

**School of Education
Community Engagement**

..... Presents

**CREATIVE NETWORK
MAGAZINE**

About This Volume

**Students and Staff from ALL universities and members of the general public were invited to:
'Write about their current experiences in a creative way - a story, lyrics, poem, drawing etc...
including how learning can take place during this time".'**

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Just Listen
by
Folabit Lena Novel

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"Up the hills at the top of the leaves of a tall tree perched birds of colourful nature.

Early morning in the cold of summer hails whistles and whispers of chirruping

multi-coloured birds as the melody dwindles through the wind down the hills to

the tiny huts that lay cover in the forest where we had rested through the night. Sluggishly we

woke, clouded eyes, Just then! the house said

Just listen! What do you hear? as the echoes piece through the trees to your melodious ears!

Listen to the voices as it swiftly blows and gently wakes you from the long night sleep. What do

you hear!

Just listen"



Vlinder in die glasfles: [PART 2]

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INTERESTED
IN
SUBMITTING
A CREATIVE
PIECE

Submit your
piece to any
team member
by e-mail or
WhatsApp by
Wednesday of
every week.

SUBMIT -
PERMISSION
IS GRANTED
TO THE
EDITORS TO
PUBLISH MY
CREATIVE
WORK IN THE
MAGAZINE.

By
Nicolene Butler
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Hulle spreek af om mekaar oor 'n uur by haar woonstel te ontmoet. Sy draf op na haar woonstel om gereed te maak vir hul eerste afspraak. Die aandjie uit was aangenaam. Die liefde blom tussen hulle. Sy was eensaam toe ontmoet sy vir Brian. Nou is sy gelukkig en verlief. Sy lig vir Brian in dat sy hom baie graag aan haar ouers wil gaan voorstel. Hy stem in. Die ontmoeting loop goed af. Haar ma is bly oor haar goeie vangs, maar haar pa moet eers gewoond raak aan die idee. Brian is 'n sagmoedige reus. Hy gee regtig baie om vir Lientjie. Sy blom van geluk. Sy weet hulle is bedoel vir mekaar.

Maande vlieg verby. Die liefdesband tussen groei hegter tussen hulle. Lientjie beseft hoe gelukkig sy is. Sy het 'n goeie werk. Alles werk ten goede vir haar uit. Brian weet die tyd het aangebreek om die vrou van sy drome aan sy ouers voor te stel. Lientjie is te vinde vir die idee. Sy sien baie daarna uit om Brian se ouers te ontmoet. Hulle het haar met ope arms ontvang. Lientjie het onmiddellik met Brian se ouers gekliek. "Die omie en tannie is gawe mense", dink sy.

Die naweek was vrugtevol. Sy kry 'n glimlag op haar gesig as sy daaraan dink. Die aand by haar woonstel beseft sy hoe bevoorreg sy is om Brian in haar lewe te het. Sy ontdek 'n dooie vlinder op haar vensterbank. Sy gaan kombuis toe. Kry 'n leë glasfles, vul die bodem met wit klippies en monteer die delikate vlinder versigtig in die fles. Sy streel die vlinder se vlerke versigtig. "Wat het met jou gebeur", vra sy saggies. Sy vereenselwig haar met die pragtige vlinder. "Ek het my vlerke gesprei. Ek is gereed vir enige uitdaging wat my pad langs gaan kom," dink sy. "Ek is jonk en my lewe wink vir my", dink sy.

Die lewe is so onvoorspelbaar. 'n Mens weet nie wat die toekoms inhou nie. Jy moet jou lewe voluit leef. Jy moet elke oomblik die moeite werd maak. Lag hard, leef goed en wees geliefd. Vat kans in die lewe. Wie nie waag nie wen nie.

'n Vlinder ken nie die kleur van sy vlerke nie. Slegs die menslike oog kan dit raaksien. Net so is dit met die mens. Jy weet nie hoe pragtig jy is nie, net ander mense kan sien hoe spesiaal jy is. Wees soos 'n vlinder. Vlieg jou toekoms wapperend in. Vertoef vir 'n wyle en ontdek die blommegeure. Proe die nektar voor jou vlindervlerke leweloos en stil raak en soos stof in die lug verdwyn.

