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**Higher Education
Minister Buti
Manamela steps up
to his new role**

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Photo: Eddie Mtsweni



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Education News

Manamela brings continuity, reform and a student-centred vision

JOHNATHAN PAOLI

South Africa's new Higher Education and Training Minister Buti Manamela brings more than a decade of executive experience, deep ideological grounding and a strong student-centred vision to one of the most vital portfolios in the country.

His appointment by President Cyril Ramaphosa in July marks a significant shift in leadership after the contentious departure of former minister Nobuhle Nkabane.

For many in the sector, Manamela's promotion was not a surprise, but a culmination. A former deputy in the ministry, Manamela is widely seen as a steady hand with a bold,

reform-driven agenda.

His tenure as deputy minister from 2017 to 2024 was characterised by a persistent focus on youth skills development, Technical and Vocational Education and Training (TVET) reform and student funding innovation.

Now, as minister, he is poised to deepen that work at a time when higher education faces complex challenges of access, sustainability and transformation.

Born on 10 July 1979 in Phagameng, Modimolle, in Limpopo, Manamela's roots in student activism shaped his political trajectory.

He cut his teeth in the Congress of South African Students and later in the ANC Youth League and South African Students Congress, where he



Steady hand: The appointment of Minister of Higher Education and Training, Buti Manamela, signals a renewed opportunity to build a more responsive, inclusive and student-focused higher education system. Photo: Eddie Mtsweni

rose to national prominence.

His commitment to student issues was institutionalised through his work with the Young Communist League of South Africa, where he served as the inaugural national secretary from 2003 to 2014.

During this time, he was a vocal critic of cadre enrichment and a proponent of public service accountability, earning respect across ideological divides.

Manamela holds a Master's degree in Public Policy and Development Management from Wits University, completed in 2017, reinforcing his ability to pair activism with grounded policy work.

Commitment

What sets Manamela apart is his commitment to function over fanfare. In a recent interview with Inside Education, he emphasised the importance of reorienting Sector Education and Training Authorities (SETAs) back to their foundational purpose: connecting education to industry.

"The role of SETAs is to create a connection between education and industry. That connection between industry and academic institutions has to be facilitated by SETAs," he said.

He has consistently pushed for SETAs to become engines of workplace-based training, internships and recognition of prior learning, arguing that their role should not be reduced to funding events or bureaucracy.

As minister, he inherits oversight over a vast skills ecosystem including the National Skills Fund and

the National Student Financial Aid Scheme (NSFAS), and has already signalled a back-to-basics, governance-first approach to restore institutional credibility.

Manamela's student-focused leadership style is evident in how he frames the mission of the department not around bureaucratic performance, but student impact.

"The post-school education and training sector has to be structured in such a way that it serves students. It has to be centred around the students and how they're going to contribute to society," he said.

NSFAS remains one of the most critical institutions under Manamela's authority. He brings both continuity and reform momentum.

During his tenure as deputy, he helped implement the direct payment system, terminating problematic fintech contracts and streamlining payments to students' bank accounts.

He has also warned against relying indefinitely on NSFAS as a permanent social intervention.

"NSFAS cannot be a permanent feature of South African society. This intervention can only succeed if it outlives itself," he said.

He advocates for a future in which more graduates become economically self-sufficient, contribute back to the fiscus and help create a sustainable funding ecosystem.

The NSFAS board welcomed his appointment with enthusiasm, describing him as a leader who "will inspire ongoing progress and innovation within the sector".

South Africa's youth unemployment rate remains among the highest globally, a reality that shapes Manamela's strategic approach.

He insists that higher education must respond to labour market demands, not just in terms of current needs, but also those forecast through labour market intelligence reports.

Under his guidance, TVET colleges are being repositioned to produce the skills necessary for energy, water and housing infrastructure, which are sectors that have been identified in the government's Medium-Term Strategic Framework and Just Energy Transition agenda.

Retraining and repurposing

Manamela has also championed retraining and repurposing for unemployed graduates, warning that institutions cannot simply produce qualifications without relevance.

This thinking is embedded in the National Plan for Post-School Education and Training, which Manamela has championed across annual performance plans and strategic policy reviews.

With the NSFAS reforms, TVET modernisation and a skills-centred economic recovery plan high on the agenda, his leadership comes at a pivotal moment.

Amid the challenges of educational inequality, technological disruption and economic exclusion, Manamela's appointment signals a renewed opportunity to build a more responsive, inclusive and student-focused higher education system.

Advertorial



Empowering Africa's Green Hydrogen Workforce: The EWSETA Strategy Skills. Sustainability. Self-Reliance.

As the world accelerates its shift toward a net-zero future, green hydrogen has emerged not just as a clean energy solution, but as a powerful lever for industrial growth, economic diversification, and environmental resilience. For South Africa—and Africa at large—this is not merely a global imperative. It is an opportunity to redefine our place in the energy future.

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Launched: June 2025
Location: Africa Green Hydrogen Summit

One of EWSETA's flagship interventions is the newly launched Green Hydrogen Mentorship Platform. Designed to close the gap between aspiration and action, this initiative connects young professionals, women, and TVET learners with seasoned experts across the hydrogen value chain.

Through this platform, participants gain access to:

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- Partner with TVET colleges, universities, and industry stakeholders to align training with real-world demand
- Host catalytic events like the Africa Green Hydrogen Summit, Women in Energy Breakfasts,

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Featured Course: Hydrogen Fuel Cell System Practitioner

A critical skills offering in this space is the Hydrogen Fuel Cell System Practitioner short learning programme.

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Credits: 39

Entry Requirements: NQF Level 4 with competencies in Mechanical, Electrical, or Chemical Engineering

What learners gain:

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Africa is on the cusp of an energy revolution—and EWSETA is ensuring we don't just follow it, but fuel it. By building the human capital required for the green hydrogen economy, we are turning challenges into opportunities, and potential into progress.

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Learn more about EWSETA's role in powering Africa's energy transition at www.ewseta.org.za

Reach out at <https://ewsetacareers.org.za/> to explore partnership, training, or mentorship opportunities.

EWSETA – Empowering People. Energising Possibilities.

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Education News

A year of listening and learning,



Under pressure: Minister Siviwe Gwarube says she has been impressed by teachers, who despite difficult conditions, 'still deliver results with commitment and innovation'. Photo: Eddie Mtsweni

Basic Education Minister Siviwe Gwarube recently marked a year in office. She spoke to Inside Education about what she has learnt from her year of listening, what her priorities are and what Nelson Mandela Day means to her

THEBE MABANGA

How would you characterise your first year in office? What has impressed you most about the state of South Africa's education, and what keeps you awake at night?

This past year has been one of laying new foundations. I have spent much of it listening — not only to provincial departments and district officials, but to the voices of learners, teachers, principals, and communities.

The Listening and Learning Tour I undertook across all nine prov-

inces helped shape a clear understanding of where the system is succeeding and where urgent intervention is needed.

What has impressed me most is the resilience and determination of our educators and learners. In the face of overcrowded classrooms, ageing infrastructure, and tight budgets, many still deliver results with commitment and innovation.

What keeps me up at night is the scale of the financial crisis in basic education. Our sector is under enormous pressure, from unfilled teacher posts and crumbling infrastructure to disruptions in critical services like learner transport and

school nutrition.

These are not just operational challenges; they directly threaten the right of every child to access quality education. Addressing these risks, while building a system that is more equitable, efficient, and outcomes-driven, is the mission that drives me daily.

How is your relationship with teacher unions?

We have an open, respectful, and collaborative relationship. I see unions as essential stakeholders in our education system. Their voices matter — not only on labour issues but in broader questions of teaching quality, school functionality, and learner outcomes.

Since taking office, I've made it a priority to engage regularly and honestly with all unions. While we may not always agree, I believe our shared commitment to improving learning conditions, teacher development, and school safety keeps us anchored. Constructive dialogue has already helped shape some of our policy direction, including the

design of teacher training audits, the professionalisation of Early Childhood Development, and inclusive education reforms.

What would you list as your most pressing priorities over the next six months?

In the coming six months, we are focused on delivering measurable progress in the five strategic priorities identified by this administration:

- **Early Childhood Development (ECD):** We are scaling up the Bana Pele Mass Registration Drive, aiming to register 10,000 ECD centres this year, particularly in informal settlements and rural communities. Parallel to this, we are finalising the Children's Amendment Bill to make ECD regulation more enabling and inclusive.
- **Foundational Literacy and Numeracy:** We are intensifying structured learning support in the Foundation Phase, expanding the mother tongue-based bilingual education model, reviewing the national catalogue

for Grades 1–3 materials, and aligning the Funza Lushaka bursary to prioritise Foundation Phase teachers.

- **Inclusive Education:** Finalisation of revised guidelines and the White Paper 6 review will strengthen support for learners with diverse educational needs. Increased allocations for assistive devices and district-level support systems are also being prioritised.
- **Teacher Development:** We are auditing all professional development programmes available to educators to improve alignment, coverage, and quality, with a special focus on early grade teaching, bilingual methods, and effective school leadership.
- **School Safety and Infrastructure:** Building on the newly signed Safe Schools Protocol with the SAPS, we are supporting provinces to implement localised action plans, expanding psychosocial services, and finalising the review of infrastructure norms and standards to

Education News

and laying new foundations

strengthen accountability at the provincial level.

In addition to these, we are working with provinces to stabilise their financial positions, ensure educator posts are filled, and prevent further disruptions to essential school services. This is a period of urgent reform, and we are acting with focus and speed.

Since late 2024, you've initiated financial reviews across all provinces and directed provincial MECs to submit recovery plans. What trends and challenges have emerged from these reviews, and how have these informed specific corrective measures?

These reviews have confirmed a number of serious concerns. Several provincial education departments are under immense financial pressure, not only struggling to meet their obligations, but in some cases also failing to fully utilise the resources allocated to them. We have seen underspending on infrastructure, delays in filling critical educator posts, and in some instances, misalignment between budgets and the sector's core priorities.

In response, I have directed all MECs to submit detailed financial recovery plans. These must demonstrate how they will prioritise the fundamentals: maintaining educator posts, ensuring schools are adequately resourced, and addressing infrastructure backlogs. We are supporting provinces to

strengthen their financial management systems, tighten expenditure controls, and realign budgets with service delivery imperatives. Measurable progress will be reviewed at the next Council of Education Ministers meeting.

How will the DBE strengthen SGB capacity, and how will you track their impact on school performance?

We are supporting School Governing Bodies to meet governance, financial, and operational standards. Through our monitoring tools and school performance dashboards, we are assessing whether strong SGBs correlate with improved outcomes and accountability. The role of communities in school success is vital, and we want to support and empower SGBs meaningfully. This also requires us to ensure that we are having regular meetings with SGB associations, to foster a healthy and meaningful working relationship that is focused on empowering SGBs for the benefit of the schools and learners that they serve.

What specific partnerships are being established with the private sector and internationally, and how will you measure educational impact?

We are building practical, outcomes-based partnerships focused on:

- Infrastructure development and maintenance;

- Digital literacy and mathematics improvement;
- Teacher training and curriculum support; and
- Expanding access to ECD services.

We're working with both local and international partners, and measuring success through clear performance indicators, including improved learner outcomes, increased access to services, and reductions in overcrowding and dropout.

How will you be supporting the Eastern Cape in the wake of recent floods?

My visit to the Eastern Cape was both inspiring and deeply sobering. As part of my national Listening and Learning Tour, I had the opportunity to engage directly with school communities, educators, and officials across the province. I met passionate public servants and committed teachers working against the odds to provide quality education to learners, often in extremely challenging conditions.

One of the most urgent concerns was the scale of overcrowding in many schools, combined with the infrastructure backlogs that continue to affect learning conditions.

This was particularly evident in rural and underserved districts like OR Tambo and Alfred Nzo. During my visit, I encountered schools still operating with damaged or inadequate sanitation facilities, insufficient classrooms, and multigrade

teaching arrangements stretched beyond capacity.

These challenges have been further compounded by the recent tragic natural disaster that struck parts of the province earlier this year. Severe flooding and storm damage devastated public infrastructure, displaced families, and disrupted schooling for thousands of learners. In many areas, school buildings were structurally compromised or rendered temporarily unusable, placing even greater strain on an already fragile system.

While the responsibility for school infrastructure delivery lies with provincial education departments, the national Department of Basic Education is actively supporting the Eastern Cape through intergovernmental coordination, planning assistance, and oversight mechanisms.

Despite these challenges, what stood out most was the resilience and determination of the Eastern Cape's education community. Our shared responsibility at the national, provincial, and local levels is to ensure that the commitment of these communities is matched with urgent, coordinated, and effective action.

You unveiled a record matric pass rate last year. What needs to be done to sustain and improve it?

Sustaining the pass rate and improving the quality of passes, particularly in Maths and Science,

requires us to focus on the entire schooling pipeline. This means:

- Strengthening the foundations in the early grades;
- Supporting teacher development; and
- Prioritising learner wellbeing. It's about both access and excellence.

How is the implementation of the BELA Bill progressing?

The Basic Education Laws Amendment Act came into effect on 24 December 2024. Implementation is now underway. We have released a set of guidelines, and training is being provided to provincial officials and school leaders to ensure a smooth rollout. This law is an important step in strengthening school governance, accountability, and compulsory Grade R.

What does Mandela's legacy mean to you, and what will you be doing for Mandela Day?

Mandela taught us that education is the most powerful weapon we can use to change the world. For Mandela Day this year, I'll be handing over newly built classrooms at a school in Mpumalanga. I visited the school in January and was heartbroken to see four learners sharing a single desk. I reached out to the private sector, and together we raised the funds to build three new classrooms. That's the power of partnership; it changes lives.

ECD, infrastructure and safety are key focus areas for DBE

JOHNATHAN PAOLI

Basic Education Minister Siviwe Gwarube used her recent budget vote to call for a renewed drive to enforce fiscal discipline in addressing the persistent challenges plaguing schools across the country.

In the 2025/2026 financial year, Gwarube said the budget is aimed at a sharpening focus on foundational literacy, inclusive education, early childhood development (ECD), infrastructure repair and safety at schools.

With a budget of just over R35 billion — an 8% increase from 2024/25 — Gwarube said the department aims to translate national priorities into measurable.

"This budget is for the builders — those who understand that

lasting change is not forged in the headlines, but in classrooms and communities where our children learn, dream and grow," the minister said during her maiden budget vote, in the National Assembly.

She warned that despite the increased allocation, the sector remained under pressure, particularly at the provincial level where service delivery was at its most vulnerable. To help stabilise provincial performance, the department is activating oversight powers under the National Education Policy Act and may escalate persistent failures through intergovernmental mechanisms and Parliament.

The department is doubling down on its Foundational Learning Strategy, with over R4.6 billion allocated to curriculum policy

support and monitoring — a 14% increase

The Workbook Programme will receive R1.2 billion to continue distributing quality learning materials including Braille and adaptive versions for Grades R to 9.

Additionally, R57 million will go towards expanding the Mother Tongue-based Bilingual Education Programme, a critical initiative for literacy improvement in early grades.

One of the most ambitious elements of the department's agenda is expanding access to quality ECD, seen as the most effective way to improve learning outcomes in the long term. The ECD Conditional Grant increases to R1.7 billion, while R230 million is earmarked for an ECD Nutrition Pilot, and R162 million will go towards ECD infrastructure

in under-served areas.

The rollout of compulsory Grade R remains unfunded by Treasury, forcing provinces to cover costs from within their already constrained budgets.

The department is lobbying for additional funding while working to register 10,000 new ECD centres this year and a Children's Amendment Bill will be introduced in Parliament to streamline ECD regulation and enhance oversight.

Acknowledging that teacher quality remains the most important in-school factor for learner success, R1.8 billion has been allocated to the Teacher Development and Human Resources Management Programme. This includes training in literacy, numeracy, classroom management, and

school leadership.

The department is continuing to roll out the Inclusive Education conditional grant to support full-service and special schools. Provinces will be monitored to ensure timely provision of assistive devices, learner transport, and teacher aides.

The Education Infrastructure Grant rises to R15.3 billion this year, with a focus on eradicating remaining pit latrines, repairing storm-damaged schools and building new classrooms in high-enrolment areas.

School safety has also been prioritised, with the department signing a new national protocol with the SA Police Service and launching disaster management guidelines following the flooding tragedy in the Eastern Cape.

Skilling Mzansi

The MICT SETA and Greyscale develop students' digital skills for the Internet of Things

THAPELO MOLEFE

The Media, Information and Communication Technologies Sector Education and Training Authority (MICT SETA) and tech company Greyscale have expanded their partnership to roll out a programme aimed at empowering South Africa's youth with future-oriented digital skills focused on the Internet of Things (IoT).

The IoT refers to a network of physical objects, or "things," that are embedded with sensors, software, and other technologies to connect and exchange data with other devices and systems over the internet. These "things" can range from everyday household items to sophisticated industrial tools.

Essentially, IoT connects the physical world with the digital world, enabling devices to communicate and interact with each other and with us, often without human intervention.

The partnership, which began in 2023, is being implemented at Tshwane North TVET College, where 15 students recently completed a three-month IoT-focused programme funded by the MICT SETA.

"At Greyscale, we've developed our own IoT development board, which is like a tiny reprogrammable computer," CEO Mutshidzi Mapila explained. "It's a versatile tool that can be used across various industry sectors, from industrial automation to DIY projects. Most importantly, it's an excellent tool for the classroom — allowing students to learn through practical, hands-on experience."

Greyscale's IoT programme, which includes theory and practice, forms the foundation for fur-



MICT SETA CEO Matome Madibana

ther digital training.

Mapila said: "The IoT is a great programme to introduce first, because we cover electronics, we cover programming, we cover networking, and it lays the foundation for students to be able to build other digital skills. Through this workplace-type learning they are also able to integrate 3D printing to produce functional prototypes."

The MICT SETA CEO Matome Madibana said he was "amazed by the innovative solutions that the students have developed in the space of three months".

Functional prototypes

Mapila said that by producing functional prototypes, students were exposed to the full product development process. "They do that pretty much on their own with the facilitators just guiding them to solve a few problems."

The MICT SETA/Greyscale partnership was recently renewed for another four years.

Madibana said the programme supported the key objective of closing the gap between education and employable skills.

Mapila said the programme's structure helped prepare students for real-world expectations.



The MICT SETA and Greyscale are collaborating to ensure that young South Africans acquire the skills they need to thrive in a rapidly changing world. Photo: Vecteezy.com



Greyscale CEO Mutshidzi Mapila

"Students go through the whole process of component sourcing, designing the circuit, wiring, soldering, writing the code, building the first prototype, then fixing bugs and then building the second functional prototype," he said.

Madibana said the goal was to ensure that learners did not stop learning and developing their products once the programme ended.

"I told them that these solutions that you've developed, don't surrender them after the three-month programme. You've got to take them to the next level and ensure that you perfect this product and consult the industry on how you can monetise it."

Mapila said one of the biggest advantages of the programme was the students' exposure to working with engineers who are developing different IoT products.

He stressed that qualifications are meaningless without skills.

"We've had students with only an NCV [National Certificate Vocational] qualification come into the programme and perform exceptionally — in some cases, even outshining graduates with university degrees, particularly when it comes to building real-world, functional solutions," Mapila said.

"That tells you that competency matters more than qualifications."

Madibana echoed that sentiment, saying that employers did not want someone who said they knew how to develop software. "They want someone who can show them a working product. That's why short, focused programmes with a strong experiential component are key," he said.

He cited the example of a female learner who developed a battery-powered nail dryer solution after experiencing downtime in her nail tech business during load shedding.

"She wasn't initially selected because only 15 were funded, but she insisted on joining the programme without a stipend. She just wanted the skill," Madibana said.

"The era that we are in means AI is going to take over some jobs, there's no doubt about it," he said.

To ensure long-term success, Mapila said Greyscale and the MICT SETA are expanding the programme to offer business incubation support.

Business-minded

"We'd like to focus on youngsters who are business-minded and have a tech-driven solution or a tech product idea and want to build a prototype and further commercialise it."

Madibana encouraged young people to focus on practical, in-demand training.

"Go to TVET colleges. Go and learn engineering. That way, you'd have acquired a skill. You don't need anyone's favour. You just need a skill to penetrate the market and continue to make the necessary interventions."

Mapila said South Africans needed to go the extra mile to make sure that they were skilled

and competent because the world was changing rapidly.

"Skills are way more important than any other qualification that you earn."

The MICT SETA has developed 57 occupational qualifications in partnership with industry to keep pace with evolving demands.

To support delivery, it recently funded a R3 million digital skills training programme for TVET lecturers. "We'll continue to identify collaboratively with TVET partners and ensure that we appropriately fund TVET lecturers," Madibana said.

The Greyscale collaboration is just one component of a broader digital transformation vision being championed by the MICT SETA.

It has groundbreaking partnerships with 4IR research chairs at some of South Africa's leading public and private universities.

Launched in 2020, this initiative aims to accelerate digital innovation and strengthen the National System of Innovation.

The research chairs are driving foundational research and also translating their findings into practical applications that benefit communities and industry.

Through the triple-helix model of collaboration, which involves academia, industry, and government, the MICT SETA ensures a multi-sectoral approach to digital skills development.

"Universities contribute cutting-edge research and talent development, industry partners provide practical perspectives and commercialisation pathways, and government ensures alignment with policy frameworks," said Madibana.

"That's how we build a digital economy that works for everyone.

Skilling Mzansi

TETA focuses on five priorities to future-proof the transport sector

THAPELO MOLEFE

The Transport Education Training Authority (TETA) has adopted a new five-year strategic plan aimed at ensuring the country's transport sector has the right skills to meet the demands of a changing economy.

Speaking to Inside Education, TETA CEO Mapheto Anno-Frempong said the organisation's five priorities included revenue sustainability, small business support, future skills and innovation, transformation and institutional excellence.

"The transport sector is evolving rapidly. If we don't plan now, we risk falling behind. Our responsibility is to anticipate these changes and prepare South Africans to lead and work in that future," she said.

Anno-Frempong has been CEO of TETA since 2008, taking over shortly after it suffered a major financial crisis involving a failed R285 million investment with Fidentia.

At the time, there were calls for TETA to be placed under administration. But the Department of Labour opted for a turnaround strategy, a task that she was appointed to lead.

"TETA was at a crossroads. Our stakeholders had lost trust, and we had to rebuild from the inside out," she said.

Anno-Frempong outlined her strategy focused on restoring stakeholder confidence, restructuring internal systems, improving investment policies and strengthening the human resources team.

"To do that, it cost me my PhD because there was no time now. I needed to run this programme," she said.

Under her leadership, TETA has achieved clean audits, expanded its programme and grown its reputation across the public and private sectors.

With over 33 years of public service experience and 23 years in senior roles, Anno-Frempong is regarded as one of South Africa's leading authorities on enterprise development, education management and transport sector governance.

She has worked at the Mpumalanga and North West transport departments and the Basic Education Department.

