

UKZN TOUCH

A UNIVERSITY OF KWAZULU-NATAL ALUMNI MAGAZINE



10

**COVID-19 AND HIV
AND AIDS COLLIDE IN
SA PANDEMIC RESPONSE**

13

**TOWARDS A COVID
FREE UKZN**

35

**ALUMNUS GETS CREATIVE
DURING THE PANDEMIC AND
JULY 2021 UNREST**



UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
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UKZN HAS ZERO TOLERANCE FOR GENDER-BASED VIOLENCE

CONTENTS

Vice-Chancellor's Foreword	2
Editorial	6
Message from the President of Convocation	8
Message from Alumni Relations	9
COVID-19 and HIV and AIDS Collide in SA Pandemic Response	10
PhD Candidate Tackles the COVID-19 Virus	12
Towards a COVID-Free UKZN	13
Playtime is not just for Fun	15
Striving for a Work-Life Balance during COVID-19	16
OPINION PIECE	
COVID learning losses: What South Africa's eEducation System must Focus on to Recover	18
Boycotting Graduation to Protest against Apartheid	20
SPOTLIGHT ON ALUMNI	
Music is in her Blood	25
Top UKZN Academic Sets Sights on Infectious Diseases Research Team	27
Star UKZN Aerospace Engineer Settles in Copenhagen	29
Researcher Aims to Discover when Stars were Formed in the Universe	30
Researcher now Prolific Children's Book Author	32
Architect Puts Sport First and Wins	33
Alumnus Gets Creative during the Pandemic and July 2021 Unrest	35

OPINION PIECE

The Impact of COVID-19 on South African Higher Education	37
--	----

MAIL&GUARDIAN

UKZN Alumni make it to the Top 200 Young South Africans List	39
--	----

SPORTS ROUND-UP

High Hopes for UKZN Soccer Under Coaching of ex-Bafana Bafana and Bundesliga Star	42
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NEWS ROUNDUP

Alumnus Placed Second in Unisa National Strings Competition	45
UKZN Convocation - Shaping the University's Present and Future	46
UKZN Engineering Alumnus Working with McClaren	47
UKZN Student Excelling in Technology and Entrepreneurship Space	48
Judgment Given in Landmark Court Case in which Law School Personnel Contributed	49
Alumni Class Notes	51
UKZN Foundation: Making a Difference	75
Books Published by UKZN Alumnus	76
Contacts & Social Media	78
Alumni Benefits	82
On the Bookshelf	85

This edition of *UKZNTOUCH* reflects on the past two years of the COVID-19 pandemic.

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VICE-CHANCELLOR'S FOREWORD

Professor Nana Poku
Vice-Chancellor and Principal

UKZNTouch sat down for a one-on-one interview with Vice-Chancellor and Principal Professor Nana Poku.

Q: We have seen UKZN academics playing a very critical role during the height of COVID-19 in terms of research into the pandemic. While the pandemic is still with us, new challenges have also emerged. Issues of climate change have been brought to the fore of our collective thinking as we witnessed the devastation caused by the recent floods in KwaZulu-Natal. Corruption and the general economic well-being of the country are also hot topics as we continue to record low levels of growth leading to high rates of unemployment. What role do you see UKZN playing in providing solutions to these problems?

A: If humanity is going to find a way out of the very large and complex issues now confronting us, we are going to have to think our way out. That is what our universities are for - and that is why it is so important that our degree offerings and our research range across the span of human knowledge. Human betterment in all its countless particulars needs precisely the kind of bright and ambitious men and women we have at UKZN.

But we also need to recognise that the Higher Education sector is changing. The dynamics between the traditional providers of knowledge (universities) and end-users (students) have altered dramatically over the past three decades. Hyper-accelerated by COVID-19, today we live in a web-enabled open-sourced world, where knowledge is an increasingly cheap and readily accessible commodity, and universities are just one group among many responding to the ever-increasing demand for knowledge. The Department of Higher Education and Training (DHET) notes that South Africa currently has 35 private universities accounting for

20 percent of the Higher Education sector in terms of student numbers.

Much of the demand is for 'bite sized', instrumental knowledge to satisfy immediate personal or corporate needs, whether to demonstrate qualification for career entry or to resolve specific practical or policy problems. We need to be clear-sighted about the prevailing conditions: the constellation of changes does not support us; they will not revert to something more favourable; and we cannot ignore them without imperilling the future of this Institution as a place for elite transformed education to transform South Africa. The challenge for UKZN in this rapidly changing world is how we focus our attention on emphasising our position as a distinctive institution for transformative learning, rather than simply another producer and purveyor of knowledge.

Our focus must be on enabling our graduates to gain employment after completing their studies with us. This will require us to purposefully review and adjust all our courses; it will require us to focus on graduate employability which entails ensuring that more of our core provisions are aligned to labour markets, locally, nationally and internationally.

Q: The start of the current academic year was marred by violent protests. While protests have sadly become a norm across all universities, this year's protests at UKZN were different in that they were characterised by high levels of violence and criminal activities, including threats to staff members. How do you characterise these protests? What/who is behind them and how is the University planning to deal with them?

A: In my time as Vice-Chancellor (VC), I have worked hard to diminish the kinds of violence and destruction that have beset our campuses - and they have greatly diminished. However, there are individuals and groups who have made it their mission to use legitimate student concerns and issues as a front to pursue self-enriching agendas on our campuses at the expense of the value, purpose, and mission of UKZN. Management has been characterised by some factions as the enemy - but the question arises: enemy of what or whom? How can men and women who have dedicated their lives to the selfless pursuit of educating the next generation in one of the most unconducive working environments in the country ever become legitimate targets for threats, attacks and worse - violence? Each year millions of Rands worth of property is damaged, destroyed or simply burnt. Each episode is met with a convulsion of collective social outrage and a flurry of ill-conceived or ill-informed opinions in newspaper headlines, but no arrests, convictions or even a semblance of deterrence. Meanwhile the University management is presented front and centre as either failing to manage properly (read: corruption) or lacking the tools/understanding of the issue to manage (again read: corruption) properly.

The deeply disturbing criminal outbreak we are witnessing corrodes the trust and sense of security that all staff should be able to take for granted; and it also holds the potential to cause long-lasting damage not only to the Institution and the province, but to the country. If UKZN is allowed to fail, what will be left of the dreams and ideals of the Black child? This is a question that I am sure those inciting the destabilisation of the University do not really consider. Why is this? The evidence suggests that most of these people are not really concerned with the notion of providing the Black youth with the fundamental skills to not only transform their lives but also their communities.

Although the senior management team is tasked with funding, sustaining, and delivering the academic project, we are not mandated or equipped to conduct peacekeeping, policing or fighting organised crime on our campuses. Of course, law enforcement and legal redress matter - and we do not hesitate to bring them to bear - but prevention is much more important. Toward this end, I have been in routine, open and transparent discussions with the student leadership and the unions because our shared interests are powerful; and the differences are negotiable. However, there remain criminal networks outside this and every other South African university that seek to gain a parasitic hold on the Institution. Obviously, we are neither mandated nor equipped to carry out law enforcement, but we have greatly strengthened our internal controls to detect and resist criminal incursions.

Q: *One of the things that you as the VC have been passionate about is raising funds for students. However, the violence on campus must have a negative effect on funders or donors who want to fund some*

of the initiatives at the University. Is this the case and how critical is it for the University to ensure that students understand this?

A: Raising funds for students and the University requires all of us to forge relationships with individuals and alumni as well as establish alliances and partnerships with corporates, trusts, foundations and other grant-making bodies across the world. Of course, violence threatens to quickly alienate funders and donors - and it is vital that students appreciate this, particularly in view of the squeeze on government finances which has already been felt in the Higher Education sector. That is why my work to eliminate violence has been such a high priority for me - together with highlighting our outstanding research.

