


DECEMBER 2021



GRADUATION CEREMONY

Bloemfontein Campus and
Qwaqwa Campus

THURSDAY
9 DECEMBER 2021
09:00

Faculty of Education

Bachelor's Degrees, Postgraduate Certificates, Bachelor Honours
Degrees, Postgraduate Diplomas, Master's, and Doctoral Degrees



UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA



PROGRAMME

9 DECEMBER 2021 | 09:00

BLOEMFONTEIN CAMPUS AND QWAQWA CAMPUS

CONSTITUTION OF THE CONGREGATION

Chancellor: Prof B Mohale

OFFICIAL WELCOME AND WORD OF THANKS

Rector and Vice-Chancellor: Prof FW Petersen

MUSICAL ITEM

Sibusiso Njeza

Wamuhle Mzantsi Afrika

with Dumisani Rini (baritone) and Margot Viljoen (piano)

PRESENTATION OF CANDIDATES

Campus Principal: Qwaqwa Campus: Dr M Mandew

CONGRATULATORY MESSAGE

Chancellor: Prof B Mohale

NATIONAL ANTHEM OF SOUTH AFRICA

Nkosi Sikelel' iAfrika

with Thesele Kemane (bass-baritone) and the Odeion String Quartet:

Samson Diamond (violin)

Margot Viljoen (violin)

Jeanne-Louise Moolman (viola)

Anmari van der Westhuizen (cello)

DISSOLUTION OF THE CONGREGATION

Chancellor: Prof B Mohale

PLEASE NOTE

List of candidates receiving degrees, diplomas, and certificates:

An* next to a name indicates that the degree, diploma, or certificate is awarded with distinction.



Nkosi sikelel' iAfrika

NATIONAL ANTHEM OF SOUTH AFRICA

Maluphakanyisw' uphondo lwayo,
Yizwa imithandazo yethu,
Nkosi sikelela, thina lusapho lwayo.
Morena boloka setjhaba sa heso,
O fedise dintwa le matshwenyeho,
O se boloke, O se boloke setjhaba sa heso,
Setjhaba sa South Afrika -
South Afrika.

Uit die blou van onse hemel,
Uit die diepte van ons see,
Oor ons ewige gebergtes,
Waar die kranse antwoord gee,
Sounds the call to come together,
And united we shall stand,
Let us live and strive for freedom,
In South Africa our land.

Inspiring excellence, transforming lives through quality, impact, and care.



BLOEMFONTEIN CAMPUS



QWAQWA CAMPUS



SOUTH CAMPUS

ABOUT THE UFS

The University of the Free State (UFS) has a proud history as one of the oldest, most respected institutions of higher education in South Africa. It opened its doors in Bloemfontein in **1904** as the Grey University College, with six students in the Humanities. Today it is a **multi-campus institution**, with two diverse campuses in Bloemfontein and one in Qwaqwa in the scenic Eastern Free State, accommodating more than 40 000 students in its **seven faculties** (Economic and Management Sciences, Education, Health Sciences, the Humanities, Law, Natural and Agricultural Sciences, Theology and Religion), with an increasing number of international students and associates, and an ever-widening scope of active involvement in and contribution to its surrounding communities.

For the past **117 years**, the UFS has been delivering quality graduates who have made their mark in various sectors. What sets the institution apart is its holistic student support initiatives, enabling it to achieve some of the highest success rates in the country. Delivering students who are in high demand in the global job market, remains a top priority. An established network of industry partners and close collaboration with the public and private sectors, as well as a continuous process of transformation and curriculum renewal, dovetail to produce highly employable graduates.

UFS research efforts are driven by dedicated scholars, some of whom are **international leaders** in their fields, with industry and social impact and real-world application.

Through the principle of **engaged scholarship**, the UFS responds to societal needs, using its **scholarly and professional expertise** with an intentional public purpose and benefit.

It is an institution that goes all out to provide its students and staff with an outstanding **university experience**. Anchored in a value bedrock of **social justice, respect, and caring**, the institution has managed to remain steadfastly relevant in a challenging and ever-changing national higher education landscape.

DEVELOPMENT OF THE UFS CREST OVER MORE THAN A CENTURY



1904

Up to 1935, the same coat of arms was used as the Grey College School.



1935

By 1935, with the name change to University College of the Orange Free State, the coat of arms fell into disuse, especially among students.



1947

In 1947, an agreement between management and students led to the new motto Per Fidem ad Sapientiam (Through faith to wisdom).



1950

In 1952, it was changed to In Deo Sapientiae Lux (In God is the light of wisdom). The traditional orange, white and blue, linking the UFS to the South African national colours, changed in the late 1990s.

The orange was replaced by cherry red.



UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA

2011

The academic brand - the historic University of the Free State crest that has been the symbol of the university since 1952, has evolved to embrace the aesthetic expectations of the stakeholders.

The shape of the traditional academic shield has been simplified and contemporised. Much of the symbolism of the crest remains intact, acknowledging the location of the UFS brand as one of the country's premier institutions of higher education, with a proud history of academic excellence and an ever evolving, vibrant culture.



GRADUATION CEREMONY 2021

Honorary Awards | Honorary Doctorates

1950	GLP Moerdyk – DLitt (h.c.)	1986	S Grové – DMus (h.c.)	CJC Nel (Postuum) – PhD (h.c.)	
1951	NC Havenga – LLD (h.c.)		FP Retief – DMed (h.c.)	L Quayle – DMus (h.c.)	
1952	Thos Blok – DEd (h.c.)		JA Stegmann – DCom (h.c.)	T (Karel) Schoeman – DLitt (h.c.)	
	SHS Rubidge – DSc (h.c.)	1987	WA Joubert – LLD (h.c.)	YK Seedat – DMed (h.c.)	
1955	CR Swart – LLD (h.c.)		B Kok – DPhil (h.c.)	MK Seely – DSc (h.c.)	
	CA v Niekerk – LLD (h.c.)		WP Venter – DCom (h.c.)	C Seerveld – DPhil (h.c.)	
1958	CPB Brink – LLD (h.c.)	1988	JJN Cloete – DAdmin (h.c.)	F van Z Slabbert – DPhil (h.c.)	
	CF Visser – DEd (h.c.)		FC Fensham – DLitt (h.c.)	JC Steyn – DLitt (h.c.)	
1959	DB Bosman – DLitt (h.c.)		JW vd Riet –DPhil (h.c.)	PA Verhoef – DTh (h.c.)	
	SP le Roux – DScAgric (h.c.)	1989	BJ Meyer – DSc (h.c.)	L van den Heever – LLD (h.c.)	
	DF Malherbe – DLitt (h.c.)		N van Uden – PhD (h.c.)	HA Wessels – LLD (h.c.)	
	GH v Rooyen – MA (h.c.)	1990	MG Corbett – LLD (h.c.)	2005	A du P Heyns – DMed (h.c.)
1960	SPE Boshoff – DLitt (h.c.)		JS Rabie – DLitt (h.c.)	JJF Durand – DPhil (h.c.)	
1961	T Boydell – DPhil (h.c.)	1991	SS Brand – DCom (h.c.)	JA Groenewald – DSc (h.c.)	
1962	ES Botes – DEd (h.c.)		JWL de Villiers – DSc (h.c.)	WH Neuser – DTh (h.c.)	
	PE Rousseau – DSc (h.c.)		GT Fagan – DArch (h.c.)	M Ramos – PhD (h.c.)	
1963	EH Louw – LLD (h.c.)		JH Hofmeyer – PhD (h.c.)	SJ Terreblanche – DCom (h.c.)	
	EN Roberts – DSc (h.c.)	1992	E v Heerden – DLitt (h.c.)	2006	T Moss – PhD (h.c.)
	JGF (Kaalkop) vd Merwe - DCom (h.c.)		JP Louw – DLitt (h.c.)	PV Cox – PhD (h.c.)	
	HF Verwoerd – DLitt et Phil (h.c.)	1993	H Olivier – DSc (h.c.)	2007	BJ (Bannie) Britz – DArch (h.c.)
1966	PSZ Coetzee – DPhilTh (h.c.)		JD Anderson - DMed (h.c.)	KPD Maphalla – PhD (h.c.)	
	PJ du Toit – DSc (h.c.)		RR Arndt – DSc (h.c.)	2008	D Ferreira – DSc (h.c.)
	MS Louw – DCom (h.c.)		SJ Naudé – LLD (h.c.)	2009	JC Loock – PhD (h.c.)
1967	SM Naudé – DSc (h.c.)	1994	JJ Human – DPhil (h.c.)		LTC Harms – LLD (h.c.)
	LC Steyn – LLD (h.c.)		JA Myburgh – DMed (h.c.)	2010	P Gordhan – PhD (h.c.)
	BJ Vorster – LLD (h.c.)		JP vd Walt – DSc (h.c.)	BBS Ngubane – PhD (h.c.)	
1968	SJ Naudé – DCom (h.c.)	1995	WA Landman – DEd (h.c.)	AH Strydom – PhD (h.c.)	
1969	CW (Nellie) Swart – DPhil (h.c.)		WL Mouton – DPhil (h.c.)	M Jones – PhD (h.c.)	
	AJJ Wessels – DCom (h.c.)	1996	WDO Marasas – DSc (h.c.)	2011	D Tutu – DTh (h.c.)
1970	GS Nienaber – DLitt (h.c.)		NE Wiehahn – LLD (h.c.)	P Fourie – DLitt (h.c.)	
	HO Mönnig – DSc (h.c.)	1997	AP Brink – DLitt (h.c.)	OG Winfrey – DEd (h.c.)	
1971	N Diederichs – DCom (h.c.)		B Hurwitz – DPhil (h.c.)	RWM Frater – PhD (h.c.)	
	RS Verster – DPhil (h.c.)	1998	FC Müller – DMed (h.c.)	A Sawyer – DEd (h.c.)	
1972	LW Hiemstra – DPhil (h.c.)	1999	FM Claerhout – DPhil (h.c.)	2012	RJ Goldstone – LLD (h.c.)
	PJ Meyer – DPhil (h.c.)		JJF Hefer – LLD (h.c.)	ER v Heerden – DLitt (h.c.)	
1975	PJ Nienaber – DLitt (h.c.)		S Nigam – DSc (h.c.)	M Nussbaum – DLitt (h.c.)	
	De la H de Villiers – DScAgric (h.c.)		WL Nkuhlu – DCom (h.c.)	OW Prozesky – MD (h.c.)	
	GJ Stander – DSc (h.c.)		MA Ramphela – DPhil (h.c.)	FDJ Brand – LLD (h.c.)	
1976	AJA Roux – DSc (h.c.)		HJO van Heerden – LLD (h.c.)	2013	ZKG Mda – DLitt (h.c.)
1978	SP Botha – DSc (h.c.)		FJ van der Merwe – PhD (h.c.)	2014	ML Blum – PhD (h.c.)
	EM van Zinderen Bakker – DSc (h.c.)	2000	MH Daling – DCom (h.c.)		L Mulvey – DLitt (h.c.)
	HB Thom – DEd (h.c.)		TN Liversedge – PhD (h.c.)	2015	L Brahimi – DPhil (h.c.)
1979	FCL Bosman – DPhil (h.c.)		I Mahomed – LLD (h.c.)		JM Samuel – DEd (h.c.)
	G Cronjé – DSocSc (h.c.)	2001	BP Gilbertson – DCom (h.c.)		MA Oduyoye – DTh (h.c.)
	CJF Human – DCom (h.c.)		NR Mandela – LLD (h.c.)		JD Sacks – DEcon (h.c.)
1980	G Boonzaier – DPhil (h.c.)		EC Taglauer – DSc (h.c.)	2016	RJ Khoza – DEcon (h.c.)
1981	PW Botha – DPhil (h.c.)	2002	BH Meyer – PhD (h.c.)		TA Manuel – DEcon (h.c.)
	B Human – DCom (h.c.)		BAK Rider – LLD (h.c.)		M du Preez – PhD (h.c.)
	SG Shuttleworth – DSc (h.c.)		CF Slabbert – PhD (h.c.)		J Samoff – DPhil (h.c.)
1982	BLS Franklin – DPhil (h.c.)		JM Stetar – DEd (h.c.)		F Haffajee – PhD (h.c.)
	GvN Viljoen – DEd (h.c.)	2003	EWA de Corte – DEd (h.c.)	2017	PH Holloway - DSc (h.c.)
1983	L Luyt – DCom (h.c.)		HA Serebro – DPhil (h.c.)		M Botha – LLD (h.c.)
	SF Zaaïman – DPhil (h.c.)		AG Sykes – DSc (h.c.)	2019	BL Fanaroff – DSc (h.c.)
1984	HS Steyn – DSc (h.c.)	2004	S Badat – DPhil (h.c.)		J Mofokeng wa Makhetha – DLitt (h.c.)
	FR Tomlinson – DScAgric (h.c.)		R Bringle – DPhil (h.c.)		MB Molemela – LLD (h.c.)
	JH vd Berg – DMed (h.c.)		J de Wet – DMus (h.c.)	2021	ZM Yacoob – LLD (h.c.)
1985	L Alberts – DSc (h.c.)		CF Fauconnier – DSc (h.c.)		SM Pityana – DPhil (h.c.)
	GG Cillié – DPhil (h.c.)		GJ Gerwel – DPhil (h.c.)		RJ van Niekerk – DLitt (h.c.)
	SPD le Roux – DLitt (h.c.)		WD Jonker – DTh (h.c.)		
	A Polson – DPhilMed (h.c.)		A Krog – DLitt (h.c.)		
	J du P Scholtz – DPhil (h.c.)		K Mokhele – DPhil (h.c.)		