Community engagement and employability during COVID-19

by

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In 2019, the unemployment rate among young people aged 15 to 24 years was at 55,2% (Statistics South Africa, 2020). Graduates constituted 31% in this age group. The South African labour market has been under pressure with the dawn of the Fourth Industrial Revolution (4IR). The COVID-19 pandemic compounded existing unemployment challenges in South Africa. In 2020, the number of employed people declined by 2,2 million as a result of job shedding linked to COVID-19 (Statistics South Africa, 2020). The COVID-19 situation seems to have an impact on the ideals of South Africa concerning non-discrimination and equal opportunity in the workspace. This informed the author how community engagement (CE) could be used to address socio-economic challenges that may lead to new employment opportunities.

Community engagement is defined as "...the planned purposeful application of resources and expertise in teaching, learning and research in the University's interaction with the external community to achieve mutually beneficial outcomes in ways that are consistent with the institution's vision and mission" (University of Pretoria, 2013, p. 5). In essence, CE is about partnerships. It is crucial for CE partnerships to be driven by principles that enhance sustainability, which include commitment, equity, capacity-building and respect for existing networks. In light of the goal of global citizenship education for developing global citizens, I argue that it is important for higher education (HE) to move from service-learning as charitable undertaking to global citizenship as form of social justice that focuses on community issues and global problems (Bowen, 2013). Burnett, Hamel and Long (2004, p. 181) refer to this paradigm as moving away from the "missionary ideology" of working "for" the community to working "with" the community. Moreover, the goal of CE within the social justice framework is to develop global citizens who are equipped with knowledge, skills, values and the will to engage with their communities and develop a better world (Oxfam, 2006). As HE engages with communities in a socially just way, all the partners (including community partners) will build the capacity and skills necessary to gain employment in future.

Doyle (2010) suggests that cultural activities are commercially valuable, and they are prominent in socio-economic policy, social inclusion and CE. Furthermore, the cultural work of two youth-led organisations in Canada, namely Beat Nation and the 411 Initiative for Change, supports the notion of linking cultural activities in an effort to address socio-economic challenges (Porfilio & Gorlewski, 2012). It would be a significant positive for South Africa to exploit its diverse cultural heritage through CE to provide gainful employment. Esther Mahlangu, a world-renowned Ndebele artist, is a good example of many South Africans who use culture for economic benefit (Ndebele BMW art car).

I suggest that youths could use cyberspace (4IR) and art in the form of music to challenge the economic depression with which the global community is confronted. This could be done by guiding the youth towards gaining an understanding of the reasons for social inequality as well as learning the significance of working jointly in CE to challenge injustice.

Literature identifies the benefits of CE for students as increased academic performance, self-efficacy, and broadened values and career choices (Falk, 2013). CE partnership has the potential to promote social justice issues that are drawn to the attention of students during their academic careers. I believe that students who participate in CE during their studies are more likely in their adult lives to be involved in community initiatives that may turn into small business enterprises in some instances. I presume that the opposite may nevertheless also be the case as students who are apathetic and disinterested in CE may develop a negative attitude towards community endeavours, and therefore fail to achieve the benefits that they might otherwise have enjoyed.

When university students engage with learners, they serve as agents that facilitate growth by means of offering learners career guidance. Students who are active in CE are advancing the social justice agenda by contributing positively to community development. It is crucial to expose learners to new career opportunities as COVID-19 and/or 4IR now exposed that some careers have become redundant. CE can serve as a platform to introduce all the partners to new careers (career exhibitions).

May I conclude by reiterating that CE has the potential to enhance the prospect of upward career trajectories. The relationships that are established during CE partnerships are invaluable for growth in careers and as global citizens.

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Ngiyavuma ngehlulekile

by

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Yebo kang`sis` isahluleki
Empeleni angivum` ukuba isahluleki
Keph` ezinye izinto k` mele mawuzivume
Ngiyaz`ukwahluleka kwehlis` is` thunzi
Kukubunakanisa nezwe
Abantu bakubona untekenteke
Kepha mina namuhla, ngiyavuma ngehlulekile

Ngibasathe ngibamba la kuyaphunyuka
Ngithi ngizama la lutho akulungi
Ngibasathe ngihlanganisa lokhu lutho konke kuba nhlanga zimuka nomoya.
Ngithi ngihlanganisa lokhuya, phinde akuhlangani,
Nebengithi sekuhlangane kuphinde kuhlukane
Kuvele kuphelele obala okwesithukuthuku senja.
Ayi! Ngiyavuma ngehlulekile.