Whilst working on eliminating violence on our campuses, we continue our work to build an enduring UKZN brand. We are doing this through listening to what is being said about UKZN to know where UKZN stands, understanding the competitive landscape to determine what sets UKZN apart, defining what UKZN stands for to preserve and embrace what makes the University unique, and finally remaining true to what UKZN is and delivering its brand seamlessly across all touch points. As we consider the work that we do every day at UKZN, we should ask ourselves, what does this project or initiative say about our Institution as a whole? Does it relate to our culture, does it engage or inspire greatness and reinforce who we are? Is it clear enough, specific enough, and does it provide a path forward? If not, then it might not be helping our efforts to become a recognised and appreciated brand.

Q: *UKZN has developed the Project Renewal strategy. In brief, what does this strategy aim to achieve and what are the key deliverables we can expect?*

A: UKZN was created by a merger 18 years ago and since then, the world of Higher Education has changed beyond all recognition. Today, Universities are under sustained pressure through unfavourable shifts in the political, economic, social, and technological environments. As a result, the world of Higher Education is turning inside out. The rules for survival will depend on how well we are able to adapt and distinguish in ensuring the employability of our graduates. We cannot succeed by remaining as we are, or by making small adjustments to our structures, procedures, and curricula. In the absence of comprehensive change, we could lose our standing, relevance and viability.

It is in this context that we have embarked on Project Renewal. Project Renewal is a multi-year initiative whose purpose is to enable all the University's stakeholders to engage in a truly open and transparent process to draw up an agenda for change. Through Project Renewal we will review every department and function of the University to ensure that each is fit for purpose; and to reconfigure them as necessary to ensure their best possible coherence and co-ordination. It is not essentially a cost-saving

project, but a renewal in the fullest sense: updating and refreshing the academic project; ensuring that administrative functions across our campuses have clear purposes and simplified lines of reporting and communication; and adjusting management fixtures and procedures in line with the changed and changing demands of the Higher Education sector. The impetus for Project Renewal is in the rapidly changing demands on us and the competitive pressures we face - yet our principal structures have not been reviewed since the University was founded through the 2004 merger. Ultimately, Project Renewal is about restructuring and repositioning the University for long-term sustainability.

Q: For Project Renewal to succeed, the University needs to have support from all stakeholders, especially staff and students. Do you think that all stakeholders are behind this renewal process? What are the inhibiting factors, if any?

A: We are a university that expects to succeed, a university that must succeed for the betterment of the province, the country, and the African continent. Never was this better exemplified than over the past two years. Our contribution to the national and international response to COVID-19 has been outstanding. So, it is vital that all stakeholders put their differences aside to protect, preserve and grow this great and unique national asset in the province. I would add that future development in the province is inseparably linked to the sustainability and growth of UKZN. I am pleased that Project Renewal has been met with a positive response across the entire University. There were some initial fears, especially over possible redundancies, but these have been allayed; and there is widespread recognition that Project Renewal is both necessary and timely.

Q: For any university to thrive, it has to form linkages with various industries. What are some of the partnerships that are in place and what results are these yielding?

A: Our approach to strategic partnerships recognises the potential to develop sophisticated collaborations with equally ambitious partners with synergistic strengths. These strategic partnerships involve input and contributions from within and outside Higher Education, and in each case the focus is on the quality of the actual propositions and the value created between the strategic partners. Through these partnerships we seek to ensure that our students are engaged with the world as soon as they arrive at our campuses and are equipped with the skills and knowledge required to live, work, and thrive as global citizens. Our strategic partnerships seek to play a key role in enhancing the University's reputation and profile and include research partnerships with other universities, university-industry research partnerships, consultancy services, and research innovation and commercialisation.

Q: What does a post-pandemic future look like at UKZN - will there be a return to in-person lectures or will online education become the new norm? What will this mean for accessibility and learning outcomes?

A: There are some areas of teaching (such as laboratory work) that can only be conducted in-person; and everyone appreciates the particular qualities that in-person lectures and seminars impart. So, although this and every university must conform to government-mandated COVID-19 restrictions, in-person lectures will remain the norm as far as conditions permit. At the same time, however, both staff and students have learned a great deal about how best to maximise the benefits of online platforms - and they do enable 'reach' in difficult circumstances, or for classes and audiences of a specialised kind. So we are keen to retain the expertise and explore the possibilities.

Q: One of the big issues arising from COVID-19 is that of equitable access to vaccines. What role can universities play in solving this problem?

A: Strong leadership engagement and commitment are essential when devising solutions to such complex problems and I am pleased that the Honourable Dr Blade Nzimande, Minister of Higher Education, Science and Technology has already announced that the government has decided to initiate a national process towards enabling South Africa to become a leading player in critical vaccine production in the next decade. For UKZN and other research-intensive Universities this is a unique opportunity for us to identify and fill key gaps in the innovation and Research and Development (R&D) components of the current and future vaccine landscape.

Q: What is your message to UKZN alumni?

A: Our alumni are a treasure - collectively they represent our legacy to the world; and we could not be more proud of them. We make every effort to stay connected with them and encourage them to feel that they are true stakeholders in UKZN's future. Our alumni are the University's ambassadors to the world and we are committed to working with them to maximise their engagement with and support for the University.

Q: If you could change anything right now, what would it be?

A: This is a pivotal moment in UKZN's history - and there is so much constructive work to do! It is my disposition to work rather than wish.



HOWARD COLLEGE



GOOD NEWS ABOUNDS AT UKZN

Warm greetings to all our readers in South Africa and around the world. There's never a shortage of good news about UKZN and this latest edition of *UKZNTouch* reflects that.

Our high achievers continue year after year to make us proud, playing a huge role in our concerted efforts to be the Premier University of African Scholarship.

In the face of all the challenges imposed by the COVID-19 pandemic our academics, students and alumni have again made headlines for all the right reasons!

Grandstand events already enjoyed this year include the installation of our new Chancellor Dr Reuel Jethro Khoza and the return of live, face-to-face graduation ceremonies which were held virtually in 2020 and 2021 because of the COVID-19 lockdowns.

Our new Chancellor - an experienced business and transformation leader and acclaimed author - was officially installed at the Graduation ceremony on 4 May where he was welcomed with open arms into the UKZN family. We look forward to his contribution and guidance.

Dr Khoza conferred degrees and diplomas on our graduands at the Autumn ceremonies amid joy all round with family and friends once again able to share in the celebrations and enjoyment of the spectacular occasion, ululating and cheering their strong support. A graduation ceremony is such a significant highlight in a student's academic career.

More good news is that later this year there will be live celebrations for the 2020 and 2021 UKZN graduates who missed out on face-to-face ceremonies!

On the positive side, we as the Corporate Relations Division (CRD) team learned a lot from hosting and participating in online events and take with us the experience and knowledge gained, aiming to put it to good use this year and in the future.

Furthermore, digital facilities enabled us to make contact with new audiences such as international partners and alumni who in the past we generally only interacted with on an in-person, face-to-face basis. Our virtual events were suddenly accessible and not just for local audiences. We also established partnerships with new stakeholders who used our services to host digital events and training sessions, seeing us as leaders in the field.

With COVID-19 restrictions being relaxed we will continue to host hybrid events as they allow us to cater for stakeholders - both local and international - unable to attend campus happenings.

The CRD project renewal initiative got underway in 2021 and involved the development of a framework for the transformation and modernisation of the Division into a

sustainable operating unit, with a clear mandate and defined reputation management capabilities. The project started with a desktop review of all current strategies to ensure they are aligned to the Institution's future direction.

Another initiative launched was the Inspiring Impact Challenge which forms part of the now annual UKZN Inspiring Greatness Campaign aimed at profiling impact initiatives undertaken by students and alumni who receive little recognition for their achievements. The goal is to assist these individuals to become more effective, reach more people and get support from relevant stakeholders.

