs to store food in their industrial fridges until it can be shipped for exporting.

Make TWO recommendations on how Internet of Things (IoT) technology can be used to ensure that the company does not suffer damage due to possible problems with keeping the temperatures in their fridges at optimal levels.

6.9The company uses security badges with embedded RFID tags to apply access control at its premises.

6.9.1What medium is used by RFID to identify objects?

6.9.2State TWO advantages of using RFID rather than barcode technology.

TOTAL SECTION F: 40

GRAND TOTAL: 150

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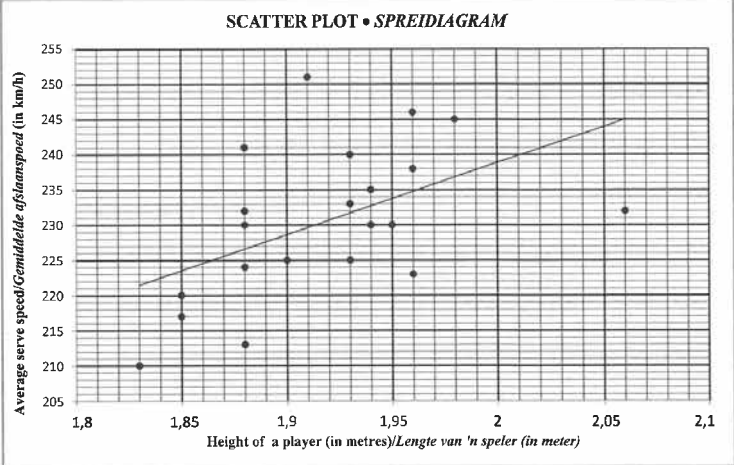
35	70	75	80	80
90	100	100	105	105
110	110	115	120	125

	Solution/Oplissing	MarksPunte
1.2.1(a)		(2)
1.2.1(b)		(2)
1.2.2(a)		(1)
1.2.2(b)		(1)

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Mathematics P2/Wiskunde P26NSC/NSC – Answer Book/AntwoordeboekDBE/November 2018

QUESTION/VRAAG 2



	Solution/Oplissing	MarksPunte
2.1		(1)
2.2.1		(1)
2.2.2		(1)

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Sports



Go for gold, Proteas!

Let's rally behind the Proteas in the first global netball showpiece to be held in Africa

EDWIN NAIDU

The South African Cabinet has urged all fellow South Africans to rally behind our team - Proteas - as they battle it out in the 2023 Netball World Cup, the first of its kind to be hosted in the African Continent.

The Netball World Cup 2023 (NWC2023) in Cape Town, South Africa, will run from 28 July to 6 August and will be the first to take place on the continent with 16 teams battling it out across the ten days, in the hope they will be crowned champions in netball's most prestigious event.

The Road To Cape Town began in March 2019, when Netball South Africa was announced as the host for the staging of the 16th Netball World Cup. Since then, many key milestones have been achieved in the build-up to the World Class Event, including all five Netball World Cup 2023 Qualifiers.

As the tournament nears, the Vitality Netball World Cup (VNWC2023), the official Trophy Tour, ended last month. Having travelled across the country over June, the famed trophy crossed from the Eastern to Western Cape provinces of South Africa – the Western Cape being its final destination before being handed to the VNWC2023 champions when they were crowned on 6 August.

Even more significant was that the handover took place at the Tsitsikamma Khoisan Village – so honouring the indigenous inhabitants of South Africa. The Khoikhoi and San are believed to be among the oldest cultures in the world.



Photos: Skhu Nkomphela

Apart from its pristine beaches, the Tsitsikamma is well-known for its enticing tourist attractions, including one of the highest bungee jumps in the world at the majestic Bloukrans Bridge, and the Tsitsikamma Canopy Tours through Outeniqua Yellowwood trees that are up to 700 years old.

After a special celebration in Kareedouw with dignitaries, cultural groups and performances by local entertainers, the NWC trophy was taken to the Tsitsikamma Khoisan Village where Eastern Cape MEC for Sport, Recreation, Arts and Culture Nonceba Kontsiwe officially completed the handover to Anroux Marais, the Western Cape Minister of Cultural Affairs and Sport.

"The Western Cape Government is very happy and honoured to receive this trophy and to embark on a tour across our province to get all communities excited for the Netball World Cup," said Marais.

"Cape Town is ready and looking forward to hosting the Netball World Cup for the very first time on African soil.

"Although all the matches are being played in Cape Town itself, we want to include the whole province in the build-up and actual tournament and so we are very

happy that various municipalities have partnered with us to host fan zones and viewing centres.

"These will ensure that people across the province can watch the live matches for free at a venue close to their homes.

"During this trophy tour, we will also encourage people to watch the matches at these venues so that we can make sure that no-one is left out in supporting our home team," added Marais.

In a statement, members of the Cabinet headed by President Cyril Ramaphosa called on 'everyone in the country to support our girls as they strive to make history by winning gold on the African Continent'.

"In the next few days, the eyes of the sporting world will turn to Cape Town, in South Africa, for the start of the 2023 Netball World Cup from 28 July to 6 August. This is the first time this prestigious global showpiece is being held on the African continent."

Earlier, the Cabinet urged South Africans to get into the spirit of the 2023 Netball World Cup tournament, where 16 nations will be participating, including our own Proteas.

South Africans are urged to fly the flag and the Protea colours on Fridays each

week, and communities in Cape Town and elsewhere are urged to prepare to host international players and guests who are likely to visit all parts of the country.

"South Africa works diligently and innovatively to attract such global events which place a spotlight on the country and create economic opportunities and support jobs in a range of sectors," Cabinet said in a statement.

Defending champions, New Zealand may come to Cape Town as favourites but their coach Noeline Taurua reckons the trophy currently belongs to every team.

"We don't believe that we have ownership of that cup," said Taurua. "The cup now belongs to everybody so every game will be tough. That mentality to win every game is paramount, so it's not a guarantee at all."

New Zealand claimed the trophy for a fifth time when they beat Australia by just one goal in the final four years ago in Liverpool. Six of the players from that squad will compete in this year's tournament.

Having since had to settle for bronze at the Birmingham 2022 Commonwealth Games after being beaten by Jamaica in the semi-final, the Silver Ferns are aware that repeating their heroics of four years ago will come with its challenges.

"I think there is pressure that goes along with whether you're defending or not. Our messaging that we'd like to put across is that we are out there to win like everybody else," explained Taurua, who has coached the Silver Ferns since 2018.

"I think Australia are number one because they are the best and you can't deny the consistency of their ability to perform under intense pressure.

"I think another thing that we have to be mindful of is that everybody has the opportunity to put out a good performance every time [they are] out on court; you can't negate anybody.

Home support for the Proteas would also put them in with a shout! Let's rally behind the Netball South Africa team.