



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

GRADUATION CEREMONY

BLOEMFONTEIN CAMPUS

SATURDAY | 18 APRIL | 08:30

Faculty of Education

Advanced certificates, diplomas, bachelor's degrees, honours degrees,
postgraduate certificates, postgraduate diplomas, master's degrees,
and doctoral degrees

20
26



UNIVERSITY OF THE FREE STATE
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PROGRAMME

18 APRIL 2026 | 08:30

BLOEMFONTEIN CAMPUS

CONSTITUTION OF THE CONGREGATION

OFFICIAL WELCOME

MUSICAL ITEM

PRESENTATION OF CANDIDATES

NATIONAL ANTHEM OF SOUTH AFRICA

DISSOLUTION OF THE CONGREGATION

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>

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.

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 more than 120 years, the University of the Free State has been delivering quality graduates who have made their mark in various sectors. What distinguishes the university is its holistic student support initiatives that enable it to achieve some of the highest success rates in the country.

Preparing students who are in high demand in the global job market remains a top priority. A strong network of established industry partners and close collaboration with the public and private sectors, as well as a continuing

commitment to transformation and curriculum renewal all converge to produce graduates who are ready to make an impact.

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 applying its scholarly and professional expertise with an intentional public purpose and benefit.

The University of the Free State is an institution fully committed to offering students and staff an exceptional university experience. Its work is anchored in the values of excellence, impact, accountability, care, social justice, and sustainability.

The UFS aspires to be an innovative research-led, student-centred, and regionally engaged university that contributes meaningfully to responsible societal futures.

It is committed to cultivating thoughtful leaders and pioneering knowledge, guided by its North Star – shaping responsible societal futures for its surrounding communities and beyond.

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

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 reputable, caring institution with a history spanning more than 120 years. 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 proud alumni.

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, 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 this tool to pursue our university's quest to create responsible societal futures – using your knowledge and skills to shape a more humane, more just, and more equitable world for future generations. 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 incredible 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



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

Vandag is voorwaar 'n spesiale dag. Min geleentehede hou soveel betekenis in as 'n mens se gradeplegtigheid, sowel vir julle as vir diegene 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 gerespekteerde, sorgsame instelling te studeer met 'n geskiedenis wat oor meer as 120 jaar strek. Erken en herken altyd die betekenis van julle prestasies waar julle nou beweeg van studente van die Universiteit van die Vrystaat (UV) na UV-gegradueerdes. Ek nooi julle uit om as trotse alumni by julle alma mater betrokke te bly.

Graduandi, julle het die eer gehad om aan 'n gerespekteerde, sorgsame instelling te studeer met 'n geskiedenis wat oor meer as 120 jaar strek. Erken en herken altyd die betekenis van julle prestasies waar julle nou beweeg van studente van die Universiteit van die Vrystaat (UV) na UV-gegradueerdes. 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 studievervelde 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, 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 hierdie hulpmiddel te gebruik om ons universiteit se strewe na die totstandkoming van verantwoordelike maatskaplike toekoms te streef – deur julle kennis en vaardighede te gebruik om 'n meer menslike, meer regverdige en meer billike wêreld vir toekomstige geslagte daar te stel. Gebruik dit 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 lê oop voor julle om te verken, en ons kan nie wag om al die ongelooflike 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

VISEKANSELIER EN PRINSIPAAL

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

Letsatsi 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 tshhehisa 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 diphihlello tsa lona ha le fetola maemo a ho ba baithuti ba Yunivesithi ya Freistata (UFS) mme jwale le se le ba boradikgau ba UFS. Ke 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 kgothaleto ya rona ya boipabolo bo hlwahlwa, re motlotlo hore tikoloho ya rona e tshhehisa kgolo ya keello le mahlale esita le ntshetsopele ya botho. Ka tsela e jwalo, makgabane a rona a boipabolo bo hlwahlwa, boitshimollelo, sekgahla, boikarabello, 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 kgothalehe, 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

MOTLATSİ WA MOTJHANSELA LE MOOKAMEDİ

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AGRICULTURAL SCIENCES



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DTh (US)

DEAN:
THEOLOGY AND RELIGION



DEAN |

PROF LC JITA

DOCTORAL DEGREES

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN CURRICULUM STUDIES

FILITA, Naledi Judith

Naledi Judith Filita was born in Botshabelo on 26 April 1992. She received her secondary education in Botshabelo, where she matriculated at Setjhaba-Se-Maketse Combined School in 2009. She obtained the Bachelor of Education degree in 2015, a Postgraduate Diploma in Education in 2017, and graduated with a Master of Education Degree in 2021, all from the University of the Free State. In 2015 she started her career at Reamohetse Articon School in Botshabelo. Presently she is an nGAP lecturer in the Faculty of Education at the University of the Free state.

With her thesis titled: **SESO THO TEACHERS' PRACTICES IN THE IMPLEMENTATION OF A CONTEXTUAL TEACHING AND LEARNING APPROACH IN THE TEACHING OF POETRY**, the candidate makes a significant contribution to scholarship in Language Education, particularly in the area of pedagogical practices in the teaching of poetry. Using qualitative research, Filita sampled Sesotho teachers to examine how they implement the CTL approach in poetry lessons. The findings show that teachers value the CTL approach for enhancing learners' knowledge acquisition and promoting a deeper understanding of Sesotho poetry. The study also identifies key challenges that limit effective implementation, particularly time constraints and inadequate teaching and learning resources. To address these issues, the study recommends reducing the content load in the Sesotho curriculum to allow teachers sufficient time to apply CTL strategies meaningfully. It further stresses the need to provide adequate instructional resources to support teachers in implementing CTL practices effectively and consistently in their classrooms.

Supervisor: Prof ML Mokhele-Makgalwa

LEKHETHE, Kagiso Thapelo

Kagiso Thapelo Lekhethe was born on the 28th of October 1996 in Bloemfontein in the Free State province, South Africa. He matriculated from Lereko Secondary School in 2015 and later earned a Bachelor of Education Honours degree in Curriculum Studies from the University of the Free State in 2021. In 2023, he completed a Master of Education Degree in Curriculum Studies at the same institution. He started pursuing his PhD in 2024 and his teaching career began in Rouxville in 2021.

With his thesis titled: **ENHANCING LEARNERS' EPISTEMIC ACCESS IN HISTORY THROUGH TRANSLANGUAGING PEDAGOGY**, the candidate contributes to scholarship on history education and translanguaging. Using a qualitative research design and interpretivist research paradigm, the study employed semi-structured interviews, document analysis and participant observation to provide in-depth lived experiences and participant opinions, from teachers, learners and parents. The findings revealed that teachers understand translanguaging pedagogy but struggle to use it to enhance learners' epistemic access; a situation that is caused



by being taught solely in English. Despite these challenges, teachers have suggested translanguaging pedagogy strategies such as multilinguality, semiotic resources, multimodality, emotional support and collaborative learning, fostered by parents, the community and peers to improve learners' ability to make sense of what they are supposed to learn.

Supervisor: Prof BB Moreeng

NGOCA, Ntuthuko

Ntuthuko Ngoca obtained his first Bachelor's degree in Business Management at the University of Zululand in 2012, an Honours degree in Business Management at the University of Zululand (2013), a PGCE certificate at the University of South Africa (2019), a Master's degree in Education at the University of the Free State (2022) and his PhD in Education Curriculum Studies, also at the University of the Free State (2026). He started his career as a police officer in Kwa-Zulu Natal in 2015, at the Mtunzini Police station, where he has been to date, serving under Visible Policing division and holding the rank of Constable.

