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# Inside Education

MARCH/APRIL 2024

QUARTERLY EDITION

INSPIRING MINDS

## Democracy @ 30: Education is a work in progress

From apartheid to democracy: South Africa's Education Chiefs



**Prof Sibusiso Bengu**  
1994 – 1999  
First democratic Minister of Education



**Prof Kader Asmal**  
1999 – 2004  
Minister of Education



**Naledi Pandor**  
2004 – 2009  
Minister of Education



**Angie Motshekga**  
2009 – Present  
Minister of Basic Education



**Dr Blade Nzimande**  
2009 – Present  
Minister of Higher Education and Training, Science and Innovation

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# Education News

## Long walk to a better education

EDWIN NAIDU

**W**hen the democratic government took power in South Africa in 1994, it faced an incredible challenge to undo the systematic underdevelopment of most children who studied in South African schools under apartheid.

Education policies such as the Outcomes-Based Education (OBE), Curriculum 2005, and subsequent initiatives have significantly shaped the lives of ordinary South Africans over the past three decades of democracy in the country.

These policies addressed historical inequalities by improving black South Africans' teaching and learning conditions and achievements while promoting inclusive education.

A milestone achievement was the introduction of free primary education, which facilitated greater access to education for marginalised and vulnerable communities by reducing financial barriers and increasing enrolment rates among disadvantaged learners.

In 1982, the apartheid government reportedly spent an average of R1,211 on education for each white child and only R146 for each Black child. National Party MP Piet Marais was the last apartheid Minister of Education between 1992 and 1994. His replacement under the country's first democratically elected President, Nelson Mandela, was Professor Sibusiso Bengu from 1994 to 1999. Underpinned by the provisions of the South African Schools Act, Bengu drove the amalgamation of 17 apartheid education departments.

In an interview with the writer during his tenure, Bengu stated that his task was akin to piloting a plane



UCT's Prof Joanne Hardman

that had to turn without crashing. He was proud of his achievements.

Under Bengu, parents were exempt from paying school fees from 1998. Still, he will be remembered as the Minister responsible for introducing the new Curriculum 2005 (C2005), a proposal for transforming the approach of school education in South Africa, and OBE.

Teachers and opposition parties roundly criticised it, which led to its review under his successor, Kader Asmal, who called it flawed. In essence, OBE lost its way into the heart of education in the classrooms. Most teachers needed to learn what to teach (content, reading, writing) or how to teach.

Prof Bengu's proposals transformed the tertiary system, dismantling the fragmented, inefficient, and inequitable higher education system of the apartheid era. Today, South Africa has a single, national, and coordinated Post-School Education and Training sector (PSET) open to all.

Enrolments have increased significantly, and through the establishment and expansion of the National Student Financial Aid Scheme (NSFAS), poor students now have much-expanded opportunities to access and participate in the post-school education and training sector. University research outputs have increased significantly, and several universities are internationally recognised as citadels of excellence.

Professor Asmal, appointed by President Thabo Mbeki to serve between 1999 and 2004, introduced far-reaching reforms, including university mergers and the amalgamation of Technical Vocational Education and Training colleges. Prof Asmal also made surprise visits to schools to ensure learning and teaching were taking place as required. He also set his sights on varsities, warning that he would impose quotas if tertiary institutions did not implement affirmative action for staff and students. Asmal died on 22 June 2011.

Between 2004 and 2009, Dr Naledi Pandor presided over a complete overhaul of the education system, initiating reforms to the country's failed implementation of the OBE system. Mbeki resigned in 2008 and left Kgalema Motlanthe in charge. Motlanthe retained Pandor in her position in his interim cabinet.

After the 2009 general election, Jacob Zuma became the new President of South Africa. He unbundled the Education Ministry into two new portfolios, appointing Pandor to the newly established Minister of Science and Technology post in May 2009. Under her tenure, with Pandor as an inspiring champion, South Africa won the bid to host the Square Kilometre Array (SKA) in the Karoo region.

Following the splitting of the education portfolio, long-serving Angie Motshekga first took a bow in 2009 as Minister of Basic Education, while Dr Blade Nzimande began his stint as Minister of Higher Education and



Professor Tshilidzi Marwala

Training in the same year.

Motshekga believes she has brought stability to the curriculum. The matric results have also provided a barometer of success, with Early Childhood Development a critical pillar laying the foundation for a solid future.

But the jury remains out on Nzimande. In 2017, he was axed from the education portfolio amid student unhappiness over his leadership. He famously said, "Students must fall," colluding with varsity management to stop protests.

Since returning under President Cyril Ramaphosa in 2019 with science and technology added to his responsibilities, Nzimande has had to fend off one controversy after another. However, establishing a single system of universities and TVET colleges is one of his legacies. Funding irregularities under the National Student Financial Aid Scheme have seen Nzimande embroiled in controversy, claims he has denied but failed to follow his threat to sue, suggesting that it was all bluster. However, several claims of corruption involving his appointments at several learning institutions under his watch have not helped his case.

One of the key architects behind the post-apartheid tertiary system, Professor Jairam Reddy, says it is time to review the state of higher education and make recommendations for any contemplated changes. Unlike the National Commission on Higher Education (NCHE), which he chaired, this should be a shorter exercise – perhaps six months in duration and involving about five experts on higher education, including one international expert. The remit could be as follows: What are the strengths and weaknesses of the current state of higher education? Secondly, he asked whether the mergers had worked. A third aspect would focus on the quality of our higher education system, while race and its implications in the higher education system must be explored. Funding

of the higher education system – is it adequate and equitable? and examine the efficacy of NSFAS. Finally, the professor proposes an assessment of corruption and mismanagement in higher education.

of the higher education system – is it adequate and equitable? and examine the efficacy of NSFAS. Finally, the professor proposes an assessment of corruption and mismanagement in higher education.

One of the country's top academics, Professor Tshilidzi Marwala, the former vice-chancellor of the University of Johannesburg and now Rector of the United Nations University in Japan, says one of the often ignored facts about post-apartheid research in higher education is that South African universities do more research today than ever before. Furthermore, the proportion of people with doctoral degrees in South African universities is also historically high.

"What is missing is taking this research into innovation and products," Marwala told Inside Education.

However, post-democracy, great emphasis was placed on the schooling sector. The launch of Curriculum 2005 (C2005) in March 1997 signalled a move from content-based to outcomes-based education and from the fundamental pedagogics under apartheid to progressive pedagogy, with the student having a central role in learning.

University of Cape Town's Prof Joanne Hardman says that while OBE owed some of its substance to international education developments, it is incorrect to assume it was imported wholesale from any country.

She believes OBE owes some of its elements to the National Training Board (NTB) and Congress of South African Trade Unions (COSATU, at the time South Africa's largest labour union). Together, they produced the National Training Strategy Initiative policy document, which provided the foundation for the national training strategy that was later developed.

"If one appreciates OBE's genesis in the labour movement, one can begin to understand one of the key critiques facing OBE today: that teaching in South African schools

# Education News

## system for South Africa's learners

using OBE serves a skills acquisition, rather than a development, function. The need to move away from a curriculum that separated mental and manual work or academic and vocational training was recognised in the curriculum's focus on integrating education and training," she says.

Thus, the ideological thrust behind C2005 was outlined in the White Paper on Education and Training (1995) and the South African Schools Act (1996), emphasising the social justice imperative to provide quality education for all through developing democratic citizens capable of participating in the knowledge economy of the 21st century.

Prof Hardman says OBE sought to address past inequities and level the playing field for students across South Africa. However, the problem facing those who were tasked with implementing OBE was that South Africa's hugely unequal schooling base could not ensure the material or human re-

sources required for a curriculum that focused on using a variety of resources to teach to outcomes.

"Moreover, teachers' training was unbelievably unequal, with those taught in former 'black' teacher training colleges not having been prepared to meet the rather opaque 'critical' outcomes required from the curriculum. Lack of training in how to implement an outcomes-based model of pedagogy, coupled with teachers' underdeveloped conceptual skills due to unequal training, meant that OBE was doomed from the start," she says.

Respected educationist Professor Jonathan Jansen warned in 1999 of C2005's potential failure because he understood and had worked in South Africa's unequal schooling terrain.

"Unfortunately," adds Prof Hardman, "Jansen was right; C2005, although admirable in its quest for social justice, resulted in a radical form of learner-centredness that soon appeared to disadvantage the very

students it was meant to promote, namely, poor second-language students in under-resourced schools with poorly prepared teachers."

"In a country with the highest Gini co-efficient in the world, the one-size-fits-all, underspecified curriculum presented as C2005 had little chance of succeeding without serious teacher training.

She says that for many, OBE had failed to achieve its emancipatory goal of educating all South African schoolchildren.

Two years after implementation, the C2005 was reviewed, given the challenges. The Review Committee into Curriculum 2005 Report found that C2005 was over-designed and under-stipulated.

In its attempt to pursue a policy of integrating subjects and real-world material, C2005 rendered the sequence, pacing and progression requirements, especially of the gateway subjects of language, mathematics, and science, invisible to teachers and students alike. The

result could have been much better learner progression. One main lesson of the Review was thus that the explicitness of the learning and evaluation requirements could not, under present South African conditions of learning, be sacrificed in the name of learner-centredness without impairing learning. This lesson was embedded in the National Curriculum Statement (NCS) for grades 1 to 9, which was rolled out in phases from 2002 to 2009.

By 2009, this curriculum was again under scrutiny for its focus on OBE and painfully low attainment in students' outcomes. The NCS Review Report focused on what is to be learnt rather than vague outcomes, suggesting that "clear content, concept and skill standards and clear and concise assessment requirements" should replace the notion of outcomes.

Prof Hardman adds that revisions to the NCS did not specify a constructivist pedagogy, although the understanding that children

are active in constructing knowledge was accepted. Following the NCS review report, a new Curriculum Assessment Policy Statement (CAPS) was introduced in 2014, focusing more on specifying knowledge and assessment standards.

However, CAPS is very administration-heavy, leaving little time for teachers to develop deep knowledge and understanding.

Moreover, teachers have once again received very little training in how to deliver CAPS and how to effectively teach in a constructivist manner that aims to develop children cognitively.

The impact of CAPS on children was found to have led to an increase in anxiety amongst ever younger children due to the content-heavy curriculum, over-assessment, rigidity of the curriculum and the excessively fast pacing needed to cover such a content-dense curriculum.

"With CAPS, it seems, we have

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## DG's Corner

# SAFE projects in the Eastern Cape aim to give dignity to learners

HURBERT MWELI

Innovation will be key to mitigating challenges affecting the quality of some of the projects in Eastern Cape schools and the SAFE project – a public-private partnership aimed at giving dignity to learners – does exactly that.

The Department of Basic Education recently visited 102 schools in three Education Districts to ensure that deadlines were met and that Implementing Agents completed projects on time.

The focus has been on projects allocated to the National Education Collaboration Trust (NECT) Implementing Agent.

The launch of the SAFE partnership between the government, private sector and civil society was announced on 14 August 2018, when President Cyril Ramaphosa spoke of the need to “spare generations of young South Africans the indignity, discomfort and danger of using pit latrines and other unsafe facilities in our schools”. He described the appalling sanitary conditions at many of the country's schools as “an urgent human need”.

The President invited international agencies, the private sector and non-governmental organisations to support the SAFE initiative to provide innovative, safe ablation facilities at 3,898 mostly rural and township schools. He also called on companies to help construct models of new-technology toilets as the core component



Basic Education Director-General Hurbert Mathanzima Mtweli

of the plan for each school.

The ground-breaking SAFE project arose out of a Memorandum of Understanding between NECT and the DBE to collaborate on developing sanitation appropriate for schools. The objective is to eradicate unsafe and age-inappropriate pit latrines in schools and give dignity to learners and teachers.

NECT's role in the SAFE project is to mobilise funding for the initiative from the private sector, civil society, and government. The government, through the DBE, has committed to matching pri-

rate sector funding rand for rand.

The NECT has established an internal Project Management Office, which has recruited experienced professionals from the built environment in the following disciplines: engineering, quantity surveying, architecture, project management and social facilitation.

The NECT is managing funds from both the private sector and the public sector for the implementation of SAFE projects in Limpopo, Kwazulu-Natal and Eastern Cape.

The NECT has completed ablation facilities in 20 schools funded

by the private sector. Additional ablation facilities in 20 schools were completed in September 2020. In total, ablation facilities in 40 schools will be completed using private-sector funding.

However, key challenges facing the NECT revolved around cost reduction because the cost per seat from construction contractors for building sanitation facilities was too high.

Building contractors charged normal brick-and-mortar prices for alternative building technologies. Depending on the sanitation technology used, these costs range from R50 000 to R85 000 per seat.

From the NECT experience, the average cost per seat for alternative building technology using dry sanitation should have been R35 000.

Another challenge was hygiene, specifically the cleaning of sanitation facilities. Most schools don't have cleaners to ensure health and hygiene, making sanitation facilities unsustainable in the long term.

The SAFE initiative requires that old toilets be destroyed when the new toilets are handed over to schools. Some schools refuse to demolish the old toilets because they want to convert the buildings for alternative use, which is unacceptable.

However, lessons learned during the project emphasised the need for consultation and education. The school community must be consulted on selecting sanitation technology through social facilitation.

Most schools want waterborne

sanitation, but unfortunately, this is not feasible when there is no water and municipal bulk infrastructure. As a result, community education on the choice of technologies must be prioritised.

Sanitation facilities constructed using alternative building technologies were quicker and more cost-effective than conventional brick-and-mortar buildings. The NECT completed the construction of sanitation facilities with 24 seats at a school within 14 days.

The DG led a team of various experts in education planning development and implementation, finance and accounting, engineers, quantity surveyors, architects, and project managers to accomplish this huge task to ensure that the DBE fulfils its role of monitoring and support.

Weather conditions were fair, and the team navigated bad terrain on days one and two to monitor 26 and 24 schools, respectively. On day three, the team managed to monitor 23 projects, and on Thursday and Friday, 24 and 5 were monitored, respectively.

Most projects have reached practical completion but have errors, omissions and poor workmanship which need urgent attention. A report will be shared with NECT officials for a remedial plan to urgently address the aforementioned.

But certainly, innovation must be a priority to salvage some of the challenges affecting the quality of some projects.

## Minister's Corner

# Long-term improvements in Grade 12 results depend on the primary level

ANGIE MOTSHEKGA

The 2024 Basic Education Sector Lekgotla took a hybrid format at the Birchwood Hotel and OR Tambo Conference Centre in the Gauteng Province under the theme “Equipping learners with knowledge and skills for a changing world.”

The ninth milestone, the annual Basic Education Sector Lekgotla, occurred in Kempton Park from 14 to 16 March 2024.

The Lekgotla has, since 2016, evolved from a national to an international dialogue.

The goals and objectives of the Lekgotla are to deepen the understanding of “where we are coming from”, with a particular focus on developments in the sector over the last decade, as well as the global and local challenges and opportunities associated with the 21st Century context for an envisaged strengthened curriculum.

Focus areas include strengthening Early Childhood Development (ECD) and foundational learning, harnessing digital technologies more efficiently, including emerging Artificial Intelligence (AI), entrepreneurship, teacher development and support, and modernising learner assessment.

The DBE launched the Spotlight Report on Basic Education Completion and Foundational Learning, providing evidence-based insights and analysis of foundational learning in South Africa.



Minister of Basic Education Angelina Motshekga

The report calls for urgent action to increase access for all children and boost primary pupils' reading, writing and mathematics skills.

The African Union has designated 2024 as “The Year of Education in Africa” under the theme, Educate an African fit for the 21st Century: Building resilient education systems for increased access to inclusive, lifelong, quality and relevant learning in Africa.

As we convene under the theme

of revitalising and revolutionising the trajectory of basic education in our beloved country, we mark the continuation of our collective journey and the pioneering strides towards educational excellence in a new era.

I want to focus on a crucial truth: long-term improvements in Grade 12 results depend heavily on what happens at the primary level.

Interpreting data from primary education assessments like

SACMEQ (Southern and Eastern Africa Consortium for Monitoring Educational Quality) and PIRLS (Progress in International Reading Literacy Study) can be more challenging than analysing TIMSS (Trends in International Mathematics and Science Study) results for Grade 9. This is partly due to statistical adjustments.

However, both assessments paint a similar picture. Before the pandemic, primary education witnessed improvements comparable to those of TIMSS.

While roughly 80% of South African learners did not reach the low international PIRLS benchmark in 2016 and 2021, this doesn't imply complete illiteracy.

The limited number of developing countries participating in PIRLS and TIMSS makes it challenging to compare South Africa's performance directly with that of other developing nations.

Disappointingly, the 2015 to 2019 TIMSS Grade 4 mathematics trend showed no improvement. This predates the pandemic and requires further investigation. A potential explanation could be budgetary constraints leading to increased learner-educator ratios and larger class sizes.

2024 is set to be significant, with the release of results from various international assessments scheduled. These assessments are crucial barometers of our progress, highlighting our successes and identifying areas requiring concerted effort and innovation.

For instance, our participation in the Teaching and Learning International Survey (TALIS) has been instrumental in shedding light on the dynamics and challenges our educators face. The forthcoming main study in 2024, building on the field trials conducted in 2023, promises to offer invaluable insights into improving teaching methodologies and learning environments across our schools.

Similarly, the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SEACMEQ) V study, encompassing nearly 7,000 learners across a sample of 314 schools, is poised to provide a comprehensive analysis of educational outcomes in the region.

The eagerly anticipated results, set for release this year, will undoubtedly inform our strategies for enhancing learner achievement.

As we deliberate on the future of basic education in South Africa, let us anchor our discussions on the rich data and insights gleaned from these international and regional assessments.

Let us forge a unified vision that not only aims to transcend the benchmarks set by the global community but also ensures that every South African learner is endowed with the knowledge, skills, and values necessary to thrive in an increasingly complex and interconnected world.

Together, we must sculpt a future for South African education rooted in equity, efficiency, quality, inclusivity and sustainability.

# Closing the skills gap between rich and poor needs industry-academia collaboration

SHAHIEM PATEL

Several issues and challenges facing South Africa could be linked to the country's history. It is well known that amongst these issues, quality, affordable education remains inaccessible for the vast majority of South Africans. However, this is not true for all South Africans. There is a seemingly obvious divide between those who can access quality education and those who cannot. That divider is money.

Generally, the rich have access to quality education, and the poor do not. The effect of this is that those who access quality education are likely to gain usable skills,

and again, those who are not wealthy are unlikely to gain valuable skills. In this perpetual cycle, we start to see the emergence of a skills gap between rich and poor. Gaining skills is a means to enjoy some financial benefits. Ultimately, this skills gap results from economic inequality and furthers inequality.

Further compounding the problem is that even those who can access quality education might be entering the working world with skills that were needed at some point in the past (not necessarily in the distant past). Yet, their skills still need to be updated and relevant. Something needs to be done to address this, particularly

the gap between relevant skills demanded by companies and those in supply from the labour market.

The obvious solution is for academic institutions, businesses, labour movements and students to engage and collaborate closely. In particular, the collaboration between academia and industry has the potential to fundamentally address the skills gap because there will be closer proximity between the generators (academic institutions) and consumers (companies) of skills required to drive economic growth in South Africa.

The first principle of collaboration ought to be encouraging lifelong learning as a culture in South Africa. If technology and social forces result

in constantly changing needs and demands, lifelong learning ensures that the workforce remains updated on those evolving forces.

Integrating academia with real-world challenges exposes learners to business challenges and opportunities during their studies. In many instances, work-directed learning could be used to assess students. This has the benefit of preparing students for the so-called “real world” of work whilst they are in the environment of an academic institution.

When collaborating, the principle of workplace readiness, 21st-century digital skills, and employability programmes must be prioritised.

As South Africa stands at the

crossroads of tradition and innovation, the collaboration between industry and academia offers a beacon of hope. By bridging the skills gap through partnerships that foster lifelong learning and workforce readiness, South Africa can address its immediate employment challenges and position itself as a leader in the digital age. This journey requires commitment, innovation, and collaboration across all sectors of society. Yet, given the resilience and spirit of the South African people, it is a challenge not just to be met but embraced as an opportunity to redefine the future.

Dr Shahiem Patel is the Dean of Regent Business School

# Blacks, females make strides in attaining education

THEBE MABANGA

A new report by Stats SA shows that Black Africans, females and even children between the ages of 0 and 4 years have made huge strides in attaining education in the thirty years since South Africa became a democracy.

The report, titled Census 2022: A profile of education enrolment, attainment and progression in South Africa, showed that previously marginalised communities have embraced the opportunity to improve their education and skills level in large numbers. It compares education attainment levels and progression between the 1996 and 2022 Census, a

period of 26 years. “One of the most notable achievements is the significant increase in enrolment rates across all levels of education,” the report notes. “Enrolment rates have seen unprecedented growth, reflecting improved access to education for previously marginalised communities, resulting in higher educational achievements.”

A key factor in the improvement to education access, especially to Early Childhood Development (ECD) has been the Schools Act of 1996, which made Grade R compulsory. As a result, 87% of four-year-old children attend an ECD facility while 73,5% of three-year-olds attend. 60% of children attending ECD are in urban areas while the rest are in

rural or peri-urban areas.

The report highlights the fact that substantial strides have been made in education reforms, including the establishment of no-fee schools, school nutrition programmes, improved access to scholar transport, implementation of the child support grant, and introduction of the National Student Financial Aid Scheme (NSFAS), all of which have had a significantly positive impact on enrolment, particularly among previously disadvantaged groups.

According to the report, educational progress, particularly among the black African population in South Africa, is evident. The percentage of individuals aged 25 years and older with only primary education or less

has declined substantially, from about 57,9% in 1996 to 22,2% in 2022. “This decline underscores a considerable shift towards higher educational attainment levels among this group over the past three decades” the report says.

The report also shows a substantial increase in the attainment of secondary education among black Africans. The percentage of individuals with secondary education more than tripled from 9,4% in 1996 to 34,7% in 2022.

The Census data also shows a large increase in tertiary education attainment with the gaps between coloureds and black Africans having closed. “This surge in secondary and tertiary education attainment signifies a positive trend towards greater access

to and completion of higher levels of education within the black African population group,” the report says.

