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SKILLS REVOLUTION: Nkabane Breathes New Life Into SETAs

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Education News

Minister hits reset button on South

The SETAs are critical in developing 'a skilled and capable workforce to support economic growth'

THEBE MABANGA

Dr Nobuhle Nkabane, the Minister of Higher Education and Training, says one of the key objectives of her tenure is to breathe new life into the 21 Sector Education and Training Authorities (SETAs) by hitting the reset button with the appointment of new board members and a revised mandate for a new five-year term.

She had to withdraw the recent appointments “in response to public concerns” and “in the interest of good governance, [and] transparency to ensure accountability” and said a new independent panel would be established to process the nominations and recommend candidates.

The Minister says the SETAs are critical “to develop a skilled and capable workforce to support economic growth”. Hence, in her inaugural budget vote last year, she says R137.5 billion, which represents an annual average increase of 4.8%, was allocated to make this vision a reality.



Upgrade: Minister Nobuhle Nkabane says that 'given the pace and changes in industry innovation, our youths are best placed to benefit from the continuous development and refinement of skills necessary to navigate and utilise digital technologies effectively'. Photo: Vecteezy.com

With a strong commitment to serving the nation through the skills revolution, Nkabane wants to clean up the governance of the SETAs, which are too frequently plagued by challenges around procurement irregularities, non-essential executive appointments, and irregular expenditure.

She recently welcomed the proclamation by the Special Investigating Unit to probe the National Skills

Fund, a key source of funding for the SETAs. The Skills Development Act provides financing for national skills development through a levy-grant scheme and the National Skills Fund.

The SETAs were established to develop a sector skills plan within the national skills development strategy, and Nkabane wants to change how the SETAs are governed and run, emphasising the need for the new boards to be made up of highly skilled personnel.

She appears to have kept her word on that score. In May, Nkabane inducted the new board of the National Skills Authority, which has oversight over the SETAs, and stated that the minimum criteria to serve on a SETA board will be an NQF level 7 qualification or a bachelor's degree.

Of the 20 SETA Board Chairs that were previously recommended, three held doctorates (NQF Level 10); at least 15 had Master's Degrees (NQF 09); and there were two medical doctors. Their competencies included engineers, chartered accountants, auditors, advocates, medical doctors and governance experts.

Nkabane seems perfectly suited to lead the sector at this time. At 46, she brings youthful energy to the role. She leads by example, being accomplished and currently engaged in tertiary education studies.

She holds various diplomas and certificates, including a doctorate in administration from the Uni-

versity of KwaZulu-Natal. She also completed a master's degree from the School of Oriental and African Studies in London and is studying for a master's in energy leadership at the Wits School of Governance. She imposes a high standard of expectation on anyone and any organisation she works with.

In her budget vote address, Nkabane announced that the Department of Higher Education and Training would “invest in research and development and advances in the skills revolution to identify emerging skills gaps and trends in the labour market”.

Relevant skills

“This ensures newly qualified artisans are equipped with relevant skills for the job market. It remains our target to produce 30,000 artisans per annum,” Nkabane says, noting that the target for 2024/25 is to produce 26,500 artisans.

To complement the work of the SETAs, Nkabane also notes that the Centres of Specialisation at public TVET Colleges increased from 26 in 2019 to 53 in 2024, with R238 million to upgrade their infrastructure. “These centres play a critical role in producing more artisans required to grow our economy,” she says.

According to Zamokwakhe Khuzwayo, the Executive Officer of the National Skills Authority (NSA), the SETAs have assisted three million

young people in accessing skills and entering the job market since their establishment in the 2000s. The 21 SETAs cover all major sectors and industries of the South African economy, but now must grapple with skills that are newly needed, and emerging technologies such as robotics and artificial intelligence.

Nkabane notes that provinces play critical roles in the rollout of skills and aims to use the District Delivery Model as the implementing tool. “We will collaborate with the Offices of the Premiers to ensure that all our skills and training interventions provided through our institutions respond to provincial economic development and industry demands within specific districts.”

At the NSA board induction, Nkabane reiterated that she has “listened attentively to the voices agitating for transformation. South Africans are no longer patient with us. They have been raising their voices with limited actions from our side. We ought to act and act now.”

Dr Nkosingathi Sishi, Director-General at the Department of Higher Education and Training, notes that the Minister's key mandate is implementing the country's Human Resources Development Strategy.

The current iteration of the strategy runs from 2010 to 2030. One of its objectives, which will be partly realised through the SETAs, is “to substantively improve national eco-

Education News

Africa's skills revolution



Call to action: Minister of Higher Education and Training Nobuhle Nkabane says the SETAs are critical 'to develop a skilled and capable workforce to support economic growth'.

omic growth and development through improved competitiveness of the South African economy”. Another objective in which the SETAs play a role is “to ensure that all new entrants into the labour market have access to employment-focused education and training opportunities”.

To achieve these, Nkabane says South Africa must “ensure that levels of investment are above the global average for all sectors of the education and training system” and “ensure pro-

gressive improvement in the external efficiency and effectiveness of Higher Education, Further Education and Training colleges and the occupational learning system”. The minister must drive these goals, with the help of the SETAs and TVET Colleges.

Another element that Nkabane would like to reset is the SETAs' embrace of digitisation, and this is not just for those SETAs in technology and communication. “The SETAs must respond and exploit the dy-

namics of technology and its evolution in their innovative approaches towards addressing skills deficits and training,” she says.

“Given the pace and changes in industry innovation, our youths are best placed to benefit from the continuous development and refinement of skills necessary to navigate and utilise digital technologies effectively.”

Nkabane notes that skills such as digital marketing, e-commerce, the internet of things, cloud computing,

and cybersecurity present opportunities for job creation for SA's youth.

The new chairperson of the NSA is Asanda Luwaca, who is also the executive chairperson of the National Youth Development Agency. She describes her experience and that of her peers as “shaped by protest, refined by policy and training”, yet she is cognizant that most South African youth still “wait on the periphery of opportunity”.

Centre of gravity

Luwaca says she wants the NSA to be the “centre of gravity” for the Post-School Education Sector and a data-driven organising body that bridges the gap between government and the private sector.

She views the upcoming term of the SETAs as an opportunity to “reposition” the NSA. The first thing she would like to do is affirm the NSA's advisory role, noting that its work is grounded in:

- The White Paper for Post-School Education and Training System and its National Plan;
- The National Skills Development Plan 2030;
- The National Development Plan; and
- The Revised HRD Strategy and the Master Skills Plan.

Luwaca says the NSA bears “a heavy mandate and a modest purse”. She notes that the PSET ecosystem is fragmented and needs coherence. “The SETAs report varying levels of effectiveness. The interface between universities, TVETs, CETS, and skills providers is not seamless. She says co-

ordination, however, does not mean centralisation to the NSA or her office. Luwaca also wants the SETAs to be focused on the future of work.

While the emphasis is on driving the skills revolution, Nkabane is at pains to ensure a particular focus on the young people who are not in Education, Employment, or Training, the so-called NEETS.

“A national cause for concern is the estimated 3.5 million young people between the ages of 15-24 who are not in formal education, employment or training,” she says of this cohort.

“There is no doubt that more could be done to alleviate the plight of our youth ...” She notes that there is a need to harness collective efforts by both the government and the private sector to reduce South Africa's high unemployment rate, including youth unemployment. “It is my commitment to review and ensure that all the SETAs focus on their mandate to skill South Africans, particularly the youth,” Nkabane says.

Busani Ngcaweni, the principal of The National School of Government, urged board members to be “fearless and courageous” and to lead “with ideas and foresight”. He notes that they must lead with ambition and be diligent in executing their mandate to effect a revolution in the skills sector.

“We have increased our financial investment in TVET college education by allocating R2.6 billion to build 12 new college campuses,” Nkabane says. “And we have identified 10 TVET colleges to be allocated funding for improved ICT infrastructure in the current financial year.”

Time to pass on the editor's baton

Dear Reader

I have been on an inspiring and fascinating journey since I helmed my first issue of Inside Education in March 2023, and as I prepare to leave, I thank publisher Matuma Letsoalo for allowing me to take the reins at that time and for his support over the years.

I've been reporting on the education sector in SA for more than 30 years. My first interview with Prof Sibusiso Bengu – the first post-apartheid Minister of Education (May 1994 to June 1999) – in which he discussed his vision of uniting the 17 apartheid-era education departments into one democratic body, took place a month before his appointment.

Bengu was a great educator, along with the genial former Director-General, Thami Mseleku, communica-

tor-turned-banking-executive, Lincoln Mali, and the always efficient and responsive Bheki Khumalo.

The publication's efforts have kept you abreast of the latest developments in early childhood, primary and high school education, success stories, higher education, science and technology, and school sports, showcasing the remarkable strides made in the education sector.

As editor, I sought to bring hope and inspiration, guided by the barometer of the transformative education landscape, and ensuring that our pages reflected the diversity of SA's successes and challenges. We have also critically examined failures in a way that encourages us to do better for our nation and its people.

My journey has been enriched by the contributions of dozens of com-

mited educationists, too numerous to name in this limited space, but I must mention that I enjoyed significant engagements with Angie Motsheka, the former Minister of Basic Education, and her successor, Siviwe Gwarube, as well as Higher Education and Training Minister Dr Nobuhle Nkabane and her spokesperson, Camagwini Mavovana.

The Director-General of Basic Education, Mathanzima Mweli, has kept us ahead of the game in DG's Corner, and the candid reflections of former Sports DG, Sumayya Khan, the trailblazing, first LGBTQ+ varsity head, has frequently shared his illuminating insights with us.

Prof Tshilidzi Marwala, former head of the University of Johannesburg and now vice-chancellor of the United Nations University in Japan, has also generously shared his views.

made Inside Education a great read. Among them are Mauritius's former first female president, Ameenah Gurib-Fakim, who shared her story in Teacher's Corner, and her effervescent assistant, Rachna Seenauth.

Kudos to amazing science champions, Dr Rakeshnie Ramoutar-Prieschl and Dr Dorothy Ngila, on their inspiring recollections of their school days. Transformation expert Brightness Mangolotho at Cape Peninsula University of Technology is another critical voice. Prof Robert Balfour, the trailblazing, first LGBTQ+ varsity head, has frequently shared his illuminating insights with us.

Prof Tshilidzi Marwala, former head of the University of Johannesburg and now vice-chancellor of the United Nations University in Japan, has also generously shared his views.

His successor, Prof Letlhokwa Mpedi, continues championing dialogues for “The Future South Africa we Want and Deserve” initiative.

Dr Shevonne Henry has written authoritatively on the drop-out rate and its impact on burgeoning youth unemployment, and we've had the privilege of featuring inspiring legends like Sipho “Hotstix” Mabuse.

I wish my successor all the best in continuing to tell inspiring and informative stories that contribute to the nation's development, and reaffirm my commitment to continuing to make an impact in the education sector as I undertake a new chapter in my career.

Yours in education
Edwin Naidu
Outgoing editor-in-chief

Higher Education

Carrim takes on the Herculean task of turning NSFAS around

THEBE MABANGA

The newly appointed acting CEO of the National Student Financial Aid Scheme (NSFAS), Waseem Carrim, 37, has taken on the Herculean task of stabilising the organisation and making it function optimally – an undertaking that could make or break his sterling reputation.

For years, NSFAS has suffered claims of chronic mismanagement and maladministration related to the payment of student allowances as well as various suppliers. It also needs to ensure that it does not frustrate deserving students by declining their funding while approving those who have the means to pay for their studies or who abuse the system by declaring false biographical and income details. Implementing this will require a thorough but fair and streamlined applications and appeals process.

Carrim, a chartered accountant, describes himself as a lifelong student activist, drawn to solving complex problems, which has helped him “have a keen appreciation of the challenges faced by young people”. He is now focused on building trust in NSFAS through better planning, implementation and communication.

“Higher education is transformative and a vital tool for many young people, because of the social mobility it gives individuals who can then help their families and collectively participate in the economy to tackle challenges such as youth unemployment,” he says, adding that the graduate employment rate is four times higher than that of non-graduates.

Carrim, who took the reins at NSFAS at the beginning of March, says the struggle for access to higher education took a crucial turn with the Fees Must Fall protests of 2016. Partly in response, NSFAS ceased to be a loan-granting body and converted to full bursary funding, with students not required to pay back any of the money they are given to assist them with their studies.

Before joining NSFAS, Carrim spent 11 years as CEO of the Na-

tional Youth Development Agency (NYDA) and seven years before that as its CFO. Under his leadership, the agency received nine consecutive clean audits and grew its budget from R400 million to R1.5 billion. It expanded its access and products for young people and was able to create entrepreneurship channels to create opportunities for young people.

The NSFAS Board said in a media statement on his appointment that they were confident that he would “provide the stability and leadership needed to initiate the transition of NSFAS towards becoming an international best practice benchmark in student funding. His deep understanding of state-owned enterprise operations, combined with a commitment to fostering innovation and growth, and a passion for youth development that is evident in everything he does, makes him the appropriate choice for this role.”

Many challenges

Carrim describes NSFAS as a “massive organisation” that handles about 1 million beneficiaries at any given time across universities and Technical and Vocational Education and Training (TVET) Colleges. But it faces many challenges, starting with the timely payment of student allowances.

“[NSFAS] has not been an efficient and effective organisation,” he says, estimating that it will require six to eight months to operationally stabilise the body.

This month, NSFAS announced that payments will take place on May 25 and that all outstanding 2024 allowances will be paid in a special run at the end of the month.

Carrim says one of the reasons for payment problems has been the finalising of student registrations by certain institutions. NSFAS no longer uses third parties to pay students, but pays them directly.

Other reasons for delays include the large batch size of the payment files, as well as the reconciliation needed after taking over the payment process from higher education institutions.



Focused: Waseem Carrim, acting CEO of NSFAS, has a commitment to fostering innovation and growth and a passion for youth development.

Another challenge it faces is the payment of accommodation suppliers, who are estimated to be owed about R27 million. Carrim describes the challenges facing student accommodation as being “structural”, with infrastructure being uneven across provinces and the country facing an estimated backlog of 500,000 student beds.

Carrim recently told parliament’s portfolio committee on higher education that last year, almost 2,500 accommodation providers were paid R2,9 billion and this year 3,828 providers have been paid R1,9 billion. At the same hearing, it emerged that four companies that act as brokers for accommodation services are estimated to have been paid R200 million in just under a year and half. The companies run a portal that advertises available accommodation, facilitates the grading of establishments, and collects invoices on behalf of landlords for payment by NSFAS. They then charge 5% of rent collected per room.

He and the board find the contracts “deeply problematic”, he said, and have engaged law firm ENS Africa to probe them, adding that he was frustrated at being unable to extricate NSFAS from the contract. “There is contractual law in South Africa, and while we may not have signed those contracts, we are bound by them.”

Carrim says some of the challenges arose when NSFAS had to take over the function of sourcing ac-

commodation from institutions, because some of whom could not cope with the demand. “The first thing we need is a policy framework for student accommodation,” he says about the steps needed for a long-term resolution of the problem.

At the portfolio committee, he questioned whether a feasibility study was done to determine NSFAS’s suitability to handle the accommodation function. He confirmed that he is to meet Universities South Africa with a view to handing function back to institutions.

Biggest challenge

Carrim says the biggest challenge facing NSFAS is to improve throughput — the proportion of students who complete their studies — which sits at 1 in 3. “If a student goes up to second year, there is already money invested, but if they do not complete their studies, that is a sunk investment; we cannot afford that.”

He says he would like to create a culture that cultivates the “ideal NSFAS student”, one who not only excels academically but recognises their role and responsibility to society once they have completed their studies and become active in the job market and wider economy.

Although NSFAS is now a full bursary scheme, he would like to see students contribute to making it sustainable and assisting future beneficiaries by paying it forward,

perhaps by making voluntary contributions to the fund when they are established in their careers.

He acknowledges that to achieve this vision, NSFAS would need to invest resources to help it keep in touch with former beneficiaries to better learn about their contribution to the South African economy and the challenges faced by those who struggle to find employment.

Carrim was raised in Polokwane in Limpopo and moved to Laudium near Pretoria to complete high school. He obtained a B.Com Honours degree in Accounting Sciences in 2009 from the University of Pretoria, and later a Master’s in Taxation from the same institution and then an MBA from Wits.

He completed his articles in chartered accountancy after he was headhunted to take over the public sector specialist role within KPMG’s technical department, the largest technical department of any financial services firm in Africa, drawing him closer to work in the public service.

Carrim says with three young kids, his family takes up much of his time outside of work, but he makes time to play squash and, occasionally, golf. For now, his biggest challenge is getting SA’s young people to obtain higher education so that they can improve their lives, but hopefully with fewer glitches than many students have unfortunately previously encountered with NSFAS.

Advertorial – Skilling Mzansi

Strong on success, high on performance

Driven by inspired leadership, the FP&M SETA is raising the skills in all of its subsectors



Inspirational: Dr Felling Yende, CEO of the FP&M SETA, has demonstrated financial integrity and accountability.

One of South Africa’s strongest-performing skills authorities, the Fibre Processing & Manufacturing Sector Education & Training Authority (FP&M SETA) continues to raise the bar under the inspiring leadership of its CEO, Dr Felling Yende, and the FP&M SETA Board.

With a stability borne out by an impressive number of clean audit outcomes and sustained high performance, including three consecutive 100% performances, the FP&M SETA is rapidly shifting the dial when it comes to changing the skills narrative.

As one of the 21 SETAs established under the Skills Development Act of 1998, the FP&M SETA has thirteen subsectors: clothing, footwear, forestry, furniture, general goods, leather packaging, printing, print media, publishing, pulp and paper, textiles, and wood products.

Through strong collaborative leadership, the SETA has experienced year-on-year growth and success under Dr Yende over recent years. The oversight role of the FP&M SETA Board members superbly complements this.

The FP&M SETA has earned praise from the Deputy Minister of Higher Education and Training, Dr Mimmy Gondwe, who was impressed by its consistently high performance and for obtaining a clean audit in seven of the last 10 financial years.

She said they have driven the SETA forward, steered by the values of an ethical organisational culture, excellence, honesty and integrity, accountability, respect, and service excellence.

The FP&M SETA is responsible for disbursing mandatory grants linked to workplace skills planning, disbursing discretionary grants for the implementation of learning programmes and sector-specific projects, quality assurance of learning provision, including qualification development, and facilitating programmes to ensure that people obtain the scarce or critical skills that are needed.

The FP&M SETA has been instrumental in addressing national priorities such as artisan development and work-integrated learning experiences for higher education institutions and TVET graduates.

New skills have been identified as key to unlocking the potential of the local manufacturing sector through the advances brought by the 4IR.

The FP&M SETA has implemented

interventions to achieve the National Development Plan 2030 vision, which addresses key national transformational imperatives such as gender and youth transformation, rural and township development, poverty alleviation, and unemployment.

While the FP&M SETA has achieved some incredible results, there is still much to learn and improve upon. Remaining trustworthy with the resources entrusted to them was essential to ensuring they supported community-focused projects and could continue to improve the lives of the youth in South Africa.

The FP&M SETA was already providing a wide range of support measures to ensure that more young people are equipped with the skills needed to compete in today’s tough job market and to ensure the country moves closer to promoting sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.

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future success of the FP&M SETA.

In line with the challenge posed by the National Skills Development Plan (NSDP) 2030, whose central mission is to “improve access to occupations in high demand and priority skills to support economic growth, employment creation and social development,” the FP & M SETA is committed to harnessing the best of Artificial Intelligence to drive skills transformation.

According to a World Economic Forum report, future development plans should focus on soft and hard skills, emphasising adaptability, critical thinking, technology-related skills, and continuous learning and upskilling. The FP&M SETA is up to the task of focusing on enhancing existing skills and acquiring new ones to keep employees relevant in the workforce.

Dr Yende said skills development programmes focusing on Artificial Intelligence will be used to help employees stay ahead of the curve, data analysis will improve decision-making and problem-solving, and employees will be helped develop essential digital skills, including online communication, cybersecurity, and information management, to prepare the workforce for the future and ensure that they have the skills they need to succeed in a rapidly changing world.

Perhaps most impressively, however, under the watchful eye of Dr Yende and the Board, the FP&M SETA has shown financial integrity and accountability, achieving 10 unqualified audit opinions and seven clean audits from the Auditor-General.

A solid foundation has been laid to take skills into the digital age. As a key player in the AI world, FP&M SETA is aware that South Africa faces unprecedented challenges as it grapples with the challenges and opportunities presented by the 4IR.

Responding to these challenges cannot be achieved through slow, incremental change. The economic headwinds and the relentless pace of technological change precipitated by the 4IR mean that we must respond in kind, purposefully and quickly.

Through ground-breaking initiatives which offer new educational opportunities and grow the pool of our youth, especially young women, to further advance their digital skills and take up digital opportunities to grow our economy, FP&M SETA is already making a difference and is determined to continue impacting society in a meaningful manner. There is no other way.

This is borne out by the first quarter 2025 NEET (Not in Employment, Education or Training) rate for young people aged 15–24, which stood at 37.1%. Young women (37.5%) were slightly more affected than young men (36.7%). However, the disparity widens in the broader 15–34 age group, where the NEET rate was 45.1%, emphasising the hard work ahead.

We need to take a fresh approach to dealing with this challenge. We must look at the root causes of employability. We need to be more positive and rise to the opportunities ahead.

And Dr Yende, who has been at the helm of the FP&M SETA since 2013, is determined to make a difference. Performance improvement was almost immediate as she applied her experience across various sectors and conceived a business model that underpinned the

future success of the FP&M SETA.

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The FP&M SETA is wholly focused on addressing the “triple challenge”—unemployment, poverty, and inequality—through initiatives that grow the township economy and small businesses. These initiatives ensure accelerated economic growth and transform the quality of that growth as outlined in the Medium-Term Development Plan (MTDP) priorities.

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“South Africa needs a skills revolution that helps us shift the dial, create a better society of skilled people, enabling jobs and economic growth. FP&M SETA does not want to leave anyone behind in our skills revolution,” concludes Dr Yende.

Minister's Corner

Together, we must put SA's children first

The minister of Basic Education, Siviwe Gwarube, unpacks the Bana Pele 2030 Roadmap Leadership Summit

Today, I have the privilege of talking to you about a topic close to my heart — the children of this country and how we put the children first, Bana Pele.

I am talking about the very future of our nation. The way to put our children first is to give them the best chance at succeeding in life, and research shows us that the best return on investment is in Early Childhood Development (ECD).

When we talk about Early Childhood Development, we're not just talking about education; we're talking about the foundation for everything. The first few years of a child's life shape who they'll become, not just as learners in school but as citizens, professionals, and future leaders of this country.

Nobel Prize winner Prof James Heckman made a powerful yet simple observation that has stuck with me: "Learning begets more learning, and skill begets more skill." The more we learn, the more we want to learn, and the easier it becomes. Success in foundational literacy and numeracy begets success in literacy and numeracy at all levels of education.

The success of a human can be significantly augmented by the early acquisition of basic skills during childhood.

The future of learning, the future of our economy, the future of this country begins with Early Childhood Development. It begins with these first, deeply valuable years in a child's life.

South Africa has nearly 7 million children under the age of 5. And many of them are not getting what they need. Around 1.3 mil-

lion children aged 3 to 5 are not attending any ECD programme. These children are found primarily in poorer communities, and this unequal access entrenches the inequalities that have come to define our country. The difference between wealthier and poorer children in terms of being developmentally on track in quality ECD is staggering.

Too many left behind

Eight out of 10 children in quintile five, the wealthiest of our schools, are likely to be developmentally on track. That means they can read for meaning, can count and manipulate complex puzzles. But only 3 out of 10 children in the poorest quintile are developmentally on track. We are leaving too many of our children behind!