Shields of Honour, Council and Chancellor's Medals

1994	Prof FO Müller (Shield of Honour)	2003	Prof HC Janse van Rensburg (Council Medal)
	RE Schoombie (Shield of Honour)		Prof SA Petersen (Shield of Honour)
1995	Prof FO Müller (Chancellor's Medal)	2008	Ludo Helsen (Shield of Honour)
	RE Schoombie (Chancellor's Medal)	2009	Prof JU Grobbelaar (Council Medal)
1996	Prof S Mittman (Shield of Honour)	2010	Mrs AM Dippenaar (Chancellor's Medal)
1997	Prof M Jansens (Shield of Honour)	2014	Dr H Verster (Chancellor's Medal)
1998	Prof CJC Nel (Chancellor's Medal)	2014	Mr JL Pretorius (Chancellor's Medal)
	Prof C Swanepoel (Chancellor's Medal)	2016	Mr AD Osler (Chancellor's Medal)
1999	WJ (Hansie) Cronje (Shield of Honour)		Ms M van der Merwe (Chancellor's Medal)
	Prof David Justice (Shield of Honour)	2017	Ms JS Isaacs (Chancellor's Medal)
2000	Prof P Rosseel (Shield of Honour)	2019	Mr JF de Villiers (Chancellor's Medal)
	Prof MJ Viljoen (Chancellor's Medal)		Ms EM Oosthuizen (Council Medal)
2001	Prof PC Potgieter (Chancellor's Medal)		
2002	T Moss (Shield of Honour)		
	Prof CD Roode (Chancellor's Medal)		

MESSAGE FROM THE RECTOR AND VICE-CHANCELLOR

Dear Student

Welcome to the virtual graduation ceremony of the University of the Free State. A special word of welcome to the members of the university management and our Chancellor, Prof Bonang Mohale, who are part of the ceremony.

Congratulations to our graduands – this is a special day indeed and it is certainly heart-warming to see so many of you being conferred these well-deserved qualifications today. You should be proud of your achievements. The fact that you had to adjust to a new normal to accomplish what you have in a very challenging time is no easy feat – take a moment to celebrate and acknowledge YOU.

Let us also take a moment to acknowledge and reflect on the personal losses that many of you have experienced. At the same time, you would not have reached this milestone without the support of many people around you – let us also acknowledge and express gratitude to your support structures – the parents, family, friends, guardians, and lecturers who made it possible for you to be here today.

As you venture into the world, you will find yourself contemplating what your role in the world is and what kind of a world you want to live in. Sometimes the road ahead can be challenging and complex – however, remember that the skills of hard work, resilience, determination, and focus will help you forge ahead. After all, these are the skills that have helped you to achieve your UFS qualification.

Also be mindful that collective and individual responsibility is important to our success – this became very clear during the pandemic. Reach out to others, lend a helping hand wherever you can, support each other, involve yourselves in your communities, and most of all, be kind and humane. Be mindful of these in everything that you do.

Graduands, I am proud of your resilience. You are truly inspiring, and I am confident that you are well prepared to embrace the future and flourish in anything you set your mind to.

Be brave, be bold, and make a difference in this world.

I conclude with the famous words of Mahatma Gandhi, “You must be the change you want to see in the world.”

Graduands, simply put, recognise that change is inevitable and that every moment in life offers us an opportunity for positive change and to remain in touch and grounded. Initiating personal change allows us to rise to any challenge and become better as a result.

Best wishes

PROF FW PETERSEN
RECTOR AND VICE-CHANCELLOR
UNIVERSITY OF THE FREE STATE

Beste Student

Welkom by die Universiteit van die Vrystaat se virtuele gradeplegtigheid. 'n Spesiale woord van verwelkoming aan die lede van die universiteitsbestuur en ons Kanselier, prof Bonang Mohale, wat deel vorm van die plegtigheid.

Baie geluk aan ons graduandi – vandag is voorwaar 'n spesiale dag en dit is inderdaad hartverlydend om te sien dat hierdie welverdiende kwalifikasies aan so baie van julle toegeken word. Julle kan trots wees op julle prestasies. Die feit dat julle in 'n baie moeilike tyd moes aanpas by 'n nuwe normaal om te bereik wat julle het, is geen maklike prestasie nie – neem 'n oomblik om JOU te vier en te erken.

Laat ons ook 'n oomblik afstaan om die persoonlike verliese wat baie van julle ervaar het, te erken en daarvoor na te dink. Terselfdertyd sou julle nie hierdie mylpaal bereik het sonder die ondersteuning van baie mense rondom julle nie – laat ons ook erkenning gee en ons dank uitspreek teenoor julle ondersteuningstrukture – die ouers, gesinne, vriende, voogde en dosente wat dit vir julle moontlik gemaak het om vandag hier te wees.

Waar julle die wêreld aandurf, sal julle vind dat julle dalk wonder oor wat julle rol in die wêreld is en die soort wêreld waarin julle wil leef. Die pad vorentoe kan soms uitdagend en kompleks wees – onthou egter dat die vaardighede van harde werk, veerkragtigheid, vasberadenheid en fokus julle sal help om vooruit te gaan. Dit is immers die vaardighede wat julle gehelp het om julle UV-kwalifikasies te behaal.

Dink ook daaraan dat gemeenskaplike en individuele verantwoordelikheid belangrik is vir ons sukses – dit het baie duidelik geword tydens die pandemie. Reik uit na ander mense, sit 'n handjie by waar julle ook al kan, ondersteun mekaar, raak betrokke by julle gemeenskappe, en bowenal, wees welwillend en menslik. Hou dit in gedagte in alles wat julle doen.



Graduandi, ek is trots op julle veerkragtigheid. Julle is waarlik inspirerend, en ek is vol vertroue dat julle goed voorbereid is om die toekoms aan te gryp en te floreer in enigiets wat julle aanpak.

Wees dapper, wees sterk en maak 'n verskil in hierdie wêreld.

Ek sluit af met die bekende woorde van Mahatma Gandhi, “Julle moet die verandering wees wat julle in die wêreld wil sien.”

Graduandi, om dit eenvoudig te stel, erken dat verandering onvermydelik is en dat elke oomblik in die lewe aan ons 'n geleentheid bied vir positiewe verandering en om in voeling en gegrond te bly. Om persoonlike verandering te onderneem, stel ons in staat om enige uitdaging die hoof te bied en gevolglik te verbeter.