With his thesis titled: **FOSTERING ENTREPRENEURSHIP EDUCATION IN GRADE 10 LEARNERS FROM UNDER-RESOURCED SECONDARY SCHOOLS: THE CORPORATE INVOLVEMENT**, the candidate makes a meaningful contribution to the advancement of entrepreneurship education among Grade 10 learners in under-resourced rural secondary schools, with particular emphasis on the agricultural science curriculum. The study critically interrogates the prevailing reliance on textbook-driven pedagogical practices that offer limited experiential learning opportunities. Situated within an interpretive paradigm and informed by experiential learning theory, the research examined how entrepreneurship education can be implemented and meaningfully experienced through learners' exposure to agricultural, on-site working environments within the agricultural science curriculum. The findings indicate that learners have insufficient practical exposure to agricultural entrepreneurship. The study therefore concludes that effective entrepreneurship education in agricultural science necessitates a departure from predominantly textbook-based instruction towards experiential and contextually embedded learning approaches.

Supervisor: Dr BJ Mthanti

SMITH, Natalie Jane Pauline

Natalie Smith was born on 17 January 1971 in Windhoek, Namibia and matriculated at Blinkklip Secondary School in Postmasburg in 1988. She obtained a BA degree (1992) and a Higher Diploma in Education (1993) from the University of the Western Cape. In 2005, she completed a BEd Honours degree at North-West University and her MEd in 2020 and PhD in 2026, both from the University of the Free State. She started her career as a teacher in Postmasburg in 1993. In 2004 she was appointed in the Northern Cape Department of Education and at present she is a lecturer at Sol Plaatje University.

With her thesis titled: **PRE-SERVICE LANGUAGE TEACHERS' VIEWS ON ASSESSMENT PRACTICES IN SCHOOLS: IMPLICATIONS FOR A TRANSFORMATIVE ASSESSMENT FRAMEWORK**, the candidate contributes to scholarship on transformative assessment by examining how pre-service language teachers engage with assessment during teaching practice in South Africa. With this contribution, she attempts to address the tension between rigid curriculum requirements and the need for creative, meaningful, and learner-centred assessment practices. Drawing on collaborative narratives and a conceptual review of transformative assessment literature, and guided by transformative learning theory, invitational theory, and the triarchic theory of intelligence, the study explores how student teachers interpret and enact assessment in practice. Findings indicate that while many student



teachers rely on prior schooling experiences, structured reflection and dialogue cultivate adaptive judgement and emerging assessment literacy. The study underscores the value of such interventions in bridging theory and practice and strengthening transformative, context-responsive assessment preparation.

Supervisor: Dr SM Holtzhausen

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN EARLY CHILDHOOD DEVELOPMENT AND LEARNING

HLATSHWAYO, Isaac

Isaac Hlatshwayo was born on 29 June 1976 in Shurugwi, Zimbabwe. After completing his secondary education in Kadoma, he trained at Seke Teachers' College, earning a Diploma in Early Childhood Education (2000). He later obtained a B.Ed. Honours (2017) and an M.Ed. (2019) from Great Zimbabwe University. His career began in 2008 in Zvimba District, where he served as an ECD facilitator for thirteen years. In 2022, he became a lecturer in the Early Childhood Department at Morgan Zintec Teachers College. He later migrated to Botswana, where he currently lectures in Childhood Education at Ba Isago University.

With his thesis titled: **USING TRADITIONAL GAMES TO DEVELOP PRE-MATHEMATICS SKILLS IN RURAL EARLY CHILDHOOD EDUCATION SETTINGS**, using a multiple case study design within an interpretive worldview, the study examines teacher pedagogical experiences and practices in using traditional games to develop pre-mathematical skills in early childhood. The candidate contributes to the scholarship of Contextualised Mathematical Didactics through the lens of play. With this contribution, he attempts to bridge the gap between informal cultural play and formal mathematical instruction by integrating the dual frameworks of Pedagogical Content Knowledge (PCK) and Realistic Mathematics Education (RME). The qualitative results of this investigation ultimately establish that while traditional games significantly enhance mathematical foundations, their long-term success requires formal, systemic support to transition from isolated classroom experiments into sustainable, modernised, and policy-backed national curriculum standards.

Supervisor: Dr B Manditereza

MANYOZO, Roselyn

Roselyn Manyozo was born on 1 November 1976 in Harare, Zimbabwe, where she received her education. After completing her secondary education at Zengeza High School, she earned a Diploma in Education from Masvingo Teachers' College in 1999. She later obtained a Bachelor of Education from the Zimbabwe Open University in 2018, followed by a Master of Education from the Women's University in Africa (2020). Her professional journey began in 2001, during which she rose through the teaching ranks to become a lecturer at Morgan Zintec College. Additionally, she serves as a part-time lecturer at the Zimbabwe Open University.

With her thesis titled: **EXPLORING ECD-B TEACHERS' EXPERIENCES AND STRATEGIES IN DEVELOPING SCIENCE PROCESS SKILLS THROUGH PLAY-BASED INQUIRY**, the study significantly advances pedagogical scholarship within Zimbabwe's Heritage-Based Curriculum (HBC). The interpretivist study is framed through the dual lenses of Inquiry-Based Science Teaching and Learning (IBST/L) and Vygotsky's Social Constructivism. The research provides critical insights into the development of basic science process skills in early childhood (ECD-B) classrooms by examining teachers' lived experiences and pedagogical practices. The findings highlight the efficacy



of play-based inquiry in fostering an early scientific literacy framework that empowers educators to navigate systemic barriers and ensure the successful implementation of inquiry-based interventions.

Supervisor: Dr B Manditereza

MCELELWA, Sikhangele

Mcelelwa Sikhangele was born in 1977 in Matabeleland South, Zimbabwe. She completed her Secondary School in 1993, progressed through a Diploma in Early Childhood Development (ECD) (2008) at United College in Bulawayo, a BEd (2012), and Master's degree (2015) at Great Zimbabwe University, specialising in ECD. She taught for eight years in Matabeleland before lecturing at Mkoba Teachers' College (2018–2021) in Gweru, Zimbabwe. At present she is a lecturer at BAISAGO University in Botswana. Her scholarship focuses on inclusive education, cultural diversity, socio-emotional development, and school safety. She is a resolute scholar-practitioner committed to advancing quality, equitable early childhood education.

With her thesis titled: **ZIMBABWEAN PRESCHOOL TEACHERS' PERSPECTIVES AND EXPERIENCES ON INTEGRATING CULTURAL DIVERSITY IN THE CURRICULUM**, she makes a significant contribution to the inclusion of cultural diversity in schools. The study focuses on how preschool teachers can integrate cultural diversity into the teaching and learning process. Preschool teachers' experiences and perspectives guide and influence the adoption and effective use of strategies and methodologies of integration. Employing a qualitative approach, the candidate collected data from three schools in the Bulawayo Mzilikazi District. Study results revealed that teachers' knowledge, attitudes and teaching strategies were challenges hindering the integration of cultural diversity. The research argues that individual beliefs and experiences among preschool teachers result in varied implementation practices and outcomes. The findings facilitated the formulation of approaches that will not only guide and equip teachers with the skills and knowledge to promote changing cultural diversity when delivering the pre-school curriculum, but also transform their views about it.

Supervisor: Prof T Jita

Co-supervisor: Dr ML Maraisane

RAMPHELE, Lerato

Lerato Ramphela was born on 27 December 1996 in Kwa-Mhlanga and later moved to Ficksburg, where she matriculated in 2014. She began her studies at the University of the Free State in 2015, enrolling for the Bachelor of Education in the Foundation Phase. She continued her studies in Education and ultimately completed the Doctor of Philosophy in Early Childhood Development and Learning. She has been working in the education sector since 2018 and has served as university educator since 2024. She currently lectures in the Faculty of Education at the University of the Free State.