The Challenge identifies change-makers who are part of the University community and offers them an opportunity to compete for the top prize in a dynamic competition. UKZN, its partners and alumni will assist members of the winning team, providing all the necessary resources to achieve the highest sustainable impact.

We were also involved in various campaigns around COVID-19 aimed at keeping the University community safe. The CRD continued to raise awareness, remind the University community of safety protocols and encourage vaccination, working closely with teams on three of our campuses. Promotional material was created and a campaign hashtag #LetsPushAgain was developed as well as videos, a desktop screensaver and social media campaigns.

The COVID-19 pandemic is the focus of this edition of *UKZNTouch*, with feature articles ranging from scientific and medical contributions to entrepreneurial initiatives by members of the University community.

They include an article on UKZN doctoral student Mr Sandile Cele who decide to forgo his year-end holiday to work on isolating the Beta COVID-19 variant (see Pg 10); a feature on experts in the College of Health Sciences who instituted large-scale, high-level surveillance, prevention and response measures to ensure UKZN was fully prepared when the virus was detected on campuses (see Pg 11); and a background piece on UKZN staff striving for a good work-life balance during the pandemic.

An interesting feature (see Pg 18) off the COVID-19 theme is on alumni who tell their stories about boycotting graduation ceremonies during the dark days of apartheid.

One more bit of good news of particular interest to all our alumni is that a newsletter will be launched later this year titled Alumni Spotlight. It will highlight the successes and achievements of UKZN alumni wherever they may be!

I hope all our alumni, donors and other readers enjoy this edition of *UKZNTouch*.

Normah Zondo

Executive Director: Corporate Relations

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MESSAGE FROM THE PRESIDENT OF CONVOCATION

After serving two terms as UKZN's Convocation President, I am stepping down, having served the University to the best of my ability for the past 11 years.

I have served on a number of committees and participated in the appointment of two Vice-Chancellors, Dr Albert van Jaarsveld and Professor Nana Poku and many other executive members of the University.

In my view, Convocation made a meaningful contribution during this time.

This has been a challenging journey, but also a time of growth, especially in terms of understanding governance. There is a huge difference between being a former SRC president and serving as President of Convocation.

During my term, Convocation fundraised R1 million to assist students in need, something that no Convocation had ever done.

To current student leaders, when you finish your term, I would advise that you not rush into serving Convocation. Student leaders should focus on leading students and things that will improve students' lives. I am truly grateful to the student leaders of 2020/2021 for how they led the student community and ensured that the University is preserved and that its dignity is taken into consideration.

I will miss the trips to visit alumni across South Africa and abroad. People from these communities love UKZN and make a meaningful contribution to its betterment. I hope that in future,

the University extends its contact with alumni to other countries such as Botswana and Zimbabwe.

Transformation is the key to UKZN's future. This calls for members of the younger generation from all groups in society to be recruited to Council.

I am confident that, through solid team work, the University's executive management will continue to enhance the stability of the Institution.

Our Vice-Chancellor, Professor Poku, has had to deal with many challenges, including the COVID-19 pandemic and Operation Clever. In terms of the latter, I hope that those responsible will be brought to book. I am certain that Professor Poku will reach his full potential and that he will take the University to greater heights.

The University has played a meaningful role in contributing to government, with the pandemic being a typical example.

As I bow out, I am grateful to have been part of UKZN and to have served as its ambassador. I will continue to be an ambassador without portfolio.

Mr Fanle Sibisi

President of the UKZN Convocation



MESSAGE FROM ALUMNI RELATIONS

From left: Finn Christensen, Desiree Govender and Nomcebo Msweli.

Dear Alumnus,

Alumni Relations had planned an exciting and informative range of activities for 2021. However, due to the prevailing pandemic we had to place everything on hold. We miss our interactions - via a variety of events - with our many graduates in South Africa, neighbouring countries and abroad and hope that we will soon be able to meet safely and interact as we have done in previous years. We have, however, interacted with thousands of graduates through emails, and written and telephonic communication as well as via various social media platforms and numerous webinars.

The country-specific Facebook pages for alumni based in the United Kingdom, the USA, Australia, New Zealand, Canada and Lesotho are active. Please let us know if you would like to join these groups. There has also been considerable interest in the main Facebook page for all alumni - please like us!

Communication via the website, Facebook, Twitter and SMS has increased and is an effective way of informing graduates of UKZN issues/activities. The alumni LinkedIn page has been closed; you can now join us on the UKZN LinkedIn page.

Of considerable significance in 2021 was the extensive and very successful project to update/enrich the alumni database's content that increased the accuracy and range of contact options. Altogether 161 455 (from a total of 179 722) alumni records were matched and checked and there are now mobile telephone numbers for 71% and email addresses for 61% of the alumni on the database. These two communication tools will undoubtedly enhance quick and efficient communication between UKZN and alumni. The completion of this project

confirms that the information for UKZN alumni is as current and accurate as possible.

In order to keep everyone updated on University events, we urge all graduates to continue to provide us with their updated contact details when any changes occur. This can be done via a quick email to alumni@ukzn.ac.za or the website (<http://alumni affairs.ukzn.ac.za/updateservices.aspx>).

We look forward to interacting with you and hopefully actually seeing you at events in the not too distant future.

With our very best wishes,

The Alumni Relations Team

“ Communication via the website, Facebook, Twitter and SMS has increased and is an effective way of informing graduates of UKZN issues/activities. The alumni LinkedIn page has been closed; you can now join us on the UKZN LinkedIn page. ”



COVID-19 AND HIV AND AIDS COLLIDE IN SA PANDEMIC RESPONSE

While South Africa's response to the COVID-19 pandemic was greatly assisted by the precedent set in its ongoing response to HIV and AIDS and tuberculosis, testing and treatment for both conditions dropped substantially following the onset of the national lockdown in 2020.

Professor Quarraisha Abdool Karim

World-renowned infectious disease epidemiologist and Associate Scientific Director at the UKZN-based Centre for the AIDS Programme of Research in South Africa (CAPRISA) Professor Quarraisha Abdool Karim says while South Africa's HIV and TB response continued as an essential service under lockdown, important lessons are being learnt on addressing parallel pandemics and the potential cost and short-sightedness of abandoning work on an existing pandemic in favour of a new one.

She said the outreach programmes developed for the treatment of HIV and TB contact tracing and management had resulted in the rapid mobilisation of health-care workers to assist in COVID-19 education, screening, testing, contact tracing, isolation and quarantine efforts. The HIV research infrastructure was also used to conduct COVID-19 vaccine trials. However, testing and treatment for HIV and TB decreased substantially as patients feared contracting the virus if they visited a clinic or hospital.

"This increases the risk of new HIV and TB infections, and or the emergence of drug-resistant variants of HIV because antiretroviral treatments were interrupted in some cases. A study undertaken in South Africa during the national lockdown showed that weekly testing for HIV viral loads dropped by 22%, and CD4+ cell count monitoring dropped by 33%. Another study in primary care clinics in KwaZulu-Natal showed that the number of new HIV tests each month declined by nearly 50% as did the number of antiretroviral treatment initiations, but there was little impact on those already on treatment," Abdool Karim said.

Another key question is whether or not HIV increases the risk of COVID-19 infection. "In the first half of 2020 little data was available on whether HIV was a risk factor for COVID-19 infection. However,

recent emerging data suggests that, the fact that 65% of Africa's population is under the age of 35 and older age was considered an important risk-factor for contracting COVID-19 explains why infection numbers remained relatively low on the continent. In subsequent surges/waves of infection, this picture has started to change."

