

YOUUNISA

Magazine for Unisa students, alumni and friends

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True access
through
pen
learning

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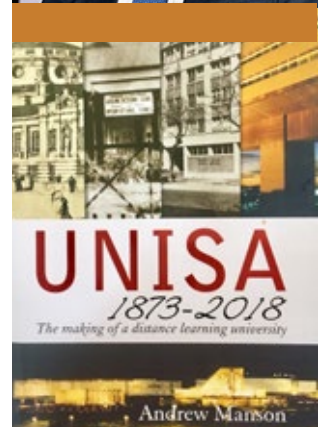
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Editorial

Having always been one of the main pillars in Unisa's ODeL (open, distance and e-learning) model, open learning has over the past few years increasingly come to the fore as the main driver in providing access to education worldwide, specifically in the higher education sphere. Such is the success of this approach that the corporate world is taking notice in a big way. One example is that early in November, LinkedIn with its 17 million users and 14 000 corporate customers announced that it is establishing a massive corporate learning platform structured according to the open learning model.

In this issue we look at the many ways in which Unisa is walking the open learning talk. Two experts unpack the big picture, following which we report on learning behind bars, learning beyond sensory barriers and learning beyond borders.

We asked you, our readers, to weigh in on the importance of hair in terms of cultural identity and, as always, you did so with gusto and passion. Be sure to check out the Letterbox section for a range of interesting and thought-provoking views from readers across the cultural spectrum.

You will also find news on how Unisa memorialised South African greats during the course of the year, the prestigious Chancellor's Awards and an exciting new book on the history of your university.

We wish all of our readers a peaceful and invigorating festive break, and look forward to keeping you abreast of the latest Unisa news in 2019.



Edithoriale

Jwalo ka ha kamehla e bile e nngwe ya ditshiya tse ka sehloohong tsa motlolo wa Unisa wa ODeL (open, distance and e-learning), dilemong tse mmalwa tse fetileng open learning (ho ithuta ka bowena) e tswetse pele ho hlahella ka mahetla e le yona e di hulang pele phumantshong ya thuto lefatshe ka bophara, haholoholo thutong e phahameng. Ho jwalo le ka katleho eo mokgwa ona o bileng le yona hoo lekala la kgwebo le hlokotseng haholo. Mohlala o mong ke wa hore mathwasong a kgwedi ya Pudungwana, LinkedIn le basebedisi ba yona ba dimilijone tse 17 le basebedisi ba yona ba 14 000 lekaleng la kgwebo e phatlaladitse hore e theha polatefomo e kgolo ya ho ithuta ka tsa kgwebo e hlophisitsweng ho ya ka motlolo wa open learning.

Phatlalatsong ena re sheba ditsela tse ngata tseo Unisa e di etsang ho ya ka maikemisetso a yona a ho fumantsha open learning. Ditsebi tse pedi di hlalosa mohopolo o ka sehloohong oo re o latelang ha re beha ka ho ithutela tjhankaneng, ho ithuta le ha motho a na le bofokodi bo itseng ba dikutlo le ho ithuta dinaheng tsa kantle.

Re botsitse lona babadi ba rona ho tshwaela ka bohlokwa ba moriri ho ya ka botjhaba bo itseng, mme jwalo ka tlwaelo, le entse jwalo ka kgahleho e kgolo le ka lerato. Netefatsa hore o sheba mehopolo ya mefutafuta, e kgothaletsang ho nahana ka hloko ya babadi ba rona ba merabe e kaofela karolong ya Letterbox.

Hape, o tla fumana ditaba tsa ka moo Unisa e bileng le mekete ya sehopotso ya bahale ba thuto ba Maaforika Borwa mahareng a selemo, ya Diawate tse hlomphehang tsa Tjhansela le buka e ntjha e monate ya nalane ya yunivesithi ya hao.

Re lakaletsa babadi ba rona kaofela ho phomola ka kgotso nakong ya monyaka, le ho thabela ho boela re le tsebisa ka ditaba tse monate tsa moraorao tsa Unisa selemong sa 2019.



Vuhleri

Hikuva minkarhi hinkwayo hi ve modlele wa dyondzo yo dyondza vanhu va ri kule, hi ve phuphu lerikulu eka Unisa ODeL (open, distance and e-learning) ku dyondza hi ndlela yo pfuleka eka malembe yo hlaya, modlele lowu wa dyondzo wu ya wu ya ehenhla no vonaka tani hi mukondleteri nkulu eka ku nyiketa dyondzo eka misava hinkwayo, ngopfu-ngopfu eka xiyenge xa dyondzo ya le henhla. Ku na ku humelela ku kulukumba eka fambiselo leri hi ndlela ya leswo na vamabindzunkulu va sungula ku ri xiyaxiya swinene eka mhaka leyi. Xikombiso xin'we xa mhaka leyi, hi leswo emasungulweni ya Novhemba, LinkedIn leyi yi nga na vatirhisi va 17miliyoni na tikhastama ta vamabindzunkulu ta 14 000 va endle xitiviso xa leswo va ta sungula platfomo leyikulu ya vamabindzunkulu ya ku dyondza leyi nga ta hleriwa hi ku landza modlele wa ku dyondza hi ndlela leyi pfulekeke.

Eka tsalwa leri hi languta tindlela to tala leti Unisa yi tirhaka hi kona eka fambiselo ra ku dyondza hi ndlela leyi pfulekeke. Vativinkulu va ntokokoto vambirhi va hlamusela mhaka leyi hi xitalo na ku nava, endzhaku ka swona hi nyika xiviko hi mafambiselo yo dyondza, no dyondza hi ndlela leyi nga ri ku na mindzilakano ya mavonelo na mindzilakano ya matiko.

Hi kombele n'wina vahlayi va hina, leswo na n'wina mi va na xiavo eka nkoka wa swa misisi hi ku landza vutitivi hi swa mindhavuko, tani hi minkarhi hinkwayo, mi endle leswi hi mafulufulu no hiseka swinene. Kambelani eka xiyenge xa Bokisi ra Mapapila (Letterbox) ku vona mianakanyo ya vuenti yo hambana-hambana yo huma eka vahlayi eka swiyenge swo hambana-hambana swa ndhavuko.

Mi ta kuma na mahungu hi leswo xana Unisa yi va nkhensa njhani no vatsundzuka vanhu vo hlawuleka exikarhi ka lembe, Tiawadi na masagwati ya Muchanselara na buku yo nyanyukisa swinene leyintshwa hi matimu ya yunivhesiti ya n'wina. Hi navelela hinkwavo vahlayi va hina ku va na nkarhi wa ku wisa wa ku hela ka lembe no wisa, na swona hi langutele ku ya emahlweni no mi tivisa hi mahungu ya Unisa lamantshwa ya lembe ra 2019.



WORDWISE:

OPEN LEARNING

In *WORDWISE*, we take a look at interesting words or concepts in the world of academia and broader society.

Open learning is often taken to refer only to a way that allows people to learn where and when they want, and to send and receive written work by mail or email. It is much more than that. An innovative movement in education that emerged in the 1970s, open learning refers generally to activities that either enhance learning opportunities within formal education systems or broaden learning opportunities beyond such systems.

According to Unisa's Professor Mpine Makoe, Head of the Institute for Open Distance Learning, the main principle of openness in education (and therefore open learning) is to address the fundamental right of access to education as outlined in UNESCO's Universal Declaration of Human Rights.

Sources: Wikipedia, Cambridge English Dictionary, Prof. Mpine Makoe





Letterbox

We look forward to your thoughts on topics covered in YOUNISA.

Email your letter to younisa@unisa.ac.za, or post it to the following address:
YOUNISA, Department of Institutional Advancement; PO Box 392, Unisa, 0003

Please note that letters may be edited to meet stylistic, grammatical and space requirements.



We asked you, our readers, to share your views on the **relationship between hair and cultural identity**. Here are the best letters received.

Re kopile lona babadi ba rona ho hlahisa maikutlo a lona ka **kamano e pakeng tsa moriri le botjhaba bo itseng**. Mangolo a ngotsweng hamonate a amohetsweng ke ana.

Hi vutise n'wina vahlayi va hina ku avelana hi mianakanyo eka **vuxaka exikarhi ka misisi na vutitivi hi swa ndhavuko**. Hi lawa mapapila ya le henhla swinene lama hi nga ma amukela.



No artifice

I had been relaxing my hair for almost all my life. At a certain point, breakage became my biggest nightmare. About three years ago I firmly decided to go fully natural, and I've never looked back.

In my opinion hair is representation. Natural hair possesses a rich and elastic texture that in itself is a unique identity. The change has allowed me to view myself in an honest and authentic manner. This, I think, is how young, black girls should constantly feel about their natural hair.

>Palesa Claire Ndlovu

Hair power

People may want to transform my hair. I say NO. This is part of me and I have all the power to remain being me. My hair is my pride. It represents my character. I am different, strong and resistant. I can withstand any kind of weather. I grow up rather than down. I do not allow the force of gravity to pull me down. I am natural and my scalp, neck and ears are free from burning chemicals. My hair is my identity

>Busisiwe Malungwane



Hair hazard

Why do we perm or straighten our hair? I think that one of the reasons is that we can, because we have the chemicals and other technology to do it. Another reason is that we think it makes us look better. A third reason is that we are not content with what nature and our hereditary traits have handed us. Yet another reason may be that we want to be different, to distinguish ourselves from others, to be unique by somehow doing our hair differently.

There can be no doubt that society pressurises us by what is shown in glossy magazines. But whatever we do in this regard means that we need to use chemicals to achieve what our natural hair cannot, and we do not know what the long-term effects of these chemicals are on our bodies. It would be a good idea to take a long hard look at the chemicals needed to achieve different 'looks' and ask ourselves: is it worth it?

>Anne Marie Smith



Culture meets practicality

At the beginning of this year I decided to embrace all that I am and to stop explaining to people why my hair is sometimes straight and at other times curly. The 'coloured' girl dilemma is that some of us have straight hair and others have curly hair. All of us struggle with our hair.

I am tired of people thinking it is okay to joke about my accent and comment on my natural hair. It is the same as the 'I'm not racist, BUT' statement that many people start a sentence with when they want to make a racist comment. They just don't get it that when I straighten my hair it is because it is more manageable and saves me time when getting ready in the morning, and not because I am trying to conform to the standards of another culture.

So this is my take on hair: it doesn't define me (nor does my race or my gender) but it is one of the things that limits me as a person. While it limits my self-expression it also anchors me to my culture, my self-respect and my identity.

>Edwina Sonnenberg



Natural beauty is best

While growing up, the type of hair that I have was not admired. As a result I used products such as relaxers. I used those for years and eventually stopped three years ago. Even though relaxers were rather harsh on my scalp, I used the products mostly to make my hair softer and 'appealing' to the eyes. This troubled me a lot when growing up, because I defined myself by how my hair looked.

Flowing, relaxed hair seemed easier to manage. However, this made me question my own beauty and how the next person would look at me. I went through a personal process where I then decided to cut my hair and start loving my hair... from scratch! It's only now that I'm beginning to be confident of the texture, colour and even length of my hair.

>Lesego Kgatla



It's entirely up to you

The fact of being black cannot be taken away or changed by preferences. Central to the expression 'be yourself' is the notion that people should do what they deem good for themselves. The problem is that society will always try to change who you are, to what people prefer you to be. Changing hairstyles is a matter of preference; dyeing, weaving or relaxing your hair expresses your preferences. It does not make you any less black.

A non-ethnic hairstyle cannot be singled out as a factor erasing blackness in a black person. The golden rule is to never change yourself or your preferences to please other people.

>Xolani Msimanga



Introducing liberal-relaxism

As a woman with naturally curly, often identified as "mixed-race hair", my idea of which hair a woman should be comfortable wearing is nebulous and varies from extreme-culturalism to liberal-relaxism. (pardon the pun).

In my thirties, and as a mother of two daughters with the same amount of bouncy curls to care for, I took a stand and decided to straighten my hair...forever. The costly application process took a day to complete but the end result was worth every expensive second. The relief came when I no longer had three hundred thousand bouncy curls to tame.

In conclusion, whatever your feeling about 'mimicking the white ideal', straight hair is - as a fact - easier to maintain on a day-to-day basis. As much as I loved my curly afro in my youth, maintaining that perfect curl day after day is a task I simply don't have the time for as an adult.

To end this off, I would like to emphatically say: no, chiskop is NOT an option.

>Leandr  Theys





Hair signals many things

Your hair plays a big part in your cultural identity. Your hair type or hair style will depend on your race, culture, or religion. If you change your hairstyle, it can be an expression of your personal style, or a means of detaching yourself from your cultural, racial, or religious identity. As well as being a part of your cultural identity, your hair is also a deciding factor of your beauty.

Personally, as a Muslim woman, I cover my hair as a sign of modesty and respect. Covering my hair allows people to see me for who I am as a person, and not judge me solely on my appearance. It is also an identity marker so that people can acknowledge that I am a Muslim, and to respect my beliefs.

>Zuheyde Zahir Rahman



Keeping it simple

I am of a mixed race group. I don't like to be called a coloured. I prefer to be an indigenous South African or an African. As a young child my hair was washed every weekend and plaited very tightly so that it would look neat and tidy according to my mother. As a teenager my hair was straightened with chemicals so that it could look smart and swinging.

As I became more aware of the tremendous effort it took to have straight hair, I decided that I would simply have to live with my thick bush of hair. My mother was very upset and I said: 'But Mummy, I was born with this bush.' I have since learnt to manage my natural hair and regularly receive compliments about my indigenous style.

>Dr Petra Abrahamse



Keep it real

Hair is linked to culture. We should also understand that culture is created by people, so then how you choose to wear your hair should not be questioned or deemed wrong, as long as you are being true to yourself.

The mere fact that we have many ethnic groups with different kinds of hair shows that no single hairstyle should be set as the norm for all beings - we are imperfect beings by nature.

We should embrace our hair as it is or as it suits us.

>Nompumelelo Ngomane



Authors of the letters published here will each receive a branded item from the Unisa Shop.

YOUNISA scoops national publishing award

The very magazine that you are reading was rated the country's best in the category '**Best publication with limited resources**' at the 17th annual South African Publication Forum Awards.

The magazine was also a finalist in the categories 'Best external magazine' and 'Best publication cover'. Focus, Unisa's staff newsletter, was a finalist in the category 'Best newsletter'. Both titles were awarded certificates of merit for excellence in writing, communication and design. *YOUNISA* and *FOCUS* are published by the Communications Directorate in the Department of Institutional Advancement.