In 2022, the gender gap in tertiary education attainment was nearly closed, with the percentage of females surpassing that of males. About 13,1% of females attained tertiary qualifications, compared to 12,3% of males. In 1996, only 6,7% of females and 8,6% of males had obtained tertiary education. “The narrowing of the gender gap is particularly noteworthy as it signifies progress towards gender equality in educational opportunities and outcomes,” says Stats SA, which also notes that the gender gap is still evident at higher levels of Masters and Doctoral level.

## Teacher's Corner

# As a child Khensani dreamed of being an astronaut but now she is flying high in the banking space

EDWIN NAIDU

As a young girl from a rural village in Eswatini, she wanted to boldly go “where no man has gone before”. But Captain Kirk and his merry men ensured that women must wait their turn in space – in reality and on the television screens. Khensani loves reading. Her favourite teacher gave free rein to her vivid imagination. She wanted to become an astronaut. While her desire did not materialise, she has excelled in her chosen space in the marketing world.

Today, Khensani, the 2023 Scopen Top Most Admired Marketer in South Africa, still has an expansive imagination. But she is focused on doing good as the charismatic and much-loved leader as Nedbank Group Executive for Marketing and Corporate Affairs.

It's been an incredible journey for the young girl born in the rural area of Fonteyn in the country formerly known as Swaziland. She never dreamed that all that she had achieved would be possible.

But she told delegates at the International Advertising Association conference in Malaysia from 6 to 8 March, where she spoke on the future being female, that her grandmother and mum believed in her. “And that's why the past, the present, and the future are female. Believe it.”

Previously, Khensani marketed and promoted skin care products, a famous liquor brand, and a mobile operator. The financial world, however, has taken her career into orbit, with countless industry awards, making her one of the country's most powerful women in marketing.

As the marketing executive and a Nedbank Group executive leadership member, she ensures the cohesive and consistent alignment between marketing messaging, brand positioning, and business objectives across the group while providing strategic input into various Nedbank structures, committees, and partnerships.

Khensani joined Nedbank in September 2017 as Executive Head of Group Marketing before being promoted to her current role and the Nedbank Group Exco in May 2018. Her 20-year marketing career has afforded her invaluable experience in several leading South African and



Khensani Nobanda thanks her inspirational teacher for setting her on her dreams.

multinational organisations.

After starting as an assistant brand manager at Unilever, she rose to eventually head up the Skin Category for Unilever in Africa, the Middle East, and Turkey. Before joining Nedbank, various leadership and executive roles followed this in Diageo, South African Breweries and Vodacom.

Khensani has a BCom from the University of the Witwatersrand, an MBA from GIBS and an Advanced Management Program from Harvard Business School, where she was nominated as representative for that cohort. She is a member of Effie Awards South Africa and the Loeries boards, a Jury President for the Bookmarks Awards, and a sought-after public speaker.

She has amassed several accolades in recognition of her contribution to the industry, including top honours as winner of the Loeries 2021 “Marketing Leadership & Innovation” award and the “Marketing Industry Leader of the Year” award by AdFocus, as well as the 2022 “Most Admired Marketer in South Africa” award by Marklives.com. She was among the three most admired marketing professionals rated by marketers and agency professionals in the Agency Scope 2023/2024.

books...that seemed like an easy pass for me. History is essential because, to move forward, we must learn from the many stories of our past. They give us context and allow us to see the present in that context. Also, learning history builds up a repository of knowledge that allows one to engage in many topics.

**Has this influenced your choice of career?** Maybe a little bit. Indeed, brands have roots and histories that we must respect. So, as much as we can reposition brands, we must never forget where that brand comes from and build from that past to ensure that whilst we look forward... we look forward rooted in the past.

**What was the one phrase from any teacher that stuck with you or inspired you?** Don't give up on what you enjoy, she would say – even if other people want you to do different things, I'm happy you know what you love doing and always keep at it.

**Have you kept in touch with your favourite teacher?** Unfortunately, she passed on. I returned to primary school as part of my #40before40 journey. I planned 40 things to do before I turned 40, and one of them was to return to St Michael's. It was surreal standing in front of that grade

I class and reflecting on the fact that it underlined a big part of who I was.

Why are teachers so important to society? Phew... a big question. In summary, they give kids the opportunities and possibilities for “A Better Life.” I know that without the education I received, I wouldn't be where I am.

Finally, what advice do you have for learners today? For a seed to grow, it has to land on fertile ground. Your attitude is the most important thing, no matter how good the teacher is. I realised that education was MY road to success, so really, during my schooling, even as I sometimes didn't agree with my teachers, I used that as an opportunity to have a good debate where I could come off it more knowledgeable. I loved school because I was clear that school was going to be the road to my success.

One final question: did you imagine ending up where you are today while at school, and why is it important to believe in one's dreams? I thought I'd be an astronaut. At no point did Mrs. Brenton Smith say that's not possible for a young black girl from the Southern tip of Africa. So, whilst I never became an astronaut, she encouraged me to lean into my dreams.



Khensani Nobanda on a school outing to the beach

## NSFAS – Advertorial

# NSFAS Tintswalos - treasured pearls of a working government

ISHMAEL MNISI

President Cyril Ramaphosa's expressive analogy of Tintswalo as a measure of government' success and transformation progress in a democratic state is an experienced South African reality.

While some opposing views frowned upon President Ramaphosa's State of the Nation Address, it would however be disingenuous for anyone to suggest that the 'revolutionary vehicle is not yet in motion' and that we do not have real beneficiaries of the policies of our democratic government.

Truth be told; our democratic government is hard at work changing the lives of many South Africans. In the past 30 years of our democratic state, a lot has changed for the majority of working and poor families in South Africa including in the provision of education, be it basic or post-school education and training.

Government has established strong institutions to protect and advance fundamental freedoms and human rights of all South Africans. Millions of lives have been transformed through the provision of necessities that enable the creation of opportunities that never existed before.

The story of Tintswalo resonates deeply with many South Africans who have unplugged the agonising cord of poverty in their homes. It is a story that will forever find its revolutionary voice and power from those who refuse to overlook what has been done. This is articulated succinctly through social media hashtags such as “#IamTintswalo”.

Delving into the milestones of our democratic government's post-school education and training (PSET) funding, amongst others, through the National Student Financial Aid Scheme (NSFAS), one can't ignore but stand to appreciate the strides made throughout the years. It is through telling good stories like that of Tintswalo that many would know that NSFAS has proudly funded more than five million students since inception.

From the early years of the Tertiary Education Fund of South



Africa, the scheme has grown from funding 49% of black student to almost 71% today. In 1991, the scheme funded at least 7,000 students with a budget of almost R21 million.

In 2023, NSFAS funded

764,421 number of students, and disbursed R46 billion to both universities and TVET colleges.

Students who are approved for NSFAS funding are covered for registration, tuition, food, accommodation, transport, learn-

ing materials and personal care allowances. This is indeed comprehensive wraparound student funding, which is second to none in the world.

For the 2024 academic year, NSFAS will spend almost R50

billion on more than 1.1 million students to enable more expanded access and success to education for the children of the working class and the poor.

Adding to this, to maximise access to education and to increase the number of our Tintswalos, government through the Department of Higher Education and Training, has since implemented the first phase of the Comprehensive Student Funding model. Again, this loan scheme is administered by NSFAS to cater for the missing middle students.

Tintswalo inspires hope in many of our youth and remains an enabler of change and a precious treasure of government that serves as a barometer of its developmental efforts, over 30 years of our democratic government.

No matter how bitter the appreciation pill is for some to swallow, it is important to concede that the transformation vehicle is in motion and gathering speed.

Mnisi is NSFAS Spokesperson and Head of Communications

# NSFAS – Advertorial

## NSFAS student grants help to boost local economies across SA

LUCAS LEDWABA

Property rental entrepreneur Mapula Mamabolo remembers a time when students from the University of Limpopo who were battling to find accommodation would show up on her doorstep pleading to be taken in.

“They would plead to even come to stay with us in our house. These were mostly children who came from far away and from very poor families,” she recalled. Mamabolo of Mamotintane Village near the University of Limpopo in Mankweng saw this as an opportunity to help desperate students and make a living.

The area which was once a sparsely populated rural village has experienced somewhat of a property boom sparked by a need for accommodation by students who could either not afford or find lodgings at the university.

The University of Limpopo campus in Mankweng is the economic heartbeat of the area. Its population has grown from 22,000 in 2001 to about 92,000 in 2023.

The increase in the rollout of NSFAS grants has also seen a huge increase in the number of students flocking to the area after being admitted by the varsity.

Realising the growing need for student accommodation, Mamabolo used the little savings she had from a temporary job to build four rooms on her property in 2008. She now has 10 rooms accommodating students from the university.

“It was not easy back then because they were paying for themselves. It was hard because most had to wait for elders to send them money from their grants to pay their rent. It wasn't easy,” she said.

Mamabolo said that although she isn't registered with NSFAS and isn't being paid directly by the scheme, the grants extended to students have come in handy.

“They [NSFAS] pay the students who then pay us. There has been a huge difference. Some of the students were really starving. Some were even forced to venture into the bush to harvest wild vegetables and fruit,” she said.

Mamabolo recalled one particular case where a student from the



university showed up with almost nothing but the clothes on his back.

“We had no choice. We managed to feed the student for a long time until he graduated. There have been many of them and they have now graduated. They even send me messages and gifts on my birthday,” she said.

In an area where jobs are scarce, Mamabolo said the intervention of NSFAS has made a huge difference in the lives of the local community.

“I am not working but I'm grateful I am able to take my children to school. I'm not begging from anyone. NSFAS has made a difference in the lives of the students, but also in the lives of residents here because at least we can survive. Before that, it was really hard,” she said.

Student spending has also helped to stimulate the local economy. Grocery stores, fast food outlets and street vendors are cashing on the financial flows from students.

A 2019 paper focusing on the University of North West in Potchefstroom noted that “the economic benefits of a university are much more significant than might initially be assumed.”

The paper titled Economic impact assessment of a South African university campus: A case for promoting on-campus contact learning, also found that “student spending has a direct and significant impact on the economy and helps to promote national income and employment creation within the province”.

A 2014 paper titled The contribution of higher education institutions to the South African economy further noted that one of the indirect effects of this is that “universities purchase goods and services from other sectors in order to support their own activity, thereby stimulating activity within those industries. The supplying industries also buy from other suppliers in order to fulfill university orders, and those suppliers in turn buy from others, so there is a ripple effect.”

It also noted that “universities pay wages and salaries to employees, who in turn spend this income on consumer goods and services. This spending creates wage income for employees in other sectors, who also spend their income and so on, creating a ripple effect throughout the

economy as a whole.”

NSFAS beneficiary and first-year Bachelor of Education student Ketina Papole, 18, from Dikgopheng in Ga-Dikgale Village, reckons she wouldn't be studying and staying in a rented apartment had it not been for the NSFAS grants she receives.

People who were orphaned in childhood, her younger sibling and three uncles were raised by her maternal grandmother through her old age state pension grant.

Papole pays R2,500 for her apartment which is fully furnished with a double bed, cupboard, cabinet, sink, toilet and shower. NSFAS provides her with a book allowance of R3,300 and a food allowance of about R2,000.

“I wouldn't be staying here. I would have been forced to stay home for a while and search for rooms that are much cheaper if it weren't for NSFAS,” Papole said.

She uses part of her grant to pay for accommodation.

“It is very good where I live because I am able to just focus on my studies and nothing else,” she said.

Another student, Seipati Ramoroka, 18, from Solomondale, reckons she would be staying

home and helping matric learners with their studies had it not been for NSFAS.

Her unemployed parents managed to raise the R3,000 registration fee after she was accepted at the University of Limpopo in February. She got a letter from NSFAS to say she would be getting a book allowance of R3,300 and R2,000 for meals. She also lives in a room in Mamotintane that costs R1,300 a month.

“It would have been challenging to stay at home and travel to university every day. There are lots of student accommodations in this village and near the campus which helps people like me who couldn't get accommodation on campus,” Ramoroka said.

“If it weren't for NSFAS I would be at home and not studying. I think I would be doing community projects like helping students with extra lessons,” she said.

Her aunt, cousin, sister and uncle also studied with the help of NSFAS even though they are now struggling to find work.

“NSFAS has really uplifted this place. I think if it was not for their intervention this area would be plagued by crime,” Ramoroka said.

# NSFAS – Advertorial

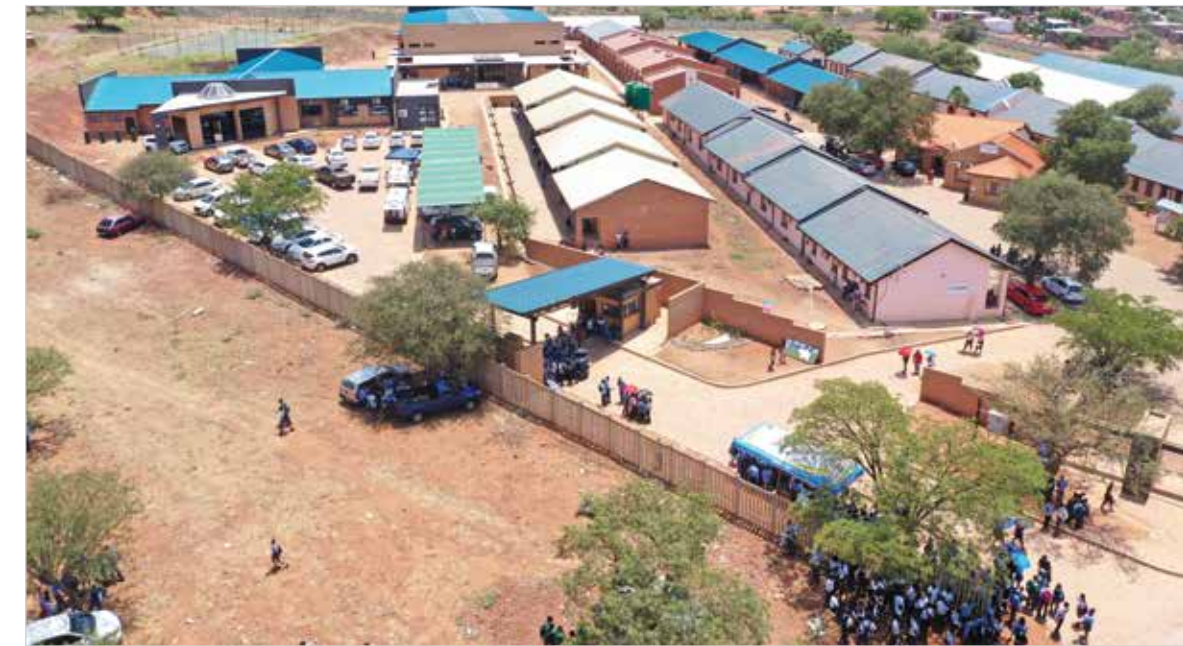
## NSFAS: The pilot accommodation project

JOHNATHAN PAOLI and XOLISA PHILLIP

NSFAS disburses R10.5 billion towards accommodation for students at universities and TVET colleges and the scheme's Chief Corporate Services Officer, Sibongile Mncwabe, says the scheme has been seeking ways to optimise the distribution of the funds to ensure the best outcomes for students.

TVET colleges receive R4 billion and universities the remaining R6.5 billion. NSFAS aims to distribute the funds in a manner that is transparent and effective through collaboration with relevant partners, stakeholders and institutions. The scheme works with 23 TVET colleges, 17 universities and other accommodation providers to students.

In 2021, NSFAS started a review of student accommodation with the view to address various issues including safety and suboptimal standards. The scheme began having conversations with partners, stakeholders and institutions about how to deal with long-standing problems in the provision of student accommodation that meets quality and safety standards, cre-



NSFAS's Chief Corporate Services Officer Sibongile Mncwabe says the scheme is streamlining its accommodation services to make them more accessible to students and stakeholders

ating an environment suitable for learning and study.

In 2022, NSFAS ran provincial workshops with partners, stakeholders, institutions and students to gather their perspectives about how best to resolve the quality and safety issues around student accommodation. Based on careful consideration of the information gathered, the NSFAS Board decided to introduce a student accommodation pilot programme in 2023.

However, the pilot programme has not gone exactly as planned but contains many valuable lessons for NSFAS.

In hindsight, Mncwabe admits that NSFAS now recognises there was “inadequate consultation with universities and landlords” despite the scheme's best efforts to be consultative. She also notes existing tensions among “students, landlords and universities” as an area of learning for the scheme.

NSFAS has now decided to embark on a drive to streamline its internal processes to make the scheme more accessible to students and roleplayers so that concerns can be addressed effectively. “We have appointed 39 well-known accrediting agencies to assess and grade private properties. Our interest is to ensure the playing field is levelled for all involved,” Mncwabe says. Teething problems notwithstanding,

the pilot has opened a window of opportunity for fruitful engagements with institutions, including the University of Johannesburg (UJ), one of the pilot sites.

In recent consultations with UJ, Mncwabe says the university welcomed the opportunity to minimise challenges and irregularities in accommodation provision through participation in the pilot programme.

Through the pilot, NSFAS has increased the number of beds available, with 88,000 provided by February 2024. In addition, the pilot paves the way for new developments and contributes towards infrastructure development and investment in local businesses, communities and economies.

“We are able to deal with students. We will be able to interface with institutions' systems as we deliver the project,” Mncwabe says.

She says it is noteworthy that NSFAS is using the pilot to eliminate disparities in student accommodation between universities and TVETs. Unlike in the past, when students were accommodated according to institution type, now, they can be housed under one roof based on their student status and not the kind of institution they attend, says Mncwabe.

## The vision for NSFAS – structure must follow strategy

XOLISA PHILLIP

At its core, the National Student Financial Aid Scheme (NSFAS) (Act 56 of 1999) was established to facilitate payments for eligible beneficiaries of the post-school education and training system, says the scheme's Acting Chairperson, Professor Lourens van Staden.

Van Staden, who has 40 years' experience in the post-school education and training environment, believes the scheme can process disbursements to qualifying students seamlessly with the appropriate systems and skills in place.

“We cannot keep doing our work with an outdated, almost archaic, organisational structure,” says Van Staden, adding that “there is a standard saying in the management sciences that ‘structure follows strategy’”.

Van Staden's name is synonymous with institutional turnarounds in the post-school education and training system, the most prominent of which is Walter Sisulu University in the Eastern Cape. A recent case he has taken on as administrator is the Mango-



Acting NSFAS Chairperson Professor Lourens van Staden

suthu University of Technology in Umlazi, Durban.

Van Staden professes a passion for historically disadvantaged universities and an affinity for working with students from the poorest communities in South Africa. He draws a link between access to the post-school education and training system with better economic outcomes for students who come from working-class backgrounds.

It is for the benefit of those

poor and working-class students, whose numbers have increased to 1.9 million over the years in seeking NSFAS funding, that the scheme must conduct its work without incident, he says.

“There is a new strategy designed to address the emerging and complex demands placed on NSFAS by rising recipient numbers,” he says. “It's about structure, technology and continuous professional development for our people.”

Van Staden was appointed to help optimise NSFAS's governance. He has, in turn, hired three turnaround specialists to assist the Board with the task. The specialists' areas of focus in the organisation are finance, financial systems and ICT, organisational review, project management and legal affairs, and accommodation.

“It is a well-known fact that currently in the accommodation space of NSFAS across South Africa, we are sitting with some substantive challenges,” Van Staden admits.

He envisages that the organisational interventions to be implemented by the Board and the turnaround specialists will ultimately benefit students.

Van Staden foresees a time when a student from a rural area arrives at a university and all the back-end preparations from NSFAS's side will have been fully deployed concerning the relevant distribution of funds for accommodation, tuition fees, and book and living allowances to coincide with the beginning of the academic year.

“We know our students are from backgrounds that are the poorest of the poor. All the funding should be there in their bank accounts or

the bank accounts of universities. There should not be any delays,” Van Staden says.

Therefore, an apex priority, he says, is developing a project plan in anticipation of the year ahead.

“We should improve on our project plan at the national level. The preparation for a particular year should be on point. It should be a sophisticated project plan for the system [that is] centralised, but also decentralised in a way for the different provinces.”

Van Staden views NSFAS as one of the most progressive interventions of the democratic era and the fulfilment of its mandate as critical. This is especially pronounced in the South African context, where for students from poor and working-class backgrounds' access to the post-school education and training system is a bread-and-butter issue.

For those reasons, Van Staden says NSFAS must be run along business principles. “We cannot manage NSFAS like we have done even three years ago. We need to be sophisticated and behave like a successful national entity. Systems should be designed upfront if you want to be successful,” he adds.

# NSFAS – Advertorial

## Chokoe is a bright, shining light for students living with disabilities

AMY MUSGRAVE

It's not every day that you hear a story like the one that Kgao-gelo Chokoe has to share. Years of misdiagnosis by doctors when she was a teenager, saw the Limpopo student being permanently confined to a wheelchair.

"In the blink of an eye" Chokoe's life changed, including missing out on most of her secondary school education because none of the schools in Mokopane in Limpopo, where she grew up, were able to cater for differently-abled pupils.

"I had a complicated medical history because when I started getting sick, the doctors could only identify that I had a skin problem, dermatitis, if I remember correctly," Chokoe says. "So, they started treating the skin problem, but then my situation just continued to escalate to such an extent that my muscles would just become weak. Every time I went for treatment, my muscles just got weaker and weaker."

"I ended up using a wheelchair because my spinal cord had problems. At one point I couldn't even balance, I couldn't even sit down," says Chokoe.

Realising she was now a paraplegic, she was angry and experienced emotions that today she still cannot explain.

"Initially I had to calm myself down and be like, you know what, this is the life you have to live right now. You can either hide or go out there as an advocate for the people who were born like this."

And that's exactly what Chokoe – the first woman president of the South African Technical Vocational Education and Training Student Association (Satvetsa) – does on most days.

Before she started studying at Capricorn TVET College in Polokwane, Chokoe wrote a test so that she could complete her matric. Despite missing years of secondary schooling, she passed matric.