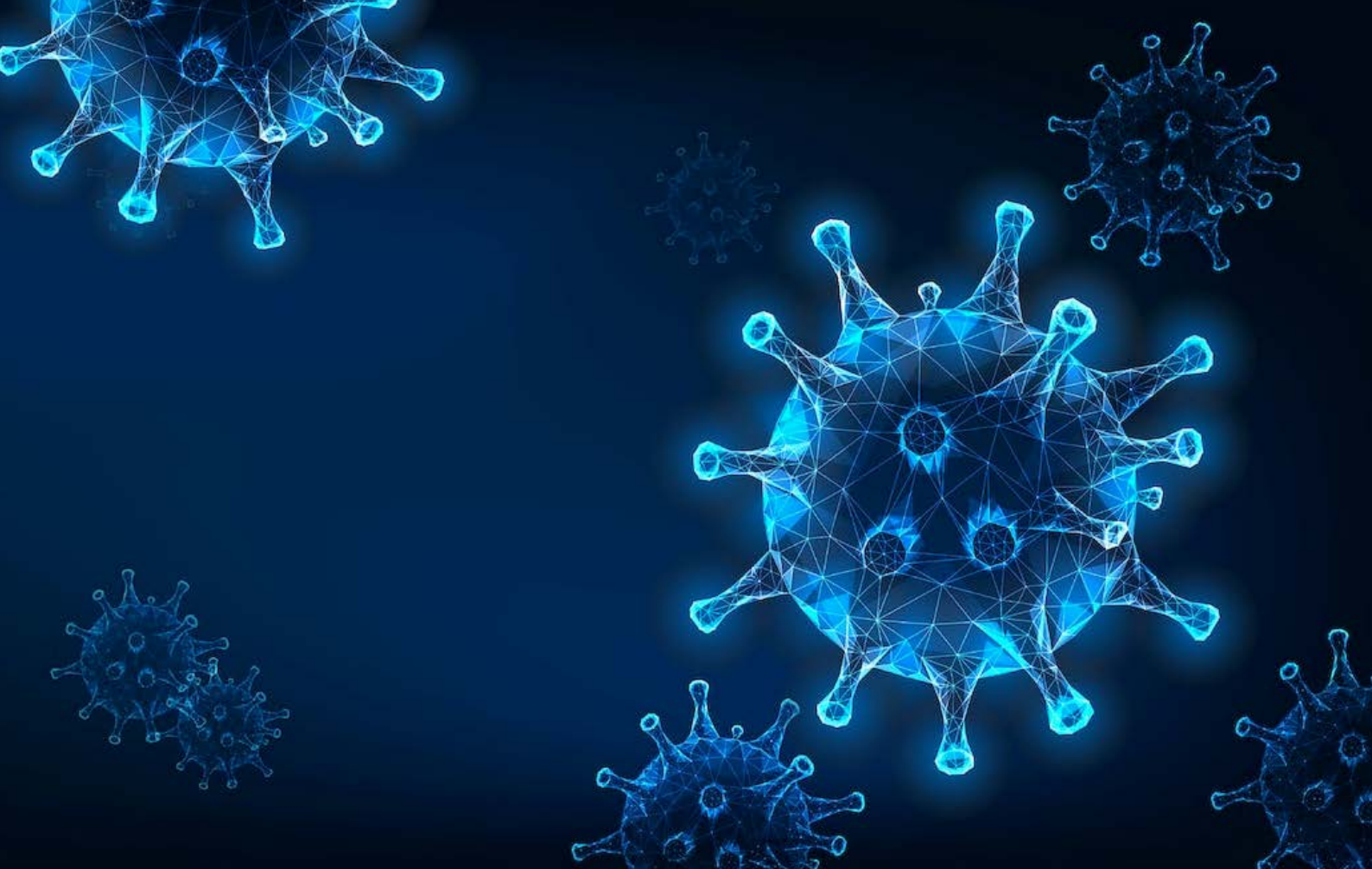
Conversely, those who were not on ARV treatment, and had low CD4 counts and high HIV viral loads were more likely to become infected and die.

Even more concerning is evidence that the rollout of vaccines would have little or no efficacy in those with severely compromised immune systems due to HIV.

Abdool Karim said preliminary data from a longitudinal analysis of a severely compromised HIV infected patient with uncontrolled viraemia (VL >800 000 copies; CD4 < 20 cells/ml) showed no response after two doses of the BNT162b2 (Pfizer) vaccine.

"This has important implications for COVID-19 vaccination efforts, suggesting that an additional vaccine dose is needed in this group and should be considered in the ongoing response to the pandemic. On the upside, however, those under treatment show similar immune responses to the vaccines as those who are HIV negative, which underscores the importance of strengthening efforts to increase testing and treatment as vaccination efforts are increased," she said.

Many questions remain, however, and Abdool Karim warns against complacency. "We don't have all the answers to all the questions although it is clear there is inter-connectedness and shared vulnerabilities which intersect with race, gender and poverty.



We really need to address these inequalities as we cannot have multiple unfinished parallel pandemics and epidemics. What we face now offers key opportunities for us to boost our responses to HIV and AIDS, TB, non-communicable diseases and the COVID-19 virus, and to invest in science infrastructure, health information systems and health systems to strengthen our resilience to new threats in the future, particularly in the development of a local vaccine and therapeutics capacity."

Words: Colleen Dardagan

“What we face now offers key opportunities for us to boost our responses to HIV and AIDS, TB, non-communicable diseases and the COVID-19 virus, and to invest in science infrastructure, health information systems and health systems to strengthen our resilience to new threats in the future, particularly in the development of a local vaccine and therapeutics capacity.”



PHD CANDIDATE TACKLES THE COVID-19 VIRUS

UKZN PhD student, Mr Sandile Cele is at the heart of the fight against the deadly COVID-19 virus.

The scientist and researcher who is based at the African Health Research Institute (AHRI) sacrificed his December holiday to successfully isolate the Beta COVID-19 variant which was first discovered in South Africa, in the hope that it will help in the fight against the pandemic.

Cele isolated the variant to test whether antibodies from previous infections (first wave) recognise it.

The research found that 501Y.V2 can escape antibodies generated from previous infection. This means that antibodies from people who were infected with previous variants may not work well against 501Y.V2.

After successfully isolating this virus, research institutes around the world requested samples for their own research.

"Initially we wanted to see whether people with HIV who got infected with SARS-CoV-2 - the virus that caused COVID-19 - will develop a much more severe disease than people who are not HIV positive. That didn't require lab work.

"We knew the virus would evolve and change. We wanted to see what changes this would bring about. Would new variants escape immunity? We studied different variants by obtaining swab samples. We then infected the cells, sequenced and looked at which variant was infecting that particular individual. Culturing and isolating and culturing SARS-CoV-2 viruses is something we started way before the Beta variant arrived.

The first experiment was to see if people who were infected in the first wave were going to get reinfected. The second was to take plasma from people infected in the second wave and see if these could neutralise other variants."

Cele said he never thought he would contribute so much to any kind of research.

"When you grow up in a rural area you don't get exposed to much. I would choose this field anytime. It was my destiny."

The 33-year-old father of two grew up in Ndwedwe and moved to Durban in 2003. He completed high school at Overport Secondary.

"During my first year of Biological Sciences at UKZN I engaged with my tutors to learn more about options and degrees offered. I learnt about biomedical sciences. I wanted to do something that would get me close to Medicine and into a hospital or lab."

Cele graduated with a Bachelor of Biomedical Sciences and received the Dean's Commendation. He then pursued his Honours in Medical Microbiology (*summa cum laude*) and Master's in Biochemistry (Upper Class Pass).

He was hired by the Africa Health Research Institute in Durban to conduct research on the evolution of drug resistance in HIV.

The deadly pandemic motivated him to register for a PhD at UKZN.

Words: Taschica Ramlackan



UKZN PhD student and biochemist (AHRI Laboratory Supervisor) Mr Sandile Cele.



TOWARDS A COVID-FREE UKZN

UKZN is the leading Higher Education Institution in fighting COVID-19 in KwaZulu-Natal.

At the start of COVID-19, the University saw a need to prepare its campuses for the prevention of spread and management of COVID-19 among students and staff.