Beste wense

PROF FW PETERSEN
REKTOR EN VISEKANSLIER
UNIVERSITEIT VAN DIE VRYSTAAT

Bafundi Abakhethekile

Ngiyanemukela kumcimbi wokwetheswa kweziqu lapho kungekho bantu ngeziqu eYunivesithi yaseFrestata. Izwi elimqoka lokwamukela amalungu aseYunivesithi aphethe kanye noShansela, uSolwazi Bonang Mohale, abayingxeny yomcimbi.

Siyanihalalisela kwabazokwetheswa iziqu – lolu wusuku olumqoka kakhulu futhi kuyintokozo enkulu ukubona abaningi benu bethola lezo ziqu abazingayo namhlanje. Kufanele niziqhayise kakhulu ngenikuzuzile ukuthi nikwazile ukushintsha esimweni esejwayelekile ukuze nizuze lokho enikuzuzile esikhathini esinezinselelo akuwona umdlalo lona – thatha umzuzwana uke uhalalise futhi uzibonge wena.

Asike futhi sithathe umzuzwana sike sibheke emuva kwesikulahlile thina abaningi bethu ababe yingxeny yakho. Futhi ngesikhathi esifanayo, bekungeke ufike kuleli zinga ngaphandle kwabantu abaningi abayingxeny abakuzungezile – ake futhi sibheke futhi sithokoze kubantu abakuzungezile – abazimp, umdeni, ababhaki bethu, kanye nabafundi abenze isiqiniseko sokuthi ube khona lapha namhlanje.

Njengoba senibheke komunye umhlaba, uzozithola ungazi ukuthi uyini umsebenzi wakho uyini emhlabeni nonokuthi umhlaba ofuna ukuphila kuwo unjani. Mhlawumbe umgwaqo ngaphambili unezinselelo kanye nezinkinga, kodwa khumbula amakhono okusebenza kanzima, ukubekezela, ukuphokophelela, kanye nokuqonda kuzokusiza ukuba uphokophelele phambili. Emva kwakho konke lokhu, lawa ngamakhono akusizile wena ukuba uzuze iziqu zaseYunivesithi yaseFrestata.

Okunye okufanele ukucabangise ukuthi ukusebenzisana kanye nokusebenza ngayedwana kumqoka kabi empumelelweni yethu, lokhu kucace ngesikhathi sokhuvethe. Finyelela kwabanye, siza lapho kumele usize khona, xhasa omunye, yiba yingxeny yomphakathi, okunye futhi okumqoka yiba nomusa nobuntu. Kukhumbule lokhu kukho konke okwenzayo.

Abazokwetheswa iziqu, ngiyaziqhayisa ngokubekezela kwenu. Ngempela niyagqoguzela, futhi nginesiqiniseko ukuthi nizimisele futhi nikulungele ukungena kwikusasa futhi nichume kukho konke enibeka umqondo wenu kuko.

Nibe nesibindi, nizethembe futhi nenze umehluko kulo mhlaba. Ngithanda ukuphetha ngala mazwi ajwayelekile kaMahatma Gandhi: “Kufanele ukuba ube wushintsho ofuna ukulibona emhlabeni”.

Kwabathweswa iziqu, ngikubeka nje, kufanele uqaphele ukuthi ushintsho luyenzeka ngeke silushintshe futhi ngaso sonke isikhathi impilo isinika ithuba lokushintsha ngokuyikhona futhi sihlala sithintekile futhi sizinzile. Ngokuba siziqalele ushintsho ngokwethu kusenxa ukuba simelele noma yiziphi izinselelo futhi kwenza lokho sibe ngcono ngokwemiphumela.

Onifisela okumhlophe
SOLWAZI FW PETERSON
UTHISHANHLOKO ABE NGUSEKELA-SHANSELA
ENYUVESI YASE-FREYI STATA

VISION

The University of the Free State is a research-led, student-centred and regionally engaged university that contributes to development and social justice through the production of globally competitive graduates and knowledge.

MOTTO

IN VERITATE SAPIENTIAE LUX

(In Truth is the Light of Wisdom)

OFFICE BEARERS



CHANCELLOR

Prof B Mohale
Professor of Practice (JBS)



RECTOR AND VICE-CHANCELLOR

Prof FW Petersen
PhD (SU)



CHAIR OF COUNCIL

Mr D Noko
HND Mechanical
Engineering (UJ)



VICE-RECTOR: OPERATIONS

Prof P Naidoo
PhD (VISTA)



VICE-RECTOR: ACADEMIC

Dr EL van Staden
DPhil (UJ)



VICE-RECTOR: RESEARCH, INNOVATION AND INTERNATIONALISATION

Prof RC Witthuhn
PhD (UFS)



EXECUTIVE DIRECTOR: STUDENT AFFAIRS

Mr T Hlasho
MPhil (NMU)



REGISTRAR:

Mr NN Ntsababa
MPA (NMU)



CAMPUS PRINCIPAL: SOUTH CAMPUS

Dr M Madiopé
DEd (Unisa)



CAMPUS PRINCIPAL: QWAQWA CAMPUS

Dr M Mandew
PhD (UN)



PRESIDENT OF CONVOCATION

Dr PD du Toit
PhD (UFS)



PRESIDENT: INSTITUTIONAL STUDENT REPRESENTATIVE COUNCIL

Mr J Thoka

DEANS



**DEAN:
ECONOMIC AND
MANAGEMENT SCIENCES**

Prof HJ Kroukamp
DPhil (UPE)



**DEAN:
EDUCATION**

Prof LC Jita
PhD (MSU)



**DEAN:
HEALTH SCIENCES**

Prof GJ van Zyl
PhD (UFS)



**DEAN:
THE HUMANITIES**

Prof H Hudson
PhD (UFS)



**DEAN:
LAW**

Prof JC Mubangizi
LLD (UDW)



**DEAN:
NATURAL AND
AGRICULTURAL SCIENCES**

Prof PD Vermeulen
PhD (UFS)



**DEAN:
THEOLOGY AND RELIGION**

Prof RS Letšosa
PhD (PU/CHE)



DEAN | PROF LC JITA

BACHELOR'S DEGREES

BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING

ANTHONY, Erin Carly
BLIGNAUT, Simone Lauren
CANAVAN, Robyn Samantha
DISEKO, Kgabatlwaele Lydia
EDEM, Faith
FESTUS, Jobi Aldene
GANTANA, Simphiwe Remofiloe
GERBER, Janke
HAMMAN, Johalize
HARTEL, Chane
HLAPANE, Thakane Veronica
KHUMALO, Nomalungelo Zimbili
KLAASTE, Nicole Lee-Ann
KOELA, Anneline Maczeen
Shereldine
LANGA, Lethiwe
LEMMER, Deidre
LEPHUTING, Mathapelo
LETSOELA, Keitumetse
Constance
MAKOU, Bontle Jamila
MALOKA, Nythel Bontle
MAPACO, Avela
MAREMANE, Jerminah Koena

MBONGWA, Simphiwe Brightson
MFUPE, Thabile Innocentia
MKANGELI, Khululekani Daniel
MKHIZE, Andiswa Lulama
Olwethu
MOENG, Tlaishego Mamodupi
MOTLAKENG, Ofentse
MPEMBE, Nothile Luthando
MTSWENI, Nomakhwezi
Collentane
MULLER, Tarryn Alzienne
NGUBENI, Sara Bongiwe
Innocentia
NKABINDE, Lungile
NXUMALO, Minenhle Mbali
Samukelisiwe
OLIPHANT, Meagon Vivian
PHAKATHI, Xolile Patience
PHIRI, Lerato Portia
RADEBE, Angelina Lebohang
RAMATLAPENG, Natasha
SEBATANA, Mathapelo
SHANGE, Nolwazi Nongcebo
VORSTER, Bronté
ZIETSMAN, Janke
ZWANE, Nothando

BACHELOR OF EDUCATION IN FURTHER EDUCATION AND TRAINING PHASE

GOUWS, Anco
MBANA, Lwazi Trevor
PRINSLOO, Michelle

BACHELOR OF EDUCATION IN INTERMEDIATE PHASE

BOTHA, Elizabeth
CENGA, Akhona
KRUGER, Felecia Christien

BACHELOR OF EDUCATION IN INTERMEDIATE PHASE TEACHING

AARON, Lerato Hope
BADENHORST, Franciska
BIYA, Nomfundo Goodness
BRIEL, Maria Magdalena
BURTS, Tamlinn Talana
BUSAKWE, Nomathemba
Ziphelele
CARELS, Eldrin
DIPHOKO, Mpho
DLADLA, Buyisile
DLADLA, Felicity Thandolwethu
Ntobeko
DLAMINI, Botshelo Theresa
DLAMINI, Siyabonga
DU PLESSIS, Joanene
Marthalene
EWERTS, Da-Lynne
FILLIS, Wesley Perrin
FORTEIN, Adélia Scmantha
GREEFF, Johannes Hermanus
GRIESSEL, Barend Daniël
GUMBI, Fundiswa
HLATSHWAYO, Philasande
HLATSHWAYO, Zinhle



HLONGWANE, Lungile
JANSEN, Trivan Phillip Ivandre
JELE, Ayanda Princess
KAPP, Jamie-Lee
KHUKHELE, Thulaganyo
Moitshepi Kegomoditswe
KHUMALO, Simphiwe Sithabiso
KHUMALO, Zilungile Anele*
KRUGER, Eugenie
LETSOARA, Palesa Carol
MABIZELA, Nomthandazo
Fundisiwe
MACHOLO, Suzan Palesa
MADASI, Bulelwa Charlotte
MADIKGETLA, Neo
MADONSELA, Noluthando
Ntombenhle
MAGUDULELA, Portia Tozi
MAJA, Mogoshadi Theko Maria
MAKHUNGA, Nkosikhona
MALELEKA, Tshediso Pascalis
MALHERBE, Martin
MAPETLA, Kgauhelo Amanda
MARAJH, Reginae Shandre
MASUPHA, Tumelo Elias
MATLOKOTSI, Malerata Elisa
MEYER, Carien
MGABI, Nosipho Taniah
MGIBA, Sphokazi
MLOTSHWA, Xolile Peaceful
MNCUBE, Nqobani Ntethelelo
Etheuel