She holds a Master's of Education, an MBA, and has completed executive training at institutions including Stanford University, Wits



TETA CEO Mapheto Anno-Frempong is focused on implementing TETA's newly adopted five-year strategy, beginning with revenue growth and sustainability. Photo: Eddie Mtsweni

Business School and Manchester Business School.

Her current focus is on implementing the newly adopted five-year strategy, beginning with revenue growth and sustainability.

"The needs of the country, in terms of transforming the economy and the lives of people, far outweigh the 1% that is being collected. It means we are expected to diversify our revenue base, partner with others and expand our scope," she said.

Transformation

She said TETA would prioritise partnerships, co-funding models, and leverage corporate social investment aligned with transformation goals.

The government is expecting employers to invest at least 40% of their total budget on skills development. And yet, in our environment, the 1% levy is what employers are expected to put in. Where is the 39% coming from?" she asked.

The second priority is supporting small, medium and micro enterprises (SMMEs), which made up more than 90% of operators in the transport sector, the CEO said.

Anno-Frempong highlighted TETA's support for its delivery bike programme and youth entrepreneurship projects as examples of

scalable, high-impact initiatives.

"And we have to continue supporting them. We've introduced initiatives such as the motorbike delivery programmes because we realised that they're low-hanging fruit for youth who are unemployed and not in education or training. These are practical, affordable entry points for young people into the transport economy."

The third strategic pillar is driving innovation and preparing for future skills, particularly as global transport trends shift towards clean energy and digital logistics.

TETA has begun research into hydrogen transportation and green mobility, with a focus on safety, storage and workforce readiness.

"We've already advertised a research opportunity to scope hydro- gen transportation and the skills required — the occupations, safety measures and public awareness that is needed," she said.

"We're planning for the industry and the communities affected."

The CEO reiterated that TETA was partnering with the Chemical Industries Education and Training Authority (CHIETA) and the National Qualifications Authority to conduct a scoping study into hydro- gen-related occupations.

"In our sector, in Limpopo, we have found out that there's a place in Limpopo where they are going to put up a big hydrogen infrastructure, a hydrogen hub for the mining sector, but with a transport sector link," she said.

The fourth area of focus is transformation and equitable access, which Anno-Frempong said remained a core function of all Setas.

"Setas were put together in the year 2000 to aid transformation in the workplace," she said.

Inclusive

"We are expected to look at race, gender, class, disability and even geographic spread, to make sure that we include people from the rural areas in the labour market."

TETA applied six transformation filters to its programmes, including race, gender, class, disability, rural inclusion and geographic representation.

"That's how we evaluate every funding proposal. We ask: 'Who does it benefit? Who gets left out?'"

The final priority is institutional excellence and performance management, which Anno-Frempong described as essential to long-term success.

"If we are going to become an or-

ganisation of excellence, we need to have systems that work, processes that are effective and service delivery that is responsive," she said.

The CEO also addressed ongoing criticism of Setas, particularly public calls for their dissolution. She said these views often ignored the critical role they played in workplace-based learning and artisan development.

She added that there were skills you could only acquire in the workplace, like piloting, air traffic control, videography, and even plumbing.

"There are certain skills you'll not get at a university. You'll not get them at a TVET college, but you'll get them in the industry. And that has been the case worldwide. No industry in the world depends on the development of skills from an academic institution," she said.

"There are certain skills that can only be developed and enhanced and evolved from people that are in the industry that are practically based there, that are practitioners in the industry."

Anno-Frempong dismissed suggestions that Setas funds should be redirected to employers.

"Employers already invest heavily in training, sometimes more than the 1% levy. But Setas still play a central role in ensuring standardisation, compliance and access."

She also weighed in on the underperformance of some TVET colleges, calling for closer industry alignment.

"In South Africa, TVET lecturers are generalists. They are expected to teach in a field they've never practised in. In China, Brazil and Russia, you can't teach unless you've worked in the industry."

Anno-Frempong's leadership approach is based on continuous consultation.

"Even after 17 years in this sector, I still go back to our stakeholders and ask: 'What do you think we should be doing? What shouldn't we be doing?'" she said.

"That's how leadership works — co-design, pivot and stay aligned."

As TETA begins the next five years under her guidance, Anno-Frempong said the organisation would continue working with government, business and labour to ensure its impact was felt nationwide.

"We are building a system that is innovative, inclusive and responsive to the needs of the country, and we will not stop until we achieve that."

Urban renewal - Advertorial

New JPC boss set ambitious sights on reviving Joburg's inner city

THAPELO MOLEFE

In the face of declining infrastructure, budgetary shortfalls and pressing urban development needs, Musa Makhunga has stepped into the role of Acting Chief Executive Officer of the Johannesburg Property Company (JPC) with a clear sense of purpose, a deep-rooted passion for transformation and a strategic mindset honed through years of experience in both finance and the built environment.

From the outset, Makhunga has not shied away from the immense challenges he inherited. His leadership began with one of the City of Johannesburg's most visible issues — the poor state of public infrastructure and office accommodation.

One of Makhunga's first major undertakings has been the relocation of staff from the now-condemned Metro Centre to refurbished and compliant buildings in Newtown. This move is part of what he calls an "office space optimisation" strategy that is targeting buildings that must meet safety regulations under the Occupational Health and Safety Act, while also fostering improved service delivery.

"Departments like Development and Planning have already started moving ... GCSS [the Group Corporate and Shared Services directorate] is among those ... and we'll move all other departments into this office space optimisation," he explained, adding that the 45,000 square metre space will become the hub for various city departments previously based in the Metro Centre.

But Newtown is just the beginning. The JPC under Makhunga is restoring long-neglected buildings like the Randburg Civic Centre, which was damaged by fire and neglected for a long time, and refocusing attention on heritage precincts like Kliptown, the site of the historic adoption of the Freedom Charter.

The Acting CEO's ambitions reach well beyond mere renovation. He is determined to drive precinct-based mixed use developments throughout Johannesburg's regions, ensuring developments are accessible to communities and travel times for residents needing city services are reduced.



Determined: Musa Makhunga, Acting Chief Executive Officer of the Johannesburg Property Company (JPC), is determined to drive precinct-based mixed use developments throughout Johannesburg's regions. Photo: Eddie Mtsweni

"We want to make sure that we redevelop the city-owned properties in all the regions on the precinct approach," he said. His passion for the inner city is especially pronounced. "We want to revitalise the inner city and make sure that it's actually sustainable. It contributes to the financial sustainability of the city," Makhunga noted.

By coordinating with presidential working groups and intergovernmental structures, he envisions an economically viable and socially responsive urban core. Despite these ambitions, Makhunga is under no illusions about the financial challenges ahead.

Sweat the assets

"We don't have sufficient budget to execute the mandate that we have," he stated candidly. "That presents us with an opportunity to sweat the assets ... and use innovative ways in terms of how we manage the assets of the city."

To supplement funding shortfalls, Makhunga is pursuing strategic partnerships with the private sector, reviewing long-term leases that are financially out of sync with market realities, and leveraging underutilised assets — especially within JPC's outdoor portfolio — as revenue generators.

Internally, Makhunga is committed to instilling a high-performance culture at the JPC. "In an organisation, first we have to look at the employees," he emphasised, "ensure that we develop a culture of high performance ... and put service delivery first." His leader-



Urban blight: Musa Makhunga is determined to rid Joburg of buildings like this, where there is no water, no safety, and no services. Photo: Eddie Mtsweni

ship aims to align employee values with the broader organisational mission.

Yet he acknowledges the structural gaps that hinder full execution. "We don't have a CFO, but we've got someone who's acting. We don't have a COO, no one is acting currently ... We don't have a GM for facilities management." Stabilising these critical roles, he believes, is fundamental to improving financial oversight, operations and delivery capacity.

With over 1,500 employees, the JPC is far from a small entity. Makhunga is focused on not only strengthening internal systems but also enabling internal growth, staff motivation and the creation of clear career pathways for employees. "We need to ensure we attract new talent, but also grow the talent that we have internally."

Though he began his academic career in accounting, holding a BCom, Makhunga's professional journey was quickly drawn towards the built environment. "Most of my clients were property clients ... and I realised there lies an opportunity to focus on property development and urban development," he said.

That passion led him to complete several postgraduate programmes, including Property Development and Investment and

the Property Development Programme at the University of Cape Town. His career became not just about numbers but about building legacies to transform decaying urban spaces into thriving centres of opportunity and dignity.

"I always said when I was doing my audit and articles, it became a piece of paper. But through development, it becomes a legacy," he reflected.

Deeply committed

Makhunga's projects span from rejuvenating the inner city to launching student housing developments in Soweto. Beyond business, Makhunga is deeply committed to the JPC's social mandate. The company regularly releases properties for social amenities, NGOs, and public services, working closely with departments like Health and Social Development.

"We deal with such issues because even from a human settlement perspective, there's an element of social housing that we are driving," he said, working hand-in-hand with sister departments to address Johannesburg's housing backlog.

Yet transformation, in all its forms, is perhaps where Makhunga's legacy will be most felt. He is pushing hard for greater participation by the youth and women

in the property sector. "The face of property in South Africa is not diversified ... we ensure that transformation becomes key," he declared. By bringing new faces and voices into the sector, he believes the JPC can not only deliver on its mandate but also reshape the landscape of opportunity in South Africa.

Looking ahead, Makhunga hopes to be remembered as the leader who helped restore Johannesburg's inner city, transformed the property sector and opened doors for the next generation. "I want to be remembered as a person who transformed the property industry and ensured that there's a wider participation," he said.

His vision is one of reclaimed streets, safe and clean public spaces, thriving precincts and meaningful private-public partnerships. "We want to ensure that we leave permanent jobs on the ground ... that we've supported the SMMEs ... meaningful transformation that can be felt and you can breathe it."

In the long run, Makhunga is clear that the "before and after" of Johannesburg's built environment must never look the same again. With an ambitious agenda and a relentless passion for transformation, his tenure as Acting CEO of the JPC is more than a period of stewardship — it is a pivotal chapter in Johannesburg's urban evolution.

Advertorial

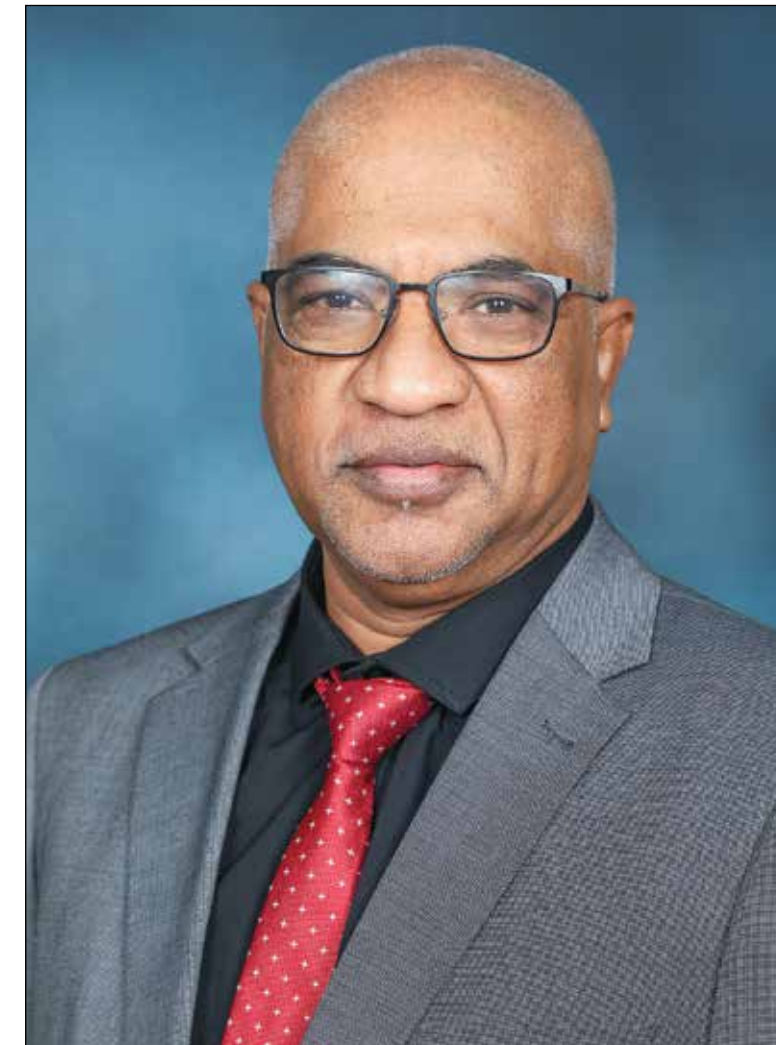
Empowering South Africa's future through quality qualifications



The Quality Council for Trades and Occupations (QCTO) is at the forefront of reimagining South Africa's skills development system. By reshaping the future of qualifications, the QCTO ensures that the workforce remains agile, competent, and aligned with the demands of a rapidly changing economy—both locally and globally.

"Every qualification that we register is directly linked to the world of work, the Just Energy Transition (JET) and sustainability, with clear outcomes that meet industry standards," explains Vijayen Naidoo, CEO of the QCTO. "This makes our qualifications not only relevant but essential for building a skilled and capable workforce that can be employed or self-employed."

Established as one of the three Quality Councils under the National Qualifications Framework (NQF) Act of 2008, the QCTO is responsible for developing, accrediting, quality assuring, assessing and certifying occupational qualifications. It oversees the Occupational Qualifications Sub-Framework (OQSF), working closely with industry bodies, Sector Education and Training Authorities (SETAs) and experts to design qualifications that reflect real workplace needs. The QCTO also enables Recognition of Prior Learning (RPL), providing a structured pathway for individuals with informal or work-



Vijayen Naidoo, CEO of the QCTO

place-acquired skills to gain formal recognition.

The shift to modern occupational qualifications

According to Government Gazette No. 50742, issued by the Minister

of Higher Education, Science and Innovation, most pre-2009 qualifications officially expired on 30 June 2023. For these qualifications, the last date for learner enrolment was 30 June 2024, and the final date for achievement is 30 June 2027. How-

ever, certain pre-2009 qualifications received approval to extend learner enrolment until 30 June 2026, with the last date for achievement set at 30 June 2029. These deadlines are fixed and final.

Of the nearly 1,500 pre-2009 qualifications that were active on the NQF, just over 1,100 have been identified for deregistration. These are qualifications that have either already been replaced by occupational equivalents or are no longer fit-for-purpose. The remaining qualifications have been granted time-limited extensions — usually one to two years — to allow industry stakeholders to finalise their replacement qualifications.

"Where there is a legitimate need, we've provided a reasonable window for transition," says Naidoo. "But the direction is clear: all qualifications intended for use in the workplace must eventually align with the OQSF. The future of training in South Africa is occupational."

This approach also extends to trade qualifications. Of the historically registered trades, the majority of which now have registered occupational counterparts. With the remaining trades in advanced stages of development and will be implemented over the next 12 – 18 months. Meanwhile, 97 NATED qualifications at N4 - N6 level - often offered by public colleges - have received extended enrolment periods pending

realignment or replacement.

With the June 2029 deadline fast approaching, the QCTO urges learners, institutions, and employers to act now: align enrolments with registered occupational qualifications, apply for accreditation, and ensure you meet External Integrated Summative Assessment (EISA) requirements. The future of training is here—don't be left behind.

Looking ahead, the QCTO is committed to expanding occupational programmes across all sectors, reaching rural and underserved communities, and strengthening industry partnerships.

Our vision is simple, we want every South African – regardless of age or background – to have the opportunity to gain a credible qualification that leads to work, promotion, or further learning at a higher NQF level. The occupational system allows that.

Vijayen Naidoo.

QCTO achievements at a glance



Over 6,000 Private Skills Development Providers (SDPs) have been accredited to offer occupational programmes.



Over 130 occupational skills programmes are offered through public institutions.



88% growth in External Integrated Summative Assessments (EISA), increasing from 111 to 208 assessments in the past financial year.



Over 800 occupational qualifications and part-qualifications have been developed.



Over 60 TVET campuses are accredited to offer occupational programmes, and;



More than 275 occupational skills programmes available for learner uptake.



Forty-eight TVET college campuses have been accredited as assessment centres for occupational qualifications is available for learner uptake.

For more information

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Teacher's Corner

SA's former top diplomat is an academic at heart

Former Minister of International Relations and Cooperation, Naledi Pandor, talks about her passion for education and its value in her own life and those of others, and how her favourite teacher endeared himself to her

SIMON NARE

Renowned educationist Dr Naledi Pandor has been consumed by politics for the past few decades, but her passion for education and teaching still burns like wildfire.

Her appointment earlier this year as Honorary Professor for strategic planning and policy at the Centre for the Advancement of Sustainable Higher Education Futures in the Education Faculty at the University of Pretoria has added fuel to the fire, and she is relishing the opportunity to lecture, which is her long-held passion.

A trained teacher, Dr Pandor spent three decades in parliament as a lawmaker and served in different portfolios, including as Minister of Education, Minister of Science and Technology, Minister of Higher Education and Training, and more recently, as Minister of International Relations and Cooperation.

A highly respected politician, educator and academic, Dr Pandor has served under all of South Africa's democratically elected presidents — Nelson Mandela, Thabo Mbeki, Jacob Zuma and Cyril Ramaphosa — and in the Cabinets of the last three of them.

She has now come full circle, because almost a year after leaving politics, she is back home in education, where she feels she belongs.

Dr Pandor told Inside Education in a telephonic interview that her role at the University of Pretoria is yet to be formally defined, but she is available to help however she can. "They might ask me to supervise students at the postgraduate level or

ask me to do lectures, which is something I would really love and look forward to," she said. "It could be particular lectures on areas that are strategic to higher education development or the role of language in education, which are my key interests. I could be invited to deliver specialist lectures, or if the university has a public lecture series, I could be on a panel."

Dr Pandor said she was honoured by the appointment and hopes her presence and her continued role in education would particularly inspire young girls.

"To be associated with something new, but also with an increased focus on research in higher education, is something especially interesting to me and speaks to my intellectual interests," she said.

Crowning moment

Dr Pandor feels the appointment was a crowning moment for her with her association with the university, as she obtained a PhD in education at the institution. Her doctoral thesis is titled: "The contested meaning of transformation in higher education in post-apartheid South Africa."

"I hope that I will continue to inspire young people to pursue post-graduate studies because I believe this is very important for South Africa. And also, I hope that when young people see me, particularly young women, they will aspire to do well both in public service as well as in education.

"So, I hope to serve as somewhat of an example. And also, being in a university environment will encourage me to continue pursuits such as writing my memoir or writ-



Having trained as a teacher, Dr Naledi Pandor has a passion for education and advises young learners to 'work hard and strive to do well'. Photo: Eddie Mtsweni

ing articles on matters that impact the world today," she said.

Born into an academic family in Durban in December 1953, teaching is not foreign to Dr Pandor. Her father, Joe Matthews, a political and anti-apartheid activist, earned a BA from the University of Fort Hare and an LL.B from the University of London. He was the son of ANC luminary and academic Professor ZK Matthews, who lectured at Fort Hare University, where many future leaders of the African continent were among his students.

Dr Pandor began her professional life as a teacher in 1973 and taught English in England and Botswana before teaching at the university level in South Africa. Before she went to parliament in 1994, she was a senior lecturer at the University of Cape Town for five years.

"Indeed, education is my passion. If you were to look into my first speech when I became minister of education in 2004, you would see right at the beginning I said I hope South Africans will join me in sharing my passion for education," she said.

She might be retired, but it seems everyone wants a piece of Dr Pandor. She also serves on the board of the Nelson Mandela Foundation, which continues to preserve the legacy of the former statesman.

Pandor received her primary and secondary education in Botswana, where her family was in exile, and matriculated there. She later qualified as a teacher and taught at multiple schools and universities, while she achieved various degrees from different universities, including the University of Swaziland, the University of Botswana, the University of London, the Harvard Kennedy School and the University of Stellenbosch.

What is the name of your favourite teacher?

Cuthbeth Motsepe

What was the name of the school you attended at the time?

Gaborone Secondary School

How did your favourite teacher endear himself to you?

He had such brilliant values. He taught us to be clean. He taught us to be punctual and he taught us to have pride in our school.

What did you most like about your favourite teacher?

His leadership qualities. He stood out, and remains kind of visible in my head even today, all the time.

What were your favourite subjects at school?

English and history.

Did this influence your choice of career?

Absolutely. I studied English and history, and those were the subjects

that I taught, and they impacted the way I write.

What was the one phrase from the teacher that inspired you?

You are responsible: Are you in motion? Are you moving? Are you doing something?

Why are teachers so important to society?

Teachers shape who we become. They influence what you desire to be because they are your daily example. You spend so much time with them that you draw on the lessons they convey. That stays with you for life.

What advice do you have for learners today?

Work hard, strive to do well, and if you have friends, try to be extremely selective about who becomes your friend. And enjoy schooling, enjoy education, enjoy learning.

While at school, did you imagine ending up where you are today, and why is it important to believe in one's dream?

No, I didn't actually. I thought that I would remain in education all of my life and that eventually I would come to head a university. That was what I thought would be my future.

Lastly, any advice for teachers?

Love teaching. And let your students know that schooling is the most important phase of their lives. You let them know that by what happens in your classrooms.

Skilling Mzansi - Advertorial

TETA Skills Summit calls for multi-sectoral collaboration

THEBE MABANGA

The Transport Education and Training Authority (TETA) aims to help the transport sector meet its skill development challenges by collaborating with industry, government and education institutions in South Africa and other parts of the world to co-create and co-design solutions for an industry being reshaped by technology and the need to decarbonise to counter the effects of global warming.

This was the overriding message of the TETA Inaugural Forwarding and Clearing Skills Summit, held in Kempton Park, Ekurhuleni. The message was delivered by Kgatle Nkala, TETA's Executive Manager for Corporate Services, on behalf of TETA CEO Mapheto Anno-Frempong, who was unable to attend.

"Transport is the backbone of human existence, enabling the movement of people, goods, and services that sustain daily life," Nkala said of the sector as an enabler that connects society and the economy, noting that without efficient transport and logistics, economic growth would be severely hampered. "Simply put, transport is more than just movement — it is the pulse that keeps the country alive. At the heart of this movement is TETA."

Critical sub-sector

The Forwarding and Clearing sub-sector is critical in the transport value chain, as forwarding facilitates the movement of goods, especially for importers and exporters, across all modes of transport, while clearing helps the goods pass through customs between various countries. In South Africa, forwarding and clearing facilitate 90% of international trade.

Nkala said there are 11,029 companies in the transport and logistics sector, which employs 1.1 million people. About 674 companies, or 6.1%, are in the forwarding and clearing sub-sector.

Employees in the sector are predominantly black, with Africans accounting for 59% and whites 18%. Nkala said TETA aims to increase the proportion of women employees, who currently account for 19% of the workforce. "Women bring unique perspectives, skills, and leadership styles that can drive innovation, improve decision-making, and enhance service delivery."