Led by Deputy Vice-Chancellor, Professor Busisiwe Ncama, the College of Health Sciences working with experts from the College, instituted large-scale, high-level surveillance, prevention and response measures to ensure that UKZN was ready when COVID-19 was detected on its campuses.

Ncama said that the Department of Health's guidelines and protocols are followed: "We have been doing our own testing using in-house laboratories. If a student tests positive, they are counselled and contact tracing is done by peer wellness mentors. Students are isolated at Clairwood Hospital in Durban and Northdale Hospital in Pietermaritzburg. We have been able to prevent outbreaks and keep COVID-19 in check on our campuses by testing students who come forward if they feel sick," she said.

Following the rollout of vaccines by the government, the first vaccination site, located at the Old Mutual Sports Hall on the Howard College campus, opened on 5 August with staff from the Department of Health, allowing vaccinations for University personnel and students over the age of 35.





UKZN staff members vaccinated at the Howard College vaccination site.

In partnership with the Department, the University has since launched vaccine sites on its campuses in Pietermaritzburg, Howard College, Edgewood and Westville. With the hashtags, #COVID19FreeUKZN, #LetsPushAgain, #UKZN #MyUKZN, and #VaccineRolloutSA, it initiated several campaigns and awareness programmes to inspire students to get vaccinated.

Students have been encouraged through regular communication, direct messaging especially in residences conducted by residence assistants and via social media platforms. The Student Representative Council (SRC) has also been instrumental in driving the vaccination campaign on campus.

Ncama said by vaccinating more students they aim to hasten herd immunity and help the University return to normality.

“There has been vaccine hesitancy. I don’t think vaccinating is at the top of students’ list of priorities and myths around COVID-19 vaccines. We are hoping that through the marketing and door-to-door campaigns at residences, students will be encouraged. We have also arranged bus transport to the vaccine sites and asked lecturers to give students time off to go and get the jab. With members of the SRC being vaccinated first, we thought it would inspire other students to vaccinate. But this didn’t happen. However, on the Westville campus it is starting to pick up. We encourage more students to come forward.”

Words: *Taschica Ramlackan*



“ We have been able to prevent outbreaks and keep COVID in check on our campuses by testing students who come forward if they feel sick. ”

— *Professor Busisiwe Ncama, Deputy Vice-Chancellor and Head of UKZN’s College of Health Sciences*



Professor Rowena Naidoo

PLAYTIME IS NOT JUST FOR FUN

A new guideline provides a way to help children to get back to normal fun and games at home, at school and in their neighbourhoods.

Professor Rowena Naidoo believes that children should be allowed to play through lockdowns.

Children want to play, teachers want to let children out onto the playground and parents want their children to be playing in a safe environment. Play in the form of any physical activities, games or sport promotes physical and mental well-being.

The benefits of regular physical activity can help children improve fitness, build strong bones and muscles, control weight, reduce symptoms of anxiety and depression, and reduce the risk of developing health conditions such as heart disease, type two diabetes, high blood pressure and obesity. Physical activity in schools has even been shown to be associated with better academic performance.

The COVID-19 pandemic has restricted playtime opportunities for children as schools, parks and places for leisure-time activities have closed down, resulting in an increase in sedentary behaviour among children.

A group of more than 40 academics, researchers and implementation partners from nine countries in Africa, including from UKZN, have prepared a series of policy briefs to serve as a guideline to increase physical activity among children.

“There is an urgent need to provide guidance for a phased approach to ensuring access to safe, enjoyable and equitable opportunities for physical activity among children,” says Rowena Naidoo.

This should include opportunities for children and adolescents with disabilities. Children should be allowed a choice of activities to improve their level of participation in physical activity. This must be done without increasing the risk of COVID-19 community transmission.

For more information, visit:

Policy brief: Physical activity and health for children and adolescents in Africa: COVID-19 and beyond for home, schools and communities, <https://wp.me/pcbGGO-So>.

Policy brief: Organised school sport in South Africa for children and adolescents: COVID-19 and beyond, <https://wp.me/pcbGGO-Sk>.

About the author:

Professor Rowena Naidoo is an Associate Professor in Sports Science at UKZN. She is interested in school health promotion and adapted physical activity and is a DRILL Fellow. Developing Research Innovation, Localisation and Leadership (DRILL) is a health sciences training programme producing research excellence in South Africa. DRILL creates a triad of support for emerging researchers.





STRIVING FOR A WORK-LIFE BALANCE DURING COVID-19

UKZN employees demonstrated immense resilience and resourcefulness in dealing with the disruptions brought on by the COVID-19 pandemic.

Mrs Busisiwe Ramabodu

Director of Human Resources Development Mrs Busisiwe Ramabodu said the pandemic and lockdown, which resulted in remote work and online learning, had a significant impact on most people, both at work and personally.

"Employees had to quickly adjust to the new norm while ensuring that work and teaching interruptions were minimal." She added that the University sprang into action and provided the required resources to work remotely, as well as providing training on new tools/ways of teaching and learning.

A COVID-19 impact survey conducted in June 2020 resulted in a number of training programmes being implemented. These included:

- ▶ **UKZN/ ICAS Wellness Information Sessions** with University leadership and employees on the comprehensive services offered through Independent Counselling and Advisory Services (ICAS) to employees and their immediate family members. The employee wellness website was revamped to include the most current information. All wellness sessions facilitated can be found on the website.

Employees also received daily emails from e-care services, which is run by Health Insite and provides information on various health topics. In 2021 a number of talks were presented, including Understanding Trauma: Loss and Grief; Work-life Balance; Stress Management; Substance Abuse; Emotional Intelligence; Laughter Therapy and Managing Relationships.

- ▶ **Navigating Online Teaching and Learning:** This webinar series began with a webinar on new skills and capabilities for successful online teaching and learning. It also provided tools for academics to professionalise lectures and upgrade

their skills to actively engage students in virtual lectures. The five webinars that followed provided academics with an overview of online and teaching platforms available to staff at UKZN and further skills training.

- ▶ **Working from Home - Work-Life Integration Series:** The first webinar in this series explored how different personalities achieve a COVID-19 work-life balance, while the second focused on managing self-care and creating a community and the third on how to develop adaptive skills to navigate a work-life balance.
- ▶ **Imbokodo Women in Leadership and Academia Webinar Series:** Four workshops were held that focused on COVID-19 and remote work's impact on women. In 2020, debriefing sessions were offered to enable women to reflect and share experiences. Other topics covered were home schooling, managing stress and building resilience. A webinar was also held on women in leadership and academia in uncertain times. Topics covered in 2021 included mindfulness, and loving your impostor.
- ▶ Zoom Training
- ▶ Staff Orientation to COVID-19 Health and Safety Measures
- ▶ Managing Finances through COVID-19 (offered in 2020)

Ramabodu said that the University "also developed Work-Life Integration Guidelines in recognition of the importance of creating a work environment that encourages work-life integration in order to achieve overall employee wellbeing, which encompasses flexible workplace arrangements."



She noted that while employees had demonstrated immense resilience and were innovative, it appeared that their workloads increased significantly and that they were working beyond their normal working hours due to the blurred line between the home and work environments.

"Anecdotal evidence suggests that employees are under pressure and some are experiencing stress and burnout. While a certain amount of stress contributes to increased performance, excess stress can be detrimental to physical and psychological wellbeing. This has been exacerbated by losing colleagues to COVID-19 which leads to collective grief as well as additional workloads.

"Technology and virtual work have made it easier to communicate and facilitate a number of webinars, meetings, conferences, etc. However, this is also contributing to digital fatigue as there appear to be too many of these digital engagements. Prioritising which ones employees join and which they pass will be critical to maintain optimal individual wellbeing. It is for this reason that Human Resources proposed a 'no meetings' Friday/day in the Work-Life Integration Guidelines."