With her thesis titled: **INVESTIGATING THE PROFESSIONAL DEVELOPMENT NEEDS OF EARLY CHILDHOOD EDUCATORS FOR PANDEMIC PREPAREDNESS**, the candidate contributes to advancing scholarship on educator preparedness and professional learning within Early Childhood Development. Employing an explanatory, sequential mixed-methods design, the study surveyed 240 early childhood educators in the Motheo District, followed by in-depth semi-structured interviews with 20 participants. The findings reveal systemic gaps in accessibility, contextual relevance, digital competence, and structured support within existing professional development frameworks. The COVID-19 pandemic exposed deficiencies in crisis response training, adaptive pedagogical strategies, and educator



resilience. Grounded in adult learning and reflective practice theories, the study proposes a context-responsive professional development framework designed to strengthen preparedness, digital integration, collaborative learning cultures, and sustainable support systems in early childhood education.

Supervisor: Prof CIO Okeke

Co-Supervisor: Dr TO Akobi

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN EDUCATION MANAGEMENT AND LEADERSHIP

KOTZE , Maché

Maché Kotze obtained her Bachelor of Education degree at the University of the Free State, followed by a Bachelor of Education Honours degree in Education Management and Governance (cum laude) and a Master of Education degree in Management and Leadership. She began her professional career as a foundation phase teacher, where she developed a strong interest in literacy instruction and school leadership. Her academic and professional work focuses on collaborative and instructional leadership practices aimed at strengthening literacy outcomes in South African primary schools.

With her thesis titled: **A COLLABORATIVE LEADERSHIP STRATEGY TO IMPROVE LITERACY INSTRUCTION IN THE FOUNDATION PHASE**, the candidate advances scholarship at the intersection of educational leadership and literacy in primary schools. Situated within an interpretivist paradigm and employing a qualitative multiple-case study design, the study examined how principals, deputy principals, department heads, teachers, parents, and district officials collaboratively support literacy instruction in Quintile 5 primary schools in the Mangaung Metropolitan Education District. Data were generated through semi-structured interviews, focus group discussions, and document analysis, and analysed thematically. The findings indicate that fragmented leadership practices, limited parental engagement, and inconsistent district-level support constrained literacy improvement. In response, the study developed a contextually grounded collaborative leadership strategy that foregrounds distributed leadership, structured stakeholder partnerships, and sustained instructional support to enhance literacy teaching and learner achievement in the Foundation Phase.

Supervisor: Prof SD Makhasane

Co-Supervisor: Prof ML Mokhele-Makgalwa

SESINYI, Thabo Walter

Thabo Walter Sesinyi was born in Bloemfontein on 2 June 1987 and matriculated from Beang Tse Molemo Secondary School in 2004. Pursuing higher education, he earned a BEd from the Central University of Technology, Free State in 2013 and a Postgraduate Diploma in 2019. From the University of the Free State, he obtained a Master's in 2023 and a PhD in Education in 2026. Sesinyi began teaching in Matoporong in 2012. After serving as an acting Departmental Head in 2024, he currently continues his dedicated service as a post-level teacher at Itemeleng Primary School, contributing significantly to local basic education.

With his thesis titled: **EXPLORING PRINCIPALS' LEADERSHIP PRACTICES FOR MANAGING THE USE OF DIGITAL TECHNOLOGIES IN RURAL PRIMARY SCHOOLS**, the candidate advances the field of Education Management and Leadership. Using a qualitative interpretivist approach, the study sampled eight principals in



the Xhariep District to understand how they manage digital transformation and teaching tools. This lens captured the lived experiences of leaders facing unique rural challenges. Through this research, he proposes a context-responsive framework designed to empower principals in navigating systemic barriers and infrastructural deficits. The findings highlight the value of such interventions in addressing the digital divide and the lack of effective ICT integration strategies within historically marginalised rural education sectors. This contribution offers critical insights for improving digital governance in under-resourced schools.

Supervisor: Prof N Gcelu

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN POLICY STUDIES IN EDUCATION

BOTHA, Marius Johan

Marius Botha was born on 5 January 1963 in Robertson, Western Cape. He matriculated at Tom Naudé Technical Secondary School (Polokwane) in 1981 and attained a Higher Educational Diploma at the Education College of Pretoria in 1985. He graduated with a BEd degree at Rand Afrikaans University in 1994 and a Master of Education at Stellenbosch University in 2003. His career as a teacher began in 1986 and he rose through the ranks to become a school principal and part-time lecturer at the Nelson Mandela University in Port Elizabeth.

With his thesis titled: **EXPLORING THE IMPLEMENTATION OF THE POLICY ON SCREENING, IDENTIFICATION, ASSESSMENT AND SUPPORT (2014): SCHOOL STAKEHOLDERS' EXPERIENCES**, this qualitative study examines school stakeholders' perspectives on the implementation of the Screening, Identification, Assessment, and Support (SIAS) Policy (2014) in integrated schools. Guided by an interpretivist paradigm, it explores the experiences of School-Based Support Team (SBST) members through semi-structured interviews and a review of relevant literature and policy documents. The study is framed by Bronfenbrenner's Ecological Systems Theory and situated within South Africa's inclusive education framework, particularly Education White Paper 6. Findings highlight a gap between policy intentions and classroom realities, including limited resources, large class sizes, and insufficient educator training. The study recommends improved resource allocation, strengthened collaboration between parents, schools, and the Department of Basic Education, and ongoing professional development to enhance learner support in inclusive schools.

Supervisor: Prof CT Tsoetsi

Co-Supervisor: Dr M Muluvhu-Malanga

DAVID, Isai Natangwe

Isai Natangwe David was born on 13 August 1983 near Okahao, close to Etunda, the birthplace of Namibia's founding President, Sam Nujoma. He attended Olyasiiti and Okalale Primary Schools and matriculated in 2002 at Shaanika Nashilongo Secondary School. He began his teaching career after graduating from Ongwediva College of Education with a Basic Education Teacher Diploma. He later earned a Diploma in Mathematics Education, a certificate in Dispute Resolution, a Postgraduate Diploma in Labour Law, a Bachelor's in Public Administration (Honours), a BEd (Honours) and a Master's degree in Education Policy. He is currently serving as a School Principal in Namibia.



With his thesis titled: **THE POTENTIAL OF THE NAMIBIAN PRE-SERVICE TEACHER EDUCATION CURRICULUM POLICY TO PROMOTE EDUCATION FOR AFRO-ECOPHILIC CITIZENSHIP**, the study attempts to confront ecological crises in Namibia, shaped by anthropocentrism and inequality. It reconceptualises ecophilia as a form of citizenship grounded in ethical, relational engagement and deep human connection to ecology, fostering ecological harmony and sustainability. Inspired by a critical theory paradigm, the research adopted an exploratory qualitative case study of the University of Namibia. The study developed a framework for Education for Afro-Ecophilic Citizenship (EAC) through a literature review that considers African philosophies of ubuntu, ukama, harambee, and omukwetu, inspired by the notion of posthumanism. Critical policy analysis explored pre-service teacher education curriculum policy documents, complemented by semi-structured interviews with student teachers and teacher educators. Findings revealed that while some curriculum policy aligns with EAC principles, ambiguities limit their potential.

Supervisor: Prof CT Tsoetsi

SIHLOBO, Makande Solomzi

Makande Sihlobo was born in Welkom on 15 May 1989 and he received his secondary education in Port Shepstone, where he matriculated at Port Shepstone Secondary School in 2008. In 2012, he obtained a Postgraduate Certificate in Education, followed by a National Diploma in Human Resources Management in 2021. He completed a Bachelor of Education Honours in 2018 and a Master of Education degree, all at the Central University of Technology, Free State. He began his career as a teacher at Swartruggens Intermediate School in 2014. In 2024, he was appointed to Moso Primary School, where he currently serves as a departmental head.