MNCUBE, Sphiwo Hlobisile
Siphephelo
MNGUNI, Khanyisile
MOBONGWA, Phumzile Princess
MOEKETSI, Mamponya Josephine
MOFOKENG, Rethabile
Madibuseng Grace
MOKUBUNG, Mpho
MONCHUSI, Mamohau Taylor
MOPHIRING, Kgothatso Audrey
Jacqueline
MOSUWE, Tumelo Peter
MOTHIBI, Ntebogang Perception
MOTLOENYA, Libuseng Judith
MPHAKA, Erens Oupa
MPHUTHI, Mosiwa Wendy
MTEMBU, Edward Mpiyakhe
MTSHALI, Nompoti Veronica
MURISON, Shernique Adrean
NDABA, Zanele Zelda
NDEBELE, Siphesihle Nqobile
NDLOVU, Mbalenhle
NENE, Samukelisiwe Ntokozo
NGWENYA, Mlindelo Bhekuyise
NKOSI, Nompumelelo
NQUBUKA, Noxolo
NTOMBELA, Sphephelo Banele
NYEMBE, Ayanda Ntombifuthi
POLOKOANE, Relebohile Violet
POTANA, Moreti Phineas
QHAMAKWANE, Gloria Celiwe
RAMASHIANE, Matlalané Connie

RAMOSOEU, Nkamoheleng
Queen
SIBANYONI, Thulisile Nomfundo
SIBISI, Noxolo Sinenhlanhla
SIMELANE, Zesuliwe Chairmaine
SUTHERLAND, Deone
TERBLANCHE, Mihandra
Mellisande
THWALA, Ndumiso Mvelo
TSHABALALA, Mathee Justice
TSHABALALA, Tshepiso Fortune
TSOTETSI, Tiisetso Faithfull
TSULUBA, Makalo
TWALA, Crescentia Mpoetsi
TWALA, Sicelo Mathews
VALASHIYA, Luvo Unathi
WELCOME, Mhlengi Fortune
ZITHA, Mayibongwe Zihle
ZWANE, Ntokozo Mesuli
Sphesihle

BACHELOR OF EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING

BUTHELEZI, Bongukwanda
Bridget
BUTHELEZI, Thandokuhle
Citronella
COETZEE, Mpho Margaret
DHLAMINI, Khulasande Princess
DLADLA, Bhekani David
DLAMINI, Mlungisi
DLAMINI, Muzikayise Lucky
DLAMINI, Vamokuhle Menzi



DUMA, Xolani	KWAKWA, Mochabi Rachel	MASUKU, Thabiso Celimpilo
GAMEDE, Bongiwe Precious Venatia	LEBATSI, Glenda Jeanette	MATHE, Celumusa Ndabenhle
GOCINI, Amanda	LEFEFA, Khotso	MATHEBULA, Nomonde Connie
HADEBE, Nomcebo	LEKANYANE, Ntsoaki Innocentia	MATHEBULA, Sonke Vernon
HADEBE, Sithabile Prudence	LESEBA, Thabiso George	MATHOBELA, Inocent Sibongiseni
HASHATSI, Sempe Stephen	MABASO, Gift Nkululeko	MATLEBJANE, Lucricia Relebohile
HLATSHWAYO, Bonginkosi	MABASO, Nontobeko Emmaculate	MAVUNDLA, S'Lindile Thabsile
HLONGWANE, Khethelo	MABASO, Siphesihle Siyanda	MAZIBUKO, Andile
HLONGWANE, Khululiwe Nomcebo	MABASO, Thanduxolo Blessing	MAZIBUKO, Qaphela Alex David
HLUBI, Siyanda Thula	MABE, Relebohile Widney	MBATHA, Dimpho Debra
JAARS, Denalucia Daveline	MABOEA, Dieketseng Veronica	MBATHA, Nonzuzo Bridget
JAFTA, Nombulelo Vivian	MADIKE, Mahlatse Justice	MBATHA, Sanele Madoda Goodenough
JONAS, Maki Anolia	MADLAMALALA, Simangaliso	MBELE, Dipolelo Confidence
KGADISI, Mabakoena Precious	MADONSELA, Lwanele Reginald	MBELE, Mojalefa Innocent
KHAMPEPE, Thabiso Joseph	MADULA, Teboho George	MBELE, Nthabiseng
KHANYILE, Nsindiso Cabangokuhle	MADUNA, Ntokozo Cyprian	MBONAMBI, Nkanyiso Nokukhanya
KHOMBELAWO, Relebohile Khombelayo	MAGAGULA, Cebokuhle Brian	MBONGO, Mandla Godfrey
KHOZA, Khethiwe Nomsa	MAHLINZA, Wandile	MKHIZE, Andiswa
KHOZA, Thembelihle Gcinile	MAKANYANE, Fusi Julias	MKHIZE, Thandokuhle
KHUMALO, Nokukhanya	MAKHALEMELE, Mapitso Merriam	MLAMBO, Gloria Phetheni
KHUMALO, Thembalamantungwa	MAKHARI, Raphelang	MLANGENI, Zamile Fortunate
KHUZWAYO, Sanele Khanyisani	MAKHATO, Boitumelo Nhlanhla	MLANJI, Sinesipho
KOATLA, Tshediso Godfrey	MANGANYE, Malehlohonolo Laurida	MNGODI, Anele Noxolo
KUBEKA, Londeka	MAROTHOLI, Radijeng Jacob	MOFOKENG, Evonne Refilwe
KUBEKA, Zandile Promise	MASEKO, Nkosingiphile Mpendulo	MOFOKENG, Innocentia
KUBHEKA, Nkosingiphile	MASIEA, Motshedisi Florina	MOFOKENG, Josephine Reitumetse
KUBHEKA, Nosipho Felicia	MASOEU, Dietsiso Yvonne	MOFOKENG, Tankiso Gordon
KUNENE, Nokuphiwa Pretty	MASOLDANE, Avuyile	MOJAMAPA, Dimakatso Mavis
	MASONDO, Jabulile	MOKHOANTLE, Dimpho Boitumelo
	MASONDO, Nondumiso Xolile	



MOKOENA, Kevin Kelello	MTSHALI, Silindile	NZIMA, Sanele Sipho
MOKOENA, Makeresemese Priscilla	MVELASE, Bandile	PAPIER, Shawn
MOKOENA, Mapoelo Emily	MZIMANGA, Lalu Vincent	PHAKATHE, Maletsoako Julia
MOKOENA, Ntsoaki Vivian	MZINYANE, Hlengiwe Primrose	PHUNGULA, Siyabonga Nkosinathi
MOLOI, Kwanele Ellen	NDABA, Mxolisi Wiseman Samkeliso	PILANE, Tumelo Keneth
MOLOI, Lawrence	NDLOVU, Khuthala Simphiwe	PLAATJIE, Boitumelo Valencia
MOLOI, Mantwa Veronica	NDLOVU, Lethiwe	QOYI, Mhlali
MOLOI, Tumelo*	NDLOVU, Sibongiseni	RADEBE, Malefetsane Innocent
MONGO, Fanizile Evans	NDUMO, Sinele	RADEBE, Morena William
MOREOTHIBANG, Osekeng Stanley	NENE, Sithabiso Thabane	RAMOHOLI, Matsoso Piet*
MOSIA, Ben Penieki	NGCOBO, Bonangani	RAMOOKHO, Boitumelo Kenneth
MOSIA, Boitumelo Veronica	NGCOBO, Mnelisi Sbonelo	SABELA, Andile
MOSIKILI, Mabuse Howard	NGIDI, Converse Tsepo	SALUKAZANA, Samkelo
MOTAUNG, Thabo Abrah	NGIDI, Nkosienhle Thuthukani	SEBUDI, Serame Patrick
MOTLOKOA, Ntswaki Melita	NGOBESE, Marvel Mandisa	SEFATSA, Tokelo Motshidisi
MOTLOKOA, Thabang	NGOBESE, Zinhle Makhosazana	SEKGALO, Keitumetse Regomoditswe Precious
MOTSOENENG, Tshepang	NGOPHE, Mpho	SEKONYELA, Makhethe Naphtali
MOTUMI, Ntswaki Rosina	NGUBANE, Nhlanzeko	SEMELA, Matshediso Karishna
MOYA, Xolani	NGWENYA, Nthabiseng	SHABALALA, Khawulani
MSIMANGO, Nosipho Princess	NHLAPHO, Busisiwe	SHOBA, Thandeka
MSWANI, Vuyiswa Fundiswa	NHLAPO, Bonolo	SIBEKO, Sinikiwe Cebisile
MTHEMBU, Siyabonga	NHLAPO, Maxaba Lizzy	SIBISI, Hlobisile Pretty
MTHETHWA, Ayanda Freedom	NKAMBULE, Vukani Sibekezelo	SIGUDO, Qiniso Quinton
MTHETHWA, Siyamukela Thakasile	NTSANE, Ngwejane	SITHOLE, Kwazikwenkosi Izwa
MTHIMKHULU, Gabisile	NTSOEU, Ntebaleng	SITHOLE, Phumlani Sandile
MTHIMKULU, Nkosana Richard	NTULI, Lungelwa	SKOSANA, Tiisetso Paul
MTHOMBENI, Lemohang Kgalemo*	NTULI, Sithembokuhle Noluthando	SOKHELA, Mbongeni
MTSHALI, Hlengiwe	NXUMALO, Londiwe Lucia	SOLDAAT, Mandla Francis
	NYEMBE, Nobuhle Precious	



STONA, Lehlohonolo Justice
 TABILE, Samuel Tshedi
 TAMO, Mamokete Princess
 TITUS, Keenen-Leigh
 TLADI, Mmabatho Princess
 TSOTETSI, Motshedisi
 TUMANE, Masingwaneng
 XABA, Thamisanqa Mduduzi
 XULU, Zanele Precious
 YEKISO, Simphiwe Piet
 ZONDI, Sizwe Bonginkosi
 ZUMA, Nokwanda Busisiwe
 ZUMA, Sithabiso Elvis
 ZWANE, Lethiwe Hlengiwe
 ZWANE, Nelisiwe Phillipine
 ZWANE, Phethani Khayelihle