It was then that she decided to go to college. However, coming from an underprivileged background meant that she needed to get funding for her studies. It took her three attempts from 2017 to get a bursary from NSFAS (the National Stu-



dent Financial Aid Scheme).

In 2019 she enrolled at the college and, thanks to the scheme, she has already completed courses in marketing and public management, and is now studying management assistance.

"NSFAS has helped me a lot," says Chokoe. "As a student coming from a financially disadvantaged background, I was leaving home for the first time and I needed accommodation and food."

"After I registered, I applied for my allowance. I was able to buy myself things that I needed such as toiletries and I had accommodation that was fully paid for by NSFAS ensuring that I'm safe and I can attend school every day."

"The NSFAS paying for my three courses has had such a positive impact on my life. Looking back, I know that had it not been for it, I would not have had access to higher education. And it means that I would have just ended up as a disabled person who is dependent on SASSA (the South African Social Security Agency). Perhaps, I wouldn't even be where I am today," she says.

As a student leader and a person living with a disability, Chokoe admits that while the scheme has improved over the years, there are still hurdles.

"When I was doing my first year, I remember my wheelchair was not functioning very well. I had to wait for the entire year and NSFAS did not deliver on the assistive device that I needed to move around in the institution," she says.

"But now I can see that slow-

ly but surely it is improving, even though it takes like four months. I'm hoping that in future, immediately after identifying that this new student [living with a disability] is enrolled in a higher institution of

learning, they start distributing these [assistive] devices because we need them at first entry."

When Chokoe graduates, she is set on pursuing a career in politics, with a focus on transforming

TVET colleges because she believes that everyone has the right to quality education.

In the meantime, as the leader of Satvetsa, she uses every single chance she has to speak about students living with disabilities.

"I think government law and policies have created the hope that differently-abled people will enjoy the same rights and privileges as non-disabled people. However, having looked at the percentages of students [living with a disability] enrolled in higher education, we only have 2.8%. And that is disappointing," she says.

To kick off her career in politics, Chokoe's ambition is to work in Higher Education Minister Blade Nzimande's office.

"I'm not sure as what, but even if they absorb me into the disability unit, that will be fine because I feel like I still need to do more to improve the TVET sector."

## NSAFAS supports a growing number of students living with a broad range of disabilities

AMY MUSGRAVE

Over the years, there has been a gradual increase in students living with disabilities who are supported by the National Student Financial Aid Scheme (NSFAS).

Depending on the bursary, a range of costs are covered including study fees, accommodation, assistive devices and learning materials.

In 2022, 1,770 students with disabilities received a comprehensive set of allowances from the NSFAS. And between 2016 and 2023, the proportion of students living with disabilities increased to around 0.8%.

In the higher education sector, there are a range of categories of disabilities. A sensory disability includes blind, partially-sighted, deaf people who use sign language to communicate, deaf students who use various means of communi-

cation such as speech/reading, cochlear implants, and deaf and blind.

Other disabilities include neurodevelopmental, psychosocial, physical, and chronic illnesses.

While the NSFAS also provides bursaries to poor and working-class students, there are several differences in the way it funds those with disabilities.

Students with disabilities may have a household income of up to R600,000 a year, while their able-bodied counterparts may not have a household income exceeding R350,000 to qualify for an NSFAS bursary.

Also, students living with disabilities may apply for human assistance. According to policy changes implemented in 2024, if the human support is in the form of a carer, the carer may be anyone selected by the student and approved by the institution.

Students qualify for a living allowance, which includes meals,

at R20,000 a year. And those at university get a R6,000 learning material allowance a year.

The assistive devices allowance is limited to R50,000 and is a once-off. These students also qualify for repairs and maintenance of the devices to the value of R2,000 every year.

Assistive devices are external devices that are designed, made, or adapted to assist persons with disabilities to carry out their daily activities and participate actively and productively in community life.

Any student who receives funding from a source other than the scheme, and it does not cover the total amount of their education, can apply to the NSFAS. However, this is only if the eligibility criteria are met.

If a student's external funding does not include allowances for disabilities as provided by the NSFAS, they can apply for these allowances from the scheme.

# Education News

## Mbilwi Secondary is in the running again for the Samsung and SITA Solve for Tomorrow contest

EDWIN NAIDU

Reigning champions Mbilwi Secondary School in Limpopo, which produced some of the country's most eminent academics, is among the 20 finalists for the Samsung and the State Information Technology Agency (SITA) 2024 Solve For Tomorrow Competition.

Aiming to bring out the best in public schools and learners, the competition has attracted many entries from schools across the country. The top 20 schools are now confirmed.

No surprises that Mbilwi, renowned for producing learners excelling in maths has made the cut once more. The school's past students include Professor Tshilidzi Marwala, the former University of Johannesburg vice-chancellor now working with the United Nations University in Japan.

Engineer and inventor Professor Mulalo Doyoyo, the former head boy, was another person who put the school on the map. He passed away suddenly on 14 March 2024.

Mbili is recognised as one of the country's top-performing public schools.

According to Hlubi Shivanda, Samsung's Director for Business Operations, Innovation, and Corporate Affairs, this critical stage of the contest is a good indicator of the country's future. The finalists are learning how to solve problems in their communities.

This is an opportunity for these schools to showcase their innovation and creativity in solving real-world problems.

Samsung, which inspires the world and shapes the future with transformative technologies, such as the latest S24 models boasting Artificial Intelligence, decided to heed a presidential call to launch this contest for schools and learners.

In this year's State of the Nation Address, President Cyril Ramaphosa noted that the power of collaboration in overcoming challenges can lead to significant achievements.

South Africa has made progress in the last three decades thanks to the spirit of partnership. The Solve For Tomorrow competition is a testament to the impact of public-private partnerships, and



The Solve For Tomorrow 2024 mentors

when these sectors come together, remarkable results can be attained.

Launched in Africa in 2023, this unique competition provides an opportunity for Grade 10 and 11 learners from public schools in underserved communities to apply Science, Technology, Engineering, and Maths (STEM) education to address the challenges faced by their respective communities while fostering creative thinking, problem-solving skills, and teamwork among learners. Its goal is to nurture socially innovative ideas, specifically focusing on environmental challenges.

Lenhle Khoza, B-BBEE and Transformation Manager at Samsung, said: "As a global electronics giant that has, in the past 30 years, consistently supported the country's transformation agenda, we are aware of the great importance of education through technology. This global Solve For Tomorrow initiative, which uses STEM as the critical component of empowerment, is helping us, together with our valued partners, to continue our quest of equipping young people from local public schools with critical skills and knowledge that they will need to build not only a better local economy but also the world at large."

Since its inception last year, the competition has helped learners grow and develop invaluable skills for success in the present and future. In conjunction with the State Information Technology Agency, 51 pre-selected schools were piloted nationally. This competition is an excellent way for learners to un-

derstand STEM better and display their scientific talents.

According to Tlali Tlali, the Head of Corporate Affairs at SITA: "We understand the importance of collaborations and are very excited about the prospects of our continued partnership with Samsung. As SITA, we remain committed to leveraging IT to support the delivery of e-Government services to all citizens, and we are always keen to be part of impactful programmes such as the Solve For Tomorrow competition that allow us to effect positive change in both our youth and communities at large."

The programme is designed to proceed through a phased approach. In the entry phase, schools nationwide are encouraged to participate in the competition. In phase one, the preliminary stage

of the competition, the Top 20 schools with the best entries for 2024 are announced, and they will proceed to the next phase. These schools will have the opportunity to address an environmental challenge and develop concrete innovations to assist in the betterment of society. They will be supported by assigned Samsung employee mentors throughout the process.

In the programme's second phase, Samsung will provide resources to the learners while mentors guide them. During this phase, the learners must research, develop, and submit their paper prototypes for the challenges identified in the preliminary phase.

To support the teams from the Top 20 schools for 2024, they will attend Design Thinking workshops in their respective regions. Addi-

tionally, the selected schools' teams will be sponsored with a Samsung tablet and data to assist them in research and communication with their mentors. This is a critical stage of the programme, and with Samsung's support, the learners will have the resources they need to succeed.

The Design Thinking workshops aim to teach learners valuable skills for approaching their work, thinking critically, and acting like designers. They will provide a cognitive and structured process for human-centred, creative problem-solving and encourage learners to build strong teams. Additionally, learners will learn how to research and develop workable solutions to address environmental issues in their communities.

The Top 20 Finalists will be required to submit paper prototypes of their solutions, which judges will evaluate to determine the Top 10 schools that will proceed to the next phase. The Top 10 teams will receive funding to develop physical prototypes of their solutions and present them to a panel of judges in the final stage of the competition.

The Top Three schools with the winning prototypes will win prizes of up to R100,000 each, which will go towards STEM equipment based on the unique needs of each school. Additionally, Samsung has decided to reward each learner in the Top three teams from schools with a Samsung device.

The ultimate goal is to emulate Mbilwi Secondary School, the 2023 winner – but whoever wins, communities and South Africa stand to benefit from innovative solutions.

**The Top 20 schools that have been selected include:**

**SAMSUNG**  
**Top Twenty Schools - SFT 2024**

School name	Province
1. Khwezi Lomso Comprehensive School	Eastern Cape
2. HTS Louis Botha	Free State
3. Lenakeng Technical School	Free State
4. Lekgarietsi Secondary School	Free State
5. Tsietsang High School	Free State
6. Tsebovane Engineering School of Specialisation	Gauteng
7. University of Johannesburg Academy	Gauteng
8. Buhlebemfundo Secondary School	Gauteng
9. Phulong Secondary School	Gauteng
10. NM Tsuene Secondary School	Gauteng
11. Lamula Jubilee Secondary	Gauteng
12. Mandisa Shicoka Maths and Science School	Gauteng
13. Ingqayizivele Secondary School	Gauteng
14. Umlazi Comprehensive Technical School	KwaZulu-Natal
15. Phendukani Full service High School	KwaZulu-Natal
16. Adams College	KwaZulu-Natal
17. Mbilwi Secondary School	Limpopo
18. Moyaneng Secondary School	Limpopo
19. Thengwe High School	Limpopo
20. Maphuthaditshaba Secondary School	Mpumalanga

Together for Tomorrow  
**Enabling People**

# Matthew Goniwe – Advertorial

## Parental participation in SGBs an imperative - Matome Chiloane

**W**ith the School Governing Body (SGB) elections drawing to a close, the Matthew Goniwe School of Leadership and Governance (MGSLG), is readying itself to train the newly-elected school committee members across Gauteng.

The MGSLG is an agency of the Gauteng Department of Education, established to oversee the training of education professionals. One of its training programmes is the capacitation of school governing bodies across Gauteng.

MEC of Education in Gauteng Matome Chiloane officially launched the 2024 SGB Elections on 2 March, at Raymond Mhlaba Maths, Science & ICT School

of Specialisation in Tshepiso, Roodepoort, and urged the SGB members to appreciate the importance of parental participation in school governance.

Every three years, schools in South Africa are expected to elect new SGB members, and the tenth cycle of elections took place from 1 – 31 March this year at all public, ordinary, and special schools throughout Gauteng.

Chiloane said parents needed to ensure they elect people who have the best interest of the school at heart in the upcoming elections.

“Don’t elect people who will cause confusion in schools,” he cautioned.

He urged all schools to adhere to the current regulations and procedures established for con-

ducting SGB elections as outlined in General Notice 786 of 1997.

Chiloane reminded SGBs to serve as guardians and caretakers of their schools and to set the schools’ culture and climate.

“The SGB election launch determines the school’s vision and mission, values and ethos, and policies,” he said while reminding parents that SGBs are established to ensure quality education for all learners at school.

“We have every reason to have so much faith in our SGB’s because, upon election, our governors go through several developmental programmes by the Matthew Goniwe School of Leadership and Governance to ensure that they are fit for purpose,” he said.

On challenges faced by the schools, Chiloane said SGBs need to find new ways to help the schools, such as cleaning the premises and finding people to help patrol the facility if crimes are taking place in the area.

The SGB chairperson of Thulani Secondary, Nkosinathi Thwala, said the SGB elections are happening at a time when schools are faced with challenges such as learners killing each other and some even shooting principals.

The MGSLG offers an induction programme for newly elected members of SGBs.

This programme is designed to enable them to seamlessly fit in and perform their roles and functions.

In addition, the MGSLG offers

the SGB Handover Programme, which focuses on training SGBs on the handover processes and procedures, to allow a smooth transition and functionality from the outgoing to the incoming SGBs.

The programme provides the new SGBs with records and information outlining the vision, the mission, and plans in order to understand their roles and responsibilities and ensures continuity of activities and plans so that the achievements of the outgoing SGB are not lost.

These programmes form part of the MGSLG’s commitment to empowering leaders for tomorrow through cutting-edge education, innovative programmes and ethical leadership.

Matthew Goniwe School of Leadership and Governance

### OUR SGB TRAINING PROGRAMMES

**ETHICS FOR SGBs**

Train SGB members to integrate ethical principles and values in all their roles and responsibilities.

**SCHOOL DEVELOPMENT PLANNING**

Assist newly elected SGBs to develop a three year strategic plan based on the mission statement of the school.

**MANAGING SCHOOL INFRASTRUCTURE**

Train and support SGBs in the management of school infrastructure. In order to improve planning for maintenance and handle minor infrastructure issues.

**POLICY DEVELOPMENT & LEARNER DISCIPLINE**

Capacitate SGBs on corrective measures and processes pertaining to Learner Discipline.

**SCHOOL FINANCIAL MANAGEMENT**

Train and support SGBs on methods to manage school funds and improve accountability.

# Matthew Goniwe – Advertorial

**G**auteng’s brightest young minds gathered in Johannesburg at the beginning of March, with learners from various schools of specialisation across the province showcasing their innovative projects at the Schools of Specialisation Festival hosted by the provincial Department of Education.

Gauteng Education MEC Matome Chiloane (seen in the photos below wearing a green shirt and blue cap) led the second annual Schools of Specialisation Festival at the John Orr Engineering School of Specialisation in Milpark, Johannesburg.

The Schools of Specialisation programme in Gauteng aims to nurture top talent across five key disciplines to produce the country’s future leaders. These specialised schools focus on areas such as artisanal trades, first aid, coding, drafting technologies, and power systems. Learners in these schools go beyond the standard curriculum, gaining practical skills and knowledge relevant to their chosen fields.

All pictures by Eddie Mtsweni





# Education News

## Sowing the good seeds of change

*The Forest for Good Initiative contributes to clean air in SA*

### STAFF REPORTER

**H**uman Rights Day in South Africa on 21 March coincided with the International Day of Forests. Reflecting on its significance reminds us of the vital link between environmental protection and human rights. The Constitution boldly asserts the right to a protected environment for all, echoing the voices of those who fought for equality and dignity.

Leading up to March 21st, P&G partnered with NGO Food and Trees for Africa (FTFA) to plant 1,000 trees in 20 schools and selected communities in Gauteng. These indigenous trees, providing shade and fresh fruit, will offset an estimated 369 tonnes of carbon dioxide in their lifetime while enhancing biodiversity and benefiting local communities.

"In alignment with the United Nations' theme of 'Forest and



*P&G staff and the Food and Trees for Africa team at work in Soweto as part of the Forest for Good initiative to contribute to clean air*

Innovation,' we at P&G will be rolling up our sleeves and playing an active role in fighting carbon emissions. This is part of our ongoing Forest for Good initiative, which aligns with our global Ambition 2030 goals, aimed at improving lives now and for generations to come," said P&G's Senior VP for SA, Alicia Eggington.

A team of dedicated P&G em-

ployees kickstarted the tree planting initiative at Thobeka Primary School, Meadowlands Zone 6, Soweto, on Friday March 15. Together with the Food and Trees for Africa team, they will ensure 1,000 trees are planted (this month) and maintained by the beneficiaries – before moving to other schools throughout Gauteng. Robyn Hills, Head of Pro-



*Thobeka Primary School in Meadowlands, Soweto, was the first of the 20 schools earmarked for the initiative.*

grammes at FTFA, adds: "Corporate social investment in environmental conservation isn't just good policy; it's essential for educating and empowering our youth. By embedding environmental stewardship into the curriculum, protecting indigenous knowledge, and establishing food gardens and tree plantations, we're seeding the future of South Africa with hope and resilience."

Eggington concludes: "In the face of climate change, our commitment

*For more information about the Forest for Good initiative, visit [www.ForestforGood.com](http://www.ForestforGood.com). <https://us.pg.com/environmental-sustainability/>*

## Mobile access systems score high in campus security and student convenience

### GUSTAVO GASSMANN

**S**outh African tertiary institutions are not immune from the country's high crime rates. With an estimated 13.2m students and thousands of faculty members entering and exiting South Africa's campus buildings at any time, university administrators must be meticulous about security, especially in today's rapidly evolving technology environment.

Modern campuses typically have centralized management and control of security systems and procedures, as well as risk-management strategies that include identifying, assessing, and monitoring threats.

This is especially important as the country's tertiary institutions have occasionally been the epicentre of protest action. Some of that was peaceful, but some led to large-scale vandalism, property destruction, and disruption of teaching and learning.

Access control systems must be well understood and deployed as the first line of defence against intruders and unauthorised access.



*Gustavo Gassmann*

However, with new technologies entering the market and changing user expectations, mobile access control has quickly gained traction in recent years due to its convenience, flexibility, and enhanced security features.

During the pandemic, campuses with a future-safe physical access control systems (PACS) infrastructure demonstrated how important it is to add capabilities that improve resilience and adaptability quickly.

One international case study is the Les Roches Hospitality School

in Spain, where mobile IDs for "touchless" access control eliminated touchpoints for badge and ID card issuance and contact with cards, readers, or keypads while elevating the student experience.

An example: When students come to study at the Les Roches Marbella campus, they are not just attending one of the world's leading hospitality business schools; they are also enveloped in extraordinary innovation and sophisticated living to mirror the exceptional experiences they are being trained on.

Les Roches houses more than 1,000 students worldwide in a real-life training site that offers hands-on experience. With a legacy card-based system, the students and faculty must always have badges to validate themselves.

As part of the school's Spark incubator programme, the school's leadership team wanted to replace this system with a mobile credentials-based system where digital IDs would replace plastic access cards with smartphones, supporting administrators' quest for digital transformation.

This would verify daily physical

access and digital touchpoints, including building access, vended machines and restaurant reservations. It would also allow the school to steer digital transformation and student efficiencies throughout its security and administrative functions.

### The solution should provide the following benefits:

- Swift granting and removal of access
- Avoiding disruption when students lose or forget cards
- Accommodating a multisystem environment
- Promoting administrative efficiencies such as new student registration

Management also wanted to drive improvements through back-office processes and procedures to save time and resources while enhancing everyday life on campus through modern technology. One of the most pressing factors for this mobile initiative was to achieve higher efficiency around the school's new student intake

*Gustavo Gassmann is HID Vice President of Emerging Markets, PACS,*

# Insights

## Reflections from academic Professor Jairam Reddy

*The Chairperson of the National Commission on Higher Education of South Africa on whose report much of the White Paper on Higher Education and the Higher Education Act are based, shares his reflections on the state of higher education*

**T**hirty years into our democracy, one of the key architects behind the post-apartheid tertiary system, Professor Jairam Reddy, believes it is time to institute a new commission to review the state of higher education and make recommendations for any contemplated changes.

Unlike the NCHE, which he chaired, Reddy says this should be a shorter exercise – perhaps six months in duration and involving about five experts on higher education, including one international expert.

He says the remit could be as follows: What are the strengths and weaknesses of the current state of higher education? Secondly, he asked whether the mergers of certain institutions had worked.

A third aspect would focus on the quality of our higher education system – has the Council on Higher Education and the Higher Education Quality Committee (HEQC) been successful in improving the quality of higher education or have they been expensive and cumbersome bureaucracies?

How has race and its implications been dealt with in our higher education system?

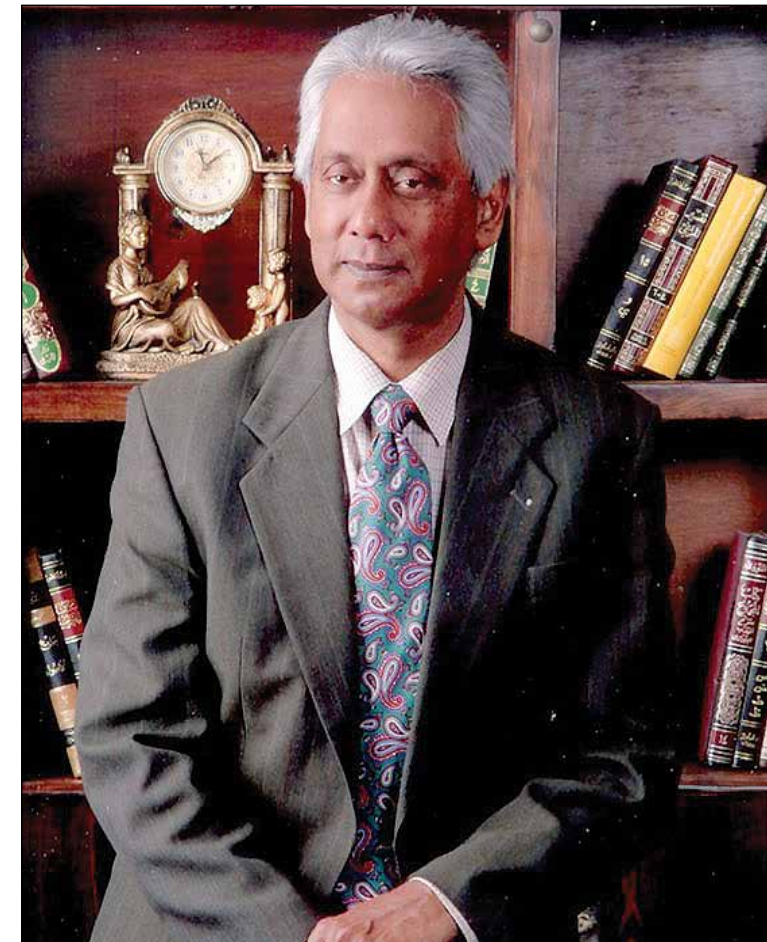
Funding of the higher education system – is it adequate and equitable; examine the efficacy of NSFAS. Reddy also proposes an assessment of corruption and mismanagement in higher education.