With his thesis titled: **AGENTIC POSSIBILITIES OF HISTORICALLY DISADVANTAGED STUDENTS IN SELECTED SOUTH AFRICAN UNIVERSITIES: AN EDUCATIONAL POLICY PERSPECTIVE**, the candidate examines how current educational policies and institutional practices shape students' agency, particularly their capacity to navigate and succeed in higher education despite enduring systemic barriers. Adopting an educational policy lens, the study interrogates the ways in which institutional environments either enable or constrain the agentic potential of historically disadvantaged students. The research draws on two complementary theoretical frameworks: African philosophy of education and the emergent African student agency theory, demonstrating that historically disadvantaged students possess substantial and resilient agentic potential. Ubuntu and communalism function as epistemological foundations, positioning students' agency as inseparable from community upliftment, social justice, and broader societal change. However, students' potential remains constrained unless higher education institutions reframe their core functions, structures, and policy orientations to align with African philosophical principles of relationality, community, equity, and justice.

Supervisor: Prof DP Larey

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN PSYCHOLOGY OF EDUCATION

MAVEZERA, Tinashe Fradreck

Tinashe Fradreck Mavezera was born on 30 January 1975 in the Midlands town of Mvuma, Zimbabwe. He matriculated from Dadaya High School in 1993 and attained a Diploma in Education from Masvingo Teachers' College in 1997. He graduated with a BEd degree in 2003 and a Master of Education in Educational Psychology



in 2012 from Great Zimbabwe University. His career as a teacher began in 1998. He joined the Great Zimbabwe University in 2009 as an Administrative Assistant in the Admissions and Student Records Department and was appointed Lecturer in the Department of Educational Foundations in 2018.

With his thesis titled: **PSYCHOSOCIAL AND CULTURAL FACTORS INFLUENCING THE MENTAL HEALTH OF LEARNERS WITHIN ZIMBABWEAN PRIMARY SCHOOLS**, the candidate contributes to scholarship and practice in the field of psychosocial and culturally responsive mental health support in primary education. Using a qualitative approach, Mavezera sampled 2 principals, 10 teachers, 6 parents and 12 primary school learners in Zimbabwe to understand and explain the psychosocial and cultural factors influencing the mental health of learners. While most respondents discussed the various variables that shape mental health among school-going children, they also suggested how these could be enhanced. The cultural issues affecting learners' mental health were also explicit in the discussions, as well as intervention measures. The study presents the argument that knowledge, perceptions and beliefs of the various respondents shape the differential implementation trajectories and practices of mental health integration policy in the schools of Zimbabwe.

Supervisor: Dr P Mweli

MOTA, Mahlape Sylvia

Mahlape Sylvia Mota was born in Berea District, Lesotho, on 9 April 1992. She received her secondary education in Berea, where she matriculated at Zenon High School in 2009. She obtained a Bachelor of Education in Special Education and English Language at the National University of Lesotho in 2015. In 2020, she completed the BEd Honours qualification in Psychology of Education (with distinction) at the University of the Free State, and in 2023 she earned a Master's degree in the Psychology of Education, also with distinction. Her teaching career began in 2017, and she is currently a Special Education Needs Teacher.

With her thesis titled: **PARENTAL ATTITUDES TOWARDS THE INCLUSION OF GENDER AND SEXUAL DIVERSITY CONTENT IN LESOTHO SECONDARY SCHOOLS**, Mahlape Sylvia Mota contributes to scholarship on inclusive education and parental involvement in curriculum reform. Grounded in Social Constructivism and Critical Pedagogy, the study employs a qualitative case study approach within the interpretive paradigm. Eight parents from Maseru were engaged through focus group discussions and photo elicitation to explore their understanding, fears, and concerns about gender and sexual diversity (GSD) content. The findings revealed that cultural and religious beliefs strongly shape parental resistance, with many framing GSD content as a threat to moral values and cultural preservation. The study argues that parental perceptions and beliefs significantly influence the implementation of inclusive education policies and it recommends culturally sensitive strategies, teacher training, and policy integration to foster dialogue, reduce resistance, and advance inclusive schooling in Lesotho.

Supervisor: Dr HJ Nichols

MWEDZI, Oscar

Oscar Mwedzi was born on 26 March 1986 in Harare, Zimbabwe. He matriculated from Dzivarasekwa High School in 2003 and later attained a Diploma in Education from Morgan Zintec College in 2013. He graduated with a Bachelor of Education (BEd) degree from Great Zimbabwe University (GZU) in 2019 and subsequently obtained a Master of Education degree from the same institution in 2021. His teaching career began in 2013, and he has since risen through the ranks to become a school head and a part-time lecturer at the Zimbabwe Open University.



With his thesis titled: **PROFESSIONAL DEVELOPMENT NEEDS OF TEACHERS OF LEARNERS WITH AUTISM SPECTRUM DISORDER IN ZIMBABWEAN PRIMARY SCHOOLS**, the candidate makes a significant contribution to scholarship on the professional development of teachers working with learners with Autism Spectrum Disorder (ASD). Situated within an interpretivist paradigm and employing a multiple case study design, this qualitative inquiry explored the lived experiences and professional development needs of 15 purposively selected teachers across five primary schools. Data were collected through semi-structured interviews, classroom observations, and document analysis, and were analysed using a triangulated approach that integrated thematic content and discourse analysis methods. The study was theoretically grounded in Social Constructivist Theory, which emphasises collaborative and reflective learning, and Professional Capital Theory, which conceptualises teacher expertise as the dynamic interplay of human, social, and decisional capital.

Supervisor: Dr HJ Nichols

<p>MASTER'S DEGREES</p> <p>MASTER OF EDUCATION WITH SPECIALISATION IN CURRICULUM STUDIES</p> <p>DIMPANE, Lerato Justice</p> <p>Dissertation Title: THE USE OF INQUIRY-BASED LEARNING FOR TEACHING MATTER AND MATERIALS IN GRADE 7 NATURAL SCIENCE</p> <p>Supervisor: Dr MF Tlali</p> <p>MABIKA, Bongumosa*</p> <p>Dissertation Title: NOVICE TEACHERS' EXPERIENCES OF MENTORING AS CONTINUOUS PROFESSIONAL DEVELOPMENT IN SECONDARY SCHOOLS</p> <p>Supervisor: Prof ML Mokhele Makgalwa</p> <p>Co-Supervisor: Dr TJ Kanyopa</p>	<p>MOLELEKOA, Pontso Elizabeth</p> <p>Dissertation Title: PRE-SERVICE TEACHERS' EXPERIENCES OF TEACHING PRACTICE PROGRAM IN ONE SOUTH AFRICAN UNIVERSITY</p> <p>Supervisor: Prof ML Mokhele Makgalwa</p> <p>MPHORE, Lebohang</p> <p>Dissertation Title: EXPLORING STRATEGIES TO ENHANCE THE TEACHING OF CLIMATE CHANGE IN THE INTERMEDIATE PHASE SOCIAL SCIENCE</p> <p>Suspervisor: Dr OE Alalade</p> <p>NAPO, Bonolo Maureen</p> <p>Dissertation Title: EXPLORING HIGH SCHOOL GEOGRAPHY TEACHERS' PRACTICES AND PERSPECTIVES IN THE TEACHING OF MAPWORK INTERPRETATIONS</p> <p>Supervisor: Dr R Gudyanga</p> <p>Co-Supervisor: Mr TF Mkhize</p>	<p>PERELMUT, Eidan Solomon</p> <p>Dissertation Title: EXPLORING TEACHERS' PEDAGOGICAL CONTENT KNOWLEDGE PRACTICES IN THE TEACHING OF GRADE 4 ENGLISH FIRST ADDITIONAL LANGUAGE</p> <p>Supervisor: Dr M Khosa</p> <p>THEKETHE, Dikeledi Barbara</p> <p>Dissertation Title: EXPLORING BUSINESS STUDIES TEACHERS' KNOWLEDGE OF TEACHING ENTREPRENEURSHIP IN SELECTED FREE STATE SCHOOLS</p> <p>Supervisor: Dr ICE Ogbonnaya</p> <p>MASTER OF EDUCATION WITH SPECIALISATION IN EARLY CHILDHOOD DEVELOPMENT AND LEARNING</p> <p>BACA, Mpho Grisalda</p> <p>Dissertation Title: EXPLORING FOUNDATION PHASE</p>
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TEACHERS' PERCEPTIONS
IN INTEGRATING UNIVERSAL
DESIGN FOR LEARNING IN THE
LIFE SKILLS CURRICULUM