POSTGRADUATE CERTIFICATES

POSTGRADUATE CERTIFICATE IN EDUCATION IN FURTHER EDUCATION AND TRAINING TEACHING

MOKOENA, Flora Puseletso
 MSIBI, Lungelo

POSTGRADUATE CERTIFICATE IN EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING

BUTHELEZI, Nokuphila Princess
 KHANYILE, Thandeka Precious
 LESHOLI, Mohanuoa Annah

MASUKU, Nosipho
 MKHIZE, Thembelihle
 MLANGENI, Palesa Patricia
 MONYE, Boitumelo Millicent
 Naledi
 MOTSOENENG, Mapaseka Lucia
 RADEBE, Nompumelelo
 Them bani Jabulisile
 RAPABI, Tebello Maria
 SENOSI, Boipelo Annie-Andrea
 VAN DEVENTER, Nadine
 ZWANE, Samukelisiwe

POSTGRADUATE CERTIFICATE IN EDUCATION (FURTHER EDUCATION AND TRAINING PHASE)

VAN HEERDEN, Heidi

POSTGRADUATE DIPLOMA IN SCHOOL LEADERSHIP AND MANAGEMENT

POSTGRADUATE DIPLOMA IN SCHOOL LEADERSHIP AND MANAGEMENT

MACAKA, Lawana Piet
 MOKHETHI, Nthabiseng Elizabeth

BACHELOR HONOURS DEGREES

BACHELOR OF EDUCATION HONOURS

RAMATONG, Keleagile Amore

MASTER'S DEGREES

MASTER OF EDUCATION WITH SPECIALISATION IN CURRICULUM STUDIES

BHAGWONPARSADH, Yudvir

Title: THE EFFECTS OF
CONDONATION ON THE
PROMOTION OF SENIOR
PHASE MATHEMATICS
LEARNERS INTO THE FET
PHASE

Supervisor: Dr K.G. Pule

FILITA, Naledi Judith

Title: TEACHERS'
PERSPECTIVES ON
THE INTEGRATION OF
INFORMATION AND
COMMUNICATION
TECHNOLOGY INTO THE
TEACHING AND LEARNING OF
SESOTHO

Supervisor: Supervisor: Dr T. Jita

MOLEBATSI, Madibone

Title: A STRATEGY TO IMPROVE
FORMATIVE ASSESSMENT
PRACTICES OF FINANCIAL
LITERACY IN ECONOMIC AND
MANAGEMENT SCIENCES IN
GRADE 9

Supervisor: Dr M.D. Tshelane

Co-supervisor: Prof DJ Hlalele

MOLISE, Ntebaleng Eva

Title: PARENTAL PARTICIPATION
AS THE STRATEGY TO
IMPROVE LEARNERS'



ACADEMIC PERFORMANCE IN GRADE 8 MATHEMATICS

Supervisor: Dr. TJ Moloi

MPHUNYANE, Pitso Enoch

Title: INTEGRATING
INFORMATION AND
COMMUNICATIONS
TECHNOLOGIES (ICTS) INTO
THE TEACHING OF TECHNICAL
SUBJECTS IN LESOTHO

Supervisor: Dr NJP Teis

NYEMBE, Siphon Ian

Title: THE STRATEGY TO
ENHANCE TEACHING AND
LEARNING OF WORK, ENERGY
AND POWER CONCEPTS IN
GRADE 12 PHYSICAL CLASS

Supervisor: Dr MD Tlali

MASTER OF EDUCATION WITH SPECIALISATION IN EDUCATION LAW

NHLAPO, Tselane Joyce

Title: A SCHOOL BASED
SUPPORT FRAMEWORK TO
ENHANCE TEACHER-LEARNER
RELATIONSHIPS

Supervisor: Dr. MD Tshelane

MASTER OF EDUCATION WITH SPECIALISATION IN EDUCATION MANAGEMENT

MANAMELA, Moeti George

Title: COLLABORATIVE
LEADERSHIP STRATEGIES
TO IMPROVE LEARNER'S
DISCIPLINE IN SCHOOLS

Supervisor: Dr J Palmer

MOLEKO, Mojabeng Eva

Title: EXPLORING THE ROLE
OF PRINCIPAL LEADERSHIP
IN GRADE 12 LEARNER
PERFORMANCE

Supervisor: Dr. BO Plaatjies

MPHATSOANE, Lineo Amelia

Title: STRATEGIES FOR
IMPROVING PROFESSIONAL
CURRICULUM LEADERSHIP
IN ACCOUNTING CLASSES IN
LESOTHO

Supervisor: Dr MD Tshelane

Co-supervisor: Dr J Palmer

MASTER OF EDUCATION WITH SPECIALISATION IN EDUCATION MANAGEMENT AND LEADERSHIP

LOUW, Delin Clyde

Title: COLLABORATIVE PLAN
FOR SCHOOL MANAGEMENT
TEAMS TO MANAGE LEARNER
ILL-DISCIPLINE IN SECONDARY
SCHOOLS, MOTHEO DISTRICT

Supervisor: Dr GCELU

NTHINYA, Tebello Joseph

Title: THE APPLICATION OF THE
STRATEGIC MANAGEMENT
PROCESS BY THE SCHOOL
MANAGEMENT TEAMS: A MIXED
METHODS STUDY

Supervisor: Dr D.P. Larey

Co-supervisor: Dr N Gcelu

PRETORIUS, Anton

Title: EXPLORING EMOTIONAL
INTELLIGENCE AS A
LEADERSHIP SKILL FOR
SCHOOL PRINCIPALS

Supervisor: Dr BO Plaatjies

MASTER OF EDUCATION WITH SPECIALISATION IN EDUCATION POLICY STUDIES

MSIMANGA, Mdanini Japi

Title: EXPLORING THE
INFUSION OF RESTORATIVE
JUSTICE IN A SECONDARY
SCHOOL'S CODE OF CONDUCT

Supervisor: Dr FJ Kruger

MASTER OF EDUCATION WITH SPECIALISATION IN POLICY STUDIES AND GOVERNANCE IN EDUCATION

MEFI, Masekake Elida

Title: AN EXPLORATION OF
THE IMPLEMENTATION OF THE
PERFORMANCE CONTRACT
POLICY (2011) IN LESOTHO
HIGH SCHOOLS

Supervisor: Dr. KLG Teise

MASTER OF EDUCATION WITH SPECIALISATION IN PSYCHOLOGY OF EDUCATION

KHOBE, Mamello Admirrow

Title: THE ROLE OF THE
SCHOOL PROGRESSION
POLICY ON GRADE 12
LEARNERS' SELF-ESTEEM
IN THE MOTHEO EDUCATION
DISTRICT

Supervisor: Dr. K.R Mukuna



PALIME, Ntloyalefu Justinah

Title: EXPLORING THE UNDERSTANDING OF UNIVERSAL DESIGN FOR LEARNING BY THE LESOTHO ENGLISH TEACHERS WORKING WITH DEAF LEARNERS

Supervisor: Dr F. P. Khanare

Co-Supervisor: Dr S. Ntsala

MABULANA, Katlego*

Title: USING SELECTIVE LEARNING CURRICULUMS IN SCHOOLS TO ENHANCE EFFECTIVE LEARNING

Supervisor: Dr. K.R Mukuna

MAKATSE, Mapulane Cecilia

Title: MITIGATING SCHOOL DROPOUT AMONG DEAF LEARNERS THROUGH SCHOOL SUPPORT NETWORKS: A CASE STUDY

Supervisor: Dr F P Khanare

NTSELI, Mamamello Anastacia

Title: MOTIVATIONAL LEARNING STRATEGIES TO IMPROVE LEARNERS' SCHOLASTIC PERFORMANCE AT SELECTED HIGH SCHOOLS IN LESOTHO

Supervisor: Dr. RJ Kgothule

MASTER OF EDUCATION WITH SPECIALISATION IN SUBJECT EDUCATION IN MATHEMATICS

RAMATHE, Johnson Motingoe

Title: INFLUENCE OF CHESS TRAINING ON MATHEMATICS PERFORMANCE: A CASE OF TWO SCHOOLS

Supervisor: Dr S.A Tachie

MASTER OF HIGHER EDUCATION STUDIES

FABER, Hendrika Christina*

Title: THE USE OF A LEARNING MANAGEMENT SYSTEM TO ENHANCE THE PERFORMANCE AND ENGAGEMENT OF

STUDENTS IN RURAL SOUTH AFRICA

Supervisor: Dr L van der Merwe

Co-Supervisor: Mr SJ Coetzee

DOCTORAL DEGREES

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN COMPARATIVE EDUCATION AND EDUCATION MANAGEMENT

MUSWERE, Michael

Born on 17 March 1961 in Zaka District, Zimbabwe, Michael Muswere obtained: the Ordinary Level Certificate at Holy Cross Secondary School in 1977; the Certificate in Education, with a Book Prize, at Bondolfi Teachers' College in 1983; was awarded a BEd degree in English at the University of Zimbabwe in 1991; a Master of Education degree in Educational Management with the Zimbabwe Open University in 2002, and a Master of Business Administration degree in Public Management with the National University of Science and Technology in 2008. From 1984 to 2020 he was a teacher, Secondary School Head and Education Officer.

With his thesis titled: **DISTRICT LEADERS' PERSPECTIVES ON THE STRUCTURES AND PRACTICES OF INSTRUCTIONAL LEADERSHIP IN ZIMBABWE**, the candidate contributes to the scholarship on how districts matter in educational improvement.



Through a qualitative multiple case study, Muswere uses the lens of instructional leadership to examine the relations between structure and function at the school district level. From the perspectives of the district practitioners, the study identifies a complex web of relationships between structures, people, and practices. Although the district structures were rather basic and often sparsely populated, due to recurring vacancies, they were fairly successful in their function of influencing teaching and learning in schools, primarily because of the communities of practice that they were able to build with principals and teachers within their jurisdiction. The findings confirm decades of research, mostly in developing countries, on the relevance of the district office in providing instructional leadership support to schools.