Below he shares his thoughts and reflections on education and higher education and 30 years of democracy

### Policy Issues in Education and Education Planning

The following components comprise the education spectrum: pre-school education; primary education; secondary education, TVET education; higher education; adult education.

In assessing these different components – pre-school, TVET education and adult education are the weak links. Research has clearly demonstrated the importance of laying the foundations of education at the pre-school level – yet this is a neglected sector with few schools or teachers, minimal expenditure and large part of the population without



*Professor Jairam Reddy*

access to this component.

TVET education needs to be expanded both in quality and quantity. In many industrialised countries such as Germany and the United States – this is a key sector of the economy. Many students in this country who do not qualify for university education could benefit from better access to quality TVET education, so instead of building universities in the Northern Cape and Mpumalanga, the country could have benefitted enormously by the provision of TVET education.

Given the parlous socio-economic conditions in the country, many adults have not been the recipients of any education; such adults need literacy training and skills development; again, a neglected part of our education system.

### Corruption and Mismanagement in Higher Education

Regrettably, the pervasive corruption and mismanagement in the country has reached the doors of universities. The book published by Professor Jonathen Jansen should be read in this regard.

### To highlight a few aspects:

- The killing of senior staff at the University of Fort Hare as well as the attempted assassination of the Vice-Chancellor has been widely reported
- In view of two damning reports of failures of governance, mismanagement and corruption at UNISA, the Minister of Higher Education correctly attempted to send an assessor in terms of the Higher Education Act and yet he was over-ruled by the courts; this is an alarming development and does not portend well for the future. In the past there were many instances where assessors were sent and accepted in a number of universities; these assessors provided reports which justified removal of the councils and in some cases Vice-Chancellors, and their replacement with Administrators for a year or two after which, normal governance was restored.

### NSFAS funding problems

The National Commission on Higher Education recommended a well thought out funding model for students in tertiary education.

In this model students who could afford university fees were not to be funded; a second category, which comprised most of the incoming black students, previously denied university education and mostly from poor backgrounds were to be given bursaries; a third category in the middle who could afford partial fees were to be given loans to be repaid on graduation and entering the world of work. The model worked well for a few years though the rate of repayment of loans was very low. This model was turned on its head during the Zuma Presidency and during the "Fees Must Fall" campaign. Most students expected to be fully funded and this is simply unaffordable despite a considerable increase in NSFAS funding.

Initially the funds were transferred to universities and dispersed in terms of their student requirements. Then at some point, the dispersing of NSFAS funds were centralised. This has led to a sequence of ongoing problems including the current problems we are witnessing.

If the funding is outsourced to individual universities, they are in a better position to disperse the funds; in some cases, universities would need assistance, and this can be easily provided. The whole model of NSFAS funding as currently administered needs to be revisited.

### Recommendations of a DHET Task Force to reform University Councils, of which I was a member, met a few years ago

*The following recommendations are made on the basis of the findings contained in this report:*

- DHET to consider the report and its recommendations and if satisfied arrange a workshop via the UCCF and USAF involving all chairpersons and deputy chairpersons of councils, vice chancellors and registrars (as secretaries of councils) for debate and discussion on the findings and recommendations;
- Serious consideration should be given to reducing the maximum size of councils from the present 30 to a maximum of say 24 or even better 20 although this latter figure may not be feasible in

the short to medium term. This should be coupled to a reduction in the number of ministerial nominees from 5 to 3;

- DHET should consider requiring institutions over time to amend their institutional statutes in order to provide for separate institutional statutes and institutional rules. In so doing institutions would then include the detailed provisions of good practice set out in section 5 and the competency frameworks set out in section 6 in their institutional rules. In this regard the various sets of criteria for membership of council and its committees and the duties of council and its committees are of paramount importance;

DHET should review the standard institutional statute with regard to its suitability given the changes that have occurred in the higher education environment during the past 15 years

### Exorbitant level of vice-chancellor salaries

This has been an ongoing problem for decades. Try and get a report commissioned by the DHET and undertaken by the CHE in this regard. I believe it contains some explosive findings and hence it is kept under wraps. In terms of the Public Information Disclosure Act I believe we are entitled to view the report.

Thirty years into our democracy I believe it is time to institute a new commission to review the state of higher education and make recommendations for any contemplated changes.

*Professor Jairam Reddy is former Chairperson of the Council of the Durban University of Technology and former Director of the UN University International Leadership Institute. He has held academic positions at universities in England; Temple and Washington, USA; Western Cape and Durban-Westville, South Africa. He was Vice-Chancellor of the University of Durban-Westville from 1990-94. In January 1995 he was appointed to chair the National Commission on Higher Education of South Africa on whose report much of the White Paper on Higher Education and the Higher Education Act are based.*

# Insights

## Gender in SA Higher Education, thirty years into democracy

*Continuing gender disparities need to be addressed urgently*

**BRIGHTNESS MANGOLOTHI and GRACE KHUNOU**

**T**hirty years is usually considered a significant milestone. In more cases than not, it suggests maturity and some certainty about how things should be done. It is, therefore, disheartening that our reflection on how we are doing on the gender question since 1994 illustrates continuing gender disparities. The higher education sector is a critical player in the country's development, yet more than 50% of the population is separate from the decision-makers. The creation of trained labour and the transformation of the political, economic, and social spheres are greatly aided by the higher education sector. Interestingly, globally, the focus on gender equity is rarely on gender equity in higher education staff but mainly on women's representation in Science, Technology, Engineering, and Maths (STEM), politics and media. Higher education is likely perceived as an elite space that should be at the forefront of change, negating that universities, like any other organisations, are a microcosm of society, meaning that they mirror society.

Thus, like in other sectors of society, our reflection shows that since 1994, there have only been 20 women vice-chancellors. The University of Natal (now the University of Kwa-Zulu Natal) was the first to appoint a female vice-chancellor – Prof Brenda Gourley – in 1994, followed by the University of Cape Town, in 1996 when they appointed the first Black female vice-chancellor, Dr Mamphela Ramphele. Most universities still need to appoint a female vice-chancellor once. Those that had one have not replaced them with female vice-chancellors, except the University of Zululand, which had two female vice-chancellors (Prof Rachel Gumbi, 2003 and Prof Fikile Mazibuko, 2010) before the current female vice-chancellors (Prof Xoliswa Mtose, 2016), cur-



Grace Khunou

rently serving her second term. Three of the six current female vice-chancellors are serving their second term, and three are in their first term. In 2023, we had seven female vice-chancellors for the first time. Unfortunately, this was short-lived as UCT vice-chancellor Prof Mamokgethi Phakeng stepped down before the end of her second term. Tracking back, of the fourteen female vice-chancellors since 1994, only a few could serve more than two terms, and some have been forced to step down before the end of their terms.

On the other hand, male vice-chancellors are provided the space to serve more than two terms, with others holding vice-chancellor roles in more than one university. Currently, we have 20 male vice-chancellors, a scenario that has been the case since 1994. Given the five-year tenure of vice-chancellors, each university had six chances/terms to appoint a female leader, which equals 156 positions (26 x 6) in the 30 years

of democracy. There were more chances if there were 36 universities before the merger, and some vice-chancellors stepped down before the end of the term. The question is, why has this yet to happen? Research shows that universities were created for men by men, and this is still largely true. For example, our reflection also reveals that the gender disparity in our universities is not only at the level of vice-chancellorship but also in several other strategic leadership positions, including who sits in the University Senate, who makes up the professoriate, who holds NRF ratings, PhD holders and who chairs university councils. These disparities are especially troubling when we use an intersectional lens – we find that fewer and fewer of these roles are held by Black women who, when they do, are vilified.

Although much has changed in higher education to advance transformation, the Ministerial Committee Report shows the lack of women academics, especially



Brightness Mangoloth

Black women and the continuous toxic space in which they find themselves, which arrests their success. The poisonous workplace is articulated under decent work and economic growth (SDG 8), which promotes "sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all". This goal includes full employment and decent work with equal pay, protecting labour rights, and promoting safe working environments. SDG 10 promotes reducing inequality within and among countries by "ensuring equal opportunity and reducing inequalities of outcome, including eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard".

**Therefore, we recommend that Universities strive for an inclusive workplace, and to achieve this, the following must be emphasised:**

- Prioritise transformation at the

leadership level by appointing DVC responsible for transformation, and this includes appointing an ombudsperson

- Provide family-friendly workplaces with onsite childcare
- Hire for culture add not fit
- Recognise care work as part of performance management (this includes mentoring students, representation in transformation committees and more)
- Create workplace lactation spaces
- Flexible working hours including hybrid work
- International mobility should also accommodate parents with kids, providing a travel allowance.
- Consider increasing the age limitation for scholarship opportunities for women.

*Brightness Mangoloth is the executive director of Higher Education Resources-South Africa (HERS-SA), and Grace Khunou is Chairperson of the Transformation Management Forum, also driving transformation at UNISA.*

# Insights

## Despite enormous challenges, SA has made good progress since 1994

*The Higher Education landscape has evolved greatly over past three decades*

**FRANCIS PETERSEN**

**T**he Department of Education was part of the South African government until 2009 when it was divided into the Department of Basic Education and the Department of Higher Education and Training.

The White Paper on Higher Education – A Programme for Transformation of Higher Education – was produced in 1997. It focused on equity, quality, excellence, responsiveness, and good governance to increase and broaden participation in higher education.

It further stressed the system's cooperative governance and emphasised proper institutional planning, institutional autonomy, public accountability, academic freedom, redress, and democratisation. Government policy has focused on providing support for access to higher education for deserving students who cannot afford it and on providing adequate support for students to succeed. Funding is also provided for redress to ensure equity in the higher education sector and to prevent exclusion from higher education based on socioeconomic status.

The Council of Higher Education (CHE) was also established regarding the Higher Education Act. The Minister must consult the CHE on policy for Higher Education.

In 1999, the higher education landscape was reviewed in terms of size (enrolments, participation rates and number of institutions) and shape (nature of the institutions), which led to a series of mergers to inaugurate new higher education institutions: University of Limpopo (University of the North and the Medical University of South Africa); Nelson Mandela Metropolitan University (University of Port Elizabeth and Vista University, Port Elizabeth campus); University of Johannesburg (Rand Afrikaans University and Technikon Witwatersrand); Cape Peninsula University of



Francis Petersen, Chairperson of Universities South Africa, says there are challenges ahead but a strong foundation has been laid.

Technology (Cape Technikon and Peninsula Technikon). Thirty-six institutions have been merged or incorporated, leaving 24 consolidated higher education institutions in South Africa. By 2024, 26 public universities exist, including Sol Plaatje and Mpumalanga universities.

In 2005, the National Student Financial Aid Scheme (NSFAS) was established through an Act of Parliament as an independent statutory body to provide financial support to students who access higher education on academic grounds but can only access it with financial aid.

In 2005, Higher Education South Africa (HESA) was established by merging the South African Universities Vice-Chancellors Association and the Committee of Technikon Principals, which ultimately evolved into Universities South Africa (USAf).

In 2009, the Department of Education was divided into the Department of Basic Education and the Department of Higher Education and Training (DHET). DHET is responsible for tertiary education and vocational training, including TVET colleges, adult basic education and training (ABET) centres, and higher education institutions.

### Dynamics of the Higher Education Sector

The higher education sector has grown from 750,000 students (2005) to 1,109,000 students (2022), with a growth of Black (African, Coloured & Indian) students from 75% (2005) to 89% (2022). The gender distribution for females improved from 54% (2005) to 62% (2022).

Where increasing access (or masculinisation) to higher education has been one of the critical drivers since democracy, the focus has expanded to student success over the past 15 years. This has resulted in measuring the achievement gap between black and white students, which has reduced over the past 15 years.

The 2016 #FeesMustFall campaign was a crucial disruptor in higher education, not only challenging excessive fees students had to pay but framing pertinent issues such as transformation and how universities should become more inclusive spaces, decolonisation of the curricula, insourcing of staff (social justice imperative), sexual assault, gender-based violence and mental health.

Higher education has grappled with and is still grappling with some of these issues. In terms of the #FeesMustFall protest, students achieved in two weeks what many

research could be shared. During this period, we have seen the acceleration of technology development and uptake, and multiple universities have developed hybrid teaching and learning strategies.

Technology was also used to enhance how the sector engages in internationalisation. The focus on Artificial Intelligence, as another critical disruptor in higher education, is currently discussed and assessed as an enabler, as well as the Open Access & Open Science and the impact thereof on the cost of publishing in the higher education sector.

The growth of Private Higher Education has been significant, especially over the past ten years. Although there is a good relationship between private and public higher education providers, more must be done to enhance collaboration to make quality higher education more accessible.

Undoubtedly, the then-president Jacob Zuma's announcement of fully subsidised free higher education and training for students from poor and working-class backgrounds has shifted the number of students in higher education.

### But it also brought various other challenges into higher education:

The inability of NSFAS to effectively deliver on its mandate results in instability on university campuses, the unsustainable financial model of NSFAS, and the government's under-resourced higher education institutions. Hence, a funding challenge!

Globalisation has impacted the higher education sector through its internationalisation strategies. Partnerships, alliances, and co-created global projects received great impetus and more strategic consideration. During 2020/2022, the COVID-19 pandemic challenged the resilience of our higher education sector. It strengthened the collaboration among the universities under USAf, and various best practices in teaching, learning and

In the last few years, significant attention has been paid to university leadership, where corruption, bullying, lack of integrity, and mistrust have been associated with university leaders. Concerted efforts are being made to strengthen University Councils and make Leader Development programmes available to minimise these incidents, which harm the sector.

There have been various challenges in the higher education sector since democracy. However, a solid foundation has been laid, and appropriate, robust engagement has been and still is taking place on various issues. Much work has been done to prepare the next generation of academics and leaders for the sector.

*Professor Francis Petersen is vice-chancellor of the University of Free State and the Chairperson of Universities South Africa.*

## Learn, teach, research, engage

**SIBONGILE MUTHWA, ANDRÉ KEET and LINDA MEYER**

The global university system pursues its work through three academic missions, namely; learning and teaching, research and engagement. But it is also accepted that universities cannot pursue their work sustainably within the narrow prism of these three missions. The scaffolding which holds the deployment of these academic missions together has to do with questions of transformation, institutional culture, and the sector's capacity to liberate the wide-ranging and diverse agencies of its stakeholders and publics. Hence, in South Africa, the importance of transformation as a catch-all phrase to define the direction of change of the university system.

The transformation story of higher education over the past three decades is a mixture of good and bad tales. The first formal reports after 1994 described the system as fragmented, inefficient, wasteful, inequitable, unresponsive and soaked in a matrix of discriminatory practices that are rooted in the structural racism and sexism of the sector and its institutions.

Much has changed since then. The integration of thirty-six structurally and racially differentiated institutions into a single, relatively more streamlined system of public universities, as well as the widening access for black students and staff across the system are significant shifts. A range of transformative practices in learning and teaching, research, and engagement, are continuously being made and remade, and there is also a better, if uneven, connection between the system and the development imperatives of the country. Infrastructural investments in the sector have also been impressive, supported by targeted investments in historically black institutions.

The increase in support for students from disadvantaged communities over the past few years has been noteworthy, though the agency responsible for this, the National Student Financial Aid Scheme (NSFAS) has recently been flagged as one of the key risk factors and weaknesses in the system, based on strategies that are often suboptimal. This creates sporadic instability and planning challenges in the sector.

Though there are improvements in participation and success rates for students, the completion rates have consistently been worrying. In addition, there is a patchy articulation between university outcomes and the world of work.



Prof Sibongile Muthwa

Further, the community-university-society nexus could be much stronger, more equalising, and more consistent; and the purpose of the university as a force for good remains improperly articulated, and largely aspirational.

A recent snap survey by News24 confirmed readily available data: the professoriate in the South African university system remains predominantly white, pointing to the perennial equity challenge in the sector. Research itself has been locked into the templates of the public agencies in the sector and its massive transformative potential is yet to be fully unburdened, whilst curriculum change has, in the main, been limited to regulatory amendments. Thus, the aspirations for the Africanisation and decolonisation of knowledge and our institutions, or at least strides in this direction, have been defanged.

Positively, the nascent transformative scholarship of learning and teaching, driven at some universities, and the programmatic interventions flowing from it, is a vibrant area of work that has to be sustained and deepened. The disciplinary research and engagement, across the knowledge-fields are most certainly alive, highly productive, and welcomed; for it is through scholarly inquiry into the structure, poise, and content of the curriculum, that lasting intergenerational impact can be realised.

From a transformation perspective, the system has been the subject of thoughtful, comprehensive reports since the 2000s. These include the various reports by the Council on Higher Education (CHE), the Department of Higher Education and Training (DHET), Universities South Africa (USAF), the South African Human Rights Commission, the Commission for Gender Equality (CGE), and Ministerial Committee reports, such as the Report of the Ministerial Committee on Transformation and Social Cohesion and the Elimination



Prof André Keet

of Discrimination in Public Higher Education Institutions (2008) and the most recent report on The State of Transformation in South Africa's Public Universities (2023, TOC-HSRC). There are also a number of theme-specific reports on the sector.

Institutional culture emerges as a central transformation concern across all university types in many of these reports. Further, the 2023 report states that 'all public universities faced significant transformation challenges – whether they acknowledged them or not – and none had apparently been able to transcend the legacy of their particular histories. Many universities, the report found, adopt a complacency (change-without-change) approach towards transformation.

The re-racialisation of the system, that is, the hierarchal reconfiguration of universities in line with their Apartheid lineages through an organised network of funding, awards, practices and templates that orbit the notions of excellence, ratings, and rankings, is a major concern. A national system, negatively competitive within itself as an auto-immune disorder, has, with the aid of the public agencies within the sector, now evolved into an almost unstoppable corporatist machinery. This machinery discursively determines the 'worth' of universities, and produces a public consciousness that relegates historically black, rural universities to the lower rungs of the 'rankings ladder', far removed from any consideration of the value of publicness, common good and the academic contributions of these institutions. Much public commentary and scholarship follow the same trend.

Meanwhile, the South African university sector, compared to other systems, has enjoyed relative space for working with the massive complexities and contradictions of our system and its institutions. However, increasingly the



Dr Linda Meyer

tensions spanning the notions of sustainability, public good, quality, transformation, efficiencies, public legitimacy, equity, inclusivity, stakeholder demands, and so on, are becoming very difficult to balance, as those in university leadership will attest to. This legroom, this space, is contracting partly because of the massive external forces bearing in on the system, locally, nationally, and globally. And, partly because of the choices our government, public agencies and institutions are making. Going forward, universities in particular, and the post-school sector in general, have to lead efforts at aligning an ever-growing range of expectations, and rethinking a social contract of sorts to balance academic freedom and public accountability.

The "stakeholderization" of universities and its negative impact on governance and leadership together with the influence of a national predatory politics on the sector, have also emerged as a worrying trend. Though we certainly locate the university as embedded and thus reflective of a broader polity and society, the role of the university as a critic and conscience of society requires a certain type of organisation and understanding that places it in a position to perform this role as best as it can. On this front, we still have very important and hard work to do.

Recently it has also become increasingly difficult to grasp the intellectual and social project of the university system at a national level. That is, there is not a flexible, yet identifiable programme in operation that gives the country a sense of how the system is approaching its possible futures. Neither is there, at various levels, a discernible leadership cohort for universities and higher education public agencies in play or in the making. More worrying is the lack of scholarly interest in studying leadership across different types of univer-

sities and across the cultural and gender diversities of the leaders that are put forward to steer these difficult, complex institutions.

The weak interplay between the public and private higher education sector remains one of the country's other major transformation challenges. Whilst public universities currently enrol more than 1.1 million and TVET colleges more than 500 000 students, the growth, estimated at 6% per year, of private higher education institutions (PHEIs) has been phenomenal; currently standing at 96 institutions enrolling around 250 000 students. It should be apparent that we should think and do higher education against the backdrop of the entire post-school education and training sector, and the growth of PHEIs. To work towards a more even, social justice oriented system, the responsibility, from a transformation point of view, should be distributed across the sector. South Africa's historical context, marked by disparities in access and quality of education, mandates a unified higher education domain where equity, inclusivity, and quality are not just aspirational goals but foundational principles. The interface between public and private institutions should be framed within a cooperative model that prioritises these principles.

Looking into the future, we posit that the transformation project of higher education, will become more strained within the current political, social, and economic climate, and the deficiencies of university and sector leadership. To be pointed, the fragmentation of the South African university system, recently evidenced by its incapacity to collectively support a call against the genocide in Gaza, suggests a less than coherent sector programme, and weak intellectual and political alignments with the social purposes of the university.

Finally, central to the overall transformative health of our system, is the role universities should be playing in contributing to the strengthening of the post-school sector as a whole, a better articulation with TVET colleges, and a more productive interface with private higher education in our country.

**Sibongile Muthwa: Vice Chancellor – Nelson Mandela University**  
**André Keet: Chair for Critical Studies in Higher Education Transformation, Nelson Mandela University.**  
**Linda Meyer: Managing Director at IIE Rosebank College**

## Great strides over past three decades, but challenges remain - CHE

**WHITFIELD GREEN**

Over the past three decades, the South African tertiary system has undergone a massive change from an apartheid to a democratic system serving all citizens.

The regulatory environment first underwent massive surgery underpinned by the Higher Education Act. It was accompanied by changes to funding, student access and success, research and postgraduate studies, staffing, private higher education, articulation, and internationalisation of higher education.

Regarding the regulatory environment, considerable progress has been made in developing policies and regulations that seek to deconstruct the edifices of apartheid in higher education in South Africa, especially regarding the promotion of access and equity. However, much work remains to be undertaken regarding the context-specific implementation of these policies.

Factors that constrain the effective implementation of the policies include resource shortages, insufficient institutional capacities for leading and managing change, inertia caused by vestiges of systemic coloniality and apartheid, and the country's predominantly reactive rather than proactive policy development process. Attention needs to be given to addressing these constraints.

