

# GRADUATION CEREMONY

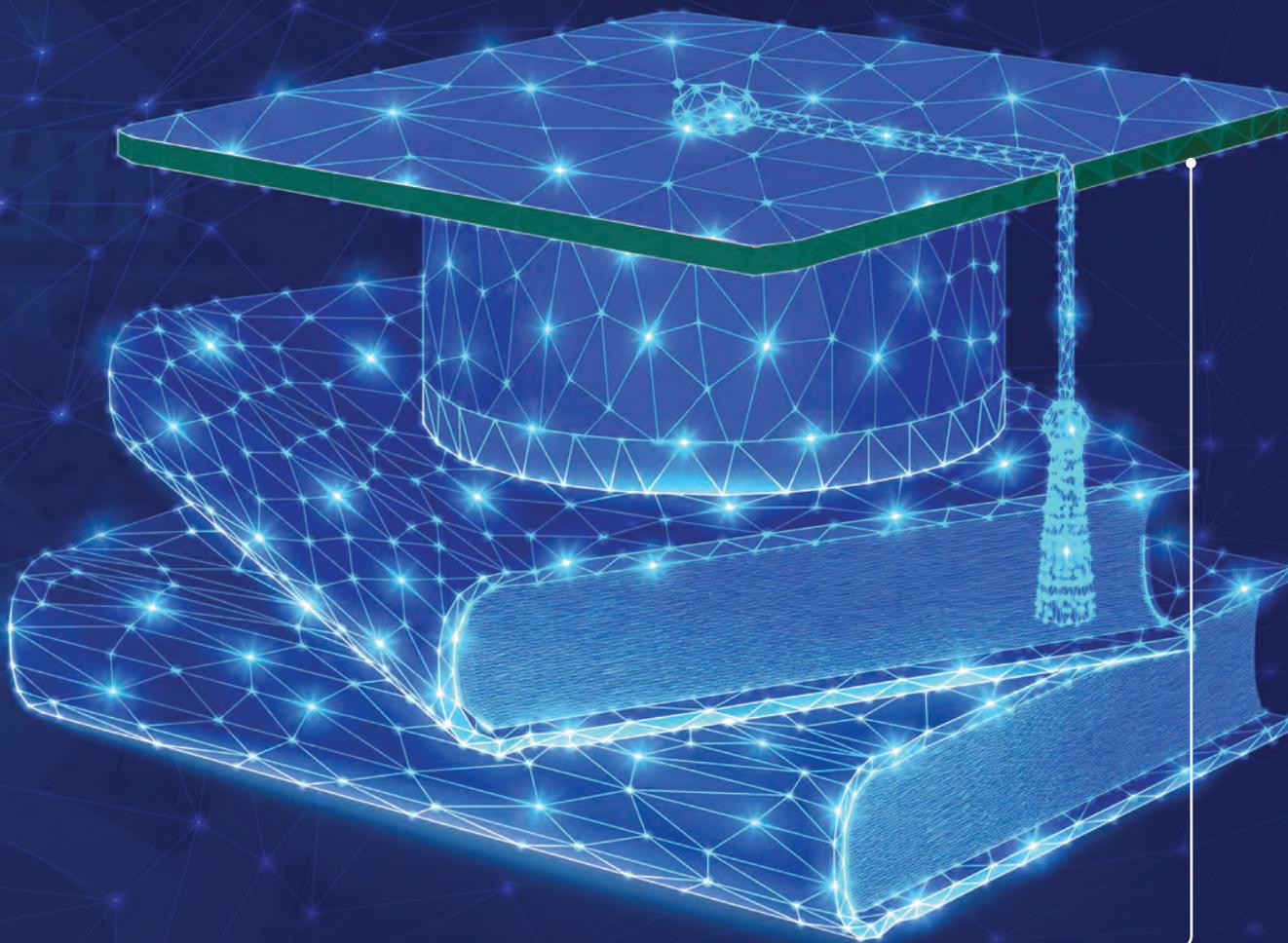
BLOEMFONTEIN CAMPUS

VISION130  
Renew and Reimagine  
towards 2034



EXCELLENCE

SATURDAY | 12 APRIL 2025 | 18:00



## Faculty of Education

Certificates, diplomas, honours degrees, master's degrees, and doctoral degrees



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



# PROGRAMME

12 APRIL 2025 | 18:00  
BLOEMFONTEIN CAMPUS

CONSTITUTION OF THE CONGREGATION

OFFICIAL WELCOME

MUSICAL ITEM

PRESENTATION OF CANDIDATES

CONGRATULATORY MESSAGE

NATIONAL ANTHEM OF SOUTH AFRICA

DISSOLUTION OF THE CONGREGATION

## PLEASE NOTE

List of candidates receiving degrees, diplomas, and certificates:

Degrees, diplomas, and certificates of candidates who are unable to attend the graduation ceremony will be conferred in absentia.

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

By attending the graduation ceremony, you agree that the UFS may use photographs taken by the official photographer in which you appear for marketing purposes.

By attending the graduation ceremony, you agree that the UFS may use video footage taken by the official videographer in which you appear for marketing purposes.

# NATIONAL ANTHEM OF SOUTH AFRICA

## Nkosi sikelel' iAfrika

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.

In order to maintain the dignity of the ceremony, you are requested to take note of the following:

- Please stand as the procession enters the hall
- Do not move around during the ceremony in order to take photos
- Please refrain from unacceptable actions such as whistling
- Please put your cellphone on silent so as not to disturb the proceedings
- We strive to conduct the ceremonies in a dignified manner
- Please do not leave the hall before the graduation proceedings have been concluded
- Family and friends who are unable to attend may watch the full graduation ceremonies through our livestream link at <https://livestream.ufs.ac.za>

# ABOUT THE UFS



## BLOEMFONTEIN, QWAQWA, AND SOUTH CAMPUSES

The University of the Free State (UFS) has a proud history as one of the oldest 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 39 000 students in its seven faculties (Economic and Management Sciences, Education, Health Sciences, The Humanities, Law, Natural and Agricultural Sciences, Theology and Religion), with a significant number of international students and associates, and an ever-widening scope of active involvement in and contribution to its surrounding communities.

For the past 121 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.

The 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 university responds to societal needs by using its scholarly and professional expertise with an intentional public purpose and benefit.

The UFS is an institution that goes all out to provide its students and staff with an outstanding university experience. Everything the institution does is rooted in its values of excellence, innovation and impact, accountability, care, social justice, and sustainability.

The university aspires to be 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. Our *Vision 130* is an elaboration of our strategic intent to reposition the university for 2034, when we will commemorate our 130th anniversary.

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

# UFS Honorary Awards | UFS Honorary Doctorates

<b>1950</b>	GLP Moerdyk – DLitt (h.c.)		A Polson – DPhilMed (h.c.)
<b>1951</b>	NC Havenga – LLD (h.c.)		J du P Scholtz – DPhil (h.c.)
<b>1952</b>	Thos Blok – DEd (h.c.)	<b>1986</b>	S Grové – DMus (h.c.)
	SHS Rubidge – DSc (h.c.)		FP Retief – DMed (h.c.)
<b>1955</b>	CR Swart – LLD (h.c.)		JA Stegmann – DCom (h.c.)
	CA v Niekerk – LLD (h.c.)	<b>1987</b>	WA Joubert – LLD (h.c.)
<b>1958</b>	CPB Brink – LLD (h.c.)		B Kok – DPhil (h.c.)
	CF Visser – DEd (h.c.)		WP Venter – DCom (h.c.)
<b>1959</b>	DB Bosman – DLitt (h.c.)	<b>1988</b>	JJN Cloete – DAdmin (h.c.)
	SP le Roux – DScAgric (h.c.)		FC Fensham – DLitt (h.c.)
	DF Malherbe – DLitt (h.c.)		JW vd Riet – DPhil (h.c.)
	GH v Rooyen – MA (h.c.)	<b>1989</b>	BJ Meyer – DSc (h.c.)
<b>1960</b>	SPE Boshoff – DLitt (h.c.)		N van Uden – PhD (h.c.)
<b>1961</b>	T Boydell – DPhil (h.c.)	<b>1990</b>	MG Corbett – LLD (h.c.)
<b>1962</b>	ES Botes – DEd (h.c.)		JS Rabie – DLitt (h.c.)
	PE Rousseau – DSc (h.c.)	<b>1991</b>	SS Brand – DCom (h.c.)
<b>1963</b>	EH Louw – LLD (h.c.)		JWL de Villiers – DSc (h.c.)
	EN Roberts – DSc (h.c.)		GT Fagan – DArch (h.c.)
	JGF (Kaalkop) vd Merwe – DCom (h.c.)		JH Hofmeyer – PhD (h.c.)
	HF Verwoerd – DLitt et Phil (h.c.)		E v Heerden – DLitt (h.c.)
<b>1966</b>	PSZ Coetzee – DPhilTh (h.c.)	<b>1992</b>	JP Louw – DLitt (h.c.)
	PJ du Toit – DSc (h.c.)		H Olivier – DSc (h.c.)
	MS Louw – DCom (h.c.)	<b>1993</b>	JD Anderson – DMed (h.c.)
<b>1967</b>	SM Naudé – DSc (h.c.)		RR Arndt – DSc (h.c.)
	LC Steyn – LLD (h.c.)		SJ Naudé – LLD (h.c.)
	BJ Vorster – LLD (h.c.)	<b>1994</b>	JJ Human – DPhil (h.c.)
<b>1968</b>	SJ Naudé – DCom (h.c.)		JA Myburgh – DMed (h.c.)
<b>1969</b>	CW (Nellie) Swart – DPhil (h.c.)		JP vd Walt – DSc (h.c.)
	AJJ Wessels – DCom (h.c.)	<b>1995</b>	WA Landman – DEd (h.c.)
<b>1970</b>	GS Nienaber – DLitt (h.c.)		WL Mouton – DPhil (h.c.)
	HO Mönnig – DSc (h.c.)	<b>1996</b>	WDO Marasas – DSc (h.c.)
<b>1971</b>	N Diederichs – DCom (h.c.)		NE Wiehahn – LLD (h.c.)
	RS Verster – DPhil (h.c.)	<b>1997</b>	AP Brink – DLitt (h.c.)
<b>1972</b>	LW Hiemstra – DPhil (h.c.)		B Hurwitz – DPhil (h.c.)
	PJ Meyer – DPhil (h.c.)	<b>1998</b>	FC Müller – DMed (h.c.)
<b>1975</b>	PJ Nienaber – DLitt (h.c.)	<b>1999</b>	FM Claerhout – DPhil (h.c.)
	De la H de Villiers – DScAgric (h.c.)		JJF Hefer – LLD (h.c.)
	GJ Stander – DSc (h.c.)		S Nigam – DSc (h.c.)
<b>1976</b>	AJA Roux – DSc (h.c.)		WL Nkuhlu – DCom (h.c.)
<b>1978</b>	SP Botha – DSc (h.c.)		MA Ramphela – DPhil (h.c.)
	EM van Zinderen Bakker – DSc (h.c.)		HJO van Heerden – LLD (h.c.)
	HB Thom – DEd (h.c.)		FJ van der Merwe – PhD (h.c.)
<b>1979</b>	FCL Bosman – DPhil (h.c.)	<b>2000</b>	MH Daling – DCom (h.c.)
	G Cronjé – DSocSc (h.c.)		TN Liversedge – PhD (h.c.)
	CJF Human – DCom (h.c.)		I Mahomed – LLD (h.c.)
<b>1980</b>	G Boonzaier – DPhil (h.c.)	<b>2001</b>	BP Gilbertson – DCom (h.c.)
<b>1981</b>	PW Botha – DPhil (h.c.)		NR Mandela – LLD (h.c.)
	B Human – DCom (h.c.)		EC Taglauer – DSc (h.c.)
	SG Shuttleworth – DSc (h.c.)	<b>2002</b>	BH Meyer – PhD (h.c.)
<b>1982</b>	BLS Franklin – DPhil (h.c.)		BAK Rider – LLD (h.c.)
	GvN Viljoen – DEd (h.c.)		CF Slabber – PhD (h.c.)
<b>1983</b>	L Luyt – DCom (h.c.)		JM Stetar – DEd (h.c.)
	SF Zaiman – DPhil (h.c.)	<b>2003</b>	EWA de Corte – DEd (h.c.)
<b>1984</b>	HS Steyn – DSc (h.c.)		HA Serebro – DPhil (h.c.)
	FR Tomlinson – DScAgric (h.c.)		AG Sykes – DSc (h.c.)
	JH vd Berg – DMed (h.c.)	<b>2004</b>	S Badat – DPhil (h.c.)
<b>1985</b>	L Alberts – DSc (h.c.)		R Bringle – DPhil (h.c.)
	GG Cillié – DPhil (h.c.)		J de Wet – DMus (h.c.)
	SPD le Roux – DLitt (h.c.)		CF Fauconnier – DSc (h.c.)