This is deeply concerning. Research shows that a child's chance at a successful future depends on the start they get in life.

To rescue the children of South Africa, we have set out on a strategic reorientation of the basic education sector towards founda-



Solid start: ECD gives children the foundational skills to build a successful future. Photo: Vecteezy.com

dational learning.

So, we've set some goals, and one of them is as bold as it is audacious. By 2030, we want every child in South Africa to have access to quality early learning. But let me be clear: this goal is not about doing more of the same. It's not about simply throwing more money or resources into a system already under strain. No, this is about doing something impactful! Meaningful! Transformative!

This is about rethinking the way we deliver ECD. How do we overcome the barriers of access and quality? And how do we build the systems, structures, and partnerships that will give every child the foundation they deserve? How do we think out of the box?

The first is to admit that we do not have all the answers as a government. We must accept that we need to collaborate with private and civil society partners to come up with a joint solution for the 1.3 million children in this country who do not have access to Early Childhood Development.

To get where we want to be, we need something extraordinary — and that something is leadership. Leadership as government, leadership as the social sector, leadership as funders.

Leadership in this sector is not just about making decisions. It's about having the courage to have tough conversations, the resilience to keep going when things get hard, and the understanding that none of us can do this alone. Leadership means creating collaborations that

work. And if we're honest, collaboration is hard.

In his biography, Abraham Lincoln talks about leading a "team of rivals". It's easy to work with people you like. It's easy when everyone agrees. But a "team of rivals" tests your emotional intelligence. It asks: How do we build trust in the face of differences? How do we come together when we don't always see eye to eye?

Audacious goals

In trying to reach audacious goals, we are entering uncharted territory. And uncharted territory requires agility — the ability to adapt. Things are going to change. We're going to face challenges that we've never faced before. And when we do, how willing are we to change our minds? How open are we to learning from our mistakes and evolving?

And this is where innovation becomes critical. We're not talking about tech or gadgets in labs here. We're talking about determination to seek better ways to solve problems. Innovation means letting go

of the old ways of doing things that haven't worked.

We can't keep doing what we've always done and expect different results.

We need to innovate in our thinking, our collaboration, and our solutions. There's no step-by-step playbook for quality access to early learning for 1 million children. We're writing that playbook today. It's time for new ideas, new methods, and intense learning.

And that requires humility — the humility to admit when we're wrong and the courage to change direction when we need to. We

can't cling to old ideas simply because we're comfortable with them.

You've heard the saying, "change happens at the speed of trust." In the ECD sector, trust is not just important — it is everything.

And that trust is not just about accountability in government. It's about how NGOs, donors, businesses, and every single player in this sector hold each other accountable. How do we hold ourselves accountable? How do we make sure that the system works for the people who need it most?

We also need courage. If you're not scared by this mission of universal access to quality early learning by 2030, then maybe you're not truly on board with what we're trying to achieve.

With over 60% of Africa's population under the age of 25, the potential for growth, for innovation, and economic development is immense. Our continent will be home to the largest workforce by the year 2060.

As Nelson Mandela once said, "Courage is not the absence of fear, but the triumph over it." We are climbing a mountain — a formidable mountain. But it's in facing that fear, in feeling those sweaty palms and racing hearts, that we will achieve the impossible.

The road ahead will be challenging, but we will travel it together. We will build a future where every child gets the quality of early learning they deserve. Together, we will put the children of this country first. Bana Pele!

This is an edited version of Basic Education Minister Siviwe Gwarube's address at the Bana Pele 2030 Roadmap Leadership Summit.

Advertorial – Empowerment

The NEF is creating jobs and helping to grow the economy

The CEO of the National Empowerment Fund outlines the agency's current challenges and future plans

THEBE MABANGA

The National Empowerment Fund (NEF), an agency of the Department of Trade and Industry and Competition that funds black-owned businesses to help transform and grow the South African economy, has had to adapt and be innovative to survive and now aims to bolster youth and women-owned businesses.

Its new CEO, Mzi Dayimani, believes that to win over sceptics, detractors and critics of Black Economic Empowerment (BEE) and transformation, the government has to keep delivering positive results with the support of institutions like the NEF.

"The best way to silence critics is to deliver economic growth and jobs," he says.

One of the latest sceptics is the World Bank, which in a recent report declared that South Africa needs to "ease up on BEE" and labour laws, suggesting these impose an added regulatory cost to doing business.

Dayimani merely sees this as a communication challenge. "The World Bank is not against transformation," he says, "But what is required is for us as a country to communicate what we are trying to achieve and deliver results."

Over the past few years, South Africa has drifted towards BEE fatigue, with transformation seemingly taking a back seat as the country grappled with challenges ranging from the Covid-19 pandemic to poor economic growth, the cost-of-living crisis sparked by the Russia-Ukraine conflict, and, perhaps unfairly, BEE

taking some of the blame for the state capture revelations at the Zondo commission.

Dayimani says that to counter this narrative, the government must remove uncertainty around BEE or any other regulation that is aimed at improving the transformation of South Africa's economy.

"We must also remove perceptions of corruption and use transformation as a tool for development," he says.

Through all of this, the NEF has had to look for ways to thrive and continue its programme of transformation. Ever since it was set up in 2005, the NEF has never been capitalised beyond its seed funding. The lack of capitalisation has been a significant challenge, as it limits the NEF's ability to fund more businesses and entrepreneurial initiatives.

The fund's business model mainly involves issuing loans and grants to black-owned businesses and collecting repayments to keep itself afloat. This means it must bet on companies that are likely to succeed in repaying the loans. The NEF also offers non-funding support.

Striking a balance

However, the NEF must be brave and fund businesses that may otherwise not receive funding from traditional financing institutions. Dayimani notes that this balance has not always been easy to strike.

"There is no lack of funding, but rather a lack of solutions," says Dayimani. One of the NEF's solutions was the R200 million Covid-19 relief fund, implemented after the pandemic to support distressed businesses.



Challenge: Mzi Dayimani, the CEO of the National Empowerment Fund, is committed to improving SA's economic trajectory.

Following the registration process, the NEF is also responsible for administering the R500 million Spaza Support Fund, which formalises the township retail sector for the benefit of locals.

Their latest concept is the potentially game-changing R100 billion Transformation Fund. This aggregates a combination of existing funds under Enterprise and Supplier Development and raises new funding to fund empowerment initiatives for R20 billion a year over five years.

"The aim is to increase impact and change the economic trajectory," says Dayimani.

The NEF has also significantly improved its loan collection track record, and now distributes R1.5 billion in a financial year.

It strives to spread its funding beyond urban areas to township businesses and rural regions, with a specific aim to fund 40% women-owned businesses and 50% youth-owned businesses.

Dayimani emphasises that the NEF's goals now include helping

the country increase its manufacturing capacity to create jobs. The aim is to stimulate economically depressed areas, including townships, partly through concession funding.

Dayimani notes that some of the challenges facing township businesses include water and electricity supply, and business zoning. But this focus on job creation instils hope for the future of the economy, he says.

Job-creating sectors

Beyond supporting manufacturing, Dayimani says the NEF focuses on tourism, mining, agriculture, and agro-processing. It is also looking to the automotive and renewable energy sectors as job-creating sectors to invest in, partly guided, of course, by applicant demand.

Dayimani was born in the Eastern Cape and later moved to Cape Town with his domestic worker mother. On completing matric, he was oblivious to the doors his good marks could open and was ready to look for work. That's when a benefactor offered him a financial kick-start to go to Stellenbosch Univer-

sity, where he studied law and never looked back.

He served articles and then worked at the law firm Cliffe Dekker Hofmeyr, where he worked his way up to the senior ranks. The firm had the NEF as a client, and they poached him when he was approaching partner level.

In the 15 years he has been at the NEF, he has taken on various roles that have seen him evolve beyond his legal scope. "I have become more of an economic activist than a legal person," he says, focusing on entrepreneurship solutions. "I was given roles that have allowed me to grow in the organisation."

From his initial role as legal counsel, he expanded to areas of governance and strategy. He was also responsible for setting up provincial offices and has been involved in the negotiations for the various initiatives the NEF has driven over the past few years, including the Transformation Fund.

Dayimani serves on the Nelson Mandela Metropolitan University council and several DTIC appeals committees for trade.

Advertorial – Skilling Mzansi

TETA's key role in reshaping SA's transport sector

The South African transport and logistics sector is undergoing radical changes in terms of economic regulation, safety and technology standards. As one of the sectors targeted for economic reforms, it is set to receive substantial investment over the next decade or so.

Over the next three years, the sector is expected to receive just over R400 billion out of the planned R1 trillion for infrastructure spending. At the same time, the sector must adjust to digitisation and artificial intelligence while also aiming to use cleaner energy.

All this means that it will require new types of skills to assist drivers who operate more sophisticated trucks and trains, and port equipment handlers and operators dealing with advanced technology tools in their jobs.

The Transport Education and Training Authority (TETA) has positioned itself to supply much-needed skills to the sector, and its performance over the last few years points to a SETA geared to meeting those needs.

The TETA describes its mission as being “to build a forward-thinking and globally competitive workforce by facilitating skills development programmes that support

the outcomes of the National Skills Development Plan and respond to emerging skills needs of the transport sector”.

Its CEO, Maphefo Anno-Frempong, says the TETA has identified four key priorities for the next five years — building organisational excellence, revenue diversification, SMME development, and strengthening partnerships.

In the 2023/24 financial year, the TETA generated revenue of R1 billion. Over 90% of it, or R908 million, came from levies, but Anno-Frempong aims to diversify it away from dependence on levies. Total expenditure came to R922 million to leave a surplus of R95,000. The TETA achieved 91% of its performance targets, slightly down from 93% the previous year.

Partnerships

The TETA relies on partnerships with TVET Colleges, other SETAs, industry bodies, as well as entities such as EmpowYouth and Empowawomen, which are focused on bringing the two designated groups into the mainstream of the transport sector.

For 2022/23, the TETA continued to implement EmpowYouth programmes supporting the national priorities, such as the District Development Model, which were rolled

out in the Eastern Cape, the Northern Cape and Mpumalanga, positively impacting more than 30,000 unemployed youth. The Western Cape and the Free State were reached during Transport Month in October, where the TETA staged a Women in Transport Summit and other events.

“At TETA, we believe in the power of education and training to drive meaningful change,” said Anno-Frempong during one of the flagship events. “Our partnerships reflect our dedication to creating inclusive environments that empower women and youth alike. By focusing on these key demographics, we are not only enhancing the transport sector but also contributing to broader societal transformation.”

Another source of pressure, but also an opportunity for the TETA, is the proposed Transport Charter, which has been released for public comment. The Charter calls for a recognition of a new category of “specialist” skills and calls on the transport and logistics sector to dedicate resources to focus on the development of scarce skills. This will create a high demand for the kind of trainees that the TETA produces.

Transport is one of the toughest industry sectors to decarbonise globally. This is because of emissions from shipping lines that transport goods globally, as well as rail and



Taking the transport sector forward: TETA CEO Maphefo Anno-Frempong says that by focusing on empowering women and the youth, the SETA is contributing to broader societal transformation

road transport that cover long distances. One of the ways the sector is set to decarbonise is by moving to green hydrogen. The TETA is playing its role in embracing this change.

In October last year, the TETA, alongside the Chemical Industries Education and Training Authority (CHIETA) and the Mining Qualifications Authority (MQA), pre-launched the Green Hydrogen Centre of Specialisation at the Council for Scientific and Industrial Research in Pretoria.

Anno-Frempong said the Centre will offer hybrid training programmes focusing on continuous professional development, with specialised courses aimed at upskilling and reskilling

individuals for the green hydrogen and associated industries.

The CEO said the TETA is currently undertaking a comprehensive study to understand the transport sector's needs to adapt its skills development to green transport. The aim is to identify the required programmes. CHIETA, for example, has developed three new qualifications related to green hydrogen.

Anno-Frempong says the TETA is aligned with the African Union's Vision 2063 goals as well as the National Development Plan, which ensures that workers are equipped with skills underpinned by science, technology and innovation.

the programme.

The Mine Community Development Project assists community members and those who have been retrenched, and has reached about 223 beneficiaries. There is also the Small-Scale Mining Project, Small Business Support Project, Career Guidance Initiatives, as well as adult literacy programmes.

At the end of September last year, MQA, along with the Chemical Industry Seta (CHIETA) and Transport Education and Training Authority (TETA), launched the Green Hydrogen Centre of Specialisation. Dr Moshogoaane credits CHIETA, under its CEO Yershen Pillay, with crafting the framework for the centre and contracting the CSIR to oversee and manage it. This covers the full spectrum of its design and development, from drafting the business case to implementation.

adherence to the organisation's six strategic objectives. “These remain the bedrock for the MQA's vision, mission, and values in ensuring a safe, healthy, and adequately skilled mining workforce,” he says.

The objectives include the promotion of efficient and effective governance and administration, and improving skills development, planning, and decision-making through research. The MQA also aims to promote work-based skills development to support transformation in the sector and facilitate access to learning programmes for the unemployed. It also supports mine community training initiatives to access economic opportunities.

One of its most important roles is to offer occupational health and safety training to ensure the safety and well-being of the sector's workforce.

The MQA undertakes research

does not somehow intersect with mining, directly or indirectly. Not only has mining been a consistent and significant contributor to South Africa's GDP, it also remains a pivotal sector that provides jobs and fosters meaningful community development.”

Dr Mashongoane says SA's mining sector needs to “shift from just having a comparative advantage due to our natural mineral endowments, to developing a real competitive edge, because we operate in a globally competitive world.”

Skills, as provided by the MQA, are one way of developing that competitive edge.

For the 2023/24 financial year, the MQA achieved a clean audit for the second consecutive year and achieved 100% of its targets.

Dr Mashogoaane says the MQA was able to achieve this through its

MQA delivers mining opportunities to youth and communities

The Mining Qualifications Authority (MQA) is committed to helping the youth, especially those who are unemployed, as well as mining communities, to access economic opportunities in the mining sector. The MQA also helps develop executive talent while supporting literacy programmes among the communities where mining companies operate.

Dr Thabo Mashongoane, the CEO of the Mining Qualifications Authority (MQA), believes that mining remains a vital industry that must prepare for its future by developing the right kind of skills blended with adaptation to new technology.

“The truth is that the mining and minerals sector remains key to the South African economy,” he says. “In fact, one would be hard pressed to find any individual industry that

Advertorial

Telkom Foundation head prioritises access to technology for learners living with disabilities

DINEO BENDILE

The development of learners living with disabilities and special learning needs is set to become one of the priority areas for the Telkom Foundation, as its new head, Judy Vilakazi, endeavours to broaden the scope of the organisation's focus.

Speaking to Inside Education, Vilakazi expressed her passion for using technology to bring learners living with disabilities up to par with their able-bodied peers.

While this was always an area of interest for Vilakazi, it was during a visit to the Ekurhuleni School for the Deaf last year that her mission to invest in developing learners living with disabilities was solidified.

Vilakazi recognised that many learners were extremely bright but lacked the resources to support their natural gifts. This realisation led to the Telkom Foundation donating coding and robotics kits to the school.

“Deaf learners primarily rely on visual and tactile methods for their education. Equipping them with this skill provides the learners with hands-on experience in manufacturing and engineering,” Vilakazi said.

“Beyond the coding skills, the programme also fosters essential soft skills such as critical thinking, creativity, and problem-solving. This contribution strengthens our commitment to closing the digital divide and empowering these students,” she added.

“What I am passionate about is ensuring that our reach also caters for learners with special educational needs and those living with disabilities. That is very close to my heart.

“In as much as we are servicing quintile one to three schools, and it's all learners who are coming from disadvantaged communities, my big drive is to say let us also cater for learners living with disabilities who are always placed at a disadvantage simply because of how they are differently abled”.

In addition, Vilakazi believes companies have a responsibility to ensure the creation of an inclusive

workforce, by playing a more active role in developing the skills of youths living with disabilities.

“It's easy for organisations to say we are doing this or that, but most of the time they are catering for able-bodied [learners] and we are all fighting for the same group,” Vilakazi said.

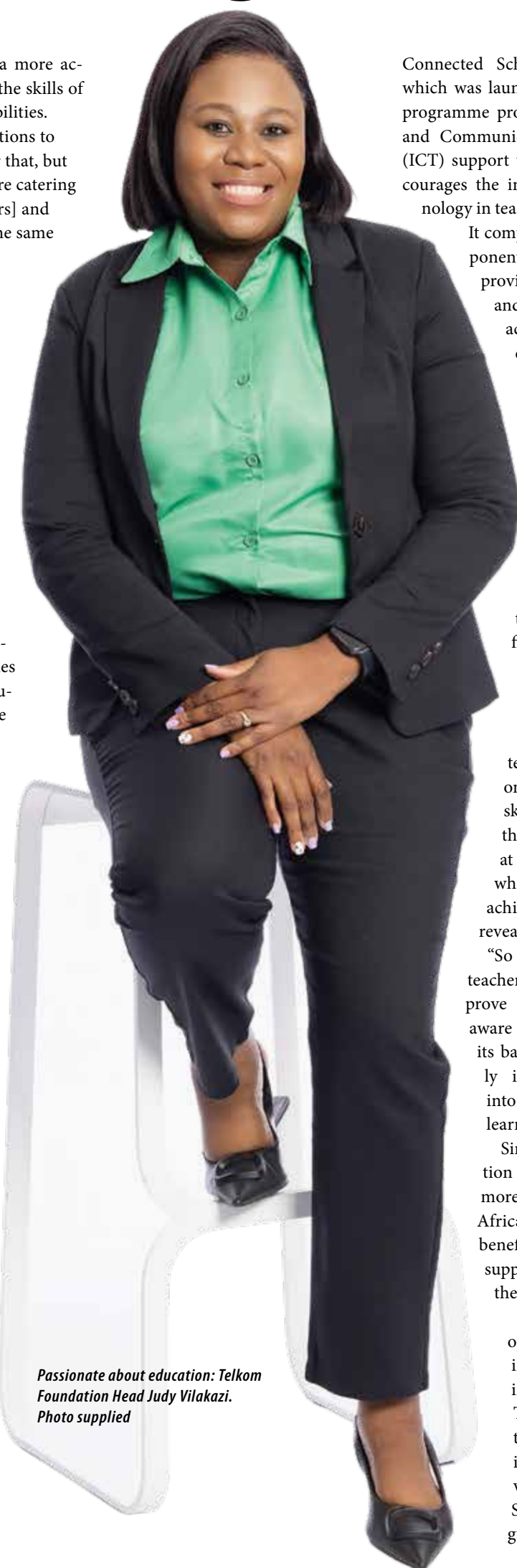
The latest studies by the Commission on Employment Equity reveal that disability representation in the South African workforce stands at 1.1%, which falls short of the targeted two percent.

Vilakazi said a transformation of this outlook would only be possible if more companies helped to develop learners living with disabilities to give them an opportunity to participate in the workforce.

“Companies are pushing to make sure they meet the quota of two percent, but if we are not developing learners living with disabilities from an early age, where are we going to get those employees?” she asked.

Since taking the reins at the Telkom Foundation in February 2024, Vilakazi said her focus was on continuing the work of existing programmes that have helped the foundation make its mark as a leading investor in South Africa's education sector.

One such programme is its flagship



Passionate about education: Telkom Foundation Head Judy Vilakazi. Photo supplied

Connected Schools Programme, which was launched in 2009. The programme provides Information and Communication Technology (ICT) support to schools and encourages the integration of technology in teaching and learning.

It comprises several components, which include providing ICT devices and equipment, interactive and gamified educational content, fibre connectivity to schools and teacher training.

The teacher training and support component has upskilled more than 6,000 teachers in the past five years.

“The programme has been able to move the majority of the teachers from level one and two [ICT] skills, and some of them are now sitting at level three to five, which is quite a big achievement,” Vilakazi revealed.

“So now those same teachers are able to improve from just being aware of what ICT is and its basic uses, to actually incorporating ICT into their teaching and learning environment.” Since the introduction of the programme, more than 2,000 South African schools have benefited from the ICT support provided by the foundation.

Learner development is also an important area of investment for the Telkom Foundation, particularly as it pertains to providing support in Science, Technology, Engineering and

Mathematics (STEM) subjects.

South Africa has been flagged to expect an increasing critical skills shortage because of the declining rates at which learners are pursuing STEM subjects. To combat this, the Telkom Foundation in partnership with Lightbulb Edtech, provides a zero-rated platform that supplements learning in Mathematics, Science, Accounting and English, among other subjects.

The aim of the programme is not only to improve STEM performance in South African high schools but also to introduce learners to exciting career opportunities available to them in STEM fields.

While Vilakazi believes awareness levels about STEM-related careers are still low, she said the Telkom Foundation was doing all it could to introduce learners to the world of opportunities open to them in the sciences.

For those who have already passed matric, the Telkom Foundation has launched TelkomLearn, a platform that provides quality ICT-related courses through accredited partners.

“Young people have the option of choosing courses they can enroll in and build their careers. Some of these courses – from credible institutions like IBM and Microsoft – are free and some of them need you to pay,” Vilakazi said.

The courses can be a means of upskilling existing ICT capabilities, or providing entry-level skills that students can use to get into the world of tech.

Vilakazi has especially encouraged young women to take up opportunities in STEM streams and not to limit themselves for any reason.

As a new digital era takes hold, bringing innumerable changes to the workings of the world, Vilakazi said her overarching goal was to ensure that as many young South Africans as possible would benefit from the digital economy.

“Making sure that everyone can profit from this digital transition and making sure that everyone is informed about the different opportunities that exist within this ICT space... that is my vision,” Vilakazi said.

Education News



Unwavering commitment: Basic Education Minister Siviwe Gwarube arrives at the 10th Basic Education Lekgotla with President Cyril Ramaphosa and Gauteng Education MEC Matome Chiloane. Photo: Eddie Mtsweni

The pivotal role of the Education Lekgotla in shaping the trajectory of Basic Education

SIVIWE GWARUBE

The 10th Basic Education Lekgotla is a crucial platform for collective reflection, engagement, and planning for the future of our education system. It has played a pivotal role in shaping the trajectory of Basic Education in South Africa, and I am honoured to address the 10th edition as we continue our mission of improving educational outcomes for all children in our country.

Over the past several months, we have been engaged in an intense and deliberate process of defining the five key priorities of this Department. We took these five priorities to a strategy session at Diep in Die Burg in September 2024, where we laid the foundation for a new strategic reorientation of the basic education system to strengthen foundational learning.

We then went through numerous iterations in our management meetings, engaging in extensive discussions to refine our strategy and this Department's annual performance plan. While those were internal processes, this Lekgotla represents an opportunity to extend the conversation to our partners – to bring you along on this planning journey, so that you can enrich the process with your insights, expertise, and resources.

As government, we cannot do this alone. The task before us – to improve the quality of education in South Africa, is a national imperative that requires collective action

from all stakeholders.

We must acknowledge the pressing reality that we are operating in a fiscally constrained environment. The current economic climate is forcing difficult trade-offs across all sectors, and education is no exception. Budgetary constraints are a growing challenge, impacting our ability to expand infrastructure, recruit and train teachers, and improve learning resources.

Provinces have retained the same basket of posts for the past five to 10 years while the number of learners enrolled in schools has been increasing; this has led to the average teacher-to-learner ratios trending in the wrong direction, threatening learning outcomes.

Private sector

Despite these constraints, our commitment remains steadfast: to ensure that every child in South Africa has access to quality education. To achieve this, we must rethink how we mobilise resources. The private sector has an essential role to play in alleviating the financial pressures we face.

We must build strategic partnerships that leverage private-sector innovation, investment, and expertise to supplement our efforts. This is not about outsourcing education – it is about enhancing our capacity to deliver quality learning experiences to millions of children.