Noma ngilele ebusuku,
Ngiyavuka kwesikabhadakazi
Ngidl` amathamb` engqondo.
Ngiy` buze ngiziphendule
Ngiybuza ukuthi kanti kwakhala nyonini lapha kimina.
Noma ngithi ngigob` iy` nkophe, kabufiki bon` ubuthongo
Ngiqwasha ungiyoqwasha.
Kuze kuse ngisabheke ngaway` zolo.
YEBO! Kang`sis` isahluleki, kepha namuhla ng` yavuma ngehlulekile.

6

Sengihambe zinyanga, ngahamba zanusi
Zawachitha zawaqoqa,
Zazamula zibika ifu elimnyanga,
Kepha akekho oke wanginik` impendulo eshay` emhlohlweni bonk bahambela kude kuhle kwelanga laseb` sika.
Bonke bagudl` iguma.

Sengihambe masont` onke
Babodwa abathe ang` bhek` is` phambano
Abanye bangitshela ngabakithi asebadlula phecelezi amadlozi, sengish` iy` ndlondlo phela.
Abanye bathi angikhuleke ngibikel` umdali ngolwam` usizi.
Abanye bangikhomba emanzini,
Babodwa abangikhomba entabeni ngethemba lokuth` entabeni kaJehova kuyabonelelwa.
Konke lokho akungisizanga ngalutho
Ay ngiyavuma bo!
Ngiyavuma ngehlulekile.

Sengihambe ngisho abakozindlebezikhany` ilanga,
Bangikhomb` ekwalulekweni ngokwezengqondo,
Banginik` im` jovo enhlobonhlobo
Bangikhomb` ey` bhedlela zey` mal` ezishisiwe
Lutho nalapho ukuthola usizo.
Kanti konakelephi ngampela?
Lowo ngumbuzo engizibuza wona mihla le
Ngikhala ezimathonsi usuku nosuku,
Umcamelo uyaconsa co izinyembezi
Pho ukukhihl` esikaNandi kwake kwasiza bani?
Silwane sami sobunkondlo vuka ,
Vuka sisebenze mina nawe,
Mina nawe sithwel` umthwalo,
Umthwalo wokwalulek` isizwe,
Isizwe sobabamkhulu nokhokho bethu,

Okhokho bethu abasishiya nalomhlaba,
Lomhlaba okumele siwuphathis` okwezikhali zamantungwa.
Xola moya sengigawule zephuka
NGIYAVUMA,NGIYAVUMA NGEHLULEKILE.

uSmarh the poet , s` phil` es` khathini sobubi nengcithakalo!

ELET'S TUITION PROJECT

by

Sandro Thaver
(ELET, DURBAN)

5



Matric results (2020) demonstrated a sad reality again - our learners performed poorly in gateway subjects Mathematics and Physical Science, which are critical for South Africa's economic growth and development. The consequences are that we lack competitiveness globally, and poorly performing learners are ineligible for tertiary study in Science, Engineering and Commerce. A continuing decline will seriously jeopardise our progress towards the Fourth Industrial Revolution, which requires strong graduates in Math, Science, Engineering, Technology and Commerce. Urgent interventions at the coalface (classroom) are necessary.

Last year, ELET, in partnership with BANKSETA completed a tuition project providing additional support to 50 Grade 12 learners from 3 high schools in Inanda, namely, Inanda Newtown Comprehensive, Nhlanhlayethu and Ohlange High Schools. Learners received extra lessons in Mathematics, Physical Science and English. The program assisted them in achieving strong Bachelor Passes and enabled them to study Science, Engineering or Commerce at the tertiary level and ultimately, they should secure careers in the Science or Commerce fields.

After the lockdown was lifted and with all safety protocols observed, classes were held on Saturdays, and a Holiday Program at Crystal Point Secondary in Phoenix. Seasoned educators at the pinnacle of their profession with over 25 years of experience conducted the lessons. They focussed on improving learner's knowledge and understanding of difficult concepts whilst providing reliable, tools and strategies to equip the learner with skills for writing tests and examinations. These elements combined to boost the confidence of the learners and increased their chances of obtaining strong Bachelor Passes. Learners had access to a WhatsApp group for additional support and guidance during the year. Additionally, learners received a talk from a professional motivational speaker; sessions on career guidance and how to compile their CV's; how to apply for tertiary study and how to access funding opportunities for their studies.