Supervisor: Dr Z Nhase

DLAMINI, Fanelesbonge
Sthembile

Dissertation Title: EXPLORING
TEACHERS' APPROACHES TO
TEACHING ISIZULU READING
COMPREHENSION SKILLS IN
GRADE ONE CLASSES

Supervisor: Dr B Manditereza

FISHA, Ledille Lucia

Dissertation Title: EXPLORING
GRADE THREE TEACHERS'
PRACTICES OF TEACHING
READING COMPREHENSION
IN ENGLISH FIRST ADDITIONAL
LANGUAGE

Supervisor: Dr B Manditereza

MATHANE, Mapitso Sylvia

Dissertation Title: EXPLORING
GRADE ONE TEACHERS'
EXPERIENCES WITH PLAY-
BASED PEDAGOGY IN
DEVELOPING READING
LITERACY SKILLS

Supervisor: Dr B Manditereza

Co-supervisor: Dr M Mofokeng

MOCHELA, Tholwana Lerato

Dissertation Title: EXPLORING
GRADE 3 TEACHERS'

PERSPECTIVES ON
INTEGRATION OF NATURAL
SCIENCES WITHIN LIFE SKILLS
CURRICULUM

Supervisor: Dr Z Nhase

MUVARI, Mulanga

Dissertation Title: GRADE 1
TEACHERS' EXPERIENCES
IN TEACHING READING TO
ENGLISH FIRST ADDITIONAL
LANGUAGE LEARNERS IN
RURAL CONTEXTS

Supervisor: Dr B Manditereza

ONTONG, Shannon Bernicia

Dissertation Title: MALE PRE-
SERVICE EARLY CHILDHOOD
DEVELOPMENT TEACHERS'
REFLECTIONS ON CHOOSING
TEACHING AS A CAREER

Supervisor: Prof ML Mokhele
Makgalwa

Co-Supervisor: Dr B Manditereza

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

BOTHA, Shevelga Geneveve

Dissertation Title: EXPLORING
INSTRUCTIONAL LEADERSHIP
PRACTICES OF URBAN
SECONDARY SCHOOL

PRINCIPALS IN INXUBA
YETHEMBA

Supervisor: Dr JS Kabi

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Dissertation Title: EXPLORING
THE ROLE OF SCHOOL
MANAGEMENT TEAMS
DURING TECHNOLOGICAL
INTEGRATION IN TWO
SCHOOLS, MOTHEO DISTRICT

Supervisor: Dr S Chibaya

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Dissertation Title: HEAD OF
DEPARTMENT LEADERSHIP
ROLE(S) IN IMPLEMENTING
STEM CURRICULUM IN THE
SEDIBENG DISTRICT SCHOOLS

Supervisor: Prof OC Potokri

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Dissertation Title: EXPLORING
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ON THE EFFICACY OF
DISTRIBUTED LEADERSHIP
IN ENHANCING STUDENT
ACADEMIC ACHIEVEMENT

Supervisor: Dr S Chibaya

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Dissertation Title: INFLUENCE
OF EDUCATION MANAGEMENT
SYSTEMS ON THE EFFICIENCY
OF SECONDARY EDUCATORS
IN LEHUKWE CIRCUIT

Supervisor: Prof OC Potokri



NTHEOLA, 'Marenang Lonea

Dissertation Title: EXPLORING BARRIERS TO WOMEN LEADERSHIP IN SELECTED LESOTHO HIGHER EDUCATION INSTITUTIONS

Supervisor: Dr S Chibaya

SELALA, Sebolo Donald

Dissertation Title: WOMEN PRINCIPALS' LEADERSHIP PRACTICES OF ADDRESSING VIOLENCE AMONG LEARNERS IN SELECTED SOUTH AFRICAN SCHOOLS

Supervisor: Prof SD Makhasane

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NDLOVU, Sphephelo

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

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KODISANG, Segomotso Prudence	MOHONO, Luthando Hannie Mohanua	NDLOVU, Tshepo
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		REETSENG, Motshidisi



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SENOGE, Puleng Portia
SENYOLO, Thabiso Nelt
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 MEKILE, Lithemba
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 MITCHELL, Natalie
 MIYA, Matieho Patricia*
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 Innocencia
 MODISE, Lerato Precious
 MOKOENA, Dineo Hazel
 MOKOENA, Rorisang
 MOLEFE, Onthatile Vuyelwa
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 MOLOBI, Salome Bontle*
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 NTEMA, Mosidi Dintle
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 PIETERSEN, Maralize
 PLAATJIE, Lerato Charmaine
 QHEKEKA, Khanyisile Lumka
 RABELA, Zusiwe Shirley
 RAMATLI, Mpho Jemina
 RAMOKOENA, Kelebohile
 RAMONTSENG, Nthabiseng
 Catherine
 RAMOTSELISI, Prudence
 Nthabiseng
 RAPIYA, Vusumzi Mbuyisa
 RAS, Miranda
 RENS, Hileze
 SEBUSE, Itumeleng Ephraim
 SEDIBE, Kelebogile Dorothy

SEJAKE, Lebohang Yvonne
 SEKOLANYANE, Dibuseng
 Chantell
 SEMASE, Tankiso Nicordema
 SENKONENG, Palesa Patience
 SETHABELA, Prudence
 Mamohlalefi
 SIBEKO, Nomsa Nelly
 SINDANE, Nobuhle Chantel
 SITHOLE, Paballo Precious
 SITSHALUZA, Thandiswa
 SOBUZA, Viwe
 SOMGIDI, Olona
 SWARTS, Luchaal Micheala
 TAU, Metsing
 TELEKO, Dimpho
 TEMO, Tlhabane Kabelo
 TSHISIKULE, Vhukhudo
 TSHONGWE, Thandi Ivy*
 VENTER, Lara
 VENTER, Zandrè
 VISAGIE, Jornell Abigail Sebrina
 XOLO, Lindi
 ZUNGU, Lethukuthula Nduduzo