Nkala said TETA sees several opportunities for supplying skills to the transport sector, starting with market



Kgatle Nkala, TETA's Executive Manager for Corporate Services, told the Summit that 'transport is the pulse that keeps the country alive'. Photo: Eddie Mtsweni

growth, as the South African Freight and Logistics Market is expected to grow at a compound annual growth rate of 6.24% between 2025 and 2030.

The sector currently contributes 6% of South Africa's GDP, and TETA believes that with strategic investment, policy support, and the integration of smart infrastructure and green technologies, the sector could grow to contribute between 8% and 10% of GDP by 2030.

Nkala said this growth will be driven by expanding logistics networks, increased urbanisation, regional trade under the African Continental Free Trade Area (AfCFTA), and the transition to more sustainable and efficient transport systems.

Skills like data analysis, artificial intelligence, cybersecurity, and software development are in high demand in the sector, he said, and TETA aims to help provide some of them.



Kgatle Nkala told the Summit that 'the demand for skilled drivers is set to grow' because 'they provide critical decision-making, safety oversight, and adaptability in dynamic conditions'. Photo: Vecteezy.com

Another driver of opportunity is investments in infrastructure, which is crucial for sustainable growth and employment opportunities. The government aims to invest about R402 billion in the sector over the next three years.

Nkala said some of the challenges that the sector faces include volatile costs and prices, supply chain disruptions, such as those brought by the Covid-19 pandemic, security risks, and the need for more efficient logistics.

The transport sector is widely recognised as one of the hardest to decarbonise due to its heavy reliance on fossil fuels and complex logistics value chains. However, the industry is making meaningful strides toward clean energy, and this provides an opportunity for TETA to provide a new set of skills.

These efforts include the introduction of electric vehicles (EVs) in both public and freight transport, investment in rail electrification, the development of biofuels and green hydrogen, and the adoption of smart mobility solutions to optimise routes and reduce emissions. "These shifts require a new generation of skills," Nkala said.

Key among these are electrical and mechanical engineers with a focus on EV systems, green hydrogen technology expertise, battery maintenance and recycling, software and data analytics for smart transport systems, as well as specialised skills in renewable energy integration and infrastructure planning.

"Collaboration between government, industry, and training institutions will be vital to build these capabilities and ensure that the transport workforce is ready for a cleaner, greener future," said Nkala.

All this raises the question of whether there is a future for, say, truck drivers? And what will they do? "Yes, there is a future for them — but it is evolving," said Nkala. "Truck drivers remain essential, particularly in South Africa and across the African continent."

Human oversight

This is because there is still a need for human oversight and flexibility, with full automation many years away, especially in complex or rural environments. "Truck drivers provide critical decision-making, safety oversight, and adaptability in dynamic conditions," said Nkala.

Growing demand for freight with increased trade, e-commerce, and regional integration through initiatives like AfCFTA means the demand for road freight and skilled drivers is set to grow.

The transition to green logistics as the sector decarbonises creates new opportunities that will arise for drivers trained in operating and maintaining electric or green hydrogen-powered trucks.

Nkala said the future truck driver may also be a logistics coordinator, data operator, or fleet efficiency monitor. "With the right training, today's drivers can transition into higher-skilled, better-paying roles within a modernised transport sector."

Minister's Corner

Developing a national policy on entrepreneurship education

Basic Education Minister SIVIWE GWARUBE
on the mission to equip South Africa's youth with the mindset, skills, and tools they need to create their futures in a fast-changing and uncertain world



Huge challenge: Minister Siviwe Gwarube says 'education is not only about preparing our youth for further education and training and jobs; it is about preparing them for life'. Photo: Eddie Mtsweni

At the outset, let me state this plainly: South Africa's education system carries the heavy responsibility of preparing young people not only for the world as it is, but for the world as it is becoming.

The challenge before us is as profound as it is urgent. We are a nation where 74% of working-age young people are unemployed. These numbers are staggering, but more sobering is the realisation that behind each number is a life, a family, and a community held back by the structural constraints of our past and the limitations of our present.

Let us be clear: what we have in South Africa is not just an employment crisis. It is a human potential crisis. It is a failure of systems to equip young people with the skills, competencies, and agency they need to thrive in an increasingly unpredictable world.

Scores of young people are not in employment, education or training. This is the great tragedy of our times.

We are living in a VUCA world — a world that is Volatile, Uncertain, Complex, and Ambiguous. Some go further to say our world is also BANI — Brittle, Anxious, Non-linear and Incomprehensible. These are not some abstract academic concepts. This is the lived reality of every young South African navigating a future where the speed of change outpaces the stability of traditional pathways.

Our current education pathways were designed for an industrial economy — an economy where for-

mal employment in large firms or government was the main route to a stable livelihood. But that world is rapidly vanishing.

Today's young person must be prepared to navigate a world where gig work, digital platforms, green economies, AI-driven industries, and entrepreneurial ventures are not optional but central to economic participation.

Stark truth

Yet, the stark truth is that our basic education system is not yet fully preparing learners for that world. Out of every 100 learners who start school, only 50 to 60 finish, and only about 14 qualify for university, with just six graduating within six years.

If we do not shift how we think about education, we risk consigning millions of young people to cycles of poverty, exclusion and hopelessness.

This policy dialogue is not a side conversation about optional additions to the curriculum. It is at the core of how we design our Economics and Management Sciences curriculum to respond to the realities of the 21st century.

Entrepreneurship is not simply about starting a business. It is about problem-solving, resilience, creativity, adaptability, financial literacy and the ability to turn ideas into value creation, whether in a job, in a community or as a business owner.

Our deliberations at this policy dialogue must align with our drive to improve foundational literacy and numeracy, which is the number one priority of the 7th Administration. No child can develop entrepreneurial thinking if they are still struggling to read, write and count meaningfully.

Our task over the next three days is to begin shaping a national policy on entrepreneurship education. This is not merely a bureaucratic exercise. It is a mission to equip South Africa's youth with the mindset, skills, and tools they need to create their futures.

Colleagues, this dialogue builds on a number of policies and curricula that already exist in the department, including the Three Streams Model that we have already begun implementing in our schools and are aligning with the Department

of Higher Education and Training. This whole-of-government model is about strengthening academic, technical-vocational, and occupational streams in our education system.

This is why we are embedding entrepreneurship in our efforts to strengthen the delivery of the national curriculum, linking it with the General Education Certificate, and ensuring that learners are exposed to the mindsets and skills needed for sustainable livelihoods.

We must equally accept that we cannot teach entrepreneurship in a vacuum.

Ubuntu

Entrepreneurship must be rooted in Ubuntu. A South African entrepreneur cannot just create profit; they must create shared value for themselves and their communities. They must create entrepreneurial ventures that serve the bottom of the pyramid and solve social issues.

This is why this policy dialogue is deliberately multisectoral. The government cannot do it alone. We need business, civil society, educators, unions and the inno-

vation ecosystem to work together — breaking down silos, pooling resources and co-creating solutions.

This gathering is about transforming the collective awareness, mindset, and commitment and shaping our education system in a way that serves our young people and our country.

Success, for me, looks like a future where learners leave our schools not only with a certificate but with:

- The ability to identify problems and design solutions;
- The confidence to start something — whether it's a small business, a community project, or a social enterprise;
- The skills to navigate the formal and informal economy; and
- Digital literacy, financial literacy and ethical leadership rooted in Ubuntu.

Success is a future where young people no longer wait for jobs that may not exist but instead create opportunities for themselves and others.

As I conclude, I want to say that the scale of the challenge is huge, but so is the opportunity. Africa is the youngest continent on Earth. By 2050, we will be home to the world's largest working-age population.

This demographic transition can either be the rocket fuel for economic growth or a ticking time bomb of disillusionment and despair.

The difference between those two futures is what happens in rooms like this one, where policy becomes action, where we choose collaboration over lamentation.

Let me leave you with this: education is not only about preparing our youth for further education and training and jobs; it is about preparing them for life.

It is about equipping them with the ability to adapt, to lead, to innovate, and to contribute meaningfully to society, whether as employees, entrepreneurs, or engaged citizens.

In the spirit of Ubuntu, let us work together to ensure that entrepreneurship is not the privilege of the few but the possibility for the many.

The journey starts here today. And the future of our country depends on what we choose to do next.

This is an edited version of a speech given by Siviwe Gwarube, the Minister of Basic Education, at the Inaugural Policy Dialogue on Entrepreneurship.

DG's Corner



Leading the way: Director-General Mathanzima Mwele outlines the recent high-level meetings he and Minister Siviwe Gwarube have held with stakeholders from across the world to improve educational outcomes. Photo: Eddie Mtsweni

South Africa can lead the world in Early Childhood Education

MATHANZIMA MWELE

Over the past few months, the Department of Basic Education, led by the minister and me, had an opportunity to interact with several stakeholders from across the world, in both developing and developed countries, to exchange ideas and information on how to improve education outcomes in our respective countries.

These sessions are vital to allow us to benchmark ourselves against global peers, especially middle-income emerging economies like South Africa. While we learn a lot from other countries, it is worth noting that in areas such as expanding access to Early Childhood Development and making Grade R compulsory, and even in how we prepare our children for school exit through the Further Education Training phase (Grade 10 to 12) and matric, the world learns from South Africa. Earlier in the year, in the United Kingdom, Basic Education Minister Siviwe Gwarube participated in the British Council and Department for Business and Trade Joint Africa Ministerial Breakfast, alongside other ministers from across sub-Saharan and North Africa.

The engagement provided a platform to discuss innovative approaches to education transformation in Africa in the context of recent

withdrawals of development funding globally, and also examined examples of successful public-private interventions in Africa.

The minister held talks on digital solutions that can be used to reduce the administrative burden on educators and improve access to quality, inclusive education. South Africa already has extensive use of digital tools and platforms to improve access to education through its response to the Covid-19 pandemic, when schools had to be closed for an extended period.

Possible collaboration

As a legacy of South Africa's chairmanship of the G20 2025, the minister met delegates at Cambridge University Press to explore avenues for possible collaboration on education matters.

The minister addressed the All-Party Parliamentary Group High-Level Ministerial Roundtable, which was attended by African Ministers of Education, the UK government, MPs, and members of the Coalition for Foundational Learning to discuss partnering to drive improvements in foundational learning in Africa.

The minister also addressed the Oxford Education and Policy Dialogue hosted by the Blavatnik School of Government at Oxford University. The dialogue was held under the

theme "Resilient Education Systems: Evidence-Based Education in Times of Scarcity."

In her interaction, the minister reflected on the opportunities and challenges of advancing foundational learning and evidence-informed policy making in diverse national contexts.

She further shared lessons of the South African experience in developing dedicated research capacity to enhance, from an evidence-based perspective, sector planning, monitoring, and evaluation.

At the second meeting of the G20 Education Working Group held at Sun City in North West at the end of March, we presented a mouth-watering take on how the country succeeded in facilitating critical discussions under the G20 South African presidency theme, "Solidarity, Equality, and Sustainability".

Delegates gathered to continue discussions on the G20 Education Working Group priorities. The talks were centred on priorities on foundational learning around Early Childhood Care and Education (ECCE) and on mutual recognition of qualifications.

Further, we highlighted education and professional development for a changing world. On the first day, the gathering engaged and facilitated two separate seminars synchronised with the identified priorities.

We also facilitated the seminar on foundational learning under the theme, "New solutions for population-level access to quality ECCE programmes", which took place at Maritane Bush Lodge, North West, on 27 May.

In those discussions, Minister Gwarube indicated that the theme for the ECCE seminar underscores a collective commitment to ensuring that no child is left behind during their most formative years.

The minister emphasised that the G20 South African presidency carried the weight of responsibility of ensuring that African perspectives were placed squarely at the centre of global discussions.

Shaping the agenda

During that discussion, the minister said: "We are not just participating; we are shaping the agenda. In our context, we refer to Grades R to 3 as the Foundation Phase. This integrated approach was reaffirmed during the Education World Forum, with many partners highlighting that early childhood investments must be linked to measurable learning improvements." The forum took place in May in the UK.

The minister called on all G20 members to join South Africa in deepening the country's collective commitment to literacy and numeracy outcomes. She told the meeting that the G20's

agenda reflected the full scope of what children needed to thrive and what countries must prioritise to achieve inclusive, equitable learning.

The department's approach, as we presented in the meeting, is informed by the strong feedback we received during the Education World Forum, where the importance of connecting early childhood investments with measurable improvements in foundational learning outcomes was emphasised.

And we commit to placing foundational learning firmly on the global agenda. We cannot afford to focus on ECCE in isolation; it must be accompanied by a clear and coordinated drive to improve early grade reading and mathematics outcomes.

South Africa, holding the G20 presidency and anchoring the G20 focus on both ECCE and the Foundation Phase, seeks to ensure that the global education discourse reflects the full scope of what is required to equip all children with the skills they need to thrive.

South Africa also aims to share its experience and outcomes with the rest of the world, including developing countries. I can confidently declare that South Africa can be a world leader in this area.

Mathanzima Mwele is the Director-General in the Department of Basic Education

Student funding

NSFAS chairperson brings a practical mindset to her role

National Student Financial Aid Scheme Chairperson Dr Karen Stander talks to Inside Education about what attracted her to the role, fixing NSFAS, and what students need to do to thrive

THEBE MABANGA

Tell us a bit about yourself. Where were you born and raised, and what drew you to study economics and management?

I was born in Pretoria and grew up on a sugarcane farm in Eshowe, KwaZulu-Natal. On the farm, I saw many people who worked very hard but still could not succeed, because they lacked business knowledge. That is why I studied strategy: I wanted to understand how business works, because I saw too many people fail who should have succeeded.

What attracted you to the role of chairperson of the NSFAS Board, and which of your academic and professional roles best prepared you for it?

It's simple: students. I have worked with young people for many years, and I see the immense potential they possess, but also the unfairness of the world when one does not come from the right background.

What attracted me to the Board was the chance to make a real difference — to help students not just survive, but build something that helps them succeed, even in a world where they do not always get a fair chance at a job.

In my academic and professional work, I have always focused on practical impact — taking what we learn and using it to change lives. That is the mindset I bring to NSFAS: to see the student, not just the system.

What is NSFAS's value proposition to South Africa?

For a parent, NSFAS is the chance to see their child graduate. For a student, it's often the only bridge between potential and opportunity. For the country, it's an investment

— it's about building futures.

Only a third of NSFAS beneficiaries complete their studies. How can that be improved?

It's important to recognise that many NSFAS-funded students come from under-resourced communities. For some, attending university or college may be their first time away from home, often far from familiar networks of care and support. They arrive in complex academic and institutional environments, and we expect them to succeed, largely on their own.

This is where the cracks begin to show — not because of a lack of ability, but because the system is not designed to carry them through.

That is why we are prioritising decentralisation and support models that enable us to see the whole student, not just the student number. We are exploring frameworks that include mentorship, psychosocial support, and clear pathways to success. Our

goal is not just to fund entry, but to enable completion and real opportunity.

Apart from the completion rate, what do you view as the three biggest challenges faced by NSFAS, and how do you think they can be tackled?

First, data and systems integration. Without real-time, accurate data shared between NSFAS, institutions, and government entities, we face delays, errors, and inefficiencies. To tackle this, we are prioritising digital transformation and Application Programming Interface-based integration that respects institutional autonomy while enabling seamless coordination.

Second, institutional alignment and role clarity. NSFAS operates within a complex ecosystem, and sometimes the roles between funder, institution, and student become blurred.

To resolve this, we need stronger service-level agreements and shared accountability frameworks with universities and TVET colleges, ensuring that funding, academic support, and student well-being are managed collaboratively, not in silos.

Third, restoring public trust. Over the years, operational challenges have eroded confidence in the system. Tackling this requires transparency, responsiveness, and consistent communication as part of our daily culture. Trust is not built in a press release — it's built in how we show up, fix problems, and engage stakeholders.

These are not overnight fixes, but they are non-negotiable if we are serious about transforming student funding from a transactional model into a developmental one.

How does the change in NSFAS's business model from being a partial loan funder to being a full bursary funder impact its long-term sustainability?

The shift to a full bursary model was a profound policy decision — one rooted in the principles of redress, justice, and inclusion. It expanded access for hundreds of thousands of students who would otherwise have been excluded from higher education. But with that expansion came fiscal pressure, and it is now

essential that we look at long-term sustainability without compromising the core principle of access.

To ensure NSFAS's future, we need to move from a model of open-ended obligation to one of shared contribution. Graduates who have completed their studies and are meaningfully employed may be willing to contribute back through structured alumni giving, voluntary graduate return schemes, or sector-specific funding compacts.

Second, sustainability also depends on effectiveness. A well-targeted, high-throughput system that minimises drop-out and accelerates transitions to employment will naturally reduce the cost-per-graduate and increase public return on investment.

Lastly, we need to formalise cross-sector partnerships — where government, private sector, and philanthropic actors co-invest in talent pipelines aligned to national priorities.

Fees Must Fall taught us that higher education is a national priority. The challenge now is to design a funding model that respects that mandate and ensures we can sustain it for generations to come.

How soon can NSFAS beneficiaries expect challenges around applications and payments to be resolved?

To every student who is facing delays or uncertainty, I say: 'We see you.' We know that funding delays can affect your ability to eat, to attend class, and to feel like you belong. And that is not acceptable.

The NSFAS leadership, under Acting CEO Waseem Carrim, is working daily to stabilise the systems, clear backlogs, and ensure more predictable and transparent disbursements.

We are also working on improving communication, because the worst thing is not just the delay — it's the silence. While we cannot promise overnight fixes, what we can commit to is doing the work, every day, to build a system that works for you.

As we say in isiZulu: *Imfundo yisibani esikhanyisela ikusasa* — Education is the lamp that lights the way to the future.

May our work continue to bring light, dignity, and opportunity to every student we serve.

Skilling Mzansi

Green is the new gold: SA's moment for green entrepreneurship

YERSHEN PILLAY

Imagine a South Africa where the sun powers communities, waste fuels industries, and rural youth become green tech pioneers. That future is within reach, if we act now. As the world grapples with rising climate risks, deepening inequality, and economic fragility, the question is no longer whether we must go green but how fast, how far, and how inclusively we can do it.

For South Africa, a country with one of the highest youth unemployment rates in the world and a pressing need for economic transformation, green entrepreneurship presents an unprecedented opportunity. It's time to stop treating sustainability as an afterthought.

We must centre it in our economic planning, not only as a moral obligation, but as a strategic advantage. Done right, green entrepreneurship can create industries, unlock innovation, and restore ecosystems. It can uplift and empower rural and poor communities. And perhaps most importantly, it can give our youth a future worth believing in.

Why green?

Let us begin with the fundamentals. Why go green? First, it's cleaner. Climate change is not a distant threat; it is already here, disrupting agriculture, displacing communities, and damaging infrastructure. A green economy curbs emissions, reduces pollution, and protects biodiversity.

Second, it's cheaper in the long run. Renewable energy, for example, has become more cost-effective than fossil fuels in many parts of the world. Green technologies are increasingly modular, scalable, and economically viable.

Third, and most importantly, it is sustainable. Green models align long-term economic growth with environmental stewardship, creating resilience rather than extraction.

Green entrepreneurship is about building a more humane and sustainable society. It's about finding that sweet spot where innovation, inclusion, and impact converge. In short, green is the new gold.

Our natural advantage

South Africa is not starting from zero. We are blessed with abundant sunlight, strong mineral reserves, rich biodiversity, and a dynamic, youthful population hungry for



Brighter future: An AI-generated image of a green hydrogen renewable energy facility. Photo: Vecteezy.com

opportunity. We also have growing pockets of innovation and entrepreneurship from agri-tech hubs to clean energy startups that are quietly but steadily rewriting the script.

South Africa has a unique opportunity to lead in the green hydrogen economy. With 70% of the world's platinum reserves, a key component in hydrogen fuel cells, South Africa could manufacture electrolyzers and fuel-cell components locally. Initiatives like the Sasol-Green Hydrogen National Programme and CHIETA's Green Hydrogen Skills Centre are already laying the groundwork for a future-ready hydrogen economy.

We could establish modular production units, support hydrogen-powered logistics solutions such as forklifts, and develop containerised hydrogen hubs. The market is already forming; we must act quickly to own it.

Green ammonia presents another bold opportunity, particularly in fertiliser production, where decarbonisation is urgently needed. With the right investment, South Africa could pioneer ammonia-based solutions for both agriculture and green shipping fuels. Imagine small-scale

ammonia plants serving farming cooperatives, bringing industrial solutions to rural economies.

Circularity, construction, and clean chemistry

Green plastics are another critical frontier. Traditional plastics, derived from fossil fuels, are polluting our oceans and clogging landfills. The world is crying out for circular, biodegradable alternatives, and we can meet that demand.

We must support green plastics incubation programmes that partner with sugar mills, breweries, and food producers to convert waste into sustainable polymers. We can create hubs for 3D filament production and foster circular design thinking in product development. This is a global export opportunity waiting to be unlocked.

In the building and construction sector, eco-brick manufacturing and energy-efficient home retrofitting offer a dual solution addressing the housing crisis while reducing carbon emissions. South Africa can train artisans in green building techniques and insulation materials derived from recycled waste. This is job creation that is both practical and green.

smart sensors, AI, and data-driven planting techniques, and you have the makings of a digital green food economy. Our youth must be the architects of this transformation.

But to truly unlock green entrepreneurship, we must build the green workforce. This requires investment in training programmes for solar technicians, biogas specialists, eco-plumbers, and green artisans. We must integrate green career guidance into schools and TVET colleges and develop digital platforms that connect green-certified professionals with market demand.

Funding the future

Of course, entrepreneurship requires more than good ideas; it requires resources. The Chemical Industries Education and Training Authority (CHIETA), in recognition of this need, has allocated R40 million toward entrepreneurship development, with a focus on green startups. This is an important step, but it must be scaled, replicated, and embedded across the ecosystem.

We need dedicated grant windows for green SMMEs, especially youth- and women-led ventures. We must create green incubation hubs in rural areas, aligned to local value chains. We must incentivise public-private partnerships that offer skills development, market access, and compliance support.

Big picture thinking alone won't change lives. We need boots-on-the-ground implementation, backed by funding, training, and political will.

From green shoots to green systems

The opportunity is clear. So is the urgency. South Africa doesn't need to choose between growth and sustainability. With green entrepreneurship, we can drive both. We can industrialise our economy, build climate resilience, and create dignified livelihoods — all at the same time.

This is not about wishful thinking. It's about bold planning, smart policy, and entrepreneurial energy. If we invest now in ideas, in infrastructure, and in people, we can turn green from a buzzword into a backbone of our economy.

Because green isn't just good. Green is gold. Let's mine it sustainably, inclusively, and boldly.

Yershen Pillay is the CEO of the Chemical Industries Education and Training Authority (CHIETA).