	GJ Gerwel – DPhil (h.c.)		M Nussbaum – DLitt (h.c.)
	WD Jonker – DTh (h.c.)		OW Prozesky – MD (h.c.)
	A Krog – DLitt (h.c.)		FDJ Brand – LLD (h.c.)
	K Mokhele – DPhil (h.c.)	<b>2013</b>	ZKG Mda – DLitt (h.c.)
	CJC Nel (Posthumous) – PhD h.c.)	<b>2014</b>	ML Blum – PhD (h.c.)
	L Quayle – DMus (h.c.)		L Mulvey – DLitt (h.c.)
	T (Karel) Schoeman – DLitt (h.c.)	<b>2015</b>	L Brahimi – DPhil (h.c.)
	YK Seedat – DMed (h.c.)		JM Samuel – DEd (h.c.)
	MK Seely – DSc (h.c.)		MA Oduyoye – DTh (h.c.)
	C Seerveld – DPhil (h.c.)	<b>2016</b>	JD Sacks – DEcon (h.c.)
	F van Z Slabbert – DPhil (h.c.)		RJ Khoza – DEcon (h.c.)
	JC Steyn – DLitt (h.c.)		TA Manuel – DEcon (h.c.)
	PA Verhoef – DTh (h.c.)		M du Preez – PhD (h.c.)
	L van den Heever – LLD (h.c.)		J Samoff – DPhil (h.c.)
	HA Wessels – LLD (h.c.)		F Haffajee – PhD (h.c.)
<b>2005</b>	A du P Heyns – DMed (h.c.)	<b>2017</b>	PH Holloway – DSc (h.c.)
	JJF Durand – DPhil (h.c.)		M Botha – LLD (h.c.)
	JA Groenewald – DSc (h.c.)	<b>2019</b>	BL Fanaroff – DSc (h.c.)
	WH Neuser – DTh (h.c.)		J Mofokeng wa Makhetha – DLitt (h.c.)
	M Ramos – PhD (h.c.)		MB Molemela – LLD (h.c.)
	SJ Terreblanche – DCom (h.c.)	<b>2021</b>	ZM Yacoob – LLD (h.c.)
<b>2006</b>	T Moss – PhD (h.c.)		SM Pityana – DPhil (h.c.)
	PV Cox – PhD (h.c.)	<b>2022</b>	RJ van Niekerk – DLitt (h.c.)
<b>2007</b>	BJ (Bannie) Britz – DArch (h.c.)		WK Byanyima – PhD (h.c.)
	KPD Maphalla – PhD (h.c.)		DM Davis – LLD (h.c.)
<b>2008</b>	D Ferreira – DSc (h.c.)		DE Moseneke – LLD (h.c.)
<b>2009</b>	JC Loock – PhD (h.c.)		AL Sachs – LLD (h.c.)
	LTC Harms – LLD (h.c.)	<b>2023</b>	MJ Wingfield – DSc (h.c.)
<b>2010</b>	P Gordhan – PhD (h.c.)		M Musk – DDiet (h.c.)
	BBS Ngubane – PhD (h.c.)		A Ekwamu – DSc (h.c.)
	AH Strydom – PhD (h.c.)		D Pepler – DSc (h.c.)
	M Jones – PhD (h.c.)		PCJ Vale – PhD (h.c.)
<b>2011</b>	D Tutu – DTh (h.c.)	<b>2024</b>	Salim Abdool Karim – PhD (h.c.)
	P Fourie – DLitt (h.c.)		Thabo Cecil Makgoba – PhD (h.c.)
	OG Winfrey – DEd (h.c.)		Murray Leibbrandt – PhD (h.c.)
	RWM Frater – PhD (h.c.)		Bineta Diop – PhD (h.c.)
	A Sawyer – DEd (h.c.)	<b>2025</b>	RMM Zondo – LLD (h.c.)
<b>2012</b>	RJ Goldstone – LLD (h.c.)		T Falola – LLD (h.c.)
	ER v Heerden – DLitt (h.c.)		J Siwani – PhD (h.c.)

## Shields of Honour, Council and Chancellor's Medals

<b>1994</b>	Prof FO Müller (Shield of Honour)	<b>2008</b>	Ludo Helsen (Shield of Honour)
	RE Schoombie (Shield of Honour)	<b>2009</b>	Prof JU Grobbelaar (Council Medal)
<b>1995</b>	Prof FO Müller (Chancellor's Medal)	<b>2010</b>	Mrs AM Dippenaar (Chancellor's Medal)
	RE Schoombie (Chancellor's Medal)	<b>2014</b>	Dr H Verster (Chancellor's Medal)
<b>1996</b>	Prof S Mittman (Shield of Honour)	<b>2014</b>	Mr JL Pretorius (Chancellor's Medal)
<b>1997</b>	Prof M Jansens (Shield of Honour)	<b>2016</b>	Mr AD Osler (Chancellor's Medal)
<b>1998</b>	Prof CJC Nel (Chancellor's Medal)		Ms M van der Merwe (Chancellor's Medal)
	Prof C Swanepoel (Chancellor's Medal)	<b>2017</b>	Ms JS Isaacs (Chancellor's Medal)
<b>1999</b>	WJ (Hansie) Cronje (Shield of Honour)	<b>2019</b>	Mr JF de Villiers (Chancellor's Medal)
	Prof David Justice (Shield of Honour)		Ms EM Oosthuizen (Council Medal)
<b>2000</b>	Prof P Rosseel (Shield of Honour)	<b>2022</b>	Dr N Pearce (Chancellor's Medal)
	Prof MJ Viljoen (Chancellor's Medal)		Mr N Janse van Rensburg (Council Medal)
<b>2001</b>	Prof PC Potgieter (Chancellor's Medal)	<b>2023</b>	Prof MG Lötter (Chancellor's Medal)
<b>2002</b>	T Moss (Shield of Honour)		Prof SC Brown (Council Medal)
	Prof CD Roode (Chancellor's Medal)		
<b>2003</b>	Prof HC Janse van Rensburg (Council Medal)		
	Prof SA Petersen (Shield of Honour)		

# MESSAGE FROM VICE-CHANCELLOR AND PRINCIPAL: UNIVERSITY OF THE FREE STATE

## Welcome to the graduation ceremony of the University of the Free State (UFS).

Today is indeed a special day. Few occasions hold as much significance as your graduation, both for you and for those who have supported you along the way. Many of you have had to overcome numerous challenges during your journey to get to where you are today. Many of you are the first in your families to reach this significant milestone. You have earned this moment, and you should be extremely proud of your achievement.

Graduands, you have had the honour of studying at a 121-year-old institution. Always acknowledge and recognise the significance of your achievements as you transition from being a University of the Free State (UFS) student to a UFS graduate. I invite you to stay connected to your alma mater as a proud alumnus.

Although the mission of our university has always been to equip you with the knowledge and skills needed to make a difference in your field of study, we are also mindful that values are just as important for you to make a difference in your community. The University of the Free State places great emphasis on ensuring that students have an outstanding university experience. In our pursuit of excellence, we are proud that our environment is conducive to intellectual and personal growth. As such, our values of excellence, innovation and impact, accountability, care, social justice, and sustainability are embedded in all activities across the institution.