ELET is proud to announce that the programme was a great success with 86% of the learners in the program receiving Bachelor Passes. Our organisation is pleased to announce that BANKSETA has re-appointed ELET this year, this time for 80 learners to receive extra lessons in Mathematics and Physical Science. An additional 3 schools have been added to the program and we look forward to great success again.

WHAT FANON SAID – A PHILOSOPHICAL INTRODUCTION TO HIS LIFE AND THOUGHT

By LEWIS R GORDON

Reviewed by

Dr. Betty Govinden

(University of KwaZulu-Natal)

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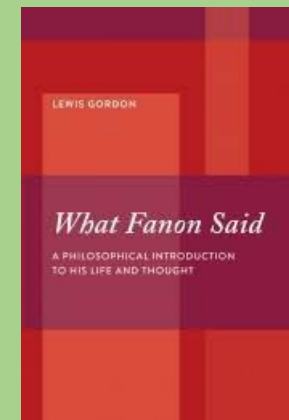
LEWIS B GORDON is one of our foremost global scholars. He is professor of Philosophy at the University of Connecticut, US, and works in theories of race and racism, postcolonial thought and philosophies of liberation, among other fields. He is a most engaging thinker, and it is worth listening to him as well, on YouTube.

In his book, *WHAT FANON SAID*, published in 2015, Gordon gives an all-encompassing analysis of Fanon's thought, against a wide background of the history of colonialism and anti-black racism.

He highlights the relevance of Fanon for our times, as we continue to struggle against the aftermath of colonialism in economic, political, social and psychic spheres.

Gordon shows the way dehumanisation worked in colonial society, as Fanon had eloquently depicted it, and the all-too-necessary humanising impulses in decolonial work.

[This is a must-read, and if you don't have a copy, I am happy to lend you mine!]



Debilitating factors confronting South African education

by

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7

Many factors are responsible for the weak structure of education in South Africa. Mouton, Louw and Strydom (2013) assert that the South African education system is defective as a result of poor work ethic, teachers' low knowledge content and a lack of commitment. The state of education is further affected by the absence of both parental and community support for teachers, the weak morale among teachers and students, low-quality guidance from education authorities, shallow accountability and discipline-associated complications such as absenteeism and truancy, as well as the increasing learner drop-out rates.

Jacobs (2014) argues that school violence is mostly reported in the media as a complex phenomenon that defies understanding. According to Jacobs, violence must be seen from a societal rather than a personal perspective. This phenomenon is causing serious concern in South African schools and must be addressed to ensure a positive learning environment where committed teachers can be free to impart knowledge. As entrenched in the Constitution of 1996, Section 28 (1) (d) of the Republic of South Africa (RSA), children have the right to education, and learners attending school ought to be protected against all possible forms of danger (Basson, 1996).

It could be assumed that teachers' insufficient content knowledge is responsible for learners' failure to acquire the preparatory knowledge they ought to have, which may also account for the high rate of failure in mathematics and related subjects in earlier years and when writing the matric examination. To add to the challenges experienced in education, some male teachers are unfortunately morally bankrupt and sexually assault female learners. The incidence of HIV/AIDS is increasing, and young women are affected more seriously than their male counterparts (Modisaotsile, 2012). Other issues that exacerbate the challenges faced by education in South Africa is the detrimental effect of peer pressure and the high incidence of substance abuse among learners.

>>>>

Essentially, the reasons for the poor performance of learners in general, and in Grade 12 in particular, include inadequate resources; lack of accountability among officers responsible for ensuring the fair distribution of scarce resources; poor learner discipline; ineffective policies emanating from school level, inadequate organisational composition and immature managerial skills; teacher union disruptions and complexities in executing collective agreements; inability to implement government policies; and deficient parental school involvement (Mamogale, 2016). Any investigation of the various identifiable challenges confronting South African education should pay urgent attention to the issue of teaching and learning. Nationally, learners in public schools have to contend with the problem of insufficient textbooks and inadequate tuition, in addition to difficulties experienced as a result of overpopulated classrooms and poor school facilities (Writer, 2015). Common problems experienced by learners in public schools in all the provinces of South Africa are itemised in the Table below.