The South African Publication Forum (SAPF) annually receives entries from most of South Africa's big corporates, organisations, universities and government entities. The aim of the competition is to reward excellence in internal and external corporate communication media. Entries are adjudicated in a total of 22 categories by a panel comprising of respected industry professionals in the fields of writing, communication, design and new media.

Says Philip van der Merwe, *YOUNISA* editor: 'We have been entering our publications for a number of years now, and the feedback received from the adjudication panel serves as invaluable input – regardless of whether an entry wins or not. Said inputs have steered us towards creative ways of engaging with our target audiences – students and alumni – with the most recent issue, celebrating Unisa's 145th year as a beacon of hope, comprising almost entirely of reader contributions. The award therefore also serves as recognition of our readers' level of engagement with their university.'

Nancy-Anne Anderson, managing editor in the directorate, says that she is especially pleased that the award category recognises that not all companies and organisations have access to large budgets and extensive resources. 'This shows that one can go a long way with good content and engaged readers, even without the extensive resources of other entrants such as Anglo American and Mercedes-Benz,' she says.

Concerning *YOUNISA*, the judges had this to say: 'To effectively communicate with such a vast readership is not an easy task, but *YOUNISA* (spot-on title, by the way) achieves what it sets out to do, fulfilling the promise made to readers and the objectives of this publication. Students and alumni alike would be proud to be associated with this institution. Unisa's image is positively supported by the friendly feeling one gets when paging through the publication. You can be proud.'





Open

learning:

the big picture

Widening access through open learning

In this article **Professor Mpine Makoe**, Head of the Institute for Open Distance Learning (IODL), looks at the latest local and international trends in the open learning movement.

In the last decade, there has been growing trend of opening up learning and making it accessible to all. The main principle of openness in education is to address the fundamental right of access to education as outlined in the UNESCO's Universal Declaration of Human Rights. This is based on the philosophy of "knowledge as a common good" and therefore knowledge that has been financially supported by public funds should be made openly accessible to all. South Africa, like many developing countries, is faced with a dire need to increase participation rates in higher education. Studies have shown that countries with high participation rates in higher education also have high economic growth. To address this need, the Department of Higher Education and Training (DHET) developed a number of policies including the one that looks specifically at open learning practices as a means to increase access to higher education.

Recently DHET drafted an *Open Learning Policy Framework for Post-School Education and Training* to guide the implementation of open learning practices. Although open learning seems to be a new concept, openness in education has been around long before the written word. Knowledge was transmitted through oratory and skills were passed on through doing. In this era, orators and philosophers used to deliver public lectures at no costs, people will stop by and imbibe on the fountain of knowledge. The open curriculum of this era was driven by what students wanted to listen to or leave out in the same way as the present day knowledge and content is easily available on the internet. People go online and choose the information that they are interested in.

Throughout history, different types of technologies have impacted on education. The biggest game changer of the way knowledge was transmitted was the invention of the printing press. Books could reach larger audiences and people could access knowledge anywhere and anytime. Although books were very expensive when they first came out, they became cheaper and more accessible over the years, the same way as computers were when they were introduced and now many people can access the internet on mobile phones.

“Jwalo ka ha ditjeo tsa thuto di le hodimo haholo bathong ba bangata, open learning e etsa hore thuto e fihlellehe le ho lefelleha.”



Prof. Mpine Makoe speaking at Unisa's Open Learning Conference 2018

It is interesting to observe that the current open education principles are guided by similar characteristics of flexibility, learner-centredness, accessibility and lifelong learning that also influenced the rise of open education thousands of years ago. Since then, formal education took many turns from being completely open to being completely closed. The rise of the current open scholarship has been attributed to the impact of technology in every facet of our lives. The magnitude of new technologies introduced over the last two decades have influenced all sectors of education. In recent years, many educational institutions have invested extensively in their use of information and communication technologies (ICT) to enhance teaching and learning. The use of ICTs is now becoming increasingly entrenched in many institutions' systems and practices, offering an exponential increase in opening up access to education and training. This led to open education practices becoming more entrenched in mainstream education.

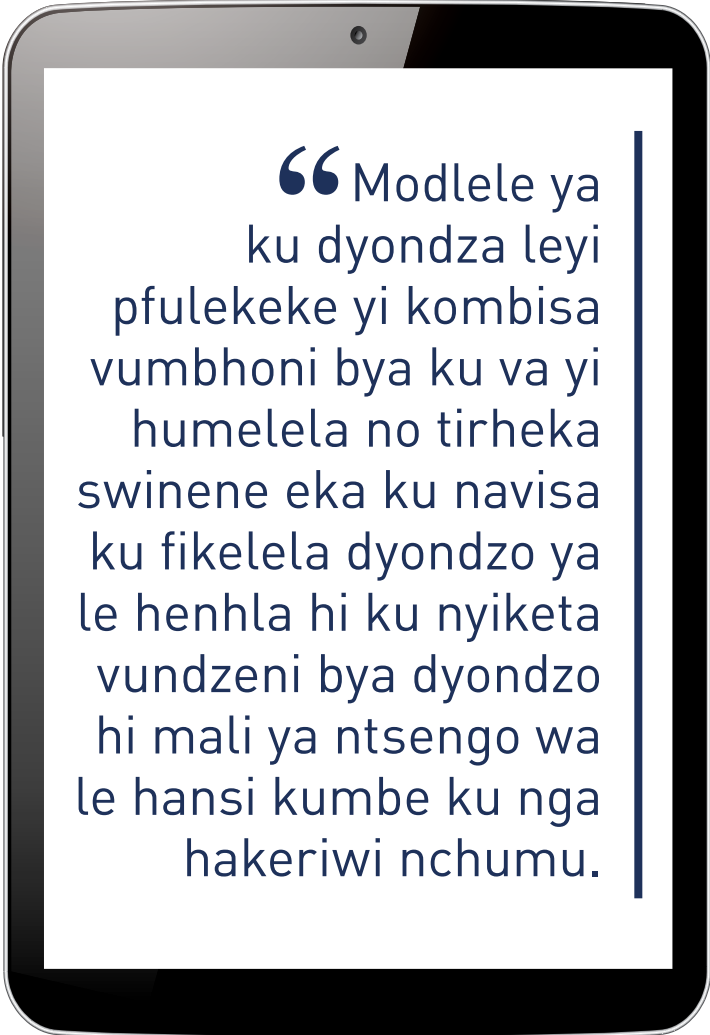
As the cost of education becomes prohibitive to many people, open learning makes education more accessible and affordable. The Massachusetts Institute for Technology, through its Open Courseware (OCW) initiative, took a lead when it made its study material available at no cost. The idea of making study materials available led to the emergence of the Open Educational Resources (OER) movement with the aim of sharing educational content at no costs. Access to OER may give people an opportunity not only to have access to study material but also to copy, reuse and repurpose study material to suit their context.

In the last decade, the open movement gained momentum. In 2003, the Open Access Initiative was established at Budapest and Unisa is one of six South African institutions that signed the Berlin Declaration on Open Access to Knowledge showing the commitment to opening access to research output. Through signing the declaration, Unisa also committed to supporting the open scholarship through the development of OER. Despite the developing countries' slowness in participating in the OER movement, two important OER declarations originated in Africa: the 2007 Cape Town Declaration on Open Education and the 2009 La declaration de Dakar sur les REL supported by UNESCO, COL, l'Agence Universitaire de la Francophonie (AUF) and the Organisation Internationale de la Francophonie (OIF). Both declarations were speaking to the need to "accelerate efforts to promote open resources, technology and teaching practices in education"

(Cape Town Open Education Declaration). This declaration also further stated "open education is not limited to just OER. It also draws upon open technologies that facilitate collaborative, flexible learning and open sharing of teaching practices that empower educators to benefit from the best ideas of their colleagues."

Open learning also includes massive open online courses (MOOCs). These are freely available online courses that allow huge numbers of students from different parts of the world to enroll and participate in an online class. Stephen Downes, who believes that knowledge and learning are rooted in a network of connections, created the first MOOC and based it on three features of openness: open content, open instruction and open assessment. Although MOOCs had great promise when it started, many students who initially enrolled in the programmes tend to drop out due to lack of support from the facilitator who teaches hundreds of students scattered all over the world. However, MOOCs have a potential to enable access to high quality education engagement.

The rationale for the expansion of higher education is rooted in a view of a global knowledge economy. The open learning model has proved to be efficient in expanding access into higher education by providing educational content at no or low costs. Academic and skills training has great importance and relevance in the developing countries of Africa where there is a huge need for skilled and trained workforce to enhance productivity and remain competitive in the global economy.



“Modlele ya
ku dyondza leyi
pfulekeke yi kombisa
vumbhoni bya ku va yi
humelela no tirheka
swinene eka ku navisa
ku fikelela dyondzo ya
le henhla hi ku nyiketa
vundzeni bya dyondzo
hi mali ya ntsengo wa
le hansi kumbe ku nga
hakeriwi nchumu.”

Open learning—the answer to inclusive, affordable, quality higher education?



(From left) Prof. Gugu Moche (Vice-Principal: Teaching, Learning, Community Engagement and Student Support), Buti Manamela (Deputy Minister of Higher Education and Training) and Trudi van Wyk, Chief Director: Social Inclusion, Equity, Access and Quality (DHET)

Increased access to affordable quality post-school education and training. This is the commitment made by Government in the National Development Plan (NDP) and a vision shared by higher education (HE) institutions and the HE sector at large. Exploring how an open learning approach can assist towards achieving this goal, the Department of Higher Education and Training (DHET) and Unisa hosted an open learning seminar themed *Developing effective open learning practices in South African post-school education and training (PSET)* at Unisa on 22 October.

Delivering the keynote address, Deputy Minister of Higher Education and Training, Buti Manamela, said over the past two decades Government has achieved considerable success in expanding access to higher education learning opportunities and the number of students enrolled in HE institutions has more than doubled since 1993, increasing from 473 000 to 975 837 students in 2016.

Seeking new means of access

However, the post-school system still needs significant expansion in order to meet the NDP target for student enrolment of 1.62 million at public universities, 1.25 million at technical and vocational education and training (TVET) colleges and a further 1 million at community and education training (CET) colleges by 2030.

“ Ho fihleleha ho eketsehileng feela ha ho bolele hore open learning e lekane. Eseng ha palo ya baithuti ba qetang dithuto tsa bona ka nako e balletsweng e tswela pele ho fokola jwalo ka ha ho etsahala thutong eo moithuti a ipallang ka boyena.

Enrolments have to grow at about 50 000 students per sub-sector per annum. Manamela said while this would require a significant investment in infrastructure development and lecturer recruitment, it would also require finding new ways to increase access, such as open learning.

Open learning entails an approach based on specific principles such as learner-centredness, lifelong learning, flexibility of learning provision, the removal of barriers to access learning opportunities, recognition of prior learning experience, provision of learner support, and creating conditions for student success, Professor Gugu Moche, Vice-Principal: Teaching, Learning, Community Engagement and Student Support, explained in her opening address. She said it should not be confused with modes of delivery such as distance or campus-based education.

Access with success

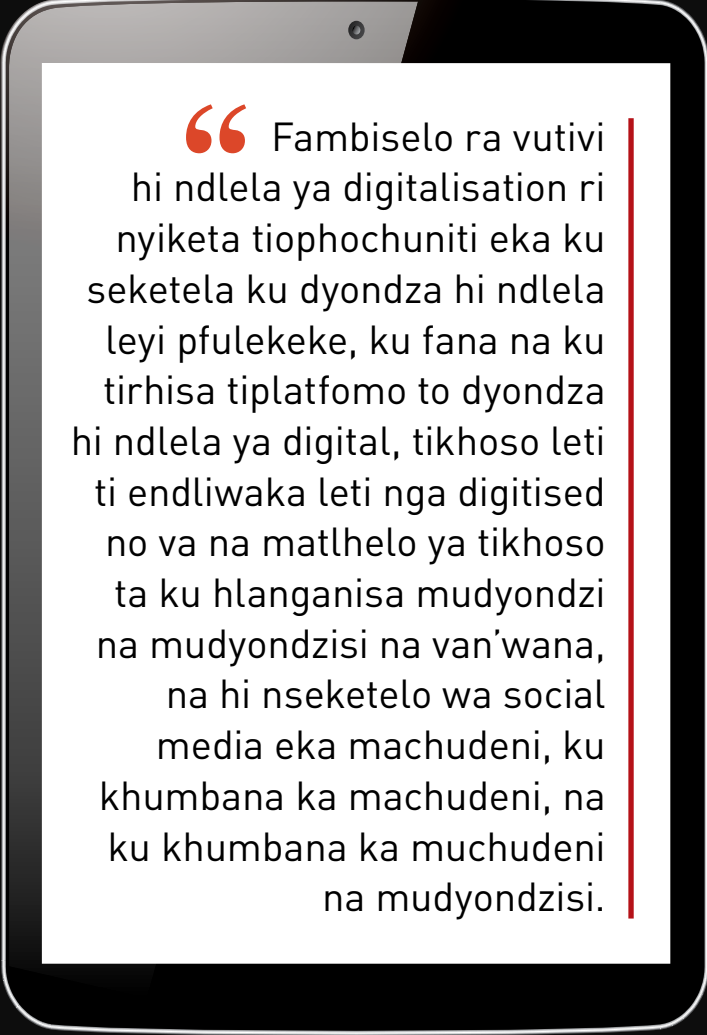
Open learning is about providing access with success. Therefore, effective communication, integrated course design, student support services and learning resources that complement each other, and effective learning are all enablers aimed at improving student success and throughput, said Professor Moche.

Manamela agreed that access or higher enrolment figures were not enough and raised his concern about the current low throughput rate of distance education provision in universities. 'Increased access alone does not equate to open learning. Not if the throughput rates continue to be as poor as they are for distance education. (...) Therefore success and quality need to be foregrounded.'

Another imperative for open learning is cost-effectiveness. In this regard, Manamela cautioned against pushing up enrolment figures and keeping down operational costs at the expense of quality.

Traditional models no longer work

Manamela said the dependent relation of access, quality and cost-effectiveness was widely accepted, however, wide access, high quality and low costs were not achievable with traditional models of higher education such as campus-based education. Using open approaches, such as distance education and e-learning as well as the sharing of resources and learning materials, the use of open education resources and sharing of student support services, the costs could be driven down, he explained.