As you step into the world beyond the University of the Free State, remember that your education is a powerful tool. I urge you to use it to create positive change, to question the status quo, and to pursue your passions with determination. The future may seem uncertain, but it is filled with possibilities waiting for your unique talents and contributions. As you embark on your next adventure, carry with you the lessons you have learned and the courage to forge your own path.

Celebrate your success, cherish the memories, and embrace the opportunities that lie ahead. The world is yours to explore, and we cannot wait to see all the amazing things you will do and accomplish.

Congratulations to all our Kowsie graduands. May you have continued success in all your endeavours!

Best wishes

**PROF HESTER C. KLOPPER**

**VICE-CHANCELLOR AND PRINCIPAL  
UNIVERSITY OF THE FREE STATE**



## Welkom by die gradeplegtigheid van die Universiteit van die Vrystaat (UV).

Vandag is voorwaar 'n spesiale dag. Min geleentheid hou soveel betekenis in as 'n mens se gradeplegtigheid, sowel vir julle as vir diene wat julle langs die pad ondersteun het. Baie van julle moes talle uitdagings te bowe kom tydens julle reis om te kom waar julle vandag is. Baie van julle is die eerste in julle gesinne om hierdie belangrike mylpaal te bereik. Julle het hierdie oomblik verdien en julle kan baie trots wees op jul prestasies.

Graduandi, julle het die eer gehad om aan 'n 121-jaar-oue instelling te studeer. Erken en herken altyd die betekenis van julle prestasies waar julle nou beweeg van studente van die Universiteit van die Vrystaat (UV) na UV-gegraduateerdes. Ek nooi julle uit om as trotse alumni by julle alma mater betrokke te bly.

Alhoewel die missie van ons universiteit nog altyd was om julle toe te rus met die kennis en vaardighede wat nodig is om 'n verskil in julle studieveld te maak, is ons ook bedag daarop dat waardes net so belangrik is vir julle om 'n verskil in julle gemeenskappe te maak. Die Universiteit van die Vrystaat lê groot klem daarop om te verseker dat studente 'n uitnemende universiteitservaring het. In ons strewe na uitnemendheid is ons trots daarop dat ons omgewing bevorderlik is vir intellektuele en persoonlike groei. As sodanig is ons waardes van uitnemendheid, innovasie en impak, aanspreeklikheid, omgee, sosiale geregtigheid en volhoubaarheid ingebed in alle aktiwiteite oor die instelling heen.

Waar julle die wêreld buite die Universiteit van die Vrystaat betree, onthou dat opvoeding 'n kragtige hulpmiddel is. Ek moedig julle aan om dit te gebruik om positiewe verandering teweeg te bring, om die status quo te bevraagteken en om julle passies met vasberadenheid na te streef. Die toekoms lyk dalk onseker, maar dit is gevul met moontlikhede wat wag vir julle unieke talente en bydraes. Waar julle nou die volgende avontuur aanpak, neem die lesse saam wat julle geleer het, asook die moed om julle eie weg te baan.

Vier julle sukses, koester die herinneringe en omhels die geleenthede wat voorlê. Die wêreld is oop vir julle om te verken, en ons kan nie wag om al die wonderlike dinge te sien wat julle sal doen en bereik nie.

Baie geluk aan al ons Kowsie-graduandi. Mag julle volgehoue sukses in al julle ondernemings hê!

Beste wense

**PROF HESTER C. KLOPPER**

**WISEKANSELIER EN PRINSIPAAL  
UNIVERSITEIT VAN DIE VRYSTAAT**

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## Re a le amohela moketeng ona wa dikgau le dikapeso tsa Yunivesithi ya Freistata (UFS).

**L**etsatsi la kajeno efela e le le ikgethileng. Ke diketsahalo tse mmalwa tse nang le bohlokwa jwaloka mokete wa hao wa dikapeso, molemong wa hao esita le bao ba nnileng ba o tshehetsa nakong ena yohle. Ba bangata ba lona ba ile ba lokela ho hlola diphephetso tse ngata nakong ya leeto lena ho tla fihla moo le leng teng kajeno. Ba bangata ba lona le ba pele malapeng a bolona ho fihlella mokolokotwane ona wa bohlokwa. Le sebeditse ka thata ho fihla nakong ena, mme le lokela ho ba motlotlo ka phihlello ena ya lona.

Lona boradikgau, le bile le tlotla ya ho ithuta yunivesithing e nang le dilemo tse 121. Kamehla le amohela le ho ananela bohlokwa ba dipihlello tsa lona ha le fetola maemo a ho ba baithuti ba Yunivesithi ya Freistata (UFS) mme jwale le se le ba boradikgau ba UFS. Le le kopa ho dula le ikamahanya le mohlodi ona wa lona wa dikgau tsa thuto, le le boradikgau ba motlotlo.

Le hoja sepheo sa yunivesithi ya rona e nnile ya ba ho le hlomella ka tsebo le ka boitsebelo ba mesebetsi e hlokehang bakeng sa ho etsa diphetoho mafapheng a dithuto tsa lona, re ntse re tseba hore makgabane a molemo ho wena ho etsa diphetoho setjhabeng sa heno. Yunivesithi ya Freistata e hatella haholo ho etsa bonnete ba hore baithuti ba na le boiphihlelo bo hlwahlwa ka yunivesithi. Mabapi le kgothaletso ya rona ya boipabolo bo hlwahlwa, re motlotlo hore tikoloho ya rona e tshehetsa kgolo ya kelello le mahlale esita le ntshetsopele ya botho. Ka tsela e jwalo, makgabane a rona a boipabolo bo hlwahlwa, boitshimollelo, sekgahla, boikarabelo, tlhokomelo, toka ya setjhaba, le tshwarello, di kenyeleditswe mesebetsing yohle ya institjushene kapa setsha sena sa thuto.

Ha e le mona le kena lefatsheng le ka nqane ho meedi ya Yunivesithi ya Freistata, hopolang hore thuto ke sesebediswa se matla. Ke le kopa hore le e sebedise ho sibolla diphetoho tse molemo, ho nahanisisa ka hohle ka maemo a bophelo a hona jwale, esita le ho ntshetsa pele ditabatabelo tsa lona ka boikemisetso. Bokamoso bo ka bonahala bo sa kgothwehe, empa bo tletse maemo a kgonahalo a emetseng dineo tsa lona tse ikgethileng esita le tsona diabo tsa lona. Ha le tswela pele ka sepheo sa lona se latelang bophelong, hlomellang ka dithuto tseo le ithutileng tsona le tshepo ya ho ipetlela tsela ho ya pele.

Ketekang katleho ya lona, thabelang mehopollo ya mahopotsane, mme le amohela menyetla e tlang. Lefatshe lena ke la lona hore le le sibolle, mme re ke ke ra emisa ho tadima ka tebello dintho tse makatsang tseo le tla di etsa le hona ho di fihlella.

Ditakaletso tsa mahlohonolo ho baithuti ba rona ba Kowsie ba amohetseng dikgau. E se eka le ka ba le katleho e tswelapeng pele mererong yohle ya lona ya boiteko!

Madume

**MOPROFESA HESTER C. KLOPPER**

**MOTLATSI WA MOTJHANSELA LE MOOKAMEDI  
YUNIVESITHI YA FREISTATA**

# OFFICE-BEARERS



**Prof BF Mohale**  
**Professor of Practice (JBS)**  
**CHANCELLOR**



**Prof HC Klopper**  
**PhD (UJ)**  
**VICE-CHANCELLOR AND**  
**PRINCIPAL**



**Mr D Noko**  
**HND Mechanical**  
**Engineering (UJ)**  
**CHAIR OF COUNCIL**



**Prof A Rhoda**  
**PhD (UWC)**  
**DEPUTY**  
**VICE-CHANCELLOR:**  
**ACADEMIC**



**Prof V Reddy**  
**PhD (UKZN)**  
**DEPUTY VICE-**  
**CHANCELLOR:**  
**RESEARCH AND**  
**INTERNATIONALISATION**



**Dr M Qhobela**  
**PhD (KSU)**  
**DEPUTY**  
**VICE-CHANCELLOR:**  
**INSTITUTIONAL CHANGE,**  
**STRATEGIC PARTNERSHIPS**  
**AND SOCIETAL IMPACT**



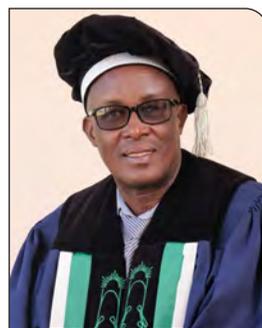
**Mr T Hlasho**  
**MPhil (NMU)**  
**EXECUTIVE DIRECTOR:**  
**STUDENT AFFAIRS**



**Ms M Nel**  
**CA(SA) BAccHons (UFS)**  
**CHIEF FINANCIAL**  
**OFFICER**



**Mr NN Ntsababa**  
**MPA (NMU)**  
**REGISTRAR**



**Prof P Ngobeni**  
**DTech (TUT)**  
**CAMPUS PRINCIPAL:**  
**QWAQWA CAMPUS**



**Mpho Maloka**  
**ISRC:**  
**ACTING PRESIDENT**  
**GENERAL**

# DEANS



**Prof P Burger**  
PhD (UFS)

DEAN:  
ECONOMIC AND  
MANAGEMENT SCIENCES



**Prof LC Jita**  
PhD (MSU)

DEAN:  
EDUCATION



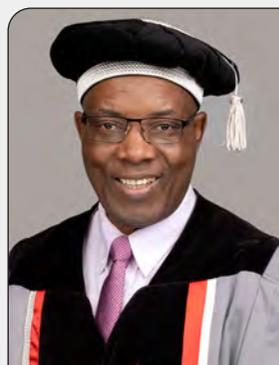
**Prof GJ van Zyl**  
PhD (UFS)

DEAN:  
HEALTH SCIENCES



**Prof MA Masoga**  
PhD (UFS)

DEAN:  
THE HUMANITIES



**Prof SD Kamga**  
LLD (UP)

DEAN:  
LAW



**Prof P Oberholster**  
PhD (UP)

DEAN:  
NATURAL AND  
AGRICULTURAL SCIENCES



**Prof JS Klaasen**  
DTh (US)

DEAN:  
THEOLOGY AND RELIGION

## SEBABATSO TSAOANE



### GUEST SPEAKER

Sebatso Tsaoane, a UFS alumna, is a registered nurse midwife with a Postgraduate Diploma in Nursing Education and a master's in Nursing Science. Acknowledged globally, she was selected for the International Confederation of Midwives' Young Midwifery Leadership Programme and named among *Mail & Guardian's* Top 50 Powerful Women and Top 200 Young People. Other accolades include *Sunday World* Unsung Heroes and Heroic Women, Nation Development Nation Builder of the Year, Africa's Top 100 Brightest Young Minds, DENOSA Free State Marilyn Lahana Caring Award, Free State Department of Health Marilyn Lahana Award, and Inside Education's 100 South African Shining Stars. In 2023, she was recipient of the UFS Young Alumnus of the Year Award.