Ramabodu said that while the uptake of ICAS services was initially low, over the past 10 months there has been a steady increase in the number of employees accessing these services.

"This is important because it means employees are prioritising their wellbeing, which is important for productivity and sustainability. We need healthy employees in order to deliver our mandate as a University. Employees have also been encouraged to take leave. Furthermore, some are working on campus, which poses a safety and security challenge, since there are now fewer people on our campuses," she said.

She stressed that counselling is available to all employees and their immediate family members.

"In the most recent quarter of 2021, 12.7% of UKZN employees accessed the services compared to 4.9% year-on-year. This figure is close to the average of 13.8% across all client services by ICAS in South Africa." Stress and relationship issues were the top two reasons employees accessed the services in 2020, while in 2021 relationship issues and mental health were the top two.

Words: *Taschica Ramlackan*



Words of advice:

In the new virtual world of work, possibilities are endless; however, the side effects are digital fatigue, stress and burnout. It is thus important to work smart, and prioritise what work you get involved in and build boundaries for self-preservation.

As far as possible, avoid information overload on COVID-19. This may be hard if you are a health professional, but you can still build switch-off times into your routine.

Practice self-compassion, as well as compassion for your colleagues and leaders. People are going through a number of challenges and mental health issues are on the rise.

Develop healthy habits (a healthy diet, exercise, adequate sleep, and mindfulness) and build them into your routine. Managing stress and burnout is not a once-off event, but more about small habits that you build into your routine that will help you avoid burnout, or enable you to deal better with challenges when they arise.

Most importantly, reach out to colleagues, friends and family through digital means in order to receive and to give support, especially now that most people are at risk of isolation and depression due to remote work. Human beings are social beings, so maintaining human connections contributes to overall wellbeing.

COVID LEARNING LOSSES: WHAT SOUTH AFRICA'S EDUCATION SYSTEM MUST FOCUS ON TO RECOVER



The South African education system is big (13 million learners), unequal and socially graded. Although improving, the achievement outcomes are still low, fragile and susceptible to shocks. The COVID-19 pandemic has dealt the education system a major blow, especially for poor and vulnerable learners.

In March 2020 South Africa, like most of the world, went into total lockdown, including school closures. The education system was unprepared for this. Schools, teachers and administrators were forced to build emergency remote-learning systems almost immediately. This threw the spotlight on access to digital devices, connectivity, having a quiet place to work in, and the problem of stubborn inequality.

Better resourced homes and schools were able to move to digital forms of learning and proceed with curriculum coverage. For the majority of learners, despite the best intentions, there was very little structured learning.

From June 2020, schools were reopened. Most schools followed a rotational timetable where learners attended school every second or third day. This rotational timetable continued in 2021.

Education scholars estimate that there was a loss of 60% of school contact time in 2020 and 50% in 2021. There were higher losses of school contact time in the less-resourced schools.

It's uncertain exactly how much learning (knowledge and skills) has been lost and how wide the gaps may be for disadvantaged children. The global literature reports that: learners from poorer countries and households experienced higher learning losses, earlier grades were more susceptible to

learning losses than secondary learners, learning losses were higher for mathematics than for reading and girls were more affected.

Learning losses in South Africa

For South Africa we estimated that the loss of school learning time in 2020 moved the education system backwards to the achievement levels as they were in 2015 - a regression by five years. The learning loss for learners from less resourced schools was 4.2%, higher than learners in more affluent schools at 3.4%. COVID-19 worsened already wide achievement gaps.

Studies measuring reading proficiencies in under-resourced South African primary schools in 2020 reported that grade 2 (8-year-olds) and grade 4 learners lost between 60% to 80% of a year of learning when compared to their pre-pandemic peers.

South African researchers compared pre-COVID grade 3 reading scores to grade 4 reading scores during the pandemic. They found that grade 4 home language learners were more than 1.25 years behind and English first additional language learners were half a year behind. They also found that learners were writing much less. The World Bank cautions against underestimating the extent of the learning losses, saying that "the global education crisis is worse than we thought".

Close the gap

Children from poorer households have missed substantially more classroom instruction time than children from higher-income households. Education researchers caution about the effectiveness of digital technology and e-learning to support learners who are out of school. The consequences of lost contact classroom will be felt for years.

In January 2022, South Africa's Department of Basic Education gazetted that all learners would fully return to school and introduced measures to catch up on teaching and learning that was lost during school closures.

We don't have a playbook of how learning recovery should happen. Drawing on past experiences and experiences in other countries, South Africa should consider implementing the following four components for education and learning recovery: consolidation and trimming the content of the curriculum, increasing the efficiency of instruction, supporting out-of-school education programmes and nurturing the well-being of all actors involved in education.

While it's unclear whether the schooling system can recover the two years of disrupted schooling and learning time, the education system should use this moment to reduce content in the National Curriculum Statement. Countries like the Philippines, Guyana and Tanzania have revised the primary school curricula to focus on practical learning and literacy and numeracy skills.

South Africa reduced the content of the curriculum just for 2020. This reduced curriculum should form the basis of a new curriculum, especially for primary schools which should focus on building foundational knowledge and skills.

To enhance learning, younger children must be in stimulating environments which focus on first language development and reading with meaning, basic computational skills and writing simple sentences. Learners must demonstrate proficiency in reading, writing and computation before progressing to the next grades.

For most learners from vulnerable homes and who, pre-COVID, had low learning outcomes, in-person schooling is the only place for meaningful learning opportunities. To increase the efficiency of instruction, the first step is to keep schools open and try to avoid future school disruptions.

Educators and learners must be at school every day. Pre-COVID, South Africa experienced high levels of learner and educator absenteeism and latecoming. No more learning

time should be lost in schools and school time must be used efficiently and effectively with high-quality engagements. National, provincial and district officials must monitor and mitigate the levels of absenteeism of educators and learners.

Learning recovery requires both in-school and out-of-school programmes. Small group out-of-school tutoring programmes should be expanded, especially for high school learners. Primary school learners must be supported by parents with reading activities and cognitively stimulating educational television and radio programmes.

The last two years of learning under COVID-19 conditions have placed tremendous strain on everyone in the education system (learners, educators, administrators, departmental officials). We must recognise how tired the system is and move forward gently, avoiding too many ambitious changes to an already fragile education system.

Dr Vijay Reddy is a Distinguished Research Specialist at the Human Sciences Research Council.

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The views and opinions expressed in this article are those of the authors and do not necessarily reflect the official policy or position of the University of KwaZulu-Natal.



Learning recovery requires both in-school and out-of-school programmes.
Gallo Images via Getty Images

BOYCOTTING GRADUATION TO PROTEST AGAINST APARTHEID

Alumni of yesteryear tell their stories of protest against unequal and segregated education.

Anti-apartheid student activists rattled the cages of Higher Education Institutions in South Africa from the mid-1950s to almost the dawn of democracy.

They demonstrated, often violently, against racial segregation at universities as well as the abhorred apartheid policies strictly enforced by the government of the day. Education under protest was the general call in the 1960s.

Mass protests were staged at the then University of Natal (NU) and University of Durban-Westville (UDW) which opened in 1972, catering mainly for Indian students, who before UDW's establishment, had to travel by ferry to the University College for Indians established on Salisbury Island in 1961.

Enforced racial separation at universities included segregated Graduation ceremonies and later, joint functions but with separate seating.

Graduation is usually a ceremony that is proudly enjoyed by graduates and their families, but for some during the apartheid era, it was a no-go zone and the events were boycotted.

After years of hard work, with parents looking forward to the grand occasion, it was a tough decision to boycott but it was an option many committed students took as another form of peaceful protest. While Graduation ceremonies provided an opportunity for the apartheid government and education authorities to boast about Higher Education achievements, the events gave activists an opportunity to protest publicly against discrimination.

We would like to thank all those who took the time to share their stories with us.