“ Fambiselo ra vutivi hi ndlela ya digitalisation ri nyiketa tiophochuniti eka ku seketela ku dyondza hi ndlela leyi pfulekeke, ku fana na ku tirhisa tiplatformo to dyondza hi ndlela ya digital, tikhoso leti ti endliwaka leti nga digitised no va na matlhelo ya tikhoso ta ku hlenganisa mudyondzi na mudyondzisi na van'wana, na hi nseketelo wa social media eka machudeni, ku khumbana ka machudeni, na ku khumbana ka muchudeni na mudyondzisi.

Cost-effectiveness, especially in view of the recent appeal for free higher education, academics' attitude towards making a shift from teaching face-to-face to teaching through a distance mode or e-learning; the role of policy, in particular the expected Open Learning Policy Framework for PSET; and the need to disaggregate the challenges of open, distance and e-learning for the different post-school sectors, and for the different contexts of students, were matters Manamela advised seminar attendants to consider during their discussions.

With these words the stage was set for engaging sessions during which academics, researchers, government, and education and training providers could interrogate and explore ways in which to expand access to affordable quality education.

Society benefits when inmates succeed at studies, says LLM graduate

Incarceration has not stopped Maddeleen Bredenhann from dreaming. On the contrary, it has fuelled a burning desire for the future: to be known as someone who is knowledgeable about tax matters rather than as an inmate.



Maddeleen Bredenhann

'I've been asked, why do I study? I worry about the future – about having a future. My dream is to lead a normal life one day,' says Bredenhann, who graduated from Unisa in September 2018 with an LLM in Tax Law.

She is the first inmate of the Women's Maximum Security facility at the Kgoši Mampuru II Correctional Centre in Tshwane to receive a master's degree – let alone one in the highly complex field of tax law. 'They gave Maddeleen a standing ovation at her graduation ceremony,' says Professor Fanie van Zyl, the Unisa Tax Law lecturer who supervised her master's studies.

As the only postgraduate, she was last in the line of 127 inmates who received their Unisa qualifications at the ceremony held at the Boksburg Correctional Centre, where one of the guests was Minister of Justice Michael Masutha.

'Being last was overwhelming, especially for a shy person,' says Bredenhann, who also received the Best Overall Award from the Department of Correctional Services. 'I am very grateful for that. We give our families so little to be proud of. That award meant so much to my family. I will never forget that day.'

The path to an LLM

For Bredenhann, convicted of murder in 2004, studying through Unisa has been a lifeline. She started out by studying law, which seemed a logical choice given the circumstances. 'In this environment, we deal a lot with the law and the workings of the law.'

After completing her LLB in 2014, she started on her LLM in Tax Law the following year. Her study choice was motivated less by a fascination with all things tax (that came later) than by the encouragement she received from the lecturers she encountered (over the phone and via email) when she took tax law in the final year of her LLB.

'We are shy to contact the outside world. We are not always received well,' Bredenhann explains. 'Looking back over the past four years, my biggest blessing has been working with people like Professor Annet Oguttu, Professor Puseletso Letete and Professor van Zyl.'

She pauses a moment. 'Sometimes a student only needs a person to believe in them. Professor van Zyl has never given up on me. He has never treated me differently from any other student and I have never felt any judgment – and he is excellent in his field.'

Writing on the wall

'Maddeleen is a very hard worker and one of my best and most diligent students,' says Van Zyl, whose feedback on assignments Bredenhann will never forget.

'He knows when to give a student a good scolding and when to give encouragement,' she says. 'His comments on my first LLM assignment were a wake-up call for me. They made me realise that if I wanted to complete this, I must put in effort and pull up my socks.' By her third assignment, Bredenhann had found her stride and Van Zyl's comments confirmed this. She has printed out both sets of comments and posted them on her wall. 'When I feel blue, I look at those comments from my third assignment, and I feel encouraged.'

One of the hardest things about studying as an inmate is staying motivated. 'Sometimes you feel the sun doesn't shine. I worry about the future,' she says.

'Also, being incarcerated, we face a lot of challenges, like access to the Unisa Library and some inmates not understanding why you need so many hours with your books. In the beginning, I was not sure I would be able to complete my LLM. I would never have been able to do it without the support of my family.'

Her father and brother brought a computer and printer for her from home and willingly visited the Unisa Library to collect books, which they would then deliver to the Kgoši Mampuru II facility.

'I am also very grateful to Correctional Services for allowing me to complete my degree and receive visits from Unisa,' she says. 'Unisa needs an official email before a visit, and Captain Mogoboya especially always tolerates me kindly when I nag her about such things.'

Can you read a statement of accounts?

Not content with completing an LLB and an LLM, Bredenhann is now studying towards a Bachelor of Accounting Science in Financial Accounting, and finished her first-year exams on 14 November, the day before this interview. 'I am forever trying to speak tax to people who say, "Can you read a statement of accounts?" I thought, "Let me put a stop to that,"' she says, explaining her latest study choice.

Meanwhile, an LLD in Tax Law appears to be on the horizon. While Bredenhann believes she needs a little more experience

before she tackles an LLD, Van Zyl is convinced she is ready. 'You worked independently towards the end of your mini dissertation and you even put your foot down with me as your promoter. You are at a level of complete independent thinking. When you do an LLD, you need to stand your ground and say, 'I am the expert now'. You are an expert. That's what I see in you. You are ready for your doctorate.' 'Thank you,' Bredenhann says, then explains her thinking. 'My dream is an LLD but I have only been involved in tax law since 2014. I want my LLD to mean something, to make a meaningful contribution to the existing body of law. Coming from prison, my LLD must be of very good quality.'

Education brings hope for the future

In the meantime, while waiting to hear if parole is a possibility in the near future, she continues her financial accounting studies, has learnt to knit – about 10 jerseys so far – and teaches business studies to fellow inmates. 'I am passionate about school and have been a facilitator here since 2008. If you love education, it is easy to share it with others.'

She pauses again. 'We understand that people outside are reluctant to get involved with people in prisons. But Correctional Services considers education an important rehabilitative tool. For every inmate who can complete a qualification, there is a better chance of not returning. It costs thousands of rands a month to keep one inmate here, but education gives us hope of employment and a future. I'm begging, please: help students in correctional centres wherever possible. It's in society's interests for us to succeed.'

Officer Daisy Hlalethoa, Prof. Fanie van Zyl, Maddeleen Bredenhann and Captain Madile Mogoboya



Unisa brings **Madiba magic** to women behind bars



In her inspirational testimony, parolee Tshepiso Williams said that one should not wait to be rehabilitated, but should rather take the initiative

Unisa's celebration this year of 145 years of lighting the way coincides with the centenary celebration of the life of Nelson Mandela, and on 18 July 2018 the university honoured the great man in the best way possible: a multi-disciplinary team visited the Kgoši Mampuru II correctional facility to present a range of workshops to women inmates.

Hosted by the Department of Correctional Services (DCS), the initiative was coordinated by Unisa's Division of Community Engagement, an outreach unit in the Office of the Vice-Chancellor, and the university's Gauteng Region, Department of English Studies, Department of Psychology, and the Chance 2 Advance programme participated. External partners supporting the event were the City of Tshwane, the Tshwane University of Technology, and the Ekurhuleni Metropolitan Police Department.

“ Mhaka ya leswo u tikuma u ri eka xiyimo kumbe ndhawu leyi, a swi faneli swi ku sivela ku fikelela mitorho ya wena.

The university was warmly received by women offenders and Department of Correctional Services staff attached to the correctional facility, and were entertained by the Kgoši Mampuru II women's choir and a short play depicting the trial and imprisonment of Nelson Mandela. Also forming part of the programme was a most inspirational testimony by parolee Tshepiso Williams, a trainee career guidance practitioner.

Speaking at the event, Unisa's Principal and Vice-Chancellor, Professor Mandla Makhanya, said that while in prison, Madiba remained focused on a vision that was far bigger than the situation that he faced while incarcerated. He focused on ideals that were higher than the prison walls. 'It may be that your stay here is, at times, in fact, most of the times, very hard to bear. It is during those times that you must draw inspiration from Madiba's life lessons and resolve to remain hopeful that your situation is but a passing phase.'

The VC said that Mandela's resilience and focus should serve as motivation for the women offenders attending the event. 'The fact that you find yourselves in this place should not serve as a barrier to you reaching for your dreams,' he continued. 'Use this time to refocus your energies and become an even better person than you were before the unfortunate incidences that landed you here. To this end, the University of South Africa would like to be a partner to those who may wish to pursue their formal studies. As Madiba once said: 'Education is the most powerful weapon which one can use to change the world.'



In his welcome address, Acting DCS Senior Manager Ali Mashabathakga honoured Madiba and stressed the importance of reaching out to others on Mandela Day.

“ Madiba ha a le tjhankaneng o tswetse pele ho beha mohopolo wa hae ponelapeleng e neng e le kgolo ho feta boemo boo a neng a le ho bona ha a ne a kwalletswe.



Unisa luminaries were given a tour of the correctional facility's museum. Here a DCS official explains an exhibit to Unisa Council member Sandy Lebeso (left) and Principal and Vice-Chancellor Prof. Mandla Makhanya (right).



Unisa staffers presented a number of workshops to inmates, including this one on career guidance presented by Unisa's Gauteng Region

Correctional education project offers mutual benefits

- By Amohelang Machobane, Lineo Johnson and Dineo Horner



DCS officials and inmates in North West, with Dr Lineo Johnson (front, centre) and Amohelang Machobane (back, right)

Unisa's College of Education (CEDU) continues to enable prisoners within South African correctional institutions to pursue higher education, continuing a long-standing tradition at the university. During the 1960s at Unisa, study materials and examinations were extended to the so-called 'enemies of the state' imprisoned on Robben Island, including alumnus Nelson Mandela and many others, such as Robert Sobukwe, Ahmed Kathrada, and Neville Alexander.

Three Women in Research (WIR) Correctional Education project teams visited KwaZulu-Natal, North West, and Gauteng from June to August 2018. The purpose of the team visits was to extend the collaboration between Unisa and the Department of Correctional Services (DCS) as stated in the memorandum of understanding signed in July 2017 by the two institutions.

The 2018-2021 WIR-funded project is an initiative aimed at promoting correctional education discourse through research-based methods and personal development.

“ Tiprojeke ti angarhela valulamisi va ximfumo, vadyondzisi/ vadyondzisi va vanhu lavakulu na swivochwa leswi swi dyondzisaka swivochwa swin'wana leswi nga onha, swo fana na vapfuneti va vadyondzisi (peer tutors), vakondleteri va vaolovisi (facilitators), na lava va tirhaka hi ntirho wa mafambiselo ya dyondzo ya lavakulu.

“ Porojeke e ntshetsa pele boitelo ba Nelson Mandela, Presidente ya mehleng ya Aforika Borwa, ya ithutileng le Unisa ha a le tjhankaneng.

The project is housed in CEDU's Department of Adult Basic Education and Training (ABET) and Youth Development. The WIR project is operational in three provinces: Gauteng, Kwazulu-Natal and North West.

The project encourages DCS officials and inmates to pursue their educational qualifications through Unisa at postgraduate level. The project leader, Dr Lineo Johnson, highlighted that the project team visited the provinces to continue the legacy of Nelson Mandela, the former President of South Africa, who studied through Unisa while still in prison. Johnson highlighted that this is a true collaboration since both parties will be benefitting. The officials and the inmates will be studying through Unisa and the Unisa team will, in turn, be conducting research into DCS Services in general and in correctional education in particular.

Correctional education, research and personal development is a two-pronged project aimed at increasing the enrolment of correctional officials who wish to enhance personal development in a variety of career pathways in correctional services, specifically those in Development and Care at DCS. This embraces correctional officials, educationists/adult educators and inmates who are teaching other offenders, such as peer tutors, facilitators, and adult education practitioners.

The project will benefit DCS officials and offenders by enhancing the research and academic writing skills of enrolled DCS officials and will contribute to the university's research outputs by producing publications derived from research-related activities over a period of three years. The university will benefit from master's and doctoral students, who will enrol with Unisa as part of the 2016-2030 Strategic Planning.

The project will address some challenges as far as meeting the requirements to register for postgraduate qualifications is concerned. Speaking on the recognition of prior learning

(RPL) that Unisa is offering to those who do not meet the minimum requirements, Georgina Gomba and Joyce Karel explained that provision was made for those officials and inmates with teaching practice experience, where their credits would be assessed. Thus, the project will ensure that the RPL processes, as required by Unisa, are met, while facilitating such processes for officials and inmates who wish to register at postgraduate level. The experience that they already have together with their qualifications will be considered. They were advised to compile a portfolio of evidence to facilitate the processes leading to their admission and acceptance at Unisa.

By motivating the 36 officials and 27 inmates from the three provinces, Amohelang Machobane, Dr Flora Teane, and Khulekani Mbanjwa from the ABET Department encouraged officials and inmates to consider registering with Unisa for their undergraduate and postgraduate degrees, and bring about positive change in their lives during and post-incarceration. They pointed out that learning is a lifelong phenomenon, which means that one can pursue one's educational goals at any stage of life; and that it can be realised through studying with Unisa as an ODL institution. With this in mind, the prospective postgraduate students (officials and inmates) should have a positive attitude and consider developing themselves academically.

Those in the meetings were assured of the project's support and that they would not be alone in their journey to pursue postgraduate qualifications. The project anticipates working closely with other CEDU research offices by offering support through M&D research workshops, which are held regularly to guide students on research aspects such as proposal writing, academic writing, and research methodology.

The project is coordinated at provincial level by three DCS officials, Connie Mogoboya for Gauteng, Lord Medupe in North West, and Themba Mtshali in KwaZulu-Natal. A team of ten academics from the ABET & Youth Development Departments is involved in the project in that they offer support to the officials and inmates who wish to enrol and those who are already enrolled with Unisa.

While engaging with DCS and the Development and Care Section of the DCS, the academics are already identifying research areas in adult and community education and training (ACET) and adult and correctional education discourse. In addition to the research outputs that are anticipated, the project is aimed at instituting a short learning programme for correctional education practitioners with Unisa's Centre for Continuing Education by producing a book on correctional education towards the end of the project in 2021. It is also anticipated that some activities will continue beyond the project's funding period.