Tsaoane is dedicated to healing the nation by healing women. She founded the Black Woman Arise Women's Health Foundation, a nonprofit promoting sexual and reproductive health for disadvantaged women in South Africa. Through this, she leads a cervical cancer prevention project in the Free State, funded by the Bristol Myers Squibb Foundation. This initiative provides mobile cervical cancer screenings and ensures access to treatment for affected women. Through this project, she donated a colposcopy and LLETZ clinic to the Free State Department of Health to reduce delays in pre-cancer treatment and cervical cancer staging. This organisation, in partnership with Gender Links and the Voice and Choice Fund, provides adolescent sexual reproductive health education to Grade 7 learners in the Free State to help prevent teenage pregnancy. Tsaoane also established the Black Woman Arise Women's Health Clinic, a midwife-led reproductive centre offering affordable maternal and reproductive health care.

Her flagship talk show, *How I Met My Vagina*, creates a space for women to share their health journeys and celebrate womanhood. Currently a Midwifery Lecturer and Practical Coordinator at the University of the Free State, Tsaoane continues to shape future caregivers.



## DEAN |

**PROF LC JITA**

## CERTIFICATES

### POSTGRADUATE CERTIFICATE IN EDUCATION IN FURTHER EDUCATION AND TRAINING TEACHING

COSSA, Florida Modiehi  
Kamohelo

MOFOLO, Tshegofatso

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

BEJA, Sivuyisiwe\*

DIALE, Aobakwe\*

FOKASE, Dimakatso Ellen

HLONGWANA, Bosisiwe\*

KOBELI, Dieketseng Elisa

LICHABA, Kananelo

LUBISI, Smangele Busisiwe

MABASO, Yukena Ntombiyenkosi\*

MACHUBENE, Lehlogonolo Paul\*

MAFUYA, Lihle Olwethu\*

MAHLANGU, Nonhlanhla  
Josephine\*

MAJOVA, Reoikantse\*

MAKHANYA, Moleboheng Lerato

MAKHAYA, Mutshidzi

MALEFO, Tshepiso Resegofetse

MASHAVHA, Mukondi Rodney

MATLEBE, Mamello Carol\*

MATSAU, Winny Precious\*

MAYIKO, Regional Ripfumelo\*

MDALANA, Sebatatso

MHLONGO, Lethukuthula  
Ntombikayise

MLANGENI, Sbongakonke Luvo\*

MOETI, Pakiso James

MOFOKENG, Botle Palesa

MOFOLO, Rethabile Edith

MOGALE, Ntebogeng  
Perseverance

MOGOREGI, Thabo\*

MOHLOLO, Tshepo

MOKITIMI, Puseletso Julia

MOKOENA, Lebohang Prudence

MOKOENA, Nthabeleng  
Jerminah\*

MOLOI, Mphunyetsane Isaac

MONYAKU, Hope Valentia  
Karabo\*

MORAKILE, Boitumelo Mary

MOSIANE, Masego Realeboga  
Mapatane

MOSIMANE, Onalerona  
Innocentia

MOTSAMAI, Paballo

MOTSUMI, Paballo Maria

MPHIKE, Boitumelo Tebello

MPHOTHU, Tankiso\*

MUDZUNGA, Duvha

NGUBANE, Kananelo

NQEZO, Liyema

NTILINI, Prensca Bongile\*

NTSHALINTSHALI, Londiwe  
Fecility

OLIVIER, Caitlin Helena\*

PACKWOOD, Lauren\*

PHELEU, Naledi Mitchel

RAMAKHALA, Rorisang\*

RAMATHIBE, Mohlouoa Jafta\*

RAMMOKO, Mpho Caroline

RAMOKGOPA, Mokgadi Jessica

RAMOSITILE, Malopane Caroline

SEBEELA, Olebogeng

SEJAKE, Lerato Evodia

SELEFO, Resego\*

STUURMAN, Thozama Cindarela

THABEDE, Sibusiso Nhlanhlenhle

THEKISO, Keamohetswe  
Precious\*

THELA, Keabetsoe Ayanda\*

THOKOA, Tsabang Vincent

## DIPLOMAS

### POSTGRADUATE DIPLOMA IN HIGHER EDUCATION

MAASDORP, Levern Nicole\*

MNGADI, Noyolo Nwabisa



# FACULTY OF EDUCATION

SEEKOEI, Mpho Teboho

TAKAIDZA, Samkeliso\*

## HONOURS DEGREES

### BACHELOR OF EDUCATION HONOURS WITH SPECIALISATION IN CURRICULUM STUDIES

ADRIAANS, Abigail

BARNARD, Martha Maria  
Francina

BHILA, Ayanda Endgirl\*

CHIHWEHWETE, Getrude Mpho

CHONCO, Nombuso Londiwe

CIVOKO, Veronika

CLOETE, Ramaune

COETZER, Quintin\*

DLANGA-MANDLA, Nozuko

GASEITSEKGOSI, Dimakatso\*

GONIWE, Mduduzi

HLONGWANE, Noluthando  
Petunia

HLOPHE, Zamakhonkosi Patricia

KAMA, Mlungisi Prince

KAMTE, Indiphile

KASIENYANE, Lerato

KHAOLE, Kefiloe

KHOZA, Bongiwe Nomsa

KHUMALO, Mpho Letlhogonolo

KWILI, Bolokang

LEBATSU, Glenda Jeanette

LECHALABA, William Mohapi

LESEKELE, Ben Sello

LETEBA, Maieane Historina\*

LITABE, Mokhelo Bella

LODI, Alinah

MABUZA, Kamogelo Mitchell

MACHOGO, Kamogelo

MADONDO, Oaitsi Boineelo

MAHLANYA, Oratile Reina\*

MAHLASELA, Mosa Orpa

MALEBO, Thapelo Patrick

MALEVU, Luhle Nokwethemba

MALITI, Patience\*

MASEKO, Lucas Morutle

MATABANE, Relebohile

MATLI, Joyce Reitumetse

MAZIBUKO, Asiphilesonke

MCHUNU, Snethemba Francisca

MHLAMBISO, Tlotlisang David

MHLUNGU, Phumelela  
Knowledge

MJOB0, Kholosa

MKHWANAZI, Khumbulani  
Emmanuel\*

MLUMBI, Thabile

MOCHESENE, Lebohang Stephen  
Junior

MOEKETSA, Tshepiso Alsher

MOFOKENG, Mpho

MOHALE, Rebecca Masenye

MOHLAMME, Palesa Andronica\*

MOKHOAMME, Joyce Kelebogile

MOKHUWANE, Lebohang Lindiwe

MOLEFE, Karabelo Fedile

MOLEHE, Moeketsi

MOLOKOMME, Masilo

MOLOMO, Makhauta Joyce

MOTSHWARATEU, Hopwel  
Bongani

MPHAHAMA, Tsokolo Ephraim

MTHWALO, Nthabiseng  
Innocentia

MTSHALI, Ntokomalo Pretty\*

MUGWENA, Angela Ngudo

MUTSHATSHI, Oritonda

NEL, Jandre

NGWENYA, Sonto Nelly

NJOKO, Thobekile Joy

OHIMILE, Rethabile Kaone

PHANTSI, Rethabile Lydia

QHESI, Malefu Caroline

RADILE, Ratsholo Joshua

RAPHADU, Sewela Juddith\*

RATSHABEDI, Tshepiso

SEJOJO, Lebaleng

SEKESE, Thato Edwin

SENYOSHA, Tankiso

SHAI, Mookho

SIBIYA, Sibusisiwe Blessed

SMITH, Charmaine



SOKOYI, Athenkosi  
 TERBLANCHE, Terri-Leigh Taryn  
 THEKISO, Martha Masabata  
 TSATSANE, Boezelwa Gwele  
 TSIEANE, Ntlafatso  
 TSOENYANE, Morongoe Hilda  
 TSOKO, Doctor  
 VELDTSMAN, Zané  
 VENTER, Marizel  
 VUTHELA, Lilitha  
 XIMBA, Nhlakanipho

**BACHELOR OF EDUCATION  
 HONOURS WITH  
 SPECIALISATION IN EARLY  
 CHILDHOOD DEVELOPMENT  
 AND LEARNING**

ALLEN, Robyn\*  
 BOVANA, Ndinawe Thandeka  
 GUMEDE, Cebisile Londiwe  
 KHAMBULE, Mpilo Rethabile  
 LEPHOTHO, Malefu Precious  
 LETUMA, Nqenewe Emelda  
 LULAMA, Seponono  
 MABYANA, Thandi  
 MAHLANGU, Oleseng  
 MDAKANE, Silungile  
 Nomathemba  
 MOKOENA, Linamandla Kgutsang  
 MOKOENA, Palesa Portia  
 MOKOENA, Refiloe Verosa