On the issue of funding the public higher education system, much has been achieved in terms of levelling the funding landscape in the country. The new higher education funding framework has more merits than demerits. In nominal terms, the public higher education sector has received increased funding. However, this funding is not adequate because of rising levels of inflation, steadily growing demand for higher education and the relatively poor economic performance of the economy, which is resulting in many families struggling to make ends meet and thus not able to pay for the rising costs of higher education; and more recently, the need to redirect resources to the impacts of the Covid 19 pandemic. Novel models of funding need to be explored, as financial resources are the lifeblood of any effective and efficient higher education sector.

On access and success, access has been expanded substantially to students from previously disadvantaged population groups. However, student success rates continue to reflect inequitable patterns in terms of race, gender, and



Whitfield Green advises the Minister as CEO of the CHE

privilege. There is a need to invest more in student success initiatives.

Institutional cultures that are alienating to students from previously disadvantaged backgrounds and, therefore, not conducive to learning are identified as a particular area for action and change. Institutions create and maintain a culture of inclusivity that affirms all identities, enabling students and staff from all walks of life to develop a sense of belonging.

Considering research development and postgraduate studies, South Africa has made significant strides in these two critical areas. Regarding research activities and outputs, as well as enrolments in and graduation from postgraduate study programmes, South Africa now compares favourably with other countries with economies of the same or similar size and shape.

The Department of Science and Innovation (DSI), the National Research Foundation (NRF), the Water Research Commission (WRC), and other funding agencies have good research and postgraduate studies funding programmes targeting previously disadvantaged population groups, which have had some levels of success in diversifying the coun-

try's pools of researchers and postgraduate students. However, attracting people from previously disadvantaged backgrounds into research and doctoral studies in specific fields such as science, technology, engineering, and mathematics (STEM) remains an intractable challenge. The pool of researchers and postgraduate students in these fields remains primarily unrepresentative of the country's demographics. This demands further focused attention.

As we advance, attention needs to be focused on staff capacity and professional/academic development and on increasing the number of black, women, and disabled staff in senior management and leadership levels of public higher education institutions.

There has been steady growth in the number of private higher education institutions and students enrolled in those institutions. Student number growth is higher in the private higher education sector than in the public higher education sector.

Despite some interventions, including the promulgation of a national policy on articulation within the post-school education and training (PSET) system and

However, the country's full potential in terms of internationalisation of higher education remained largely unrealised. A contributing factor is that, until 2019, South Africa did not have a policy to govern and promote the internationalisation of higher education. However, with the gazettement of the Policy Framework for Internationalisation of Higher Education in South Africa in 2019, there are expectations of a significant increase in internationalisation programmes and activities across the higher education sector.

Triangulating the results from the analysis and interpretation of the relevant quantitative and qualitative datasets under the eight themes of the review generates a picture of a higher education sector that has made commendable progress in some areas but still needs to be more transparent, mainly in other regions. Those areas where there has been substantial progress include integration and coordination of the higher education system, access to higher education, reconfiguration of institutions and institutional landscape, liberalising the higher education sector to make room for private provision student funding, and research funding.

The dimension of transformation that relates to addressing the demographic imbalances of the past remains a significant challenge. There has not been full redress on the issues of race, class and gender, and racial segregation remains entrenched in some higher education institutions. The formerly white universities continue to attract predominantly white students and students from the wealthy and middle-class black population. Those institutions' academic and research staff reflect the same demographic composition. On the other hand, historically black universities continue to be the default choice of black students from poor and working-class backgrounds and those from middle-class backgrounds who fail to secure admission at formerly white universities. Their academic and research staff populations are also predominantly black, with a sizeable proportion of international staff predominantly from other African countries.

However, much remains to be done to realise a fully transformed higher education system.

**Dr Whitfield Green is the Chief Executive Officer of the Council on Higher Education.**

# Skilling Mzansi

## 4IR Lab in Ekurhuleni leads the way in skills development for the future – Manamela

STAFF REPORTER

**D**eputy Minister of Higher Education, Science and Innovation Buti Manamela has launched the Indwe 4IR Lab at the Artisan and Skills Development Centre in Ekurhuleni East TVET College.

The establishment of the Indwe 4IR Lab is a direct result of a collaborative Private-Public Partnership involving the Manufacturing, Engineering and Related Services Sector Education and Training Authority (merSETA), Festo Didactic and the Ekurhuleni East TVET College.

This strategic alliance aims to introduce comprehensive 4IR educational programmes that will significantly boost the employability and productivity of the workforce and enhance capacity-building efforts for TVET college staff. “It’s quite an honour for me to be part of this launch of the Indwe 4IR Lab. Today is a significant milestone for all accounts. It’s a momentous occasion representing a decisive step in our ongoing efforts to reposition our post-qualification and training sector to be much more agile and build the necessary capacity



Buti Kgwariidi Manamela is the Deputy Minister for Higher Education, Science and Innovation

to capitalise on the opportunities presented by the advent of the Fourth Industrial Revolution,” said Manamela.

The Deputy Minister said the 4IR resulted from the convergence of the past century’s groundbreaking scientific and technological advances, and it has had a pro-

found impact on the world.

“One of the most obvious of these impacts has been how the advent of the 4IR has challenged our understanding and knowledge and how it can be applied. This is mainly because the 4IR is characterised by unprecedented intersectionality in the convergence of digital,

biological, and physical realms, accompanied by the proliferation of groundbreaking technologies based on the fourth industrial revolution. So, it has forced us to radically rethink the nature of skills, the nature of jobs, and the nature of the workplaces, including the fact that it has rendered some skills and jobs obsolete. Still, it has also given birth to new and exciting industries, especially artificial intelligence.”

Manamela said the launch of the indoor Fourth Industrial Revolution lab must be viewed as part of the government’s strategic goals in developing the relevant skills to address our pressing socio-economic challenges and help steer the economy from resource-driven to knowledge-driven.

In line with the vision by President Cyril Ramaphosa to harness technological innovation fully to drive economic growth and societal upliftment, Manamela said this has led to the establishment of the Fourth Industrial Revolution Commission, which has laid out crucial recommendations prioritising investments in human capital development and the establishment of critical institutions and platforms to drive these innovations, ensuring that young

people are equipped with the relevant skills.

“The other priority that our embrace of the Fourth Industrial Revolution must help us address is youth unemployment, a disturbing phenomenon in which over 2 million young people are not in any form of employment, education, or training,” he said.

He said the new lab on campus would benefit the new entrants and existing students trained in various other trades.

“We have launched these 4IR centres in many of our TVET colleges. Today’s launch is a continuation of these efforts. The lab is also envisioned as a vibrant hub of creativity and innovation, offering opportunities for young people to engage with cutting-edge technologies. It is also imagined to be a space where young people can acquire skills in exciting areas such as robotics, 3D printing, the Internet of Things, and advanced wireless technologies.

“These skills are no longer optional but essential for success and prosperity in the digital age. There is, therefore, no doubt that the establishment of Indwe 4IR Lab will also position the TVET College as a transformative hub for the communities of Ekurhuleni,” he said.

## New careers in the hydrogen field need specialised skills

STAFF REPORTER

“South Africans will get opportunities for specialised training that will equip them with skills for the changing world of work, the Fourth Industrial Revolution, and the rapidly growing hydrogen economy”, according to Yershen Pillay, the chief executive of the Chemical Industries Training and Education Authority (CHIETA).

“CHIETA will register new qualifications on green hydrogen and offer specialised skills programmes relevant to growing the green hydrogen economy. These include short hydrogen safety, storage, and project management skills programmes. Existing qualifications will be augmented with specialised modules for training more gas, electrochemical, and electrolysis engineers,” said Pillay. “Africa can establish itself as a key supplier of green hydro-



CHIETA CEO Yershen Pillay is preparing learners for new careers in hydrogen

roll out the relevant skills required to ensure the country takes its place in driving the skills critical for the success of the green economy,” the chief executive said.

Citing the heavy demand for digital skills, Pillay said the chemicals sector, as an example, would require experts in petroleum and base chemicals proficient as Information Security Analysts, Data Analysts and Scientists, Digital Transformation Specialists, Big Data Specialists, Lab analysts/technologists, Sample takers, Plant operators and Material handlers. Therefore, the traditional roles of Machine Operator, Quality Assessor, Quality Inspector, and Lab Analyst could make way for new skills and competencies, resulting in possible redundancies in primarily manual labour jobs. Reskilling and preparing for jobs of the future via CHIETA is pivotal to ensuring people take up opportunities brought on by change.

Regarding the glass sub-sector as another example, Pillay forecasts new and emerging occupations, with roles for Environmental Specialists, Process Specialists, and e-learning Developers, leaving Inspection and Package roles obsolete.

“CHIETA’s new initiatives on green hydrogen have positioned it as an innovation leader in green hydrogen, a reason behind the drive to push skills development,” said Pillay, furthering the transition towards sustainable development in the chemical industry. He stated that this was crucial for addressing environmental concerns and offered various economic, social, and competitive advantages.

Pillay explained the critical research findings and said the CHIETA study’s conclusions revealed mixed perceptions about South Africa’s readiness to adopt green hydrogen. Three significant

concerns surround the adoption of green hydrogen in South Africa: the technology required, the skills needed, and the economic viability of hydrogen as an energy source.

Unpacking emerging job opportunities that could become available in Green Hydrogen, he provided a list of roles, including Hydrogen fuel cell technicians, Hydrogen power plant installation, Operation and Management, Policy analysts, Pipefitters, Hydrogen sales and Marketing consultants, Hydrogen fuel transporters, Hydrogen vehicle electricians, Power system electricians, Hydrogen storage specialists and Hydrogen systems safety analysts, among others.

Pillay shared thoughts with delegates on the export potential of hydrogen, saying there was key demand worldwide, hence the urgent need to strengthen the skills pipeline.

# Matric 2023

## SA’s top matric pupil wants to make a difference

EDWIN NAIDU

**S**outh Africa’s top public school matriculant Melissa Muller plans to study mechatronics engineering at the University of Stellenbosch this year and would like to later pursue postgraduate studies in biomedical engineering.

“I’m just so excited to see what a combination of these two degrees can do. I want to apply my problem-solving skills in the medical field because the innovative technologies that I can bring into the medical field can be used to help a lot of people,” Melissa told Inside Education.

“I want to create innovative technologies which I hope to make accessible to more people in our country because I think that there are a lot of cases that require accessible, affordable and equitable health care and just by bringing an engineering perspective into the medical field I think that it could go a long way towards helping people,” she added.

Melissa’s mom was her biggest inspiration during her matric year. “She [mom] was diagnosed with an autoimmune disease a few years ago which causes the

body to be in a lot of pain and it worsened last year during my matric exam. Watching her put on a brave face, still giving her 110%, motivated me to go the extra mile. If she could, when she was physically in pain then there was no reason that I shouldn’t go the extra mile, especially in my studies,” said Melissa.

Melissa added that could not believe her ears when she received the call inviting her to attend the Johannesburg event where the 2023 matric results were to be announced by Basic Education Minister Angie Motshekga.

Boasting seven distinctions and an overall average of 97.6%, Melissa from Rhenish Girls’ High School, in Stellenbosch, was named the country’s top 2023 matric pupil out of the 717,377 candidates who sat for the National Senior Certificate (NSC) exams last year.

“When I got the call, I was just so happy and excited,” Melissa recalled. “And if you ask my parents, they’ll tell you I just couldn’t stop smiling. We got the call on Sunday and would be flying up on Wednesday morning. Those were just the longest days of my life. I just wanted to get there. I wanted to know what I had been invited for because you



(Left to Right): Minister Angie Motshekga, Melissa Muller, Western Cape Education Minister David Maynier, and Deputy Minister Reginah Mhaule

don’t know anything.”

Melissa was all smiles as she was announced the best learner in the country on 18 January by Minister Motshekga, who was accompanied on stage in Randburg by Deputy Minister Reginah Mhaule and the Western Cape Education Minister David Maynier.

“I was shocked and could not believe it,” she said at the time. Once back at home in Stellenbosch, after the excitement had worn off, Melissa was more reflective.

“I’ve always been very self-driven and motivated. Just looking back over the past few years, I’ve been the top achiever in my grade every year since Grade 4. And I think that gave me an extra boost of confidence, especially when it came to my final exams because there’s just so much extra pressure and emphasis that is placed on finals.

“Finding time for everything was often overwhelming. But as I

told many people, I enjoyed everything that I did, and I think that is the most important thing; if you enjoy what you do, then you’ll find a way to balance everything.”

Melissa added that it is not about how long one studied as she was particularly busy in her matric year representing the school in sporting codes and didn’t spend too much time reading. “I think it’s more about studying efficiently, finding what works for you,” she said. “That could be recording an audio of yourself reading your notes and then listening to it throughout the day. I used to walk up and down reading my life sciences notes and I think my parents are pretty much know the work as well as I do. I prepared extremely well for my prelim exams and that just helped me ease some of the stress of my final exams, which I think went a long way towards my achieving success.”

Melissa, who played water polo and hockey at school, revealed that she had always been passionate about community service. In Grade 10, she taught herself how to crochet by watching YouTube videos. She made almost 30 beanies, which she donated to a creche. She also made educational games for the same creche.

The star learner said she would not have made it without the support of her parents and younger sister, or the guidance of her teachers.

“If you are struggling academically, it’s even more important to have a solid support system in place. Just the belief of your teachers and your parents goes a long way. And I think communicating your needs is also very important. So, if you’re struggling, ask for help. Teachers are there to support you. And they do go the extra mile for children that ask for help,” she said.

## ‘Class of Dreams’ records 76.8% matric pass rate

PRIMROSE LERATO MBHIZA

**T**he Mpumalanga MEC for Education, Bonakele Majuba, said the Class of 2023’s pass rate of 76.8% promises a bright future for the province’s education system, although it only constitutes a 0.2% improvement from the 76.8% in 2022.

He said the Class of Dreams had registered 67,902 candidates and 65,534 wrote all the subjects on offer. Mpumalanga, with a pass rate of 76.8%, is close to achieving excellent educational outcomes. This improvement is a positive sign and shows the state’s commitment to improving the quality of education, according to Majuba.

The MEC said he sees improvement in the education system



Mpumalanga Education MEC Bonakele Majuba

as the pass rate did not decline from 2022, but rather increased

by 0.2%. During the announcement of the 2023 National Senior

Certificate examination results at the University of Mpumalanga, he said this fractional increase is better than a decline, as these were some of the learners who had persevered through a difficult learning time during the Covid-19 pandemic.

“What is more exciting is that 21,819 of these learners qualify to register for Bachelor programmes. These learners can be admitted to further their studies here at the University of Mpumalanga or at all other universities in the country. This must be appreciated. In the same breath, 17,412 of these learners qualify to enrol for Diploma programmes. This clearly confirms that we are presenting quality results in the true meaning of the word,” said Majuba.

Bohlabela District recorded

a 69.1% pass rate compared to the 79.3% it obtained in 2022. Ehlanzeni District recorded an 81.8% pass rate, an improvement of 5.6% on the 76.2% obtained in 2022. Gert Sibande District registered a 79.8% pass rate, a 2.1% improvement on the 77.7% it obtained in 2022.

Lastly, Nkangala District obtained 76.4%, a 1.9% improvement on the 74.5% obtained in 2022. Majuba thanked the parents and educators for their support and congratulated all the District Directors and their teams for this performance. “In particular, we congratulate the Acting Director of Ehlanzeni District, Dr Jabulani Ndlovu and his team for being the overall best-performing District in the Province in 2023. Well done, Siyabonga Kakhulu!”

# Matric 2023

## Despite struggle, forward planning put KwaZulu-Natal on the road to success

EDWIN NAIDU

**D**espite numerous challenges, including a tender scandal, flooding and the effects of the Covid-19 pandemic, Kwazulu-Natal pulled out all the stops to produce the second-best matric results in the country after the Free State.

Velabahleke High School's Matric Class of 2023 in Umlazi achieved a 100% pass, earning plaudits from proud KZN MEC for Education, Mbali Frazer, who celebrated the achievements of the school at the International Convention Centre in Durban after the announcement of the results. The school achieved a 100% pass rate in 2022 and 2021 as well.

In 2023, the school not only maintained this exceptional pass rate but also enhanced the quality of the matric results, securing 213 Bachelor passes out of 254 candidates. The event was a collaborative initiative by the Velabahleke High Foundation, the Velabahleke High School Alumni, the School Governing Body (SGB), the School Management Team, and other strategic stakeholders who provide unwavering support to the institution.

MEC Frazer expressed gratitude to the School Management Team, the school's dedicated educators and those from other schools who played a significant role in the success of the Class of 2023.

"I commend all of you for going above and beyond to support our learners, even after hours and on weekends, ensuring that no child is left behind," said Frazer.

The awards ceremony was graced by graduates who completed their Matric at Velabahleke High School. They, along with the Principal, Mr Bheki Cedric Mhlongo, wore graduation gowns showcasing the qualifications they obtained at different tertiary institutions. The aim was to motivate the Class of 2024, who were also invited to the event.

MEC Frazer extended her heartfelt congratulations to Velabahleke's Class of 2023 for their outstanding performance in the 2023 National Senior Certificate Examinations. She further encouraged them to persevere despite the challenges they might encounter in the future.

"There will be challenges and mistakes along the way, but please never give up on your education and your dreams," she remarked. Explaining the background to the province's "outstanding" success,



Velabahleke High School



KZN Matric 2023 Top Achievers at the National Awards

KwaZulu-Natal Premier Nomusa Dube-Ncube, said students overcame violent looting, the pandemic and floods.

"This cohort rose from the ashes of an unfortunate wave of [a] disruptive week of a violent looting spree in July 2021, which caused irreparable damage to the life and livelihood of some of our people, with an estimated R20-billion cost to the economy and 150,000 jobs lost. In April 2022, KwaZulu-Natal experienced days of heavy rain that led to deadly floods. Sadly 435 people lost their lives, with many people still missing. Several thousand homes were damaged or destroyed. Some of the learners here were directly impacted in one way or the other. But still like dust, like air, this group rose," she said.

"This class has made us all proud by achieving a remarkable 86.4% matric pass rate, improving on last year's pass rate by a significant 3.4%, and clinching the second position overall nationally, ahead of Gauteng and Western Cape.

"This incredible achievement must also be appreciated within a context that of the 740,566 candidates that enrolled for the 2023 NSC exams in July 2023, the province of Kwa-Zulu Natal provided the largest number of candidates who sat for the NSC, which was

167,247, and of this figure 136,366 achieved. The province also recorded 45.7% Bachelor passes with 27.7% Diploma [passes] and only 12.9% Higher Certificate passes.

"I couldn't be prouder," the Premier said. "Our province under the steady hand of MEC Mbali Frazer and her top management team has done the job and made all of us delighted to be the citizens of KwaZulu-Natal. The fact that every district recorded improvement overall in pass percentage and that four provincial districts are in the top ten of the country's district-level performances, is tremendously encouraging and a cause for celebration."

The Premier said the province owed its success to a change in direction after then President Thabo Mbeki urged "All hands on deck to speed up change" in his State of the Nation Address on 8 February 2008 when he declared education as one of the key apex priorities and directed that poor schools be resourced with the monitoring of learning outcomes.

"We must also congratulate Ilembe District for being the district with most schools that achieved a 100% pass rate. Siyabonga Mam Peggy Nkonyeni, former Education MEC and District Champion. We also noted that

one is left behind," she said.

"KwaZulu-Natal has prepared for the future by building state-of-the-art schools and by focusing on subjects that shape and sharpen minds for future needs. The province has built new schools in 2023 focusing on maritime, ICT focused schools and increasing paperless schools such as the Mandela Mthethwa School of Excellence and Anton Lembede School of Innovation and Technology.

"In this regard, Coding and Robotics, alongside Science, Technology, Engineering and Mathematics are taking their place as the leading performance subjects for our learners. A focused curriculum on these subjects is being implemented in 26 out of the targeted 33 schools at the foundation phase and at 211 schools for the Intermediate Phase or Grade 7.

"Through these subjects, which are aligned to the Fourth Industrial Revolution, we are preparing our learners for a future that will make the world their oyster and playground," the Premier said.

To level the playing fields, the provincial Learner Transportation Programme benefited 402 schools and 73,933 Learners in 2022/23, with 2,336,436 learners benefitting from the National School Nutrition Programme.

In addition, the province has audited bridges required for learners to access school during the rainy season and in partnership with the Department of Transport and the Department of Public Works and Infrastructure this vital infrastructure is being rolled out in Kwa-Zulu Natal.

"We are extremely pleased to note that our province has completely eradicated mud schools, and in that regard, we have gone far in bringing dignity to the poorest of the poor."

The Premier said the province hit the ground running by delivering 100% of all learner and teacher support material in all schools. In addition, in September 2023, the Department had advertised more than 3,000 teacher vacancies that had arisen because of attrition including retirement, resignation, death and other reasons.

The placement of successful candidates as per the recommendations of the School Governing Bodies has been released to Districts and the successful incumbents assumed duty on Wednesday 17 January 2024 when the schools reopened, signalling the intent of KwaZulu-Natal to aim higher in 2024.



Top marks: Zonke Thwala was one of the top 10 performing matric learners in KZN in 2023 despite facing numerous obstacles.

Umzinyathi is the most improved District," the Premier noted

"This group has risen through and overcome many obstacles since enrolling for Grade 1 in 2012, but most recently since they started High School in 2019. The improvement in the matric results and the focus of our basic education are increasingly geared towards addressing the pressing challenges of our time and preparing learners for the future world of work and industries where no

# Matric 2023

## In her own words: Minister praises matriculants' triumph against odds

EDWIN NAIDU

**T**he Grade 12 learners who sat for the National Senior Certificate (NSC) Examinations in 2023, delivered a testimony of how dedication and resilience ultimately culminated in a dream translating into reality.

Notwithstanding a myriad of challenges, these young individuals have crossed the threshold into the next chapter of their lives. The Class of 2023 was subjected to unusual and adverse learning conditions during their Grade 9 and Grade 10 academic years in 2020 and 2021 respectively. The cumulative effect of Covid-19 and the resultant learning losses and disengagement from education had a significant impact on this cohort.