The recently launched World Bank Country Update recommends that we review our school funding models and this is work that will

be assigned to the soon-to-be-constituted National Education and Training Council.

We also want impact-investment initiatives that can inject much-needed capital into the sector while ensuring sustainability and accountability. The reality is that the future of education cannot rely on the state alone; our purse is overstretched, and we need partnerships for education. We need to be bold and creative in how we unlock additional resources to drive positive transformation in our schools.

We are navigating financial challenges and operating within the complexities of a Government of National Unity (GNU). Bringing together 10 different political parties, each with its own value system, priorities, and interests, has required unprecedented political maturity, resilience, and adaptability.

Governing under such conditions is no small task. It demands a new kind of leadership – one that is anti-fragile, capable of withstanding and even benefiting from shocks and pressures. It requires us to move beyond traditional political divisions and instead work towards a coherent, unified approach to governance.

For education, our policy direction must remain clear and unwavering, even as the political environment shifts. The imperative to improve literacy and numeracy, strengthen early childhood development, and ensure that no child is left behind must transcend party politics. It must be a national prior-

ity that binds us all together.

In this GNU, we must find common ground and build a governance model that prioritises the best interests of our children. This requires ongoing dialogue, negotiation, and, most importantly, a shared commitment to the long-term future of our country.

This year marks the 10th anniversary of the Basic Education Lekgotla – an occasion that calls for celebration and reflection. Through the Lekgotla, the education sector has been able to engage with leading experts, researchers, and practitioners to ensure that our policies are informed by evidence and innovation.

Meaningful change

We have strengthened collaborations between government, civil society, and the private sector to drive meaningful change in education. And most importantly, we have remained steadfast in our commitment to placing learners at the centre of everything we do.

Looking ahead, we must build on this foundation. The lessons we have learned over the past decade must guide us as we navigate the next phase of educational transformation. We must continue to challenge ourselves to do better, to think differently, and to push the boundaries of what is possible in basic education.

As we move forward, I want to extend my deepest appreciation to all the organisations that have generously given their time, expertise, and intellectual property to the Lek-

gotla. The education sector does not only need financial partners, it also needs thinking partners.

We need collaborators who will help us analyse trends, interpret data, and make sense of a rapidly changing world. We need institutions, researchers, and policymakers who can bring fresh ideas and bold solutions. We need partners who share our vision of a thriving education system and who are willing to invest their knowledge and creativity in making that vision a reality.

To those who have walked this journey with us, and to those who are joining us for the first time, I value your contributions and look forward to working together to build an education system that truly empowers every child in South Africa. Colleagues, partners, and friends, education is the foundation of our nation's future. The work we do here today and in the months and years ahead will determine the trajectory of millions of young lives.

The challenges we face are significant, but so too are the opportunities before us. As we celebrate the 10th anniversary of this Lekgotla, let us recommit ourselves to the goal of quality education for all. Let us be bold in our ambitions, collaborative in our approach, and unwavering in our commitment to our learners.

Siviwe Gwarube is Minister of Basic Education. This is an edited version of the speech she gave at the 2025 Basic Education Sector Lekgotla earlier this year.

Teacher's Corner

My favourite teacher nourished my love of English

EDWIN NAIDU

Kenyan-born science champion Dr Dorothy Ngila speaks English with a regal accent. She exudes passion for the language, which a good teacher instilled in her. The charismatic Director of Knowledge and Institutional Networks at the National Research Foundation in South Africa and plays a leading role in promoting science and gender equality in the country and on the continent.

Dr Ngila has extensive experience providing strategic advice, secretariat support, fund-raising and managing the implementation of the mandates of academies of science and research councils, as well as positioning, building and managing strategic bilateral, triangular and multilateral science partnerships.

She leads engagement in knowledge and institutional networks, and is prominent among the Science Granting Councils Initiative in sub-Saharan Africa and the Global Research Council.

Dr Ngila is a seasoned programme and research management leader. Examples of large and complex research programmes she has co-led are the Covid-19 Africa Rapid Grant Fund, the OR Tambo Africa Research Chairs Initiative, and the uGood research programme on young people and relational wellbeing in the Global South.

She is interested in strengthening institutional capacity in Africa (with a focus on scientific institutions), how scientific boundary organisations interface science and policy (with a focus on academies of science and public funding agencies) and integrating gender and intersectionality in science (with a focus on women).

Dr Ngila serves as a Vice-Chair of the Advisory Board of the Alliance for African Partnership, is a board member of the Chemichemi Foundation, and is on the Global Research Council's Executive Support Group.

She has previously served as both a Co-Chair and member of the GRC Equality, Diversity, and Inclusion Working Group, and is a past Chair of the Organisation for Women in Science for the Developing World South African National Chapter.



A passion for language: Dr Dorothy Ngila says her favourite teacher helped enhance her written and verbal English communication skills when she was a pupil at Mulango Girl High School in Kenya (below).



What was the name of your favourite teacher?
Mr Kivuko.

What was the name of the school you attended and in what years?

Mulango Girls High School, Kitui County, Kenya (1998-2001).

How did your favourite teacher endear himself to you?
He took a genuine interest in me,

especially after realising that I was good at English.

What subjects did he teach you?
English.

Did you look forward to his subject?
Definitely. He was so passionate about English literature and wanted to make sure that we got good grades. He taught with such intention.

What did you like about your teacher?
He was relatable. At the time, he had recently graduated from university so I could dream about university and at the same time see a relatability with culture at the time.

What was your favourite subject at school?
English.

Has this influenced your choice of career?
I would say it has really enhanced my written and verbal communication.

What was the one phrase from the teacher that stuck with you or inspired you?
Paraphrased: no one can ever take

your education from you. It is the greatest investment you can make in yourself.

Have you kept in touch with your favourite teacher?
Yes.

If so, what was the first meeting like beyond being a learner in the classroom?
I bumped into him last year in Kenya during a grocery shopping trip. He has since moved from teaching high school to teaching at a university and still teaches English. And most importantly, he remembered me! He is so proud of all that I have gone on to do.

Why are teachers so important to society?
They are often the first real contact and connection outside of the home environment for learners, and so their attitude and conduct can make or break the learning experience.

Finally, what advice do you have for learners today?
Same one I have heard all my years. Invest in your education. Do it for you. And know that no one can ever take that from you.

Did you imagine ending up where you are today while at school, and why is it important to believe in one's dreams?
I did not know. My journey is a series of divine interventions, which have led me to a fulfilling career in the science-policy-society interface. You believe in your dreams because your dreams are not by chance; they are meant to guide you to understand and own your divinely ordained purpose in life.

Lastly, any advice for teachers?
Teach with passion. Teach with compassion. We all rely on your connection to propel us forward when we cannot do that for ourselves in our formative years. You are treasured.

Dr Dorothy Ngila holds a PhD (Science and Technology Studies) from Stellenbosch University.

Skilling Mzansi



Photo: Vecteezy.com

AI could be a significant game changer for Africa’s youth

STAFF REPORTER

AI can be transformative for Africa, but the continent must move quickly to empower its youth to optimise the technology’s potential. The strategic partnership between eight institutions in South Africa, Lesotho, Namibia, and Eswatini, was launched by the Technological Higher Education Network South Africa (THENSA) to enhance graduate employability in Southern Africa.

This is according to Prof Abejide Ade-Ibijola, professor of AI and Applications at the Johannesburg Business School at the University of Johannesburg and founder and chairman of GRIT Lab Africa, who addressed the Huawei Cloud Tech Wave DeepSeek workshop in Johannesburg in May.

Human society is moving faster towards an intelligent world, says Huawei. Innovative ecosystems underpinned by cloud and innovative technologies represented by foundation models are reshaping industries at speeds unseen before, generating new momentum for building an inclusive, accessible, and resilient digital world.

Founded in 1987, Huawei is a leading global provider of information and communications tech-



Transformative: Prof Abejide Ade-Ibijola in his address to the Huawei Cloud Tech Wave DeepSeek workshop in Johannesburg, said AI offers Africa ‘the perfect opportunity to leapfrog and finally catch up with the rest of the world’.

nology (ICT) infrastructure and smart devices, and Huawei Cloud has become one of the world’s fastest-growing major cloud vendors.

Prof Ade-Ibijola said: “In the African context, AI offers us the perfect opportunity to leapfrog and finally catch up with the rest of the world. The quickest of us cannot keep up with AI development, so we need to weaponise the young people in numbers to chase AI, and let those too old to move, move into strategy.”

He noted that parts of Africa appeared stuck in a “timeless dimension”, with the same environment, challenges, and newspaper headlines they had in 1982. No progress had

innovations to other countries. You also need accountable structures to ensure that any investments have the desired impact,” he said.

He said AI could prove transformative for the continent and could even help retain indigenous datasets outside of Africa.

Prof Ade-Ibijola said AI tools such as DeepSeek, which was developed in China, could lower the barrier to entry for AI innovation, offering advanced AI at a lower cost.

He highlighted the work of the UJ Johannesburg Business School Innovation Lab, which offers students practical programming training as part of real-life projects, and GRIT Lab Africa, a social project training young people aged 18 to 22 across 38 higher learning institutions in 11 African countries. “These guys are writing software at scale,” he said.

Having trained over 2,000 students since 2016, GRIT Labs students are now focusing on AI-enabled projects with social impact. “Solving for X is good, but solving societal problems is better,” said Prof Ade-Ibijola.

“We don’t teach much theory but rather train students in technical skills and focus on discipline, balanced with incentives whereby they can earn money. By graduation, they have a portfolio of evidence to show employers. For example, the

University of Johannesburg has a piece of software in use by 50,000 users on the campus, which young people developed,” he said.

Other projects the students have developed include a VR courtroom, a VR electrochemistry lab, and a career advisory app.

“We are playing with DeepSeek through Huawei Cloud and used it to create an ‘AI Dad’ app to offer advice to young people. The future is open with tools like DeepSeek, and Huawei Cloud leads in this space,” he said.

Huawei Cloud emphasised its commitment to empowering Africa, highlighting its heavy investment in R&D, full-stack AI development capabilities and AI-ready data centres in SA, which they will continue to invest in.

Roc Bai, VP of Huawei Cloud Sub-Saharan Africa, said: “AI is changing everything.”

He said that companies worldwide were investing heavily in computing power to harness AI, but that the arrival of DeepSeek had significantly reduced the cost, paving the way for faster adoption. “We have approximately 207,000 employees and operate in over 170 countries and regions, serving over three billion people worldwide. We are committed to bringing digital to every person, home and organisation for a fully connected, intelligent world.”

Advertorial – Skilling Mzansi

INSETA is on the cutting edge of insurance skills development

XOLISA PHILLIP

INSETA is pushing the envelope of what SETAs can do because of the fast-changing insurance landscape brought on by digital innovation.

The National Skills Development Plan (NSDP) directs SETAs to develop the public higher education system by working with universities, universities of technology, TVET colleges and, increasingly, Community Education and Training (CET) colleges.

“Insurance is one of those sectors where technology has moved ahead,” says Leslie Kwapeng, INSETA’s executive manager of operations.

The education and training authority is establishing a DigiHub at the Coastal TVET College in Durban to keep in step with the rapid Fourth Industrial Revolution (4IR)-related developments affecting the sector.

Kwapeng explains: “We thought we should have some kind of centre of excellence, where all those in the digital space who want to be incubated in these new technologies can have access to cutting-edge technology, covering the areas of drone piloting, robotics, generative AI, programming and data analysis.”

The DigiHub “has us all excited,” Kwapeng enthuses. The Department of Higher Education and Training (DHET) strongly encourages SETAs to collaborate with TVET colleges and CETs. “We are heading that call,” he says.

As INSETA prepares to usher in the 2025-30 strategic term, it has placed greater priority on 4IR skills. This is informed by data coming from the insurance sector, showing a shift in demand from information communication technology (ICT) to 4IR skills.

A major employer in the insurance sector is planning to introduce an Insurtech business and requires 4IR skills. The company approached INSETA for assistance to develop such skills.

“They said to us that some of the functions [in the Insurtech] were so specialised they had to hire people from Norway, the US and India because those skillsets were not available in South Africa,” Kwapeng notes. “We have to look into having those skills here. Our responsibility is to close that gap.”

That is why the entire envelope of 4IR skills is enjoying prominence at INSETA. “We have realised that is where the world is moving – that is also where the world of insurance in

South Africa is moving. Ours is to ensure we are responsive to providing those skillsets,” Kwapeng says.

There are 10 emerging occupations in the insurance industry; of those 10, about six involve ICT or 4IR skills. “Data analytics is a big issue, especially when you look at the kind of support it has to offer the insurance industry,” Kwapeng

states. Data analytics assist the underwriting side of insurance while robotics and drones are useful when assessing damage claims.

When Bree Street in Johannesburg experienced an underground explosion 18 months ago, drones were deployed to

ascertain the extent of the damage. This is increasingly becoming the case, especially in the context of climate change-induced damage and other disasters that make it difficult to access some sites and locations.

Together with the Durban University of Technology (DUT), “we have done work exploring some of these areas [in 4IR], especially drone technology,” says Kwapeng.

DUT is INSETA’s research chair for 4IR. The partnership has produced research called Job Shift, looking at how occupations are evolving in the insurance sector. “They have done work on AI and how the use of 4IR is affecting small businesses, as well as

other research output within the 4IR space,” Kwapeng says.

This all forms part of the NSPD and DHET directive that SETAs be proactive in post-school education and training. In addition to DUT, INSETA has partnered with other institutions.

The University of Cape Town has produced two papers for INSETA on the insurance industry and the University of the Witwatersrand is working on a 10-volume document that focuses on the insurance sector called Body of Knowledge.

INSETA is also collaborating with the University of KwaZulu-Natal on developing insurance sector-specific qualifications, including a post-graduate diploma in insurance risk management.

INSETA has long-standing partnerships with 24 TVETs, which offer a good blend of learning and practical skills through work-integrated learning, says Kwapeng. “We are looking to increase that number.”

“TVET colleges offer the practical element, which we pay for as a SETA. We link up learners coming from TVET colleges, most of whom are from townships and rural areas, with insurers. Many get absorbed at the end of their work integrated learning,” Kwapeng states.

INSETA is looking to expand its partnership with TVET colleges with a particular focus on reaching rural areas. The SETA recently opened an office in Kroonstad, a rural town in the Free State; and in Rustenburg, North West.

Kwapeng adds: “We often run career development or career exhibitions in partnership with the TVET colleges ... [and] invite employers.”

Kwapeng says INSETA is particularly proud of the Insurance Sector Student Fund (ISSF), a co-funding bursary fund funded by the SETA and 14 employers. “So far we are the only SETA that has done this.”

INSETA has funded 400 individuals through the ISSF, according to Kwapeng. “About 60% are unemployed youth and around 40% are employees

of the sector who not only come from the 14 co-funders but also other employers in insurance.”

INSETA recently entered a partnership with the National Skills Fund, which will result in an additional R400 million being pumped into the ISSF over the next three years, says Kwapeng. “We normally run the fund on R30 million per annum.”

Kwapeng emphasises further that a SETA has three core functions. The first is education quality assurance. “It deals with the accreditation of assessors and moderators; and the accreditation of courses and occupational qualifications. It includes certification and the like.”

The second is learning programmes. INSETA funds learnerships and internships. Through this channel, the SETA engages with employers, assists small businesses and labour unions, and provides bursaries.

The third is Skills Planning and Research.

Learnerships are useful and popular. “At the end of a learnership, you get a certificate,” Kwapeng explains. “The three popular courses in which we offer learnerships are short-term insurance, long-term insurance and wealth management, which leads to the career path of being a financial adviser.”

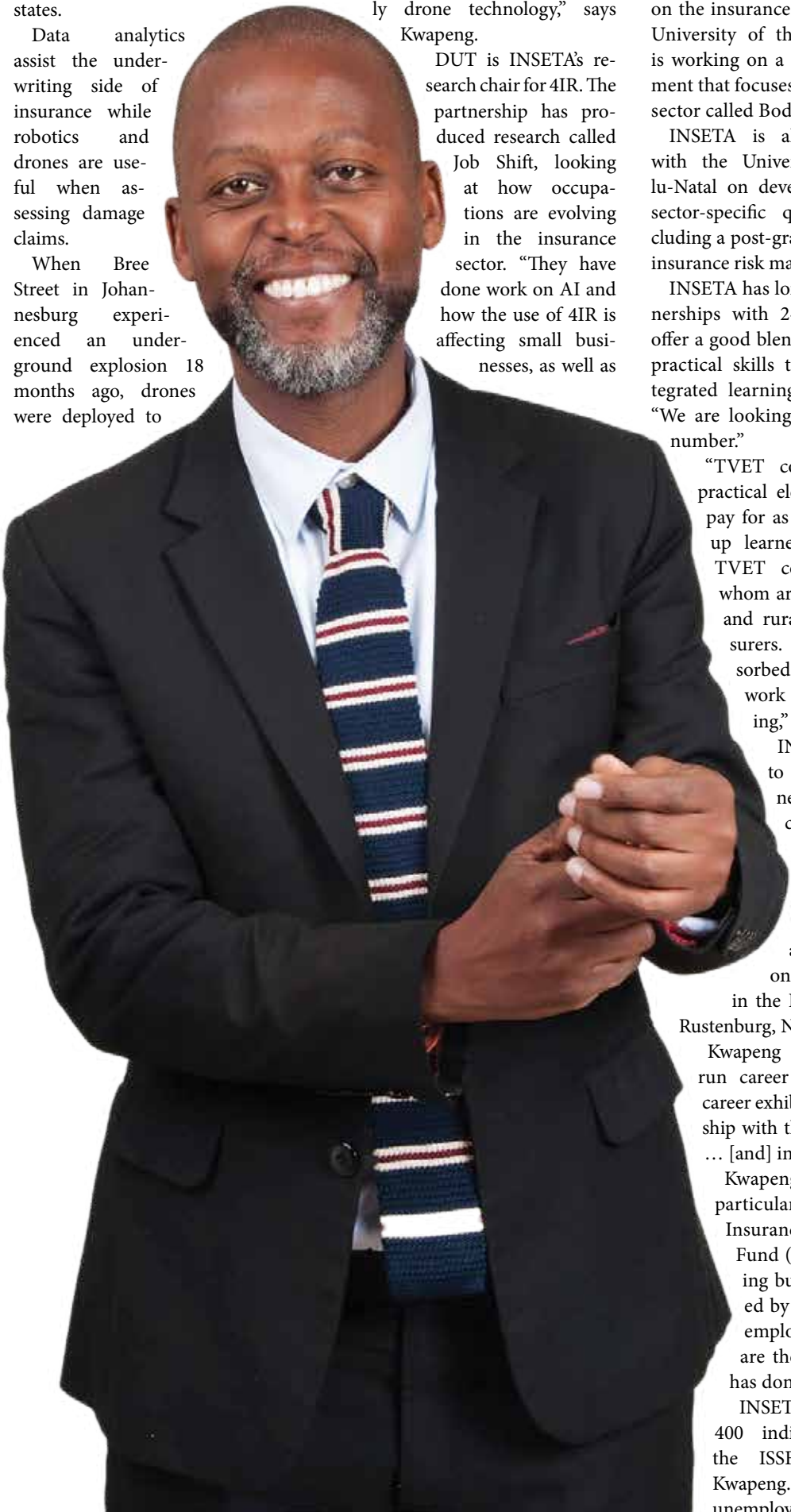
INSETA’s Learnership for Youth Programme is the single biggest expenditure item. Insurers, including Discovery and OUTsurance, absorb a substantial number of learners who undertake the programme, according to Kwapeng.

For internships and learnerships, the SETA makes special provisions to accommodate the needs of participants with disabilities and those who live in rural areas. A typical stipend is R6,500. INSETA provides a 5% top-up for disabled participants and those in rural areas.

The socioeconomic impact of the work-integrated programme has exceeded INSETA’s expectations, according to Kwapeng.

He recalls having recently attended a graduation at Maluti TVET College, where the class representative of the cohort relayed how the stipend from the SETA had a transformative effect on the households of participants.

The learner said the stipend not only helped the beneficiaries but some participants used some of the funds to educate their siblings, who went on to matriculate and landed their own learnership opportunities.



INSETA executive manager of operations Leslie Kwapeng.

DG's Corner

DG Mweli conducts engagement and oversight sessions in the North West and Mpumalanga

STAFF REPORTER

The Department of Basic Education (DBE) and the Provincial Education Departments (PEDs) have undoubtedly improved academic outcomes during the National Senior Certificate (NSC) Examinations. However, a paradigm shift is required to promote efficiency and quality at the General Education and Training (GET) level.

This is according to Mathanzima Mweli, Director-General of the DBE, who has been continuing provincial oversight visits to various education districts as part of his learner support programme, with recent visits to the North West and Mpumalanga.

During the engagement sessions, Mweli said that the GET sector should become more data-driven and adopt a subject-to-subject diagnostic approach to supporting schools from the GET and the Further Education

and Training (FET) bands. As part of his engagements, Mweli is visiting all 75 education districts.

During their reflection sessions, education districts acknowledged the DBE's support in its quest towards improving learning outcomes in both GET and FET, confirming that the engagement sessions assisted them in sharing best practices while addressing shortcomings in

identified learning areas.

These include home language teaching, learner participation in Computer Applications Technology (CAT) subjects, and accelerating the implementation of Vocational and Occupational Education. The engagement session covered various issues, including adherence to policy on subject combinations, Accommodations and Concessions, the Institutionalisa-

tion of Early Childhood Development in the Basic Education Sector, and teacher provisioning in the GET and FET.

Mweli indicated that subject combinations in the FET band should be done properly to channel learners towards the right career pathways beyond Grade 12: "Provincial Education Departments and education districts are on track in delivering quality education, as our learners deserve education of the highest quality. We therefore need to provide support for our schools to function optimally," he said.

"I encourage education districts to address any learning barriers encountered within the schooling system to ensure no learner is left behind. One of the best approaches to be considered in addressing learning barriers is implement-

ing the Accommodations and Concessions Policy, which is intended to assist learners within the entire sector across all grades, especially those learners experiencing learning challenges. I am calling on education districts to intensify their efforts towards ensuring that learners who qualify for Accommodations and Concessions are fully supported."

Mweli interacted with the Class of 2025 in the schools he visited, sharing words of motivation and tips for academic success. The programme will continue in the remaining education districts in the coming weeks.

In his message to the Class of 2025, the DG said that to perform well, they should:

- Attend school every day, as regular attendance is key to success.
- Pay attention in class and listen carefully, and observe what teachers say and do.
- Follow a study timetable, and study two subjects for six hours every day.
- Use study materials wisely, take notes in class, use materials from teachers, access past examination papers on the DBE website, and use YouTube for additional learning.

Words of wisdom: Mathanzima Mweli, Director-General of the Department of Basic Education, has urged the Class of 2025 to study diligently.

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Higher Education

CPUT welcomes transformation champion Brightness Mangolotho

ILSE FREDERICKS

Brightness Mangolotho, the former director of Higher Education Resource Services-South Africa, recently joined the Cape Peninsula University of Technology (CPUT) as the Director of the Centre for Diversity, Inclusivity and Social Change.

CPUT's vision was a key drawcard for Mangolotho, who stepped into the role in December.

"I was attracted by the vision of the university to be Africa's leading smart university of technology globally, renowned for innovation, and with graduates who shape a better world for humanity," Mangolotho said.

"The fact that CPUT's vision and values have a human-centric approach was very appealing, which means that transformation is the university's strategic intent. Importantly, the institutional transformation framework expands beyond redress, which is normally limited to student and staff diversity issues. "CPUT recognises that redress is incomplete when the mandate of the university, which is teaching and learning, research and engagement are divorced from the transformation objectives – decolonisation of the curriculum, language, and being responsive to the needs of Africans.