MOKWENA, Victoria Matshidiso  
 MOLOI, Palesa Mpho  
 MONOAMETSI, Letshego Naomi  
 Pearl  
 MOTHOBHI, Koketso Confidence  
 MOTLOUNG, Mmataola Lebohang  
 NGCOBO, Ndeke Lephina  
 RADEBE, Johanna  
 Nomsombuluko  
 RAMOSENSA, Constancia  
 Relebohile  
 SETLAI, Limpho  
 SIBAYA, Thato Melitah  
 SITHOLE, Odwa  
 THEKISO, Matjhabedi Rebecca  
 TLOLANE, Rebecca Mapula  
 TSHABALALA, Ntefeleng  
 Dibuseng  
 TSHAWA, Sivuyile

**BACHELOR OF  
 EDUCATION HONOURS  
 WITH SPECIALISATION  
 IN MANAGEMENT AND  
 GOVERNANCE**

CLOETE, Esmari  
 DOYI, Xolisa Xolelo  
 FRANS, Nikiwe Precious  
 JAMA, Babalwa  
 JOLINGANA, Thembakazi  
 LEKETA, Matshediso Innocentia  
 LESSING, Kyla

LOTTERING, Monique Nicole  
 MAGAGULA, Sthembiso  
 MAGOBOLO, Esihle  
 MASOABI, Boitumelo Joy  
 MOIMA, Tlhompho\*  
 MOKOSE, Rethabile Kutlwano  
 MOSIELENG, Mantshadi  
 Bonafacia  
 NGOPHE, Mpho  
 NGWAKO, Otsile Aubrey  
 NGWANA, Fulufhelo  
 NOQHAMZA, Fika  
 NTULI, Siseko  
 RANTSOTI, Boy  
 SEGALO, Refilwe  
 SITHOLE, Libuseng  
 STEENKAMP, Ilana  
 TAAIBOSCH, Siseko Scott  
 TSHABANGU, Bhekumuzi Justin  
 VAN BEEK, Modiehi Jeanette  
 VAN WYK, Kelly-Ann

**BACHELOR OF  
 EDUCATION HONOURS  
 WITH SPECIALISATION IN  
 PSYCHOLOGY OF EDUCATION**

CEASAR, Cherylann Cisca  
 KRUGER, Sarah Claire  
 MASEKO, Sanelisiwe Selinah  
 MATHIYA, Lindisipho Theron



# FACULTY OF EDUCATION

MKHWANAZI, Sindi

MOLAHLOE, Puleng Sinah

MONYE, Boitumelo Naledi

MOREKI, Thato

NTSABO, Nozipho Thenziswa

OREBOLENG, Refilwe California

SKHOSANA, Sipehelele\*

THWALA, Hlalala Gift

## MASTER'S DEGREES

### MASTER OF EDUCATION WITH SPECIALISATION IN CURRICULUM STUDIES

**RADEBE, Nokwanda\***

**Dissertation Title:** MEANINGFUL  
HISTORY TEACHING THROUGH  
AN EFFECTIVE SKILLS-BASED  
APPROACH

**Supervisor:** Dr BB Moreeng

**Co-Supervisor:** Dr OE Alalade

**TJIRUMBI, Uteya**

**Dissertation Title:** EXPLORING  
THE IMPACT OF ENGLISH  
FIRST ADDITIONAL  
LANGUAGE TEACHERS' LIVED  
EXPERIENCES ON THEIR  
PEDAGOGICAL PRACTICES

**Supervisor:** Dr SA Ntsala

### MASTER OF EDUCATION WITH SPECIALISATION IN EARLY CHILDHOOD DEVELOPMENT AND LEARNING

**MASHIGE, Luyanda**

**Dissertation Title:** EXPLORING  
GRADE 1 TEACHERS'  
EXPERIENCES WITH TEACHING  
READING TO DEAF LEARNERS  
IN SPECIAL SCHOOLS

**Supervisor:** Dr BN Ndlovu

**SEFUBANYANE, Manako Irene\***

**Dissertation Title:**  
PRACTITIONERS' VIEWS ON  
STRATEGIES TO INVOLVE  
FATHERS IN THEIR CHILDREN'S  
EARLY LEARNING

**Supervisor:** Dr B Ndlvou

**Co-Supervisor:** Dr B  
Manditereza

### MASTER OF EDUCATION WITH SPECIALISATION IN EDUCATION LAW

**MONESE, Makhoiti**

**Dissertation Title:** STRATEGIES  
FOR PROMOTING LEARNER'S  
RIGHTS TO EDUCATION

**Supervisor:** Dr N Gcelu

**SERA, Moipone**

**Dissertation Title:** THE  
COLLABORATIVE ROLES

OF STAKEHOLDERS FOR  
THE IMPLEMENTATION OF  
RESTORATIVE DISCIPLINE IN  
SCHOOLS

**Supervisor:** Prof JM Reyneke

**Co-Supervisor:** Dr N Gcelu

### MASTER OF EDUCATION WITH SPECIALISATION IN EDUCATION MANAGEMENT AND LEADERSHIP

**LESOLE, Montseng Dorothy**

**Dissertation Title:** EXPLORING  
THE LEADERSHIP PRACTICES  
OF PRIMARY SCHOOL  
PRINCIPALS IN USING  
EMOTIONAL INTELLIGENCE

**Supervisor:** Dr BJ Mthanti

**MADONSELA, Thobile**  
Perseverance

**Dissertation Title:** CASE  
STUDIES OF INSTRUCTIONAL  
LEADERSHIP FOR THE LIFE  
SCIENCES IN TWO SOUTH  
AFRICAN SCHOOLS

**Supervisor:** Prof LC Jita

**Co-Supervisor:** Dr OT Badmus

**MALINGA, Hlengiwe**

**Dissertation Title:**  
EXPERIENCES OF SCHOOL  
MANAGEMENT TEAMS  
TOWARDS IMPLEMENTING  
INFORMATION AND  
COMMUNICATION



TECHNOLOGY IN HIGH  
SCHOOLS

**Supervisor:** Dr JS Kabi

**MOLEFE**, Leuba Matthews  
Matthias

**Dissertation Title:** SECONDARY  
SCHOOL PRINCIPALS'  
EXPERIENCES OF VIOLENCE  
IN SELECTED BLOEMFONTEIN  
TOWNSHIP SCHOOLS

**Supervisor:** Dr JS Kabi

**MOLOTJA**, Sipiwiwe

**Dissertation Title:** EXPLORING  
PRINCIPALS' ETHICAL  
LEADERSHIP PRACTICES  
IN TACKLING LEARNER-ON-  
TEACHER VIOLENCE

**Supervisor:** Dr SD Makhasane

**Co-Supervisor:** Dr L Mgodana-  
Zide

**MOROKANE**, Orebotswe  
Onkgopotse

**Dissertation Title:**  
COLLABORATION BETWEEN  
THE SCHOOL MANAGEMENT  
TEAM AND STAKEHOLDERS  
TO IMPROVE ACADEMIC  
PERFORMANCE IN PRIMARY  
SCHOOLS

**Supervisor:** Dr N Gcelu

**TSOAEI**, Keketso Caiphus

**Dissertation Title:** THE  
ROLE OF THE SCHOOL

MANAGEMENT TEAM IN  
ADDRESSING HOMOPHOBIC  
BULLYING IN XHARIEP PUBLIC  
SCHOOLS

**Supervisor:** Dr BJ Mthanti

**ZEEKOEI**, Neo Caylin

**Dissertation Title:** EXPLORING  
THE MANAGEMENT OF  
TEACHER ABSENTEEISM IN  
PIXLEY KA SEME DISTRICT  
PRIMARY SCHOOLS

**Supervisor:** Prof P Mafora

**MASTER OF EDUCATION  
WITH SPECIALISATION IN  
EDUCATION POLICY STUDIES**

**KHWAKHWA**, Azile

**Dissertation Title:** EXPLORING  
THE EXPERIENCES OF  
PRIMARY SCHOOL TEACHERS'  
IMPLEMENTATION OF THE  
ALTERNATIVES TO CORPORAL  
PUNISHMENT GUIDELINES  
(2000)

**Supervisor:** Prof CT Tsotetsi

**TLHABANG**, Kelebogile Maureen

**Dissertation Title:** EXPLORING  
CAPABILITY SETS FOR SCHOOL  
GOVERNING BODY MEMBERS  
IN IMPLEMENTING THE NO FEE  
POLICY (2007)

**Supervisor:** Prof CT Tsotetsi

**MASTER OF EDUCATION WITH  
SPECIALISATION IN HIGHER  
EDUCATION STUDIES**

**MOKOENA**, Teboho Aubrey

**Dissertation Title:**  
INTEGRATING REFLECTIVE  
ASSESSMENT AND THEORY:  
PERCEPTIONS OF A  
COMMUNITY ENGAGEMENT  
UNIVERSITY MODULE

**Supervisor:** Dr A Stott

**MASTER OF EDUCATION  
WITH SPECIALISATION IN  
PSYCHOLOGY OF EDUCATION**

**DLHLAMINI**, Masabata Anna

**Dissertation Title:** EXPLORING  
TEACHERS' EXPERIENCES  
ON STRUCTURAL SUPPORT  
PROGRAMMES PROMOTING  
TEACHER WELL-BEING IN  
SCHOOLS AT RURAL SETTINGS

**Supervisor:** Dr KR Mukuna

**KHANTSI**, Moneilweng Patience

**Dissertation Title:** THE  
PSYCHOSOCIAL IMPLICATIONS  
OF SCHOOL VIOLENCE  
ON TEACHERS' WORK  
PERFORMANCE

**Supervisor:** Dr CC Okeke

**MALEBE**, Hellen Rraditlou\*

**Dissertation Title:** FACTORS  
INFLUENCING THE  
IMPLEMENTATION OF  
INCLUSIVE EDUCATION IN  
MAINSTREAM SECONDARY  
SCHOOLS IN THE  
SEKHUKHUNE DISTRICT,  
LIMPOPO PROVINCE