Problems experienced in public school	Province (Per cent)									
	WC	EC	NC	FS	KZN	NW	GP	MP	LP	SA
Lack of books	3,1	3,7	2,3	2,4	4,2	4,7	3,7	4,9	2,7	3,7
Fees too high	4,3	5,0	1,7	1,6	2,8	4,1	6,2	3,2	0,8	3,6
Classes too large	6,2	2,8	1,5	1,6	2,6	6,0	3,1	5,7	1,4	3,3
Facilities bad	2,6	4,4	1,6	6,4	2,6	3,8	2,2	4,4	1,2	3,0
Lack of teachers	1,7	5,2	1,8	1,9	1,5	3,0	1,5	2,0	0,9	2,2
Poor teaching	2,2	1,6	1,6	1,4	1,8	2,2	2,4	2,0	1,0	1,8
Teachers absent	2,7	1,1	1,1	2,4	1,1	3,4	2,4	1,6	0,9	1,7
Teachers striking	1,2	0,7	0,6	1,1	0,8	1,1	1,0	1,3	0,7	0,9

Table 1: Nature of the problems experienced by all learners who attended public schools per Province (Writer, 2015)

Sadly, even in the twenty-first century, many schools in South Africa still experience some of the factors that debilitate education. This is a clear indication that the country is still struggling to find lasting solutions to common challenges.

>>>>

The government should also pay attention to other challenges faced by the South African education system that are not identified in this study. Despite the South African government's colossal spending on education to ensure equity, the country still experiences inequality (Ndebele, 2020) in respect of socio-economic opportunities, which has resulted in two forms of schooling, namely functional and dysfunctional school systems. A wide economic gap still exists between the wealthy minority and the poor majority. Blacks, in particular, remain economically disempowered and are often unable to provide the best possible education to their children.

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RESEARCH BYTES

8

Open Education Resources Africa (2021) How do I create a Community of Practice for Open Educational Resources?

<https://www.oerafrica.org/content/how-do-i-create-community-practice-open-educational-resources>

How do I set up a CoP for OER?

The success of a CoP ultimately depends on preparation and involves consideration of a number of key aspects.

1. Identify the scope and focus of the CoP for OER
2. Build a case for action
3. Identify a CoP facilitator
4. Identify potential members and criteria for membership
5. Highlight the benefits of joining the CoP to potential members
6. Identify potential knowledge to share
7. Decide on an initial technology platform
8. Consider how the CoP will be governed

What is a Community of Practice?

Are you looking to interact with people who are interested in Open Education Resources (OER)? Do you have ideas that you want to share with a wider audience and learn more about OER? A Community of Practice (CoP) might be the right place for you.

The term 'Community of Practice' was created by Etienne Wenger, who offers a social theory of learning – a school of thought that proposes that humans can acquire new ideas and behaviours by observing others. The term has been used in various ways, and usually refers to informal networks that support people to develop shared meaning and engage in knowledge building.[1] A CoP is a group of individuals who share a domain of interest, which they use as a basis for interaction. Members of a CoP for OER might share resources, experiences, problems and solutions, tools, and methodologies. A CoP is a great way to conduct advocacy and gain momentum for OER at your institution, within your organisation, or in your social circle.

How do I find people who are interested in OER?

Struggling to find people who are interested in your preferred subject area? Here are some options for you to consider:

- **Reach out to your network**
- **Search on LinkedIn**
- **Do your research**

Access the links below to see some CoPs for OER, and OEPs more broadly, in action:

- [Teacher Education in Sub-Saharan Africa](#)
- [OER Commons: Open Education Community of Practice](#)
- [BC Open Educational Technology Collaborative](#)
- [Community College Consortium for Open Educational Resources](#)

Ultimately, developing a CoP for OER is a wonderful way of learning, sharing knowledge, and advocating for OER use. As long as you maintain a clear sense of the scope of your CoP and ensure that all of the CoP's activities contribute to its case for action, it can make a valuable contribution to the OER movement.

The 'grass to grace' life experiences of a PhD student at the University of Pretoria
by

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Upon hearing my supervisor (Dr Roy Venketsamy), co-supervisors (Prof Ina Joubert and Dr Susan Thuketana), family, friends and colleagues address me as Dr Martin Chukwudi Ekeh in November 2020, it seemed as if I were in a dream until 7 May 2021 when I received my certificate which clearly stated that I had been granted the privileges of a Doctor of Philosophy (PhD) in Education.