Science & Technology

Science, technology and innovation

Dr Blade Nzimande outlines how the Department of Science, Technology and Innovation champions inclusive innovation, scientific sovereignty and transformation

JOHNATHAN PAOLI

The Minister of Science, Technology and Innovation (STI), Dr Blade Nzimande, has positioned the department as the strategic engine of the government's push for industrialisation, youth development, digital transformation, energy security and scientific sovereignty against a backdrop of economic volatility, social inequalities and global uncertainty.

The strategic partnership between his department's 2025/26 budget in Parliament, Dr Nzimande presented a vision of STI as a transformative force for national development.

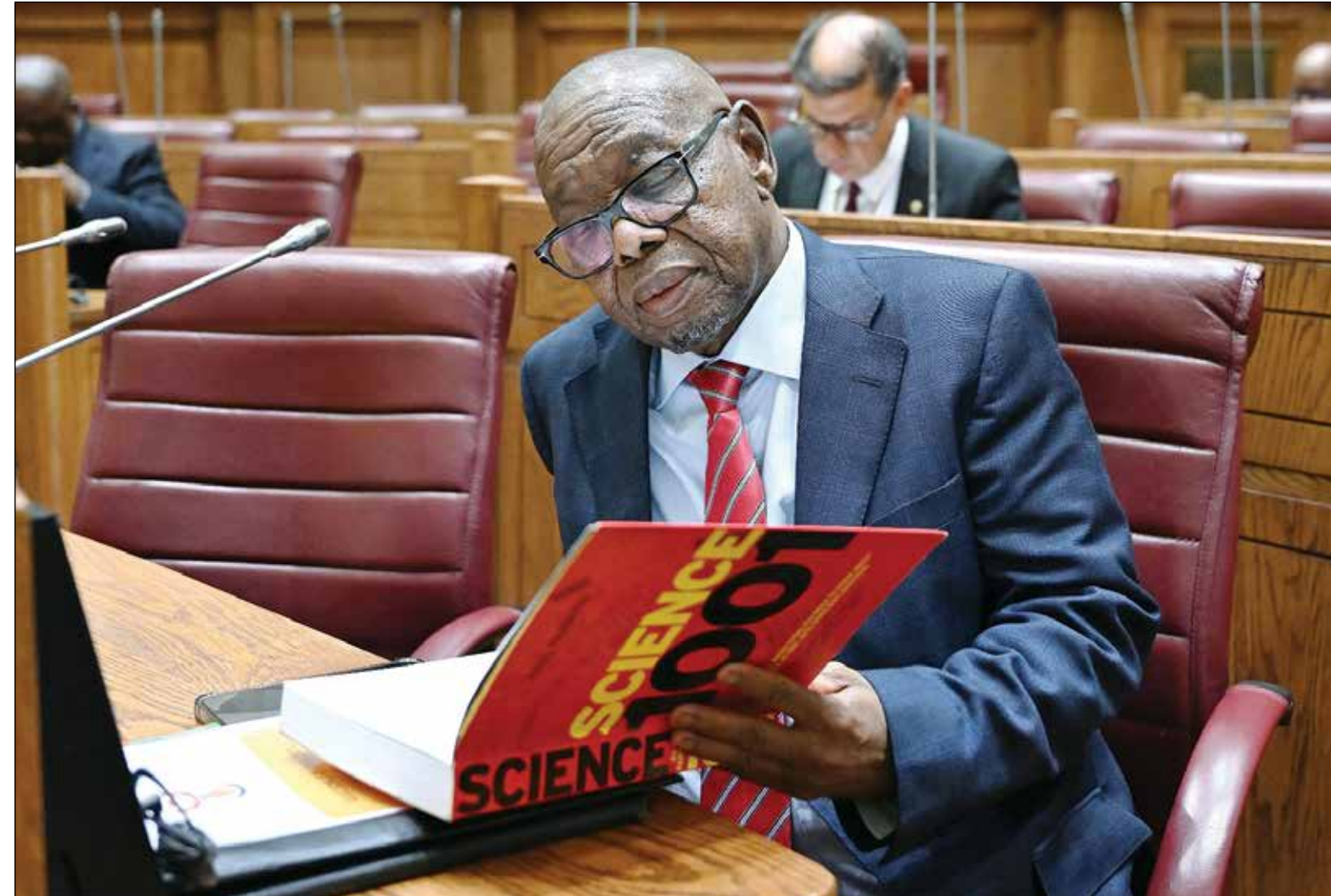
"Science must be at the heart of solving South Africa's challenges, from joblessness and poor service delivery to climate change and global competitiveness. We are not pursuing science for science's sake. Our work must change lives. We must build a sovereign, inclusive innovation system that leaves no community behind," the minister said.

Despite a constrained fiscal environment and a reduced budget of R9.06 billion, down from R9.47 billion in the previous financial year, the minister presented an ambitious plan grounded in the Decadal Plan 2022–2030, the 2019 White Paper on STI, and the National Development Plan 2030.

Dr Nzimande placed emphasis on using innovation to stimulate local economic growth, build capacity in marginalised communities, and advance sovereignty through strategic control of intellectual property, health innovation, and advanced manufacturing.

Highlighting tangible achievements, the minister offered a snapshot of the department's sectoral innovation programmes.

The Mandela Mining Precinct, a public-private partnership research centre in Johannesburg, has devel-



Tangible achievements: Minister of Higher Education and Training Dr Blade Nzimande says the government must 'raise the visibility, scale and impact of science in the daily lives of all South Africans'. Photo: Eddie Mtsweni

oped state-of-the-art technologies to detect loose rock from a safe distance and prolong the productive lifespan of mines.

The Council for Scientific and Industrial Research (CSIR)'s Metalex project is pioneering an additive manufacturing prototype machine, scheduled for completion by March next year, under the Circular Manufacturing Initiative.

The Agricultural Bioeconomy Innovation Partnership Programme has raised over R300 million to drive innovation in food systems and support emerging farmers.

The flagship Nuclear Medicine Research Infrastructure, which was launched in May last year at the Steve Biko Academic Hospital in Pretoria, has received R720 million in DSTI investment. The facility is the first of its kind in Africa and aims to revolutionise diagnostics and drug development for diseases like cancer, TB, and neurodegenerative disorders.

The Vaccine Innovation and Manufacturing Strategy targets local production of vaccines for diseases such as Covid-19, HPV, Hepatitis B and Rift Valley Fever.

Addressing the digital transformation agenda, the minister warned that South Africa could not afford to be a bystander in a global

digital economy expected to reach \$16.5 trillion by 2028.

Artificial intelligence

The department, in partnership with the National Advisory Council on Innovation, has developed a new Artificial Intelligence Strategic Framework, aligning with national and global priorities, as part of a broader investment in AI, space science, and cyber-infrastructure.

On energy, the minister reported on progress with the Hydrogen Society Roadmap, the Green Hydrogen Commercialisation Strategy and the Platinum Valley Initiative.

Additionally, the CSIR's Clean Coal Technologies are being refined to boost coal efficiency with lower emissions.

Dr Nzimande reaffirmed astronomy as a cornerstone of the department's international leadership.

He told the National Assembly that construction of the Square Kilometre Array (SKA) telescope was advancing steadily toward its 2030 completion target. The SKA has already attracted R9.5 billion in foreign direct investment, with R3.2 billion earmarked for local industry and the South African Radio Astronomy Observatory.

"Astronomy is one of our most powerful science diplomacy tools,

attracting global collaboration and investment," Dr Nzimande said.

The department's joint efforts with the Tourism Department under the National Astro-Tourism Strategy were further highlighted with the launch of the Remote Operations Centre and Visitors' Centre at the South African Astronomical Observatory (SAAO) in Cape Town.

Dr Nzimande announced that 10 to 15 venture capital funds would be supported through the Innovation Fund Programme to promote early-stage entrepreneurship and scale up innovation.

He also reiterated the department's support for the Indigenous Knowledge Systems (IKS) Act, noting new investments in IKS labs at the Universities of Venda, Pretoria and the Free State.

"Indigenous knowledge is not folklore. It is innovation rooted in our people and must be protected, developed and monetised," he said.

The minister expressed concern over the continued racial and institutional imbalances within South Africa's research ecosystem.

Of the 288 research chairs, many are still located at historically advantaged institutions.

The department is working with the National Research Foundation to expand research chairs at histori-

cally disadvantaged institutions and introduce new chairs to close gender and racial gaps.

Following the National Summit on Transformation of the National System of Innovation in March, the department began implementing resolutions focused on diversity, equitable funding and rural participation.

Dr Nzimande reaffirmed South Africa's commitment to multilateralism through BRICS, South-South cooperation and the G20.

As chair of the G20 Research Innovation Working Group, South Africa is pushing for African science and innovation priorities on the global agenda.

Dr Nzimande also outlined seven pillars to anchor the department's efforts this financial year.

They include raising research and development spending to 1.5% of GDP, expanding the STI workforce through the Presidential PhD Programme, strengthening inter-ministerial coordination, upgrading infrastructure, aligning the Decadal Plan with other departments, scaling up investment in AI, IKS, energy and vaccines, and enhancing public STI awareness through outreach.

"We must raise the visibility, scale, and impact of science in the daily lives of all South Africans," Dr Nzimande said.

Science & Technology

are key to solving SA's challenges

Delivering her speech alongside Dr Nzimande, Deputy Minister Nomalungelo Gina also emphasised that innovation must be democratised, localised and inclusive.

Her address championed a decentralised National System of Innovation that places youth, women, municipalities and rural communities at the centre of the innovation economy.

"We will not rest until the science, technology and innovation agenda reaches the furthest corners of our villages and townships," Gina declared.

The deputy minister celebrated progress on the Municipal Innovation Fund, which empowers municipalities to drive technology-based service delivery.

Partnerships

She confirmed partnerships with the SA Local Government Association and the University of KwaZulu-Natal on the Municipal Innovation Maturity Index to measure innovation adoption in local government.

The Municipal Innovation Recognition Awards have also been launched to honour high-performing municipalities.

Gina called on the private sector to expand its role in STI, announcing a Letter of Intent with Huawei to collaborate on AI and research.

In education, Gina spotlighted the department's partnership with Basic Education to reinvigorate STEM (Science, Technology, Engineering and Maths) education in

under-resourced schools.

"Without private sector investment, our STI dreams will remain blueprints on paper," she warned.

Gina detailed the department's expanded investment in IKS laboratories at five universities and reported on progress with the IKS Bio-Innovation Institute and the Recognition of Prior Learning for traditional health practitioners.

She also highlighted the African Legacy Medical Cannabis Programme, now operating in 18 communities, and shared that a second Smart Village would be piloted in KwaNobamba in KwaZulu-Natal, after the success of Nyandeni in the Eastern Cape.

Gina reaffirmed support for the Grassroots Innovation Programme, especially for people with disabilities.

She celebrated partnerships with the Green Youth Network, including initiatives like the Green Youth Indaba and Global Investment Forum, aimed at equipping young people for the green economy.

A total of 55% of postgraduate research grants now go to women, with key initiatives including women in science awards, Black women in science, and women in hydrogen programmes.

"Science cannot be gender blind. We are committed to empowering black women in science, leadership and entrepreneurship," she said.

The minister and deputy minister joined the Tourism Department for the official launch of the SAAO's Remote Operations Centre and Vis-



Hi-Tech: One of the workers at the Square Kilometre Array site in the Karoo. Photo: South African Radio Astronomy Observatory

itors Centre in Sutherland, Northern Cape.

Astro-Tourism

These developments, which are part of the Astro-Tourism Strategy, support scientific research, public engagement and tourism development.

The SAAO is now remotely connected to the Southern African Large Telescope, enabling more ef-

ficient operations and wider accessibility.

As part of its Budget Vote Outreach programme, the department launched the Remote Operations Centre (ROC) and Visitors' Centre at the SAAO.

Led by the minister and other department officials, as well as the Tourism Department, the programme forms part of the inter-departmental Astro- and Science-based tourism.

"We are not just building telescopes, we are building dreams, careers, communities and industries. Our skies are among the clearest in the world, and with the support of our people, our youth and our scientists, they can be the clearest pathway to South Africa's future," Dr Nzimande said.

The ROC, valued at R1.3 million, enables astronomers to control the Southern African Large Telescope, the largest optical telescope in the southern hemisphere, from Cape Town, which is nearly 400km away from its physical site in Sutherland.

The facility advances algorithms to adjust observational strategies in real time based on weather conditions, significantly improving research productivity.

The visitor's centre, developed for R4 million with R737,000 in support from the Tourism Department, was constructed by converting a disused water pump station into a dynamic hub for public astronomy.

Since its soft launch in August last year, it has welcomed over 5,000 visitors, including school groups and international tourists.

Interactive exhibits, such as VR simulations and real-time planetary data displays via the "Magic Planet" installation, provide an immersive education experience.

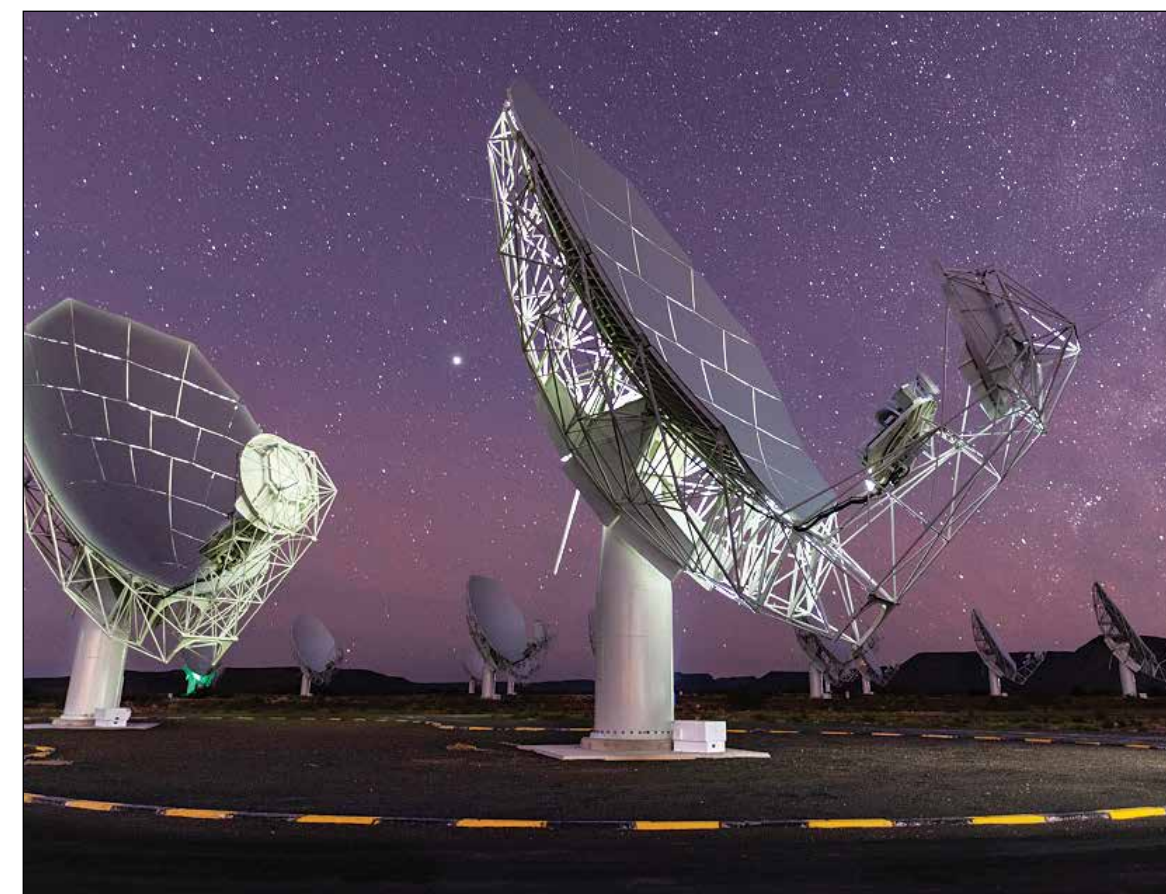
The launch operationalises key elements of the National Astro-Tourism Strategy, approved by Cabinet in April.

The strategy focuses on five pillars: infrastructure development, experience optimisation, public-private partnerships, inclusivity and transformation, and sustainable economic growth.

The department said that, since 2011, 87 postgraduate students have graduated from SAAO's programmes, demonstrating the observatory's commitment to transformation.

Through partnerships such as the National Astrophysics and Space Science Programme and community engagement initiatives, SAAO reaches over 200,000 learners and thousands of educators annually.

"With clear priorities, inclusive programmes and a commitment to transformation, the department is aiming to ensure that innovation is no longer confined to laboratories and elite institutions, but instead becomes a driving force in every province, municipality and community," Dr Nzimande said.



Listening to the stars: The Meerkat Radio Telescope in the Karoo. Photo: South African Radio Astronomy Observatory

Travel

When dinosaurs roamed the Free State

SIMON NARE

Stepping inside the Kgodumodumo Dinosaur Interpretation Centre at the Golden Gate Highlands National Park at the foot of the Maluti Mountains takes visitors on a thrilling 200-million-year journey back in time to when dinosaurs roamed the Free State.

Kgodumodumo means “Great Giant” in Sesotho, reflecting the awe-inspiring nature of the massive beasts, and the centre aims to blend science, culture, and conservation.

And once inside this new world-class facility that celebrates South Africa’s prehistoric heritage, visitors gain knowledge of the mighty creatures through a unique, interactive facility designed to showcase South Africa’s paleontological, archaeological, and geological heritage, offering an immersive experience for all ages.

The centre, which is offering free entry until September 30, provides a hands-on experience with exhibits showcasing dinosaur fossils, models, and information about palaeontology, archaeology, and geology, as well as the local Basotho culture. It is designed to be accessible to people living with disabilities, including those in wheelchairs and with visual impairments.

Heaviest

The centre is home to several life-sized sculptures, such as the plant-eating *Ledumahadi mafube* (meaning “giant thunderclap at dawn” in Sesotho), a 12-ton and 12-metre-long dinosaur considered the heaviest to have roamed the area in prehistoric times. A fossil of the creature was first discovered in the area in 1989.

Also, on display is one of the original dinosaur nests — and the eggs it contained — that was discovered in the area by scientists.

There are educational videos on the fossils and how they are constructed, giving visitors a glimpse of what the creatures looked like and how big they were.

Dinosaurs roamed the province during the early Jurassic period, roughly 200 million years ago, at a time when the supercontinent Gondwana was still intact.

The most widely accepted theory for the extinction of dinosaurs is a massive asteroid impact that occurred roughly 66 million years ago. This impact, likely caused by



Time travellers: Tourism Minister Patricia de Lille with Morena e Moholo Moremoholo Mopeli of the Bakoena royal family (centre) and Dr Dion George, Minister of Forestry, Fisheries and the Environment, at the opening of the Kgodumodumo Dinosaur Interpretation Centre at the Golden Gate Highlands National Park. Photos: Rey Thakuli/SANParks



A reconstruction of one of the dinosaurs that lived in the Free State 200 million years ago.

an asteroid the size of Mount Everest, would have had catastrophic consequences for the Earth’s climate and environment.

While other factors like volcanic eruptions and gradual climate change may have contributed, the asteroid impact is considered the primary cause of the demise of non-avian dinosaurs.

Birds are the only surviving lineage of dinosaurs. Through the process of evolution, birds evolved from a group of small, feathered, meat-eating dinosaurs.

While the exact number of dinosaur species that lived in the Free State is unknown, several groups of species have been identified from fossil remains found there.

Tourism Minister Patricia de Lille officially launched the centre in June at a ceremony that drew the community and traditional leaders who had come to witness the centre being handed over to the Golden Gate Highlands National Park, which will become its custodian.

The project is a collaboration between the Department of Tour-

ism, the Department of Forestry, Fisheries and the Environment, and South African National Parks. The Tourism Department secured funding of R120 million from the European Union for the centre.

At the opening, De Lille was joined by dignitaries including Environment, Forestry and Fisheries Minister Dion George and King Morena e Moholo Moremoholo Mopeli of the Bakoena royal family.

“This facility is a wonderful addition to our diverse tourism offerings, and it will ensure repeat

visits. Our fossil record provides evidence for us to say to the entire world, ‘Welcome home!’ From fossil evidence, we know that Africa is both the Cradle of Humankind and the Cradle of Human Culture.

“We have created something both monumental and meaningful. Let us be clear: This is not just a museum,” De Lille said at the launch.

Park manager Paddy Gordon said: “We want new visitors, both local and international, to come and learn the story of the dinosaurs.”

When renowned palaeontologist and world-famous fossil collector Professor James Kitching discovered a clutch of seven *Massospondylus* eggs that had been exposed by roadmaking operations at Rooibos near Lesotho in the Golden Gate Highlands National Park in 1976, it caused much excitement in the scientific community because they were determined to be around 200 million years old — the oldest recorded dinosaur embryos.

‘Own the story’

Jonah Choiniere, Professor of Comparative Palaeobiology at the Evolutionary Studies Institute at Wits University, told Inside Education during the opening that it was about time South Africa owned the dinosaur story as it has the oldest recorded fossilised eggs and many people across the world were coming to the country to explore the history of the dinosaurs.

Choiniere said 13 dinosaur nests had been discovered in the area to date, and there were many more that were waiting to be discovered. He said the nests were being exhibited at the centre for the first time on the continent.

“It is such a privilege to have them displayed in the place where they came from. These nests have up to 30 eggs in them. In terms of how many eggs a dinosaur can lay, evidence of other nests around the world suggests that a dinosaur can lay up to 100 eggs.”

Subsequent work at the site revealed more nests at different levels, indicating that this was a seasonal nesting place for dinosaurs.

Choiniere said scientific evidence suggests that the dinosaurs preferred the area because, in the distant past, it was lush and green.

“It was like going to the banks of the Limpopo River or the Vaal River today. So, it was a really rich ecosystem with lots of food and lots of available water,” he said.

Profile

Taking the Higher Education and Training sector to new heights

Tebogo Letsie, Chairperson of the Portfolio Committee on Higher Education, says the committee is determined to hold the ministry, department, and all associated entities accountable to Parliament

CHARLES MOLELE

Since assuming the role of Chairperson of the Portfolio Committee on Higher Education in July last year, Tebogo Letsie said the committee has achieved several successes, particularly in strengthening oversight and accountability across the department, ministry, and its entities, including the Sector Education and Training Authorities (SETAs), National Student Financial Aid Scheme (NSFAS), and public universities.

“There is currently clear and visible progress in holding the ministry, department, and all associated entities accountable,” Letsie said during an interview with Inside Education.

“There is also a renewed hope by our people that, finally, Parliament is doing what Parliament is supposed to do. This is not my victory alone, but the victory of all committee members who prepare for these meetings,” said Letsie.

“We must work together as partners in the sector to build a higher education system that produces the skill sets that the country needs for the jobs of today and the future. We must create a sector that will make sure our economy grows faster and can compete globally.

“I want to be remembered as someone who carried himself well and respected my peers in Parliament, the [Higher Education and

Training] sector and the public. As someone who arrived and united the sector for a common purpose, which is to deal with inequality, poverty and unemployment; someone who helped the sector to unite,” he said.