# FACULTY OF EDUCATION

**Supervisor:** Dr CC Okeke

**Co-Supervisor:** Dr ICE  
Ogbonnaya

**MASILO, Rorisang Neo Moira\***

**Dissertation Title:**  
PERCEPTIONS OF HIGH  
SCHOOL TEACHERS ON  
MENTAL HEALTH SUPPORT  
FOR LEARNERS

**Supervisor:** Dr RJ Kgothule

**TELE, Naledi**

**Dissertation Title:** EXPLORING  
THE INFLUENCE OF  
CLASSROOM CLIMATE ON  
LEARNERS' ACADEMIC  
PERFORMANCE

**Supervisor:** Dr RJ Kgothule

**MASTER OF EDUCATION WITH  
SPECIALISATION IN SUBJECT  
EDUCATION IN LANGUAGES**

**BUTHELEZI, Mzwandile Trueman**

**Dissertation Title:** EXPLORING  
TEACHERS' EXPERIENCES OF  
TEACHING POETRY TO GRADE  
10 ENGLISH FIRST ADDITIONAL  
LANGUAGE LEARNERS

**Supervisor:** Dr M Khosa

**KHAILE, Mopedi Peter**

**Dissertation Title:** EXPLORING  
FACTORS THAT IMPACT ON  
ICT INTEGRATION INTO EFAL

TEACHING AND LEARNING IN  
TOWNSHIP SCHOOLS

**Supervisor:** Dr AM Grobler

**MASHAO, Peter**

**Dissertation Title:**  
INVESTIGATING CHALLENGES  
OF TEACHING AND LEARNING  
ENGLISH FIRST ADDITIONAL  
LANGUAGE LITERATURE IN  
THE GRADE 10 CLASSROOMS

**Supervisor:** Dr M Khosa

**MOHLOKI, Matsietsi Paulina**

**Dissertation Title:**  
INVESTIGATING GRADE 4  
TEACHERS' EXPERIENCES  
OF TEACHING READING  
COMPREHENSION IN ENGLISH  
SECOND LANGUAGE AT  
BOTSHABELO SCHOOLS

**Supervisor:** Dr SP Zondi

**MASTER OF EDUCATION WITH  
SPECIALISATION IN SUBJECT  
EDUCATION IN MATHEMATICS**

**MATHE, Gohelane Evelyne**

**Dissertation Title:** EXPLORING  
THE USE OF CHESS GAMES TO  
IMPROVE PERFORMANCE OF  
SENIOR PHASE LEARNERS IN  
MATHEMATICS

**Supervisor:** Prof MD Mosimege

**MASTER OF EDUCATION WITH  
SPECIALISATION IN SUBJECT  
EDUCATION IN SCIENCE AND  
TECHNOLOGY**

**MOUKANGWE, Itumeleng  
Gracious**

**Dissertation Title:** SOUTH  
AFRICAN PRE-SERVICE  
TEACHERS' BELIEFS TOWARDS  
USING SIMULATIONS TO TEACH  
NATURAL SCIENCES

**Supervisor:** Dr GL Legodu

**Co-Supervisor:** Dr A Stott



## DOCTORAL DEGREES

### DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN COMMUNITY PSYCHOLOGY OF EDUCATION

**MAHANETSA**, Tsooana Mampitla

Tsooana 'Mampitla Mahanetsa obtained her bachelor's degree in Adult education in 2014 at the National University of Lesotho, Hons degree in Psychology of education in 2020, the degree of Masters in 2022 and the PhD in community psychology of Education 2025 at the University of Free State. She started her career as a police officer in the Lesotho Mounted Police service (LMPS) in Lesotho in 2002. In 2022 she was appointed in the Department of Child and Gender Protection Unit and at present she is a police constable in the Department of Child Gender and Protection Unit as a child protection practitioner at LMPS.

With her thesis titled: **EXPLORING THE FRAMEWORK FOR HOLISTIC WELL- BEING OF ORPHANED LEARNERS IN LESOTHO SECONDARY SCHOOLS**, the candidate makes a contribution to promote the holistic well-being of orphaned learners by challenging the existing child protection policies regarding the services provided to orphaned learners to be holistic, grounded within interpretive paradigm and couched in theoretical triangulation of asset-based theory and ecological system theory, the study explored the experiences of both teachers and orphaned learners who are seen as assets who can come up with brilliant ideas in deciding what holistic well-being mean for them, With this contribution, she attempts to come up with sustainable solution for the holistic well-being of school going orphans. The. results of this investigation serve as an indication of the value this type of intervention holds for the attempt to find a solution to the ever-ending challenges of orphans.

**Supervisor:** Dr P Mweli

### DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN CURRICULUM STUDIES

**TJIRUMBI**, Nasaret

Nasaret Tjirumbi was Born on 8 July 1993 in Bela Bela, South Africa, Nasaret Tjirumbi grew up in Oroutumba, Namibia, where education was not a priority. As the first in her family to complete matric, she pursued a Bachelor of Education, an Honours degree (with academic merits), a Master's, and a PhD in Education at the University of the Free State. She received the VLIR-UOS grant in collaboration with Ghent University, Belgium, and is a Golden Key Honour Society member. Her journey from a small village to academia is a testament to resilience and determination.

With her thesis titled: **PRE-SERVICE TEACHERS' PROFESSIONAL LEARNING EXPERIENCES OF TEACHING AND LEARNING SCIENCE-RELATED THEMES IN THE FOUNDATION PHASE**, the candidate makes a significant contribution to the scholarship on pre-service teachers' professional development. The study examines how pedagogical content knowledge and social networks influence pre-service teachers' preparedness to teach science-related themes in South Africa's Foundation Phase. Using a qualitative research design, the research investigates the role of mentorship, peer collaboration, and practical teaching experiences in shaping pre-service teachers' confidence and competence in teaching science. Despite a strong motivation to teach, pre-service teachers report the need for hands-on opportunities and engagement with science teaching practices. The study introduces the Integrated Pedagogical Network Support framework, merging pedagogical content knowledge with Social Network



# FACULTY OF EDUCATION

Theory, and offers actionable recommendations for strengthening mentorship and expanding practical teaching opportunities. This research emphasizes the importance of teacher preparation programs in fostering effective science education in the Foundation Phase.

**Supervisor:** Dr Z Nhase

## **WALUSA, Ajuma**

Ajuma Walusa was born in Harare, Zimbabwe, on April 17, 1982. He completed his A-levels at Highfield High School in 2002 and earned a Diploma in Education from Belvedere Teacher College in 2005. He later obtained a Bachelor of Education from the University of Zimbabwe, a B.Ed. Honours from Nelson Mandela Metropolitan University (2011), and an MBA from MANCOSA (2016). Walusa began teaching in Zimbabwe in 2005 before joining the KwaZulu-Natal Department of Education (2009–2014). His extensive experience highlights his dedication to academic excellence and leadership in education.

With his thesis titled: **A FRAMEWORK FOR CURRICULUM PRACTICE IN ACCOUNTING IN A GRADE 11 CLASS**, the candidate represents a significant scholarly contribution to curriculum studies and educational reform. Grounded in Participatory Action Learning Action Research (PALAR) and framed by African Critical Theory, his study critically interrogates conventional curriculum practices, offering transformative insights into accounting education. Engaging the Mid-Illovo school community in KwaZulu-Natal, his qualitative research unveils systemic challenges and opportunities for curriculum enhancement. His framework advances pedagogical strategies that foster inclusivity, contextual relevance, and learner engagement, ensuring that accounting education meets diverse student needs. Integrating collaborative decision-making and reflexive teaching practices, his work challenges entrenched Eurocentric paradigms, advocating for a contextually responsive, decolonised curriculum. His findings have profound implications for curriculum reform, demonstrating the potential for educational innovation in accounting. His work is a catalyst for policy shifts, enriching both scholarship and practical application in the field.

**Supervisor:** Prof MD Tshelane

## **DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN EARLY CHILDHOOD DEVELOPMENT AND LEARNING**

### **DONGWANE, Marorisang Mary**

Marorisang Mary Dongwane was born in Leribe Lesotho on 03 October 1979. She matriculated in Leribe at Mount Royal High school in 1997. She obtained Diploma in Education Primary at Lesotho Collage of Education in 2003. She attained first degree and BED Honors in psychology of education at University of Free State in 2008 and 2011 respectively. She further graduated for Master of Education (inclusive) in 2016 at University of South Africa and as a Sign Language Interpreter in 2017. She taught for 15 years and is currently an inspector in the Ministry of Education and Training in Lesotho.

With her thesis titled: **EXPLORING STRENGTH-BASED APPROACHES USING MATHEMATICAL PLAY PEDAGOGY IN LESOTHO EARLY CHILDHOOD CARE AND EDUCATION SETTINGS**, the candidate significantly contributes to early childhood mathematics education. Her qualitative study, underpinned by social constructivism, examines how teachers use strength-based approaches—often unknowingly—to enhance mathematical learning through play. Findings reveal that while play materials are available, teachers lack clear understanding and formal



training in strength-based approaches. Her research highlights the need for targeted professional development, collaborative learning communities, and government support in ECCE settings. This study provides valuable insights for improving teaching practices, curriculum implementation, and policy in early childhood education. The candidate demonstrates strong analytical skills and methodological rigor, producing research that bridges theory and practice. Her work offers meaningful recommendations for teacher development and ECCE improvement, making it a valuable contribution to scholarship and educational practice.

**Supervisor:** Dr Z Nhase

**JIYANE, Lindiwe Juvini Nolutsha**

Lindiwe Juvenile Nolutsha Jiyane was born on 27 July 1973 in Mamelodi, Pretoria, South Africa. She matriculated from Phateng Secondary School in 1991 and later obtained a Diploma in Senior Primary Education in 1994. She furthered her studies and graduated with a BTech degree in Education Management from Tshwane University of Technology in 2004, and through dedication and commitment, she advanced in her profession. Over the years, she rose through the ranks, ultimately becoming a lecturer and Work-Integrated Learning (WIL) coordinator at the University of Mpumalanga, where she currently plays a vital role in shaping future educators.