The swift and collaborative responses of the Department of Basic Education (DBE), teachers, parents, our partners in education and South Africans at large, led to the development of a holistic recovery plan that, to a large degree, mitigated the negative impact of the achievement of the key learning milestones.

The father of our great nation, Nelson Rolihlahla Mandela, believed that "Educating all our children must be one of our most urgent priorities. We all know that education, more than anything else, improves your chances of building better lives."

These words resonate with the 2023 State of the Nation Address when the President of the Republic of South Africa, the Honourable Cyril Matamela Ramaphosa, highlighted that "the performance of learners from poorer schools is steadily improving, confirming the value of the support that Government provides to them". The President coined the improvement in Grade 12 results as "a silent revolution taking place in our schools".

Government has made education its apex priority precisely because it is a means of promoting good citizenship and of preparing our people for the needs of a modern economy and a democratic society.

Various programmes are already underway to achieve this goal. The three streams model which will allow learners to choose from an academic, vocational, or occupational stream in the Further Education and Training band is one of the key initiatives in Basic Education, that is making steady progress.

Implementing the General Ed-



Angie Motshega Minister of Basic Education

ucation Certificate (GEC) will assist in creating a balance of focus between the Further Education and Training Band and the General Education and Training (GET) Band, a much-needed change.

Systemic Evaluation, which is an assessment of learners and the system more broadly, targeting Grades 3, 6 and 9, will provide a more indepth and comprehensive report on the performance of the system. The institutionalisation of the Early Learning National Assessment (ELNA) will allow us to assess the readiness of learners for Grade 1 so that the deficits can be identified at this early stage and remediated.

By embracing these relevant innovations, while staying true to the fundamentals of basic education, we can provide our learners with a comprehensive and future-proof education that prepares them for the challenges and opportunities of the ever-changing modern world.

In reflecting on our journey as the DBE, we have also made commendable strides in addressing the educational needs of persons with disabilities and learners who experience barriers to learning. We celebrate the adoption of the Eighteenth Amendment Bill of the South African Constitution, which amended Section 6 of the Constitution of the Republic of South Africa, which made the South Af-

The overall pass rate increased by 2.8% compared to 2022, 4,080 more candidates have obtained admission to Bachelor studies, 546 more schools obtained an overall pass rate above 80% and 501 of these schools are from quintiles 1, 2 and 3.

One of the most significant improvements is the increase in the Mathematics pass percentage from 55% in 2022 to 63.5% in 2023. This confirms that the DBE drive to increase the number of learners that can enter the fields of Science and Technology is bearing fruit.

The quality of the achievements of the Class of 2023 can be attributed to the relentless efforts of our school principals, teachers and parents, who united in the common understanding that we, as South Africans, have the power to transform the lives of millions of children, equipping them with the tools they need to succeed and positively impact the world.

We must work without ceasing to support learners who did not satisfy the requirements of the NSC the first time round. These learners may register for the Second Chance Matric Programme. We must make passing Grade 12 a national endeavour and help our young people to reach their full potential.

The Grade 12 Class of 2024 is reminded that "indlela ibuzwa kwabaphambili" (those who have undertaken the journey before can show the path). The good performance of the Class of 2023 will serve as a lighthouse for future generations. Together we rise while remembering that "ukuzibenza ngokuzimisela yikhona okulethe imiphumela emihle yabafundi" (the success of achievers is a result of their own doing).

### Class of 2023 highlights

The performance of the Matric Class of 2023 is the highest ever since the inception of the National Senior Certificate examinations in 2008. This cohort performed exceptionally well despite the challenges they faced which included rotational school attendance and learning losses during their Grade 9 and Grade 10 years due to the Covid-19 pandemic.

Once again, the schooling system has shown without any doubt that it is resilient, maturing and is certainly on the rise. Significant improvements have been recorded in many areas concerning the six social justice principles of access, redress, equity, quality, efficiency, and inclusivity.

**Concerning the performance of the Class of 2023, the following are highlighted:**

- The overall performance improved from 80.1% in 2022 to 82.9% in 2023.
- 73.3% of districts (55 out of 70) performed above 80%.
- There is a significant improvement in the Mathematics pass rate from 55.0% in 2022 to 63.5% in 2023.
- Notable performance improvements were recorded in Accounting, Economics, Business Studies, Geography, Physical Sciences, Life Sciences and Agricultural Sciences.
- There is a continuous decline in the number of schools performing at 0% to 19.9%. Only 15 schools performed between 0% and 19.9% in 2023 compared to 19 in 2022.
- A marked improvement in the number of learners with special educational needs enrolling for the NSC examinations. A total of 5,458 learners with special educational needs enrolled to write the November 2023 NSC examinations compared to 2,489 in 2022.

**The DBE would like to focus its attention on the following areas for improvement:**

- The practice by some principals to not allow some Grade 12 learners to write a full complement of subjects in the end-of-year examinations based on their performance in the preliminary examinations and other internal assessment activities.
- The administration of examinations has improved significantly over the years, but the printing errors in question papers will be addressed so that candidates are provided with error-free question papers.
- Closer monitoring of provincial education departments to ensure that learners select the most appropriate subjects in Grade 10 which will assist them in their future career plans and also ensure an alignment between the subjects offered at school and the needs of the economy.
- Quality of passes across all subjects so that more learners can perform at higher levels and thus qualify for admission to the more advanced and relevant fields of study.

# Matric 2023

## Gauteng celebrates a high pass rate despite losing second-top position to KZN



Gauteng Premier Panyaza Lesufi at the 2023 matric announcements



Gauteng Education MEC Matome Chiloane, Limpopo Education MEC Mavhungu Lerule-Ramakhanya and Kwazulu-Natal Education MEC Mbali Frazer

### JONATHAN PAOLI

In a big win for students, albeit bittersweet considering expectations, the Gauteng class of matriculants achieved an 85.4% pass rate for the 2023 academic year.

Premier Panyaza Lesufi spoke at the release of Gauteng's class of 2023 results at the Microsoft Corporate Office in Bryanston, Johannesburg, on 19 January when he confirmed that the performance agreement with MEC for Education Matome Chiloane was that the province should achieve a 90% pass rate.

Gauteng's class of 2023's pass rate of 85.4% is a 0.95% improvement compared to the class of 2022's 84.4%, but is still short of the 90% that would have seen Chiloane get a bonus.

The class of 2023 matric candidates comprised 132,570 full-time

and 59,094 part-time candidates, with full-time candidates including 7,197 candidates who progressed from Grade 11 in 2022 to Grade 12 in 2023, comparable to the 9,125 progressed candidates who sat for exams in 2022.

Lesufi said directors of education districts that performed above 90% will be rewarded with performance bonuses.

He also urged President Cyril Ramaphosa to sign the Basic Education Laws Amendment (Bela) Bill into law and said that teachers should be better paid and cared for, for their contribution to education.

He also called for tax exemptions for public school teachers and a retention incentive, highlighting that private schools were poaching the best teachers by giving them higher salaries.

MEC Chiloane praised the pass rate and said that the province achieved the highest number of candidates qualifying for Bachelor studies since 1996 and the second highest in the country, with 56,554 who qualified for the pass.

Chiloane said there was also an increase in the percentage of candidates who passed at the Higher Certificate level.

However, the MEC pointed out that four districts had a slight decline due to the impact of the Covid-19 pandemic on learning.

The schools awarded by the MEC included the Afrikaanse Hoër Meisieskool, Hoërskool Menlopark, Hoërskool Garsfontein, Hoërskool Waterkloof, Parktown High School for Girls, and Hoërskool Randburg.

Chiloane applauded schools in townships, specifically Mohala-

ditoe Secondary School in Sedibeng West, for turning around their performance from 56.6% to 93.8%, an exceptional improvement of just more than 37.2%.

"In 2009, township schools achieved an average pass rate of 60.1%, with non-township schools achieving 84.2%, making a gap of 24.1% points. In 2023, the gap declined to 9.7%, compared to 8.3% in 2022," Chiloane said. Township schools achieved a pass rate of 82.3% compared to 80.7% in 2022, and nontownship schools gained 92% compared to 89% in 2022.

A total of 42.5% of progressed learners passed, compared to 45.5% who wrote in 2022. This is a massive decline when compared to 2022. And 7.4% of these learners who passed achieved a Bachelor pass, and almost 16.3% completed a Diploma pass.

Chiloane said 297 schools in 2023 achieved above 95%, compared to 290 in 2022, while in 2023, 143 schools reached 100% compared to 149 in 2022.

"It must also be noted that just over 94.1% [of] Gauteng schools performed above the nationally defined benchmark for school underperformance of 65% compared to 92.6% in 2021," the MEC said.

Chiloane said that authorities are expected to attend schools that consistently perform below par, as the results indicated that 34 public and independent schools achieved less than 65%, compared to 53 public and independent schools in 2022.

The MEC confirmed that the department would meet with the school management teams of all public schools that performed below 65% and hold them accountable for their poor performance.

## Minister blown away by stunning success – wants class of 2024 to aim higher

### EDWIN NAIDU

Western Cape Minister of Education David Maynier praised the province's Class of 2023 who had to overcome many challenges to deliver great results.

But despite an exceptionally challenging year, the Western Cape has increased its matric pass rate to 81.54%, with over 50,000 successful candidates.

"Every single one of the 50,520 candidates who passed met the requirements to access higher education, with 26,182 candidates (42.2%) qualifying with a Bach-

elor's pass to attend university, our highest number of Bachelors passes ever!" Maynier said.

After the announcement of the results, Maynier said he was delighted for two reasons – firstly the increase in the Bachelor's pass rate – "but more importantly, at the same time, our retention rate has... increased to close to 70%. This means that more learners are passing matric than ever before. And I think that we're moving closer to our people to really deliver quality education, as we like to say, for every learner in every class in every school in the Western Cape.

"And then, of course, on top of that, the bonus points: top learner in the country, the top candidate

in Mathematics, top candidate in Physical Science, the top candidate in South African Sign Language and top candidate in Special Needs Education. I'm very proud of the class of 2023. And it's all credit to our learners, to our teachers, and to parents," he said.

"The proudest moment was when Melissa Muller was announced as the top learner in the country," he added.

Turning his attention to the 2024 school year, Maynier said his priority is finding the funding to build more schools to expand access to education.

Congratulating the Western Cape Matric Class of 2023, he paid



Western Cape Education Minister David Maynier

tribute to teachers and parents. "Our teachers in the Western Cape are the best of the best, and we wish them all the best in the year ahead."

He said the Class of 2024 has big shoes to fill and must emulate and do better than those in whose shoes they walk.

# Matric 2023

## Limpopo's pass rate improves by 7.4%

### PRIMROSE LERATO MBHIZA

Limpopo has become the most improved province in the 2023 National Senior Certificate results, producing a pass rate of 79.5% – up from 72.1% in 2022.

The province has also had the best-performing schools over the past five years, contributing to more than 200,000 distinctions obtained by the 2023 matric class.

In 2018, Limpopo produced a 69.4% matric pass rate, then improved to 73.2% in 2019 but regressed to 68.2% in 2020. The decline worsened when the province scored 66.7% in 2021.

Basic Education Minister Angie Motshekga has commended Limpopo as the most improved province with a 79.5% matric pass rate for 2023, compared to 72.1% in 2022.

According to the Department of Basic Education technical report, 715,719 learners enrolled in the



Limpopo MEC of Education Mavhungu Lerule-Ramakhanya

NSC, and 691,160 candidates took the exams. Of those, 572,983 passed. The number of passes for quintiles 1–3 schools combined is 379,917.

"The Bachelor passes achieved by learners in quintile 1–3 schools, stand at 174,676," Motshekga said.

"The number of NSC candidates obtaining Bachelor passes has nearly tripled since 2008, with

the strongest growth coming from 'no fee' schools, demonstrating the equitable nature of these improvements," the minister said.

Motshekga said the class of 2023 achieved a total of 253,807 distinctions.

"The main contributors towards passes with distinctions were KwaZulu-Natal, Gauteng, Eastern

Cape, Western Cape and Limpopo," she said.

In Limpopo, Mopani West is the top-performing district, followed by Mogalakwena at 82.6% and Vhembe East coming in third at 82.5%.

When announcing the NSC results, Motshekga said Limpopo has contributed to the higher number of Mathematics passes, with reports saying that 60% of learners enrolling for Maths in most higher education institutions come from Limpopo.

Limpopo MEC of Education Mavhungu Lerule-Ramakhanya said the department was inspired by the class of 2023.

"We have noted in our analysis that we have new schools from the rural areas that have performed best. Our efforts of pushing for a better education were not in vain – the work of creating a better environment between learners and teachers was conducive."

Lerule-Ramakhanya also thanked teachers, parents and school gov-

erning body members, among others, for their contribution towards achieving these results.

The MEC added that the Limpopo Education Department is looking into ways to improve their schools' performance and that she wants the province to improve on its 80% pass rate.

In her 2023/24 budget vote speech, Lerule-Ramakhanya revealed that as part of the province's intervention measures, the head of Limpopo's Education Department, Onica Dederen, conducted accountability sessions with principals of underperforming schools and held academic reflection sessions with all principals of both performing and underperforming secondary schools.

Most Limpopo schools are in poverty-stricken areas with limited resources, and they face challenges such as pupils having to walk long distances to and from schools and insufficient security to protect the schools from criminals.

## Free State keeps its top spot, getting the highest pass rate in the 2023 Matric Exams

### PRIMROSE LERATO MBHIZA

The Free State achieved an impressive 89.3% pass rate to shake off competition from other provinces, with three districts – Motheo, Fesile Dabi and Thabo Mofutsanyana – making it into the country's top 10 best-performing districts.

Free State Education MEC Makalo Mohale said he is pleased the province maintained its number one spot in producing the best matriculation results.

The Free State increased its pass rate by 0.5% from 2022. KwaZulu-Natal, the third-best improved province, achieved 86.4%, up from 3.4% in 2022, while the Gauteng pass rate is at 85.4% with a 1% improvement.

The province has secured 85.7%, 88.5% and 89.3% in 2021, 2022 and 2023, respectively. Despite the province's lower total enrolled learners, which officials say reflects the provincial population dynamics, the province has produced an impressive second-best 44.7% of Bachelor admissions.

A total of 88% of learners with special needs in the province also passed and all districts in the province achieved a pass rate of over 85%, with general result improvements in most subjects.



Free State Education MEC Makalo Mohale

Mohale said there was a concerted effort to help the learners achieve top marks. "There were many recovery programmes for learning, most of our learners could be seen over the weekends, and in the evenings, some of the learners were sleeping at school. The teachers and everyone involved were really working to make sure that we kept up with all of this.

"We take great pride in the achievements of our young people, for we know these are but the first

steps on their long journey of transforming not only their lives but that of their families too, including transforming society in general."

He congratulated all officials in the department whose hard work and dedication to the learners had once again established the province as the best in the country.

Speaking to Inside Education, Mohale said appreciation goes to school governing bodies, student formations, and parents for their

unwavering support of their children, but most importantly, to the teachers.

"These are our heroes who endure difficult conditions with the aim of ensuring that the youth of our country have the necessary education to travel the often murky waters that life presents. We are deeply grateful to them for their undeniable patriotism and love for the youth," he said.

Most learners who sat for matric

come from poor "working-class families", Mohale said, and a total of 441,871 (81.3%) learners supported through social grants attained the NSC.

The provincial department said that the no-fee school policy and school feeding scheme has unlocked access to schooling for many poor, vulnerable and orphaned children.

The province has yet to record a decline in its matric results. The Free State, KwaZulu-Natal and Gauteng are the three top-performing provinces. Mpumalanga and the Northern Cape are the lowest-performing provinces, despite both recording improvements of 0.2% and 0.6%, respectively.

Basic Education Minister Angie Motshekga said the results highlighted a significant shift in South Africa's educational landscape, challenging the notion that quality education is exclusive to urban areas.

The pass rate of the 2023 NSC exams in number is the second highest in the history of the NSC exams when expressed as a percentage, and the pass rate of the 2023 NSC exams is the highest in the history of the NSC.

Last year, the Free State had the highest pass rate of 88.5%. The national matric pass rate is up by 2.8% from 80.1% in 2022.

# Matric 2023

## Eastern Cape's Gade says 2023 matric results are a watershed in learner performance

PHUTI MOSOMANE

**T**he Eastern Cape Matric Class of 2023 obtained an 81.4% pass rate, a 4.1% improvement on the 77.3% of the Class of 2022.

Education MEC Fundile Gade said this represents a shift from 76.5% in 2019 to 81.4% in 2023, representing a 4.9% shift over the term.

He said 2023 represents a watershed period in the learner performance trajectory of the Eastern Cape. This is, he said, was characterised by several inaugurations, ranging from pass percentages, Bachelor passes, subject pass marks, and performance by examination centres.

The Eastern Cape has produced 316,095 passes from 2019 to 2023. Gade told Inside Education that the province achieved its long-term mandate in 2019 of reducing the margins between the best-performing province and the Eastern Cape.

"We were mandated to ensure that since we got into office in 2019, we reduce the margins between us and the best-performing province. The strategic target has always been 5% in every academic year, and this has been achieved.



Eastern Cape Education MEC Fundile Gade

What is needed now is to consolidate the seven districts that are above 80%," he said.

For 2023, there has also been an improved quality and good standard of School-Based Assessment submitted to Umalusi for the results.

"The means the persistent emphasis on formative School-Based

Assessment over the past few years has paid off handsomely in 2023," he added. The province had 953 full-time examination centres, and their performance percentile has improved considerably, with 91% of schools performing at a 70% pass and above, with no school performing at 20%

pass or below.

The number of schools performing at 60% and below has reduced from 131 to 81, meaning that 8.4% performed at 60% and down.

The number of schools performing with an 80% pass has increased from 202 to 216, and those performing at 90% has increased from 236 to 307, with schools getting a pass of 90% or above rising from 233 to 254. Bachelor passes increased by 2.8% from 36.8% in 2022 to 39.6% in 2023.

In real terms, 37,898 of the 95,697 learners obtained a Bachelor's pass in 2023 compared to 34,974 in 2022. Over the period from 2019 to 2023, the Eastern Cape has produced 146,561 Bachelor passes and 108 442 Diploma passes.

Equally improving is the number of distinctions over the last five years, from 15,745 in 2019 to 29,064 in 2023. Year-on-year improvements have equally scaled up from 3.7% in 2022 to 4.2% in 2023. This is evident in the quality of passes in each subject written in 2023, the province's technical report showed.

Regarding subject performance, Gade said Physical Science improved by 4.5% from 70.5% to

75%, with Mathematics improving by 11.3% from 46.1% to 57.4%.

However, there was a decline in four enrolment subjects: Accounting dropped by 0.2% from 76.9% to 76.7, Economics dropped by 0.3% from 78.6% to 78.3, and Mathematical Literacy dropped by 2.5% from 83.1% to 80.6%.

District performance took a new turn in 2023, with eight districts performing above 80% and the remaining four achieving between 76% and 79%. Five more districts, compared to 2022, joined the 80% benchmark.

The improvements in 2023 must be seen in the context of the department's system-wide Education System Transformation Plan, whose strategic thrust is to maximise opportunities for learners to achieve a good pass in the NSC examinations while improving performance in the whole system.

Gade said this would only have happened if collaboration with Teacher Unions in the province was nonexistent. "The collaboration was most fruitful and useful when it came to management of extra demands on teacher's time. This helped in creating a conducive environment for teaching and learning."



Northern Cape MEC of Education Zolile Monakali

registration open until 8 February and available at the nearest education district office.

The more than 13,000 Grade 12 learners in the Northern Cape who sat for the examinations got their results on Friday 19 January when Saul announced the 2023 matric results during an official event at Kimberley's Mittah Seperepere Convention Centre.

Zolile Monakali, the MEC for Education, accompanied the Premier. Van der Merwe said the provincial Matric Awards will follow the announcement of the results to acknowledge the province's top performing learners. "We commend all

## Northern Cape undeterred, although at the bottom of the NSC provincial results list

JONATHAN PAOLI

**D**espite dropping to position 9 in the overall National Senior Certificate results, the Northern Cape Department of Education has taken a positive view of the results following a 1.6% pass improvement.

The NSC class of 2023 achieved a 75.84% pass rate compared to the 74.2% achieved by the class of 2022 – a noticeable improvement considering that the NSC results have been consecutively improving for the past four academic years.

Following the outbreak of the Covid-19 pandemic, the crop of learners had just entered the senior phase of their schooling, and against all odds, they strived for better results after the disruption of regular education.

The spokesperson for the Northern Cape Department of Education, Geoffrey van der Merwe, said they

provided much-needed support to the learners and educators for the class of 2023 and that nationally this was the highest pass rate since the inception of democracy.

In the province, 13,032 candidates registered to write the NSC examination; however, only 12 842 sat for the exams.

Speaking at the award ceremony, Premier Zamani Saul applauded the class of 2023 for doing remarkably well and excelling academically against all odds.

"The class of 2023 was in Grade 9 when the Covid-19 pandemic wreaked havoc in our country, especially in the education sector. With a considerable learning backlog and very little exposure to formal assessment, with their dedication and commitment, they have shown us what can be achieved," Saul said.

The premier also acknowledged that all this was made possible

through various matric intervention and support programmes, which the Northern Cape Department of Education facilitated in all schools and districts.

The Namakwa District reclaimed its olden good days by being the best-performing district with an 81.6% pass rate. Other districts performed as follows: ZF Mgcawu with 81.4%, Pixley Ka Seme with 74.2% and Frances Baard with 73.9%.

The John Taolo District recorded the highest improvement of 73.7% compared to the 68% pass rate of 2022, an overall increase of 5.7%.

"As the provincial government, we want to pledge our support to all candidates that fell short of meeting the minimum requirement to pass these exams," said Saul.