The University is considering ways to honour those who missed out on Graduation ceremonies as a form of protest against apartheid. If you are one of those people, Executive Director for Corporate Relations Ms Normah Zondo invites you to share your story with us via Alumni@ukzn.ac.za

Peace activist and grand-daughter of Mahatma Gandhi, Ela Gandhi (81), who studied at the "Black section" of NU in Durban in the late 1950s, takes up the story:

"I enrolled at NU in 1958 and in my second year, some students decided to boycott their Graduation because there were separate ceremonies for Black and White students. Added to that, classes were separate, our campus was separate ... just about everything was separate!

"I was among a group who protested against discrimination. On one occasion, we held a placard demonstration outside a hall where Graduation was taking place.

"Many students boycotted their Graduation ceremonies and the University then made them pay for their certificates to be posted while those who attended Grad could collect the documents free of charge. The following year there were joint Graduations but with separate seating – Black students at the back of the hall were called up to collect their certificates after White students.

"Graduations were integrated at UN in 1963 but boycotts continued for a variety of reasons."

The following are the personal stories of six UKZN alumni who took the big decision to boycott their Graduation Day:

► **Eric Apelgren, Head of Department: International and Governance Relations, eThekweni Municipality**



After completing my matric in 1980 and leading student boycotts and engaging in youth activism in Wentworth to end gang violence and apartheid, I applied to NU, now UKZN. I had to ask for a special permit to attend the University but because I was classified “Coloured”, I was told I had to attend

the University of the Western Cape (UWC). I refused and deliberately chose a subject that was not offered at UWC.

During my time at NU I was an active member of the Black Students Society and participated in many student protests against the apartheid system. My original plan was to do a Bachelor of Social Science and then a Master’s degree in Town Planning. I changed my career choice when the city council agreed to give me a bursary to do a Master’s degree in Town Planning on condition that I join the city council after Graduation and plan only “Coloured townships”. I refused and chose to do a post-graduate diploma in Education.

I decided to boycott my Graduation ceremony as a symbol of my opposition to apartheid that I experienced in my community during my school years and especially at university. I came across some amazing lecturers and fellow students who fuelled my activism and desire to bring an end to apartheid and challenge everything that sustained the system.

“I decided to boycott my Graduation ceremony as a symbol of my opposition to apartheid that I experienced in my community during my school years and especially at university.”

— Eric Apelgren

I boycotted the Graduation ceremony and paid a R15 fee to get my certificate posted to me.

I have no regrets that I boycotted the ceremony. It was an important symbolic act of non-violence to help bring an end to apartheid. It was a symbol of ensuring that we were not legitimising the inequalities and racism of the system.

My anger, fights, activism and boycotting my Graduation ceremony all added value to my academic achievements and gave me an important kick start to my career path that has led me to head the eThekweni Municipality’s International Relations Department where I play an important role in the development of the city of Durban.

► **Kiru Naidoo, author and former academic and university administrator**



The University owes me redress. I paid a penalty to collect my degree over the counter at Student Affairs. A symbolic rand will suffice!

My memory of the UDW Graduation boycott is as vivid as my first pint. I finished my three-year BA in 1988 aged just 20. Several generations before me had refused to bow before the

apartheid chancellor to be capped. It was a call often repeated by the SRC at the height of state repression.

The decision I took was, however, my own. No consultation with my parents - my father spent his life savings to pay my registration fee followed by years of paying off a student loan from his hard earned salary.

I was the first in my extended family of Indian indentured origins to complete a degree. Graduation would have been a momentous occasion and I sensed that my parents were disappointed. “But why, Naina?”, my mother might have asked, whereas my father’s political consciousness was a little more forgiving. It was from him I learnt of Khama, Kenyatta, Nehru, Nkrumah and Sobhuza 1. Their portraits hung in a row in our home with one of Elvis Presley at the end of the line. No Madiba or Bram Fischer because they were banned.

My father preached equality without saying the word communist.

"The boycotts were hugely successful in making a statement about opposition to the apartheid regime. I count staying away as a badge of honour."

– Kiru Naidoo

Receiving the certificate would have meant not only prostrating before the Broederbond but would have also set one apart in the equal society to which we aspired. I tried not to make too much of a fuss about the boycott especially since many of my closest friends opted to attend the ceremony.

On my Graduation day I was among crowds shouting things like, "sell out!" as compliant graduands strutted across the quad in suits and silk saris.

The boycotts were hugely successful in making a statement about opposition to the apartheid regime. I count staying away as a badge of honour. Even after the defeat of apartheid, I refused to attend Graduation ceremonies, opting instead for the over the counter ritual. So too with my degree from abroad. My father left his communism in me.

*Naidoo's most recent book is the memoir *Made in Chatsworth* published by MicroMega.

► **Former MEC for Health in KwaZulu-Natal, Dr Sibongiseni Dhlomo**



I was recently reminded about the early days when a Black person wanting to study at the then NU first had to get permission to do so from the Minister of Education since it had been classified by the apartheid authorities as an institution for White students only. In 1952, NU was the only university that had a Faculty of Medicine for Black people and

it was known as the Black Section of the University of Natal. The law barring Black people applied to all White universities in South Africa.

Something was obviously very wrong. Because of the colour of their skin, certain students had reserved places and privileges within universities while others had to beg for permission to study there. The colour of one's skin rather than academic achievements determined acceptance. What a very strange country!

The Faculty of Medicine was situated at 719 Umbilo Road in Durban, next to King Edward VIII Hospital in an area declared "White"- Black people could only be there if they had a so-called valid reason, ie, either working or studying. So Black workers would have to journey back to their townships in the evening and return the next day to sell their labour, or in the case of students like us, to study. I didn't know whether to be angry with the University or with the government. How could the University admit me and subject me to such humiliation? As a young man I questioned why the University allowed the government to treat us so badly. I wanted to be treated the same as other students in South Africa.

These were among our frustrations and struggles in the early '80s, so it was easy to understand why Medical students at UN boycotted Graduation ceremonies. Graduations are occasions of celebration, great pride and a time to look back with gratitude to both one's parents and the University. As qualified doctors, we all had a lot to thank our parents, teachers, mentors and patients for, but we had mixed feelings about the University.

On Graduation days, the University showcased all its graduands and the government and University would take all the credit for the successes without mentioning that Black students in the Faculty of Medicine had been treated differently and in fact as inferior to students in other NU faculties.

We boycotted Graduation ceremonies to make life as difficult as we could for the University and boycotts became a powerful tactic of protest. Not everyone agreed with the strategy, but most students accepted it and by the time we got to our final year there was total consensus.

"We boycotted Graduation ceremonies to make life as difficult as we could for the University and boycotts became a powerful tactic of protest."

– Sibongiseni Dhlomo

► Suresh Naidoo, CEO of Accensis Chartered Accountants (SA) in Umhlanga



Growing up as a teenager in Durban's Grey Street Casbah in the early 1970s, political awareness was at a low point as the Pan Africanist Congress (PAC) and ANC were in exile. People were terrified to say anything that may upset the brutal apartheid regime. However, in 1974, when I was 13 and walking

to school through the Casbah streets, my friends and I spotted generous amounts of graffiti painted on buildings, including school walls. Viva Frelimo, *A Luta Continua*, and other words and slogans we had never heard or seen before. The Black Consciousness Movement had just jolted South Africans with a sense of belief and awareness.

I matriculated in 1978 and entered UDW in 1979 to study for a BSc degree at the age of 17. The University was reserved for "Indians Only". A friend of mine - a Coloured man - had to apply to the Minister of Interior for special consent to attend UDW. As a Coloured person he was destined for the University of Western Cape but his family couldn't afford to send him away. He lived in Greenwood Park just a stone's throw from UDW!