Letsie was recently thrust into the spotlight following a public spat with former Higher Education Minister Nobuhle Nkabane over the independence of a panel appointed to oversee the nomination of 21 SETA Board Chairs.

Controversy

The controversy erupted after it emerged that several individuals on the panel were the Minister’s advisers, her Chief of Staff, and senior departmental officials, raising serious concerns about impartiality. Some panel members have since renounced their participation.

“The issue of SETA boards is concerning,” said Letsie, “because as we speak, we don’t have any accounting authorities at all at the SETAs, which means the minister had to appoint the accounting officers to act as accounting authorities. [That is] something that doesn’t sit well with me because this kind of situation creates a problem in corporate governance.”

Born in Krugersdorp on the West Rand, Letsie grew up in a politically active household, where he and his two brothers were raised by their single mother.

He holds a Bachelor of Adminis-



Tebogo Letsie says there is clear and visible progress in holding the Higher Education and Training Department and other entities in the sector accountable to Parliament. Photo: GCIS

tration degree, which has equipped him with a strong understanding of governance and public policy.

Letsie entered Parliament as an ANC member in 2019 and has continued to rise within the party and the national legislature.

“The ANC has given us a clear mandate — to be responsible, transparent, and accountable leaders in Parliament.”

He said the ANC’s values closely align with the Batho Pele principles, making it easier for the committee to prioritise the needs of the people. “In the committee, putting people first comes naturally,” he said.

“I am passionate about helping people. What makes me happy is when I see the joy on the face of someone who had given up and lost hope. When we give them the news that their issue has been resolved — be it a student who was not receiving their allowances, or the one who was about to be evicted, and they get good news, that makes me a very happy person.”

Letsie said the Higher Education and Training sector is a key driver in tackling South Africa’s triple challenges of inequality, poverty, and unemployment.

He believes that with better coordination and investment in SETAs, TVET colleges, universities, and CET colleges, the country can progress in uplifting communities and transforming the economy.

“To achieve this, we will need the university sector to come to the party, align their careers to resolve the skills vs jobs challenges. We will also need our TVETs and SETAs to produce enough artisans to resolve the shortages.”

Letsie said CET colleges have a key role in helping get young people who are unemployable to at least have a matric plus a skill to survive.

Challenge

The core issue with NSFAS, he said, is that it has not yet fully evolved to serve students in the way it should. “The biggest challenge remains that the system hasn’t matured enough to be truly student-centric, the way we envision it. Our clients are the students, and they must be at the centre of everything we do,” he said.

“The NSFAS we want will be free of having governance challenges; the one that disperses allowances to students on time and without hurdles, the one that pays landlords their monthly fees on time and without delays, the one that pays universities correct amounts for correct students, the one that doesn’t defund students in the middle of the year. I strongly believe we will get this right within our term, but we will need everyone to play ball and come to the party.”

On the internationalisation of higher education and the need to attract and retain global talent, Letsie said the Portfolio Committee on

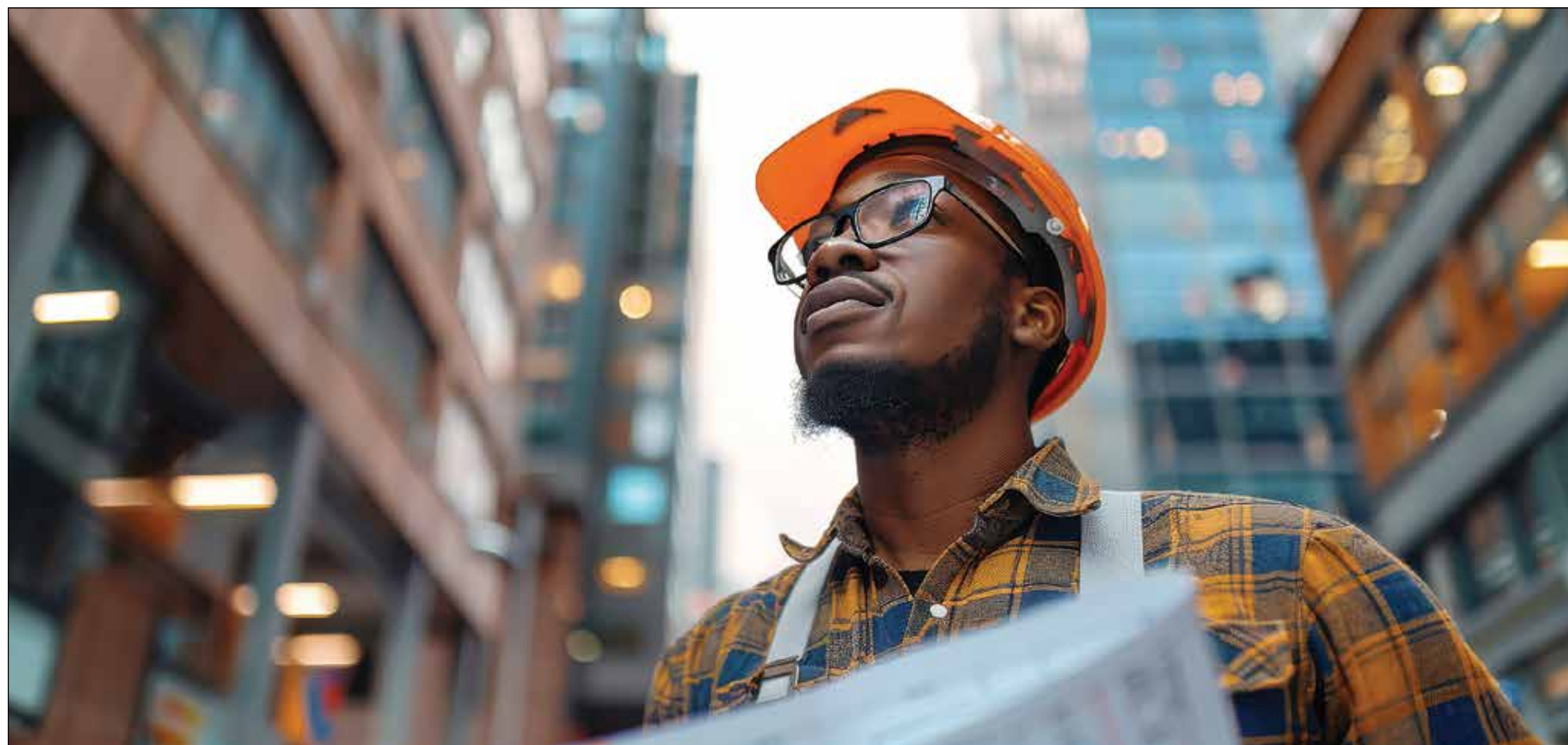
Higher Education fully supports the universities’ efforts, as outlined in the 2019 Policy Framework for the Internationalisation of Higher Education in South Africa.

“If South African universities are to compete globally, they must cultivate and retain international skills. This is critical for academic excellence and innovation,” he said.

“We also have our committee members going abroad to study how successful universities operate. I am particularly supporting the policy that would bring specific skills that we lack into the country, especially in STEM [Science, Technology, Engineering and Maths]. An example is with UFS, where they have a very skilled Mathematician in Prof Abdon Atananga who is doing an amazing job by producing several PhD Students in Maths,” Letsie said.

“The future of education in South Africa will be bright if we do a few things right. Firstly, we will need the Basic Education Department to look at the number of students who are studying STEM subjects. We have noted that several schools are over-subscribing with students studying Maths Literacy, which makes it difficult for them to enter university. We also need to look at funding towards postgraduate studies in South Africa, and we need a collaboration between basic and higher education in producing STEM teachers to resolve potential problems brewing.”

Skilling Mzansi



Building futures: The Construction Education and Training Authority is empowering young South Africans with the skills they need to succeed in the construction industry. Photo: Vecteezy.com

The CETA builds strong foundations through future-proofed skills

DINEO BENDILE

In South Africa, where unemployment, particularly among the youth, remains a pressing challenge, the Construction Education and Training Authority (CETA) stands as a critical force in shaping the skills pipeline for one of the country's most vital sectors.

Established under the Skills Development Act of 1998, the CETA is mandated to facilitate skills development in the construction and built environment industries, sectors historically underutilised in driving inclusive economic growth.

Now in the final stretch of its five-year strategic plan, the CETA is proving itself more agile, innovative, and stakeholder-focused than ever. With the theme of "Partnerships for Growth," the organisation is hitting its stride at a time when the country needs it most.

Only a few years ago, the CETA was under administration, a period that cast doubt over its capacity to deliver. Today, it has achieved a remarkable turnaround. Performance metrics now point to an organisation that has restored stability and is consistently surpassing its targets.

"The CETA will continue to achieve its skills development mandate, positioning skills as the foundation for economic development and empowerment," says CEO Ma-

lusi Shezi. "We are shaping the construction sector not just for today's economy, but for the South Africa we all hope to build."

Central to the CETA's mission is empowering young South Africans with practical, market-aligned skills. The entity places particular importance on empowering women, people living with disabilities, as well as rural and township-based individuals.

More than 19,000 learners were supported through programmes such as learnerships, apprenticeships, internships, and bursaries within the last reporting period. The organisation also expanded its recognition of prior learning efforts, helping over 1,600 workers formalise their experience.

Special focus

The CETA's reach is national, with a special focus on under-served provinces such as Limpopo, Mpumalanga, and the Northern Cape. One of its recent discretionary grant windows alone funded more than 5,500 learners across 124 entities, more than 70% of which were small businesses.

The Thapelo Madibeng Bursary Scheme has become a lifeline for students in the so-called "missing middle". Notably, 100% of the bursaries awarded at master's level were allocated to women, a testament to the CETA's intentional commitment to transformation.

The CETA also plays an increas-

ingly active role in career guidance. Through initiatives like the "Careers for Tomorrow: Impacting a Generation" programme, the organisation is working to spark early interest in the built environment and ensure that learners understand the diverse range of opportunities available in the sector.

To further enhance learner access, the CETA launched its Learner Portal in 2023, a digital self-service platform that allows prospective students to register, track application statuses, and access career resources.

The CETA understands that transformation cannot happen in silos, so its growing network of partners includes TVET colleges, municipalities, construction industry bodies, and universities.

One of its standout initiatives is the International Executive Development Programme for Women and Upcoming Executives, launched in partnership with the Gordon Institute of Business Science. With a more than 60% female participation, the programme aims to reshape the leadership landscape in construction.

The CETA's collaboration with the Council for the Built Environment also birthed the Built Environment Recognition Awards, a platform celebrating organisations that successfully guide graduates toward professional registration.

The authority has also supported participation in global events such

as the World Skills Competition and BRICS Future Skills Conference, showcasing South African talent and benchmarking the country's competitiveness on a global stage.

Beyond training delivery, and CETA is also placing heightened focus on modernising its systems. A sweeping digitalisation project is underway, targeted at improving learner management systems, grant automation and cloud infrastructure designed to improve transparency and service delivery.

Considerable headway

In its most recent reporting cycle, even while grappling with legacy issues in project monitoring, the CETA has made considerable headway, addressing 95% of the Auditor-General's action items and maintaining healthy cash reserves. Under CEO Shezi's leadership, the organisation remains committed to a zero-tolerance stance on corruption and a culture of ethical governance.

In addition, the CETA has digitised many of its compliance and reporting tools, allowing accredited training providers to submit documentation via an online interface. This transition has cut turnaround times and reduced administrative bottlenecks.

With analysts projecting a gradual recovery in South Africa's construction sector, supported by increased public infrastructure spending and commit-

ments outlined in the 2024 Budget Review, the CETA is setting the stage for sustainable, inclusive growth.

New Skills Development Centres are on the horizon in Giyani in Limpopo, Lehurutse in the North West, and Port Nolloth in the Northern Cape. SETAs work collaboratively with employers, universities, TVET colleges, community colleges, industry experts and organised labour.

These stakeholders work closely to ensure that the demand for skills matches the supply for current and future labour market needs. SETAs contribute to improved prospects of employability for beneficiaries, but they are not employment agencies or employers.

Let us be clear: SETAs do not train in isolation. The programmes offered — whether short skills courses, learnerships, artisanships, apprenticeships, or bursaries — are informed by rigorous sector-based research conducted in consultation with industry and academics. These are not arbitrary offerings, but carefully designed interventions that respond to scarce skills and employment gaps across all sectors.

It is plain wrong to suggest that SETAs are responsible for creating employment — they are part of a broad ecosystem that supports various sectors through skills training and development. If we were indeed responsible, should we not then hold universities accountable for every unemployed graduate

whose qualification fails to meet market demands? SETAs exist to complement formal education by adding practical, sector-specific training to enhance employability. The strategic importance of SETAs lies in their mandate: to bridge the divide between the classroom and the workplace, creating pathways for young people and workers to access meaningful training and improve their prospects for employability. Whether you are a school-leaver, a working professional looking to upskill yourself, or someone classified as being among the "missing middle" who cannot afford university, SETAs are there to provide financial support.

Skilling Mzansi

SETAs in action: Real skills, real businesses, real impact

The SETA CEOs' Forum writes that despite recent misunderstandings and misinformation about the role of SA's 21 SETAs, they continue to empower hundreds of thousands of beneficiaries through training, funding, and opportunities

A troubling and unjustifiable narrative continues to plague the Sector Education Training Authorities (SETAs) — one that is driven by myopic views of their role. Our response is not intended to recount all the negative publicity but merely to shed some light on the critical role SETAs play in the skills and employment ecosystem across various sectors. We argue that the issue is not about the role of the SETAs but about the misunderstanding of our mandate.

The role of SETAs is often misunderstood. They are not isolated institutions, but strategic partners in South Africa's broader human capital development framework. SETAs work collaboratively with employers, universities, TVET colleges, community colleges, industry experts and organised labour.

These stakeholders work closely to ensure that the demand for skills matches the supply for current and future labour market needs. SETAs contribute to improved prospects of employability for beneficiaries, but they are not employment agencies or employers.

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In the past financial year alone, approximately R7 billion was invested by SETAs for bursaries, skills programmes, internships, and workplace-based learning. These are not just numbers; they represent transformed lives, uplifted families, and empowered communities.

Real People. Real Futures. Powered by the SETAs.

The true measure of SETAs' success lies in the stories of their numerous beneficiaries who have benefited positively from skills development. Below are the names of a few of the many young South Africans whose lives have been transformed:

- **Zanele Sibiba** – A KwaMashu entrepreneur who completed FoodBev SETA-funded training in New Venture Creation and Food & Beverage Handling, and launched *Vuka Uyibambe Bakery*, which now employs nine staff and supplies major retailers like Spar.
- **Dr Praveena Sukhraj-Ely** – A graduate of FASSET's Women's Executive Leadership Programme, Praveena credits the experience for refining her leadership style through global expo-



Focused on success: SETAs play a key role in creating pathways for young people and workers to access meaningful training and improve their prospects for employability. Photo: Vecteezy.com

sure and practical simulations.

- **Kaletso Rampedi** – After facing academic and personal setbacks, Kaletso joined an MICT SETA-funded coding programme. She later developed a battery-powered nail dryer, proving how innovation is born from opportunity.

- **Mvuselelo Dladla** – Through PSETA's New Venture Creation Learnership for Persons with Disabilities, Mvuselelo launched a successful woodwork and landscaping business, and recently received NYDA funding to grow.

- **ME Mosia-Chibwe** – When passion meets opportunity, like in the journey of ME Mosia-Chibwe, who completed her Master's of Education with support from the ETDPA SETA bursary. Determined, but facing financial barriers, her story is a powerful reminder of how investing in education unlocks potential and drives national development.

- **Rorisang Matlawe** – As part of the Women in Insurance leadership development program, she is climbing the ladder with speed in the insurance sector. Rorisang's journey from intern to manager is inspiring. She was funded by INSETA for the Advanced Diploma in Business Management.

- **Gugu Khoza** – Salon owner Gugu expanded her business and created eight jobs after completing W&RSETA's Informal Trad-

ers Programme, and now champions retail as a career of choice.

- **Funeka Juri** – Previously unemployed, Funeka secured a machine operator role after completing CHIETA's Retrenched Workers Support Programme – an example of how targeted support can offer second chances.

- **Amanda Ngumbela** – A dynamic logistics entrepreneur supported by TETA's International Leadership Development Programme (ILDP), Amanda founded Inganda Projects and Perennial Growth, mentoring others in the process.

- **Ndumiso Mtshali** – FP&MSETA beneficiary Ndumiso embarked on a learnership programme in the National Certificate in CTFI Manufacturing Processes: Fabric Inspection & Packaging under African Blue Sky Investment Pty Ltd. When he began his training, he had no prior knowledge of sewing or garment making. However, his eagerness to learn and determination to succeed set him apart. Living with dwarfism, Ndumiso faced unique challenges, including the need to lower the machines to accommodate his height. Despite these obstacles, he persevered and demonstrated exceptional resilience.

- **Ntombikhona Gcabi**, a SAS-SETA beneficiary, transformed her life after completing a reintegration and cosmetology programme with Beauty for Ashes.

Now a qualified massage therapist, she runs her service from a Halfway House despite challenges.

The Strategic High Impact programmes (SHIPs) that were launched in May 2024 included EWSETA's Biogas Internship and Incubation Programme for graduates to bring clean energy and food to rural communities through skills development.

SETAs have also invested in digital labs and 4IR centres, which promote the inclusion of historically disadvantaged communities.

Real people with real futures have had their lives ignited by the work of SETAs. They remind us that skills development is not just policy, it's personal.

So, how can this be called a waste of money?

False reporting and sensationalism do more than just damage reputations; they undermine the hopes of learners, mislead the public, and threaten to undo years of progress in skills development. We must not let conjecture and misinformation erode the hard work and dedication of those who continue to serve the skills revolution with passion and integrity.

The truth is simple: SETAs matter. SETAs work. SETAs transform. Let us protect the institutions that are building South Africa's future — one skill, one learner, one opportunity at a time.

Skilling Mzansi

Floods wreaked devastation on schools in the Eastern Cape

The floods from the torrential rains destroyed young lives, damaged schools and left learners and communities severely traumatised. For many, the emotional toll has been as devastating as the physical destruction



Widespread damage: President Cyril Ramaphosa surveys the aftermath of the devastating floods. Photo: GCIS

HOSEA JUBASE

On the night of 9 June, the Eastern Cape was engulfed in floods that left a devastating toll, especially in the OR Tambo, Alfred Nzo and Amathole district municipalities. A total of 103 bodies were discovered in the aftermath of the floods.

Among the victims were 40 children, 32 of whom were attending school, and 63 adults.

Eastern Cape Education MEC Fundile Gade said 58 schools across the province had been affected by the devastating floods and had suffered various degrees of damage.

"In terms of the learner numbers that could have been affected, we were looking at about 6,038 learners that were affected because of the [damage to] 58 schools," he said.

Jumba Senior Secondary School, in the OR Tambo district, suffered the heaviest blow.

The school continues to mourn the loss of 10 learners who lost their lives during their ill-fated crossing of the Efata Bridge in the early hours of June 10.

Ten young lives were taken in a single morning, drowned inside a scholar transport bus that attempted to cross the bridge while the floodwater was still rising. The remaining victims, including children and their driver, were tragi-

cally swept away by the relentless river currents.

"It's traumatising," said a teacher at Jumba Senior Secondary School who asked to remain anonymous. "Losing 10 learners in a day from one school is traumatising. The entire school is negatively affected by this. All 10 learners died after floods swept away their school transport. Only three learners survived who were part of those who were using the scholar transport bus.

Examinations

"This tragic incident happened at a time when we were busy with June examinations," the teacher added. "The three who survived are the most affected, and they don't even have uniforms to go to school."

Two of the victims, Makeleni Mihalali and Nomntwana Simbongile, were buried on 4 July in Ngcobo.

Fairfield Primary School principal Sibusiso Manteletya confirmed the deaths of three siblings — Qhawekayise, Avethanda, and Siphesona Ntlabathi — who died alongside their grandmother when their home collapsed under floodwaters.

"We also have 60 learners who lost everything. Uniforms, homes ... the disaster has also affected the learners psychologically," said Manteletya.

Their funeral took place on 29 June in Centane.

At Sinolwazi Senior Secondary, principal Mziwamadoda Labani buried Grade 8 learner Esethu Mtyida, her Grade 2 brother Lukhanyo, and their parents. All four were swept away in their sleep in Slovo Park. Lukhanyo's body was found days after the flood, kilometres away.

"We have two fatalities at the school," said Labani. "The second victim's family is still searching for the father, who is still missing."

According to Labani, 46 learners at his school lost homes, clothes, and even family.

"One learner came to school during the June exams and said she woke up in hospital, not knowing how she got there. Upon searching, we found all her family members had died," said Labani. "We could see, as we analysed the June exam results, that the majority of learners dropped in performance. This disaster affected our learners a lot."

Not far from there, at BZB Primary School, Lukhanyo Mtyida's classmates mourned a boy too young to understand why the rain wouldn't stop. He was laid to rest the same weekend as his sister and parents.

"We are devastated," said family spokesperson Mlungisi Ndobeni. "The children were the future of the family. The most devastating part is the death of the children."

Bambanani Primary lost six learners. One 17-year-old survi-

vor now sleeps in a school that has been converted into a shelter. He lost six friends.

"Sleeping here brings me nightmares," he said. "They were very close to me. Now they're gone. I'm happy that I'm still alive, but it's affecting me. I only managed to write some subjects during the floods. I wasn't okay. I lost everything."

A Grade 10 learner at Zangqele Senior Secondary said his family's house and vehicle were destroyed. "There's no time to study here. I'm hoping we'll be back in our homes when schools reopen."

'I lost everything'

A 17-year-old from Sinolwazi Secondary echoed the grief. "I lost everything. My parents and I have been living in this centre since 10 June. What happened has affected us mentally."

And not only are the young unravelling. Thembeke Mthembu (57) doesn't sleep much anymore.

"The floods impacted our lives big time. We're sleeping with infants here. People died in front of us, crying for help. Help never came. We were even unable to help them," said Mthembu.

"The disaster has paralysed our mindset because the majority of the people died in front of us. They were crying for help, and the help didn't come on time, and they were later washed away by floods. Un-

fortunately, we were even unable to help them. They were holding on to trees. Even today, I'm traumatised. I hear those voices crying for help. They still haunt me."

She said the floods have inflicted deep psychological trauma on the affected communities.

For many, the emotional toll has been as devastating as the physical destruction.

"People don't understand how this affected our lives," Mthembu said. "We are always angry. That shows you how badly we've been affected."

Xolelwa Ndila Sibango watched it all unfold. "What affects us now is what we saw that day, where people died in front of us and crying, and yet we couldn't do anything to help them. Some of them are still missing," said Sibango.

The Eastern Cape provincial government said 103 bodies had been recovered across multiple districts since the floods began.

The OR Tambo district, which includes Mthatha, remained the epicentre of death, accounting for 78 of the fatalities.