With her thesis titled: **DEVELOPING A SUSTAINABLE FRAMEWORK FOR PRESERVICE TEACHERS' MENTORSHIP IN THE FOUNDATION PHASE AT A HIGHER EDUCATION INSTITUTION IN SOUTH AFRICA**, the candidate contributes to scholarship on teacher education and mentorship, focusing on the development of an effective and sustainable mentoring framework for Foundation phase preservice teachers. Using a mixed-methods approach, diverse sample of 5 mentor lecturers, 5 mentor teachers, and 20 preservice teachers the study examined the effectiveness of existing mentorship practices and identified areas for improvement. While mentoring programs are essential for preparing preservice teachers for the realities of the classroom, the study found that their efficacy is frequently hampered by inconsistent mentoring practices and institutional support, The study argues that a sustainable mentorship framework must incorporate clear guidelines, ongoing professional development for mentors, and structured feedback mechanisms to bridge the gap between theory and practice in higher education institutions in South Africa.

**Supervisor:** Dr B Manditereza

**Co-supervisor:** Dr BN Ndlovu

## **DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN EDUCATION MANAGEMENT AND LEADERSHIP**

**BIHI, Jennifer**

Ms Bihi was born in Bongani on the 30 June 1981 in an area called Douglas, Northern Cape Province. She matriculated at Tlhomelang Senior Secondary School in 1998 and later attained a National Diploma in Office Management and Technology in 2004, Post-Graduate Certificate in Education in 2005, B. Ed Honours in Educational Management and a Master's Degree in Education with the Central University of Technology, Free State. Her career started as a lecturer at Central University of Technology, Free State. Later appointed at Marematlou Training Institute as Head of Department, rose to Director: Academic Planning, Monitoring and evaluation and currently a Registrar.

With her thesis titled: **PRINCIPAL'S PERCEPTIONS AND EXPERIENCES ON CIRCUIT MANAGERS' ROLE TOWARDS THEIR CONTINUOUS PROFESSIONAL DEVELOPMENT**, the candidate contributes to scholarship on CPD by examining how circuit managers influence principals' continuous professional development. The study



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reveals gaps in support, planning, and implementation of CPD programs, highlighting challenges like insufficient training and poor communication. It emphasises the need for improved collaboration, structured CPD programs, and better training for circuit managers to enhance the professional development of principals and school leadership. The research offers valuable insights into improving CPD to meet principals' evolving needs.

**Supervisor:** Prof P Mafora

## **MMAKO**, Emanuel Tebogo

Emanuel Tebogo Mmako is an Education Specialist with a demonstrated history of working in the basic education sector as a teacher and departmental head. He also worked in higher education as a lecturer at North-West University, University of South Africa (UNISA), and Management College of South Africa (MANCOSA). He is experienced in project management, quality assurance of assessment, accreditation of independent schools and Skills Development Providers for occupational qualifications. He managed the PYEI-BEEI in Limpopo since 2022 to date.

With his thesis titled: **THE ROLE OF SCHOOL GOVERNING BODIES IN THE MANAGEMENT OF SCHOOL FINANCES IN LIMPOPO PROVINCE**, the candidate contributes to the field of school governance and financial management. The thesis explores the perceptions of School Governing Bodies (SGBs) about their roles in managing school finances in no-fee and fee-paying schools, and associated challenges. The study uncovered manifest challenges like the inadequate knowledge of financial legislation among the SGBs, unethical conduct by department of education officials, and the appointment of ineligible financial reviewers. The study recommends establishing a dedicated SGB capacity-building unit, improving training programs, and enforcing stricter governance compliance measures to improve financial management and accountability in schools.

**Supervisor:** Prof P Mafora

## **MPHATSOANE SESOANE**, Lineo Matsela Amelia

Lineo Amelia Mphatsoane-Sesoane, born on December 24, 1985, in Quthing, Lesotho, completed her secondary education at St. Stephens Diocesan High School in 2002. She earned her bachelor's degree from the National University of Lesotho in 2009, followed by an Honours (2015) and master's degree (2021) from the University of the Free State. She began teaching in 2009 at St. Stephens Diocesan High School, specialising in Accounting, Business Studies, and Economics. In 2021, she expanded her impact by joining the National University of Lesotho's Institute of Extra-Mural Studies as a part-time lecturer.

With her thesis titled: **A STRATEGY TO ENHANCE MANAGEMENT FOR SUSTAINABLE CURRICULUM PRACTICES IN GRADE 11 ACCOUNTING**, the candidate significantly contributes to educational management, leadership, and curriculum sustainability. Her research examines how strategic leadership can support long-term, relevant accounting education by fostering inclusivity, innovation, and resilience in curriculum implementation within Lesotho schools. The study identifies strategies to enhance teacher support, optimise resource allocation, and strengthen stakeholder engagement in accounting education by exploring key management practices such as critical leadership, coaching, and collaborative decision-making. The findings underscore the pivotal role of leadership in ensuring curriculum practices remain adaptive and aligned with evolving educational policies and industry demands. This study provides valuable insights into how strategic management can drive sustainable curriculum practices, ultimately improving the quality of accounting education and equipping learners with essential skills for the dynamic economic landscape.



**Supervisor:** Prof MD Tshelane

**Co-Supervisor:** Dr DP Larey

## **SANDHLENI, Bheki Thulani**

Bheki Thulani Sandhleni was born on 26 August 1986 in Matsulu in the Mpumalanga Province of South Africa. He matriculated at Sibusisiwe High School in 2004 and later attained a BEd Degree with Cum-Laude at the University of Limpopo in 2008. He graduated with a BEd Honors degree at Northwest University in 2020 and a Master of Education (Cum –Laude) at the University of South Africa in 2022. His career as a teacher began in 2009 and he rose through the ranks to become a deputy principal and professional services officer (teaching practice) at the university of the Free state.

With his thesis titled: **PRINCIPALS' LEADERSHIP PRACTICES FOR IMPROVING TEACHING AND LEARNING IN MATHEMATICS, SCIENCE, AND TECHNOLOGY SCHOOLS IN THE MPUMALANGA PROVINCE**, the candidate contributes to the scholarship on instructional leadership, focusing on the roles, leadership styles and policy guidelines MST school principals use to enhance teaching and learning. Using a qualitative case study design and data collected from five MST schools principals in the Mpumalanga Province, the study examined and explained their leadership practices for improving teaching and learning. While most principals emphasize curriculum management and teacher supervision as key strategies, the study highlights a shortage of skilled Mathematics, Science and Technology teachers. This study, therefore, underscores the need for ongoing professional development in MST content and pedagogy. Additionally, it emphasizes the importance of training MST school principals in leadership and management to further enhance teaching and learning outcomes.

**Supervisor:** Prof ML Mokhele Makgalwa

**Co-Supervisor:** Dr SD Makhasane

## **ZENGEYA, Theresa Madzingsu**

Theresa Madzingsu Zengeya was born in Masvingo in 1976. She matriculated at Chitsa High School in 1993 and obtained a Diploma in Clothing and Textiles Technology in 1997 and a Diploma in Technical Vocational Education in 1999 from Gweru Technical College. She earned a Bachelor of Technology in Education Management in 2004 from Tshwane University of Technology, a Postgraduate Diploma in Human Resource Management in 2011 from the National University of Lesotho, and a master's degree in education management and leadership in 2020 UFS.

With her thesis titled: **THE LEADERSHIP ROLE OF HIGH SCHOOL PRINCIPALS IN LEARNER ASSESSMENT**, the candidate contributes to scholarship on educational leadership by examining how principals support teachers in effective learner assessment and making practical recommendations for improving practice. Using a qualitative approach, she investigated eight school principals and two Department of Education officials in the Frances Baard District, Kimberley, to understand their leadership in assessment. The study found that while principals recognize their role in leading assessment, they lack formal training and the required competencies, often relying on "learning on the job." This limits their effectiveness in improving learner performance. The research highlights the need for targeted and structured professional development, formal training, and collaboration with stakeholders to strengthen principals' assessment leadership.

**Supervisor:** Prof P Mafora



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## DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN HIGHER EDUCATION STUDIES

**COETZEE, Sybrand Johannes**

Johan (S.J.) Coetzee was born on 8 September 1974 in Windhoek, Namibia. He matriculated at PK de Villiers Secondary School (Namibia) in 1992. He obtained the degrees B.Sec.Ed (1996), B.Ed Hons (1997), and M.Ed degree (1998) and in 2025 a PhD in Higher Education at the University of the Free State. He started his career as an educator in 1999 and is currently appointed as a lecturer in Engineering Graphics and Design as well as Technology Education at the University of the Free State, in the Department of Mathematics, Natural Science and Technology Education.

With his thesis titled: **A TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE (TPACK) PERSPECTIVE ON INTEGRATING EDUCATIONAL TECHNOLOGY (EdTech) FOR STUDENT TEACHERS**, the candidate contributes to the understanding of how digital technologies can transform teaching and learning in higher education. With this contribution, he attempts to explore the effective integration of Educational Technology (EdTech) in a first-year Engineering Graphics and Design module, emphasising the practical application of the TPACK model and its role in enhancing student engagement and learning outcomes. The results of this investigation indicate the value that this type of intervention holds for addressing the challenges of integrating digital tools in education, particularly concerning varying digital literacy levels and infrastructural limitations. The findings underscore the necessity for structured EdTech implementation, personalised learning, and support systems to ensure digital equity, ultimately preparing students for a digitally driven workforce in the context of the Fourth Industrial Revolution.

**Supervisor:** Dr SM Holtzhausen

**LA GRANGE, Maryke**

The candidate began her academic journey in 1999 at the University of the Free State, earning a B.Soc.Sc in Psychology and a PGCE in FET Education. She pursued her passion for Mathematics Education through teaching (since 2003) and later obtained a B.Ed in Psychology of Education. In 2014, she expanded her studies into Mathematics in-service teacher training and mentorship. Her dedication led to a Master's and Doctorate in Higher Education Studies (HES), specialising in Mathematics Education, teacher well-being, research, and programme management. She also holds a Project and Programme Management qualification from the UFS Business School.

With her thesis titled: **CREATING AN ACTION RESEARCH-BASED FRAMEWORK FOR BLENDED MATHEMATICS TEACHER DEVELOPMENT IN RURAL SOUTH AFRICAN SCHOOLS**, and using a participatory action research approach, the study developed a framework to enhance teacher training through a blended learning model. The research addresses the gap between theory and practice, particularly in applying blended learning to mathematics education in under-resourced areas. The study's findings emphasise the importance of face-to-face (F2F) engagement, structured resources, and cognitive presence to improve teacher participation and effectiveness. It highlights the challenges of ICT adoption and connectivity in rural schools and proposes a low-tech, traditional blended approach as a more effective solution. The research contributes to teacher training programme design, mathematics education, and policy development, offering a practical framework for sustainable teacher professional development.