Promoter: Prof LC Jita

Co-promoter: Dr G Chimbi

TSHABALALA, Thokolosi John

Thokolosi John Tshabalala was born in Kroonstad on the 30th July 1963. He matriculated at Sizanani Secondary in 1983. He obtained the Secondary Teacher's Diploma in 1986, from Sebokeng College; Further Diploma and Advanced Certificate in Education from University of Johannesburg in 1996 and 2010 respectively; B ED. (Hons) in 1999 and Masters' Degree in 2004 from the North West University. In 1987 he started teaching at Khutlo-Tharo Secondary and was promoted to Head the Sciences Department in 1992. He was appointed the principal of the same school in 1997. He is presently the principal of Letsema-Ilima Primary in Evaton.

With his thesis titled: **PRINCIPALS' NARRATIVES ON BALANCING LEADERSHIP, MANAGEMENT AND INSTRUCTION IN SOUTH AFRICAN SCHOOLS**, the candidate contributes to the growing scholarship on Leadership and Learning. Using a multiple case study design, Tshabalala unpacks the narratives of four school principals on their day-to-day functions in pursuit of improved learning. The study points to the ambivalence of government policies and structures in providing guidance to the work of instructional leadership by school principals. Policies and structures proved to be enabling tools for effective guidance of teaching and learning by the principals, whilst also limiting their scope of action in significant ways. The findings suggest that while principals are largely overwhelmed with management routines, some are able to construct their work in ways that tilt the balance in favour of leading instruction in their schools. This, however, comes at a cost as it impacts on their social life and general wellbeing.

Promoter: Prof.L C Jita

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN CURRICULUM STUDIES

ANINI, Frank

Frank Anini received his secondary education in Dormaa Ahenkro. He matriculated at the Dormaa Senior High School in 1996 and was later awarded a Teacher's Certificate 'A' at Atebubu College of Education in 2000. He graduated with a BA degree at Kwame Nkrumah University of Science and Technology (KNUST), Kumasi- Ghana with Second Class Upper Division in 2007 and a Master of Art Education at the same University in 2012. He started his career as teacher in Sunyani-Tanosso in the Bono Region of Ghana in 2001. In 2008 he was appointed in the Department of Education as District Education Directorate Officer - the position he held till he started his Doctorate studies in the University of the Free State.

With his thesis titled: **TOWARDS ENABLING LEARNING ENVIRONMENTS FOR KINDERGARTEN EDUCATION IN A DISADVANTAGED DISTRICT OF GHANA**, the candidate contributes to scholarship on contextual understandings of early childhood care and education. Using a qualitative approach, Frank amplified the voices of head teachers, teachers, district officials and parents to engage with the construction of learning environments in a vulnerable context. Findings show that the learning environments were severely constrained by underinvestment in kindergarten education. Whilst policies were in place, implementation showed a variety of gaps. The study proposes a systems-based model to create enabling environments which pays attention to structural conditions for quality learning experiences in a disadvantaged context.

Promoter: Prof HB Ebrahim

Co-promoter: Dr CD Martin

**BEJE, Sibongile**

Sibongile Beje was born on 08 December 1965 in Hershel in the Eastern Cape. He matriculated from Mehlomakulu High School in 1986 and thereafter obtained a Bachelor of Science degree in 1994. He graduated with a BSc(Hons) and an MSc from the University of Durban Westville. He worked as a Zoology associate lecturer at the University of Durban Westville before joining the Department of Basic Education as a teacher. He developed through the ranks of the teaching profession to the current position of Chief Education Specialist in the Eastern Cape Department of Education.

With his thesis, **THE EFFECT OF THE FAMILY MATHS INTERVENTION PROGRAMME ON THE SCHOOL COMMUNITY**, the candidate uncovers the long-term benefits of an intervention programme that enables and supports family involvement in the Mathematics education of learners from the rural community of the OR Tambo District of the Eastern Cape. In this mixed methods study, during which he interviewed learners, teachers and families, and analysed longitudinal Mathematics marks, he established that while the communities' socioeconomic situation, levels of community educational attainment and the language transition from the foundation to intermediate phases of primary education inhibit learners' Mathematics achievement, intervention programmes that build capacity for family involvement counter these sustainably. He recommends that role-players, including the State and Commerce, must intentionally promote and support programmes that foster family involvement in children's education and build capacity for such involvement, particularly in rural communities.

Promoter: Prof L Jacobs

Co-Promoter: Dr C van Breda

FELIX, Alan Alistair

Alan Alistair Felix was born the 11th of June 1973 in Ceres, Western Cape. He matriculated at Ceres Secondary in 1991. He started his studies with a Higher Education Diploma in 1995 at Boland Education College. He completed his BEd degree at the Cape Technicon in 2003. He obtained his BA Honours degree at UNISA in 2007. He completed his Med degree at CPUT in 2016. He started his teaching career in 1996 at Ceres Primary School. He became a principal in 2013 and later joined Sol Plaatje University as a Geography Education lecturer.

With his thesis titled: **INTEGRATING GEOGRAPHY TEACHING AND LEARNING USING INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**, the candidate contributes to the body of knowledge on integrating ICT in the teaching and learning of Geography in schools. The study investigated strategies to improve the integration of Geography teaching and learning using ICT. The findings indicated that a more comprehensive strategy at the micro, macro, and meso curriculum level is needed to ensure successful implementation.

Promoter: Dr BB Moreeng

Co-Promoter: Dr M Mosia

MATOKAKO, Setseetso

Setseetso Matobako was born on 14 February 1982 in Botha Bothe, Lesotho. He Obtained a BSc (Education) in Mathematics and Geography from the National University of Lesotho (NUL) in 2005. He holds B.Ed. Honours (2009) and M.Ed. (2013) specialising in Mathematics Education from the University of Cape Town (UCT). His work experience involves being a secondary school teacher between 2005 and 2012, from where he was promoted to be a Subject Specialist-Mathematics in the National Curriculum Development Centre in Lesotho.

With his thesis titled: **LEARNING MATHEMATICS IN INCLUSIVE SCHOOLS: CASE STUDIES OF VISUALLY IMPAIRED LEARNERS IN LESOTHO**, the candidate contributes to a new synthesis of scholarship that brings together insights from Mathematics Education and those from what is often called 'special-needs education'. In his investigation, Matobako examines



the lived experiences of three visually impaired learners and their challenges and opportunities for learning mathematics with their sighted counterparts in the mainstream classrooms of Lesotho. While the study uncovered a plethora of contextual factors that together conspire to make for poor Opportunities to Learn (OTL) mathematics in the mainstream classrooms for the visually-impaired, it also affirmed the agency of each learner in regulating the effects of context on his or her OTL mathematics with their sighted counterparts. The study makes an important contribution by showing how OTL are not only contextual and teacher-dependent but are also a co-construction by the learners themselves.

Promoter: Prof LC Jita

SITHOLE, Thabo France

Thabo France Sithole was born at Nyukeni in Nongoma, KwaZulu Natal. He matriculated in Welkom College in 2004. Amongst others, he holds the following degrees: Bsc Medical Microbiology, Bsc Chemistry and Management, Honours in Business Management, Post Graduate Certificate in Education and Masters Degree in Mathematics (all from UFS). He continued his studies while teaching as a professional educator. In 2017, he enrolled for D.Ed at the University of the Free State and successfully completed it within three years. He has submitted three articles for publication in internationally accredited journals. He is a married man and a father of three children.

With his thesis titled: **CURRICULUM LEADERSHIP AND THE ROLE OF SUBJECT ADVISORS FOR MATHEMATICS IMPROVEMENT IN SOUTH AFRICA**, the candidate contributes to scholarship on curriculum leadership role of mathematics subject advisors as well as the manner in which it shapes educators' classroom practices which in turn influences learner achievement results in mathematics. Using a qualitative approach, Sithole sampled seven mathematics subject advisors and ten mathematics educators in the Free State Province of South Africa to understand and explain the curriculum leadership role of mathematics subject advisors for the improvement of mathematics teaching and learning. Whilst most subject advisors seemed not to know everything that was happening in their subjects (lacked pedagogical content knowledge), they were more knowledgeable about their roles as leaders of the curriculum. The study concludes by recommending the continuous professional development of subject advisors with the hope of closing this knowledge gap.

Promoter: Dr S. A. Tachie

MPHUNYANE, Maboi Zacharia

Maboi Zacharia Mphunyane was born on 20 February 1969, in Butha-Buthe, Lesotho. He obtained a BSc (Education) in Mathematics and Chemistry from the National University of Lesotho in 1991. He holds the following qualifications, a BEd (Hons) (1995), a MEd (Curriculum Studies) (1997) from the University of the Witwatersrand, Johannesburg. His work experience includes being a Secondary School Teacher (1991 - mid 2006), a Teacher Training College Lecturer (mid 2006 – mid 2018), and a University Lecturer/Academic Developer (mid 2018+).

With his thesis titled: **TEACHER IDENTITIES AND MATHEMATICS CLASSROOM PRACTICES IN SELECTED PRIMARY SCHOOLS IN LESOTHO**, the candidate contributes to a growing body of knowledge on the relationship between teacher identities and classroom practice. Using the context of Lesotho, the study explores the narratives of three Mathematics teachers to understand the relationship between professional identities and the teaching of Mathematics. The prior experiences of these teachers, first as learners, then as early career teachers or what is called 'beginner teachers' and subsequently as veteran teachers all shaped their identities in unique ways that gave rise to the observed practices. Not all the participants' experiences seem to translate into classroom practices, indicating that the teachers select and filter in specific ways how their identities interact with their classrooms practice. Teacher preparation programmes and the continuing professional development were uniquely significant in their influence on the teachers' professional identities and classroom practice.