**BACHELOR OF EDUCATION
 IN INTERMEDIATE PHASE
 TEACHING**

 ABRAHAMS, Destiny Mariandra
 ALEXANDER, Amanda Hetta



ANDREAS, Malaika*	FILANDER, Katlego Abrian	KHOZA, Thandiswa
BEBENS, Matshidiso*	FLATELA, Funeka Daphney	KHOZA, Vuyiswa Sabeliwe
BERRIES, Sebolelo Annacletta Prudence	FOURIE, Celeste Christine*	KHUMALO, Thobile Annelinah
BIYELA, Khumbulani Simnikiwe	GAMA, Amanda	KHUZWAYO, Nonhlanhla Ntiyiso
BOISEN, Tshepang	GANABO, Kgomotso*	KOEBERG, Charlize Reese
BORNMAN, Mikyla	GANIE, Hafsa	KUMALO, Mantsheke Africa June
BOSMAN, Keeyah Cheryl*	GAOMPHE, Gontse Arthur	KUNENE, Eloise Thea Tiffany*
BOTHA, Nadia*	GESWIND, Tunisha Candrea	LABERLOTH, Eodia Lorea
BROWN, Celesté Irene Beronice	GREEN, Sinegugu Loral	LANGA, Lerato
BUTHELEZI, Xoliswa	GROENEWALD, Faqeera Urika	LANGA, Simphiwe*
CELE, Mlondi Cabilla	GUMEDE, Relebogile Pertunia*	LEEU, Khensani
CHARLIE, Lefa	GUNGULUZA, Merchia Rodine	LENCWE, Keamogetse Mary-Joyce
CHILI, Sibekezelo	HLAHANI, Mokete Theodoric Katleho	LESHABA, Tiego Rufus
CHILOANE, Ebony	HLALELE, Teboho Kingsley	LETIYASI, Lucky
CHONCO, Thabile Angel	HLUBI, Lethiwe Botrel	LETSOALO, Jimmy
CLOETE, Lin-Mari	HLUBI, Sindiswa Membry	LILIEVELD, Fernando Ilrich
DABULA, Nomfundo Charmaine	JANSE, Jowan	LIPPERT, Natasha
DHLAMINI, Thabile Minenhle	JARA, Lettie Mbalenhle	LIWANI, Asandiswa
DHLAMINI, Thabo Joseph	JEKETSI, Reabetsoe	LOTTERING, Lizandre Lizelle
DIKO, Sipehelele Simon*	JIBA, Azuke Alton	LOUW, Lyndon Levern
DLAMINI, Lilian	JIYANE, Princess Thembisile	MABA, Phathutshedzo Fortunate
DLAMINI, Nokwandisa Sharon	JONAS, Xolani	MABASO, Sanelisiwe*
DLAMINI, Simphiwe	KAMFER, Whinique	MABATHWANA, Neo Joseph
DLONGOLO, Andiswa Londeka	KAPANK, Earl Macsene Girland	MABENA, Nompumelelo
DLONGOLO, Senamile Lindelwa	KASPER, Shanon*	MABODIMO, Klaas Mokotedi
DRAAI, Mishay Ashmine	KGATITSWE, Keabetswe Kgotso	MADUMISE, Neo Nicole
DU PREEZ, Kirwin Curtley	KHAUOE, Kelebogile	MAEKO, Ditebogo Irene
DYAKOPU, Sesethu	KHOASE, Penelope*	MAFOSO, Thato Macdonald
FESTUS, Esme Abigail	KHOZA, Hope Happiness*	MAHASHA, Karabo



MAHURA, Lebogang Levu	MATLABE, Faiza*	MNTWANA, Welcome*
MAJADIBODU, Kgabo Rethabile Patricia	MATSOSO, Lehlohonolo William	MOCHWARAKGOLE, Tebogo*
MAKETKETE, Madibuseng	MAVUSO, Jabulile Precious	MODIBE, Michelle*
MAKGAKGA, Thabo Joseph	MBANGATA, Emihle	MOETI, Bontle Princess Rethabile
MAKGAREETSA, Tiisetso Widney	MBENDZANE, Phylldaphia Valencia*	MOFOKENG, Teboho Ishmael
MAKHALEMELA, Tshepang	MBOMBI, Bongani	MOGORU, Adelaide Mmamelale
MAKHAYA, Samkele	MBONA, Nkululeko	MOGOTSI, Rorisang
MAKHELE, Katleho	MCCLEAN, Norman Junior Celenion Michelangelo	MOHAPI, Sechaba Patrick
MALAN, Micheala*	MDHLULI, Nontsikelelo Nondumiso	MOHLAKOLA, Lerato*
MALATJI, Mpho*	MDLADLAMBA, Sanelisiwe	MOKAU, Mohlomi
MALEFO, Loatlegile Tholakele*	MDLETSHE, Nolwazi Nontokazi	MOKGADINYANE, Mokgomotsi
MALEKA, Nkosinathi*	MENYATSO, Bonolo*	MOKGOTHU, Letlhogonolo Abigail
MANDLAZE, Tevin Mpilo	MENZILE, Nomsa*	MOKOENA, Kenius Ndumiso
MANEWIL, Marodene Deidré	MHLONGO, Shallin*	MOKOENA, Palesa Rethabile
MANKONKWANA, Nosipho	MHLONGO, Siyabulela Emmanuel	MOKOENA, Rearabetswe Innocentia*
MANYONI, Katleho Hope	MIKOMATSINE, Dimpho	MOKOENA, Thabiso
MANZINI, Stanton	MJOKWANA, Thandokuhle Truelove	MOKOENA, Thando Mpho
MAROKANE, Mahlatsi Koketso	MKHIZE, Nombuso	MOKOENA, Tiholo Loyiso*
MARTLOW, Riyaz	MKONTWANA, Awonke	MOKONE, Refilwe
MASHABA, Matlhatsi	MLAMBO, Sanelisiwe Makabongwe	MOKOTAMA, Kearabilwe
MASHEGO, Karabo Margate	MLAWUZI, Nosipho	MOLESIWA, Omphemetse*
MASHELE, Feliciah Sphehile	MLOMBO, Noluthando*	MOLOI, Kabelo
MASHILOANE, Kgwasi Katleho	MNCULWANE, Ntombizekhetelo Ziphetele	MOLOI, Kamogelo Oregolele Charlton
MASHWAMA, Nkosana Emmanuel	MNGOMEZULU, Thandiwe Precious	MONA, Kagiso Vincent
MASIMELA, Jerome Jayden	MNGUNI, Luyanda	MOOKA, Boitumelo Mamsy
MATABANE, Katleho		MORABA, Kgothatso
MATHEBULA, Musa Blessing		MORAKA, Charlene Oratile
MATIWANE, Lihle		MORE, Kamogelo



MOSALA, Keorapetse Clementine*	NKOSI, Nelisiwe Prudence	SEKWELE, Reabetswe
MOSEME, Moseme Samuel	NKOSI, Neo Marcus	SELEPE, Katleo Mariam
MOSIA, Pontsho Perceventia	NKUIOENG, Tsetsema John	SEOLELA, Mahlatse Prudence
MOTAUNG, Lerato Queen*	NONYONGO, Ayakha Octovia	SEYDI, Fatima
MOTAUNG, Nthabiseng Magdeline	NONYUKELA, Ayola	SHABANGU, Mpumelelo Faith
MOTEPE, Tshirollo Rolence	NOYO, Anele	SHOSHA, Viwe
MOTHEO, Nthabiseng Victoria	NTULI, Nontobeko Promise	SIBIYA, Gugulethu
MOTLODING, Lebogang Angela	NXUMALO, Nkosingiphile Zaselangeni	SIDIMELA, Thilivhali Vennessa
MPHUTHI, Palesa*	NYAWO, Sandile	SIDINANA, Lulutho
MPINGA, Minenhle Thando	OPPEL, Casey-Ann Ivolene*	SIKHITHA, Khashama Tshilisanani
MQWATI, Ntombifuthi	PADMAKER, Amber Veronique Kyla	SIMON, Mamello Gloria
MSIMANGO, Ndumiso Innocent	PHATOLI, Reamohetse*	SITHOLE, Ntshovelo Goodness
MTHEMBU, Mxolisi Gift	PHUKUNTSI, Gaositwe	SMITH, Acelers Kyle
MTYISO, Ongeziwe	PITSO, Malefetsane Innocent*	SNYDERS, Juan Jaques Nicolai
MULLER, Chandré	PITSO, Naledi	SOSIBO, Nonhlanhla
MUNETSI, Tariro Toni	RADEBE, Doctor Thabang	STUURMAN, Lebogang Joel
MXATHULE, Oupanyana David	RALEBENYA, Kattelo	SUBRAMONEY, Parlo Thairique
MZAYIFANI, Mike Aron*	RAMAKATSA, Rethabile	SUNDUZA, Kamva-Lethu
NDLELA, Aphiwe Silindile	RAMAKGOLE, Isaac	SWARTLING, Shaleen Chandre
NDUNA, Oageng*	RAMALISE, Kananelo	THABANE, Ted
NGAMOLE, Karabo	RAMURUNDO, Chedza	THABISI, Xoliswa Sophy
NGESI, Thabile Princess	RASMENI, Akho	THERON, Dionne-Lee
GOBENI, Nhluvuko	ROTHMANN, Shazia Suraya	THOMAS, Thaakierah
NGWENYA, Nomawethu Julia Zandile	SAMUEL, Neo Vitalis	THUBAKGALE, Zanele Pontsho*
NGXELO, Olwethu	SAPTOU, Sheldene	TINTE, Joalane Andronica
NKALANGA, Lerato Strelizia	SEDUTLA, Akani Prince	TLAITLAI, Kelebogile Kgauhelo Qenehelo
NKAMISA, Vuyiseka	SEJANE, Mapula	TOTO, Onthatile Kabelano*
NKOPANE, Karabo	SEKGOTLA, Mahlaku Pretty	TSEOLE, Tieho Jonas
		TSHEKO, Keitumetse Keboneilwe