The others are: Amathole (10), Alfred Nzo (5), Joe Gqabi (2), Sarah Baartman (2), Chris Hani (5).

Of 103 bodies recovered, 96 have been identified and handed over to families at the time of going to print. Six bodies remain without names, stories without closure.

Education News



Looking ahead: Gauteng education MEC Matome Chiloane tables his department's budget vote. Photo: @matomekopano/X

Gauteng education budget aims to transform learning, restore dignity in classrooms

JOHNATHAN PAOLI

In a spirited and ambitious budget vote speech, Gauteng education MEC Matome Chiloane presented a record R68 billion allocation for the 2025/26 financial year, asserting the department's unwavering commitment to education transformation, dignity restoration and long-term socioeconomic development through learning.

Addressing the Gauteng provincial legislature last month, Chiloane framed the budget not merely as a fiscal instrument, but as a "compact with the future".

"This budget rewrites futures. It restores dignity. It accelerates transformation in every classroom. We are not just teaching subjects; we are developing citizens. Through this budget, we are building the leaders and innovators of tomorrow," Chiloane said.

The budget represents a 4.9% increase from last year's R64.8 billion, with 93.9% of the funds sourced from the equitable share and 6.1% from conditional grants, including a R4.1 billion injection.

The MEC highlighted that this investment supported over 2.83 million learners, 104,804 educators and 3317 institutions across the province.

Before unpacking the budget's four strategic pillars, Chiloane celebrated the department's two consecutive clean audits, underscoring financial discipline and accountability.

"These are not just accounting milestones. They are the bedrock of public trust," he said, adding that the department's spending rate above 99.9% reflected exceptional execution capability.

Chiloane spotlighted the story of Sis Nomsa, a resident of Kokotela in Lawley Extension 2, who transformed her informal creche into a fully registered early childhood development (ECD) centre through departmental support.

Compulsory

This strategy aligns with the newly enacted Basic Education Laws Amendment Act, which makes Grade R compulsory.

Of the R734 million budgeted, R399 million is earmarked for the ECD grant.

The aim is to universalise Grade R access in public schools, expand 0 to 4-year-old ECD programme coverage, train ECD practitioners to NQF Level 6 and support ECD centre registration and compliance.

Chiloane emphasised the long-term economic impact, stating that every rand invested in ECD yielded up to R13 in return.

This allocation supported academic excellence through literacy, maths, science and technical skills development.

Chiloane also spotlighted success stories from Luthereng Secondary School, which achieved a 100% matric pass rate and 97% bachelor's passes, and will now receive a permanent structure.

Raymond Mhlaba Secondary School was lauded for consistent improvement and as well as Musavenkosi Buthelezi from Kwa-Thema, the province's top learner and a product of targeted township school interventions.

Key programmes include General Education and Training, Language and Reading Improvement, Siyavula Maths and Science Practice Programme, which recorded 2.3 million practice exercises, Technical High School Strategy, and Further Education and Training Improvement Plan for Grades 10-12.

With the largest allocation, Chiloane said this strategy aimed to reimagine the educational environment through school modernisation and infrastructure upgrades; school reorganisation to improve performance and resource use; and a multi-certification skills programme that equips learners with certificates in artificial intelligence,

digital literacy, robotics, first aid and even driver's licences.

Chiloane noted that Gauteng's 36 Schools of Specialisation (SOS) were achieving both national and international acclaim.

Among the highlights, the MEC praised Soshanguve SOS's electric car project winning silver at the African Public Service Day in Ethiopia; Lethabong SOS's partnership with BMW Roslyn; and Katlehong SOS learners' job-shadowing with Hyundai, Kia and Mercedes-Benz.

Chiloane also noted that over 60,000 learner devices had been distributed and significant progress had been made in ICT infrastructure and coding education.

Beyond academics, the MEC said this strategy promoted learner safety, psychosocial support and holistic development.

Key investments included the deployment of security guards and community patrollers at 1500 schools, and letters of thanks from schools like Qalabotsha and Tshepo ya Rona praising the positive impact of improved safety.

Chiloane also paid tribute to Noko Selepe, the principal of Primrose Primary School, who returned to work after surviving a shooting

by a 13-year-old learner.

Selepe received the MEC's Harry Gwala Excellence Award for resilience and leadership.

Other initiatives include a school nutrition programme serving 1.73 million learners daily, learner transport for 228,592 pupils, integration of sports, arts and culture, and expanded mental health and girl-child support initiatives.

Budget breakdown and outcomes include R52 billion (76.6%), a 7.1% rise for personnel, R2.8 billion for infrastructure and R6.66 billion in transfers and subsidies for public, special, independent and ECD institutions.

Chiloane pointed to key performance results, including an 88.41% matric pass rate, with 50.27% bachelor passes; all 15 districts got above 80% for three consecutive years, and three districts exceeded the 90% target.

Looking ahead, Chiloane said the department's budget was on a stable growth trajectory, and it was expected to reach R72.9 billion by 2027/28, a 29.7% increase over six years.


He welcomed the average annual growth rate of 4.0% as supporting sustainable long-term planning and called on the legislature to endorse the budget as a collective investment in Gauteng's future.

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basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NSC 2019
MEO 2019
SC CANDIDATES**

GRADE 12

**ACCOUNTING
NOVEMBER 2020**

MARKS: 300
TIME: 3 hours

This question paper consists of 20 pages and a 15-page answer book.

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8. Use the information in the table below as a guide when answering the question paper. Try NOT to deviate from it.

QUESTION 1: 45 marks; 25 minutes	
Topic:	This question integrates:
Manufacturing	Managerial accounting Concepts and Production Cost Statement Break-even analysis and interpretation Managing resources Internal control

QUESTION 2: 45 marks; 30 minutes	
Topic:	This question integrates:
VAT and Reconciliations	Financial accounting VAT calculations Bank reconciliations, Age analysis Managing resources Internal control processes

QUESTION 3: 40 marks; 25 minutes	
Topic:	This question integrates:
Inventory Valuation	Managing resources Weighted average method and FIFO method Internal controls

QUESTION 4: 65 marks; 40 minutes	
Topic:	This question integrates:
Fixed Assets and Financial Statements	Financial accounting Concepts and Balance Sheet with notes Managing resources Fixed asset management

QUESTION 5: 70 marks; 40 minutes	
Topic:	This question integrates:
Cash Flow Statement and Interpretation	Financial accounting Concepts, cash flow calculations Interpretation of financial information

QUESTION 6: 35 marks; 20 minutes	
Topic:	This question integrates:
Budgeting	Managerial accounting Cash Budget: analyse and interpret Managing resources Internal control

B. Amounts extracted from the records on 29 February 2020

	R
Salary: factory foreman	150 000
Depreciation on factory equipment	145 000
Direct material cost	2 200 000
Direct labour cost	1 209 300
Indirect material purchased	33 100
Insurance	60 000
Water and electricity	115 000
Rent expense	113 000
Sales	6 500 000
Cost of sales (mark-up on cost: 60%)	?

- Insurance is shared by the factory, administration and the selling department in the ratio 3 : 2 : 1.
- Water and electricity for February 2020 is still outstanding, R12 000. The factory uses 80% of the water and electricity.
- Rent expense is distributed according to floor space used. The factory occupies 7 200 m² of the total floor space of 9 000 m².

1.3 EASY FOODS

Easy Foods manufactures snack bars. The financial year ends on 31 December.

REQUIRED:

- 1.3.1 Explain why the change in units produced affected the fixed costs per unit. (2)
- 1.3.2 Give TWO possible reasons for the increase in direct material cost per unit. (4)
- 1.3.3 Explain why the business should not be satisfied with the level of production and the break-even point. Compare and quote figures for both years. (6)
- 1.3.4 The owner, Mike, wants to reduce the weight of the snack bars from 80 grams to 75 grams while keeping the selling price at R12,50 each. Explain ONE reason against this option. (2)

INFORMATION:

	2019		2018	
	Total	Per unit	Total	Per unit
Sales	R675 000	R12.50	R617 500	R9.50
Variable costs	R472 500	R8.75	R390 000	R6.00
Fixed costs	R191 160	R3.54	R191 160	R2.70
Direct material cost	R270 000	R5.00	R279 500	R4.30
Break-even units	50 976		50 000	
Units produced and sold	54 000		65 000	

45

QUESTION 2: VAT AND RECONCILIATIONS

(45 marks; 30 minutes)

2.1 VAT

The following relates to Lunga Stores for the VAT period ended 30 April 2020. VAT at 15% applies to all goods.

REQUIRED:

Calculate the VAT amounts denoted by (i) to (iii) on the table. Indicate the effect of EACH answer on the amount payable to SARS. Refer to the example. (8)

INFORMATION:

A. Amount owed to SARS on 1 April 2020, R5 500

B. Amounts from April 2020 Journals:

DETAILS	EXCLUDING VAT	INCLUDING VAT	VAT AMOUNT	EFFECT
Total sales	R544 500	R626 175	R81 675	Increase
Purchases of stock	174 900	201 135	(i)	?
Drawings of stock	32 000		(ii)	?
Bad debts		7 015	(iii)	?

2.2 BANK RECONCILIATION AND INTERNAL CONTROL

The information relates to Plaston Traders for April 2020.

REQUIRED:

- 2.2.1 Show the entries that must be recorded in the Cash Journals. (10)
- 2.2.2 Calculate the Bank Account balance on 30 April 2020. (4)
- 2.2.3 Prepare the Bank Reconciliation Statement on 30 April 2020. (9)
- 2.2.4 As internal auditor you are not happy with the control of cash in this business. (6)
- Explain TWO problems to confirm your suspicion. Quote figures.
 - Give advice on how EACH problem can be avoided in future.

INFORMATION:
A. Information from the Bank Reconciliation Statement on 31 March 2020:

Unfavourable balance as per Bank Statement	R19 500
Outstanding deposit	50 400
Outstanding cheques:	
Cheque 615 (dated 30 October 2020)	15 750
Cheque 960 (dated 20 March 2020)	11 850
Cheque 965 (dated 30 May 2020)	6 750
Unfavourable balance as per Bank Account in the Ledger	3 450

- The deposit of R50 400 appeared on the Bank Statement on 14 April 2020.
- Cheque 960, issued in March 2020, was reflected on the Bank Statement for April 2020 as R14 550. The Bank Statement is correct.

B. Provisional totals in the Cash Journals on 30 April 2020 before receiving the April Bank Statement:

- Cash Receipts Journal, R65 570
- Cash Payments Journal, R64 790

C. Information on the April 2020 Bank Statement which did not appear in the April 2020 Cash Journals:

DATE	DETAILS	DEBIT	CREDIT
11	ZL Nkosi (EFT by tenant)		R31 350
25	Debit order (Quick Insurance)	R9 750	
25	Unpaid cheque (P Grobler)	3 375	
28	Interest		150
29	Service fees	600	
30	Service fees	600	

NOTE: The bank duplicated the service fees in error. They will correct this error next month.

D. Deposit entries in the April 2020 Cash Receipts Journal that do not agree with the April 2020 Bank Statement:

- R27 750 on 24 April 2020
- R44 000 on 26 April 2020. The Bank Statement reflected this as R33 500. An investigation revealed that the cash slips added up to R44 000, but only R33 500 was deposited. The shortfall cannot be traced and must be written off.

E. Entries in the April 2020 Cash Payments Journal, not in the April 2020 Bank Statement:

DOCUMENTS	DATE	DETAILS	BANK
Cheque 980	29	PNA Suppliers	R8 600
EFT: P Sithole	30	Drawings	R7 300

F. Bank Statement balance on 30 April 2020: ...?
INSTRUCTIONS AND INFORMATION

Read the following instructions carefully and follow them precisely.

- Answer ALL the questions.
- A special ANSWER BOOK is provided in which to answer ALL the questions.
- Show ALL workings to achieve part-marks.
- You may use a non-programmable calculator.
- You may use a dark pencil or blue/black ink to answer the questions.
- Where applicable, show ALL calculations to ONE decimal point.
- Write neatly and legibly.

QUESTION 1: MANUFACTURING

(45 marks; 25 minutes)

- 1.1 Choose an example in COLUMN B that matches the cost category in COLUMN A. Write only the letter (A–E) next to the question numbers (1.1.1 to 1.1.5) in the ANSWER BOOK.

COLUMN A	COLUMN B
1.1.1 Selling and distribution	A raw material issued for production
1.1.2 Direct labour	B bad debts
1.1.3 Administration	C depreciation on factory machinery
1.1.4 Factory overhead cost	D production wages
1.1.5 Direct material	E bank charges

(5 x 1) (5)

1.2 BERGVIEW MANUFACTURERS

This information relates to the financial year ended 29 February 2020. The business manufactures buckets.

REQUIRED:

Prepare the following on 29 February 2020:

- 1.2.1 Factory Overhead Cost Note (16)
- 1.2.2 Production Cost Statement (10)

INFORMATION:
A. Stock balances

	29 February 2020 R	28 February 2019 R
Work-in-progress	?	130 000
Finished goods	140 000	155 500
Indirect material	14 300	12 400

45

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QUESTION 3: INVENTORY VALUATION (40 marks; 25 minutes)

- 3.1 Complete the sentences by filling in the correct stock valuation method. Write only the answer next to the question numbers (3.1.1 to 3.1.3) in the ANSWER BOOK.
- 3.1.1 The ... method assumes that stock is sold in order of date purchased.
- 3.1.2 The ... method divides the total cost of goods available for sale by the number of units.
- 3.1.3 The ... method is used for very expensive, individually recognisable items. (3 x 1) (3)

3.2 JJ FASHION HOUSE

JJ Fashion House uses the periodic stock system. Janine Naidoo owns the business.

REQUIRED:
Refer to Information A: Jeans

- 3.2.1 Calculate the following on 29 February 2020:
- Value of the closing stock using the weighted-average method (6)
 - Gross profit (4)
- 3.2.2 Calculate how long (in days) it will take to sell the closing stock of the jeans. (4)
- 3.2.3 Janine is considering a change in the method of valuing stock.
- Calculate the value of closing stock using the FIFO method. (7)
 - State ONE advantage of using the FIFO method. (2)

Refer to Information B: Jackets

- 3.2.4 The owner is concerned about the theft.
- Calculate the number of jackets stolen. (4)
 - Give TWO solutions to solve the problem. (4)
- 3.2.5 The internal auditor is concerned about the stock levels and the selling price of jackets.
- Explain reasons for his concern, with figures, and give different advice in EACH case. (6)

INFORMATION:
A. Jeans:

	UNITS	UNIT PRICE	TOTAL
Opening stock (1 March 2019)	240		R124 500
Purchases	3 150		R1 813 000
May 2019	1 300	R560	R728 000
October 2019	1 450	R580	R841 000
January 2020	400	R610	R244 000
Subtotal	3 390		R1 937 500
Returns from January purchases	130	R610	R79 300
Sales	2 880	R960	R2 764 800
Closing stock (29 February 2020)	380	?	?

B. Jackets:

	2020 (UNITS)	2019
Opening stock	1 760	
Purchases (less returns)	6 500	
Units available for sale	8 260	
Closing stock	2 980	
Units sold	5 020	
Weighted-average cost per unit	R700	R630
Selling price per unit	R1 450	R1 070
Stock-holding period	216 days	103 days
Mark-up % achieved	107%	70%

40

QUESTION 4: FIXED ASSETS AND FINANCIAL STATEMENTS (65 marks; 40 minutes)
AVENGERS LTD

The information relates to the financial year ended 31 March 2020.

REQUIRED:

- 4.1 **Refer to Information B.**
- Calculate the missing amounts denoted by (i) to (iv). (16)
- 4.2 Prepare the following notes to the Balance Sheet on 31 March 2020:
- Ordinary share capital (7)
 - Retained income (8)
- 4.3 Complete the Balance Sheet (Statement of Financial Position) on 31 March 2020. Show workings. (34)

INFORMATION:
A. Amounts extracted from the books on 31 March:

BALANCE SHEET ACCOUNTS	2020 R	2019 R
Ordinary share capital	?	4 800 000
Retained income	?	1 181 250
Mortgage loan: Grandeur Bank	2 508 000	3 150 000
Fixed assets at carrying value	11 458 500	
Trading stock (balancing figure)	?	
Net trade debtors	881 000	
Bank (favourable)	454 000	
Creditors' control	1 318 000	
SARS: Income tax (provisional)	972 000	
Income received in advance	32 000	
Shareholders for dividends	889 200	752 000
Nominal accounts (pre-adjustment amounts)		
Commission income	29 920	
Rent expense	364 000	
Directors' fees	2 275 000	

B. Incomplete Fixed Asset Note:

	LAND AND BUILDINGS	VEHICLES	EQUIPMENT
Carrying value (1 April 2019)		631 000	
Cost	(i)	1 281 000	
Accumulated depreciation		(650 000)	(200 000)
Movements			
Additions		625 000	
Disposals	(850 000)	0	(iii)
Depreciation		(ii)	(42 450)
Carrying value (31 March 2020)			
Cost	9 650 000		
Accumulated depreciation			(iv)

Land and buildings:

- A building, on a separate property, was sold at cost.

Vehicles:

- A new vehicle was bought on 1 January 2020.
- Vehicles are depreciated at 20% p.a. on cost.

Equipment:

- Old equipment, cost R21 000, was sold on 30 September 2019. The accumulated depreciation was R15 000 on 1 April 2019.
- Equipment is depreciated at 15% p.a. on the diminishing-balance method.

C. Share capital:

DATE	INFORMATION
1 April 2019	800 000 ordinary shares in issue
31 May 2019	400 000 ordinary shares issued
1 October 2019	60 000 ordinary shares repurchased <ul style="list-style-type: none"> • Average share price, R7,00 • Repurchase price per share, R10,80

D. Dividends:

- An interim dividend of 124 cents was paid on 30 September 2019.
- Final dividends were declared, R889 200.

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E. Mortgage loan: Grandeur Bank

- Fixed monthly repayments (including interest) have been made and correctly recorded.
- Interest of R258 000 has not been recorded by the business yet.
- The capital repayment will remain the same over the next financial year.

F. The decrease in the provision for bad debts, R2 500, was not recorded.
G. Commission income for March 2020, R41 900, was still outstanding.
H. The company has three directors who earn the same monthly directors' fee. One director has not received his directors' fee for March 2020 yet.
I. Rent for April 2020 has been paid. The rent was increased by 25% on 1 January 2020.
J. Net profit after tax and income tax:

- The correct net profit after tax after all adjustments is R2 534 400.
- Income tax is calculated at 28% of the net profit.

65

QUESTION 5: CASH FLOW STATEMENT AND INTERPRETATION (70 marks; 40 minutes)

- 5.1 Choose the correct word(s) from those given in brackets. Write only the word(s) next to the question numbers (5.1.1 to 5.1.4) in the ANSWER BOOK.
- 5.1.1 The (internal/external) auditor is appointed by shareholders to express an unbiased opinion of the financial statements of a company.
- 5.1.2 (Directors/Shareholders) are responsible for the management and running of the business.
- 5.1.3 The (Income Statement/Balance Sheet) shows the financial position of the business in terms of its assets, equity and liabilities.
- 5.1.4 The (Income Statement/Cash Flow Statement) is a financial statement that shows the sources of a company's funds and how they were used. (4 x 1) (4)
- 5.2 **BOMBAY LTD**

The information relates to Bombay Ltd for the financial year ended 29 February 2020.

REQUIRED:

- 5.2.1 Fill in the missing amounts on the Cash Flow Statement provided. Show workings. Indicate outflows in brackets. (22)
- 5.2.2 Calculate the following financial indicators on 29 February 2020:
- % operating profit on sales (3)
 - Acid-test ratio (5)
 - Net asset value (NAV) per share (5)
- NOTE:** The current ratio is 1,6 : 1.

INFORMATION:
A. Extract from the Income Statement (Statement of Comprehensive Income) on 29 February 2020:

Sales	R4 824 000
Gross profit	1 608 000
Depreciation	312 600
Operating profit	1 122 500
Net profit before tax	984 000
Net profit after tax	688 800

B. Extract from the Balance Sheet (Statement of Financial Position) on 29 February:

	2020 (R)	2019 (R)
Fixed assets (carrying value)	4 830 000	3 760 100
Current assets	?	962 000
Current liabilities	774 000	712 800
Trading stock	619 000	538 000
Bank	0	56 400
Petty cash	2 500	0
Ordinary share capital	5 880 000	5 360 000
Retained income	542 800	236 000
Loan: Kan Bank	950 000	1 300 000
SARS: Income tax	26 400 (Cr)	11 600 (Dr)
Shareholders for dividends	165 000	126 000
Bank overdraft	28 800	0

C. Share capital and dividends:

- The authorised share capital comprises 1 500 000 shares.
- On 1 March 2019, 60% of the authorised shares were in issue.
- On 30 June 2019, 200 000 additional shares were issued for R1 240 000.
- On 29 February 2020, 120 000 shares were repurchased at R96 000 above the average share price.
- Total dividends paid and declared in the 2020 tax year were R286 000.

D. Fixed assets:

- Additions to buildings were completed during November 2018.
- Old equipment was sold at carrying value, R34 500.

5.3 TWO COMPANIES: LULU LTD AND COCO LTD

Noah Lott won R5,6 m in the national lottery five years ago and then decided to invest R2,8 m in each of the two companies below, as follows:

Lulu Ltd	400 000 shares at R7,00 each = R2,8 m
Coco Ltd	100 000 shares at R28,00 each = R2,8 m

He wants your opinion on these companies.

NOTE: When answering the questions below, compare the information given and quote the relevant financial indicators of both companies (percentages, ratios and/or amounts).