"Further, tapping into digital transformation and strategic partnerships, are also key to driving the realisation of the institutional vision."

Asked what will be at the top of her agenda, Mangolotho said that while she understands the transformation interventions needed for universities – she has worked with all 26 South African universities in her former role – she is always hesitant to prescribe what needs to be done before engaging with stakeholders and understanding the systems in place.

Unique context

"It would be a disservice to assume solutions without first understanding the unique context of CPUT – context is key for any intervention," she said. "At the core of my work and my team at the Centre for Diversity, Inclusivity and Social Change is to contribute to creating and sustaining a psychologically



Safe spaces for all: Brightness Mangolotho, Director of the Centre for Diversity, Inclusivity and Social Change at the Cape Peninsula University of Technology, has always spoken out against injustice.

safe space for all – where all will feel valued, seen and heard – and a strategy for sustainable change that is driven beyond compliance.

"The institutional transformation framework is the blueprint of what needs to be done. The university is celebrating 20 years. Using a transformative lens, it will be great to look back and ask: where are we as a centre/institution? What have we achieved? What still needs to be done, and what interventions need to be in place to realise the vision and to be a sustainable institution?"

"This requires creating spaces to have authentic and intentional institutional conversations. It's about listening to the voices of all university stakeholders. What needs to be done to create safe spaces for all? We must understand whether we embrace oneness as CPUT, which is critical as transformation is anchored in 'ONE SMART CPUT'."

Mangolotho's first month in office was mainly dedicated to meet and greet with stakeholders and with her team – "listening to their

aspirations and concerns". These conversations form a key part of the baseline assessment.

Asked to share her views on diversity, equity, inclusion, and belonging, she said: "When we talk about diversity in South Africa, the focus has mainly been on race. For me, diversity is about the representation of all social identities, including race, gender, class, sexual orientation, religion, age, language, and more.

Pot of gold

"Diversity creates a 'pot of gold' that allows different experiences, beliefs, and values to enable the creation of inclusive solutions/innovation – leaving no one behind. Representation must be viewed with an intersectional lens, elucidating those different social identities that lead to different experiences, privileges and oppressions."

She continued: "Equity is about fairness. Fairness is appreciating that we start from different points [and] inclusion makes diversity work by valuing and supporting all,

and belonging enables a space that welcomes everyone."

Mangolotho firmly believes that diversity, equity, inclusion, and belonging are the cornerstones of attaining the institution's vision and mission.

"I believe this office should create transformation systems to realise the transformation goals and further contribute to an environment that values staff and students, irrespective of colour, sexual orientation, ability, age or neurodiverse abilities."

Mangolotho hails from humble beginnings in Soweto.

"Social justice issues were instilled at home, in how we were raised. We were taught to speak up, not just when an injustice is done to you but when done to others; also to share, as my mother would say, "Bana ba motho ba kgaogana tlhogwana ya tsie (the spirit of sharing irrespective of the size of what you have).

"I attended the Morris Isaacson High School, where the 1976 riots

started in Soweto. The school was not just a learning space; we were also empowered to understand that we can thrive irrespective of race.

"We witnessed the recording of *Sarafina*, which tells the story of the impact of apartheid. We had teachers who instilled the importance of fighting for our rights and the power of acquiring knowledge and how it can emancipate us.

"Varsity life injustice motivated me to become an academic – in fact to be that lecturer I wished I'd had. I experienced racism working for corporates and opted to go back to university to further my studies, which landed me an academic position."

Exceptional career

Mangolotho has cultivated an exceptional career working for both public and private universities, non-profit organisations, and corporations. She has formerly held positions as Head of Department at Nelson Mandela University; Head of Programme at IIE ADvTech; Treasurer-General of the South African Chapter of the African Women Leaders Network; Board Member of the Public Relations Institute of Southern Africa and Branch Chairperson of the National Health and Allied Workers Union at Nelson Mandela University.

In 2023 she co-edited a book titled, *Women's Empowerment for a Sustainable Future: Transcultural and Positive Psychology Perspectives*. In 2020, Mangolotho earned the esteemed title of the University of Georgia Fellow for the African Civic Engagement Academy Program and was recognised as a 2015 Standard Bank Rising Star Finalist. The International Association for Business Communicators also acknowledged her significant contributions to communication.

Outside of work, Mangolotho enjoys being in nature, travelling, and learning about different cultures.

"I love to go on game drives and to watch the sun set and rise. It makes me think that if the sun can rise, I can also rise again. It's a new beginning, a new hope. People don't believe me, but I'm an introvert; I think the confusion comes from seeing me in action, as when I take the microphone, I own it and speak – and where there is injustice, I speak up."

Skilling Mzansi

THENSA drives education for entrepreneurship in SADC

EDWIN NAIDU

Tertiary institutions in the Southern African Development Community (SADC) convened in Johannesburg, South Africa, to initiate collaboration on co-creating a curriculum that aims to transform entrepreneurship through education.

The strategic partnership between eight institutions in South Africa, Lesotho, Namibia, and Eswatini, was launched by the Technological Higher Education Network South Africa (THENSA) to enhance graduate employability in Southern Africa.

Funded by the Erasmus+ Capacity Building in Higher Education (CBHE) program, the University-Industry Co-Creation (UNII-Co-create) aims to tackle the pressing challenges of low job creation, limited start-up success, and graduate unemployment in the SADC region, according to project lead Dr Sershen Naidoo.

Unpacking the initiative during the week-long event in Fourways, Johannesburg, Naidoo said the collaboration recognises the role of entrepreneurship in driving economic growth and addressing Sub-Saharan Africa's priority action on Sustainable Growth and Jobs.

Collaborative approach
The collaborative approach adopted will ensure that the project's impact is systemic and sustainable, with strong support from both academics and policymakers.

UNIICo-create unites a diverse range of stakeholders, including higher education institutions from South Africa, Lesotho, Eswatini, and Namibia; ministries of Education from each participating nation; EU partner institutions from Ireland, France, and Finland; and key higher education authorities and consortia. This includes the Southern African Regional Universities Association, the South African Qualifications Authority, the Association of African Universities, the Association of Technical Universities and Polytechnics in Africa, and Universities South Africa.

Naidoo said the project's key objectives are the co-creation of curricula – training academic leaders to collaborate with industry and societal partners in developing curricula that promote entrepreneurship and innovation. Photos (above and below): Vecteezy.com



Working together: The participants in the UNIICo-create project launched by Technological Higher Education South Africa.



The UNIICo-create project's key objectives are to train academic leaders to collaborate with industry and societal partners in developing curricula that promote entrepreneurship and innovation. Photos (above and below): Vecteezy.com

As drivers of an ecosystem, they

will create a network of advocates who can influence policies related to university-industry cooperation, curriculum design, and joint qualifications.

Through this initiative, Naidoo said participating universities will be equipped with the tools, resources, and partnerships to cultivate entrepreneurial mindsets among

ket while contributing to Namibia's socio-economic development.

Chakela Thaba, lecturer at the Lerotholi Polytechnic in Lesotho, said when he joined the higher education sector some 20 years ago, he was appalled at how disconnected institutions were from societal needs. "They functioned like isolated ivory towers, rarely translating into job creation or offering direct solutions to the challenges faced by people in the villages of my country. It frustrated me to see knowledge locked away in silos, with little collaboration and even less tangible impact. This project promises to change that," he said.

Thaba said higher education should not be a series of lone efforts. Instead, all stakeholders should work together – not just to create curricula, but to offer them, shape them, direct them, review them, and ensure they are effective. "It takes a village to raise a child, and it takes a unified, coordinated effort to transform a nation through education."

Mboni Dlamini, the Executive Director of the Eswatini Qualifications Authority, believes that the UNIICo-create Project presents a significant opportunity for students in Eswatini by fostering closer collaboration between universities and industries.

students and staff.

Dr Anna Matros-Goreses, the Executive Director, Directorate: Research, Innovation and Partnerships at the Namibia University of Science and Technology, says NUST is already strengthening its role as an entrepreneurial university through the University-Industry Co-Creation Project.

A key component of the initiative is the Innovation, Creativity, and Entrepreneurship service course, offered under the Faculty of Commerce, Human Sciences, and Education, led by Prof Efgenia Semente, the Executive Dean of the Faculty of Commerce, Human Sciences, and Education at NUST.

"Our goal is to drive meaningful impact and establish Namibia as a hub for African entrepreneurship and technological advancement," said Matros-Goreses.

She said this initiative targets students, researchers, entrepreneurs, and industry leaders, reinforcing NUST's commitment to bridging the gap between academia and the mar-

Real-world needs
He said the co-creation of curricula between universities and industries will ensure that educational programs align with the real-world needs of the job market. This will reduce the skills mismatch that has been a challenge in Eswatini, where graduates sometimes struggle to find jobs due to outdated or theoretical training.

For the industry, this means having access to a workforce that is job-ready and innovative, thereby reducing the time and resources spent on retraining graduates.

Dlamini said the regional approach to higher education, where SADC universities and industries collaborate to share best practices, research, and expertise, can help enhance competitiveness in the global economy.

"The UNIICo-create Project promotes a shift from a traditional academic model—which is often lecture-based and theoretical—to a dynamic, interactive, and experiential learning model," he said.

Skilling Mzansi



Working together: The Minister of Small Business Development, Stella Tembisa Ndabeni (blue blazer) with Nelson Mandela University staff and guests at the launch.

Minister Ndabeni launches innovative Centre for Entrepreneurship at Nelson Mandela University

STAFF REPORTER

The Minister of Small Business Development, Stella Ndabeni, has officially launched the Centre for Entrepreneurship Rapid Incubator at Nelson Mandela University.

The event drew attendees from government, business, and academic circles and is a significant initiative in addressing student and township unemployment in South Africa. To date, 35 small businesses have been incubated, creating 85 jobs so far.

Ndabeni said: "We are here to launch this centre and to say, in us you have a partner: this is a journey that must change the shape of the South African economy ... We look forward to walking this journey with you to ensure we leave no one behind."

She cautioned young entrepreneurs to be aware of the South African Constitution, municipal regulations, and local bylaws and that "an economy is driven by innovative entrepreneurs, not by tenderpreneurs, and the centre hopes to produce the former, not the latter."

She advised students that they "will never be successful if you do not understand your ecosystems and empower yourself with information". She said she has seen the law empower people and disempower them. "It doesn't matter how many degrees you have or what is in your bank account; the law is the law, and there is a price to pay for ignorance."

For Ndabeni, smart businesses make it their business to understand the problems people face. "They ask: How can I provide a ser-



Fruitful collaboration: Director of the Centre for Entrepreneurship, Thobekani Lose, and Minister Stella Tembisa Ndabeni at the launch.

vice to help solve these problems so that I can make money?"

She said universities should produce knowledge and skills that respond to those challenges. "There is a lot we can learn if we collaborate ... This is why we established this centre, and it is not the only one; we have deliberately put them in other universities and TVET colleges around the country. We may be producing knowledge at the university, but artisans are also needed, who are key drivers in the economy."

The university's Deputy Vice-Chancellor: People and Operations, Luthando Jack, said universities were pivotal in advancing entrepreneurship and business incubation. "Nothing is more powerful than an idea whose time has come. Entrepreneurship is necessary and must be a centrepiece of our national psychology."

He thanked Ndabeni for her department's funding of the centre, which "operates as a strategic initiative of Nelson Mandela University, in partnership with the Small Enterprise Development & Finance Agency (SEDFA), aligned with

national goals to foster innovation, stimulate inclusive economic growth, and reduce the alarming levels of youth unemployment".

Nelson Mandela University values partnerships with industry, government, and community stakeholders, Jack said.

"We are open to business, to prepare our students for the future, and we are available to partner with you. This enables us to be a university in the service of society. We aim to uplift the communities within which the university is located."

Jack explained that the centre is helping to address the scourge of poverty and unemployment by training entrepreneurs to create jobs. "Innovation, reinvention, and boldness are not luxuries; they are lifelines."

Centre Director Dr Thobekani Lose said the university allowed students to operate businesses on campus and employ other students to run them, provided their primary

focus was on their studies. "Current student businesses on the Gqeberha and George campuses include tutoring and media services, website development, food vendors, clothing stores, and a driving school," Dr Lose said.

Thama Thama Driving School is one of these. Its founder, Munei Budeli, a Nelson Mandela University graduate, shared the inspirational story of how he started his business as a 19-year-old student and how the university helped him grow. Budeli today owns several cars and trucks, operates from two different sites, and plans to enrol for his MBA.

Since its inception, the centre has been a gateway of opportunity for students and township entrepreneurs, offering business development programmes, mentorship and access to finance and resources that empower them to establish small businesses and grow them into sustainable enterprises. With funding from SEDFA, it provides an 18- to

36-month incubation programme and service to students, graduate entrepreneurs, unemployed young people and young township entrepreneurs.

Incubated businesses need capital to grow, and the centre created an Enterprise Development Fund, to which Nelson Mandela University disbursed R2.7 million in 2024. This was used to support student and community small business development.

Dr Lose championed a memorandum of agreement to advance entrepreneurship countrywide that brings South African universities together to collaborate with industry, corporations, government, and society. The Business Incubation Web Association was established as a collective vehicle for business incubation.

"This way, we can share resources and networks and learn from each other in advancing business incubation on our campuses and communities," said Dr Lose.

A reputation for excellence

Nelson Mandela University is situated in the coastal city of Gqeberha in the Eastern Cape, with a campus in George. Spread over seven campuses, it is home to over 30,000 students.

Its values are respect for diversity, excellence, ubuntu, social justice and equality, integrity and sustainable stewardship.

The university offers degrees, diplomas and certificate courses. More than 500 study programmes are offered in seven faculties:

Business and Economic Sciences; Education; Engineering, the Built Environment and Technology; Health Sciences; Humanities; Law and Science.

Nelson Mandela University is reputed for its excellence in, among others, art and design, building, chartered accounting, engineering, health and environmental sciences and information technology. Its state-of-the-art Ocean Sciences campus is one of its kind in the country. The campus's range of ma-

rine and maritime education and training, research, innovation and engagement programmes is aimed at supporting the continent's blue (ocean) economy.

The university is home to the country's 10th medical school, unique in South Africa as its comprehensive primary healthcare approach focuses on the four pillars of medicine: disease prevention, health promotion, treatment, and rehabilitative medicine. — Staff Reporter

Higher Education

Academic leader reflects on her decade-long journey

EDWIN NAIDU

Clinical psychologist and academic Professor Thoko Mayekiso is proud of her achievements as the leader of the first higher education institution established in a democratic South Africa. The mother of two was appointed as the Vice-Chancellor of the University of Mpumalanga on 1 November 2014.

“Trailblazing and pioneering have been exacting and exalting, giving us the rare opportunity of starting a campus de novo. The general tendency is for leaders to find established institutions. To start from scratch is an experience we will always cherish,” she says.

Like all journeys, Mayekiso says one must be prepared: “I began as a senior lecturer. I was an associate professor, a professor, a head of department, head of school, dean, and deputy vice-chancellor. These positions prepared me for the role [of vice-chancellor].”

Her extensive experience garnered during her academic career was shaped at the University of Fort Hare and internationally at institutions in Germany and the United Kingdom. Her seven-year stint abroad helped her to hone her skills, equipping her for starting a new university.

“My German experience was crucial because I also learned [about] punctuality, team discipline focus, etc. I don’t believe I had those attributes before I went there, but staying seven years in that culture also prepared me for this role.

“Of course, there are challenges but, 10 years later, we have exceeded expectations,” she says.

The pass rate at the University of Mpumalanga over the years has ranged between 80% and 85%, with 4,485 students (2,861 female and 1,624 males) graduating.

The National Research Foundation recognised the university’s research performance in 2023 with the NRF Acceleration Award for the most improved institution in research performance. The number of rated researchers has increased from one in 2014 to 13 in 2023, as has the number of staff who hold doctoral degrees, which has increased from 5% in 2014 to 47% in 2023. Enrolments have increased from 169 in 2014 to 8,442 in 2023.

“We are attracting students from South Africa and Eswatini, Mozambique, Nigeria, Zimbabwe and India. Most of our students are from Mpumalanga.”

Academic offerings, ranging from higher certificates to doctoral degrees, have increased from three in 2014 to 65 in 2023. Staff numbers have increased from 12 in 2014 to 595 in 2023.

In an interview with University World News that formed part of a series of articles published by Higher Education Resource Services – South Africa (HERS-SA), under the umbrella title, ‘Female Leaders in Higher Education: Shattering the Glass Ceiling’, Mayekiso discussed some of the gender and leadership issues in universities. The interview has been edited for length.

UWN: What impact does the increased representation of women in leadership positions have, and how can it inspire future generations of women leaders?

TM: It has an impact because it allows other women to see themselves in those roles. Students who see a woman vice-chancellor can also dream ... ‘I can also be vice-chancellor’. It doesn’t mean there are no challenges, but when women can manage challenges effectively, that positively impacts gender dynamics.

UWN: How important is visibility?

TM: Visibility is important ... but you can’t be all over the place. You have to choose the areas in which you want to be visible. Choose wisely.

UWN: What unique challenges face women in leadership roles in higher education, and how does intersectionality influence the challenges women of colour, LGBTQ+ women, and women with disabilities face?

TM: I try by all means, whenever it’s possible, to move away from thinking I am being challenged because I am a woman, and not to see myself as a female leader but as a leader. That way, I don’t attribute everything to gender ... Still, it is very difficult to draw the line in our patriarchal society [as], at

the back of many men’s minds, they challenge what you say because you are a woman. [But] we should not create hostile relationships with men and, in my experience, I found some men to be actually more supportive than women.

UWN: What institutional or structural changes are critical to creating a more inclusive environment for women leaders?

TM: For me, it’s more about the values an institution inculcates. In our case, one of the values of the institution is diversity. So, we say we have to live this value ... diversity is essential. So, when you talk to new staff, make sure that you, as a leader, are the one talking about diversity. We value diversity in gender, age, colour and sexual orientation ... we are sending a message that here [at the University of Mpumalanga] we value diversity; we do not discriminate against anyone because of religion, sexual orientation, age or where they are coming from.

UWN: How can higher education institutions promote policies that support women in leadership roles, particularly regarding work-life balance and parental leave?

TM: If policies are sensible and clear, most people will buy into them.

UWN: Do women leaders bring a different leadership style? If yes, can we describe it in ways that include diverse female experiences?

TM: Women leaders are not a homogeneous group. We all have different leadership styles because we are different people. We have different personalities, backgrounds and experiences. However, some attributes are common in women because of their roles and socialisation. As a woman, you would be more interested in the well-being of others because that’s how you have been socialised, and you will have better listening skills.

UWN: Who are the women who have inspired your leadership journey, and what lessons did you learn



A determined individual: Professor Thoko Mayekiso has led the University of Mpumalanga as Vice-Chancellor since it started, but will be retiring later this year.

from their experiences?

TM: One of the women who inspired me when I was still a student at Fort Hare was a Professor Japhta. There was a stage when she was the only female African lecturer and a warden. Having that person there ... that was why I started thinking of being a lecturer.

UWN: What personal strategies have helped you, as a leader, navigate the challenges of balancing personal and professional life?

TM: Being a clinical psychologist helps me to understand the importance of boundaries and that you have to balance work and life. And, of course, what also helps me is that I’ve got two children who help to keep me grounded.

UWN: How did you overcome the most significant obstacles in your career, and what advice would you offer young women starting their careers?

TM: When I was around 13 years old, my dad told me, “You are a girl with determination.” At the time, it didn’t mean much because I was 13. Later, when I faced challenges, I used to reflect on that and tell myself: “You are a girl of determination, so it means whatever comes your way, you will succeed because

you are a determined individual.” There’s not a single day in the 10 years at the University of Mpumalanga when I questioned my decision to come here. We had many challenges when we started, but you deal with them and move on.

UWN: What does the future of women in leadership look like, and what can we do today to ensure that future generations of women have even greater opportunities?

TM: I think there is a bright future for women in higher education. The women who have led higher education institutions have done well, which will encourage [university] councils to appoint women as vice-chancellors or in leadership positions. I don’t think there is any council that will not appoint a woman just because she is a woman.

UWN: After 10 years at the helm, how long will you stay?

TM: I have a contract until October. The process of recruiting a new vice-chancellor has started. I plan to return to private practice as a clinical psychologist, [a profession] which I love so much ... Having that long goodbye is important, as it allows you to disengage more gradually than when it happens quickly. – University World News

Higher Education

The meaning of inclusion and freedom in universities

ROBERT BALFOUR

Philosopher Jacques Rancière argues that the rights of (people) and of the citizen are the rights of those who make them a reality. They were won through democratic action and are only ever guaranteed through such action.

In making this claim, he suggests that justice, as also the rights upon which justice is based, depends on the actions of people to make them real: that the process of enactment, the activism of bringing to the body an idea and action, alters a reality in which these did not, not could not, have existed previously.

So, too, is it with inclusion. When a president of a democracy disappears, through an executive order, a possibility for the existence of an identity (as United States President Donald Trump has done when categorically denying that transgender people could have an identity admissible in terms of participation in the state), the action eradicates administratively a claim to that right to be human – let alone transgender. You cannot have the latter without recognising the former.

The executive order has implications for the many non-binary gender forms that have been the focus of modern scholarship since the Kinsey reports on male and female sexuality respectively, and the subject of literature and the arts long before scientific method had been applied to the question of gender.

The words about disappearance have consequences.

In South Africa, on 15 February, Muhsin Hendricks, an open member of the LGBTQ+ community and an inclusive Muslim cleric was assassinated: what intolerance begins with a word, lands up in a bullet.

Inclusion is about receiving the whole person

There are many aspects to inclusion – some biological (as sex is), some physical and psychological (as disabilities are), some social (as race,

gender and class are), and some philosophical (as fascism and democracy are).

I am not a philosopher, but clearly what ‘is’, even when it is only physical and visible, like a disability can be, must form the basis of action around inclusion and what it means to be human.

At its most basic form, inclusion is a commitment to receiving the whole person as they are. And, our incapacity as a species to accept the whole person as they are, in our many institutional forms – whether as churches or mosques, whether as schools or universities – accounts for the fact that no democracy, not even our most modern democracies, allow for an absolute equality.

If we did recognise that equality, we would recognise that the borders of the state are nominal and must be porous; the definitions of citizen, subject and resident are slippery; that migration is as much a part of human activity as settlement is; that gender diversity is as much a part of our being as different thought is part of our thinking.

Universities and inclusion

The difficulty with exclusion is that it is underpinned by twin impulses antithetical to the practice of freedom: righteousness and rectitude, and shame and guilt: in other words, those two impulses which serve to justify why some cannot belong and ought not belong, and those two impulses which shame the desire to belong and the will to belong.

Unfortunately, not even our most advanced thinking and capacity to approximate objectivity, exemplified in scientific methodology, can avoid bias: the race and gender bias of AI is well known; the influence of the measure to alter the measured is known even in science (the Niels Bohr experiment).

Universities are best as places of opportunity for those young people, and older people, with the academic acumen and interest in science.

By necessity they are meritocratic because society recognises that university education is not suited



Standing firm: Professor Robert Balfour, Vice-Chancellor of the University of the Western Cape, says ‘gender diversity is as much a part of our being as different thought is part of our thinking.’

to every talent, and not every talent benefits from an education that mostly, but not exclusively, focuses on the intellect in education.

That noted, a meritocratic institution in a democracy that prizes diversity and celebrates inclusion, must recognise the dangers of any form of exclusionary practice (in that is also the practice of exclusion by elite groups) as fundamentally anti-intellectual.