Promoter: Dr T. Jita

Co-promoter: Dr M. Tsakeni

**DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN EARLY CHILDHOOD DEVELOPMENT AND LEARNING****GQOLI**, Neliswa Mtengwane

Neliswa Gqoli was born on 8 August 1967 in Ngcanaseni Administrative Area in OR Tambo District of Eastern Cape Province, South Africa. She matriculated at Holomisa High School in 1985 and later attained a Diploma in Education at Arthur Tsengile College of 2, Education in 1989. She graduated with a Bachelor of Arts degree at the University of Transkei in 2000, in 2005 she obtained her Honours Bachelor of Education at the University of Transkei in 2005 and a Master of Education at Walter Sisulu University in 2011. Her career as a teacher began in 1989. In 1994 she was appointed as a Head of Department and presently she is appointed as a lecture at Walter Sisulu University in the Eastern Cape Province.

With her thesis entitled **PRACTITIONER CONCEPTIONS OF MATHEMATICAL KNOWLEDGE IN EARLY CHILDHOOD DEVELOPMENT** the candidate contributes to early mathematics knowledge practitioners should possess in developing mathematics in young children. Using qualitative research approach, 5 practitioners of OR Tambo Inland District in Eastern Cape Province were purposefully selected to provide in-depth information around their experiences of early mathematical knowledge in developing mathematics in children. The result of this investigation indicated that most practitioners in rural ECD centres lacked conceptions of mathematical knowledge, making them to use traditional ways of enhancing mathematics in which activities were teacher directed. In addition, what (content) and how (pedagogy) were scaffolded through the traditional techniques of telling, direct instruction and demonstrations. Therefore, the study amplifies the call to the Department of Education to empower practitioners with knowledge of early mathematics especially curriculum knowledge, content and pedagogy and cultural knowledge to cater for National Development Plan 2030.

Promotor: Prof. C.I. Okeke**Co-promoter:** Dr. C.S. Ugwuanyi**PAKOMBWELE**, Agnes

Agnes Pakombwele was born on 10 March 1976. She received her secondary education in Harare, Zimbabwe, where she matriculated at Highfield High School in 1992 and later attained a Diploma in Education at Masvingo Teachers College in 1999. She graduated with a BED degree at Great Zimbabwe University in 2009, a Master of Science degree at Africa University in 2015 and a Master of Education degree at Women's University in Africa in 2018. Her career as a teacher began in 2000 as a rural primary school teacher and she rose through the ranks to become a lecturer at Ezekiel Guti University.

With her thesis titled: **LEARNING CENTRES AND THE TEACHING OF SCIENCE PROCESS SKILLS IN EARLYCHILDHOOD DEVELOPMENT CLASSROOMS OF ZIMBABWE**, the candidate contributes to scholarship on knowledge development in the area of teaching science process skills (SPS) to young learners using learning centres. Using a qualitative approach, Pakombwele sampled six participants from different schools to explore the role of learning centres in teaching science process skills in ECD classrooms. The findings showed that the learning centre approach was a child-centred pedagogy relevant to teach science process skills because it promotes active participation, construction of knowledge and social interaction among learners. However, the development of learning centres was affected by a lack of resources and clear guiding policies. The study presents the argument that policy-makers, school administrators and parents should make concerted efforts to support teachers in the teaching of SPS to advance science education for young learners in ECD classrooms.

Promoter: Dr M Tsakeni**DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN EDUCATION MANAGEMENT AND LEADERSHIP****LETHOLE**, Lieketseng Gloria

Lieketseng Gloria Lethole was born in Roodepoort on 28 August 1975. She received her secondary education in Maseru, Lesotho, where she matriculated at Moshoeshe II High School in 1993. She obtained the Secondary Teachers' Certificate from the Lesotho College of Education. The degree in Further Education and Training Phase was awarded in 2007, the B.Ed.



Hons (Psychology of Education) in 2011, the B.Ed. Hons (Education Management and Leadership) in 2013, and the MEd (Education Management) at the University of the Free State. In 2019 she secured a part-time position as lecturer at the Central University of Technology, Bloemfontein campus in the department of Educational and Professional Studies. In 2020 she was appointed as facilitator at the Marematlou Training Institute in Bloemfontein.

With her thesis titled: **A SUSTAINABLE TEACHER LEADERSHIP IMPLEMENTATION PLAN FOR LESOTHO HIGH SCHOOLS**, the candidate contributes to the field of educational leadership and management. The candidate advocates that teacher leadership promotes not only learners to learn, but also increase the productivity and empowerment of teachers to sustain teacher leadership in schools. Working to enlarge teachers' roles in decision-making beyond the classroom and concentrating on their continuous professional development as leaders, guarantees a constant provision of future leaders. The study employed a qualitative approach to how a teacher leadership implementation plan may be effective in improving leadership succession in schools. Her study advocates for teacher leadership as a collaborative leadership effort and how schools can change the top-down hierarchical leadership, to address leadership succession. With its distinctive emphasis on collaborative and distributive leadership, teacher leadership that leads to leadership succession is a significant element of leadership in schools.

Promoter: Dr J.M. Palmer

PADAYACHEE, Amy Sarah

Amy Sarah Padayachee was born on 1 July 1985 in Stanger, KwaZulu-Natal. She matriculated at Stanger Secondary School in 2002 and later attained a National Professional Diploma in Education and was awarded the Top Achiever Award in 2013. She then completed her advanced Certificate in Education in 2015 with distinction, also through North-West University. She graduated with a 2 distinction in her Honors Bachelor of Education degree at North-West University in 2017. She then completed a Master of Education degree in 2019 through The University of the Free State. She is currently employed as an educator in Stanger Secondary School.

With her thesis titled: **EXPLORING THE USE OF COLLABORATIVE STRATEGIES BY SCHOOL MANAGEMENT TEAMS TO SUSTAIN LEARNER DISCIPLINE IN SECONDARY SCHOOLS**, the candidate contributes to scholarship on how school

Management teams use collaborative strategies to sustain learner discipline in secondary schools. This study is grounded in the Collaborative Leadership Theory. Using a mixed-method research approach, Amy sampled 96 participants comprising principals, deputy principals, and departmental heads in ILembe education district. This study was conducted according to an explanatory sequential design. The study presents findings regarding strategies that school management teams employed to manage learner indiscipline in schools by collaborating with external stakeholders and adopting a whole-school approach to sustaining learner discipline. It is recommended that a collaborative leadership approach be adopted to encourage stakeholders to approach all aspects of school management in partnership with stakeholders who have a vested interest in the school.

Promoter: Dr N. Gcelu

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN HIGHER EDUCATION STUDIES

BERNARD, Eleanor Jane

Eleanor Jane Bernard was born in Bloemfontein in 1985 and matriculated at Witteberg High School in Bethlehem in the Free State in 2003, boasting three distinctions. After completing a BA Degree cum laude at the University of the Free State (UFS) in 2007, she pursued her Honors (2008) and Master's (2009) degrees in Language Studies. Her career includes positions as language facilitator, academic staff developer, and lecturer. She is currently assistant director for CTL on the Qwaqwa Campus. These career opportunities have developed in her a curiosity in respect of staff and student learning, which she hopes to continue pursuing.



With her thesis titled: **IMPLEMENTING A FILM CLUB TO ENHANCE ENGLISH SECOND LANGUAGE STUDENTS' BASIC INTERPERSONAL COMMUNICATIVE AND BASIC ENGLISH LITERACY SKILLS**. A film club was created as part of an English literacy module (GENL1408) on the UFS Qwaqwa Campus to enhance its effectivity. This research study aimed to determine how this film club should be implemented. Methodologically, this quasi-experiment was completed pragmatically, as an exploratorily embedded, longitudinal mixed-methods intervention. A two-year action research study was completed, using results of the first cycle to adjust the intervention for the implementation in cycle two. All results were used to ultimately create a framework for optimal ESL learning and student engagement when using films. This framework provides a concise system of conceptualising a film club intervention, aligning four important elements: the context suitable for the film club intervention; general guidelines broadly defined; the practical examples that illustrate various ways in which the guidelines can be applied within practice; and the test instruments suitable to test the effectivity of the film club intervention.

Promoter: Dr AS de Wet

Co-promoter: Prof JF Strydom

CHOANE, Mamokhosi Paulinah

Mamokhosi Paulinah Choane was born in Thaba Nchu on 03 February 1965 in the Free State, South Africa. She completed her secondary education at Kgauho High School in Botshabelo in the Free State in 1984. She graduated her Bachelor of Administration (B.Admin.) in 1999, Masters in Governance & Political Transformation in 2002 in the University of the Free State. Her career as a Junior Lecturer began in 2000 in Bloemfontein at Vista University. In 2003 to present, she is appointed as a lecturer in the department of Political Studies and Governance in the University of the Free State.

With her thesis titled: **ENHANCING RISK MANAGEMENT SKILLS AT A MUNICIPALITY USING AN ADULT EDUCATION APPROACH**, the candidate contribute to the body of knowledge through addressing the knowledge gap regarding effective risk management strategies, focusing on how can the risk management skills of officials at a municipality be enhanced using adult education approach. Mamokhosi's research answer to this research question is an NQF level 10 outcome that contributes to the body of knowledge on adult education and, more pointedly, at strategies effective for adult learning. The candidate engaged Ubuntu as a lens to look at problems and possible adult learning solutions at the local level, claim what knowledge is and how it is acquired using participatory action research. The findings suggest that acknowledging correct and structured prior experience can positively influence new ideas and the understanding of the mitigation of risks at a municipality.

Promoter: Dr MR Qhosola

Co-promoter: Prof. MG Mahlomaholo

DLAMINI, Moeketsi Elias

Moeketsi Dlamini was born in Bolata village at Qwaqwa on 7 September 1974. He matriculated at Thahameso Secondary School in 1992. He obtained a Secondary Teachers' Diploma from Tshiya College of Education in 1995; a Further Diploma in Education from the University of the North in 2001; and a BEd Hons in 2004 and Master of Education in 2016, both from the University of the Free State. He started his career as a teacher in Welkom in 1996 and rose to a school principal and a deputy principal. At present he is a lecturer at the University of the Free State.