TSILO, Ramotinyane Khesa
 TSOENE, Ntswaki Leondra
 TSOTETSI, Lehlohonolo
 TSOTETSI, Thabang
 VAN ZYL, Jessica
 VANYA, Kabelo Kevin
 VOS, Candice Jennifer Jasmine
 WILLEMSE, Tray Davon
 WILLEMSE, Tyra Jaydene
 XABA, Khanyisile
 ZIQUBU, Bongeka Luyanda
 ZITHA, Siphosethu Clerence
 ZONDI, Lethokuhle Siphokuhle
 ZWANE, Themba*

DIPLOMAS

DIPLOMA IN GRADE R TEACHING

HLATSHWAYO, Nomthandazo
 HOFSTA, Ezelle Melody*
 KHETHELO, Masabata Getrude*
 KHUMALO, Sibongile Lungile
 Deborah*
 KOPANE, Mosa
 MALEKE, Alinah Evidence*
 MORABE, Mapaseka Hazel*
 NGCOBO, Fundisiwe
 NKUNA, Shanay Nkhenso*

SIBUYI, Ebenezer Samkeliswe
 VUNYISWA, Shadrack*
 ZULU, Nokuphiwa Sibongile

CERTIFICATES

ADVANCED CERTIFICATE IN FOUNDATION PHASE TEACHING

DLAMINI, Songeliwe Miseliwe
 DUBE, Nonkululeko Irene
 DYUBHELE, Nombuyisleo
 FOURIE, Danél
 HLOKA, Reboni
 HOHO, Portia
 KHOALI, Bafedile Sekokopa
 Elizabeth
 KHUMALO, Nthabiseng Sylvia
 LENKA, Mamakhaola Angelina
 LESHABANE, Mogano Cate
 MAGIGABA, Nomalinge
 MAJORO, Lettia Matshwakae
 MAKOFANE, Maboko Mgoako
 MALEKA, Mamodiehi Sylvia
 MAPHIKE, Mantwa Audrey
 MATHAGOE, Matsidiso Selina
 MATHULOE, Brenda Sibongile
 MATSAPOLA, Mohlatlega Jostina
 MATUME, Sonto Constance
 MBANZENI, Nozipho Veronica

MOHLABANE, Mantele Mieta
 MOJAKGOLO, Gobuang Martha
 MOLABA, Pudigadi Emogene
 MOTATI, Selloane Elizabeth
 MOTSEMME, Martha Motsei
 MOTSWAKAE, Mapule Gladys
 MPHANJUKELWA, Mandisa
 Precious
 MTAMBO, Khayelisha Bonisiwe
 MTHIMKULU, Mlandeli Dumisani
 Sidney
 MVUBU, Nokukhanya Nokwazi
 NAMANE, Aluis
 NDLOVU, Hlengiwe Ntombenhle
 Sweetness
 NOMCUTSHA, Nomzekelo Gladys
 NTSHIDI, Alina Majoala
 NTSUNYANA, Angelina Mantoa
 NTULI, Namhla Gugulethu
 NXUMALO, Wela
 PHELE, Mokgaetji Nathane
 PLAATJIE, Martha Nontwazifani
 RAMAWELA, Motlatso Emmie
 RAPHELA, Paulinah Precious
 RHUNGULA, Cornelia Bawinile
 SELEMOGO, Kedibone Maria
 SIBISI, Cynthia Nonhlahla
 SIBIYA, Bongekile Daphney
 SITHOLE, Sindisiwe Lydia
 SKOSANA, Esther Linah
 SUKWANA, Stella Yoleka



TEISI, Pinky

TOTSA, Nocawe

XOKI, Ntombizodwa Theodora

ZONDI, Patience Ntombifuthi Tutu

ADVANCED CERTIFICATE IN FURTHER EDUCATION AND TRAINING ENGLISH FIRST ADDITIONAL LANGUAGE TEACHING

JOBELA, Cecil Monwabisi

MANABE, Cyril

ADVANCED CERTIFICATE IN FURTHER EDUCATION AND TRAINING MATHEMATICAL LITERACY TEACHING

MODAKA, Mndawu Bongani

MOGOADUBA, Vamuhle Joyce

ADVANCED CERTIFICATE IN FURTHER EDUCATION AND TRAINING MATHEMATICS TEACHING

NDHLALA, Nonduduzo Patience

ADVANCED CERTIFICATE IN FURTHER EDUCATION AND TRAINING PHYSICAL SCIENCES TEACHING

MAHLANGU, Ntombenhle Petunia

MBANJWA, Mduduzi Dennis

ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING

BALOYI, Grace Adelaide

BANDA, Thabo

CARELSE, Jody Hope

CHAUKE, Xiwini Noel

CLASS, Asanda Desmond

DE WAAL, Lee-Ann Vanessa

DHLADHLA, Eric Sakhile

DUMA, Londiwe Hazel

DZHATSHALI, Rendani Donaldson

GCWABAZA, Philani Nimrod

GIWU, Happy Mildred Nwabisa

GUMEDE, Jabulane Mkhize

JELE, Phindile Eunice

JENKINS, Laverne Elise

KOTSI, Mpho Mamokhele
Jacominah

LETILE, Noluntu

MAMPURU, Portia
Ngwanashakeng

MARTHINUS, Mark Marius

MASHAGA, Precious Tshogfatso

MEHLWANA, Nomzwanele

MFUNISELWA, Nthabiseng Gloria

MNISI, Sophie Nanike

MODIBA, Mmashiko Elizabeth

MOFANA, Nteboheleng Irine

MOLEFE, Tissetso Patrick

MOLUPE, Manokole

MONA, Wellington

MOOKE, Evelyn Kgomotso

NTSINGILA, Nombuselelo Carol

PHOFI, Moliehi Magdeline

RANKO, Amelia Tselane

SCHEEPERS, Jeanrick

SCHROEDER, Sophia

SENGCA, Ntabozuko Precious

SHABANGU, Gugu Judith

SHANGE, Busisiwe

SHEZI, Patricia Samkelisiwe

SHIRINDA, Jabulani Godfrey

TSOTETSI, Samuel Lekgotla

ZIKIZELA, Gloria Gcobisa

ADVANCED CERTIFICATE IN SENIOR PHASE ENGLISH FIRST ADDITIONAL LANGUAGE TEACHING

APPIAH, Richard Kwane

MAKHANYA, Garfield Vama

MOSITO, Itumeleng Selvan

MOSOEUNYANE, Motshedisi
Selinah

MSHENGU, Zibusiso Bathobile

NOCUZE, Banele Brandon Msizi

ZUBANE, Vuyiswa
Nomathamsanqa



**ADVANCED CERTIFICATE
IN SENIOR PHASE LIFE
ORIENTATION TEACHING**

MKHABELA, Emely Ntombi

TSHETLHANE, Stephen Sipho

**ADVANCED CERTIFICATE IN
SENIOR PHASE MATHEMATICS
TEACHING**

MAKGOHLO, Katlego Freddy

DEAN'S MEDALS

**AWARDED TO A STUDENT WHO ACHIEVED THE BEST RESULTS IN RESPECT OF A FOUR-YEAR
BACHELOR'S DEGREE IN THE FACULTY OF EDUCATION**