Dr Thomas Ongolo, a Disability Expert Advisor at the Africa Union Commission

AUC disability expert obtains doctorate at Unisa

Conducting research into an inclusive framework for ODeL contexts, Thomas Ongolo, a Disability Expert Advisor at the Africa Union Commission (AUC) who is visually impaired, recently obtained a PhD in Curriculum and Instructional Studies at Unisa.

Supervised by Professor Mncedisi Mphalala, Dean of the Faculty of Education at the University of Zululand, and co-supervised by Professor Sindile Ngubane-Mokiwa of Unisa's Institute of Open and Distance Learning, Ongolo's thesis is entitled *An analysis of policies guiding the design and delivery of an inclusive curriculum at an open distance e-learning university.*

Disaster kick-starts an impressive journey

Ongolo says that being blinded in an explosion at the age of 15 completely changed his life. Courtesy of strong family support he completed his schooling and went on to complete a BEd in Arts at the Kenyatta University in Kenya, and later, when he was based in Cape Town, an MPhil in Disability Development Studies at the University of Cape Town. He is currently a Disability Expert Adviser at the Africa Union Commission in Ethiopia, providing policy and strategic guidance in the implementation of the inclusive AU Agenda 2063 and the Africa Union Disability Architecture.

Short course leads to greater things

Asked why he chose Unisa to guide his research, Ongolo explains that a short but serendipitous first encounter with the university led to his eventual PhD enrolment. 'Our offices relocated to Pretoria, and while residing here I was involved in a project requiring performance auditing,' he says. 'I learnt that Unisa presented a short course in performance auditing and enrolled for that. During the six-month duration of the course I observed first-hand that Unisa's learning support, particularly of students with disabilities, was second to none. Added to this was the fact that my field of research, dealing as it does with inclusive curricula in open and distance e-learning (ODeL), fitted Unisa like a glove. The university moreover has an excellent policy and strategy relating to the inclusion of disabled students in further education, not to mention the best online and distance learning infrastructure on the continent.'

A little-researched field

Regarding his research, Ongolo says that he found that little research has been conducted on policies guiding inclusive curriculum design in an ODeL environment. 'There is limited research in South Africa on the curriculum delivery strategies that can be used to facilitate online learning for students with disabilities,' he says. 'My study revealed that both academics and administrative staff lacked expertise in designing online inclusive curriculum. This is closely linked to policies that are insubstantial, cosmetic and pretentious, while the support departments tasked with disability issues are weak in driving relationship and communications with academic departments in steering curriculum inclusion.'

Based on his extensive research, Ongolo proposes an integrated approach to embed the design and delivery of an inclusive curriculum at an ODeL university. 'Amongst other things,' he says, 'this approach entails policy awareness to mainstream the needs of disabled students, rejuvenate disability units to be more responsive to student needs for efficiency, effectiveness and wider outreach, prioritise developing systems for non-compliant management for academics who do not design inclusive curriculum, and continuous training on how to use inclusive and universal design approaches. The study makes a valuable contribution by proposing an inclusive framework for open distance e-learning contexts.'

Support is there for the asking

Contemplating the future, Ongolo says that he hopes his research will create more opportunities for dialogue between support units and academics, which will ultimately result in more students with disabilities enrolling for PhDs. 'This,' he says, 'is also central to the way in which Unisa is shaping futures. Unisa plays a pivotal role in terms of giving people with disabilities who have been excluded from education a chance. The university packages programmes that are flexible and can be undertaken at students' own pace. And the great thing is that support is not specific to one impairment group.'

In conclusion, Ongolo urges students with disabilities to make use of the university's extensive arsenal of support services and structures. 'To get the necessary support, you really just have to ask,' he says.

Eastern Cape students with disabilities get technology boost

- By Nontsikelelo Gasa



Caption: Zilindile Siqhaza (Chairperson: Eastern Cape Disability Forum), Motale Nkgoang (Regional Director: Eastern Cape), Dr Irene Mohasoa (ARCSWiD) and Mawande Naki (Regional SRC Chairperson)

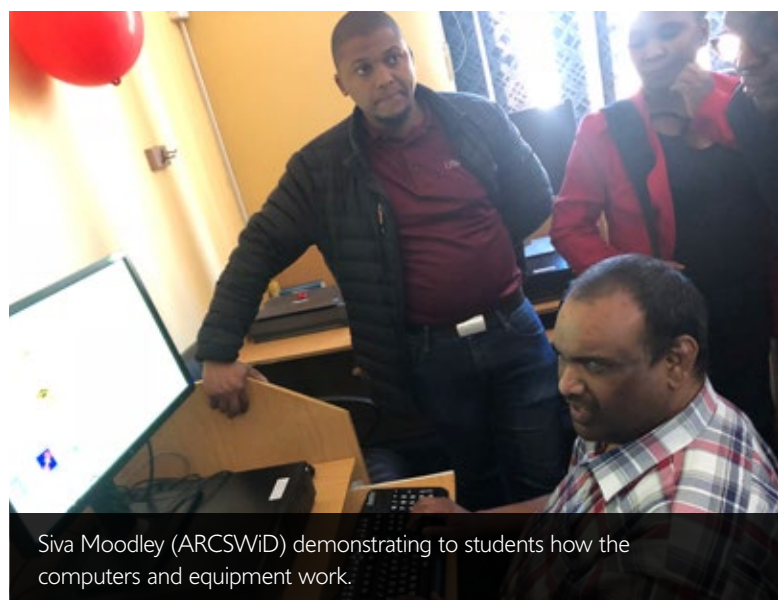
Unisa's Advocacy and Resource Centre for Students with Disabilities (ARCSWiD) and the university's Eastern Cape Region officially opened a state-of-the-art multipurpose laboratory in Mthatha for students with disabilities on 18 October 2018.

In his address, Eastern Cape Regional Director Motale Nkgoang said students with diverse needs required technology that would assist with their specific needs. He thanked ARCSWiD for opening the lab and said that the centre would undoubtedly enhance the student experience.

Acting Deputy Director of ARCSWiD, Dr Irene Mohasoa, in her presentation said the centre would provide a platform for coordinating teaching and learning support services for students with special needs, making sure that the content and materials were diverse and varied to address their needs. This would remove the barriers for learning, enabling the students to achieve their full potential and equipping them with the necessary technological skills and education for the new workforce outlook both locally and internationally. Chairperson of the Eastern Cape Forum for Students with Disabilities Zilindile Siqhaza conveyed a message of gratitude to Unisa management on the launch of the multipurpose laboratory, which will cater for students with diverse physical

needs. 'Students with disabilities are struggling to submit their assignments on time, and this resulted in a high failure rate,' said Siqhaza. 'The launch of this lab will mitigate some of the challenges students are facing.'

For more information on the wide range of services offered by ARCSWiD, visit www.unisa.ac.za/arcswid.



Siva Moodley (ARCSWiD) demonstrating to students how the computers and equipment work.

YALI'S 2018 WOMEN GRADUATES SET TO LIGHT UP AFRICA



YOUNG AFRICAN LEADERS INITIATIVE

Support young African leaders as they spur growth and prosperity, strengthen democratic governance, and enhance peace and security across Africa.



A bumper crop of 37 hand-picked women from across Africa recently graduated from the Young Women in African Power programme as presented by the Young African Leaders Initiative (YALI) Regional Leadership Centre for Southern Africa (RLC-SA) at the University of South Africa (Unisa).

As a key partner, Unisa was appointed the leader of an education alliance tasked with running the South African centre of former US President Barack Obama's YALI initiative in 2014. Unisa's role is providing quality expertise in governance and leadership training, and entrepreneurship support.

The YALI Southern African programme aims to develop multiple cohorts of young African leaders in business and entrepreneurship development, civic leadership, and public management and governance through a hybrid of innovative and complementary approaches. These include contact sessions, online mentoring, online self-paced tuition, networking experiences, industry experience and experiential learning. YALI's RLC-SA is hosted by Unisa at its Graduate School of Business Leadership in Midrand.

This year, Power Africa joined the RLC-SA in supporting the career development of a new generation of women leaders in the energy sector. Power Africa is a United States government-led partnership coordinated by the United States Agency for International Development (USAID) that aims to double access to electricity in sub-Saharan Africa by 2030. This special opportunity is part of YALI's signature effort to invest in the next generation of African leaders.

The Young Women in African Power Leadership course commenced on the 01 October 2018 with the aim to support the career development of a new generation of women leaders in the energy sector. The training equips the young women leaders and better positions them to contribute to Africa's energy sector.

Said Power Africa Coordinator, Andrew M Herscovitz: 'These young women bring tremendous talent and drive to the power sector across the continent. We wanted to support a venue where these women could network, engage and learn from experts and one another so that they can help double access to electricity in sub-Saharan Africa.'

Standing, front right: John Groarke, Mission Director, USAID Southern Africa. Seated (from left): Elizabeth Marabwa, Chief Director: Programmes & Projects Management Office, Department of Energy; Erica M Rhodes, Senior Development Outreach and Communications Advisor, Power Africa. Standing (from left): Prof. Gugu Moche, Vice-Principal: Teaching, Learning, Community Engagement and Student Support, Unisa; Andrew Herscovitz, Coordinator, Power Africa; Prof. Chrissie Kaponda, Malawi High Commissioner; Prof. Raphael Mpfu, Acting Executive Dean, Unisa Graduate School of Business Leadership; Robert Rhodes, Office Director: Regional Environment, Education and Democracy and Governance Office, USAID Southern Africa; Richard Nelson, Deputy Coordinator, Power Africa.



A tale of two dynamos

Originally denoting a machine that converts mechanical energy into electrical energy, ‘dynamo’ is nowadays commonly used to describe an extremely energetic person. This description certainly fits all the women attending the YALI graduation event. Two of these remarkable dynamos shared their views on the course they had just completed.

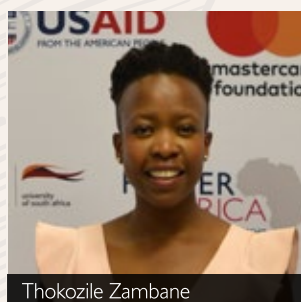


Fatoumata Keita

Fatoumata Keita (Guinea)

Fatoumata Keita is the Technical Assistant to the Deputy Administrator at the Agency for the Administration and Control of Public Major Projects in Guinea.

‘Although not all of the women on the course are formally employed in the energy sector, each has some link to the sector,’ she said. ‘In my case, I work for the government agency in charge of all public projects in Guinea. So this entails energy projects, but also transport projects, agriculture projects, and so forth. Three things stood out for me while attending the course: the immense potential of Africa, the diversity of the continent, and the fact that women are the heart of the energy sector. The networking opportunities afforded us as part of the course will undoubtedly result in us taking a wider view, beyond the relative isolation of each of our countries.’



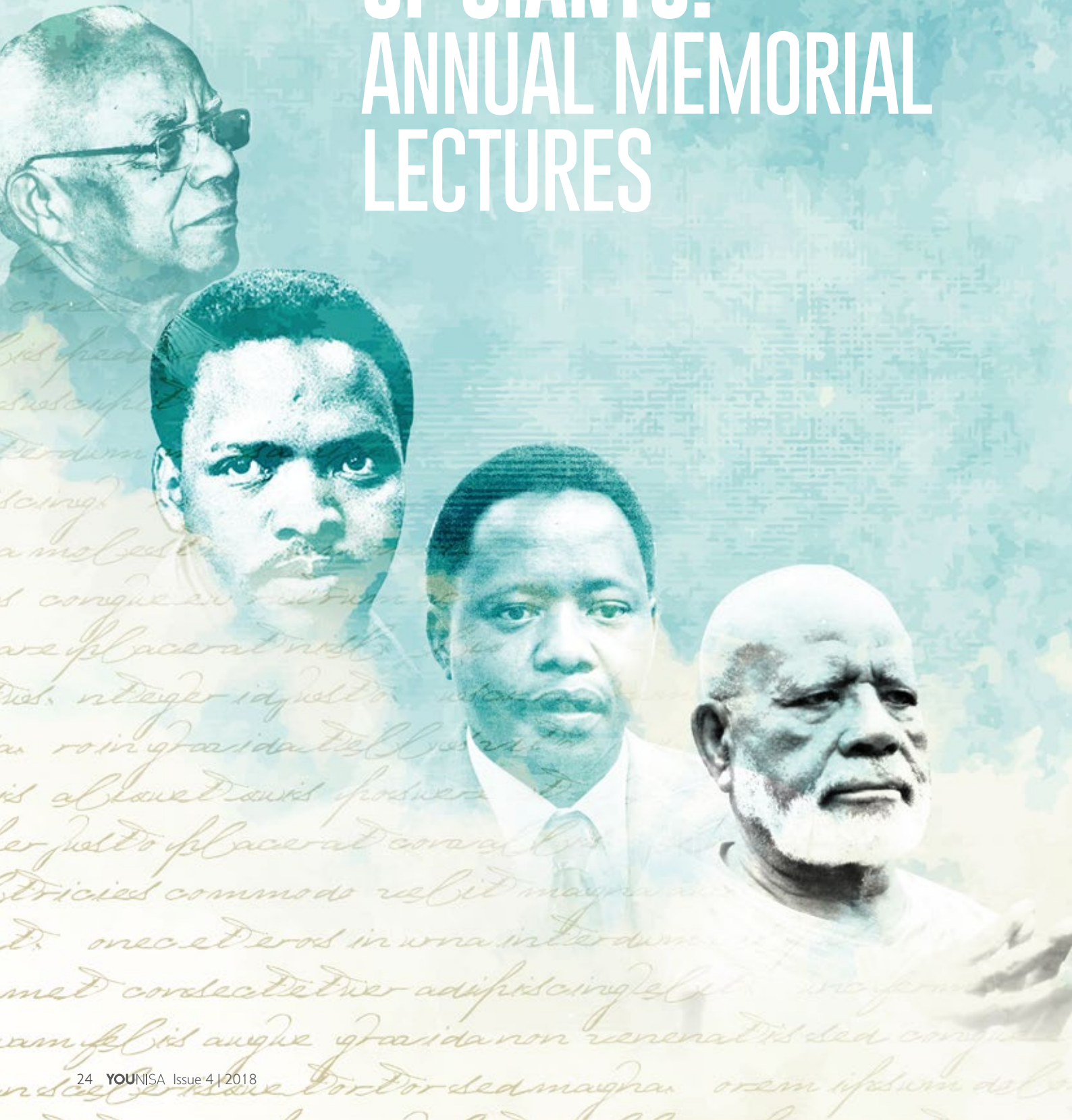
Thokozile Zambane

Thokozile Zambane (South Africa)

Attorney Thokozile Zambane is the Commercial Director of the Asani Group, a diversified industrial holdings company with operations in energy, capital equipment, industrial services, engineering and petrochemical infrastructure services.