The importance of solidarity

This emphasis on public good, the common good and the open-wealth, as it were, of the university, is important and returns me to the consideration given by Rancière to action and the practice of rights (to be).

At the University of the Western Cape, for example, action has a history of interruption in the narratives of exclusion: its practice is not only the welling up of a human revulsion at the idea that violence can be justified by a state against whole

groups of people, but a repulsion of the idea that violence as the practice of exclusion, can go uncontested.

In a world of weapons, it is difficult to argue for pacifism, but it is my belief that any society which is led by people who legitimise the taking up of arms against other groups, both inside and beyond the borders, is poorly led.

This is why solidarity between marginalised groups is important and why the splintering of privilege to serve hierarchies of entitlement, is so dangerous.

Universities are places made distinctive by their space in time and circumstance. Each is different; and each offers to the student and staff opportunities in abundance to thrive for the public and the common good.

While expressive of solidarity for many just causes and freedoms, universities are also deeply hierarchical and, in functioning, they are conservative about assessment, certification and standards.

This latter aspect is sometimes interpreted as elitist when, in spirit, and at best, a standard should be only a measure guaranteeing to the public the worthiness of that education, in service of the public good.

A commitment to excellence in service of the public good cannot be an elite proposition. And, neither should inclusion and diversity be divorced from what it means to be excellent in service of the public good.

If excellence means best practice and best action for what is most redeeming about humanity (its commitments to equality, its protection of the weak, its valuing of freedom) and what is also most hopeful in the academy (its innovation, community impact in arts and sciences), then diversity and belonging must come together, inclusion and freedom, must be one in action.

Professor Robert Balfour is the vice-chancellor of the University of the Western Cape.

Science & Technology

Broad partnerships needed to create resilient financing models for African

EDWIN NAIDU

Amid the pressing concern over funding cutbacks, experts in Southern Africa have underscored the urgent need for partnerships to create resilient financing models for African science.

With African science gaining increasing global influence and shaping the continent's science agenda, the need for funding is not just critical, but a testament to the significant role it plays in the global arena.

The importance of leveraging partnerships was a recurring theme during the recent meeting of the Science Granting Councils Initiative (SGCI) in the Sub-Saharan Africa Annual Forum and the Global Research Council (GRC) Sub-Saharan African Regional Meeting in Gaborone.

Funding and innovative resource use were crucial topics of discussion among scientists, funders, think-tank leaders, and policymakers from Africa at the high-level talks on various science, technology, and innovation (STI) themes, which saw engagement among the global network of partners in academia, industry, civil society, government and inter-governmental organisations.

The discussions aimed at strengthening African national innovation ecosystems through institutions, policies and programming. The meeting also celebrated achievements and lessons learned on capacity strengthening of public funders in sub-Saharan Africa while bringing together input from public funders of STI, scientific think-tanks, researchers, research-performing institutions and other key STI stakeholders.

According to Dr Fulufhelo Nelwamondo and Dr Thandi Mgwebi, who serve at the National Research Foundation as the chief executive and group executive of business advancement, respectively, the gathering, which spoke to the power of partnerships, took place within the context of the African Union's Agenda 2063 and the Sustainable Development Goals (SDGs). It also laid out the framework for developing and enhancing strong strategic partnerships in support of STI on the African continent.

Nelwamondo and Mgwebi said that the dominant discourse around the funding of science in Africa tends to focus on the limited contributions by African governments — many have not yet reached the Af-



Photo: Vecteezy.com



Significant strides: Dr Thandi Mgwebi and Prof Fulufhelo Nelwamondo of the National Research Foundation said the NRF is positioning itself as a partner of choice in interfacing with other science bodies, policymakers and communities 'across the continent and beyond'.



rican Union's target of allocating at least 1% of GDP to R&D; the dominance of Global North funding; limited private sector investment and the concerns associated with that.

"What we hear much less about are the various homegrown funding organisations, such as public funders of science, and how, under conditions of precarity and uncertainty, they innovate around the development of resilient and sustainable models for funding science — something which is more urgent than ever," they said.

Critical roles

Nelwamondo and Mgwebi said that, in Africa, these organisations vary greatly in size and capacity — from a one-person operation within a ministry of science to fully fledged organisations. Regardless of their

Africa's pressing challenges. We have shared experiences, expanded our capacities and connected the dots that enhance our ability to disburse funds into the research ecosystem in an informed manner," said Nelwamondo and Mgwebi.

These initiatives have expanded capabilities to promote women's status and equality in research. "We have collectively produced scholarly work that documents how public funders of African research function and are positioned. Together, we have built a shared understanding of what it takes to leverage scientific and political proximity to contribute to the financial resilience of Africa's research ecosystem.

"Through the SGCI, as public funders of research, we are gaining greater visibility — in our countries, on the continent and, increasingly, in the global science arena. We are positioning ourselves as partners of choice who interface with other science bodies, policymakers and communities across the continent and beyond," added Nelwamondo and Mgwebi.

The NRF has taken the lead in harnessing its partnerships with its Global North funding partners and African science granting councils and inspired by the SGCI to fund long-term strategic investments linked to the continent's development Agenda 2063.

A prime example is the OR Tambo Africa Research Chairs Initiative, which is based on a distributed funding model in which all partners, including the host institutions, contribute to the programme's funding.

Partners of choice

"In doing so, African public funders of researchers are increasingly positioning themselves as partners of choice — willing, able, and available to partner with and provide an interface for science bodies, policymakers, and communities on the continent and beyond. They are partners of choice because they can manage and disburse funds and offer insights and entries into the inner workings of their national science systems."

These partnerships, they said, align with the broader desire for African public funders of research to increase the collective voice of African science on the global science stage, contribute to setting the African science agenda and influence the international science agenda.

"These efforts of African public research funders will continue to be bolstered by the expansion of partnerships among governments, the private sector, academia, think-tanks, other funding partners, and intergovernmental organisations to fund science for effective outcomes as mandated by the AU and in line with the SDGs.

Science & Technology

strong and science

"This cannot be overemphasised since global science is being called on increasingly to address the significant economic, environmental, geopolitical and technological crises of the 21st century," Nelwamondo and Mgwebi added.

Abraham Mathodi, acting deputy director of the Ministry of Communications, Knowledge and Technology in Botswana, said it is essential to establish partnerships to address issues in Africa, from national to regional and continental.

"Partnerships that are willing to address the needs of the nations are essential. As a member of the Science Granting Council Initiative, Botswana has benefited by participating. It has been able to get involved in other partnerships, for example, with the National Research Foundation under the OR Tambo Africa Research Chairs Initiative."

He said that Botswana, as a member of the SGCI, was able to participate in the Africa-Japan collaborative research program, the AJ Core.

Opened windows

"Participation in the SGCI has also given us a platform to be part of the Global Research Council, and it has opened windows for us to be able to solicit other partnerships, even within or without the SGCI and without the GRC; we are able now to dialogue," Mathodi added.

Cephas Adjei Mensah, Director for Research, Statistics and Information Management and Head of the Research Council of Ghana, represented by the Ministry of Environment, Science, Technology, and Innovation, said one of the very core requirements is having in place the need to be able to co-create together.

"So, for example, how do we look at research areas that present some commonalities to us in terms of how we can fund research, so we can see that even within the SGCI, there are some best practices for working together in terms of core

elements. Programmes like, for example, funding initiatives that we have been able to do together, like the long-term Europe, Africa, water, energy, food programme, and some of the bilateral partnerships.

Mensah said participation in the SGCI has helped increase visibility and open doors for councils within the country's science and technology innovation system, the African science ecosystem, and, more broadly, the global science side.

Professor Anicia Peters, CEO of the National Commission on Research Science and Technology in Namibia, said examining what is being funded is key. While national priorities may exist, they may be shifting.

"In Namibia, food security, which includes agriculture, is a priority. But then you have your health issues, etc., and then you have very topical issues that come up, like the energy crisis we were experiencing, the green hydrogen drive, and suddenly, the oil and gas discoveries came in.

"Namibia has declared an emergency regarding the drought, so there's no water. So now we must shift our focus. We should have been consistently working on it, but it is just now where we need to build," she said.

Peters believes resilient systems are needed but must be "flexible, agile, adaptive systems. Within the SGCI, when you get funding, the topics are often defined beforehand but are sufficiently broad and broadly defined. That's quite good because now you will see your topical issues in the responses to the ground calls going out. That's one thing.

"The second thing is that it adds to the ability of councils within Africa to give out grant funding, to researchers to work. And of course, because we're meeting together across diverse councils within Africa, you can always build relationships, or you decide to tackle one issue at a time," she concluded, echoing the importance of partnerships for impact as epitomised by the SGCI family.



Photo: Vecteezy.com



Change needed: Dr Blade Nzimande called on delegates at the summit to address the slow transformation of the National System of Innovation.

Transformation Summit calls for change in national system of innovation

STAFF REPORTER

The Minister of Science, Technology, and Innovation, Dr Blade Nzimande, has lamented apartheid policies that excluded South Africa's black majority from acquiring the technical and scientific education required to engage in commerce and high-level science, technology and innovation (STI).

Delivering the keynote address at the inaugural National System of Innovation (NSI) Transformation Summit earlier this year, the Minister said the exclusion of the black majority from mathematics and science education has resulted in, among other issues, a distorted distribution of critical skills and knowledge, mainly along racial, class, gender and spatial lines.

"The racist white minority regime used the public science system to advance its oppressive agenda of entrenching white power and excluding the black majority from opportunities," he said.

More than 250 delegates from the STI sector, including experts, policymakers, and academics, attended day one of the summit, which seeks to address the slow pace of transformation of the NSI.

The Minister said that the summit should strategically reflect on long-term policy documents, including the 2019 White Paper on STI. This

document identifies inclusivity, transformation, and partnerships as core themes and proposes a range of actions to address policy coherence, the development of human resources, knowledge expansion, innovation, and increased investment.

Science diplomacy

"As an implementation instrument, our 2022 Decadal Plan for STI seeks to address the need to develop South Africa's innovation capacity, build and transform STI human resources, strengthen and transform the research enterprise and expand partnerships and linkages through science diplomacy," the Minister said.

Dr Nzimande called on delegates to consider the transformation of the NSI along several dimensions, including social inclusion (including people with disabilities); Africanisation and indigenous knowledge, highlighting the role of grassroots community networks; the political economy of science and technology in South Africa; public trust in science and technology; the progress of social and cultural transformation within the NSI; knowledge production and its social relations; NSI and the agendas of Africa and the Global South; and the new geopolitical challenges faced by South African STI.

The Minister said that he expected the summit to adopt a declaration that would serve as a pact for

action and would also be used to measure the progress of the implementation of the summit's recommendations in the next 10 years.

Gauteng Premier Panyaza Lesufi also addressed the delegates, describing the summit as crucial for development. STI, he said, can catalyse a more inclusive, equitable, sustainable, and prosperous world for all.

He said that Gauteng has prioritised digital transformation and "the provincial government has recognised the imperative to embrace new technologies and innovations, both in response to the evolving demands of residents and to ensure high quality, relevant and cost-effective service delivery to all the people of our province".

Given that innovation is important in driving future growth, the province is seeking to accelerate policy efforts to strengthen its NSI systems.

"These efforts include introducing broad measures to improve performance in areas like research and development, education, entrepreneurial activity, and knowledge flows — all of which are key determinants for innovative activity," he added.

The Premier concluded that, by harnessing the power of STI, we can jumpstart our economy for growth, development, and inclusivity and launch our nation into the 21st century without limping through the stages first taken by developed countries.

Skilling Mzansi

Innovation fuels new roles in the exciting green hydrogen sector



Fuelling the future: A green hydrogen renewable energy production facility. Photo: Vecteezy.com

STAFF REPORTER

The Chemical Industries Education & Training Authority (CHIETA) has developed several new qualifications for the green hydrogen sector.

People considering careers in the chemical industry will soon have several new roles to consider:

- Green Hydrogen Production Practitioner;
- Green Hydrogen Technology Practitioner; and
- Green Hydrogen Storage and Fuel Transportation Officer.

The world of work is undergoing a significant transformation because of the increasing adoption of automation and the integration of advanced digital technologies.

Yershen Pillay, CHIETA CEO, says: “CHIETA is advancing new career development to align educational programmes with labour market needs, particularly occupations emanating from the skill implications of green hydrogen and digital transformation within the chemical sector.”

The development and verification of the Green Hydrogen Production

Practitioner, Green Hydrogen Technology Practitioner, and the Green Hydrogen Storage and Fuel Transportation Officer have been completed. The proposals are being prepared for submission to the Quality Council for Trades & Occupations.

“The transition towards a circular economy instils a demand for new skill sets within the chemical industry,” Pillay says. “Presently, the industry faces an inadequacy in the supply of these skills, highlighting the existence of a skills gap that necessitates targeted interventions.”

CHIETA is excited to participate in disruptive changes within the chemical sector.

Key roles include Environmentalists, Hydrologists, Biochemists, and Green Engineers. These skills are supported by the quantitative data analysis on occupational composition in the chemical industry, which indicated that most employees are technicians and associate professionals in high-ranking occupations.

Furthermore, start-ups in the chemical industry are introducing modern technologies such as artificial intelligence (AI), computational chemistry, solutions for the circular

economy, and biotechnology. They tap into corporate ventures and collaborate with academic spin-offs and entrepreneurs to commercialise innovative ideas.

“This significant growth in chemical-related start-ups indicates that new entrants are filling gaps. This influx of

start-ups brings fresh talent and expertise to the industry,” Pillay adds.

In terms of education level, the sector requires highly skilled employees as most employees possess NQF level 4 and above, indicating that the industry is heavily reliant on highly qualified employees.

“High-quality data ensures that the skills needs for the chemical industry are accurately reflected and that CHIETA can develop plans that meet national objectives,” says Pillay. “This will assist in ensuring that the right training initiatives are implemented to meet industry demands

Japan’s hydrogen revolution attracts global players

Japan is transforming its energy landscape and positioning hydrogen technology as a key component in its strategy to meet its commitment to net-zero emissions by 2050.

To achieve its ambitious goals, the Japanese government is taking an approach based on public-private partnerships, welcoming companies worldwide to invest in Japan’s hydrogen future.

Japan plans to invest approximately 15 trillion yen from the public and private sectors over the next 15 years to build a hydrogen supply chain, marking one of the most significant global financial commitments to hydrogen technology. This strategic investment aims to build a robust supply chain to ensure stable hydrogen

availability while reducing costs.

A key element in Japan’s approach to ensuring the stable supply of hydrogen involves promoting public-private partnerships. These partnerships are transforming how hydrogen is produced, transported, and utilized throughout the country.

“Japan is a country with great potential demand for hydrogen,” said Yasuhiro Inoue, general manager of the Hydrogen Business Department of Chiyoda Corporation. “From a global perspective, the Japanese government is being very proactive in providing funding to bridge price differences and launching various public-private partnership projects to promote

hydrogen implementation.”

Japan’s hydrogen market potential has attracted significant international interest, with companies bringing innovative technologies to Japan’s shores and partnering with Japanese companies. Strong government incentives and increasing international investment will accelerate the hydrogen market growth.

Additionally, Japanese companies are global leaders when it comes to patent registrations. Japan accounts for nearly one-fourth of hydrogen technology patents worldwide, covering many areas. Many of these are related to vehicle fuel cell systems and hydrogen production and supply, with a particular focus on hydrogen end-use applications.

Skilling Mzansi



Reaching out: The Smart Skills Centres opened by CHIETA in different parts of the country train students using the latest cutting-edge digital tools, artificial intelligence, and virtual and augmented reality.

Pillay has turned CHIETA into a high-performance organisation

THEBE MABANGA

The Chemical Industries Education and Training Authority (CHIETA) is a truly high-performance organisation. Under the leadership of CEO Yershen Pillay, who has been at its helm for five years this year, it has just achieved its second consecutive clean audit, reached 74,000 beneficiaries in the past financial year and met 100% of its performance goals as set by the Department of Higher Education and Training.

We have achieved a clean audit by having zero tolerance towards non-compliance,” Pillay says of a culture trait he has instilled in the organisation’s 102 employees, who he says are empowered to make decisions independently that are supportive of good governance.

“We also create an environment that keeps employees motivated,” says Pillay, who confirms that he took the CHIETA from unqualified audits five years ago to its current clean audit state.

“The chemical sector is undergoing a transition, and we have to be prepared and positioned to respond to these changes,” says Pillay of an industry he described as being driven by high-level skills and one that adds 1,3% of gross value to South Africa’s GDP.

“The first key change that is occurring is automation,” says Pillay, noting that this requires tech-savvy

artisans, or mechanic fitters, who also understand coding.

The next big change that Pillay identifies is innovation, which he says will require a new type of worker, with additional skills such as being familiar with new forms of communication, for example.

The last driver of change is sustainability and the desire for the sector to go green

through a move towards decarbonisation, led by entities such as SASOL, the largest levy contributor to CHIETA.

A key revolution taking place is the move towards green hydrogen that is shaping key parts of industry. Pillay notes that hydrogen has been in use in South Africa’s chemical industry since the 1920s, used in both explosives and fertiliser manufacturing.

He quips that although hydrogen as a gas is colourless and odourless, it has a spectrum of colours in industrial use, and the current drive is to go green by reducing and eventually eliminating emissions.

One of the areas where green hydrogen is being used is in the production of “green steel”, which entails the replacement of coal-fired furnaces with electric ones.

This change requires CHIETA to respond accordingly by producing workers with skills that are adept at handling the changing needs and technology in the sector.

In line with this requirement, CHIETA has established a Centre of

Excellence for Green Hydrogen and introduced three new qualifications for handling green hydrogen technology: technical professionals, production workers and storage technicians.

One of CHIETA’s most remarkable achievements has been the successful establishment of Smart Skills Centres throughout the country. Starting with the first one in October 2022 in Saldanha Bay in the Western Cape, there are now six Smart Skills Centres, mainly in underserved, mostly rural areas. Pillay hails the centres as an example of successful public-private partnerships, as they are launched with private sector partners.

Another three will open in the next few months. One will be in Frasersburg, which is 550km from Kimberley in the Northern Cape, another will be in Phutaditjhaba in the Free State, and the third in the industrial town of Springs in Gauteng, where it will be located in the premises of private sector partner PFG, the continent’s largest glass manufacturer.

Pillay describes the Smart Skills Centres as “disrupting” traditional skills development and training as they use digital tools, artificial intelligence, and virtual and augmented reality to deliver training. So, a candidate can be trained in welding using a virtual reality welding rod instead of a live one.

The Smart Skills Centres also have a robotic hub, as well as internet pods with unlimited free data to bridge a

critical information gap in most rural communities and allow internet access to source information for accessing economic opportunities.

Pillay is excited about the next five years for both CHIETA and SETAs in the related fields of digital technology. “The speed of change is exciting,” he says, “and it’s driven by our vision for innovation.”

His excitement stems from Fusion 2030, an artificial intelligence-driven training application that will add another dimension to CHIETA’s skills offerings.

Pillay’s contract ends in September this year, and one of the earliest tasks of the incoming board is to decide whether to renew it.

Pillay sees CHIETA’s role as being more than a skills development and training body. “Skills development is a means to an end. We are about creating sustainable livelihoods,” he says, noting that in addition to moulding capable artisans, they would like to develop well-rounded professionals who are conscious of areas such as emotional intelligence and sensitive to gender-based violence, so that female co-workers are treated with respect.

Pillay is studying towards a doctorate in digital transformation at the University of Johannesburg. He holds an MBA and a Postgraduate Diploma in Management from the Gordon Institute of Business Science as well as an undergraduate degree in economics from the University of Cape Town.

Motivator-in-chief: Yershen Pillay, CHIETA’s CEO for the past five years, has achieved clean audits for two successive years by ‘having zero tolerance towards non-compliance’.

Skilling Mzansi

SETAs must reflect on how they can achieve their promise of driving skills development

The Deputy Minister of Higher Education, Mimmy Gondwe, writes that the FP&M SETA provides a model of how this can be attained

The Sector Education and Training Authority (SETA) sector has, in recent months, been in the public and media eye mostly for unfortunate reasons. In many instances, the only time the public gets to read about this important sector is when there has been a lapse or complete disregard for governance and ethical standards. Ifor example, in February this year, the office of the Auditor General (AG) made a presentation to the Standing Committee on Public Accounts and listed various concerns it had with several SETAs.

The AG's office identified inefficiencies across SETAs including that they operated in silos, allowing service providers to exploit the system by enrolling the same learners in multiple SETAs resulting in some learners receiving funding from multiple SETAs simultaneously.

It also flagged irregular expenditure within SETAs, noting that many exceeded their prescribed expenditure thresholds. Many of them prioritised administrative expenses over service delivery, which led to irregular expenditure.

The AG's office further pointed out that several SETAs had sought ministerial approval to exceed their thresholds over the years, demonstrating a persistent focus on administrative functions at the expense of skills development initiatives.

This is worrying considering that the establishment of the 21 SETAs in the country is based on the Skills Development Act, and their broad mandate is skills development and ensuring that the country has an adaptable workforce, among other things.

This mandate is crucial, and places SETAs at the heart of addressing

challenges like skills shortage and unemployment, which are at the heart of economic growth and job creation.

In March this year, the Portfolio Committee on Higher Education heard of how some executives implicated in corruption in the SETA sector were simply reemployed in other SETAs without either being absolved of the allegations against them or having been disciplined.

All this is deeply troubling. It gives credence to the view in our society that those who are well-off do not care about the vast majority that is still impoverished. It also makes the sector seem indifferent to good ethics and sound governance systems.

The sector needs to seriously reflect on itself. I propose that if it did that, it could look to one of its own for a model of a SETA that has faced the same challenges but remains committed to excellence and achieving the highest ethical and governance standards – namely the Fibre Processing and Manufacturing SETA (FP&MSETA).

Strong impact

I single out the FP&M SETA, not merely because it, together with the Energy and Water SETA (EWSETA), are within my political oversight, but because I have seen in this SETA a model for how the sector can make a strong impact on addressing the challenges of unemployment and poverty, especially among the youth.

The FP&M SETA was created in 2011 as an amalgamation of the Clothing, Footwear, Forestry, Furniture, General Goods, Leather, Packaging, Printing, Print Media, Publishing, Pulp and Paper, Textiles and Wood Products SETAs. As with other amalgamations, it has had to go through the trauma of re-

aligning the organisational cultures and styles of the different entities and lived to tell the good story.

With the context I have laid earlier regarding ethical and governance challenges at many of the SETAs, it is no mean feat that for the seventh time in nine years, the FP&M SETA has obtained a clean audit opinion from the AG's office for the 2023/24 financial year. This is its fifth consecutive clean audit opinion.

The FP&M SETA not only achieved clean audit outcomes but also recorded an overall performance of 100% for SETA-funded learners by meeting all 40 of its performance indicators and targets. This attests to the monitoring and oversight of processes and a strong control environment by me, the management team and the board.

Impressively, the FP&M SETA has, since 2016, and as part of its en- key performance areas, signed a memorandum of understanding with companies it funds to ensure that a certain minimum number of trainees are absorbed as permanent employees after they complete their training.

This is very different to situations where companies are placed under no obligation to ensure that they retain some of the trainees. Many of these companies simply let them go at the end of their term to return to the unemployed and sometimes impoverished circumstances.

Ensure that a certain minimum number of trainees are absorbed as permanent employees after they complete their training is critical in an economy presenting with high numbers of unemployed young people and, as the AG's office has pointed out, young people, who because of employment opportunities, enrol



Change agent: Deputy Minister Mimmy Gondwe wants SETAs to adhere to the highest ethical and governance standards.

for one SETA programme after another as a way of earning a living.