INFORMATION:

	LULU LTD		COCO LTD	
	2020	2019	2020	2019
Total number of shares	1 100 000 shares	700 000 shares	700 000 shares	700 000 shares
Shares originally bought by Noah	400 000 shares		100 000 shares	
Noah's % shareholding	36%		14%	
Current market value per share	R9,50		R18,80	
Ordinary share capital	R9 900 000		R11 900 000	
Retained income	R1 890 000		R600 000	
Long-term loan	R9 432 000		R2 500 000	
Current ratio	1,7 : 1	1,6 : 1	4,2 : 1	4,8 : 1
Acid-test ratio	0,9 : 1	0,8 : 1	3,6 : 1	3,5 : 1
% operating profit on sales	16%	16%	14%	18%
Debt-equity ratio	0,8 : 1		0,2 : 1	
Net asset value per share	R10,72		R17,86	
Earnings per share (EPS)	273 cents	233 cents	171 cents	266 cents
Dividends per share (DPS)	110 cents		200 cents	
% return on equity	25%	14%	9%	15%
% return on capital employed	20%	12%	10%	14%
Interest rate on loans	13%	13%	13%	13%
Interest rate on fixed deposits	6%	6%	6%	6%

REQUIRED:

- 5.3.1 Explain which company has the better liquidity. Quote TWO financial indicators to support your opinion. (4)
- 5.3.2 Comment on the earnings per share and the % return on equity of Lulu Ltd. Give TWO reasons why the shareholders will be satisfied with these indicators. (5)
- 5.3.3 Comment on the market value of the shares in Coco Ltd. Explain TWO points. (4)

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- 5.3.4 Compare the dividend payout rates of both companies and explain why the directors of EACH company decided on these payout rates. (4)
- 5.3.5 Noah says that the dividend of 110 cents per share he earned from Lulu Ltd is better than the dividend of 200 cents per share from Coco Ltd. Give ONE point to prove that he is incorrect. (4)
- 5.3.6 Comment on the risk and gearing of EACH company. Quote TWO financial indicators. (6)
- 5.3.7 Noah wants to buy shares in Lulu Ltd on the JSE at current market value to become the majority shareholder and CEO. Calculate how much Noah will have to pay for the shares that he needs. (4)

70

QUESTION 6: BUDGETING (35 marks; 20 minutes)

- 6.1 Indicate whether the following statements are TRUE or FALSE. Write only 'true' or 'false' next to the question numbers (6.1.1 to 6.1.3) in the ANSWER BOOK.
 - 6.1.1 Bad debts is an example of a payment in a Cash Budget. (4)
 - 6.1.2 A Projected Income Statement estimates the expected profit or loss for a specified period. (4)
 - 6.1.3 A decrease in a fixed deposit will be shown as a receipt in the Cash Budget. (3 x 1) (3)
- 6.2 **KURUMAN (PTY) LTD**
John Peters is the majority shareholder and CEO. You are provided with information for the period ending 31 July 2020. There are five other shareholders.
Refer to Information A.
 - 6.2.1 Calculate the missing amounts indicated by (i) and (ii) in the Debtors' Collection Schedule. (4)
 - Calculate the percentage discount allowed to debtors who settle in the month of the sales transactions. (5)
 - 6.2.2 Calculate the following budgeted amounts: (3)
 - Total sales for July 2020 (4)
 - Payment to creditors during June 2020 (4)
 - Additional loan to be acquired on 1 June 2020 (4)
 - 6.2.3 The directors did not adhere to the Cash Budget during May 2020. (6)
 - Identify TWO overpayments in May 2020. Provide figures. (6)
 - Give a valid reason for EACH overpayment identified, to support their decisions. (6)
- Refer to Information E.**
 - 6.2.4 Why are the auditors concerned that the agreement with Tradecor is unethical or possibly a crime? Explain THREE points. (6)

35

TOTAL: 300

INFORMATION:

A. Sales and debtors' collection:

- Estimates of total sales for 2020:

April	R150 000
May	R165 000
June	?

- 25% of all sales are on credit. The rest is for cash.
- Debtors are expected to settle as follows:
 - 60% within the same month of sale, subject to a cash discount allowed.
 - 38% in the month following the month of sale.
 - 2% of debts are written off in the second month following the month of sale.
- Partially completed Debtors' Collection Schedule:

	CREDIT SALES	MAY	JUNE	JULY
May	R41 250	R23 760	(i)	
June	(ii)		R25 056	R16 530
July	R48 000			R27 648
				R44 178

B. Purchases of merchandise and payments to creditors:

- The business uses a fixed-stock base with stock sold being replaced monthly.
- The business uses a mark-up of 50% on cost.
- 20% of all merchandise is purchased for cash.
- Creditors are paid in full in the month following the month of purchase.

C. Loan and interest:

The loan from Bokke Bank will be increased on 1 June 2020. Interest at 20% p.a. is not capitalised and is payable at the end of each month.

D. Extract from the Cash Budget for the three months ending 31 July 2020:

	MAY		JUNE		JULY	
	Budgeted R	Actual R	Budgeted R	Budgeted R	Budgeted R	Budgeted R
RECEIPTS						
Cash sales	123 750	142 400	130 500		144 000	
Collection from debtors	38 010	26 000				44 178
Loan				?		
Sale of property	0	320 000				
Sale of old vehicle	40 000	95 000				
PAYMENTS						
Cash purchase of stock	22 000	18 000	23 200			?
Payment to creditors	80 000	80 000		?		?
Salaries	28 000	28 000	28 000			42 000
Advertising	5 600	8 400	5 600			5 600
Staff training			30 000			
Interest on loan	6 000	6 000	7 500			7 500
Vehicle maintenance	12 200	36 350	5 800			5 800
Purchase of vehicle	235 000	235 000				
Rent expense	0	0	0			0
Security personnel	8 000	6 500	8 000			8 000


E. Agreement with Tradecor:

The CEO, John Peters, decided to sell one of the company's properties at book value. This property was originally bought for R320 000 in 1980. According to the sale agreement, the purchaser, Tradecor, would rent the property back to Kuruman (Pty) Ltd for R26 000 per month with effect from 1 June 2020.

The auditors of Kuruman (Pty) Ltd discovered that the sole owner of Tradecor is John Peters's wife. They regard this agreement as unethical and possibly a crime.

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Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NSC 2019
MEO 2019
SC CANDIDATES**

GRADE 12

BUSINESS STUDIES
NOVEMBER 2020

MARKS: 300
TIME: 3 hours

This question paper consists of 14 pages.

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INSTRUCTIONS AND INFORMATION

Read the following instructions carefully before answering the questions.

1. This question paper consists of THREE sections and covers all FOUR main topics.
 - SECTION A: COMPULSORY
 - SECTION B: Consists of FIVE questions
Answer any THREE of the five questions in this section.
 - SECTION C: Consists of FOUR questions
Answer any TWO of the four questions in this section.
2. Read the instructions for each question carefully and take particular note of what is required.
Note that ONLY the first THREE questions in SECTION B and the first TWO questions in SECTION C will be marked.
3. Number the answers correctly according to the numbering system used in this question paper. NO marks will be awarded for answers that are numbered incorrectly.
4. Except where other instructions are given, answers must be in full sentences.
5. Use the mark allocation and nature of each question to determine the length and depth of an answer.
6. Use the table below as a guide for mark and time allocation when answering each question.

SECTION	QUESTION	MARKS	TIME (minutes)	
A: Objective-type questions COMPULSORY	1	40	30	
	B: FIVE direct/indirect-type questions CHOICE: Answer any THREE.	2	60	30
		3	60	30
		4	60	30
		5	60	30
		6	60	30
C: FOUR essay-type questions CHOICE: Answer any TWO.	7	40	30	
	8	40	30	
	9	40	30	
	10	40	30	
	TOTAL		300	180

7. Begin the answer to EACH question on a NEW page, e.g. QUESTION 1 – new page, QUESTION 2 – new page.
8. You may use a non-programmable calculator.
9. Write neatly and legibly.

SECTION A (COMPULSORY)

QUESTION 1

- 1.1 Various options are provided as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question numbers (1.1.1 to 1.1.10) in the ANSWER BOOK, e.g. 1.1.11 D.
 - 1.1.1 This Act requires businesses to check customers' financial backgrounds before granting loans to them:
 - A Consumer Protection Act (CPA), 2008 (Act 68 of 2008)
 - B Labour Relations Act (LRA), 1995 (Act 66 of 1995)
 - C Employment Equity Act (EEA), 1998 (Act 55 of 1998)
 - D National Credit Act (NCA), 2005 (Act 34 of 2005)
 - 1.1.2 Businesses may lose many clients when their prices are increased because of an increase in the interest rate. This is an example of the ... factor as a PESTLE element.
 - A technological
 - B economic
 - C physical
 - D environmental
 - 1.1.3 Golden Supermarket operates in the ... sector as they sell groceries to consumers.
 - A secondary
 - B tertiary
 - C primary
 - D public
 - 1.1.4 Zaza Hospice is an example of a ... company as it receives donations that enables it to take care of terminally ill people.
 - A non-profit
 - B public
 - C private
 - D state-owned
 - 1.1.5 Gugu Enterprises invested R5 000 for three years at 12% simple interest per year. They will receive an amount of ... as interest at the end of the investment period.
 - A R6 800
 - B R2 024
 - C R1 800
 - D R1 200
 - 1.1.6 Suresh applied the ... leadership theory when he inspired and motivated his team to change their perceptions of their work.
 - A leaders and followers
 - B transactional
 - C situational
 - D transformational
 - 1.1.7 A business requests a panel of experts to complete a set of questionnaires to solve a complex problem. This refers to ...
 - A a brainstorming session.
 - B the Delphi technique.
 - C the empty-chair technique.
 - D forced combinations.
 - 1.1.8 Paul's right to ... was violated when the manager disclosed his personal problems to other staff members without his permission.
 - A safety
 - B information
 - C privacy
 - D dignity
 - 1.1.9 The ... outlines the minimum requirements that a human resources manager must consider when a salary package is offered to a new employee.
 - A Skills Development Act
 - B Labour Relations Act
 - C Employment Equity Act
 - D Basic Conditions of Employment Act
 - 1.1.10 The ... function uses an aggressive advertising campaign to increase sales.
 - A marketing
 - B public relations
 - C administration
 - D financial

(10 x 2) (20)



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- 1.2 Complete the following statements by using the word(s) in the list below. Write only the word(s) next to the question numbers (1.2.1 to 1.2.5) in the ANSWER BOOK.
- | |
|---|
| video; problem-solving; aggressive; selection; PESTLE; telephonic; recruitment; SWOT; PDCA; quiet |
|---|
- 1.2.1 Real African Traders compiled a ... analysis to identify challenges in their internal environment.
- 1.2.2 Sizani Lawyers use webcams on their laptops and tablets to conduct meetings. This is known as ... conferencing.
- 1.2.3 John's manager encourages him to give his inputs as a strategy to deal with his ... personality.
- 1.2.4 Businesses apply the ... cycle to continuously improve on their processes and systems.
- 1.2.5 One of the activities of the ... procedure is to place advertisements on appropriate media platforms. (5 x 2) (10)

1.3 Choose a description from COLUMN B that matches a term in COLUMN A. Write only the letter (A–J) next to the question numbers (1.3.1 to 1.3.5) in the ANSWER BOOK, e.g. 1.3.6 K.

COLUMN A	COLUMN B
1.3.1 Backward integration	A reporting on profit, processes and people
1.3.2 Reinstatement	B can be obtained if all departments work together towards the same quality standards
1.3.3 Brainstorming	C applicable when goods are underinsured
1.3.4 Triple bottom line	D when a business takes over its competitor
1.3.5 Quality management	E allowing individuals to silently generate ideas
	F applicable when goods are overinsured
	G when a business takes over its supplier
	H can be used for accountability within each of the business functions
	I reporting on profit, planet and people
	J allowing a large group of people to generate ideas aloud

(5 x 2) (10)

TOTAL SECTION A: 40

SECTION B

Answer ANY THREE questions in this section.

NOTE: Clearly indicate the QUESTION NUMBER of each question that you choose. The answer to EACH question must start on a NEW page, e.g. QUESTION 2 on a NEW page, QUESTION 3 on a NEW page.

QUESTION 2: BUSINESS ENVIRONMENTS

- 2.1 Identify the type of defensive strategy that Mega Constructions applied in EACH statement below:
- 2.1.1 Mega Constructions sold all their assets in order to pay their creditors.
- 2.1.2 They terminated the employment contracts of many employees to reduce costs.
- 2.1.3 Management decided to close their unproductive information technology department. (6)

- 2.2 List THREE business environments and state the extent of control that businesses have over EACH environment.

Use the table below as a GUIDE to answer QUESTION 2.2.

BUSINESS ENVIRONMENTS	EXTENT OF CONTROL
1.	
2.	
3.	

(6)

- 2.3 Outline the purpose of the Labour Relations Act (LRA), 1995 (Act 66 of 1995). (8)

- 2.4 Read the scenario below and answer the questions that follow.

PUMZA UNIQUE CAKES (PUC)
Pumza Unique Cakes specialises in designing birthday cakes. Pumza scanned the environment as part of the strategic management process. She only needed a small amount of capital to start her business. Sam Wholesalers is the only provider in the area from whom she buys her baking ingredients.

- 2.4.1 Identify TWO forces of Porter's Five Forces model that are applicable to PUC. Motivate your answer by quoting from the scenario above.

Use the table below as a GUIDE to answer QUESTION 2.4.1.

PORTER'S FIVE FORCES	MOTIVATION
1.	
2.	

(6)

- 2.4.2 Explain to Pumza how she can apply the strategic management process. Do NOT refer to environmental scanning. (6)

- 2.5 Discuss any TWO types of diversification strategies. (6)
- 2.6 Read the scenario below and answer the questions that follow.

COMPUTER TECH (CT)
The management of Computer Tech complies with the Consumer Protection Act (CPA), 2008 (Act 68 of 2008). They allow customers to shop around for the best prices. Customers are also given a written warranty with their purchases.

- 2.6.1 Identify TWO consumer rights, according to the Consumer Protection Act (CPA), applied by CT. Motivate your answer by quoting from the scenario above.

Use the table below as a GUIDE to answer QUESTION 2.6.1.

CONSUMER RIGHTS	MOTIVATION
1.	
2.	

(6)

- 2.6.2 Explain the disadvantages of the Consumer Protection Act for CT as a business. (4)

- 2.7 Discuss any TWO provisions of leave as stipulated in the Basic Conditions of Employment Act (BCEA), 1997 (Act 75 of 1997). (6)

- 2.8 Suggest ways in which businesses can comply with the Employment Equity Act (EEA), 1998 (Act 55 of 1998). (6) [60]

QUESTION 3: BUSINESS VENTURES

- 3.1 State FOUR types of shares. (4)

- 3.2 Outline the aspects to be considered when designing a multimedia presentation. (6)

- 3.3 Read the scenario below and answer the questions that follow.

PHIWE'S PRESENTATION
Phiwe, a marketing manager, is planning to present his business sales figures to various stakeholders. He intends to distribute hand-outs at the beginning of his presentation. Phiwe also wants to use graphs and tables to display the projected sales of his department.

- 3.3.1 Give THREE examples of visual aids in the scenario above. (3)

- 3.3.2 Explain to Phiwe the factors he should consider when preparing a presentation. Do NOT refer to the use of visual aids. (6)

- 3.4 Elaborate on the meaning of *average clause*. (6)

- 3.5 Distinguish between *leadership and management*. (4)

- 3.6 Read the scenario below and answer the questions that follow.

JANNIE'S DESIGNS (JD)
Jannie's Designs are well-known for their fashionable ladies designs. Jannie allows his team to work independently as long as they comply with his business policy.

- 3.6.1 Identify Jannie's leadership style. Motivate your answer by quoting from the scenario above. (3)

- 3.6.2 Evaluate the impact of the leadership style identified in QUESTION 3.6.1, on businesses. (6)

- 3.7 Explain the functions of the Johannesburg Securities Exchange (JSE). (8)

- 3.8 Discuss the advantages of a state-owned company. (6)

- 3.9 Advise businesses on how the following factors could contribute to the success and/or failure of a partnership:

- 3.9.1 Management (4)

- 3.9.2 Legislation (4) [60]



PROUDLY BROUGHT TO YOU BY:

QUESTION 4: BUSINESS ROLES

- 4.1 Mention FOUR causes of conflict in the workplace. (4)
- 4.2 Outline the correct procedure to deal with grievances in the workplace. (8)
- 4.3 Read the scenario below and answer the questions that follow.

PHAPHAMA ROAD REPAIRS (PRR)
Reshma, Kevin and Mandla are working together as a team on the Phaphama Road Repairs project. They appreciate the knowledge and skills of other team members. Reshma, a team leader, always provides quality feedback to improve the morale of the team.

- 4.3.1 Identify TWO criteria for successful teams applied by PRR. Motivate your answer by quoting from the scenario above.

Use the table below as a GUIDE to answer QUESTION 4.3.1.

CRITERIA	MOTIVATION
1.	
2.	

(6)

- 4.3.2 Explain to Reshma's team any TWO stages of team development. (6)

- 4.4 Discuss the positive impact of corporate social investment (CSI) on businesses. (8)

- 4.5 Describe the responsibilities of employees in promoting human health and safety in the workplace. (6)

- 4.6 Read the scenario below and answer the questions that follow.

VUKA WELLNESS SPA (VWS)
The therapists of Vuka Wellness Spa occasionally spend time on personal issues during office hours. Anne, the financial manager, uses the petty cash of the business without permission to pay for her personal expenses.

- 4.6.1 Identify TWO types of unethical business practices displayed by VWS's employees. Motivate your answer by quoting from the scenario above.

Use the table below as a GUIDE to answer QUESTION 4.6.1.

TYPES OF UNETHICAL BUSINESS PRACTICES	MOTIVATION
1.	
2.	

(6)

- 4.6.2 Suggest ways in which VWS could conduct their business practices in a professional, responsible, ethical and effective manner. (6)

- 4.7 Explain how businesses can apply *transparency* as a King Code principle for good corporate governance. (4)

- 4.8 Recommend ways in which businesses could promote social rights in the workplace. (6) [60]

QUESTION 5: BUSINESS OPERATIONS

- 5.1 Name FIVE sources of internal recruitment. (5)
- 5.2 Elaborate on the meaning of *screening* as part of the selection procedure. (4)
- 5.3 Outline the placement procedure as an activity of the human resources function. (4)
- 5.4 Read the scenario below and answer the questions that follow.

IMPALA CONSTRUCTION (IC)
Impala Construction advertised a vacancy for a production manager. The successful applicant will receive a remuneration package which includes a medical aid, pension fund and a housing allowance. The management of IC invited shortlisted candidates to attend the interview.

- 5.4.1 Give THREE examples of fringe benefits offered by IC in the scenario above. (3)

- 5.4.2 Discuss the impact of fringe benefits on IC as a business. (8)

- 5.5 Explain TWO salary determination methods that businesses could apply to remunerate their employees. (6)

- 5.6 Identify the business function that is responsible for performing the activity described in EACH statement below:

- 5.6.1 The allocation of business resources to achieve long-term plans. (4)

- 5.6.2 The implementation and maintenance of stock control systems to ensure the security of stock. (4)

- 5.7 Distinguish between *quality control* and *quality assurance*. (4)

- 5.8 Read the scenario below and answer the questions that follow.

EXCLUSIVE RESTAURANT LIMITED (ERL)
Exclusive Restaurant Limited ensures that all their activities are well scheduled to avoid the duplication of tasks. Their chefs are sent on advanced cooking courses regularly to learn more about healthy cooking methods.

- 5.8.1 Quote TWO ways in which total quality management (TQM) reduces the cost of quality in the scenario above. (2)

- 5.8.2 Explain other ways in which TQM can reduce the cost of quality. (6)

- 5.9 Discuss the benefits of a good quality management system. (8)
- 5.10 Evaluate the impact of total client/customer satisfaction on large businesses. (6) [60]

QUESTION 6: MISCELLANEOUS TOPICS

BUSINESS ENVIRONMENTS

- 6.1 List THREE pillars of the Broad-Based Black Economic Empowerment Act (BBBEE), 2003 (Act 53 of 2003). (3)

- 6.2 Read the scenario below and answer the questions that follow.

CRYSTAL WATER (CW)
Crystal Water sells bottled water in North West. The management of CW opened a branch in Mpumalanga due to the high demand for bottled water.

- 6.2.1 Identify the type of intensive strategy that CW applied. Motivate your answer by quoting from the scenario above. (3)

- 6.2.2 Outline TWO advantages of intensive strategies for CW as a business. (4)

- 6.3 Advise businesses on the steps they should consider when evaluating a strategy. (6)

BUSINESS VENTURES

- 6.4 Outline TWO characteristics of a sole proprietor. (4)

- 6.5 Read the scenario below and answer the questions that follow.

Andile invested R1 000 in RSA Retail Savings bonds for 36 months based on his personal needs. He will receive interest twice a year. A financial expert advised him to also consider investing in unit trusts.

- 6.5.1 Identify TWO factors that Andile considered when he invested in RSA Retail Savings bonds. Motivate your answer by quoting from the scenario above. (6)

Use the table below as a GUIDE to answer QUESTION 6.5.1.

FACTORS	MOTIVATION
1.	
2.	

(6)

- 6.5.2 Explain to Andile the advantages of investing in unit trusts. (4)

BUSINESS ROLES

- 6.6 State TWO economic rights of employees in the workplace. (2)

- 6.7 Identify the diversity issue that Mazala Butchery considered in EACH statement below:

- 6.7.1 The management of Mazala Butchery ensures that employees are not discriminated against based on the colour of their skin. (6)

- 6.7.2 Special facilities are provided for employees who use wheelchairs. (6)

- 6.7.3 Staff meetings are conducted only in English, as stipulated in their business policy. (6)

- 6.8 Discuss ways in which businesses could protect the environment and human health in the workplace. (6)

BUSINESS OPERATIONS

- 6.9 Outline TWO quality indicators of the production function. (4)

- 6.10 Explain the impact of TQM if it is poorly implemented by businesses. (4)

- 6.11 Distinguish between *job description* and *job specification*. (8) [60]

TOTAL SECTION B: 180

PROUDLY BROUGHT TO YOU BY:



SECTION C

Answer ANY TWO questions in this section.

NOTE: Clearly indicate the QUESTION NUMBER of each question chosen. The answer to EACH question must start on a NEW page, for e.g. QUESTION 7 on a NEW page, QUESTION 8 on a NEW page.

QUESTION 7: BUSINESS ENVIRONMENTS (LEGISLATION)

The government has established Sector Education and Training Authorities (SETAs) to ensure effective implementation of the Skills Development Act (SDA), 1998 (Act 97 of 1998). The National Skills Development Strategy (NSDS) is aimed at achieving the purpose of the SDA. Businesses are required to comply with this Act.

As an expert on recent legislation, write an essay on the following SDA aspects:

- Outline the role of SETAs in supporting the Skills Development Act.
- Explain the purpose of the National Skills Development Strategy.
- Evaluate the impact of the SDA on businesses.
- Suggest ways in which businesses can comply with the SDA.

[40]

QUESTION 8: BUSINESS VENTURES (INSURANCE)

Businesses take out insurance policies as they operate in high-risk environments. They also realise that some risks cannot be insured. Businesses must be well informed of the principles of insurance before signing an insurance contract. They benefit from compulsory insurance as they do not have to pay out certain claims.

Write an essay on insurance in which you include the following aspects:

- Outline the differences between *insurable* and *non-insurable* risks. Give TWO examples of each.
- Explain the following principles of insurance:
 - Indemnity/Indemnification
 - Security/Certainty
- Discuss THREE types of compulsory insurance.
- Advise businesses on the advantages of insurance for businesses.

[40]

QUESTION 9: BUSINESS ROLES (PROBLEM-SOLVING AND CREATIVE THINKING)

The business environment is dynamic and requires businesses to be innovative in their approaches. The force-field analysis and nominal group techniques can be applied during the problem-solving process. Many businesses strive to create an environment that promotes creative thinking in the workplace.

Write an essay on problem-solving and creative thinking in which you address the following aspects:

- Elaborate on the differences between *decision-making* and *problem-solving*.
- Discuss the impact of the following problem-solving techniques on businesses:
 - Force-field analysis
 - Nominal group technique
- Explain the advantages of creative thinking in the workplace.
- Suggest ways in which businesses can create an environment that promotes creative thinking in the workplace.