Thokozile said that, for her, the biggest take-away from the programme was exposure to peers in other African countries. ‘I think as South Africans we are often, in our thinking, far removed from what’s happening in the rest of the continent. A definite highlight is having spent the past 26 days with women from 25 African countries. It almost feels as if I literally travelled to all of these countries. I am leaving here with an extensive network of contacts that will undoubtedly greatly assist in going cross-border with my business. We are already working on some collaborations and synergies in terms of what we want to do. The programme enabled me to crystallise my vision and I realised that my solution is actually not the electricity itself, but rather youth employment. Going forward I intend using the solution to create jobs, and rolling out our products and services in a way that absorbs our unemployed youth.’

STANDING ON THE SHOULDERS OF GIANTS: ANNUAL MEMORIAL LECTURES





THE TIME FOR LIP-SERVICE ON TRANSFORMATION IS OVER

—Mogoeng Mogoeng

Justice Mogoeng Mogoeng, Chief Justice: Republic of South Africa

The **2018 Es'kia Mphahlele Memorial** Lecture, held in Polokwane on 28 September 2018, was no ordinary affair. Truth be told, it was arguably one of the best in the series of nine lectures held so far in honour of the celebrated writer, educationist, activist and the father of African Humanism, the late Professor Es'kia Mphahlele. It was simply a festival of ideas second to none.

The Chief Justice of the Republic of South Africa, Justice Mogoeng Mogoeng, delivered this year's lecture, titled *Transforming the education system to resolve 'The National Question'*. With an ease reminiscent of his delivery of judgements on the bench and his legendary pastoral orations, he took to the podium like a duck to water. It was vintage Mogoeng Mogoeng.

Countering denigration

At the outset, Mogoeng emphasised that ground-breaking transformation begins with a deep-seated hunger for more knowledge, triggered by the realisation that something is very wrong and that essential information about it is missing.

He argued that it is this search, acquisition, and processing of knowledge that ultimately birthed Professor Mphahlele's philosophy of African Humanism. This Afrocentric worldview, he stated, 'proved to be a necessary and potentially effective tool to combat the pernicious effects of western humanism, which really is about the denigration of the African people, casting doubt on their intellectual capacities and their humanity. What Professor Mphahlele clearly wished would never escape the attention of all people who are driven by justice, equity

and fairness, was the cold reality that African people were discriminated against, oppressed and exploited so that the West could, while they were watching, take away their wealth and leave them with virtually nothing of consequence.'

Decolonising minds

Mogoeng put forward the strong argument that the education system is central in the total liberation of a people and transformation of all governance systems. However, he further stated, before it could fulfil that transformative role in a nation that has been marginalised, ignored and exploited, the education system must itself first be transformed.

“ ‘Curriculum development must at every level of the system be geared towards decolonising the mind. The self-hate systematically infused in the African people's way of life must be neutralised and ultimately rooted out,’ said the Chief Justice.

This echoed the sentiment expressed by Principal and Vice-Chancellor (VC) Professor Mandla Makhanya, in his welcoming address at the beginning of the lecture, during which he stated that 'despite the conversations and contestations around the relevant of universities, they remain generators of knowledge, harbours of intellectual endeavour and nurseries for the flourishing of future generations of scholars. The VC not only argued that universities are tasked with the production of a responsible and critical citizenry, but also that universities cannot do it on their own.

The power issue

Turning to the question of economic freedom, the Chief Justice was emphatic that the knowledge that political power without economic power is nothing less than a pyrrhic victory demands a curiosity about the structure and essence of this greed-driven economic system and how it has been and continues to be sustained in the developing nations.

He further argued that 'transformation is not about giving directorships, shares or even millions of dollars to former

freedom fighters so that they can be spokespersons and defenders of their benefactors. It is about undoing injustice, merciless monopolies and modernised racial discrimination in every walk of life, especially in the education sector.'

Following the money

In parting, the Chief Justice argued that it was no longer sustainable to blame all the woes of Africa on poor governance and corrupt practices of African leaders. He said that the migration problem is also a contributing factor. 'African people and others from the rest of the developing world leave their countries to go to the West, at great risk to their lives, because that is where their wealth was taken to and continues to be taken to,' he said.

The lecture by the Chief Justice was followed by a discussion with a panel comprised of retired jurist and black consciousness proponent Advocate Mojanku Gumbi and Professor Madipoane Masenya, a professor of Old Testament Studies at Unisa. Khanya Mahlare, Executive Director: Institutional Advancement, facilitated the discussion.



“ despite the conversations and contestations around the relevant of universities, they remain generators of knowledge, harbours of intellectual endeavour and nurseries for the flourishing of future generations of scholars

Prof. Mandla Makhanya,
Unisa Principal and Vice-Chancellor

PRESIDENT RAMAPHOSA PLEADS FOR COMPASSION, SELFLESSNESS, AND GENEROSITY

Delivering the keynote address at the 19th Annual Steve Biko Memorial Lecture on 14 September 2018, His Excellency Cyril Ramaphosa, President of the Republic of South Africa, enjoined citizens to join him in creating a society defined by solidarity, rather than competition. 'We must build a society that is defined by compassion, selflessness and generosity,' he said. The flagship memorial lecture is co-presented by the Steve Biko Foundation and Unisa annually, and this year coincided with the university's celebration of 145 years as a beacon of hope to many.

A heinous murder and a remarkable life

President Ramaphosa said that it was an honour to deliver this lecture at Unisa, his alma mater. Placing Steve Biko in context, he said that it is good to have this lecture during a year that saw the celebration of the centenaries of Nelson Mandela and Mama Sisulu. 'Madiba had huge respect for Steve Biko and loved him,' said the President. 'Earlier this week, we commemorated the 41st anniversary of the death in detention of Steven Bantu Biko. In the week that we commemorate a cruel death, we also honour and celebrate a remarkable life. It was a life dedicated to the pursuit of freedom, equality and truth. It was the life of a great, but humble revolutionary who fiercely rejected the false hierarchy of races. He spoke with a burning eloquence of the essential humanity of all people. He understood that the system of apartheid was predicated on the deliberate lie of white supremacy and black inferiority. The philosophy of Steve Biko was fundamentally the antithesis of this lie; it was about establishing the principles on which a new and more humane society would be established.'



President Cyril Ramaphosa

Patriarchy must be eradicated

President Ramaphosa said that the economic and social equality that persists even today is not confined to race. 'Throughout history, there are few relationships more unequal than those between men and women,' he said. 'Women bear the brunt of centuries of discrimination and oppression, imposed in this case not by a colonial power, but by the traditions, practices and institutions of the societies into which they were born. The struggle against patriarchy is therefore a struggle against the social norms, the attitudes and the thoughts that embolden men and enfeeble women. The assertion by women of their own power and agency is the foundation on which we must work together to eradicate all forms and manifestations of patriarchy.'

Solving the education crisis requires a shift in social mind-set

The President said that despite the progress made over the last two decades, inequality in education remains one of the greatest obstacles to the achievement of a just and prosperous future. 'The faultlines of race, gender, class and geography are nowhere more distinct than in access to a decent education,' he said. 'Unless we correct this as a matter of priority, we will not reduce inequality and we will not end poverty. It requires a shift in social mind-set, where few things are valued more than knowledge and learning – where parents, relatives, friends and neighbours take a keen interest

in the development of the young mind. It requires teachers, principals, administrators, elected representatives and political formations who place at the centre of their efforts the promotion of educational excellence. We must be a society where the burning of a school, the trashing of a library, is a great affront to our sense of moral purpose.'

Speaking on inequality in all its many forms, including land distribution and endemic poverty, President Ramaphosa said that inequality severely constrains our ability as a country to realise our potential. 'It limits growth, perpetuates hardship and promotes instability,' he said. 'We must therefore become a society defined by solidarity, not competition. We must build a society that is defined by compassion, selflessness and generosity.'

'The greatest gift possible'

In conclusion, President Ramaphosa said that Steve Biko led people, not parties. 'His revolution was one of the mind, not one of membership,' he said. 'The alumni of his movement are spread across many formations and are found in many parts of society and different geographies. Steve Biko was a selfless revolutionary whose epoch-defining ideas contributed significantly in making South Africa what it is today. His thoughts continue to guide us in our quest for a true humanity. So let us march forth, as Steve Biko called on us to

Presenting President Ramaphosa with a token of appreciation are (from left) Sakhi Simelane, Chairperson of the Unisa Council), Nkosinathi Biko, Founder and Executive Trustee of the Steve Biko Foundation, Prof. Harry Nengwekhulu, Unisa School of Governance, Prof. Barney Pityana, former Principal and Vice-Chancellor of Unisa and Prof. Mandla Makhanya, Unisa Principal and Vice-Chancellor



do, with courage and determination to bestow upon South Africa the greatest gift possible – a more human face.'

Senior heroes and 'sheroes' not recognised

Speaking earlier in the evening Nkosinathi Biko, Founder and Executive Trustee of the Steve Biko Foundation and son of Steve Biko, said that if Steve Biko had lived he would have been 72 years old this year. 'The average age of his contemporaries who are here this evening is 70,' said Biko. This is a generation that understood his role, seized the baton and sprinted the nation towards democracy. Yet I see around me the fading of memories and growing ignorance regarding that generation.

'An example is the poor treatment of veterans that I recently witnessed at a state department as they processed their social benefits. Many of these heroes and "sheroes" have never shared their suffering, nor their great contribution to the establishment of democracy. They've not solicited undue benefits, and have had nothing named after or dedicated to them. Many will never write a book.'

Against this background, Biko implored President Ramaphosa to consider investing some of the country's national resources towards recording the history of the true struggle generation. He said that, in December, the Steve Biko Foundation would embark on a programme to record the oral histories of seniors.

'He belonged to all of us'

In his welcome address, Professor Mandla Makhanya, Unisa Principal and Vice-Chancellor (VC), said that each time this flagship memorial lecture is held, the country and the world take notice and participate in one form or another in remembering the iconic intellectual and liberation struggle giant, Steve Biko.

'This tells us that he belonged to his family, his community, his organisation – to all of us – a resounding testimony, if ever we needed such, that his legacy remains timely and timeless,' said the VC. 'Steve Biko was one of the central figures struggle against the apartheid regime. His greatness is attested to by the fact that more than four decades after his murder, his voice still reverberates from generation to generation, informing conversations and debates in our country, our continent and the global community.'

The VC said that as the country continues on its task of nation-building, it should be reminded of the timeless relevance of Steve Biko's Black Consciousness ideology. 'It is an ideology that recognised the redemptive, humanising and empowering value of human consciousness,' concluded the VC, 'as the most potent tool in galvanising society towards nation-building - by pricking our sense of agency as authors of our destiny and captains of our journey to that destiny.'





'JOURNALISTS MUST DECODE' —PERCY QOBOZA REMEMBERED

Keynote speaker Father Smangaliso Mkhathshwa, a Catholic priest who was persecuted by the South African apartheid state. He later became a member of the first post-apartheid parliament (1994) and then mayor of the City of Tshwane Metropolitan Municipality.

Speaking at the 8th annual Percy Qoboza Memorial Lecture, Father Smangaliso Mkhathshwa said that Qoboza used the media platform to decode the events of the day to his readers, and that this remains a key responsibility of today's media practitioners. Organised by the National Press Club and Unisa, the lecture took place on 19 October in celebration of media freedom in South Africa.

On 19 October 1977, the apartheid regime declared illegal 19 Black Consciousness organisations, banned two newspapers, and detained scores of activists. *The World* newspaper editor Percy Qoboza and other journalists were subsequently arrested and jailed. This day is now commemorated in South Africa as Black Wednesday and is also marked as National Press Freedom Day.

A day of celebration

Delivering the keynote address, Father Smangaliso Mkhathshwa, a Catholic priest who himself was persecuted by the apartheid regime, said that the responsibility of the media is to embark on the transformation of the country for the good of all. '19 October has become a day of celebration,' he said, 'following the dawn of democracy 20 years ago. It is therefore no longer a black Wednesday, but rather a joyous Wednesday.'

Mkhathshwa said that Qoboza and his peers not only fought for freedom in the narrow sense of the word, but also confronted the apartheid injustices in its various manifestations. 'This was because at that time it was the biggest challenge that faced all of us,' he said. 'The free media used journalism to fight

not individuals but rather the system, because that is where the problem lay. Returning to the present day, we need to ask what they would do were they alive today. Apartheid has been dismantled, so they would no longer be in that struggle. They would certainly identify the ills of the day and use their journalism skills to confront them. They would be fighting state capture, corruption, and crime against women and children.'

An RDP of the soul needed

'Media practitioners, Percy and his contemporaries are not here today, but you are,' continued Mkhathshwa. 'These challenges are now yours. In my view, the biggest problem facing us today emanates from one metaphysical cause, which is moral decay; a serious crisis of morality. To borrow from Nelson Mandela, we need an RDP of the soul. His sentiments were echoed last week by President Cyril Ramaphosa when he delivered the Desmond and Leah Tutu International Peace Lecture. His passionate plea was for urgent social and moral regeneration.'

Mkhathshwa said that during the past three years or so the media covered itself in glory by relentlessly exposing and reporting on the many evils facing the country. 'Of course, the recent events at the Sunday Times remind us that press freedom can also be turned on its head and used for nefarious purposes,' he cautioned. 'The media needs to be more vigilant about their own responsibility. Appalling though it may be, what has been reported to have taken place at that publication cannot justify throwing out the baby with the bath

“ the responsibility of the media is to embark on the transformation of the country for the good of all. ‘19 October has become a day of celebration,’ he said, ‘following the dawn of democracy 20 years ago. It is therefore no longer a black Wednesday, but rather a joyous Wednesday.’

water. We must not rush to conclusions and seek to muzzle the media. A free media is the oxygen that democracy needs in order to survive and to do its work.’