The manufacturing sector in South Africa employs more than 1,7-million people. Of these, the FP&M sector employs about 400,000 or 25% of the total number. It has the potential to grow even more with training, especially for entrepreneurial-minded young people.

The FP&M SETA has been true to its mandate of pushing back against high levels of youth unemployment and joblessness in general. In some instances, those who already had jobs have acquired the skills to perform them better.

Sustained success

Since its formation in 2011, more than 120,000 individuals have encountered the FP&M SETA at different stages of their career journey and have been left stronger and better prepared for sustained success through the experience. Among these are more than 75,000 learners who entered the FP&M SETA's occupationally directed programmes and 48,500 learners who have successfully completed occupational qualifications.

That the FP&M SETA has been successful in a context that is littered with failures requires one to ask how this was made possible. From my observation, the first is strong and ethical leadership (this includes management and the board) has been the key.

The second, in my view, has been the FP&M SETA's unwavering dedication to pursue breakthrough technologies and generate innovative ideas as a cornerstone to their

commitment to help build skills development technologies.

The organisation has made a sustained investment in technology, particularly in today's challenging business climate. It has clearly understood that accepting that we are in the digital age and appreciating that embracing digitisation and continuous investment in skills development is necessary to drive competitiveness, and we must keep pace with ever-changing societal needs and be willing to adopt changing technology.

We have spoken enough about the challenges facing South Africa, both from a skills and living standards point of view. South Africans, young and old, are losing patience and want to see action now. They want to see the country transform into one where the youth are confident of their futures and the employed find ways of boosting their productivity.

This is not far-fetched. It has been done by nations with similar challenges to our own. Countries such as Singapore, Taiwan, Thailand, Korea, Malaysia and many more have succeeded in finding recognition in the global workplace as well as social and economic gains. They did this by, among other things, investing heavily in human resource development during the initial stages of development.

In the SETA sector, we certainly have a promise of what can be achieved. In the FP&M SETA we have a model of how this can be attained.

Dr Mimmy Gondwe is the Deputy Minister of Higher Education

Travel

Minister outlines innovative plans to grow tourism to 15-million visitors a year by 2030



Ready for take-off: Tourism Minister Patricia De Lille noted that the two key factors essential to achieving tourism growth were air connectivity and simplifying and speeding up visa application processes. Photo: Vecteezy.com

EDWIN NAIDU

The aviation sector is crucial to the growth of tourism in South Africa, because the country cannot attract visitors without it. This was one of the crucial points made by Patricia de Lille, the Minister of Tourism, when she addressed a high-powered meeting of key players in the aviation and tourism industries recently.

The Minister spoke to stakeholders from various national and provincial entities and agencies, including the Board of Airline Representatives of South Africa, Airports Company South Africa CEO Mpumi Mpofu, Tourism Business Council of South Africa Chairman Jerry Mabena.

De Lille commended the Board of Airline Representatives for an impressive programme touching on all the key areas where much more needed to be done to advance the aviation sector in South Africa.

The Minister noted that 2025 was an exciting year for South Africa as hosts of the G20 Summit being held on African soil for the first time.

"G20 nations represent 85% of the global economy, 75% of international trade, and 67% of the world's population," she said. "More than 130 G20-related meetings will be held across South Africa during the year, providing unparalleled opportunities to showcase our country's venues and facilities, showcase business collaboration, contribute to job creation and drive investment.

"I am sure the airline industry is happy to hear this because it means full planes for them for 2025 and beyond."

De Lille said the G20 Tourism Ministerial Meeting will take place in Mpumalanga from 10 to 12 September, welcoming over 400 delegates to the province – "enough to fill one or more of your planes".



Up and away: Tourism Minister Patricia De Lille. Photo: Eddie Mtsweni

On the tourism side, she said the government was pushing to grow arrivals to achieve the Government of National Unity's priorities of driving inclusive economic growth and job creation. "We are working on various fronts to ramp up the marketing of South Africa as a must-visit, diverse, and value-for-money destination."

Although South Africa is known the world over as a top tourist destination, she said the country was "punching below our weight with so much untapped potential."

"With 8.92 million arrivals in 2024, up 5% from 2023, we need to work together and work much harder to grow this number.

"Growth in arrivals means more business for the aviation and tourism sectors, and importantly, it means growth for our economy and jobs for our people. Our target is to reach 15 million arrivals by 2030, and I am determined to push for us to achieve more than that," she pledged.

The Minister noted that the two key factors essential to achieving this growth were air connectivity and simplifying and speeding up visa application processes.

The Department of Home Affairs launched the ground-breaking Trusted Tour Operators Scheme for travellers from India and China late last year together with the Department of State Security, Operation Vulindlela in the Presidency and the Department of Tourism.

This digital visa system went live on 12 February and, on 22 February, the first arrivals processed through the system arrived in South Africa. "This is a game changer for us as India and China are two key source markets to help us achieve our target of 15 million annual arrivals by 2030," De Lille said.

The new scheme is a faster and more seamless visa process for travellers from India and China, and so far 65 tour operators are registered on this system. "We are working with the Department of Home Affairs and the tourism sector partners to significantly increase the number

of tour operators registered on the system in phase 2."

De Lille said Digital Nomad Visas were already in operation while the Electronic Travel Authorisation is another game-changer which will significantly improve the turnaround time for processing visas. "These initiatives are all geared towards making it easier for people to visit and do business in South Africa. The Department of Tourism will be using these visa regime improvements as enablers to grow arrivals."

Another key enabler for tourism growth is air connectivity. On 4 December last year, the Cabinet approved the Tourism Route Development Marketing Plan to achieve the goal of growing arrivals by working in collaboration with the aviation sector.

The Tourism Sector Master Plan identifies ease of access, particularly air connectivity, as one of the critical priorities for tourism economic growth. Implementing the Tourism Route Development Marketing Plan, and working with other relevant stakeholders in the public and private sectors, aims to support the increase in direct connectivity to and from and within South Africa in a manner that enables sustainable tourism market development and growth.

The programme will be driven initially over an 18-month period to engage and collaborate with all stakeholders.

The Tourism Route Development Marketing Plan aligns with national tourism goals and is anchored on collaborative public-private part-

nerships. The approach will also allow for immediate traction and delivery of the following prioritised deliverables: Prioritise route market retention, expansion, and new market route introduction, focusing on Asia (China, India, and Japan), the African continent, and domestic connectivity.

Key deliverables include:

- World-class business cases that show carriers how they can be profitable connecting to, and within, South Africa.
- Marketing incentives and packages designed to attract and retain airline partners.
- Stakeholder coordination at national level including ACSA, Department of Transport, Department of Tourism, aviation authorities, and private sector partners.
- Alignment with provincial air access programmes like the Gauteng Air Access Network, Durban Direct and Cape Town Air Access.
- Public-private partnerships to ensure sustainable air service development.

"We expect that the Tourism Route Development Marketing Plan will improve coordination at a national level, and support the air access projects at provincial level to ensure that resources are optimized, and that South Africa puts its best foot forward in all engagements with carriers. To be clear, this does not mean replacing, but rather supporting, established provincial programmes," De Lille said.

Academia takes steps to fight spread of disinformation in Africa

BUDDY NAIDU

Disinformation and misinformation campaigns on social media and digital platforms have increased fourfold in Africa in just two years.

According to the latest report by the African Centre for Strategic Studies, 39 continental countries participated last year.

Worryingly, Russia remains the “primary purveyor of disinformation in Africa”, followed by China and “domestic political actors”.

The report states that these campaigns have “destabilising consequences” and “real world harm” and diminish “Africans’ rights, freedoms and security”.

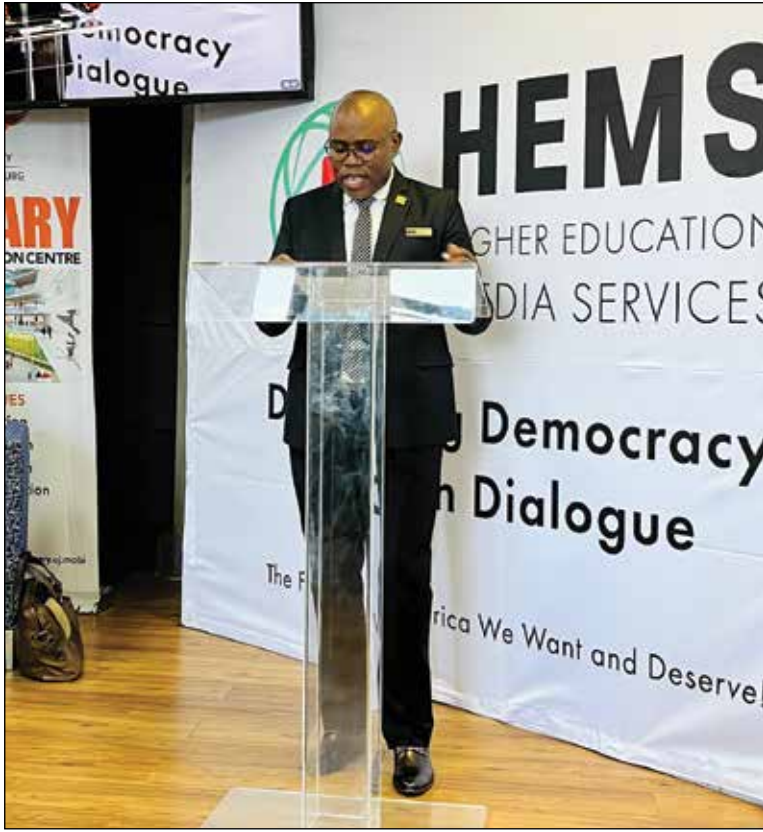
Now, leading academics, media professionals, local and international journalists, and authors are making a clarion call to combine the African diaspora’s collective intellectual and regulatory capacity. This would leverage its powers and hold these platforms and companies accountable for enabling the proliferation of disinformation.

Said one: “In the end, we have to confront the power of these companies ... and this pressure must lead to self-regulation.”

The issue came to the fore at the University of Johannesburg (UJ), which hosted a recent roundtable on “Speaking the Truth by Understanding the Untruth: Addressing Fake News and Disinformation in South Africa and the African Continent”.

Hosted by Higher Education Media Services, panellists included UJ Vice-Chancellor Professor Letlhokwa Mpedi; the Executive Director of the Press Council of South Africa, Phathiswa Magopeni; author, Executive Director of the Henry Nxumalo Foundation and former Wits University journalism professor, Anton Harber; communications and media head at UJ, Professor Admire Mare; award-winning Kenyan science and investigative journalist, Mary Mwendwa; Reggy Moalusi of the South African National Editor’s Forum; and senior lecturer in media and communications at the University of Mauritius and member of the African Journalism Education Network, Christina Chan-Meetoo.

Mpedi said the roundtable aimed to urgently “explore fighting for the truth” through practical means. He painted a bleak picture of the current malaise: “As we increasingly see the power of generative AI models, disinformation will undoubtedly



Concerned: UJ Vice-Chancellor and Principal, Professor Letlhokwa Mpedi, spoke about the dangers of disinformation and fake news, particularly in Africa, where it is rapidly spreading and threatening democracy, stability, and civil liberties.

spread at a sickening rate. While this takes a global bend, the impact on Africa cannot be ignored.”

The African Centre analysis painted a bleak picture of an increasingly sophisticated disinformation landscape. It said that, together with the foreign and domestic purveyors of disinformation on various digital platforms, there were “significant consequences for democratic processes and stability” in Africa and that enhanced media literacy was required, fostering collaboration among multiple stakeholders and, more significantly, regulating the digital space.

Harber said the continent must unite in the same way the European Union did to combat the spread of disinformation and hold the powerful owners of unregulated multimedia platforms to account.

“We have to get together and combine the strengths of our various countries to hold these huge platforms (such as Facebook, X and TikTok) to account. We can’t allow them to continue with their extraordinary power and influence — only to be unaccountable.”

Harber said that while this may prove difficult, African states needed to reassert their sovereignty and generate regulation and a set of rules over these platforms, as they do in Europe, Australia, and Brazil.

“In the end, we have to confront the power of these organisations. We

space: “If you look at the arrival of the printing press or the arrival of radio or television, each brought a wave of disinformation and panic about it. There was a period, as is the period we are in now, between the arrival of new technology and learning how to manage, deal, and live with it.”

Mare said that, tackling the issues of disinformation and regulation cannot be left to individual countries alone.

“We need to have a considered effort. Countries that are considered to be the marginal markets should team up and find ways to have one collaborative voice around the need to regulate. Otherwise, we won’t have the leverage if we speak as individual countries.”

He said it was “unfortunate” that the African Union was not doing much to tackle the problem and explore continental regulations. “The European Union is doing something, Australia has done something as well as Canada ... so we need to have all these (African) voices coming together to speak as one.”

Magopeni said: “The super-spreaders and farmers of disinformation on the platforms have the biggest authority to legitimise disinformation. It is a big problem, so the idea of teaming up or collaborating among governments rings true because misinformation is a cross-border problem as well as a transnational one.”

She said evidence of this was the recent campaign waged by Afriforum in the United States that ended up with claims of white persecution taking place in South Africa.

“We need a multi-pronged approach [to combat] disinformation

and misinformation,” she said.

Chan-Meetoo concurred that disinformation was a problem in Mauritius, especially within the political realm. She said: “We need to team up as countries ... it is essential we collaborate to have leverage.”

She said cross-border collaboration was also essential for drafting universal regulations, creating fact-checking tools, conducting journalism training and media literacy, and incorporating misinformation and disinformation into mainstream education.

Kenya’s Mwendwa said standalone laws like that in her home country were generally ineffective. “We already have a law in Kenya, the Cyber Crimes and Computer Misuse Act, but the implementation of this is very weak, and not many know how to use it.”

She said disinformation in Africa was spreading rapidly due to technological advances and the easy availability of digital platforms and smartphones. “It is being used in political spaces to promote hate speech and agendas ... while one of the biggest issues is online harassment — especially of women politicians and journalists who hold the authorities to account.”

She called for a holistic approach to the issue, saying: “The public is grappling with this ... some simply do not know how to differentiate between misinformation/disinformation and real news ... therefore the public needs to be sensitised to these things so that they can discern the real news.” ©Higher Education Media

Buddy Naidu is a senior journalist and communications consultant in Johannesburg.

Fake news is a misnomer

So says Phathiswa Magopeni, the Executive Director of the Press Council of South Africa, who says that one “cannot use the words fake and news in the same sentence.”

At the roundtable event hosted by Higher Education Media Services at the University of Johannesburg recently, Magopeni said using the words fake and news together was problematic. “News is information that is verified. You go and check whether there is evidence that backs up that information and whether it is reflected accurately. Therefore,

you cannot have the words fake and news in the same sentence.”

She added “What is fake? It is fake information. It is defective information and is part of the information disorder ecosystem. It has nothing to do with the news. By putting the two [words] together, it undermines the credibility of the news system. People then start not trusting what is news because it is also considered part of what is fake or what is defective.”

She said: “Disinformation is meant to create a parallel information system which runs alongside

that which is meant to be true — and it is meant, among other things, to create confusion and silence dissent. We therefore should try as much as we can to separate what is fake and what is news.”

Professor Admire Mare, agreed that the term fake news a misnomer.

“It is misleading, because we know that news must be verified. Fake news, in whatever form it takes, rarely goes through verification. Information is twisted and distorted to serve political, economic, and ideological agendas.” —

Buddy Naidu

Skilling Mzansi



Marginalised: Social capital is the key to addressing dropout and growing an interdependent and cohesive society. Photo: Vecteezy.com

Repairing the social fabric is key to tackling student dropout

SHEVONNE HENRY

We are all aware of the Zulu maxim, *umuntu ngumuntu ngabantu*, which translates in English to ‘I am because you are’ but perhaps unconscious of its crucial importance in resolving the social challenges that plague South Africa today.

During Margins’ research into dropout in the Technical Vocational Education and Training (TVET) space, we discovered that the root cause of dropout is this age-old adage. Our ancestors had a sense of the importance of social interdependencies and the dangers of a solipsistic society long before we did.

The social processes of colonialism, apartheid, and severe economic inequality that pervade our society today led to a damaging of the social fabric. Social bonds were ruptured due to the painful past, leading to widespread disconnect, a culture of distrust in systems and processes, and the destruction of social support systems.

Massive segments of the population became marginalised from society, leading to a feeling of pow-

erlessness as the individual became alienated from the oppressive and unequal social systems and structures, and a sense of social impersonality or ego formed, which possessed an incomplete identification with society.

This incomplete identification with society constitutes an emotional disorder that affects the integration of the individual personality into society and gives rise to socially dysfunctional behaviours such as dropout.

Dropout is a significant problem for South Africa; it has led to a critical shortage of skilled labour, massive fruitless state expenditure, and the youth unemployment crisis. South Africa has an overwhelming, youthful population, with about a third estimated to be under 35 years of age, and nearly half of this population is unemployed.

Such a massive, marginalised population results in a breakdown of the interdependencies in society which weakens its cohesive force. Therefore, addressing the school dropout issue requires seeing dropouts as part of a broader array of the social problems the youth must encounter and overcome to finish their schooling.

In stable, integrated societies undergoing equitable economic and social development, there is equitable access to the means and ends to achieve individual success; however, when the structures prevalent in society are defective, social exclusion results and leads to the breakdown of social attachments.

Moral force

Social connectedness is the moral force that makes people take responsibility for themselves and others. The individual’s sense of belonging is tied to their integration into the socio-cultural system and gives them a sense of meaning and purpose. In seeking solutions to youth dropout, there needs to be an understanding of the meaning of human actions, social sources of motivation, and manifestations of individual personality in choices made.

Crucial to addressing youth dropout is countering individual suffering by re-inserting the individual into social systems so they can rebuild social relations and social structures that would allow them to escape their marginalisation.

A socio-relational approach to dealing with dropouts needs to

include addressing the individual’s condition of anomie through self-awareness, re-integrating the individual into their society through support systems, and providing them with the social space through training, development, and employment to impact their society in a meaningful way so they remain integrated in their social world.

Social capital is the key to addressing dropout and growing an interdependent and cohesive society. Social capital allows the marginalized to regain feelings of dignity and safety. It allows people to be re-humanized after the dehumanising process of poverty and exclusion from society. It uses the social environment as a point of reference for social solutions, thereby developing chains of horizontal democracy.

Oppression is replaced with a sense of self-identification, indifference is countered with care, violence with trust, safety, and mutual respect, and alienation with belonging and solidarity.

Social capital rebuilds the lost balance between we and me and reintegrates the isolated individual into a social system of connectedness and inter-relatedness. It facil-

itates the processes of re-learning social roles and interpersonal behaviours. Social capital represents the potential for latent community care within people and their communities, allowing them to adapt, mobilise, and empower themselves to be realised. It also reignites the interstices between people of weakened interdependencies and re-awakens the potential for these interdependencies to bind people together for positive impact.

Helping hand

Margins, in collaboration with Social Justice Solutions, has developed the Social Capital Student Card to address the dropout rate. The goal of the card is to introduce learning accountability by monitoring students’ class attendance and performance, provide a reward system for good attendance or performance, and connect students to support systems where they can access opportunities for social, economic, and political inclusion.


Shevonne Henry, PhD is chair of the Black Management Forum’s Policy and Research Committee, Founder of Margins-Push Boundaries, and Social Justice Solutions)

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GRADE/GRAAD 12

MATHEMATICAL LITERACY P1/
WISKUNDIGE GELETTERDHEID V1

NOVEMBER 2020

MARKING GUIDELINES/NASIENRIGLYNE

MARKS/PUNTE: 150

Symbol/Kode	Explanation/Verduideliking
M	Method/Metode
MA	Method with accuracy/Metode met akkuratheid
CA	Consistent accuracy/Volgehoue akkuratheid
A	Accuracy/Akkuratheid
C	Conversion/Herleiding
S	Simplification/Vereenvoudiging
RT	Reading from a table/graph/document/diagram/Lees vanaf tabel/grafiek/dokument/diagram
SF	Correct substitution in a formula/Korrekte vervanging in 'n formule
O	Opinion/Explanation/Opinie/Verduideliking
P	Penalty, e.g. for no units, incorrect rounding off, etc./Penalisasie, bv. vir geen eenhede, verkeerde afronding, ens.
R	Rounding off/Afronding
NPR	No penalty for rounding/Geen penalisasie vir afronding nie
AO	Answer only/Slegs antwoord
MCA	Method with consistent accuracy/Metode met volgehoue akkuratheid
RCA	Rounding consistent with accuracy/ Afronding met volgehoue akkuratheid

This marking guideline consists of 17 pages.
Hierdie nasienriglyne bestaan uit 17 bladsies.

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Please turn over/Blaai om asseblief

NSC/NSS – Marking Guidelines/Nasienriglyne

NOTE:

- If a candidate answers a question TWICE, only mark the FIRST attempt.
- If a candidate has crossed out (cancelled) an attempt to a question and NOT redone the solution, mark the crossed out (cancelled) version.
- Consistent accuracy (CA) applies in ALL aspects of the marking guidelines; however it stops at the second calculation error.
- CA marks only apply if at least 1 correct value is used.
- If the candidate presents any extra solution when reading from a graph, table, layout plan and map, then penalise for every extra item presented.

LET WEL:

- As 'n kandidaat 'n vraag TWEE KEER beantwoord, sien slegs die EERSTE poging na.
- As 'n kandidaat 'n antwoord van 'n vraag doodtrek (kanselleer) en nie oordoen nie, sien die doodgetrekte (gekanselleerde) poging na.
- Volgehoue akkuratheid (CA) word in ALLE aspekte van die nasienriglyne toegepas, dit hou op by die tweede berekeningsfout.
- CA geld alleenlik wanneer ten minste 1 korrekte waarde gebruik is.
- Wanneer 'n kandidaat aftelings vanaf 'n grafiek, tabel, uitlegplan en kaart geneem en ekstra antwoorde gee, penaliseer vir elke ekstra item.