This journey, which ended on 7 May 2021, began in 1998. After my Senior School Certificate Exam (SSCE or Matric), I failed all my subjects, except for the home language. I was depressed. It became worse when I saw my classmates going on to further their education. I loathed myself and almost gave up pursuing further studies, but my mother begged me not to give up. She said to me, 'My son, you are my first child. If you refuse to further your education because of failing SSCE, then your younger brothers and sister will follow suit. Please re-register and start over again'. I listened to the wise counsel of my mother and started all over with the SSCE exams. I received credits for some subjects and proceeded to attend a college of education. At the college, I was mocked and cajoled because I chose to study early childhood education as a male. On one occasion I remembered a close relative telling me that I would not excel beyond being a primary school headmaster

because of my career choice. To compound the matter, my mother's colleague asked me why I chose such a 'feminine' course. As I reflected on that question, I wondered if early childhood education was exclusively for females, considering that young learners need male teachers as role models too.

However, when I graduated from college with a Nigerian Certificate in Education (NCE), it was as if a fire had been ignited in me, and in a short while, I bagged my first degree. With my first degree, I gained employment as a graduate assistant lecturer. This was because at the time there was a scarcity of males who studied early childhood education. Consequently, my mockers became my praise singers. Proceeding with my Master of Education degree in Early Childhood Education chartered a clear career path which positioned me for the PhD programme.

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However, when I graduated from college with a Nigerian Certificate in Education (NCE), it was as if a fire had been ignited in me, and in a short while, I bagged my first degree. With my first degree, I gained employment as a graduate assistant lecturer. This was because at the time there was a scarcity of males who studied early childhood education. Consequently, my mockers became my praise singers. Proceeding with my Master of Education degree in Early Childhood Education chartered a clear career path which positioned me for the PhD programme.

Landing on South African soil on 27 April 2018 marked the beginning of my PhD journey. I met with my first supervisor (Prof Ina Joubert) and co-supervisors at the time (Dr Roy Venketsamy and Dr Susan Thuketana) on 2 May 2018. In the first meeting, they helped me develop my research ideas, and on the same day, they drew up a timeline for my studies. Shortly after defending my research proposal, my supervisor, Prof Ina Joubert, retired. She handed me over to Dr Roy Venketsamy, who became my supervisor, while Prof Joubert and Dr Susan Thuketana became co-supervisors. I felt intimidated by Dr Venketsamy because I felt like I was in trouble, and indeed, I would have been in trouble had I been a lazy student. To my surprise, it turned out that I had been given a supervisor 'who worked like a typical Nigerian electricity generator that barely stopped generating power'. He kept me in a constant state of awe as I wondered if he ever slept. He was punctual and often gave me feedback earlier than I expected. Sometimes I asked myself how Dr Venketsamy managed to meet the demands of all his post-graduate students. The answer was simple: he loved his job, and he was dedicated to it.

My supervisor drilled me academically, and I am currently enjoying the fruit of my labour, as well as the knowledge and expertise I received under his tutelage. When I became a Teaching/Research Assistant under his guidance, I noticed how my supervisor had instilled in me the skills to conduct research, write and peer review articles, as well as to critically read research proposals and theses. He also taught me the art of academic writing in a short space of time. Together, we submitted six academic articles for publication. Three of them have been published, and three are still under review. While I was a student and a contract employee at the Department of Early Childhood Education, I was fortunate to be exposed to different aspects of academic life. I had written my PhD thesis within 1 year and 7 months, completing in June 2020. After much hard work and many sleepless nights, I finally reached the end of my journey. I submitted my thesis for external examination.

This was possible because I had supervisors who were unrelenting regarding the timeline, they had agreed upon with me. Though I was still a student, Dr Venketsamy and his colleagues had long since started seeing me as their colleague because of the investment they had made in me. They gave me the opportunity to grow and bestowed on me administrative and soft skills in order for me to handle issues between students and staff members. Apart from the PhD, their teachings moulded me into the person that I have become today.

I cannot fail to mention that this PhD had its fair share of trials and tribulations. I had a rough time studying as ninety per cent of my time was spent on campus, from early morning until evening. Sometimes I walked back to Sunnyside where I lived all alone. Transport was a challenge late at night. I was not used to sitting down and studying for long periods, but I found myself studying for at least 10 hours every day. It became a part of my lifestyle. The Research Commons on Groenkloof Campus were my living room while my residence was just for sleeping in. At times I felt like crying because I would carry out research for days, writing myself into the ground, only for my work to be rejected by my supervisors. However, I persevered and perfected my academic writing skills.

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