MENYATSO, Bonolo

BACHELOR OF EDUCATION IN INTERMEDIATE PHASE TEACHING

**AWARDED TO A STUDENT WHO ACHIEVED THE BEST RESULTS IN RESPECT OF A MASTER'S DEGREE
IN THE FACULTY OF EDUCATION**

MASEKO, Florence

MASTER OF EDUCATION WITH SPECIALISATION IN EDUCATION MANAGEMENT AND LEADERSHIP

UFS Honorary Awards | UFS Honorary Doctorates

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

	A Krog – DLitt (h.c.)		2013	ZKG Mda – DLitt (h.c.)
	K Mokhele – DPhil (h.c.)		2014	ML Blum – PhD (h.c.)
	CJC Nel (Posthumous) – PhD (h.c.)			L Mulvey – DLitt (h.c.)
	L Quayle – DMus (h.c.)		2015	L Brahimi – DPhil (h.c.)
	T (Karel) Schoeman – DLitt (h.c.)			JM Samuel – DEd (h.c.)
	YK Seedat – DMed (h.c.)			MA Oduyoye – DTh (h.c.)
	MK Seely – DSc (h.c.)		2016	JD Sachs – DEcon (h.c.)
	C Seerveld – DPhil (h.c.)			RJ Khoza – DEcon (h.c.)
	F van Z Slabbert – DPhil (h.c.)			TA Manuel – DEcon (h.c.)
	JC Steyn – DLitt (h.c.)			M du Preez – PhD (h.c.)
	PA Verhoef – DTh (h.c.)			J Samoff – DPhil (h.c.)
	L van den Heever – LLD (h.c.)		2017	F Haffajee – PhD (h.c.)
	HA Wessels – LLD (h.c.)			PH Holloway – DSc (h.c.)
2005	A du P Heyns – DMed (h.c.)		2019	M Botha – LLD (h.c.)
	JJF Durand – DPhil (h.c.)			BL Fanaroff – DSc (h.c.)
	JA Groenewald – DSc (h.c.)			J Mofokeng wa Makhetha – DLitt (h.c.)
	WH Neuser – DTh (h.c.)		2021	MB Molemela – LLD (h.c.)
	M Ramos – PhD (h.c.)			ZM Yacoob – LLD (h.c.)
	SJ Terreblanche – DCom (h.c.)			SM Pityana – DPhil (h.c.)
2006	T Moss – PhD (h.c.)		2022	RJ van Niekerk – DLitt (h.c.)
	PV Cox – PhD (h.c.)			WK Byanyima – PhD (h.c.)
2007	BJ (Bannie) Britz – DArch (h.c.)			DM Davis – LLD (h.c.)
	KPD Maphalla – PhD (h.c.)			DE Moseneke – LLD (h.c.)
2008	D Ferreira – DSc (h.c.)			AL Sachs – LLD (h.c.)
2009	JC Loock – PhD (h.c.)		2023	MJ Wingfield – DSc (h.c.)
	LTC Harms – LLD (h.c.)			M Musk – DDiet (h.c.)
2010	P Gordhan – PhD (h.c.)			A Ekwamu – DSc (h.c.)
	BBS Ngubane – PhD (h.c.)			D Pepler – DSc (h.c.)
	AH Strydom – PhD (h.c.)			PCJ Vale – PhD (h.c.)
	M Jones – PhD (h.c.)		2024	Salim Abdool Karim – PhD (h.c.)
2011	D Tutu – DTh (h.c.)			Thabo Cecil Makgoba – PhD (h.c.)
	P Fourie – DLitt (h.c.)			Murray Leibbrandt – PhD (h.c.)
	OG Winfrey – DEd (h.c.)			Bineta Diop – PhD (h.c.)
	RWM Frater – PhD (h.c.)		2025	RMM Zondo – LLD (h.c.)
	A Sawyer – DEd (h.c.)			T Falola – LLD (h.c.)
2012	RJ Goldstone – LLD (h.c.)		2026	J Siwani – PhD (h.c.)
	ER v Heerden – DLitt (h.c.)			I G Gouws – DLitt (h.c.)
	M Nussbaum – DLitt (h.c.)			Z Wanner – DLitt (h.c.)
	OW Prozesky – MD (h.c.)			R Moletsane – DEd (h.c.)
	FDJ Brand – LLD (h.c.)			M S Sisulu – DEd (h.c.)

Shields of Honour, Council and Chancellor's Medals

1994	Prof FO Müller (Shield of Honour)	2008	Ludo Helsen (Shield of Honour)
	RE Schoombie (Shield of Honour)	2009	Prof JU Grobbelaar (Council Medal)
1995	Prof FO Müller (Chancellor's Medal)	2010	Mrs AM Dippenaar (Chancellor's Medal)
	RE Schoombie (Chancellor's Medal)	2014	Dr H Verster (Chancellor's Medal)
1996	Prof S Mittman (Shield of Honour)	2014	Mr JL Pretorius (Chancellor's Medal)
1997	Prof M Jansens (Shield of Honour)	2016	Mr AD Osler (Chancellor's Medal)
1998	Prof CJC Nel (Chancellor's Medal)		Ms M van der Merwe (Chancellor's Medal)
	Prof C Swanepoel (Chancellor's Medal)	2017	Ms JS Isaacs (Chancellor's Medal)
1999	WJ (Hansie) Cronje (Shield of Honour)	2019	Mr JF de Villiers (Chancellor's Medal)
	Prof David Justice (Shield of Honour)		Ms EM Oosthuizen (Council Medal)
2000	Prof P Rosseel (Shield of Honour)	2022	Dr N Pearce (Chancellor's Medal)
	Prof MJ Viljoen (Chancellor's Medal)		Mr N Janse van Rensburg (Council Medal)
2001	Prof PC Potgieter (Chancellor's Medal)	2023	Prof MG Lötter (Chancellor's Medal)
2002	T Moss (Shield of Honour)		Prof SC Brown (Council Medal)
	Prof CD Roode (Chancellor's Medal)	2026	Prof A van der Westhuizen (Council Medal)
2003	Prof HC Janse van Rensburg (Council Medal)		
	Prof SA Petersen (Shield of Honour)		



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.



CONGRADULATIONS,

Class of 2025, 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.

KEEPING YOU INFORMED AND CONNECTED

We strive to keep you informed of the latest news, campaigns, events, reunions, and projects emerging from the UFS. But to stay connected with us, you must update your contact details regularly. Stay in touch with us by visiting our website, Facebook, and LinkedIn pages, and keep an eye out for emails from us. Let us keep you connected with your alma mater and other UFS alumni locally and globally. Not only do we want to keep you connected, but we want to continue celebrating you as you achieve excellence in the future.

Stay connected by ensuring that you update your details every year in one of the following ways:



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