QUESTION/VRAAG 1 [30 MARKS/PUNTE] ANSWER ONLY FULL MARKS			
Q/V	Solution/Opslossing	Explanation/Verduideliking	T&L
1.1.1	Vertical bar graph/Vertikale staafgrafiek. Bar/Balk/Staaf, Column graph/Kolomgrafiek ✓✓A	2A bar graph (2)	D L1
1.1.2	✓MA A = R110 + R11 = R121 ✓CA	1MA adding correct values 1CA Simplification (2)	F L1
1.1.3	✓MA B = R141 – R126 = R15 ✓CA	1MA subtracting correct values 1CA simplification (2)	F L1
1.1.4	Difference/Verskil R126 – R110 ✓MA = R16 ✓A	1MA subtract lowest from highest 1A simplification (2)	F L1

1.1.5	Increased Delivery fee/Verhoogde afleweringsfooi = R10,00 × 6,32% ✓MA = R0,632 = R0,63 ✓A OR/OF = R10,00 × $\frac{6,32}{100}$ ✓M = R0,632 = R0,63 ✓A OR/OF	1MA calculating percentage 1A simplification OR/OF	F L1
Q/V	Solution/Opslossing	Explanation/Verduideliking	T&L
1.1.5	Increased delivery fee/Verhoogde afleweringskoste = R10 × 1,0632 ✓MA = R10,632 Increase in delivery fee/Verhooging in afleweringskoste = R10,63 – R10,00 = R0,63 ✓A	1MA calculating percentage 1A simplification (2)	
1.2.1	2008 ✓✓RT	2RT reading correct year (2)	D L1
1.2.2	✓MA ✓RT Difference/Verskil = R11,04 – R4,31 = R6,73 ✓CA	1MA subtracting correct values 1RT correct values 1CA simplification (3)	F L1
1.2.3	✓MA 5,56 : 12,48 ✓RT 1 : 2,24 OR/OF 0,45 : 1 ✓CA	1MA concept of ratio in correct order 1RT correct values 1CA simplification (3)	F L1
1.2.4	Total/Totaal = 13,45 × R4,00 ✓MA = R53,80 ✓CA OR/OF R : £ 4 : 1 ✓MA 53,80 : 13,45 Total cost = R53,80 ✓CA	1MA multiplying correct values 1CA simplification (2)	F L1
1.2.5	2007 ✓✓RT	2RT reading correct year (2)	D L1

Q/V	Solution/Opslossing	Explanation/Verduideliking	T&L
1.3.1	✓A ✓A Strip Map (Chart)/Strookkaart ✓✓A	2A strip map (chart) (2)	MP L1
1.3.2	Distance in metre/Afstand in meter = 779 × 1 000 ✓MA = 779 000 ✓A	1MA multiplying by 1 000 1A simplifying NPU (2)	M L1
1.3.3 (a)	✓A ✓A Ladismith AND/EN Calitzdorp	1A correct town 1A correct town (2)	MP L1
1.3.3 (b)	The distance from Riversdale to Oudtshoorn/ Afstand vanaf Riversdal na Oudtshoorn = 82 km + 45 km + 53 km ✓MA = 180 km ✓CA	1MA adding correct values 1CA simplification (2)	MP L1
		[30]	

QUESTION/VRAAG 2 [42 MARKS/PUNTE]			
Q/V	Solution/Opslossing	Explanation/Verduideliking	T&L
2.1.1	R4 656,71 ✓✓A	2A correct balance (2)	F L1
2.1.2	Full date/Volle datum 1 February/Februarie 2019 ✓✓A 01/02/19 01/02/2019	2A full date (2)	F L1
2.1.3	R1 215,36 ✓✓A	2A correct amount (2)	F L1
2.1.4	R3 750,00 ✓✓A	2A correct amount (2)	F L1
2.1.5	FNB electronic payments/ENB elektroniese betaling ✓RT ✓RT R101,99 + R698,01 = R800,00 ✓A	1RT 1 st value correct 1RT 2 nd value correct 1A simplification AO (3)	F L1
2.1.6	Price excluding VAT/Prys BTW uitgesluit ✓RT = R4 000,00 × $\frac{100}{115}$ ✓MA = R3 478,26 ✓CA OR/OF Price excluding VAT/Prys BTW uitgesluit ✓RT R4000 ✓MA 1,15 = R3 478,26 ✓CA OR/OF VAT amount/BTW bedrag = R4 000,00 × $\frac{15}{115}$ ✓MA = R521,74 Price excluding VAT/Prys BTW uitgesluit = R4 000 – R521,74 = R3 478,26 ✓CA	1RT price of item 1MA calculating VAT 1CA price excluding VAT AO (3)	F L2

Q/V	Solution/Opslossing	Explanation/Verduideliking	T&L
2.2.1	South African Revenue Services/SARS Revenue Services Suid Afrikaanse Inkomstedienste/SAID Inkomste(belasting)diensste ✓✓A	2A name (2)	F L1
2.2.2	2 / TWO / TWEE ✓✓A OR/OF 7 / SEVEN / SEWE	2A correct bracket (2)	F L1
2.2.3	Annual tax before rebates/ Jaarlikse inkomstebelasting voor belastingkortings = R35 253 + 26% of taxable income above 195 850 = R35 253 + 26% × (R305 174,44 – R195 850) ✓SF = R35 253 + R28 424,35 ✓M = R63 677,35 ✓CA Monthly tax before rebates/ Maandelikse inkomstebelasting voor belastingkortings = R63 677,35 ÷ 12 ✓MCA = R5 306,45 ✓CA OR/OF Annual tax before rebates/ Jaarlikse inkomstebelasting voor belastingkortings = R532 041 + 45% of taxable income above 1 500 000 = R532 041 + 45% × (R3 662 093,28 – R1 500 000) ✓SF = R532 041 + R972 941,98 ✓M = R1 504 982,98 ✓CA Monthly tax before rebates/ Maandelikse inkomstebelasting voor belastingkortings = R1 504 982,98 ÷ 12 ✓MCA = R125 415,25 ✓CA (5)	CA from question 2.2.2 1SF correct substitution 1M adding correct amounts 1CA simplification 1MCA dividing by 12 1CA simplification NPR (2)	F L3
2.2.4(a)	✓✓RT Primary rebate/Primêre korting OR/OF R14 067,00	2RT reading from the table (2)	F L1
2.2.4(b)	3/THREE/DRIE ✓✓A	2A correct number of rebates (2)	F L1

Q/V	Solution/Opslossing	Explanation/Verduideliking	T&L
2.3.1	Selling price of one photo/Verkoopprys van een foto ✓MA R500 R1000 R1600 R2500 R3000 25 OR 50 OR 80 OR 125 OR 150 = R20 ✓A OR/OF R4 000 ÷ 200 ✓MA = R20 ✓A	1MA dividing 1A simplification AO (2)	F L1
2.3.2	Total income received/Totale inkomste ontvang: ✓CA ✓A Income = R20,00 × n, where n = number of photos Income = R20,00 × number of photos Inkomste = R20,00 × n, waar n = aantal foto's Inkomste = R20,00 × aantal foto's	CA from Question 2.3.1 1CA R20,00 1A multiply by unknown (2)	F L2
2.3.3 (a)	R5,00 ✓✓A	2A variable cost NPU (2)	F L1
2.3.3 (b)	A : Expenses = R1 125 + number of photos × R5,00 A : Uitgawes = R1 125 + aantal foto's × R5,00 ✓SF A = R1 125 + (80 × R5,00) A = R1 125 + R400 ✓MCA = R1 525 ✓CA	1SF substituting value 1MCA adding values 1CA simplification AO (3)	F L2
2.3.4 (a)	Income and expenses of Ella's photography business Inkomste en uitgawes van Ella se fotografiebesigheid ✓✓A	2A correct heading (2)	F L1
2.3.4 (b)	X ✓✓A	2A correct graph (2)	F L1
2.3.4 (c)	75 photographs/foto's ✓✓A	2A correct number of photographs (2)	F L1
		[42]	

QUESTION/VRAAG 3 [31 MARKS/PUNTE]			
Q/V	Solution/Opslossing	Explanation/Verduideliking	T&L
3.1.1	Legs of ottomans/Pote van ottomans: 2 cubic/kubieke ottomans × 4 legs/pote = 8 legs/pote ✓A 1 retangulat/reghoekige ottoman × 6 legs/pote = 6 legs/pote 8 + 6 ✓MA = 14 legs/pote ✓CA	1A number of legs 1MA adding 6 legs 1CA total number of legs AO (3)	M L1
3.1.2	Radius = $\frac{75\text{ mm}}{2}$ ✓MA = 37,5 mm / 3,75 cm ✓A	1MA concept of radius 1A simplification AO NPR (2)	M L1
3.1.3	Total height/Totale hoogte: 50 cm + 12 cm ✓C = 62cm ✓A OR/OF Total height/Totale hoogte: = 120 mm + 500 mm = 620 mm ✓A = 62 cm ✓C	1C converting to cm 1A finding the height AO (2)	M L1

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QUESTION/VRAAG 3 [31 MARKS/PUNTE]			
Q/V	Solution/Oplissing	Explanation/Verduideliking	T&L
3.1.1	<u>Legs of ottomans/Pote van ottomans:</u> 2 cubic/kubieke ottomans × 4 legs/pote = 8 legs/pote ✓A 1 retangular/reghoekige ottoman × 6 legs/pote = 6 legs/pote 8 + 6 ✓MA = 14 legs/pote ✓CA	1A number of legs 1MA adding 6 legs 1CA total number of legs AO (3)	M L1
3.1.2	Radius = $\frac{75\text{ mm}}{2}$ ✓MA = 37,5 mm / 3,75 cm ✓A	1MA concept of radius 1A simplification AO NPR (2)	M L1
3.1.3	Total height/Totale hoogte: 50 cm + 12 cm ✓C = 62cm ✓A OR/OF Total height/Totale hoogte: = 120 mm + 500 mm = 620 mm ✓A = 62 cm ✓C	1C converting to cm 1A finding the height AO (2)	M L1

Q/V	Solution/Oplissing	Explanation/Verduideliking	T&L
M L2	Area/Oppervlakte ✓A ✓A (50cm × 50cm) + (120cm × 50cm) 2 500 cm2 + 6 000 cm2 Total Area/Totale Oppervlakte (10 × 2 500 cm2) + (2 × 6 000 cm2)✓M 25 000 cm2 + 12 000 cm2 ✓M 37 000 cm2 ✓CA OR/OF 8 square sides/vierkantige sye × (50 × 50) = 20 000 cm ² ✓A 2 rectangular sides/reghoekige sye × (120 × 50) = 12 000 cm ² ✓A 2 square sides / vierkantige sye × (50 × 50) = 5 000 cm ² ✓A Total area to be painted/Totale area wat geverf moet word: = 20 000 cm ² + 12 000 cm ² + 5 000 cm ² ✓M = 37 000 cm ² ✓MA OR/OF Total perimeter/Totale Omtrek ✓A ✓M = (50+50+50+50+50+50+50+120 +50+50+120) cm = 740 cm ✓A Total area to be painted/Totale area wat geverf moet word: = 740 cm × 50 cm ✓MA = 37 000 cm ² ✓A	1A area 1A area 1M multiplying correct values 1M adding the two areas 1CA simplification OR/OF 1A simplification 1A simplification 1M adding all values 1MA finding total area OR/OF 1A all correct values 1M adding correct values 1A simplification 1MA multiplying correct values 1A simplification (5)	

Q/V	Solution/Oplissing	Explanation/Verduideliking	T&L
3.1.5	37 000 cm ² ÷ 10 000 = 3,7 m ² ✓C Total area to be painted/Totale area wat geverf moet word = 3,7 m ² × 2 ✓M = 7,4 m ² Spread rate/sprydingskoers $\frac{7,4\text{ m}^2}{8\text{ m}^2} \times 1\,000$ ✓M = 925 millilitres/milliliter ✓CA OR/OF Spread rate/sprydingskoers = 8 × 10 000 cm ² /ℓ = 80 000 cm ² /ℓ ✓M Amount of paint / aantal verf in ℓ = $\frac{37\,000}{80\,000}$ ✓M = 0,4625 Amount of paint for 1 coat / aantal verf vir 1 deklaag in mℓ = 0,4625 × 1 000 = 462,5 ✓C Amount of paint for 2 coats/ aantal verf vir twee deklae = 462,5 mℓ × 2 = 925 mℓ ✓CA OR/OF Total area to be painted/Totale area wat geverf moet word: =37 000 cm ² ÷ (100) ² = 3,7 m ² ✓C Amount of paint for 1 coat/ aantal ver vir 1 deklaag in ℓ = $\frac{3,7}{8} \times 1$ ✓M = 0,4625 ℓ Total amount of paint/Totale aantal verfℓ = 0,4625 × 1000 × 2 ✓M = 925 mℓ ✓CA OR/OF	CA Question 3.1.4 1C converting from cm ² to m ² 1M area for 2 coats 1M divide by spread rate 1CA answer in millilitres OR/OF 1M multiplying by 8 1M dividing by 80 000 1C converting 1CA simplification OR/OF 1C conversion 1M dividing by 8 1CA simplification OR/OF	M L2

Q/V	Solution/Oplissing	Explanation/Verduideliking	T&L
3.2.2	P(not selecting red material) = $\frac{6}{9}$ ✓A = $\frac{2}{3}$ ✓A OR/OF P(not selecting red material) = 1 – $\frac{3}{9}$ = $\frac{6}{9}$ ✓A = $\frac{2}{3}$ ✓A	1A numerator 1A denominator 1CA simplification (3)	P L2
3.3.1	1 inch = 153,6 ÷ 60 ✓M = 2,56 cm ✓A OR/OF Alternative solution method: inch : cm 60 : 153,6 ✓M 1 : 2,56 ✓A 1 inch = 2,56 cm (2)	1M dividing by 60 1A simplification OR/OF	M L1
3.3.2	Perimeter/Omtrek = 2 × (5 m + 153,6 cm) ✓RT = 2 × (500 cm + 153,6 cm) ✓C = 1 307,2 cm ✓CA OR/OF Perimeter/Omtrek = 5 m + 5 m + 153,6 cm + 153,6 cm ✓RT = (500 + 500 + 153,6 + 153,6) cm ✓C = 1 307,2 cm ✓CA	1RT correct value – 153,6 cm 1C converting from 5 m to cm 1CA simplification OR/OF 1RT correct value – 153,6 cm 1C converting from 5 m to cm 1CA simplification (3)	M L2
			[31]

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QUESTION/VRAAG 4 [17 MARKS/PUNTE]			
Q/V	Solution/Oplissing	Explanation/Verduideliking	T&L
4.1.1	R46 ✓✓A	2A name of route (2)	MP L1
4.1.2	Number scale OR Numeric scale OR Ratio scale Nommerskaal OF verhoudingskaal OF Getalskaal OF Numeriese OF Getalle Skaal OF Syferskaal ✓✓ A	2A identifying the scale (2)	MP L1
4.1.3	South West OR SW OR West of South West OR WSW Suidwes OF SW OF Wes van Suidwes OF WSW ✓✓ A	2A general direction (2)	MP L1
4.1.4	A = 210 km – (62 km + 13 km + 82 km) ✓MA A = 53 km ✓CA	1MA subtracting correct values 1CA simplification (2)	MP L1
4.1.5	Ladismith ✓✓A	2A correct town (2)	MP L2
4.2.1	Total length /Totale lengte ✓MA ✓MA = 20 cm + 229 cm + 20 cm + 20 cm + 229 cm + 20 cm = 538 cm ✓CA OR/OF Total length /Totale lengte ✓MA ✓MA 2 (20 cm + 229 cm + 20 cm) 2 × 269 cm = 538 cm ✓CA OR/OF Total length/Totale lengte ✓MA ✓MA = (20 cm × 4) + (229 cm × 2) = 80 cm + 458 cm = 538 cm ✓CA	1MA correct values (4×20) 1MA adding values (2×229) 1CA simplification OR/OF 1MA correct values (4×20) 1MA adding values (2×229) 1CA simplification OR / OF 1MA correct values (4×20) 1MA adding values (2×229) 1CA simplification (3)	MP L2

Q/V	Solution/Oplissing	Explanation/Verduideliking	T&L
4.2.2	D + 86 + 80 + 86 + D = 260 ✓MA 2D + 252 = 260 ✓M 2D = 260 – 252 2D = 8 D = 8 ÷ 2 ✓M = 4 cm ✓CA OR/OF Length excluding D = (86 cm × 2) + (20 cm × 4) = 172 cm + 80 cm = 252 cm ✓MA ✓M 2D = 260 cm – 252 cm D = 8 cm ✓M = 8 cm ÷ 2 = 4 cm ✓CA	1MA adding all values 1M subtracting from 260 1M dividing by 2 1CA simplification OR/OF 1MA calculating 252 1M subtracting from 260 1M dividing by 2 1CA simplification (4)	MP L3
		[17]	

QUESTION/VRAAG 5 [30 MARKS/PUNTE]			
Q/V	Solution/Oplissing	Explanation/Verduideliking	T&L
5.1.1	TGA – team/span ✓✓RT	2RT correct tea (2)	D L1
5.1.2	Range/Omvang = 9,625 – 9,100 ✓RT = 0,525 ✓CA	1RT reading correct values 1CA concept of range (2)	D L1
5.1.3	Mean/Gemiddeld ✓RT = $\frac{9,100+9,250+9,300+8,650+9,100+9,050+8,750+9,050+8,300+9,200}{10}$ ✓M = 8,975 ✓CA OR/OF 1RT correct values 1M concept of mean 1CA simplification NPR (3)		D L2
5.1.4	✓RT A = 36,425 – (9,300 + 9,100 + 9,225) ✓M = 8,800 ✓A	1RT correct values 1M adding and subtracting 1A simplification (3)	D L1
5.1.5	36,425 ✓✓A	2A correct mode (2)	D L1

5.1.6	✓A $\frac{3}{5} \times 100\%$ ✓RT = 60% ✓CA	1A numerator 1A denominator 1CA percentage NPR (3)	P L2
5.1.7	Quartile/ Kwartiel 2 ✓RT = $\frac{9,375 + 9,400}{2}$ ✓M = 9,3875 ✓A	1RT arranging or correct values 1M dividing by 2 1A simplification NPR (3)	D L2

Q/V	Solution/Oplissing	Explanation/Verduideliking	T&L
5.2.1	Fifty two million nine hundred and eighty two thousand. ✓✓A Twee en vyftig miljoen negehonder twee en tagtig duisend.	2A amount in words (2)	D L1
5.2.2	Increase in population/Toename in bevolking(2015-2016) ✓RT ✓M 56 020 718 – 54 901 943 = 1 118 775 ≈ 1 120 000 ✓R	1RT correct values 1M subtracting 1R correct rounding (3)	D L1
5.2.3	Annual population growth/Jaarlikse bevolkingstoename(2015) = $\frac{54\,901\,943 - 53\,947\,998}{53\,947\,998} \times 100\%$ ✓SF = 1,768% ≈ 1,8% ✓CA	1SF substituting 54 901 943 1SF substituting 53 947 998 1CA simplification NPR (3)	D L2

Q/V	Solution/Oplissing	Explanation/Verduideliking	T&L
5.2.4	<div><p>Estimated total population and annual growth from 2013-2017</p></div> 1A – correctly plotted number of people 1CA – drawing of graph 1A – correctly plotted population growth 1CA – drawing of graph (4)		D L2
		[30]	
		TOTAL/TOTAAL: 150	

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SENIOR CERTIFICATE/
NATIONAL SENIOR CERTIFICATE

GRADE 12

TECHNICAL MATHEMATICS P2

NOVEMBER 2020

MARKS: 150

TIME: 3 hours

This question paper consists of 13 pages and 2 information sheets.

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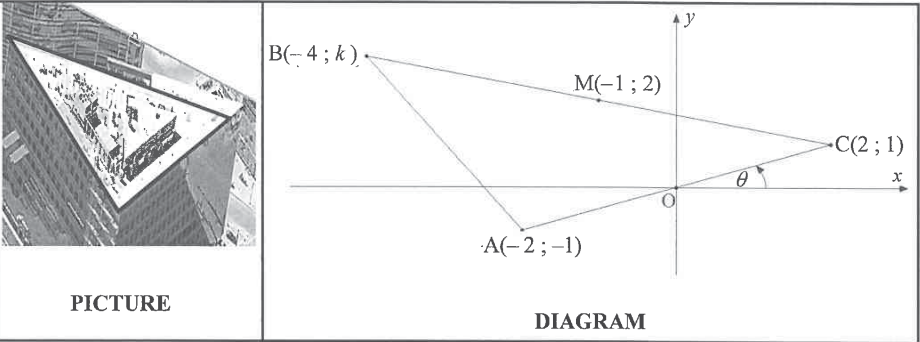
INSTRUCTIONS AND INFORMATION

Read the following instructions carefully before answering the questions.

- This question paper consists of 11 questions.
- Answer ALL the questions in the SPECIAL ANSWER BOOK provided.
- Clearly show ALL calculations, diagrams, graphs, etc. that you have used to determine your answers.
- Answers only will NOT necessarily be awarded full marks.
- If necessary, round off answers to TWO decimal places, unless stated otherwise.
- Diagrams are NOT necessarily drawn to scale.
- You may use an approved scientific calculator (non-programmable and non-graphical), unless stated otherwise.
- An information sheet with formulae is included at the end of the question paper.
- Write neatly and legibly.

QUESTION 1

The picture below shows the triangular rooftop of a building. The diagram next to the picture represents the triangular rooftop in the Cartesian plane with origin O. In the diagram, A(−2 ; −1), B(− 4 ; k) and C(2 ; 1) are the vertices of ΔABC with M(−1 ; 2) the midpoint of BC. The angle of inclination, θ, is the angle between AC and the positive x-axis.



- 1.1

Determine:
- 1.1.1

The numerical value of k

(2)
- 1.1.2

The gradient of AC

(2)
- 1.1.3

The size of θ (in degrees)

(2)
- 1.1.4

The equation of straight line BC in the form $y = \dots$

(3)
- 1.2

If O is the midpoint of AC, use analytical geometry methods to show that:
- 1.2.1

$MO \parallel BA$

(3)
- 1.2.2

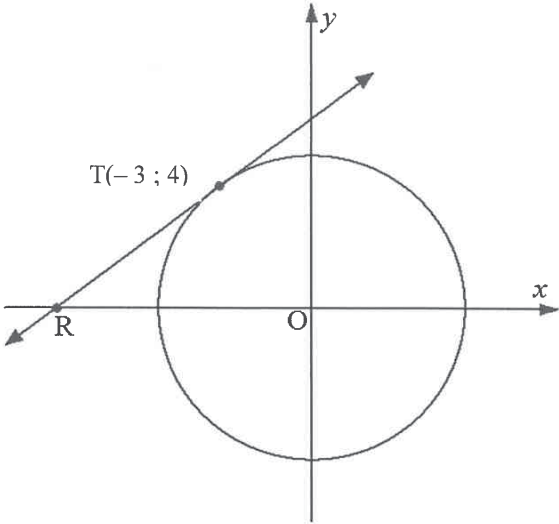
$MO = \frac{1}{2} BA$

(3)
- [15]

QUESTION 2

- 2.1

The diagram below shows a circle with centre O at the origin. Point T(−3 ; 4) lies on the circle. Tangent RT to the circle passes through T.



- 2.1.1

Calculate the length of the diameter of the circle.

(2)
- 2.1.2

Prove, showing ALL calculations, that the straight line defined by the equation $4y - 3x - 25 = 0$ and which passes through point T is the tangent to the circle.

(5)
- 2.2

Given the ellipse with the following properties:
- Centre at the origin
- Distance between the x -intercepts is 12 units
- Range of $-3,5 \leq y \leq 3,5$
- 2.2.1

Write the equation of the ellipse in the form $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$

(1)
- 2.2.2

Sketch the graph of the ellipse. Clearly show the intercepts with the axes.

(3)
- [11]

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QUESTION 3

- 3.1

If $P = 146,31^\circ$ and $Q = 91,58^\circ$, determine the value of $\sqrt{\frac{2}{\tan(P + Q)}}$

(2)
- 3.2

Given: $\tan \beta = -\frac{2}{3}$ where $\cos \beta > 0$ and $\sin \theta = \frac{5}{13}$ where $\theta \in [90^\circ; 360^\circ]$

Determine, with the aid of diagrams and WITHOUT using a calculator, the value of EACH of the following:

3.2.1

$2 \cot \beta + 1$

(2)

3.2.2

$\sin \beta \cdot \sec \theta$

(6)
- 3.3

Given: $\sin A + 2 \cos^2 A = 2$

3.3.1

Express the above equation in simplified form, in terms of $\sin A$.

(3)

3.3.2

Hence, or otherwise, determine the value(s) of A if:

$\sin A + 2 \cos^2 A = 2$ for $A \in [0^\circ; 180^\circ]$

(5)
- [18]

QUESTION 4

- 4.1

Simplify EACH of the following:
- 4.1.1

$1 - \cos^2(2\pi - \theta)$

(2)
- 4.1.2

$\cos \alpha (\cot \alpha + \tan \alpha)$

(4)
- 4.2

Prove the following identity:

$\frac{1}{\sin(180^\circ + x) \cdot \sin(360^\circ - x)} - \cot^2(180^\circ - x) = 1$

(5)
- [11]

QUESTION 5

Given: Functions f and g defined by $f(x) = -\tan x$ and $g(x) = 2\sin x$ for $0^\circ \leq x \leq 180^\circ$

- 5.1

Draw sketch graphs of f and g on the same set of axes. Clearly indicate ALL the intercepts with the axes, turning points, asymptotes and end points.