With his thesis titled: **USING TRANSFORMATIVE LEARNING THEORY TO ENHANCE ASSESSMENT OF WORK INTEGRATED LEARNING FOR UNIVERSITY STUDENT TEACHERS**. The study investigated the assessment of Work Integrated Learning (WIL) by including the voices of student teachers in the assessment. The hypothesis was that the process of assessment of WIL excluded the voices of student teachers, which caused assessment to be judgemental and biased towards the students. The candidate followed the process of Participatory Action Research to engage participants in the study and empower them with the assessment processes of WIL. The participants were teaching practice officers at the university;



the lecturer responsible for the teaching practice module at the university; five schoolteachers who were mentors to student teachers; and ten student teachers who were at a secondary school for a WIL programme. Generated data were analysed and conceived through textual, discursive and social levels. The findings revealed the need to include the voices of student teachers in the process and proposed a strategy for assessment that includes their voices.

Promoter: Dr B Dube, Dr CT Tsotetsi

Co-Promoter: Prof W Timpson

NAJJEMBA, Josephine Lutaaya

Josephine Lutaaya Najjemba was born on 8th June 1977, in Wakiso district, central Uganda. After completing Advanced level certificate at Kibubura Girls' School in 1998, Najjemba joined Makerere University in Kampala, Uganda, and graduated with a BA (Educ.) degree (English Language and Literature) in 2002. Later, she attained a Master of Education (English language and Literature education) from Makerere University in 2009, and a Post Graduate Diploma in Educational Technology from University of Cape Town in 2015. She worked as a secondary school English language and literature teacher (2003- 2010). Currently, she is a lecturer in the School of Education, Makerere University.

With her thesis titled: **A SOCIAL CONSTRUCTIVIST APPROACH TO ENHANCE THE LITERACY SKILLS OF ENGLISH AS A SECOND LANGUAGE PRE-SERVICE STUDENTS**, the candidate contributes to scholarship in literacy pedagogy by developing a theory-driven pedagogical framework to support students' literacy using Emerging Technologies. The study originated from the realization that the behaviourist pedagogies commonly used in higher education are no longer sufficient to address literacy needs of the current "Generation Z" learners. Framed within Reeves' (2006) four phases of Design Based Research (DBR) approach, the study aimed to allow for iterative testing and refining of the Wiki intervention, and to enable a new set of design principles to evolve. Data generated was analysed through the social constructivist theoretical lens during the third phase of DBR from which a new set of design principles emerged. This helped to develop a pedagogical framework that could be used to teach literacy mediated by technologies.

Promoter: Prof J Cronje

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN SUBJECT EDUCATION IN NATURAL SCIENCES

PHILIP, Anita John

Anita John Philip was born on 29 April 1978 in Jos, Nigeria. She matriculated in Mar Gregorios Memorial High School, India in 1994. She obtained a B.Sc degree in Chemistry in 1999 and Master of Science in Analytical Chemistry in 2001, both at the Mahatma Gandhi University in India. She also obtained a B.Ed degree at the same university in 2005. She started her career as a teacher in 2005 at Galaletsang High School in the Northern Cape Province, South Africa. She became the Head of Department of Science at Kimberley Girl's High School in the Northern Cape in 2015. She joined Sol Plaatje University in Kimberley, in 2017 as a lecturer in physical sciences education.

With her thesis, titled **THE EFFECT OF COMPUTER SIMULATION ON GRADE 11 LEARNERS' CONCEPTUALISATION OF STOICHIOMETRIC CHEMISTRY**, the candidate conducted research that was informed by activity theory and which involved a mixed methods design. The research was designed to implement and evaluate an intervention with a computer simulation for teaching stoichiometric chemistry to a Grade 11 class of learners, and compare their performance to a similar Grade 11 class of learners that did not experience the intervention. The simulations through games in PhET helped learners to visualise the microscopic representation of reactants and products in a chemical reaction. The approach, furthermore, helped learners to construct their own learning and conceptualise stoichiometric chemistry, which had a positive effect on learners' performance. In this statement lies the innovation and contribution of the study, which is relevant in the digital domain required for pedagogy



in these times of the COVID-19 pandemic, and beyond. This study contributed to theory and practice in the field of physical sciences pedagogy and chemistry education research.

Promoter: Prof. GF du Toit

Co-promoter: Dr C Van Breda

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN PSYCHOLOGY OF EDUCATION


CHIGUMBU, Maxwell Munashe

Maxwell Munashe Chigumbu was born on 14 August 1968 in Goromonzi District, Marondera, Zimbabwe. He matriculated at Mutoko High School in 1988 and enrolled with the University of Zimbabwe and attained a Bachelor of Education Degree in 1992, Graduate Certificate in Education in 1999, Post Graduate Diploma in 2007 and Master of Education Degree in 2009. He started his career as a Geography teacher and Head of Department at Mufakose High and later at Budiriro High Schools. Currently, he is a senior lecturer in Geography and Research at Belvedere Teachers' College, Harare, Zimbabwe.

In his thesis titled: **A SOCIAL ECOLOGICAL STRATEGY FOR SUSTAINABLE LEARNING FOR ORPHANED AND VULNERABLE LEARNERS IN ZIMBABWE**, the candidate contributes to scholarship on sustainable and transformative learning for orphaned vulnerable learners in a rural ecology. The study harnessed the inclusive critical emancipatory research (CER) approach, embedding it in ubuntu, to assess the resilience of vulnerable and orphaned children (OVC) by unlocking their talents and skills [assets] towards livelihoods anchored in generativity and agency for social change. Through participatory action research methodology, the participants were exposed to empowerment through socially relevant indigenous knowledge systems thus, recrystallizing their technopreneurial prowess. The study further affirmed the emergence of deliberate efforts by the immediate community to ecologically, effectively and efficiently develop social competence, autonomy, and critical consciousness that circumvent vulnerability through sharing and caring.

Promoter: Prof DJ Hlalele

Co-Promoter: Dr JN Ramoha



THE SEANAMARENA THE TRADITIONAL BASOTHO BLANKET

The Main Procession graduation gowns – embroidered with rich diversity

South Africa, and the Free State in particular, has a long-standing friendship with our neighbouring country, Lesotho.

Through a shared history, we have become co-creators of our futures. For this reason, the UFS decided to incorporate our tradition with that of the Basotho in the design of our Main Procession graduation gowns.

The gowns are inspired by the Seanamarena – the traditional Basotho blanket. The different patterns on the Seanamarena indicate the status one holds in the Basotho nation or reflect the occasion being celebrated. Keeping the Seanamarena pattern in mind, we combined our traditional academic designs with that of the Basotho nation.

YOKE PATTERNS



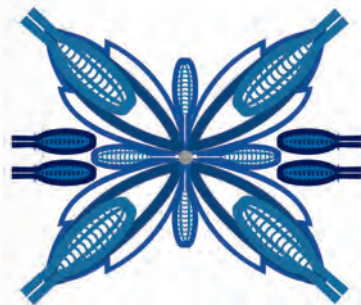
Yoke pattern for the Chancellor and Vice-Chancellor

This Seanamarena pattern is an interpretation of a design – used exclusively for the king and chiefs – which means ‘to swear by the king’. This blanket has the highest status of all Basotho blankets.



Yoke pattern for the Chairperson of the Council

This Seanamarena Victorian crest motif appeared after the visit of the Prince of Wales to Lesotho in 1925, which made a profound impression on the local people. Customers refer to this blanket as ‘lesiba’ – meaning feathers – when buying it.



Yoke pattern for the Vice-Rector

This Seanamarena Poone design symbolises good crops, wealth, and fertility. The Poone is given as a present to honour an important visitor.



Yoke pattern for Registrar

The same Seanamarena Poone design used for the Vice-Rector applies to the Registrar, with some slight design and colour alterations.

The Deans wear gowns made in the colours of the faculties, or others which indicate the office they hold.

CONGRATULATIONS FROM THE ALUMNI OFFICE

Congratulations on your graduation and best wishes for your next adventure!
We are very proud of you and your achievements.

KEEP CONNECTED

Alumni are a real measure of a university's brand, and we strive to keep you informed of the latest news about our young leaders, pioneers, and the projects emerging from the UFS. We do this through our online platforms, social media, publications like **BULT** and events such as the **Chancellor's Distinguished Alumni Awards**. We hope that you will keep connected with your alma mater by sharing your future achievements with our alumni community.

THE ALUMNI TEAM

Carmenita Redcliffe
RedcliffeCJ@ufs.ac.za



Lineo Mafereka
Alumnilesotoho@ufs.ac.za



Sharon Molokoane
MolokoaneNSM@ufs.ac.za



VOICES FROM THE FREE STATE

Voices from the Free State is a series of alumni-initiated and -led personal podcast narratives by outstanding alumni of the UFS who reflect on their experiences at the UFS, telling their stories, and explaining how their university years shaped their future and paved the way for their respective successes. Join the **Voices from the Free State** podcast series as we release a new podcast featuring a different alumnus on the first Monday of each month throughout 2021.

A CONNECTED COMMUNITY

We exist not only to keep you connected to your alma mater but

to help you stay connected to each other. We encourage engagement and networking opportunities through virtual or hybrid events, informal visits, and guest lectures. You can connect with alumni globally and reconnect with former peers through the Alumni Office.

STRENGTHENING BONDS

We value your financial contributions, your time, your skills, and your networks. Strengthen your bond with your alma mater by becoming involved in mentoring, projects, events, and initiatives aimed at creating a fulfilling student and alumni experience for fellow UFS students and alumni. For more information on impactful

projects or to donate, visit our **donations webpage**.

HERE FOR YOU

We are the Alumni Office team, and we are here for YOU. Stay connected with us via email, our **website**, or social media (**Facebook** and **LinkedIn**). Ensure that you update your details with us regularly so that we may celebrate your unfolding journey and successes with you.

To update your details online at **www.ufs.ac.za/alumni** or email **alumni@ufs.ac.za**. Include your date of birth, cell-phone number, and full names.

T: +27 51 401 9199 | E: alumni@ufs.ac.za | www.ufs.ac.za

UFSUV | UFSweb | UFSweb | ufsuv

*Inspiring excellence, transforming lives
through quality, impact, and care.*



UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA
ALUMNI