Intricacies must be decoded by journalists

Mkhatshwa concluded by saying that over the years the South African media has faced criticism that it is not patriotic, and of late some political leaders have expressed their scepticism of the role of the media, labelling its reporting as one-sided. ‘I can truly say we’ve done some things very well in past years, and some things need to be corrected. Media practitioners, your task should include tackling also the other problems of our day, as Percy did. Racism has become more subtle and since wealth is no longer the exclusive privilege of whites, the issue of class has become very important. Journalists must decode for their readers what is happening in society.’

The lecture was followed by a panel discussion with National Press Club executive committee member and Pretoria News news editor, Ntando Makhubu, President of the Public Relations Institute of Southern Africa, Malesela Maubane, and political analyst, Mpumelelo Mkhabela.

The National Press Club also awarded the annual Patrick Hlahla Bursary to Vusi Mbhele, a deserving Unisa Communications Science student. The late Patrick Hlahla was a respected member of the media, working at the Pretoria News, and a former chairperson of the National Press Club.

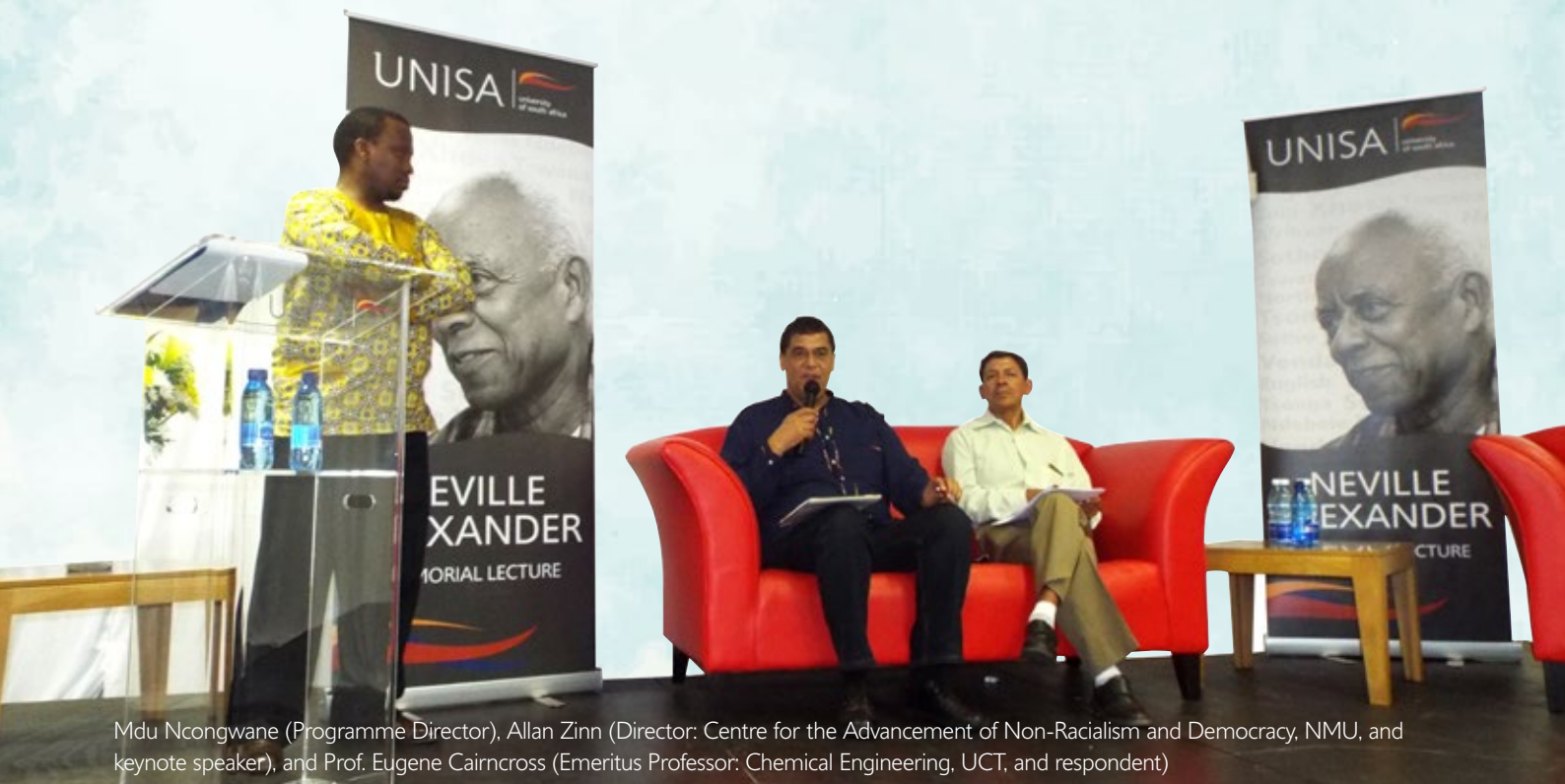
ABOUT THE PERCY QOBOZA MEMORIAL LECTURE

The National Press Club and Unisa organised the first Percy Qoboza Memorial Lecture in 2011. It was delivered by Professor Kobus van Rooyen. In 2012, Jay Naidoo delivered the lecture followed by Joe Thloloe in 2013. The lecture was delivered by Mondli Makhanya in 2014, Moshoeshoe Monare in 2015 and Kevin Ritchie in 2016. Last year, Qoboza’s son Vusi delivered the lecture.

Source: National Press Club
- <https://www.nationalpressclub.co.za>



OF RACECRAFT, WITCHES, AND THE NATIONAL QUESTION: THE DECODING OF NEVILLE ALEXANDER *ET AL.*



Mdu Ncongwane (Programme Director), Allan Zinn (Director: Centre for the Advancement of Non-Racialism and Democracy, NMU, and keynote speaker), and Prof. Eugene Cairncross (Emeritus Professor: Chemical Engineering, UCT, and respondent)

Almost a quarter-century into post-apartheid South Africa, the vexed question of 'what constitutes the nation?' continues to occupy us. While we have moved beyond the notion of 'separate nation states' as in the old National Party formula for dividing-and-ruling the country, we cannot seem to get beyond the four-race concept of black-coloured-Indian-white (albeit within a single South Africa state).

It is upon this abstract that the sixth Neville Alexander Memorial Lecture was premised, and delivered in a simple, yet intellectually powerful way by Allan Zinn, Director at the Centre for the Advancement of Non-Racialism and Democracy at the Nelson Mandela University. Hosted by the Western Cape Region of Unisa, the sixth memorial lecture was held under the theme: 'The ongoing struggle for resolution of the National Question: Transcending the iron-grip of race in our national consciousness'.

The point of departure for Zinn's lecture was an apt reference to Neville Alexander's book, *Thoughts on the new South Africa* (2013), in which he argues 'although science has proven that "race" in human biology has no basis in fact, this does not necessarily mean an end to racial prejudice, race-thinking or the phenomenon of racism in general'.

He also referred to another assertion by Alexander, arguing that 'the fact that a very large number of human beings believe in ghosts doesn't make ghosts real, just as belief that the sun revolves around the earth does not make this true, either (No Sizwe, 1979).

In a 2015 interview, renowned scholars Barbara and Karen Fields likened belief in race to belief in witches. They argued that neither race nor witches have a biological basis, but 'when racial practices are repeated widely and persevere for decades and centuries, then racist practice produces a general belief in race'. They referred to this phenomenon as racecraft.

Zinn also made reference to philosopher Pierre-André Taguieff, who argued that racism is 'anchored in the human unconscious'.

“ ‘although science has proven that “race” in human biology has no basis in fact, this does not necessarily mean an end to racial prejudice, race-thinking or the phenomenon of racism in general’.

Taguieff argued that there are five forms of 'rejection of out-groups', which are as follows:

- Verbal rejection—Involving hostility manifested by insults or jokes which express antagonism.
- Avoidance—This means simply withdrawing from any interaction with the disliked group or individual.
- Discrimination—To refuse to accord a person or a group of persons, for reasons of their ethnic background, treatment equal to that given the dominant group's.
- Physical attack/violence—Against persons and/or their belongings, exercised on ethnic grounds (including xenophobia).
- Extermination—Including lynchings, pogroms, massacres and the Hitlerian programme of genocide.

Zinn also sought to reflect on the colonial roots of South Africa, referring from David Harvey, who wrote in his book *The enigma of capital* that 'capital accumulation in South Africa started off as a process of accumulation by dispossession'. According to Harvey, war, violence, predation, thievery, criminality and fraud were the means by which the indigenous people were dispossessed of their communal lands, and by which the basis to wealth in this country passed into the hands of the capitalists.

Zinn argued that mechanisms such as the Land Acts, poll taxes, the pass laws, the migrant labour system, denial of anything approaching democratic rights, and the semi-proletarianism of the indigenous labour ensured that the mineral wealth of this country could be variably exploited.

He reminded the house of Neville Alexander's assertion in his *Thoughts on the new South Africa* (2013) that 'race thinking (that is, white supremacy) became the dominant mode of seeing and describing social relations in South Africa'.

He also emphasised the role played by Bantu education in the continued subjugation of the black majority, quoting from an

article by author and academic Linda Naicker, who argued that 'Bantu education served the interests of white supremacy. It denied black people access to the same educational opportunities and resources enjoyed by white South Africans. Bantu education denigrated black people's history, culture, and identity. It promoted myths and racial stereotypes in its curricula and textbooks....African people and communities were portrayed as traditional, rural and unchanging. Bantu education treated blacks as perpetual children in need of parental supervision by whites....'

This, according to Naicker, was further aggravated by how the system of racial discrimination was even given credence by religious sanction. The position adopted by the Federale Raad van Kerke (FRK) in the 1940s is a case in point, which cited the biblical books of Genesis and Acts as theological bases for supporting apartheid. The position postulated that 'The division of the races was a conscious act of God. God divided people according to their colour and originality. Each person belonged to the race where the texture of hair and skin colour matched. God wished to maintain the separateness of people in every aspect of life, be it national, social, political or religious. Apartheid enjoyed the full blessings of God....'

Zinn concluded the lecture by arguing that the political settlement in South Africa in 1994 did nothing to change the pronounced levels of poverty and inequality wrought by the apartheid system of racialist capitalism. 1994, he argued, was not about eliminating poverty and inequality, but about moving away from totalitarian rule towards neo-liberalism.

He again referred to the words of Neville Alexander in *Thoughts of the new South Africa* that 'the demise of apartheid as a political-ideological system with all its attendant rigmarole of Bantustans, "bush colleges", separate schools for separate "races" and "nations", among all its other tragic absurdities, did not lead to the kind of society many of us, including many in the present government, had imagined a post-apartheid South Africa would be...Apartheid capitalism was succeeded by post-apartheid capitalism. There was no revolution; at best what we got was no more than regime change'.

He further argued that racial discrimination, black poverty, and capitalism are all indissolubly linked and, for the country to move out of this racist evil that bedevils our era, the anti-racist struggle has to be joined with the anti-capitalist struggle.

The Principal and Vice-Chancellor, Professor Mandla Makhanya, delivered the welcome and context address prior to the lecture, while Professor Eugene Cairncross, Emeritus Professor of Chemical Engineering at the University of Cape Town, was the respondent. Writer, poet and storyteller Diana Ferrus rendered two powerful poems themed on identity and the language question. Mdu Ncongwane from the Unisa Western Cape Library directed the programme.

CHANCELLOR'S CALABASH AWARDS GROW IN STATURE

- By Busisiwe Mahlangu



Hosted by former President Dr Thabo Mbeki, Chancellor of Unisa, the Unisa Chancellor's Calabash Awards dinner was held on 1 November 2018 at the Gallagher Convention Centre. The awards are Unisa's way of giving recognition to extraordinary South Africans, particularly its alumni, who have made significant contributions to shaping humanity.

It is also an occasion to profile the work of the university and, in particular, inform decision-makers in the public and private sector, as well as civil society, about the work that Unisa does. A unique occurrence it was, as a sitting president of South Africa, Cyril Ramaphosa, was the receiver of the **Outstanding Alumnus Award.**

Recognition was given for his contribution to shaping society, as he himself is a product of Unisa's open distance learning model. He was represented by Dr Cassius Lubisi, Director-General in the Office of the Presidency, who in acceptance of the award said that the president was honoured and appreciated the award, which to him was more than the 'mobilisation of resources of our institutions of higher learning to confront the challenges of poverty and underdevelopment'. Lubisi said that the president encouraged the production of graduates with both the skills and the desire to build a

growing, inclusive, and sustainable economy. This comes on the back of estimates that suggest that the number of learners entering post-schooling education in the country will likely increase. 'The question remains,' he said, 'can the system absorb and sustain the new entrants both in body count and in financial figures?'

Amid fee-free higher education, there are challenges associated with access, retention, and completion rates. Unisa's Chancellor indicated that there was a need to take care of young people who entered the system by making concerted efforts to provide additional support to help them deal with psychological pressures associated with academic life. 'The awards are to raise additional funds in order to create the necessary environment for students to prosper,' he said. 'Moreover, this dinner is part of securing Unisa's long-term financial sustainability and I request everyone present to donate towards student bursaries.'

In another first for the awards, an organisation was recognised for its sterling work in empowering black women and children, particularly those in rural areas. Women's Investment Portfolio Holdings (WIPHOLD) was the recipient of the Outstanding Educator Award. In the words of Gloria Serobe, Executive Director of WIPHOLD and CEO of WIPCAPITAL:



Standing, Prof. Mandla Makhanya (Principal and Vice-Chancellor) and Sakhi Simelane (Chairperson: Unisa Council), and, seated, Michael Muendane (Unisa Robben Island Award), Gloria Serobe (Outstanding Educator Award), Dr Thabo Mbeki (Unisa Chancellor), and Dr Cassius Lubisi (Director-General: Office of the Presidency), who accepted the Outstanding Educator Award on behalf of President Cyril Ramaphosa

'It has always been exciting to be involved with Unisa which is an institution of high stature and brand power. WIPHOLD were the previous funders of the Brigalia Bam Chair in Electoral Democracy in Africa at Unisa. More and more, the organisation had to ensure that it addresses two major policies in South Africa: the gender policy, and the black economic empowerment policy.' Serobe said that WIPHOLD concerned itself with what these policies were supposed to do. 'In essence Unisa is giving us a chance to showcase that we are the beneficiaries of the policies and at the same time implementers of the policies.'