Van der Merwe said that candidates unhappy with their matric results could register for the Second Chance Programme to rewrite them or improve their results, with

# Matric 2023

## North West Premier Maape applauds the class of 2023 for improved matric results

STAFF REPORTER

**N**orth West Premier Bushy Kaobitsa Maape has applauded the Matric Class of 2023 for improved matric results. The NSC class of 2023 achieved a 75.84% pass rate compared to the 74.2% achieved by the class of 2022 – a noticeable improvement considering that the NSC results have been consecutively improving for the past four academic years.

The province obtained an 81.6% pass rate and retained its fourth position from 2021. The results represent an increase of 1.8% from 2022, when the province claimed fifth position in the national matric results.

The number of candidates who

achieved Bachelors passes has increased to 15,059 (36.36%) compared to 14,733 (33.62) of the Class of 2022. Moreover, Diploma passes improved by 11,646 (28.12%), higher than 10,794 (26.3%) in 2022.

Maape maintains the results mirror the hard work undertaken by the North West Executive Council in making education one of its apex priorities.

"The outcome of these results gives credence to the fortitude displayed by government and the department in making sure that education remains one of our apex priorities as a province.

"Through the Accelerated Service Delivery Programme – Thunsha Leroke – we made a commitment that teaching and learning will not be left

behind as we roll out this plan. And I can confidently say our efforts were not in vain," insists Premier Maape.

The 2023 cohort also scored 7,067 distinctions in various subjects, excluding Life Orientation, compared to 6,478 in the previous year.

"This achievement reflects the efforts and commitments of ordinary men and women who have taken it up themselves to demonstrate to the country that we are a province of skilled and ethical personnel."

Bojanala Platinum District Municipality reclaimed its top position as the top performing district with 84.24%. Dr Kenneth Kaunda District follows it at 83.51%. The Ngaka Modiri Molema and Dr Ruth Segomotsi Mompoti districts are sitting



North West Education MEC Viola Motsumi

at positions three and four with 79% and 77.16% respectively. All these districts have improved their pass rate compared to the previous year.

"Credit must also go to our teachers, school governing bodies, House of Traditional and Khoi-San leaders, leaders of faith-based organisations, the private sector and all social part-

ners who have traversed this journey with us," he said. Maape implored the private sector to collaborate with the Office of the Premier to expand the reach of the Victor Sifora Provincial Bursary Scheme. The scheme is currently funding 145 students enrolled at various institutions of higher learning to the tune of R16-million.

## 2023 was the 'Year of the (triumphant) Underdog' says KZN education MEC

PHUTI MOSOMANE

**K**waZulu-Natal Education MEC Mbali Frazer said the province salutes the Class of 2023 for their historic 86.4% pass rate – a 3.4% increase from the 83% obtained in 2022, the second biggest in the country.

Frazer said the province stands united in congratulating the Matric Class of 2023 for their remarkable achievements.

"Their sterling results are not just a testament to the hard work and dedication of the education collective but also to the resilience and maturity of the KwaZulu-Natal education system.

"As we reflect on the past year, we cannot help but characterise 2023 for KwaZulu-Natal as the Year of the Underdog."

"The term underdog is not just a label; it embodies the spirit of triumph over adversity. It symbolises the ability to rise above challenges, to overcome obstacles that may seem insurmountable. And today, as we witness the success of the Class of 2023, we see the underdog emerging victorious," Frazer said.

Of the 167,247 candidates who sat for the 2023 NSC examination, 136,366 passed. KwaZulu-Natal continues to contribute the highest number of candidates who sit for and pass the National Senior Certificate examinations in the country.

As aligned with the objectives of the Academic Improvement Plan,

the number of schools achieving a 100% pass rate saw a notable increase, rising from 214 in 2022 to 246 in 2023.

Bachelor passes increased from 61,856 in 2021 to 69,849 in 2022 and 72,099 in 2023. The Class of 2023 also recorded 43,769 Diploma passes, while the number of higher certificates decreased from 22,560 in 2022 to 20,435 in 2023.

The province reduced the number of schools that performed below 40% from 29 in 2022 to 18 in 2023, and 12 districts delivered at 80% and above. This so-called disadvantaged cohort, as some have described the Class of 2023, Frazer said, "has proven to the whole of South Africa and the world that nothing – not the coronavirus, not inclement weather, nor anything else, for that matter – can stand in the way of a determined and hard-working individual."

She said in the face of financial constraints and devastating storms that plagued the KwaZulu-Natal Department of Education in 2023, the commitment and dedication of everyone – from the Head of the Department and all the officials to the educators and learners in the classroom – never wavered for even a second.

Frazer said the KwaZulu-Natal Department of Education remains resilient, tenacious, and unwavering in its pursuit of excellence.

Speaking to Inside Education, Frazer said the 2023 matric results are the outcome of the hard work

and the commitment of educators, district teams, and office-based officials to implement the 2023 provincial Academic Improvement Plan.

"One of the objectives of our plan was to increase the provincial pass percentage from 2022's 83% to a maximum of 100%. This goal was in line with the directive of the KwaZulu-Natal Provincial Government, which stated that no district should obtain anything less than 85%. This directive served as our compass, and we were determined not only to achieve this target but also to improve the quality of our results," she said.

To ensure improvement in the education outcomes, the Head of Department implemented accountability sessions for all schools that obtained a 40% pass rate and below in the 2022 NSC examinations.

This programme aimed to eliminate the performance category of below 40% in the 2023 National Senior Certificate exams.

All districts also hosted winter and spring tuition classes, which sought to facilitate adequate curriculum coverage and revision.

**The overall pass percentage per district is as follows:**

- uMkhanyakude District achieved a 90% pass rate.
- Ugu District got an 89.5% pass rate.
- The iLembe District received 88.58%, an impressive 5.49% increase from 2022.
- Zululand is in fourth place, with



KwaZulu-Natal Education MEC Mbali Frazer

an 87.16% pass rate.

- In addition to maintaining its record of not having a single school achieving less than 40%, the Harry Gwala District closed the Top 5 with an 87.05% pass rate.
- In sixth place is the Amajuba District, with an 87% pass rate.
- Recording the highest increase of 7.51% from 2022's 79.08%, uMzinyathi is a most improved district with an 86.59% pass rate.
- Umhlazi takes position eight (8) with 86.01%, while Pinetown followed with 85.6%.
- uMgungundlovu District obtained 85.06%
- At number eleven (11) is the King Cetshwayo District, with 83.4%
- And lastly, with an 82.93% pass rate is the uThukela District.

Schools in correctional services centres – Qalabusha Secondary, Usethubeni Youth, and Sicebengolwazi Secondary – achieved a 100%

pass rate.


An emotionally charged MEC Frazer told learners that as they step into the next chapter of their new "lives, remember the lessons learned during this journey – the power of resilience, the strength in unity, and the courageous spirit of the underdog."

"When you've made a success of your own lives, please go back to your communities and schools to help in lifting others". She said the critical role of educators as the backbone of any successful education system can never be overstated. She said educators took responsibilities beyond just educating learners.

"Educators selflessly take on roles as nurses, trauma counsellors, and social workers when our learners need help," she said, thanking trade unions and school governing body formations for their consistent and meaningful contributions to the department's mission of providing quality education.

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**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

**NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**HOSPITALITY STUDIES**  
FEBRUARY/MARCH 2018

MARKS: 200  
TIME: 3 hours

This question paper consists of 14 pages.

**INSTRUCTIONS AND INFORMATION**

- This question paper consists of FOUR sections.  
SECTION A: Short questions (all topics) (40)  
SECTION B: Kitchen and restaurant operations; Hygiene, safety and security (20)  
SECTION C: Nutrition and menu planning; Food commodities (80)  
SECTION D: Sectors and careers; Food and beverage service (60)
- Answer ALL the questions in the ANSWER BOOK.
- Number the answers correctly according to the numbering system used in this question paper.
- Write neatly and legibly.

**SECTION A: SHORT QUESTIONS**

**QUESTION 1**

**1.1 MULTIPLE-CHOICE QUESTIONS**

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 number (1.1.1–1.1.10) in the ANSWER BOOK, for example 1.1.11 D.

**EXAMPLE:**

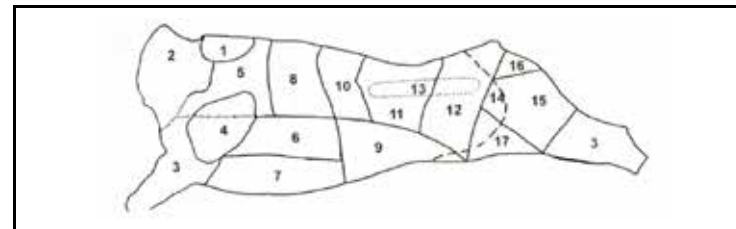
- 1.1.11 A good source of vitamin C is ...  
A milk.  
B oranges.  
C meat.  
D bread.

**ANSWER:**

- 1.1.11 B
- 1.1.1 The main function of a night auditor is to ...  
A perform petty cash payments.  
B look after special guests at night.  
C balance all front-office accounts.  
D greet guests who arrive at night. (1)
- 1.1.2 Inedible yellow connective tissue in meat mainly consists of ...  
A collagen.  
B gelatin.  
C elastin.  
D sarcoplasm. (1)

- 1.1.3 A symptom of hepatitis A is ...  
A continuous coughing.  
B severe diarrhoea.  
C night sweats.  
D swollen glands. (1)
- 1.1.4 ... is NOT suitable to serve at a cocktail function.  
A Canapés and crudités  
B Noisettes and tournedos  
C Rissoles and kebabs  
D Rösti and blini (1)
- 1.1.5 When gelatin is melted over hot water the process is known as ...  
A dispersion.  
B gelation.  
C hydration.  
D setting. (1)
- 1.1.6 ... is part of brand awareness and can also be used as a marketing tool.  
A Packaging  
B Promotion  
C Advertising  
D Presentation (1)
- 1.1.7 A drink that is made with two or more beverages is known as a/an ...  
A espresso.  
B cordial.  
C syrup.  
D cocktail. (1)
- 1.1.8 The term that is used to describe the pricking of a pastry base with a fork before baking:  
A Glazing  
B Trapping  
C Docking  
D Lining (1)
- 1.1.9 Paula is a/an ... vegetarian because she consumes fish and seafood.  
A lacto  
B ovo  
C pollo  
D pesco (1)
- 1.1.10 Pinotage is classified as a ... wine.  
A sparkling  
B red  
C fortified  
D white (1)

2.2 The various cuts of beef are illustrated on the carcass below. Choose the number of the cut of beef in COLUMN A that matches the cut in COLUMN B and its specific use in COLUMN C. Write only the letter (A–G) from COLUMN B and the Roman numerals (i)–(vii) from COLUMN C next to the question number (1.2.1–1.2.5) in the ANSWER BOOK, for example 1.2.6 H (viii).



COLUMN A	COLUMN B	COLUMN C
Number of cut of beef	Cut	Specific use
1.2.1 1	A bolo	(i) club steak
1.2.2 4	B prime rib	(ii) tournedos
1.2.3 8	C wing rib	(iii) beef olives
1.2.4 13	D hump	(iv) Porterhouse steak
1.2.5 12	E fillet	(v) kebabs
	F rump	(vi) corned beef
	G shin	(vii) stock

- 1.3 **ONE-WORD ITEMS**  
Give ONE word/term for each of the following descriptions. Write only the word/term next to the question number (1.3.1–1.3.10) in the ANSWER BOOK.
- 1.3.1 The tool used by waiters to open wine bottles (1)
- 1.3.2 A preservation process during which fruit is cooked repeatedly in highly concentrated syrup (1)
- 1.3.3 Heating and cooling chocolate to make it more resistant to melting (1)
- 1.3.4 The process used to fill joints of meat before cooking (1)
- 1.3.5 A food-borne disease caused by contaminated water (1)
- 1.3.6 A pastry used to make samoosas (1)
- 1.3.7 A very small creamy nut that has an oval shape and which is used as an essential ingredient in Italian pesto sauce (1)
- 1.3.8 The main nutrient in choux pastry (1)
- 1.3.9 An enzyme that prevents the setting of gelatin because it breaks down the protein (1)
- 1.3.10 A disease caused when the body is unable to produce sufficient insulin (10 x 1) (10)

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- 1.4 **SELECTION**  
Choose FIVE examples of baked desserts in the list below. Write only the letters (A–J) next to the question number (1.4) in the ANSWER BOOK.  
A Crêpe Suzette  
B Bread and butter pudding  
C Malva pudding  
D Banana fritters  
E Trifle  
F Apple strudel  
G Crème caramel  
H Chocolate soufflé  
I Charlotte muscovite  
J Churros (5 x 1) (5)
- 1.5 **ONE-WORD ITEMS**  
Give ONE word/term for each of the following descriptions of serving equipment by choosing a word/term from the list below. Write only the word/term next to the question number (1.5.1–1.5.5) in the ANSWER BOOK.  
plunger; carving unit; service cloth; cloche; tongs; sauceboat; underliner; hot tray
- 1.5.1 Used to protect the hands and wrists from burns (1)
- 1.5.2 Used to keep plates, serving dishes and food warm on the buffet table (1)
- 1.5.3 Equipment used to prepare coffee (1)
- 1.5.4 Used to cover food and prevent it from drying out (1)
- 1.5.5 Equipment used for serving all single portions of food (1)
- TOTAL SECTION A: 40**

**SECTION B: KITCHEN AND RESTAURANT OPERATIONS; HYGIENE, SAFETY AND SECURITY**

**QUESTION 2**

2.1 Study the scenario below and answer the questions that follow.

A newly appointed porter at the Gold Hotel is coughing up blood.

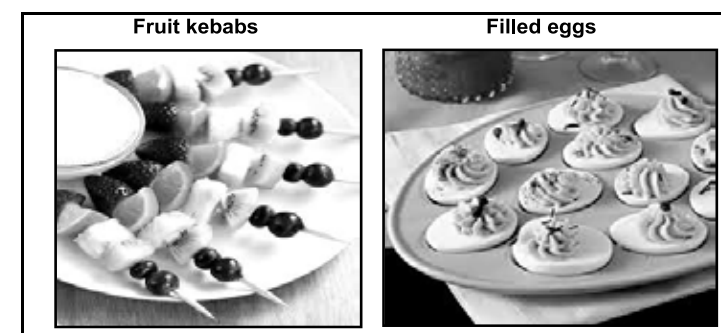


- 2.1.1 Identify the disease that the porter is suffering from. (1)
- 2.1.2 Predict THREE other symptoms that the porter may have, other than the one identified in QUESTION 2.1.2. (3)
- 2.1.3 Do you think that the disease in QUESTION 2.1.1 will have a negative impact on the workforce? Motivate your answer. (3)
- 2.2 State TWO precautionary measures that should be taken by a food handler who is suffering from HIV/Aids. (2)
- 2.3 Study the scenario below and answer the questions that follow.  
Amanda was employed as a waiter at a local hotel recently. She told you that the hotel manager gave her just one look, appointed her and told her to start straight away, without interviewing her or introducing her to the point-of-sale (POS) system.
- 2.3.1 Explain what impact the manager's action will have on service excellence. (3)
- 2.3.2 Amanda has decided to accept the job at the local hotel. Advise Amanda on 'professional work ethics' that she should display. (3)
- 2.4 One of the advantages of the POS (point of sale) system is to increase productivity. Evaluate the statement. (3)
- 2.5 Discuss TWO safety practices to follow when purchasing a product online. (2)
- TOTAL SECTION B: 20**

**SECTION C: NUTRITION AND MENU PLANNING; FOOD COMMODITIES**

**QUESTION 3**

3.1 Study the dishes below and answer the questions that follow.

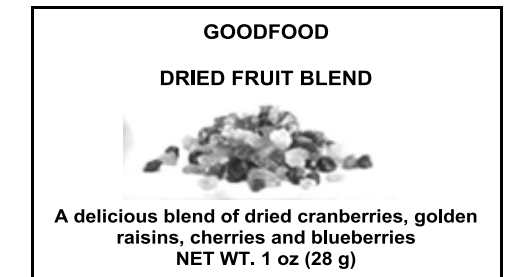


- 3.1.1 Identify the type of function where the dishes above will be served. (1)
- 3.1.2 Motivate why it is to the advantage of the caterer to host the type of function identified in QUESTION 3.1.1. (4)
- 3.1.3 Evaluate the suitability of the dishes above for guests with high cholesterol. (4)
- 3.1.4 Give reasons why the dishes above are suitable for people who are HIV positive. (4)
- 3.2 Study the extract below and answer the questions that follow.

You have been advised by a dietician to become a vegetarian. You are told to exclude meat, poultry and fish and rather have a balanced intake of legumes, nuts, seeds, milk products and eggs.

- 3.2.1 Identify the type of vegetarianism recommended by the dietician. (1)
- 3.2.2 Motivate why the dietician might have advised you to become a vegetarian. (2)
- 3.2.3 Name THREE types of seeds that you could include in your diet. (3)
- 3.2.4 List the nutrients found in nuts. (3)
- 3.3 Study the extract below and answer the questions that follow.  
The following costs were incurred at the Food and Wine Restaurant for a banquet prepared for 40 people.  
Food costs: R4 450  
Overhead costs: R650  
Labour costs: R1 600  
Net profit: 40%

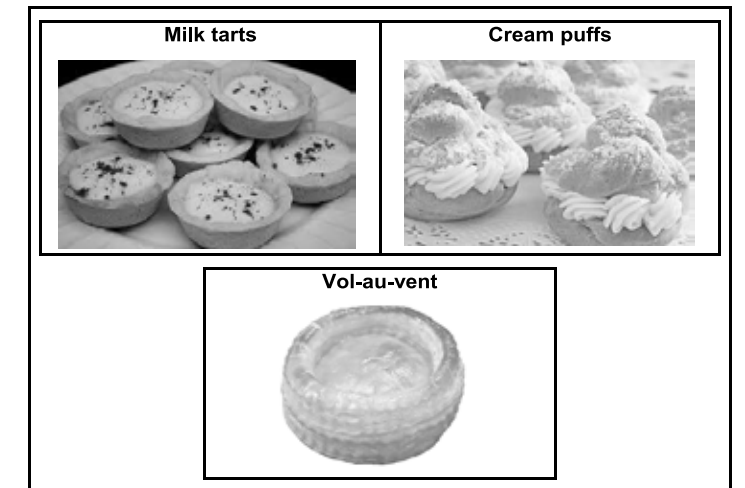
- 3.3.1 Calculate the selling price. Show ALL calculations. (5)
- 3.3.2 Calculate the selling price per person for the banquet. Show ALL calculations. (3)
- 3.4 Study the label below and answer the questions that follow.



- 3.4.1 Identify the preservation method above. (1)
- 3.4.2 Evaluate the information on the label above. (5)
- 3.4.3 State FOUR advantages of food preservation using the method identified in QUESTION 3.4.1. (4) [40]

**QUESTION 4**

4.1 Study the pictures below and answer the questions that follow.



4.1.1 Distinguish between the three products. Redraw the table below in the ANSWER BOOK and complete the table.

	MILK TART	CREAM PUFFS	VOL-AU-VENTS
Type of pastry	(1)	(1)	(1)
Shaping technique	(1)	(1)	(1)

- 4.1.2 Identify a product that should be baked blind. Motivate your answer. (3)
- 4.1.3 Comment on the appearance of the vol-au-vent. (3)
- 4.1.4 Name the pyramid-shaped product made by stacking cream puffs using caramel. (1)
- 4.1.5 Justify why the spun sugar used to decorate the product named in QUESTION 4.1.4, should be prepared on the same day it is used. (2)
- 4.1.6 Explain how spun sugar is made. (2)
- 4.1.7 The cream filling in the puffs can also be replaced by a chiffon filling. Explain how a chiffon filling is prepared. (3)



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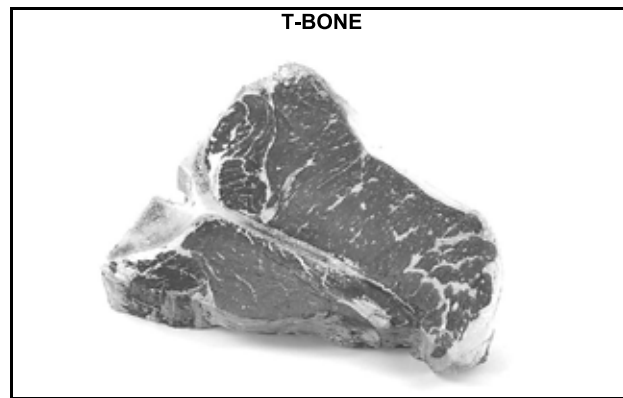


4.2 Study the extract below and answer the questions that follow.

Grade 12 learners have prepared kiwi jelly and strawberry coulis for a practical lesson.

- 4.2.1 Give suitable reasons for EACH of the following faults that occurred when preparing the jelly:
  - (a) There were ice crystals in the kiwi jelly. (1)
  - (b) The kiwi jelly did not set properly. (3)
- 4.2.2 Describe how the moulds should be prepared in order to ensure that the kiwi jelly unmoulds easily. (3)
- 4.2.3 Explain what a *coulis* is. (2)

4.3 Study the picture below and answer the questions that follow.



- 4.3.1 Name the part of the beef carcass from which the T-bone was cut. (1)
- 4.3.2 Explain why T-bone steak is suitable for braaiing in South Africa. (3)
- 4.3.3 Give possible reasons why the T-bone above turned out to be extremely tough and dry when served at a restaurant. (4)
- 4.3.4 Name THREE factors to consider when purchasing the cut of meat above. (3)

TOTAL SECTION C: 80

**SECTION D: SECTORS AND CAREERS: FOOD AND BEVERAGE SERVICE**

**QUESTION 5**

5.1 Study the poster below and answer the questions that follow.



- 5.1.1 Name THREE other visual marketing tools that can be used to market the product above. (3)
- 5.1.2 Predict the target market that the product above will appeal to. Motivate your answer. (2)
- 5.1.3 Explain how the sale of the product above will contribute to the South African economy. (4)
- 5.1.4 Evaluate the poster above. (5)

5.2 Read the extract below and answer the questions that follow.

A young entrepreneur opened a ten-room guesthouse in the local community recently. He has appointed you as the accountant at his new business.