(6)
- 5.2

Write down:

5.2.1

The range of f

(1)

5.2.2

The period of g

(1)

5.2.3

The equation of the asymptote of h if $h(x) = f(x + 30^\circ)$

(1)
- 5.3

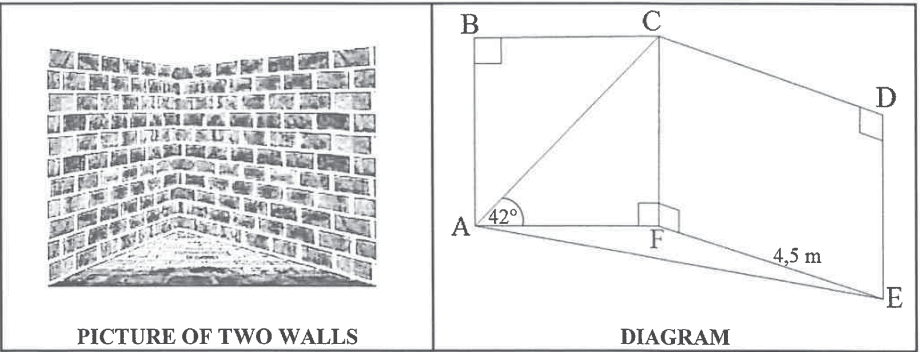
Determine the value(s) of x for which $f(x) \cdot g(x) < 0$

(2)
- [11]

QUESTION 6

The picture below shows two vertical rectangular walls that are not perpendicular to each other. The diagram next to it represents the two rectangular walls, ABCF and CDEF. Points A, F and E lie in the same horizontal plane and form a triangular section AFE of the floor.

Furthermore, $\hat{FAC} = 42^\circ$, $FE = 4,5$ m and $CF = \frac{2}{3}FE$



- 6.1

Write down the length of CF.

(1)
- 6.2

Determine, correct to ONE decimal place:

6.2.1

The length of AF

(2)

6.2.2

The size of \hat{AFE} if $AE = 6$ m

(4)

6.2.3

The area of ΔAFE

(3)
- [10]

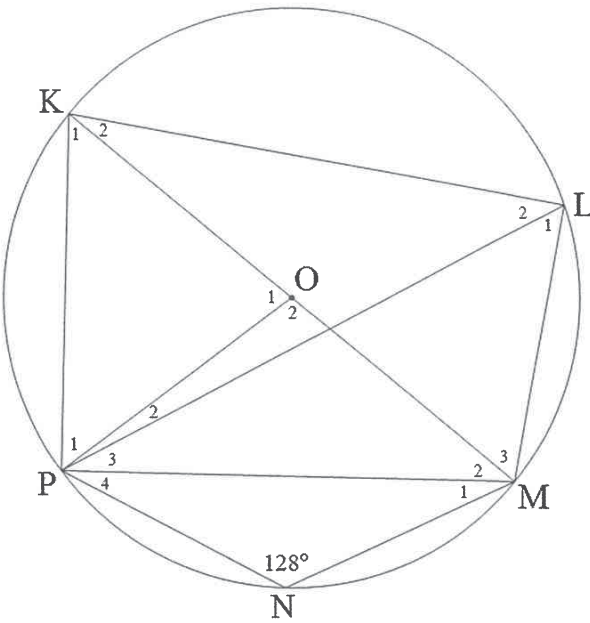
QUESTION 7

- 7.1

Complete the following theorem:
Angles subtended by a chord of a circle, ..., are equal.

(1)
- 7.2

In the diagram below, O is the centre of circle KLMNP. KOM is a diameter of the circle and chords LP and PM are drawn.
 $\hat{N} = 128^\circ$



Determine, stating reasons, the size of EACH of the following angles:

- 7.2.1

\hat{K}_1

(2)
- 7.2.2

\hat{L}_2

(5)
- 7.2.3

\hat{P}_2 if $\hat{P}_3 = 29^\circ$

(2)
- [10]

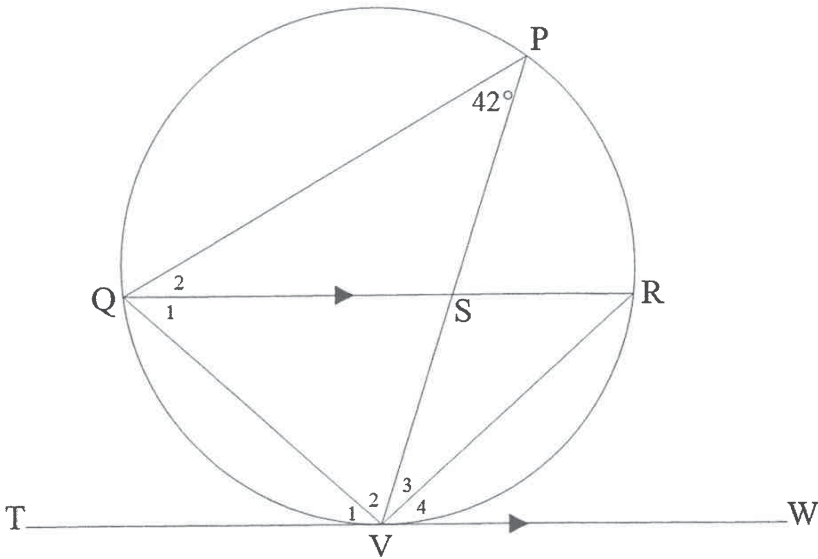
QUESTION 8

- 8.1

Complete the following theorem:
The angle between the tangent to a circle and the chord drawn from the point of contact is equal to ...

(1)
- 8.2

In the diagram below, TVW is the tangent to circle PRVQ at V.
Chords PV and QR intersect at point S.
TW \parallel QR
 $\hat{P} = 42^\circ$



- 8.2.1

FOUR other angles each equal to 42°

(6)
- 8.2.2

Whether QR is a diameter of the circle

(2)
- 8.2.3

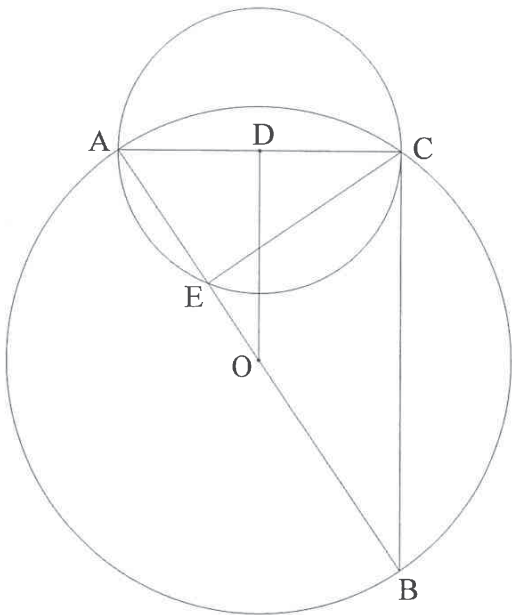
The size of \hat{Q}_2 if $\hat{V}_2 = 67^\circ$

(3)
- [12]

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QUESTION 9

- 9.1Complete the following theorem:
The perpendicular bisector of a chord of a circle passes through ...
- (1)
- 9.2In the diagram below, O is the centre of circle ABC and D is the centre of circle ACE.
AB and AC are the diameters of the larger and smaller circles respectively.
BC is the tangent of the smaller circle at C.
DO = 6 units and AC = 8 units.

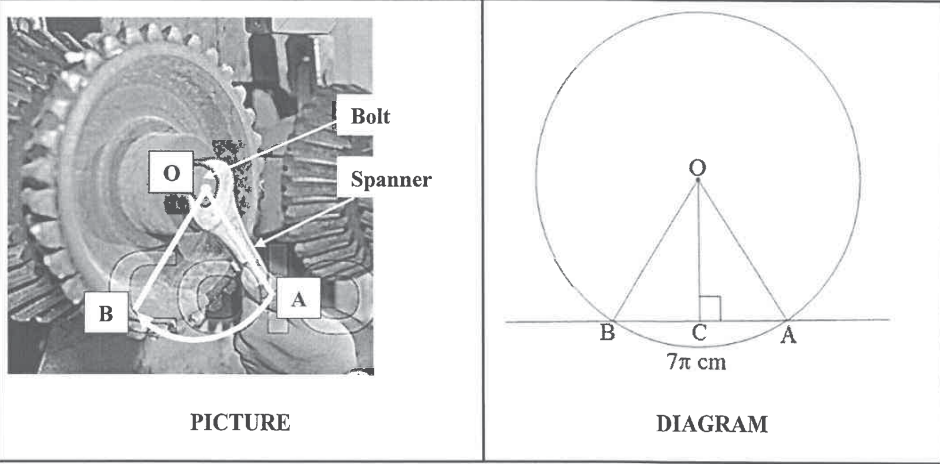


- 9.2.1Give TWO different reasons why $\hat{ACB} = 90^\circ$
- (2)
- 9.2.2Give a reason why $DO \parallel CB$.
- (1)
- 9.2.3Determine the length of diameter AB.
- (4)
- 9.2.4Prove that $\triangle ABC \parallel \triangle ACE$.
- (3)
- 9.2.5Show that $AC^2 = AB \times AE$
- (1)
- 9.2.6Determine the length of AE. Leave your answer in simplified surd form.
- (3)
- [15]

QUESTION 10

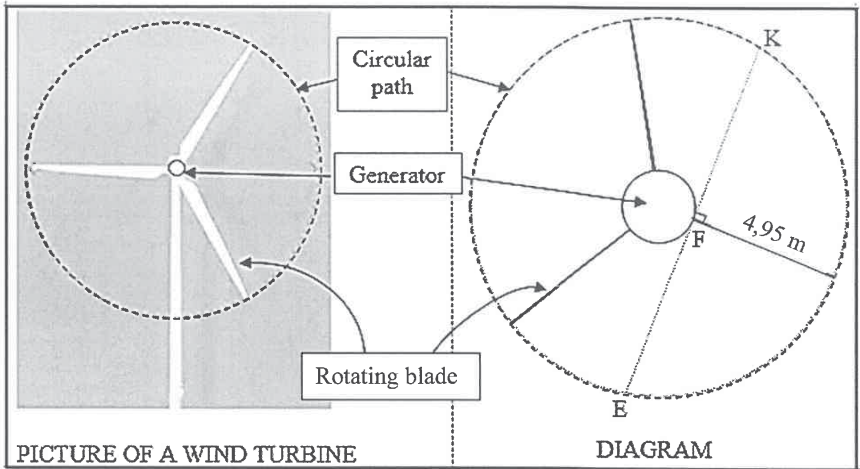
- 10.1The picture below shows a spanner being used to tighten a bolt by rotating it in a clockwise direction from point A to point B. The diagram next to the picture represents the rotation of the spanner. Point O, the centre of the bolt, is also the centre of rotation of the spanner.

OA represents the distance from the centre of the bolt to the end of the spanner.
Reflex angle $\hat{AOB} = \frac{29}{18}\pi$ and $OC \perp BA$.
Arc length of AB is 7π cm.



- 10.1.1Write down, in radians, the size of acute \hat{AOB} .
- (1)
- 10.1.2Hence, convert the size of acute \hat{AOB} to degrees.
- (2)
- 10.1.3Determine the length of OA.
- (3)
- 10.1.4Calculate the area of major sector AOB.
- (3)

- 10.2The picture below shows a wind turbine that is used to harness the power of wind to produce electricity.
The diagram below represents the rotating blades. The tips of the blades form a circular path when rotated. The smaller circle represents the generator.
The three identical rotating blades each have a length of 4,95 m (from point F to the tip of the blade).
KE = 10,5 m is a chord of the larger circle and is also a tangent to the smaller circle at point F.



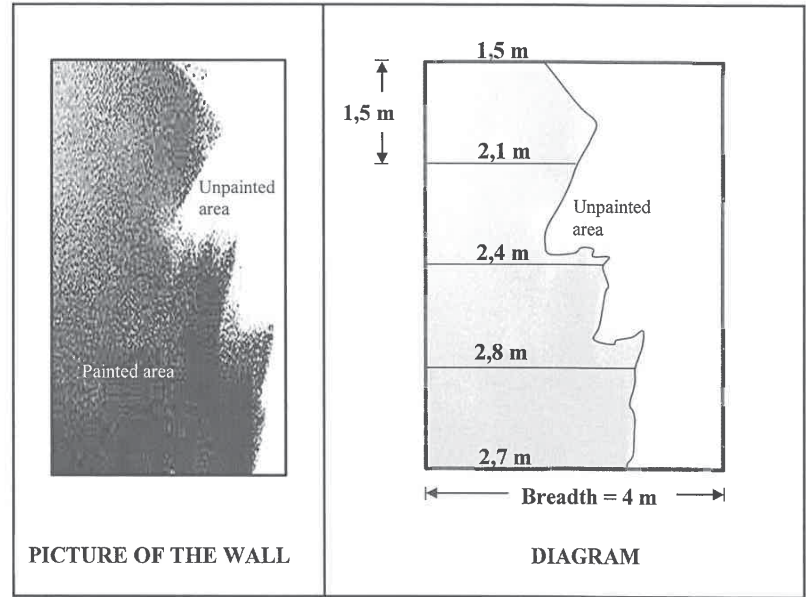
- Calculate:
- 10.2.1The length of the diameter of the circular path formed by the tips of the rotating blades
- (3)
- 10.2.2The number of revolutions per minute if the circumferential velocity of the tip of a rotating blade is $6,61\pi$ metres per second
- (4)
- [16]

QUESTION 11

- 11.1The picture below shows a partially painted rectangular wall which has a breadth of 4 m.
The diagram below represents the situation above.
The height of the unpainted part of the wall is divided into four equal parts that are each 1,5 m long, as shown in the diagram.

The ordinates of the parts are:

1,5 m; 2,1 m; 2,4 m; 2,8 m and 2,7 m



The following formula may be used:

Area of a rectangle = length \times breadth

- 11.1.1Determine the height of the wall.
- (1)
- 11.1.2Calculate the painted area of the wall by using the mid-ordinate rule.
- (4)
- 11.1.3A one-litre tin of paint, which is sufficient to cover an area of $3,26 \text{ m}^2$, costs R156,36.

Determine whether the minimum cost of the paint required to paint the remaining section of the wall will exceed R600.

NOTE: The paint is only sold in one-litre tins.

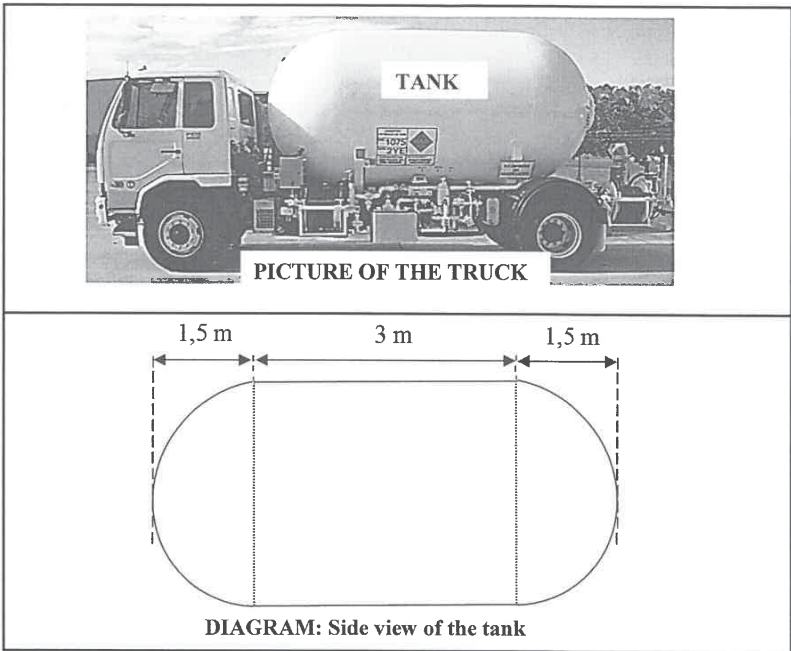
(6)

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- 11.2The picture below shows a truck used for transporting liquid in a tank. The shape of the tank consists of a right cylindrical section in the middle with hemispheres at each end.

The diagram below shows the side view of the tank which is 6 m long. The cylindrical section of the tank is 3 m long and the length of the radius of both the cylindrical and hemispherical sections of the tank is equal to 1,5 m.



The following formulae may be used:

Total surface area of a right cylinder = $2\pi r^2 + 2\pi r h$

Area of a rectangle = length \times breadth

Volume of a right cylinder = $(\pi r^2) \times \text{height}$

Surface area of a sphere = $4\pi r^2$

Volume of a sphere = $\frac{4}{3}\pi r^3$

- 11.2.1Calculate the total surface area of the tank.
- (5)
- 11.2.2A right cylindrical tank has the same volume and the same radius as the tank of the truck. Show whether the height of this right cylindrical tank is more than three times its radius.
- (5)
- [21]

TOTAL: 150

INFORMATION SHEET: TECHNICAL MATHEMATICS

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

$$a^x = b \Leftrightarrow x = \log_a b, \quad a > 0, a \neq 1 \text{ and } b > 0$$

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

$$i_{\text{eff}} = \left(1 + \frac{i}{m}\right)^m - 1$$

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

$$\int x^n dx = \frac{x^{n+1}}{n+1} + C, \quad n \neq -1$$

$$\int \frac{1}{x} dx = \ln x + C, \quad x > 0 \quad \int a^x dx = \frac{a^x}{\ln a} + C, \quad a > 0$$

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

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

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$$

$$\text{In } \triangle ABC: \frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C} \quad a^2 = b^2 + c^2 - 2bc \cos A$$

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

$$\sin^2 \theta + \cos^2 \theta = 1 \quad 1 + \tan^2 \theta = \sec^2 \theta \quad \cot^2 \theta + 1 = \operatorname{cosec}^2 \theta$$

$$\pi \text{ rad} = 180^\circ$$

$$\text{Angular velocity} = \omega = 2\pi n = 360^\circ n \quad \text{where } n = \text{rotation frequency}$$

$$\text{Circumferential velocity} = v = \pi D n \quad \text{where } D = \text{diameter and } n = \text{rotation frequency}$$

$$s = r\theta \quad \text{where } r = \text{radius and } \theta = \text{central angle in radians}$$

$$\text{Area of a sector} = \frac{rs}{2} = \frac{r^2\theta}{2} \quad \text{where } r = \text{radius, } s = \text{arc length and } \theta = \text{central angle in radians}$$

$$4h^2 - 4dh + x^2 = 0 \quad \text{where } h = \text{height of segment, } d = \text{diameter of circle and } x = \text{length of chord}$$

$$A_T = a(m_1 + m_2 + m_3 + \dots + m_n) \quad \text{where } a = \text{equal parts, } m_1 = \frac{o_1 + o_2}{2} \text{ and } n = \text{number of ordinates}$$

OR

$$A_T = a\left(\frac{o_1 + o_n}{2} + o_2 + o_3 + o_4 + \dots + o_{n-1}\right) \quad \text{where } a = \text{equal parts, } o_i = i^{\text{th}} \text{ ordinate and } n = \text{number of ordinates}$$

Sports

Minister praises Dylan Naidoo's historic golfing triumph

The young golfer's victory is a reminder of how far the country has come since the humiliation suffered by Sewgolum 'Papwa' Sewgolum under apartheid

EDWIN NAIDU

The Minister of Sports, Arts and Culture, Gayton McKenzie, said he was proud of golfer Dylan Naidoo's groundbreaking triumph at the Investec South African Open Championship.

The Minister acknowledged Naidoo's historic win as a remarkable personal achievement and a defining moment for South African sport. It marked the first time a black South African golfer had claimed the prestigious title.

On Sunday 2 March, Naidoo, 27, secured his place in history at the Durban Country Club and took a significant step forward in his professional career. His victory earned him a coveted DP World Tour card and one of just three sought-after spots in the Open Championship at the Royal Portrush golf course in the UK in July.

Minister McKenzie further highlighted the historic significance of the Durban Country Club, where Sewsunker "Papwa" Sewgolum made history in 1963 by winning the Natal Open. He was the first person of colour to win a professional tournament on South African soil. The Minister praised Naidoo for following in Papwa's legendary footsteps, while forging his own path on the global stage.

Sewgolum, recognised as one of South Africa's greatest golfers,

made a brilliant debut as a professional in 1959 when he won the Dutch Open, which he won again in 1960 and 1963. Despite Sewgolum's success, as a black golfer he was not allowed to play professionally in his own country.

The golfing establishment regarded him with bemusement and mild embarrassment, while to the apartheid officials overseeing sport, he was a black troublemaker who should not have aspired to play golf professionally. For years, Sewgolum was forced to pursue his game as an amateur in "non-European" tournaments.

Under pressure, the authorities permitted Sewgolum to play in

the Natal Open in 1963 at the famous Durban Country Club, after having been satisfied that apartheid laws would not be broken. "Suitable arrangements" were made for Sewgolum to use a minivan as a change room and have his meals with the black caddies. When Sewgolum won – to the eternal disgrace and shame of the white golfing fraternity and government officials – he was not allowed to enter the club to receive his prize.

A picture of a downcast Sewgolum standing in the rain and being handed his trophy through an open window – while the white golfers and officials were warmly ensconced in the clubhouse enjoying the post-game fare – outraged the world and gave impetus to the international movement to boycott apartheid sport.

For inadvertently putting the bigoted apartheid policy under the international spotlight, Sewgolum became a target of official harassment and underhand machinations. When he won the Natal Open again two years later, apartheid apparatchiks were determined not to make any "concessions" thereafter and



Inspirational: Dylan Naidoo's journey to success is a testament to his perseverance, skill, and unwavering dedication. Photo: Supplied

explicitly thwarted his chances of representing his country in golf.

Within a year of this victory, Sewgolum was banned by the South African government: He was not allowed to play in any tournaments and could not enter any golf course, not even as a spectator. Out of sheer malice, the apartheid government withdrew his passport, thus closing off any possibility of him competing internationally. In 1970 he was specifically banned from the Natal Open.

In the ensuing years, denied the right to play the game he loved, Sewgolum was said to be a broken man, struggling to survive and staring forlornly at his golfing trophies. He died a pauper in 1978, at the relatively young age of 48.

An unassuming son of farm labourers, who could not read or write, Sewgolum dared to dream and succeed in the face of overwhelming adversity and a racist golfing establishment.

Democracy has provided better opportunities for all South Africans. Born on 21 February 1998 in Johannesburg, Dylan Naidoo will have the chance to take his talents further. His journey to success is a testament to his perseverance, skill, and unwavering dedication.

From competing on smaller development tours to his breakthrough victory on the Sunshine

Big Easy Tour in 2016, he became the circuit's youngest-ever winner. Naidoo has consistently demonstrated that hard work and determination can make dreams a reality.

Since turning professional in 2019, Naidoo's career has continued to flourish. In 2022, he celebrated his first Sunshine Tour victory at the SunBet Challenge hosted by Sun Sibaya. As a product of GolfRSA's development programme and a member of the Papwa Sewgolum Class, an initiative supporting golfers of colour, Naidoo's success reflects the transformative power of development programmes in unlocking South Africa's sporting potential.

Minister McKenzie highlighted that Naidoo's victory inspires aspiring young golfers throughout the country, particularly those from previously marginalised communities. He expressed full confidence that Naidoo will continue to make South Africa proud at the Open Championship later this year and beyond.

"Dylan Naidoo's triumph is not only his own; it belongs to every young golfer who dreams of representing South Africa on the global stage," said Minister McKenzie. "His success is proof that South African excellence knows no limits, and we look forward to seeing him shine even brighter in the future."