The prestigious **Unisa Robben Island Award** was received by Ngila Michael Muendane, a former political prisoner, published author, life coach, inspirational speaker, and the founder and executive member of SOULTALK, as well as the African Institute for Personal Excellence and Leadership (AIPEL).

He said that throughout the years, Unisa was the only university in South Africa to have provided all people with access to education, irrespective of race, colour, or creed, including political prisoners who were incarcerated on Robben Island during the struggle for freedom. Muendane dedicated the award to his family and other important people who

influenced his life. As he lamented the lack of responsibility in our society today, he also took time to remember the contribution of Gqibile Hans, a PAC political prisoner, who was hanged in 1967 and thus gave up his future for the youth. Professor Mandla Makhanya, Principal and Vice-Chancellor (VC) of Unisa, addressed the audience on the challenges facing higher education and, especially, its dispensation amid the rising numbers of youth on the African continent. 'Young people are important and want change, and we must equip them to have that change,' he said. 'The impending fourth industrial revolution obliges us to be fully equipped in order to see Africa rising in the future.'

In conclusion, the VC said that the awardees were distinguished exemplars of what it meant to be responsible, critical, and active citizens. 'They have demonstrated in their lives and their careers, the commitment, diligence, and dedication that is required to build and prosper themselves and their country, and they have committed unambiguously to the core tenets of service, ethical leadership, and governance, and a deep and abiding respect for education as the cornerstone of any society,' he said. 'They have given in far greater measure than that which they have received.'



Faith Migui, convenor of the Kenya Chapter

KENYA ALUMNI CHAPTER STILL ON THE MAP

- By *Busisiwe Mahlangu*

The President of the Unisa Convocation, Sabelo Mhlungu, emphasised the importance of attending alumni events and Convocation meetings. He shared with alumni information on the Convocation AGM held earlier in the month at Unisa.

La-Portia Matjila, Deputy Director: College of Graduate Studies, encouraged alumni to study further and said that the college is eager to assist them with their topics and titles in terms of dissertation and thesis. She provided the Kenya Chapter with information on qualifications and details of the website where students make enquiries. She encouraged prospective postgraduate students to do their research in their own country to minimise the cost of travelling and accommodation. She also appraised the alumni of shared bursary opportunities for postgraduate studies.

Amanda Tlale, Manager: Unisa Alumni Relations, highlighted the importance of the chapter in the lives of alumni. She further said chapters can play a role in assisting current Unisa students who are studying. The interaction between Unisa delegates and alumni brought fruitful solutions and the atmosphere was most convivial.

Unisa alumni in Kenya attended the 2018 Kenya Alumni Chapter Breakfast meeting that offered them meaningful ways to engage with each other and the university. The breakfast took place at the Hilton Hotel, Nairobi, on 9 November 2018. The meeting resulted in positive interaction between Unisa delegates and Kenya alumni concerning challenges with applications, registrations and postgraduate qualifications.

Faith Migui, convenor of the Kenya Chapter, welcomed the alumni. She said that there is a need to form a committee to assist students and alumni with challenges in Kenya.

Frankie Mojapelo, Deputy Director: Institutional Advancement, emphasised the need for donations. He urged Kenya alumni to adopt a culture of giving back to the university.

NEW CONVENOR FOR ETHIOPIA CHAPTER



From left, Amanda Tlale: Manager, Alumni Relations, Meseret Tafera, Deputy Director: Ethiopia Graduate Office, Haimanot Tesfaye, convenor of the Ethiopia Chapter, Khanya Mahlare, Executive Director: Institutional Advancement and David Farirai, Director: Unisa Foundation

A new convenor, Haimanot Tesfaye, was elected at the 2018 Ethiopia Alumni Chapter Dinner that was held at the Raddison Blu Hotel in Addis Ababa on Friday 19 October 2018. She completed an MBL at Unisa in 2012.

Meseret Tafera, Deputy Director at the Ethiopia Graduate Office, welcomed alumni and spoke about the relationship between Unisa and its Ethiopia Centre, which forms part of the College of Graduate Studies. The centre provides academic and administrative support to students based in Ethiopia. He informed alumni that postgraduate workshops are also provided that assist students in proposal writing and other parts of their research.

STRONG TIES WITH ZIMBABWE ALUMNI CHAPTER REAFFIRMED

Unisa alumni in Zimbabwe gathered at the 2018 Zimbabwe Alumni Chapter Breakfast at the Meikles Hotel, Harare, on 21 September 2018.

Thandiwe Jambaya, convenor of the Zimbabwe Chapter, was the programme director. She proposed forming an alumni committee to educate the community on the cholera outbreak in Zimbabwe.

Samuel Matsekete, Managing Director: Barclays Bank Zimbabwe, was the guest speaker. He emphasised the importance of e-learning and familiarising oneself with machines and technology. Matsekete said that the only way to survive the technology taking over the world is continuous learning.

He said that people have to prepare for a world in which some qualifications will have a sell by-date and in which continuous professional development will be required each year.



Samuel Matsekete, Managing Director: Barclays Bank Zimbabwe



Amanda Tlale, Alumni Relations, Thandiwe Jambaya, convenor of the Zimbabwe Chapter and Sannah Mahlangu, Alumni Relations



Alumni attending the event

The centre also serves as an examination venue. Khanya Mahlare, Executive Director of Unisa's Department of Institutional Advancement was the guest speaker at the Alumni dinner. She spoke about the importance of the branding of Unisa and emphasised that the brand belongs to each member of the global Unisa family. 'The brand binds us together as a community of staff, students and stakeholders with a common history, set of values and goals,' she said. 'I ask the alumni and students present here tonight to maintain the image of the Unisa brand so that it is clearly distinguishable from the competitors. I further ask that you ensure that brand Unisa goes on to live in the hearts and minds of all those who come into contact with it for many years to come.'

David Farirai, Director of the Unisa Foundation, spoke about fundraising and establishing a bursary fund for students at the Ethiopia Chapter. The bursary is aimed at benefitting students who have completed their studies, but who cannot graduate because of outstanding fees and final year students who are left with no more than seven modules to complete.



At the top of their (academic) game

Two Unisa academics, Professor Extraordinarius Anthony Reddie (Research fellow in the Department of Philosophy, Practical and Systematic Theology in the College of Human Sciences) and Emeritus Professor Alan Weinberg (Research consultant to Unisa Press), recently received coveted National Research Foundation A-ratings based on the high quality of their research outputs. This is Weinberg's second A-rating after he initially received the accolade in 2010, the first scholar to have done so in Unisa's College of Human Sciences. They join Professor Extraordinarius David Glasser, who was awarded an A-rating last year.

The annual NRF Awards recognises and celebrates South African research excellence. 'The A-ratings of these researchers demonstrate unequivocal recognition by their peers as leading international scholars in their respective fields, for the high quality and impact of their recent research outputs,' the NRF said in a statement. 'Acquiring an NRF



Professor Extraordinarius Anthony Reddie



Emeritus Professor Alan Weinberg

rating generates considerable acknowledgement and respect for the individual researchers as well as their institutions.'

Unisa students express their views on transforming the curriculum



A student taking part in a knowledge-sharing exercise

Unisa's Kgorong Bamboo Auditorium was filled to capacity by Unisans and students who attended the two-day Curriculum Design and Development Workshop organised by the Curriculum Transformation Unit under the portfolio of the Vice-Principal: Teaching, Learning, Community Engagement and Student Support on 27 and 28 August 2018.

The purpose of the workshop was to design and develop an online transformation curriculum course, intended to train academics on how to integrate the principles of curriculum transformation in their programmes and module design. Not only did the workshop give students an opportunity to ask questions and engage with experts, but it also produced knowledge that forms part of the content that will be used for the online transformation curriculum course.

This hawk is soaring through RPL

Thuto gae golelwe, says Lieutenant-Colonel Joe Mokoena from the South African Police Service, emphasising that one is never too old for education. Mokoena, who is a member of the Directorate for Priority Crime Investigation, also known as the Hawks, was granted direct access through recognition of prior learning (RPL) to a BTech Forensic degree by Unisa after he struggled to complete his qualification.

RPL acknowledges that students have acquired various skills, competencies, and experiences. This learning—which may have taken place outside of formal education and training—is valuable, irrespective of where or when it was obtained. It provides a way for the university to recognise knowledge and skills gained through experience for the purposes of admission to or for credit towards a qualification.



Lt-Col. Joe Mokoena

Minister calls for skills revolution



Dr Somadoda Fikeni (Director: VC Projects and Advisor to the Principal), Prof. Mandla Makhanya (Principal and VC), Dr Nkosazana Dlamini Zuma (Minister in the Presidency for the National Planning Commission for Policy and Evaluation), and Prof. Harry Nengwekhulu (Director: School of Governance)

All of us have a role, individually and collectively, in ensuring that radical socio-economic transformation takes place, said Dr Nkosazana Dlamini Zuma, delivering the fourth National Development Plan (NDP) Public Lecture at Unisa on 4 October 2018.

The Minister in the Presidency for the National Planning Commission for Policy and Evaluation declared that that the

country could not reach its full potential if it did not use every talent and develop the requisite skills. This skills revolution required a partnership between an active citizenry and an accountable public service. We need to educate our people in order for them to be not only be skilled job seekers, but job creators and innovators.



Unisa and Jo'burg launch library partnership



Prof. Thenjiwe Meyiwa (VP: Research, Postgraduate Studies, Innovation, and Commercialisation, Unisa) and Cllr Nonhlanhla Sifumba (Member: Mayoral Committee, Community Development, City of Joburg) sign the partnership paperwork. Cllr Isabel Nomsa Hlomendlini (Ward 52, City of Joburg), who did the opening and welcoming, is on the right.

Unisa and the City of Johannesburg Metropolitan Municipality recently launched a library partnership at the Emdeni Public Library in Soweto. The collaboration between the university and the city is aimed at providing library-related services and support to Unisa registered students through selected public libraries in Soweto and Orange Farm. The participating libraries are in Soweto (Emdeni, Diepkloof, Western Jabavu) and Orange Farm Extension 4.

The partnership means that Unisa students can now access the following services at the partner libraries:

- Request items from the Unisa Library to be couriered to the above libraries for collection
- Return requested items to the above libraries to be couriered to Unisa Library
- Information literacy training
- Internet access and usage in relation to databases, electronic reserves, electronic journals and electronic books
- Study space

Robotics take to the road



I-SET's Patricia Gouws and Kabelo Pheeha

Unisa's College of Science, Engineering, and Technology (CSET) continued to provide solutions as it launched an Inspired towards Science, Engineering and Technology (I-SET) mobile unit to inspire science, engineering and technology educators and learners. The handover ceremony and signing of the memorandum of understanding between Unisa and Sasol took place at the Unisa Science Campus in Florida on 7 September 2018.

The Mobile Science Laboratory programme was initiated by the Sasol Foundation and the Department of Science and Technology as part of a plan to use technology-based solutions to reach out to communities and to improve education delivery in schools.

Boost for young entrepreneurs



Unisa's Ekurhuleni Regional Service Centre recently held a student entrepreneurship week. The event was aimed at advancing and promoting entrepreneurship within the higher education environment and to empower students with entrepreneurial skills, knowledge, and attitudes. Staff, students,

secondary school learners from Daveyton and surrounding areas, and local entrepreneurs attended. Proceedings involved motivational talks, success stories, competitions, and entrepreneurship games.

Collaboration vital for tourism research



Minister of Tourism
Derek Hanekom

Conferences are a very important way of promoting tourism to South Africa. Although the numbers are often small, the visits by these high-end spenders translate into a high return, Derek Hanekom, Minister of Tourism, told delegates to the Seventh International Tourism

Studies Association (ITSA) Biennial Conference hosted by Unisa. He argued for research collaboration and said it was

important to understand why, for instance, the number of tourists dropped. He said that academics should not carry out research in isolation and pleaded for continued contact between researchers and practitioners. At the same time, he concluded, it was important to collaborate with other countries to address important issues.

Breaking the silence

The Youth Research Unit (YRU) of Unisa's Bureau of Market Research (BMR) presented its fourth National Youth Research Conference from 20 to 21 September at the university. Based on the distressing incidence of sexual exploitation of children worldwide, the 2018 Youth Research Conference focused on issues related to the online and offline sexual exploitation of children in South Africa.

A highlight of the conference was the special award presented by Unisa Principal and Vice-Chancellor, Professor Mandla Makhanya, in which YRU gave recognition to Durban businessperson and philanthropist Vivian Reddy, the Executive Chairman of Edison Corporation, for his ongoing



Prof. Deon Tustin (Head: BMR), Vivian Reddy, Prof. Mandla Makhanya (Principal and VC), and Dr Antoinette Basson (YRU@BMR)

commitment to the upliftment and well-being of children in South Africa.



On the receiving end of coming out



Justice Fayeza Kathree-Setiloane

In 24 August 2018, the College of Human Sciences hosted the 2018 seminar and film screening event of the Quiltbag Community Engagement Project. This project was launched in 2014 to coincide with the Pretoria Pride Parade. It is a collaborative effort of colleagues in the Department of Communication Science, the Department of Afrikaans and Theory of Literature, and the Department of Mercantile Law at Unisa.

Justice Fayeza Kathree-Setiloane delivered the keynote address; her presentation spoke to theme of the event “On the receiving end of coming out” by touching on the vulnerabilities of quiltbag individuals in our societies. According to Justice Kathree-Setiloane, every LGBTIQ individual has in one way or the other experienced some form of emotional or physical violence in their lifetime, adding that, as a country, we have not advanced as far as awareness and acceptance is concerned.

Giving life to the Women’s Agenda



Dr Lulama Makhubela (SAWID), Dr Marcia Socikwa (VP: Operations and Facilities), and Ayanda Mvimbi (Programme Specialist: UN Women)

A high-level dialogue forum on an implementation plan for African women as champions of change in the African Women’s Decade was co-hosted by Unisa, SAWID, and UN Women.

Quoting Mia Sorvino, who famously declared on the red carpet that the #MeToo movement was not going anywhere ‘until we have an equitable and safe world for women’, Dr Marcia Socikwa, Unisa’s Vice-Principal of Operations and Facilities, said that women needed a more permanent resolve and an unwavering focus to free themselves and generations to come from deliberate pain.

This new format high-level women’s dialogue explores and builds on women’s collective legacies to agree, with partners, what the work is that South African women will commit to do during the remaining two years of the African Women’s Decade, what work it will catalyse, and what work it will support, towards the NDP and SDG Goals of 2030, with an eye on the Africa 2063 Agenda, so that African women may truly become the agents of their own development.