[40]

QUESTION 10: BUSINESS OPERATIONS (HUMAN RESOURCES)

An engineer at Hendricks Civil Engineers (HCE) recently terminated his employment contract. HCE is considering advertising this position externally. The human resources manager will prepare for the interview and also develop the induction programme.

Keeping the above scenario in mind, write an essay on human resources referring to the following aspects:

- Elaborate on the reasons for the termination of an employment contract.
- Explain the impact of external recruitment on HCE as a business.
- Discuss the role of the interviewer while preparing for an interview.
- Advise HCE on the benefits of induction.

[40]

TOTAL SECTION C: 80
GRAND TOTAL: 300

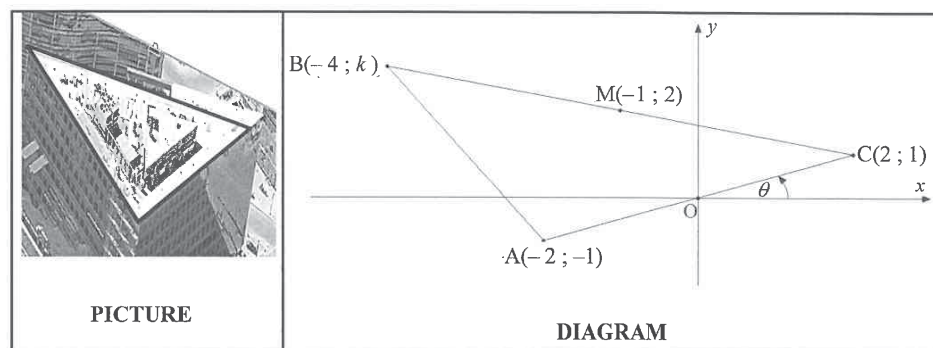
INSTRUCTIONS AND INFORMATION

Read the following instructions carefully before answering the questions.

1. This question paper consists of 11 questions.
2. Answer ALL the questions in the SPECIAL ANSWER BOOK provided.
3. Clearly show ALL calculations, diagrams, graphs, etc. that you have used to determine your answers.
4. Answers only will NOT necessarily be awarded full marks.
5. If necessary, round off answers to TWO decimal places, unless stated otherwise.
6. Diagrams are NOT necessarily drawn to scale.
7. You may use an approved scientific calculator (non-programmable and non-graphical), unless stated otherwise.
8. An information sheet with formulae is included at the end of the question paper.
9. 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)

PROUDLY BROUGHT TO YOU BY:



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)

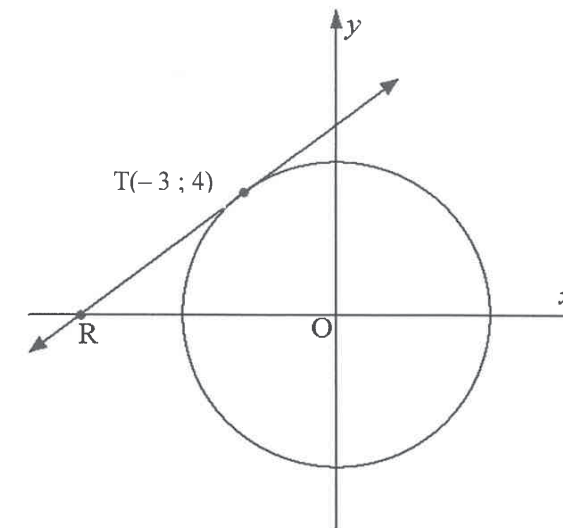
(3)

(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]

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 $1 - \cos(2\pi - \theta)$ (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 $0^\circ \leq x \leq 180^\circ$

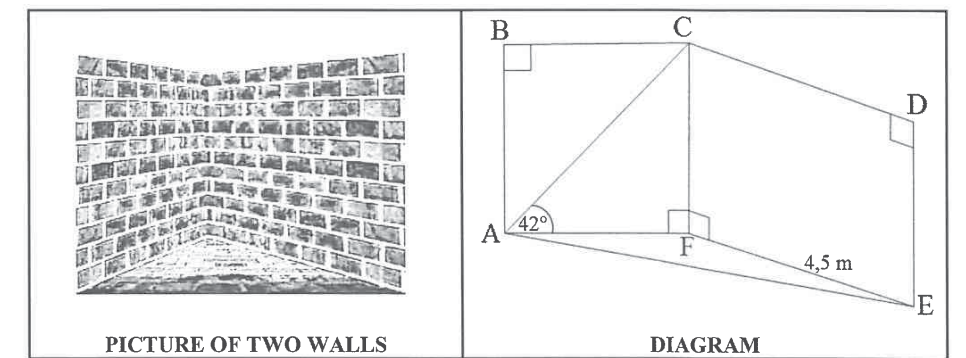
- 5.1 Draw sketch graphs of f and g on the same set of axes. Clearly indicate ALL the intercepts with the axes, turning points, asymptotes and end points. (6)
- 5.2 Write down:
 - 5.2.1 The range of f (1)
 - 5.2.2 The period of g (1)
 - 5.2.3 The equation of the asymptote of h if $h(x) = f(x + 30^\circ)$ (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, $\hat{FAC} = 42^\circ$, $FE = 4,5 \text{ m}$ and $CF = \frac{2}{3} FE$



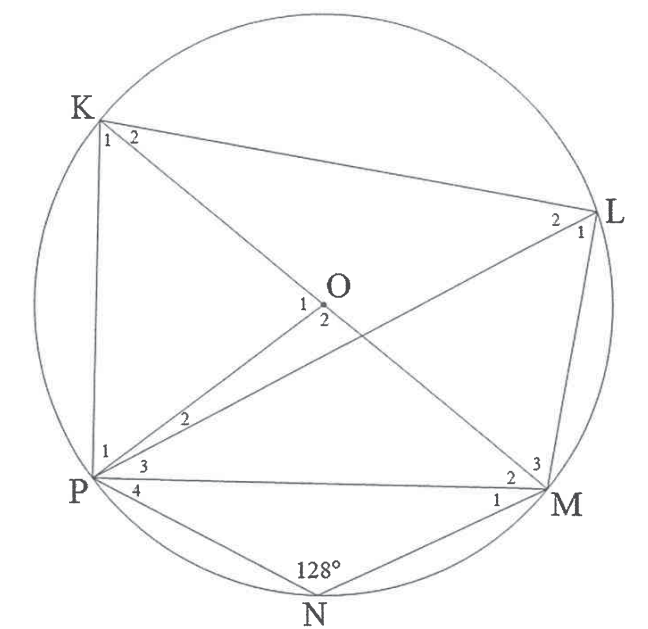
- 6.1 Write down the length of CF. (1)
- 6.2 Determine, correct to ONE decimal place:
 - 6.2.1 The length of AF (2)
 - 6.2.2 The size of \hat{AFE} if $AE = 6 \text{ m}$ (4)
 - 6.2.3 The area of ΔAFE (3)

[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]

PROUDLY BROUGHT TO YOU BY:



QUESTION 8

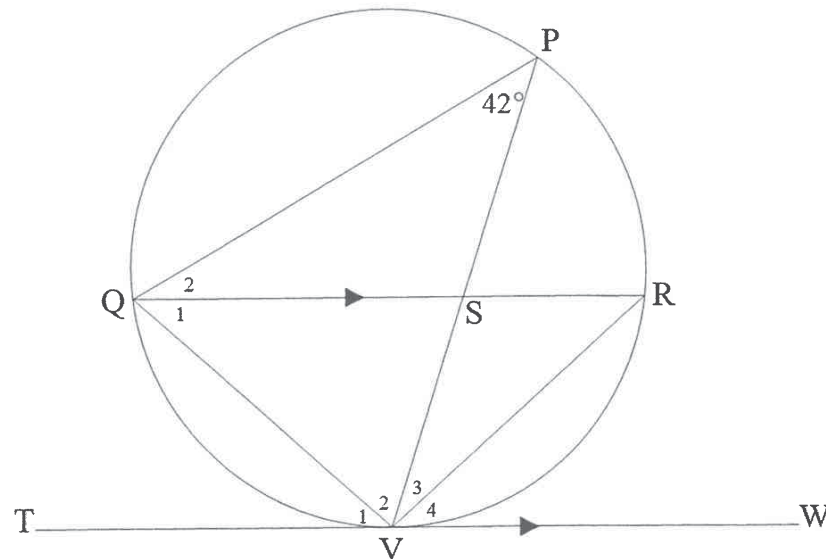
8.1 Complete the following theorem:

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 || QR
 $\hat{P} = 42^\circ$



Determine, with reasons:

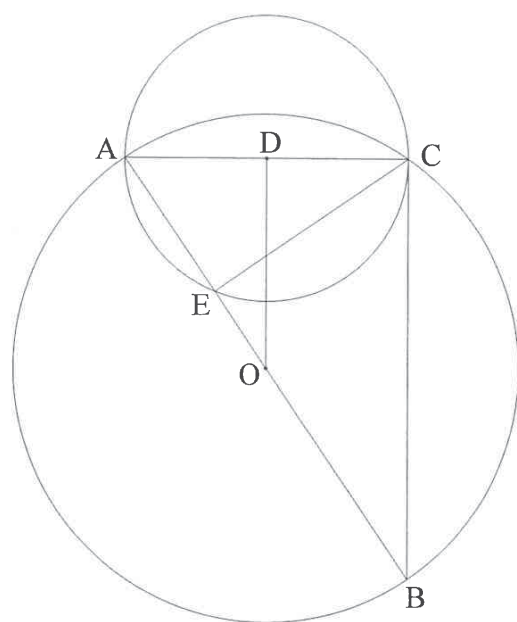
- 8.2.1 FOUR other angles each equal to 42° (6)
- 8.2.2 Whether QR is a diameter of the circle (2)
- 8.2.3 The size of \hat{Q}_2 if $\hat{V}_2 = 67^\circ$ (3)

QUESTION 9

9.1 Complete the following theorem:

The perpendicular bisector of a chord of a circle passes through ... (1)

9.2 In 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.



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

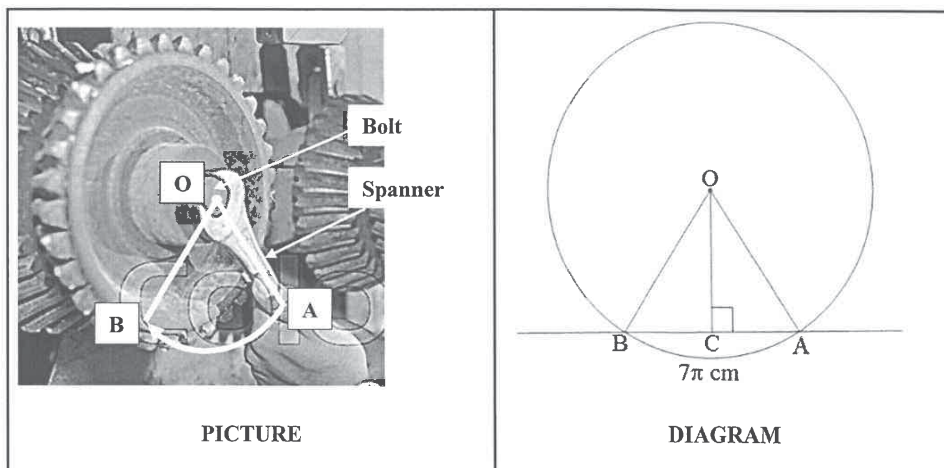
QUESTION 10

10.1 The 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.

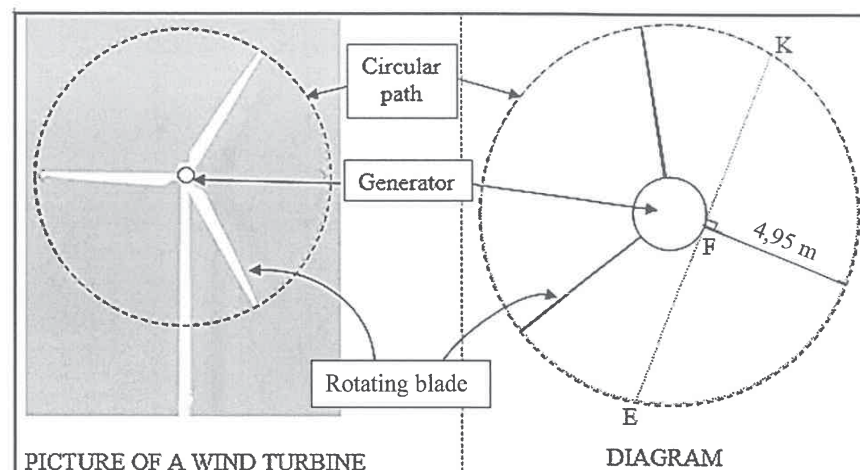
Reflex angle $\hat{AOB} = \frac{29}{18}\pi$ and $OC \perp BA$.

Arc length of AB is 7π cm.



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

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

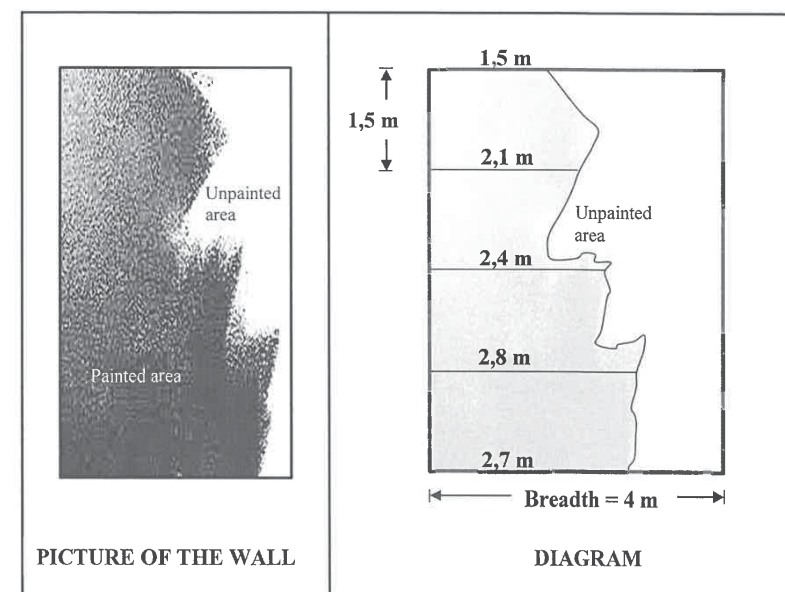
PROUDLY BROUGHT TO YOU BY:



QUESTION 11

11.1 The 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

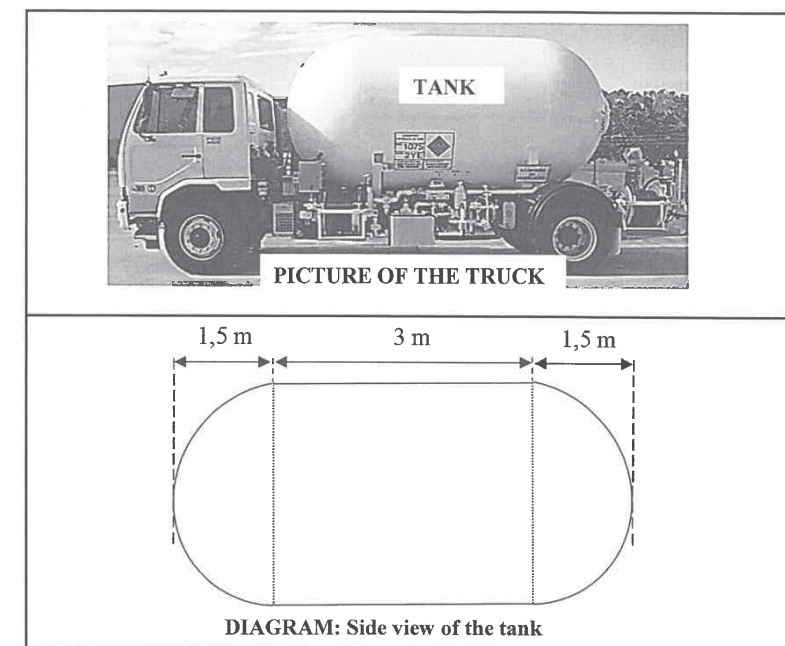
- 11.1.1 Determine the height of the wall. (1)
- 11.1.2 Calculate the painted area of the wall by using the mid-ordinate rule. (4)
- 11.1.3 A one-litre tin of paint, which is sufficient to cover an area of 3,26 m², costs R156,36.

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.

11.2 The 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 = $(\pi r^2) \times$ height

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

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

- 11.2.1 Calculate the total surface area of the tank. (5)
- 11.2.2 A 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)

INFORMATION SHEET: TECHNICAL MATHEMATICS

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

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

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

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

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

$$\int x^n dx = \frac{x^{n+1}}{n+1} + C, \quad n \neq -1$$

$$\int \frac{1}{x} dx = \ln x + C, \quad x > 0 \quad \int a^x dx = \frac{a^x}{\ln a} + C, \quad a > 0$$

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

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

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$$

$$\text{In } \Delta ABC: \frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C} \quad a^2 = b^2 + c^2 - 2bc \cos A$$

$$\text{Area of } \Delta ABC = \frac{1}{2} ab \sin C$$

$$\sin^2 \theta + \cos^2 \theta = 1 \quad 1 + \tan^2 \theta = \sec^2 \theta \quad \cot^2 \theta + 1 = \operatorname{cosec}^2 \theta$$

$$\pi \text{ rad} = 180^\circ$$

$$\text{Angular velocity } = \omega = 2\pi n = 360^\circ n \quad \text{where } n = \text{rotation frequency}$$

$$\text{Circumferential velocity } = v = \pi Dn \quad \text{where } D = \text{diameter and } n = \text{rotation frequency}$$

$$s = r\theta \quad \text{where } r = \text{radius and } \theta = \text{central angle in radians}$$

$$\text{Area of a sector} = \frac{rs}{2} = \frac{r^2 \theta}{2} \quad \text{where } r = \text{radius, } s = \text{arc length and } \theta = \text{central angle in radians}$$

$$4h^2 - 4dh + x^2 = 0 \quad \text{where } h = \text{height of segment, } d = \text{diameter of circle and } x = \text{length of chord}$$

$$A_T = a(m_1 + m_2 + m_3 + \dots + m_n) \quad \text{where } a = \text{equal parts, } m_1 = \frac{o_1 + o_2}{2} \text{ and } n = \text{number of ordinates}$$

OR

$$A_T = a \left(\frac{o_1 + o_n}{2} + o_2 + o_3 + o_4 + \dots + o_{n-1} \right) \quad \text{where } a = \text{equal parts, } o_i = i^{\text{th}} \text{ ordinate and } n = \text{number of ordinates}$$

Sport



Mastermind: Pogiso Makhoye, the Orbit College football coach, has guided the team to new heights over the years. Photo: Eddie Mtsweni

Proud Orbit College celebrates its promotion to Betway Premiership

LEVY MASITENG

The Orbit College Football Club, popularly known as the “Mswenko Boys”, are over the moon with their new journey in the Betway Premiership, the top tier of South African football.

Coach Pogiso Makhoye, the mastermind behind the team’s success, beamed with pride as he reflected on the moment when they beat Cape Town City to earn promotion in late June.

“Yeah, I think the night before that game, I couldn’t sleep,” he told Inside Education.

“The game was already playing through my mind. So, that day was just a testimony, because I felt like I predicted everything before it happened. So even when they scored that goal, the dream that I had that night came through. It was so, so overwhelming, because we’ve been looking to achieve this for the past 15 years, and finally it was happening.”

Makhoye said the promotion was a dream come true because every player wanted to play in the Premier League.

“This promotion is not just about the college, it’s about the province,

the community, and the local business people,” he said.

The promotion is a game-changer. Orbit will now receive the PSL grant, which includes R5 million for preparations, R3 million for ex gratia payments and R2,3 million a month. There are also gate takings from a minimum of 15 home games and prize money from the league and cup games. Another source of revenue is player sales and transfers. All of that is excluding commercial sponsorship and partnerships.

Economic boost

They will be hosting 15 teams at the Olympia Stadium in Rustenburg, which can accommodate about 32,000 people, so they will bring in revenue for local businesses, boost the town’s economy and create opportunities for street vendors and tourism.

“We’re doing this for the province, for the community, and for everyone who has supported us along the way,” Makhoye said.

There have been concerns raised about the stadium’s readiness, and “there are a few things that the municipality needs to fix,” Makhoye said, “but the stadium is 95% ready to host Premier League games.”

He said the team have been trying to secure sponsorship for the past 15 years and would appreciate any support in the future.

“We are operating on a strict budget. We managed in the Motsepe Foundation Championship without sponsors,” said Makhoye, who is now hopeful that the promotion, and the raised profile it brings, will attract sponsors.

“One of the reasons why we wanted to promote the team was to make sponsors aware that this is a big team. So, maybe with the promotion, they will start taking us seriously, knowing that they can come and advertise during our live games.”

The team have proudly declared that they will be keeping 90% of their players because they understand the culture of the team and how important it is to be in the Premier League.

One of them is Letsie Koapeng, 33, who has played as a forward for eight different clubs and who scored the historic goal that took Orbit College to the Premiership.

The team’s fans are ecstatic about the promotion. Orbit supporter Tumelo Kobue said: “Despite the challenges they might face in the PSL,

they should not change the coach or technical team, or sign experienced players. There is talent in [TVET] campuses, and young stars are hungry for success and to make names for the club and themselves.”

“This team has been professional,” said Makhoye. “It’s not like it’s a new team. We have been running a professional team.”

He said the team’s promotion to the Betway Premiership will further boost the college’s brand, visibility, and reputation in the education sector. “I think we have already owned that space,” he said.

Marketing strategy

“The branding has made the college grow, and every student around the country wants to come and study at the college, especially football lovers, who see this as an opportunity to further their talent. We’ve been a good marketing strategy for the college and the TVET sector, proving that there’s more to TVET than meets the eye.”

Chris Swepu, a member of the Azanian People’s Organisation, said: “Your promotion into the PSL will not only improve the lives of players and their families but will put the area on the map for invest-

ment opportunities. It will boost the tourism industry and lead to employment opportunities. It will bring food to the tables of families, and SMMEs will have opportunities. This is a great deal.”

As the team celebrates their promotion, they are also aware of the responsibility that comes with playing in the top tier of South African football. “We will try to always raise our flag higher and higher,” said Makhoye. “We appreciate the support of our fans, not only from the North West but from all TVET colleges and higher education institutions around the country.”

As they prepare to take on the best teams in the country, Orbit College are confident they will make a lasting impact on the Premier League. “We are the product of college sports,” said Makhoye. “Today, this team has become a business. We are proud to represent the TVET sector and higher education, and we will do everything in our power to make our fans proud.”

The Mswenko Boys have certainly become a team to watch, and their fans can’t wait to see them “swag” and what the future holds for them.