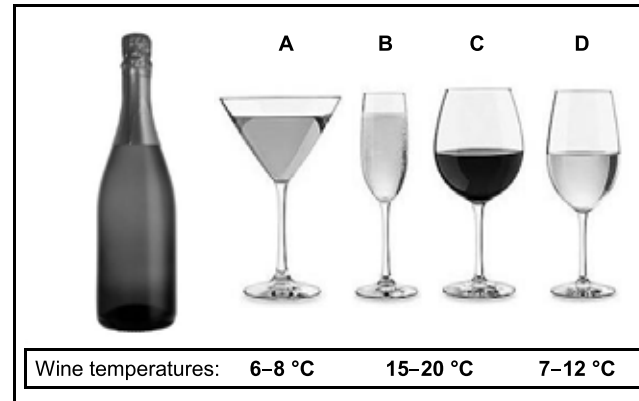
- 5.2.1 Recommend THREE revenue-generating areas, other than the bedrooms, that could assist the guesthouse in generating income. (3)
- 5.2.2 Suggest FOUR responsibilities of an accountant in the guesthouse above. (4)
- 5.2.3 State FOUR characteristics that the young entrepreneur should have. (4)
- 5.2.4 A business plan is important when starting a business. State FIVE aspects that the young entrepreneur should include in his business description. (5)

[30]

**QUESTION 6**

6.1 Read the extract, study the photographs with information below and then answer the questions that follow.

A group of guests is celebrating a 21<sup>st</sup> birthday party at a restaurant. The group orders a selection of popular South African sparkling wines, including *Méthode Cap Classique* and de-alcoholised sparkling wines. Mary, an 18-year-old waitress, has been assigned to serve the table.



Wine temperatures: 6–8 °C 15–20 °C 7–12 °C

- 6.1.1 Define the term *Méthode Cap Classique*. (1)
- 6.1.2 Name TWO other methods used for making sparkling wines. (2)
- 6.1.3 Explain why the term 'Champagne' is incorrect when referring to the sparkling wines above. (1)
- 6.1.4 Suggest a suitable starter to pair with Champagne. (1)
- 6.1.5 Explain what a *de-alcoholised wine* is. (2)
- 6.1.6 Choose a suitable glass (A–D) and temperature for the sparkling wine above. (2)
- 6.1.7 Explain how the glasses above can be frosted. (2)
- 6.1.8 Discuss the legal requirements that restaurant owners have to comply with when serving wine. (3)
- 6.1.9 One of the guests becomes flirtatious with Mary and she feels uncomfortable. Discuss how Mary should handle the guest. (4)

6.2 Explain the steps to follow when presenting the bill to guests. (4)

6.3 Study the picture below and answer the questions that follow.



- 6.3.1 Evaluate the table layout in the picture above. (4)
- 6.3.2 Distinguish between a *formal dinner* and a *cocktail function* regarding the food-serving and clearing procedures a waiter should follow. Redraw the table below in the ANSWER BOOK and complete the table.

	FORMAL DINNER	COCKTAIL FUNCTION
Food-serving procedure	(1)	(1)
Clearing procedure	(1)	(1)

(4)

TOTAL SECTION D: 60  
GRAND TOTAL: 200

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**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

**NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**MATHEMATICAL LITERACY P 1**  
**FEBRUARY/MARCH 2018**  
**MARKING GUIDELINES**

MARKS: 150

SYMBOL	EXPLANATION
M	Method
MA	Method with accuracy
CA	Consistent accuracy
A	Accuracy
C	Conversion
S	Simplification
RT/RG	Reading from a table/graph/diagram
SF	Correct substitution in a formula
O	Opinion/Example/Definition/Explanation
P	Penalty, e.g. for no units, incorrect rounding off, etc.
R	Rounding off
NPR	No penalty rounding or omitting units
AO	Answer only, full marks

These marking guidelines consist of 12 pages.

Ques	Solution	Explanation	Topic/L
1.1.1	$3\frac{1}{2}$ years ✓✓A OR Three and half a years ✓✓A OR 3,5 years ✓✓A	2A numerical period OR 2A period in words 3 years 6 months (only 1 mark)	M L1 (2)
1.1.2	Total Repayment Cost = R1 078,26 × 42 ✓M/A = 45 286,92 ✓CA	1MA multiply term by instalment 1CA Total cost From Q1.1.1.	F L1 (2)
1.1.3	Discount = R29 999,00 × 15% ✓M = R4 499,85 ✓A	1M calc. discount 1A saving	F L1 (2)
1.2.1	AD : CB = 10,9 : 9,45 ✓M = 218 : 189 ✓CA	1M ratio form 1CA simplified form Accept unit ratio (1: 0,87) OR (1,15 : 1)	MP L1 (2)
1.2.2	CD = 125,92m – (57,5 + 10,9 + 9,45) ✓M/A = 48,07m ✓CA	1M/A subtracting all lengths 1CA length	M L1 (2)
1.2.3	Radius = $\frac{4,73}{2}$ m ✓M = 2,365 m ✓A	1M dividing by 2 1A simplification NPR	M L1 (2)
1.2.4	Total Cost = R97,56/m × 57,5m ✓M/A = R5 609,70 ✓CA	1M/A multiply cost by correct distance 1CA simplification	F L1 (2)
1.3.1	C ✓✓A	2A city	D L1 (2)
1.3.2	Range = 8°C – (– 7°C) ✓MA = 15°C ✓CA	1MA subtracting correct values 1CA temperature	D L1 (2)

Ques	Solution	Explanation	Topic/L
1.3.3 (a)	B ✓✓A	2A city (2)	P L1
1.3.3 (b)	Likely OR less likely ✓✓A	2A correct words (2)	P L1
1.4.1	Bar graph ✓✓A OR Single bar graph. ✓✓A OR Vertical bar graph ✓✓A OR Column graph ✓✓A	2A correct type (2)	D L1
1.4.2	Three hundred and sixty one thousand nine hundred and forty eight. ✓✓A	2A number in words (2)	M L1
1.4.3	Q 5 ✓✓A	2A correct question (2)	D L1
1.4.4	Average time per mark = $\frac{180}{150}$ min ✓MA = 1,2 min ✓CA OR Average time per mark = $\frac{3 \text{ hours}}{150}$ ✓MA = 0,02 × 60 min = 1,2 min ✓CA OR 150 marks : 180 min ✓MA 1 mark : 1,2 min ✓CA	1MA numerator and denominator 1CA simplification OR 1MA numerator and denominator 1CA simplification OR 1MA correct ratio 1CA simplification	D L1 (2)

[30]

Ques	Solution	Explanation	Topic/L
2.1.1	Stop order: an instruction to an employer or bank to pay / divert monthly or transfer regularly a certain amount to a person or an account. ✓✓ O OR Stop order: an instruction that an employee (individual) issue to the employer (bank) to make a series of future dated regular deductions ✓✓ O OR Stop order: Future dated regular monthly deductions ✓✓ O	2O explanation (2)	F L1
2.1.2	Difference = R940 465,89 – R536 523,25 ✓M/A = R403 942,64 ✓C/A	1M/A subtraction of correct value 1CA simplification AO	F L1 (2)
2.1.3	Number of years (2017 – 2029) = 12 ✓M/A Number of months in 12 years = 12 × 12 = 144 ✓C Number of months from 10 May to 1 November = 6 ✓A Total number of contributions = 144 + 6 = 150 ✓CA	1M/A calculating years 1C converting years to months 1A additional months 1CA total number of months. AO	F L2 (4)
2.1.4	Total contribution value ✓M/A = (5 × 12) × R740,22 ✓RT = R44 413,20 ✓CA	1M/A multiplying (5 and 12) 1RT reading monthly contribution 1CA total contribution AO NPR	F L2 (3)
2.1.5	a greater / an increased/ a higher / more/ bigger/ larger/ inflated / better ✓✓A	2A correct missing words (2)	F L1

(2)

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Ques	Solution	Explanation	Topic/L
2.1.6	$R740,22 + R740,22 \times 8,5\%$ $= R740,22 + R62,9187$ $= R803,14$ <b>OR</b> $R740,22 \times 108,5\%$ $= R803,14$ <b>OR</b> $740,22 \times 8,5\% = 62,9187$ $\therefore 803,14 - 62,9187 = 740,22$	1MA percentage 1M adding two values <b>OR</b> 1M multiplying 1MA 108,5% <b>OR</b> 1MA percentage 1M subtracting values	F L1 (2)
2.2.1	$\text{Hourly overtime rate} = R17,76 \times \frac{1}{3}$ $= R23,68$	1MA hours 1CA rate AO	F L1 (2)
2.2.2	$2017 \text{ Sunday wage rate} = 19,39 \times 150\% = R29,09$ $\text{Total wage} = 3 \times 9 \times R29,09$ $= R785,43$ <b>OR</b> $2016 \text{ Sunday wage rate} = R17,90 \times 150\% = R26,85$ $\text{Total wage} = 3 \times 9 \times R26,85$ $= R724,95$	1MA increasing by 150% 1A Sunday hourly rate 1A hours per day 1M multiplying 1CA wage <b>OR</b> 1MA increasing by 150% 1ASunday hourly rate 1A hours per day 1M multiplying 1CA wage NPR	F L2 (5)

Ques	Solution	Explanation	Topic/L
2.2.3 (a)	$\% \text{ increase} = \frac{17,76 - 16,40}{16,40} \times 100\%$ $= \frac{1,36}{16,40} \times 100\%$ $= 8,29268\%$ $\approx 8,3\%$ <b>OR</b> $\% \text{ increase} = \frac{19,39 - 17,90}{17,90} \times 100\%$ $= \frac{1,49}{17,90} \times 100\%$ $= 8,324\%$ $\approx 8,3\%$ <b>OR</b> $R16,40 \times 1,083 = R17,76$ <b>OR</b> $R17,90 \times 1,083 = R19,39$ <b>OR</b> $R17,76 \div 1,083 = R16,40$ <b>OR</b> $R19,39 \div 1,083 = R17,90$	1M percentage 1A correct values used <b>OR</b> 1M percentage 1A correct values used <b>OR</b> 1M percentage 1A correct values used <b>OR</b> 1M percentage 1A correct values used <b>OR</b> 1M percentage 1A correct values used	F L1 (2)
2.2.3 (b)	$A \times 108,3\% = 21,93$ $A = \frac{21,93}{108,3\%}$ $= R20,25$ <b>OR</b> $A = \frac{21,93}{1,083}$ $= R20,25$	1RT reading values 1M dividing by 108,3% 1CA amount <b>OR</b> 1RT reading values 1M dividing by 108,3% 1CA amount AO	F L2 (3)

Ques	Solution	Explanation	Topic/L
2.2.4	$2017 \text{ Total Weekly Wage} = (6 \times 9 \times R17,76) + (9 \times 150\% \times R17,76)$ $= R959,04 + R239,76$ $= R1 198,80$ <b>OR</b> $2016 \text{ Total weekly wage} = (6 \times 9 \times R16,40) + (9 \times 150\% \times R16,40)$ $= R1 107,00$	1RT reading value from the table 1MA multiply with no. of days and hours 1CA simplification <b>OR</b> 1RT reading value from the table 1MA multiply with no. of days and hours 1CA simplification	F L2 (3)
2.3	$\text{Total Income for the day} = 7 \times R70 + 35 \times R50 + 4 \times R75$ $= R490 + R1 750 + R300$ $= R2 540$ <b>OR</b> $\text{Income from bakkies} = 7 \times R70 = R490$ $\text{Income from Cars} = 35 \times R50 = R1 750$ $\text{Income from minibus} = 4 \times R75 = R300$ $\text{Total Income} = R2 540$	2RT correct values 1M multiply price by vehicle type 1CA total income <b>OR</b> 1A bakkies 1A cars 1A minibus 1CA total income AO	F L1 (4)

Ques	Solution	Explanation	Topic/L
2.4.1	Employer provides people job/work for pay <b>OR</b> Employer is the company/individual who offers work opportunities for pay. <b>OR</b> Employer owner of the company	20 explanation	F L1 (2)
2.4.2	Get a few months reduced income after termination of work. <b>OR</b> To give employee a <b>short-term financial relief</b> should he/she become <b>unemployed</b> . <b>OR</b> Make provision for some income when a person becomes <b>unemployed or retrenched</b> or retired from work.	20 reason	F L1 (2)
2.4.3 (a)	$B = R6 272,16 - (R1 184,40 + R350,88)$ $= R4 736,88$ <b>OR</b> $B = 9 \times 6 \times 4 \times 21,93$ $= R4 736,88$	1RT amounts 1M subtracting 1CA value of B <b>OR</b> 1RT amounts 1M multiplying all values 1CA value of B Accept B = (R5 131,62 If 26 days used)	F L1 (3)
2.4.3 (b)	$1\% \text{ of gross salary} = R6 272,16 - R6 209,44$ $= R62,72$ $\text{Total UIF amount} = 2 \times R62,72$ $= R125,44$ <b>OR</b> $\text{Total UIF amount} = 2 \times (1\% \text{ of } R6 272,16)$ $= 2 \times R62,7216$ $= R125,44$ <b>OR</b> $\text{Total UIF amount} = 2\% \text{ of } R6 272,16$ $= R125,44$	1MA subtracting correct values 1A simplification 1CA total amount payable <b>OR</b> 1A calculating 1% 1MA 2 contributions 1CA amount <b>OR</b> 2MA Calculating 2% of salary 1CA amount AO	F L2 (3)

[44]

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QUESTION 3 [25 MARKS]			
Ques	Solution	Explanation	Topic/L
3.1.1	$\sqrt{RT}$ 6 months to 2 years. <b>OR</b> $(\frac{1}{2} \text{ year to 2 years})$ $\sqrt{RT}$ 6 months to 24 months	2RT age Accept 23-24 months	M L1 (2)
3.1.2	8 kg	2RT mass/weight	M L1 (2)
3.1.3	12 months to 15 months	2RT (one age in this range)	M L1 (2)
3.1.4	February	2A correct month	M L1 (2)
3.1.5	$BMI = \frac{\text{weight (in kg)}}{(\text{height in m})^2}$ $19,5 \text{ kg/m}^2 = \frac{11,2}{(\text{height in m})^2}$ $\sqrt{M}$ $\text{Height} = \sqrt{\frac{11,2}{19,5}}$ $= 0,758 \text{ m}$	1SF correct values 1M new subject 1M finding sq. root 1CA simplification AO	M L2 (4)
3.2.1	$\text{Distance} = \frac{55 \text{ litre} \times 100 \text{ km}}{7,6 \text{ litre}}$ $= 723,68$ $\approx 724 \text{ km}$	1MA multiply by 100 1MA divide by 7,6 1R distance AO	M L2 (3)
3.2.2	$\text{Average speed} = \frac{189}{0,45} = \frac{189}{1,75}$ $= 108 \text{ km/h}$	1C to hours 1SF correct values 1CA Average speed AO	M L2 (3)
3.3.1	$\text{Volume} = 53,34 \text{ cm} \times 17,78 \text{ cm} \times 42,32 \text{ cm}$ $= 40 135,66 \text{ cm}^3$ $= 40 135,66$ $\frac{40 135,66}{1000}$ $= 40 \text{ litres}$	1SF correct substitution 1CA volume 1MA dividing by 1 000 1R volume in litres	M L3 (4)
3.3.2	$P_{(0)} = \frac{3}{12} \text{ or } \frac{12}{48}$ $= 0,25$	1A numerator 1A denominator 1CA decimal AO	P L2 (3)

[25]

QUESTION 4 [19 MARKS]			
Ques	Solution	Explanation	Topic/L
4.1.1	$\sqrt{A}$ N10 and N2	1A N10 1A N2	MP L1 (2)
4.1.2	Mountain Zebra N.P	2RT correct name	MP L1 (2)
4.1.3	Kirkwood	2A correct hometown	MP L2 (2)
4.1.4	$\text{Distance} = 25 \text{ km} + (207 \text{ km} - 22 \text{ km}) + 24 \text{ km}$ $= 234 \text{ km}$ <b>OR</b> $\text{Distance} = 24 \text{ km} + (380 \text{ km} - 195 \text{ km}) + 25 \text{ km}$ $= 234 \text{ km}$	1RT correct distances 1M adding 1CA difference <b>OR</b> 1RT correct distances 1M adding 1CA difference AO	MP L2 (3)
4.2.1	3750 mm	2A distance	MP L1 (2)
4.2.2	$\text{Total exterior length of western wall} = 3 550 \text{ mm} + 3750 \text{ mm}$ $= 7 300 \text{ mm}$ $= 7,3 \text{ m}$ <b>OR</b> $\text{Total exterior length of western wall} = 3,55 \text{ m} + 1,7 \text{ m} + 2,05 \text{ m}$ $= 7,3 \text{ m}$	1A adding 3 correct distances 1C conversion to m <b>OR</b> 1A adding correct distances of Eastern wall (opp. Side //) 1C conversion to m AO	MP L1 (2)
4.2.3	Living room.	2A (Passage and/or Kitchen maximum 1 mark)	MP L1 (2)
4.2.4	Bedroom 2	2A room	MP L1 (2)
4.2.5	Wash basin/sink/water basin <b>OR</b> Shower Cupboard	2A any item	MP L1 (2)

[19]

QUESTION 5 [32MARKS]			
Ques	Solution	Explanation	Topic
5.1.1	Numerical	2A answer	D L1 (2)
5.1.2	50%	2A answer	D L1 (2)
5.1.3	$\text{Range} = \text{Maximum} - \text{minimum}$ $34 = 90 - F$ $F = 90 - 34$ $= 56$	1M range concept (can be implied) 1RT correct values 1CA simplification AO	D L2 (3)
5.1.4	$\text{Median } \% = \frac{67 + 69}{2}$ $= 68$	1M concept of median 1A median AO	D L2 (2)
5.1.5	$\text{Inter-quartile range} = Q_3 - Q_1$ $70 - 20$ $= 50$	1M IQR concept(implied) 1RT correct values 1CA simplification AO	D L2 (3)
5.1.6	66	2A mode	D L1 (2)
5.1.7	$\text{Mean} = \frac{\text{sum of the marks}}{\text{total number of learners}}$ $70 = \frac{1741 + H}{26}$ $1 820 = 1 741 + H$ $H = 79$	1MA mean concept (implied) 1A adding values 1CA value of H AO	D L3 (3)
5.1.8	$P_{(\text{equal marks})} = \frac{13}{26}$ $= \frac{1}{2}$	1A numerator 1A denominator 1CA simplification AO	P L3 (3)

Ques	Solution	Explanation	Topic
5.2.1	$Q = 288 912 + 393 954 + 94 552 + 192 933 + 650 033 + 299 994 + 575 371 + 312 273 + 372 090$ $= 3 180 118$ <b>OR</b> $Q = 15 353 036 - 12 172 919 = 3 180 118$	1MA adding all Non-literate adults 1CA Simplification <b>OR</b> 1MA subtracting Literate from Total 1CA simplification AO	D L1 (2)
5.2.2	$\% \text{ literate} = \frac{12 172 919}{15 353 036} \times 100$ $\approx 79,3$ <b>OR</b> $\% \text{ literate} = 100 - \left( \frac{3 180 118}{15 353 036} \times 100 \right)$ $\approx 100 - 20,71$ $\approx 79,3$	1RT numerator and denominator 1M multiply by 100 1CA answer AO 1RT numerator and denominator 1M multiply by 100 1CA answer NPR	D L2 (3)
5.2.3	Non Literate: Literacy $= 650 033 : 1 956 497$ $= \frac{650 033}{650 033} : \frac{1 956 497}{650 033}$ $= 1 : 3,009842577$ $\approx 1 : 3 \text{ or } 1 : 3,01 \text{ or } 1 : 3,0099$	1RT both values 1MA ratio in correct order CA unit ratio NPR	D L2 (3)
5.2.4	$244 282; 609 029; 760 029; 784 347; 922 171; 1 120 567; 1 762 494; 1 956 497; 4 013 463$	2MA arranging (Descending 1 Mark; Omitting 1 value 1 mark)	D L1 (2)
5.2.5	Northern Cape (NC)	2A correct province	D L1 (2)

TOTAL: 15

# Sports

## Basketball Africa League's inaugural Kalahari Conference concludes in South Africa with high-profile guests



### STAFF REPORTER

**B**asketball Africa League's inaugural Kalahari Conference in South Africa concluded with high-profile guests, including rapper Cassper Nyovest firing up a sold-out SunBet Arena in Pretoria with an electrifying halftime performance.

On court, Johnathan Jordan of the US who plays for FUS Rabat, recorded 19 points, five rebounds and four assists, and four other FUS players scored in double figures as Morocco's FUS Rabat defeated South Africa's Cape Town Tigers 84-75, booking their ticket to the BAL playoffs and finals set to take place in Kigali, Rwanda, in late May.

With their third win in four games, FUS Rabat finished the competition on top of the inaugural Kalahari Conference (3-1), followed by Angola's Petro de Luanda (2-2) and the Tigers (1-3).

The Tigers were led by Samkelo Cele (24 points) and Billy Preston, who finished with 23 points, seven rebounds, five assists and four steals. Nkosinathi Sibanyoni made his presence felt with seven rebounds and two blocks.

But the Tigers will now have to wait for the outcome of the Nile Conference (April 19-27) and the Sahara Conference (May 4-12) before a decision is made on the eight teams to travel to Kigali.

The BAL's Kalahari Conference lineup of music artists included Nyovest, Robot Boii, Primo Baloyi, Maglera Doe Boy, Zee Nxumalo, and more. Many other sports and entertainment

figures were seen at the games, including Caster Semenya, Pearl Thusi, Sho Madjozi, Ronwen Williams, Tendai "Beast" Mtawara, Jeremiah Owusu-Koramoah, two-time NBA All-Star Jakim Noah and 2011 NBA champion Ian Mahinmi.

Sho Madjozi and Pearl Thusi also participated in a unified game on March 10 as part of the BAL's collaboration with Special Olympics South Africa.

One of the Kalahari Conference highlights was Joakim Noah and Ian Mahinmi's visit to the NBA Store in Sandton, (pictured below) where they signed autographs, took photos, and engaged with South African basketball fans.