R200m joint venture opens with a flourish in Eastern Cape



A R200-million university library, which will serve 18 000 students from three universities, was officially opened in East London on 27 October 2018 by Higher Education and Training Minister Dr Naledi Pandor.

Named after the late Eastern Cape-born political activist and scholar Phyllis Ntantala, the library is the culmination of a

six-year partnership between Unisa, Walter Sisulu University (WSU), and the University of Fort Hare (UFH). The minister said that the brand new library would contribute significantly towards alleviating the acute shortage of study, research and learning spaces for the three universities in the East London area. It has the capacity to seat about 2 500 students at any given time, and each university has its own floor.

Telling the positive African story



Cecil Thokoane (Chairperson: SBL Alumni Association Executive Committee) and Dr Judy Dlamini, who received both the Leadership in Practice Award and the Woman in Leadership Award at the Unisa SBL's prestigious Leadership in Practice Awards



Olwethu Sipuka (Director and Chief of Party: YALI) and Thomas Kgokolo, recipient of the Emerging Leader Award

Unisa's Graduate School of Business Leadership (SBL) hosted the prestigious annual Leadership in Practice (LIP) awards ceremony on 15 November 2018. The award, which dates from 1989, serves as a platform where the SBL recognises visionary and transformational leadership in South Africa.

The multifaceted and multidimensional Dr Judy Dlamini, who is a medical doctor, business leader, and author, received both the Leadership in Practice Award and the Woman in Leadership Award. Thomas Kgokolo, interim CEO of the Air Traffic and Navigation Services, was the recipient of the Emerging Leader Award.

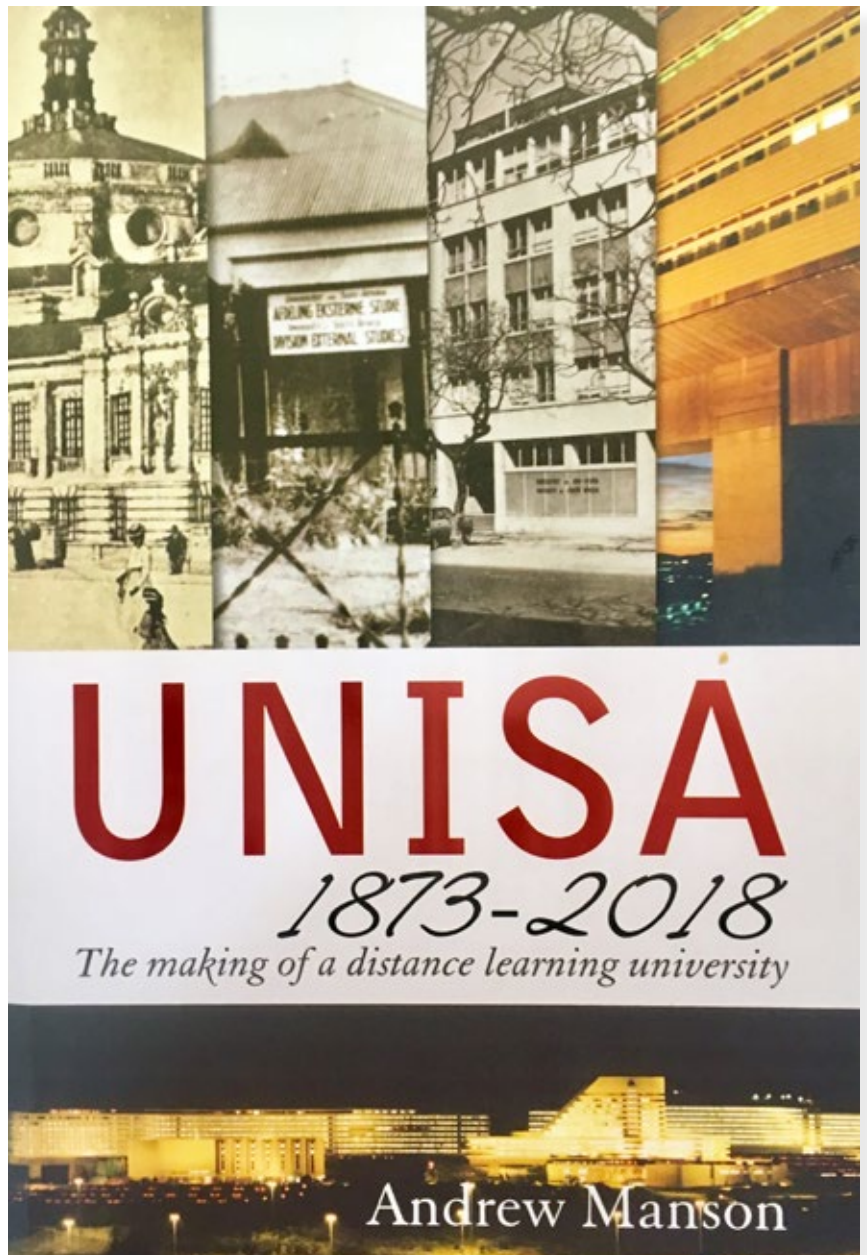
New book examines Unisa's contradictory and paradoxical nature

An institution imbued with imperial traditions, a vehicle supporting the objectives of the National Party project, and *the* African university in the service of humanity. An exciting new work looks at the different faces of Unisa during its 145-year journey.

Launched during an event themed *The University of South Africa and South African universities in transition* on 7 September, the latest contribution to Unisa's institutional memory received both praise and constructive criticism.

An honest examination

Following a welcome by Professor Mandla Makhanya, Unisa Principal and Vice-Chancellor, and an introduction by Professor Russel Viljoen, Unisa History and Memory Project Leader, author Professor Andrew Manson said that the purpose of *Unisa 1873 – 2018: The making of a distance learning university* is self-reflection on where Unisa is, where it has come from and where it is going. He said that the publication is not a mere celebratory account of Unisa's past which presents an uncritical catalogue of the university's past achievements.



'It strives to provide a critical and objective perspective,' said Manson. 'Unisa Principal and Vice-Chancellor Professor Makhanya initiated the project and he insisted that the book should cast a critical eye on what has happened in the past, and how that shapes Unisa's present and future. The previous attempt at tracking Unisa's academic history was in 1948, when a thesis on the topic was published as an archive publication. This book addresses the gap between then and now. The transition to democracy allows us to examine the past more critically and openly.'



About periods, not people

Manson said that the book is based largely though not exclusively on official sources: records of council, records of senate, Unisa bulletins, and personal papers of past Vice-Chancellors (VCs). 'Although each VC brought his own perspective to the university, this book is not about them. Rather, it is about what happened at the university during the stewardship of each VC. This book is there to lay a foundation for future publications.'

The author said that the book reflects the changing character of the institution and the contradictory and paradoxical nature of Unisa. 'Unisa began as an examining university imbued with Anglophile, Cape liberal imperial traditions,' said Manson. 'It then metamorphosed into a predominantly Afrikaner institution in the inter-war years, more attuned to the needs of Afrikaner nationalism, supporting the broad objectives of the National Party project. Most recently it recalibrated itself as the African university in the service of humanity in the democratic era. The book describes all these quite fundamental changes in the institution. Yet it was the only university that consistently provided higher education to black people. Unisa is highly durable and highly skilled in the art of reinvention.'

Constructive criticism

Main discussants Professor Zodwa Motsa, Director: Scholarship at Unisa's Change Management Unit and Professor Vuyisile Msila, Director: Leadership in Higher Education at the Change Management Unit welcomed the publication of the book while also pointing out deficiencies.

Motsa said the book is a very significant contribution to the Unisa historical repository. 'It is thoroughly researched and meticulously recorded, she said. 'Yet there is an imbalance in the sense that the voices in the margins are silent. Sources are VCs and one Chair of Council. This is an elitist cast, and 'ordinary' people were not consulted.'

Msila said that some of the sections of the book really drained him, especially the details of what was happening during the apartheid era. 'However, this is a huge elephant in the room, and you did not shy away from discussing it,' he told the author. Msila pointed out that the actual history of teaching

“ Unisa is highly durable and highly skilled in the art of reinvention.

and learning, and transformation in this area, as well as the change initiatives of the university are not covered in this book.

In his response to the main discussants, Manson said that the points they made were all valid and should form part of further volumes in the future created by multiple authors. He said that the intention was always for the book to be a starting point for further works that explore the various areas pointed out.

Other discussants who commented on the book from the perspectives of the organisations they represent were NSRC President Zandile Sodladla, APSA General Secretary Johan Jonker, Unisa Women's Forum President Sheila Kumalo and Black Forum President Professor Humphrey Mogashoa.

The book is available from Unisa Press – visit www.unisa.ac.za/press for more information



from the experts

THE SECRETS OF CV WRITING

At this time of year many of us are considering applying for new positions or even changing careers. Whatever the case, a good CV will always enhance your chances for success in the highly competitive job market, and once you've compiled it, it is simply a case of keeping it updated for use when that golden opportunity arises. Unisa's Directorate Counselling and Career Development compiled this brief guide to get you started.



WHAT IS A CV?



CV is the abbreviation for curriculum vitae, a Latin term that means 'course of life' – in other words, a reflection of your work experience, educational background, and skills. Your CV is your personal marketing tool that will secure you an interview – not a job. The more effort you put into this marketing tool, the better your chances that your CV will reflect the 'true you' and the better your chances of being invited to an interview. A good CV is not just a standard template that you use to apply for any position, but it should be adapted to match each position that you apply for.

WHAT SHOULD YOUR CV FOCUS ON?



Your CV should focus on your achievements and accomplishments – avoid 'shopping list' descriptions of positions held and education completed. You should illustrate how you are different from other applicants with the same qualifications as yourself and how you will add value to the organisation. Why a CV? CVs are used by recruiters to screen applicants and to select a few candidates for an interview. It could also be used to identify the strengths of different applicants. Never lie on your CV – if you are appointed and it is established that you did embellish qualifications and/ or skills, you could be dismissed.

CONSIDER THE FOLLOWING BEFORE YOU START COMPILING YOUR CV



Why am I compiling this CV?

Your aim is to introduce yourself in the most effective way to a prospective employer. Mainly, you will highlight your strengths and accomplishments. You will need to do a careful analysis of your skills and provide examples of your accomplishments.



How can I target my CV?

Put yourself in the shoes of the recruiter. What kind of skills and experience and qualifications are needed for this job? What is the culture of the organisation? Am I addressing all the requirements for the job on my CV (if you are responding to an advertisement)?



What should I include in my CV?

Your CV should present evidence of your life experience in a positive way. Do not simply list all your work and educational experiences; demonstrate clearly what you have achieved and the skills you have developed. Maintain a balance between too much information (this will bore the reader) and too little information (this will not do your skills justice).



How should I present my CV?

Think about your layout, the kind of paper you want to use, and whether you will be submitting this CV online. What kind of CV is needed – a one- or two-page CV, or an extended CV with more detail about my skills?

FORMAT OF THE CV



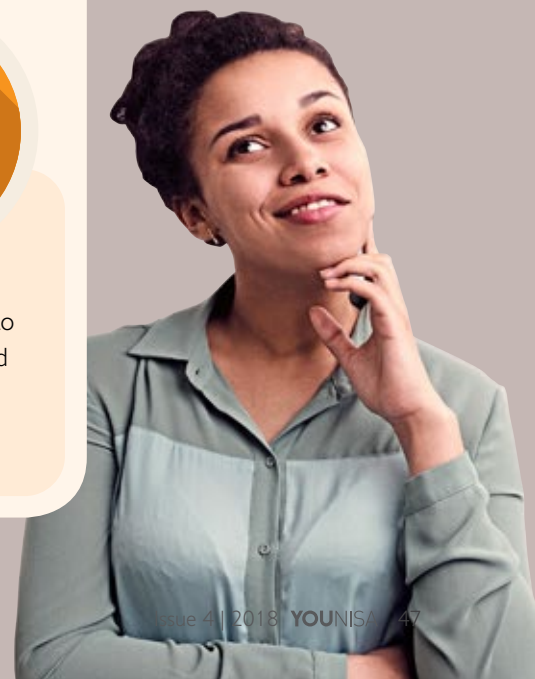
Use a consistent layout (for example, all headings in bold and font size 14 and all normal text font size 12).



Check spelling and grammar – use a dictionary and ask someone to read the CV for you if you feel unsure.



Keep it simple – it is not necessary to use fancy fonts and coloured paper.



from the experts

EFFECTIVE VS INEFFECTIVE STRATEGIES FOR YOUR CV

There are many different ways of compiling and presenting your CV, but the following strategies have been found to be effective (or ineffective) in terms of CV-writing:

Effective strategies

Your CV reads easily (comfortable font and font size used). Use the arm's length test to determine this: hold your printed CV an arm's length from your eyes and read it to see if it reads easily.

You accentuate the positive.

You show what you know (your strengths).

You use strong keywords (verbs) to describe your accomplishments (eg. managed; organised; planned; directed).

Your CV is neat (no marks or dirt on the paper; no crumpled paper).

You took care to edit your CV for grammar and spelling mistakes.

Your CV shows your interest in and enthusiasm for the position you are applying for.

Ineffective strategies

Your CV is cluttered and too lengthy.

Your CV contains irrelevant, personal information (such as your age, dependents, religious affiliation, and so on).

You provide incorrect contact details, or you are not contactable on those details you provide (ensure that your voicemail greeting/ the individual(s) who will answer your phone sound professional).

Your CV is decorated with borders and irrelevant images.

Your CV is clearly a bulk mail effort and not targeted for a specific application.

NEGOTIATING REFERENCES

Asking someone to be your referee is a process of negotiating your relationship with this person. Your referees are part of your professional network and can have a very positive impact on your career and academic development.

Visit the DCCD website (www.unisa.ac.za/counselling) and access a wealth of career, study and personal development advice and information.

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Live as if you were
to die tomorrow.
Learn as if you were
to live forever. ”

- Mahatma Gandhi

Phela bophelo ba
hao jwaloka ha eka o
a hlokahala hosane.
Ithute jwalo ka haeka
o tla phela ka ho
sa feleng. ”

- Mahatma Gandhi

Hanya ku fana na
munhu loyi a nga ta fa
mundzuku. Dyondza
tani hi munhu loyi a
nga ta hanya hi laha
ku nga heriki. ”

- Mahatma Gandhi