**Supervisor:** Dr A Stott



**MORKEL, Jacqueline**

Jacqueline Morkel was born in Vereeniging on 12 May 1980. She received her secondary education in Musina, where she matriculated at the Hoërskool Eric Louw in 1998. She obtained the degree BEng in Metallurgical Engineering with distinction in 2002, an Honours degree with distinction in 2003, and a PhD in Engineering in 2007. She started her career as an Engineer in Pretoria in 2006 at the De Beers Mining company and later as a Lecturer at the University of Pretoria. She is currently a teacher at a school for gifted learners in Pretoria.

With her thesis titled: **PREPARING LEARNERS FOR HIGHER EDUCATION SUCCESS THROUGH INDIVIDUALISED HOME EDUCATION IN SOUTH AFRICA: A NARRATIVE RESEARCH STUDY**, the candidate contributes to the scholarship on alternative education models by exploring how individualised home education could prepare learners for higher education success. Through a qualitative narrative inquiry, she examined the experiences of home-educated adults, who successfully completed their undergraduate studies, and their parents. The study identified four key themes – milieu, learning, life skills and quality interactions – that shaped students' preparedness for higher education. By comparing these findings with student engagement theory, the research demonstrated strong correlations between individualised home education practices and engagement mechanisms critical for student success. The results highlight how individualised home education could facilitate learner engagement at primary and secondary levels, thereby supporting higher education achievement. This study offers valuable insights into the role of home education in addressing educational challenges and enhancing student preparedness for higher education.

**Supervisor:** Dr WP Wahl

## DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN POLICY STUDIES IN EDUCATION

**DAVIDS, Gale Esmé**

Gale Esmé Davids was born in Worcester, on 12 February 1968. She received her secondary education in Worcester, where she matriculated at the Esselenpark Secondary School in 1986. She obtained the HDE in 1995, the B.Ed. Hons degree in Philosophy of Education in 2000; PGDE: Policy Studies and Governance in Education in 2014; M.Ed. (Cum Laude) in 2017 and PhD in Policy Studies Education in the Department of Education Foundations at the University of Free State.

With her thesis titled: **BUILDING NONVIOLENT SCHOOLS: A PROTOCOL FOR THE IMPLEMENTATION OF RESTORATIVE DISCIPLINE GUIDED BY TRANSFORMATIVE CONSTITUTIONALISM**, the candidate contributes to Policy Studies in Education by examining the implementation of restorative discipline in South African schools as an alternative to punitive measures. Motivated by the high prevalence of violence in society and its impact on learners, the study explores how a restorative approach, guided by transformative constitutionalism, can promote nonviolent schools. It aims to develop a protocol for implementing restorative discipline within this framework. Findings highlight the significance of learner discipline rooted in restorative justice and transformative constitutionalism in fostering safer educational environments. The proposed protocol offers practical guidance for integrating restorative practices to cultivate nonviolent schools in South Africa.

**Supervisor:** Prof JM Reyneke

**Co-Supervisor:** Dr N Gcelu



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## DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN PSYCHOLOGY OF EDUCATION

**NGIDI, Princess Thembile**

Princess Thembile Ngidi was born on 16 March 1978 in KwaDabeka Township, Durban. She matriculated from Pinetown Girls' High School in 1997. She earned a Diploma in Secondary Teaching from the University of the Orange Free State (Dokkies) in 2000, a Higher Certificate in Adult Basic Education and Training from UNISA in 2003, an Advanced Certificate in Education from the University of Pretoria in 2006, a BEd Honours from UNISA in 2018, and an MEd from UKZN in 2021. A school manager and UKZN part-time lecturer, she is completing her Private Pilot Licence and ASCHP as a specialist wellness counsellor.

With her thesis titled: **TEACHERS' UNDERSTANDING OF MAINSTREAMING LEARNERS WITH AUTISM DISORDERS AT RURAL PRIMARY SCHOOLS**, the candidate makes a contribution to the field of inclusive education, specifically focusing on the challenges and support systems for teachers in rural primary schools in South Africa. Using a qualitative, phenomenological approach, Ngidi explores the experiences and perspectives of teachers regarding the mainstreaming of learners with autism. The findings reveal significant challenges such as a lack of autism-specific training, inadequate support from higher authorities, and limited access to resources. With this contribution, she attempts to highlight the need for targeted professional development programs, increased funding for inclusive education, and stronger community engagement initiatives. The insights provided by this study serve as an indication of the value of addressing these systemic barriers to enhance the mainstreaming of learners with autism in rural contexts.

**Supervisor:** Dr P Mweli

## DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN SCIENCE AND TECHNOLOGY

**MOBARA, Zaynab**

Zaynab Mobara-Links was born in Kimberley on the 14 June 1991. She matriculated from Kimberley Girls' High School in 2009. Zaynab obtained her Bachelor of Education degree with specialization in Life Science and Technology Education in 2013, Honours with specialization in Management and Leadership in 2014, Masters in Curriculum Studies with specialization in Technology Education in 2018, and the PhD in Science and Technology from the University of the Free State. She was appointed as the Teaching and Learning Coordinator in 2019 and served as an adhoc junior lecturer from 2016 until July 2020. In August 2020, Zaynab was appointed as a fulltime Technology Education lecturer at the University of the Free State.

In her thesis titled: **CASE STUDIES ON SOUTH AFRICAN PRESERVICE TEACHERS' EXPERIENCE OF BLENDED LEARNING IN TECHNOLOGY EDUCATION**, the candidate contributes to the teaching and learning of practical-based courses, specifically Technology Education. Using a mixed-methods approach, the candidate studied two groups of third-year preservice teachers at a higher education institution as multiple case studies to determine how a blended learning approach can be implemented effectively. Data was collected through open-ended interview questions, document analysis, and surveys. The findings confirmed the effective implementation of a blended learning approach in the practical-based course. Additionally, a conceptual framework emerged from the findings, marking the first of its kind for the implementation of a blended learning approach in Technology Education, specifically within the design process.

**Supervisor:** Prof T Jita



## DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN SUBJECT EDUCATION IN MATHEMATICS

**POO, Freda Mmapula**

Freda Mmapula Poo was born on 09 November 1966 in Mmamethlake, Mpumalanga Province. She matriculated at Mmamethlake High School in 1986 and later obtained a Diploma in Education at Moretele College of Education in 1993. She graduated with Bachelor of Arts degree at the University of South Africa in 1998, Baccalaureus Educationis (BEd) degree at the University of Pretoria in 2001, and Magister Educationis (MEd) at the University of Pretoria in 2006. Her career as a teacher began in 1994. She rose through the ranks to become the School Principal and at present she is the curriculum Advisor for Mathematics GET at Nkangala District of Mpumalanga Province.

With her thesis titled: **AN EXPLORATION OF ETHNOMATHEMATICAL APPROACHES IN THE TEACHING AND LEARNING OF GRADE 6 GEOMETRY**, the candidate contributes to Instructional Approaches focussing on how Mathematics teachers can incorporate ethnomathematical approaches to contextualise geometry, making it more accessible and meaningful to learners. Using a qualitative ethnographic design, she sampled 24 participants comprising of 5 Grade 6 Mathematics teachers, 10 Grade 6 learners and 9 Women Knowledge Holders in Emthambothini Circuit of Nkangala District, to provide insights and perspectives on the use of ethnomathematical approaches in the teaching and learning of geometry. Teachers demonstrated very limited knowledge on the use of Ethnomathematical Approaches in mathematics classrooms. Women Knowledge Holders were not aware that the crafting of cultural artefacts may be used to enhance and be linked to the understanding of Geometry. The Study concludes that cultural relevance and responsive teaching can lead to increased learner engagement, enhanced geometry understanding, application through problem-solving, and improved learner performance in Geometry.

**Supervisor:** Prof MD Mosimege

**THAMAE, Matheko Thabo**

Matheko Thabo Thamae was born in Leribe Lesotho on the 1st of January 1965. She received her secondary education in Leribe, where she matriculated at Pitseng High School in 1984. She obtained her degree in 2001, her Hons in 2018, her master's degree with distinction in 2023, and her PhD in 2025 at the University of the Free State. She started her career as a teacher at Emmanuel High School in 1991. In 2007, she was appointed to the Examination Counsel of Lesotho as the examiner for Mathematics. In 2015, she mentored mathematics teachers in Mpumalanga and Eastern Cape. Currently, she is a lecturer at the University of the Free State, Qwaqwa campus.

With her thesis titled **INTEGRATING UNIVERSAL DESIGN FOR LEARNING PRINCIPLES IN INTERMEDIATE PHASE MATHEMATICS INSTRUCTION TO FACILITATE MEANINGFUL LEARNING**, the candidate contributes to scholarship on catering for learner variability as an essential feature of expert teaching. The study is on the practicalities of applying an instructional approach that responds to the diversity of classroom learners while inculcating a deep understanding of mathematics concepts and proficiencies in associated competencies. The study examines the process-product of planning and executing lessons by two Grades 4 and 6 mathematics teachers in Qwaqwa in classrooms with regular but diverse learner profiles. Using the existing Universal Design for Learning Principles as the conceptual framework, the investigation focuses on assessing the teachers' performance in translating the framework into pedagogical actions in live classrooms. The findings raise awareness of some hidden aspects of inclusive instruction that warrant attention in policy formulations, school administration, teacher practices, and teacher continuing professional learning.

**Supervisor:** Dr N Mpalami

**Co-Supervisor:** Dr J Hamilton



# CONGRADULATIONS,

Class of 2024, on your graduation! You are now officially alumni of the University of the Free State (UFS) and part of an ever-growing community of excellence. We are proud of your achievements and excited to see what your future holds and to connect with you in the bright future ahead of you.

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