I was too young to take my studies seriously and left at the end of 1980 and started working in our family business. During 1980 student protests erupted at UDW and for the first time the riot police entered the campus and attacked peaceful protesters. We knew then that the fight was on. I re-entered UDW in 1984 to study for a B. Act, very prepared for university, and duly completed my degree in 1986 and a Dip. Act the following year. I then joined Deloitte as an articled clerk and qualified as a CA (SA).

Before I entered university there was not even a debate in the family or an expectation that I would attend Graduation. My sister who qualified as a Medical doctor at NU's Medical School in 1981 didn't attend her Graduation so that laid down the marker for me. The Medical School did have a make-up Graduation for those who protested which I attended with my sister and my proud mother. I didn't have any qualms about boycotting my graduations in 1987 and 1988. My mother didn't ask or challenge. She approved even though she paid for it all.

"Boycotting the Graduation was part of the wider civil disobedience that was practised by progressive thinkers. It was our way of protesting against unequal and segregated education."

– Suresh Naidoo

Boycotting the Graduation was part of the wider civil disobedience that was practised by progressive thinkers. It was our way of protesting against unequal and segregated education. The wider protests included the sport boycott of touring teams "no equal sport in an unequal society" and the cultural boycott, ie, no music tours.

I have no regrets about boycotting my graduations – there was no conflict in me. It was the right thing to do!

► Psychiatrist Dr Mahendri Naidoo who now lives and works in the United States

I grew up in Lorne Street, Durban, surrounded by Indians. As the apartheid government intended, I rarely interacted



with people of other races. Although the anti-apartheid contributions (including political incarceration and exile) of our extended family members were discussed in hushed tones in our home, our daily lives remained artificially confined by the various apartheid laws imposed on us. So it was with a naive curiosity that I entered NU's

Medical School in 1976 at the age of 17 with not only Indian peers, but also Coloureds and Africans.

Alongside my education in Medicine, I gained an appreciation of the deep struggles and the aspirations within our superficially separated communities. In order to separate us from White students at Howard College on the top of the hill, our first year classes and subpar medical student accommodation were in Wentworth, adjacent to the belching smoke and smells of the oil refinery.

Many of my African friends were excluded after failing first year due to the inferior education they had received under the Bantu Education Department. Six months after I started Medical school, students much younger than I were shot and killed by police in Soweto for protesting against being taught in Afrikaans. Our Medical school was a hotbed of political activity and many of our students sacrificed their careers, health and lives in pursuit of justice. I was inspired by them.

During the 1980 education boycotts, we held daily student body meetings during which we sang freedom songs and discussed strategy. Very few students defied the call to boycott despite the risk of expulsion. I was a member of the Medical Students Representative Council during this time, and a Security Branch policeman once came knocking at my door to question me about boycott activities. I lived with my mother and brother who fortunately were very supportive of me and the boycott. The visit was fruitless for the policeman.

I am proud to say that our class of 1981 was the first in which not a single student attended Graduation. We did, however, whole-heartedly affirm our dedication to Medicine during our Hippocratic Oath-taking ceremony in December 1981, showing our gratitude to our families while staying true to our commitment to social justice.

In 1995, when our School - renamed the Nelson R. Mandela School of Medicine - hosted a "Reconciliation Graduation Ceremony", I walked across the stage with a lump in my throat, so happy and proud to be officially capped and gowned in the new South Africa.

► Retired High Court Judge Thumba Pillay (85)

I enrolled in the Black Section of the then NU in 1955 for a BA degree with the initial intention of becoming a teacher - one of the very few professions in addition to law that were

open to people of colour because of the policies of the apartheid regime.



The Faculty of Arts was racially segregated as was the Medical School and with student activism against apartheid increasing from around 1955, my interest in politics grew in leaps and bounds.

Lectures for Black students in the Arts Faculty were held after hours in classrooms at Sastri College as well as in pre-fab buildings built to accommodate classes for "Non-White" students. The Howard College campus was out of bounds to us! The conditions under which we studied were shocking.

My interest and participation in student and national politics really took off and I was elected to the "Non-European Student SRC", serving for four years and going on to be elected President.

The SRC militantly opposed participation in the segregated Graduation ceremonies of the day. There is a press clipping of myself and Ela Gandhi, Paul Ramasar, Mewa Ramgobin and other activists protesting outside the Durban City Hall where a segregated Grad ceremony was taking place.

On principle I refused to attend the Graduation for my BA degree and my LLB - despite seating being integrated. I completed my LLB in 1962 having not attended a single lecture on the Howard College campus after which I did my articles of clerkship and entered practice the following year.

There is no doubt that those who worked and studied under the most difficult conditions felt deeply aggrieved at sacrificing the special occasion of being capped at an official Graduation ceremony.

Parents who had looked forward to what would have been an exceptionally proud moment in their lives were very hurt. I know my mother was deeply hurt.

I do, however, understand the intense pressure experienced by some of those who decided to ignore the boycott call.

If my memory serves me correctly, only nine out of a possible 50 graduands attended the segregated ceremony when I qualified for my first degree in 1959.

In 2017 I was awarded a Doctorate in Law *Honoris Causa* by UKZN.

Words: Greg Dardagan

"I am proud to say that our class of 1981 was the first in which not a single student attended Graduation."

— Dr Mahendri Naidoo

SPOTLIGHT ON ALUMNI

MUSIC IS IN HER BLOOD

South African musician, Ms Nosihe Zulu, better known in the music industry as NOSIHE, describes her time at UKZN as an invaluable experience.

Pietermaritzburg-born Nosihe, who is now based in Durban, graduated with a Bachelor of Social Science in Marketing and Sociology in 2011. After working in a corporate environment, she realised that music is her true passion and enrolled for the Music Foundation Programme at UKZN. In 2016 she obtained a certificate in Music and enrolled for her second degree, a Bachelor of Music, which she has yet to complete due to financial constraints.

“Even though I love music, I initially wasn’t sure that I would make it in this field. I studied marketing in order to have something to fall back on. Studying at UKZN was an amazing experience. The lecturers became mentors, especially in the Music department, where they went above and beyond,” said Zulu. She added that one of her stand out moments was recording her first EP, Emotions, at the Centre for Jazz and Popular Music in 2018. Since then she has released Motions Mixed Tape.



In 2016 Nosihe participated in M-Net's reality talent singing competition, Idols.

"Idols was a crash course in the music business and industry. I realised there are so many sides to music; you can become a writer in the background, as they are musicians in their own right. Idols opened my eyes to what it is like to be in the limelight. If you want exposure, Idols is the place."

Media reports described Nosihe as Idols 2016 Afro princess with a dazzling smile and powerful voice.

Nosihe said that making it in the music industry depends on one's experience and how one grows.

"Academia doesn't go unnoticed. It has definitely helped in my career to become a respected musician. It's very important to not only love what you do, but to be taken seriously for your craft. Having studied the profession, I have a background and not just talent," she said.

The 33-year-old has been making music since primary school when she sang in the Pietermaritzburg Children's Choir.

"I always looked for opportunities and participated in musicals in school or shows and joined a lot of bands. My family is music orientated. Music always brought the family and an occasion together. I saw the joy it brought and wanted to be a part of it."

Nosihe uses music as a powerful medium to articulate emotions and tell stories of sadness, love, betrayal, heartache and happiness.

"Through music I spread the message of introspection of yourself, honesty and authenticity. My music is about being real in all your shades of colours. Life and people's stories inspire me. I love to dabble in sound and I love fusion, traditional, jazz and Afro sound. Wherever I am, I am grounded in Afroness."

She added that her dream is to keep making music and to collaborate.

"What matters to me is that what I do resonates with people. Even if I'm not at the forefront, it would be a privilege to write with some great artists. My dream is to help to grow talent, write for others and perform all over the world."

Words: Taschica Ramlackan

Nosihe uses music as a powerful medium to articulate emotions and tell stories of sadness, love, betrayal, heartache and happiness.



TOP UKZN ACADEMIC SETS SIGHTS ON INFECTIOUS DISEASES RESEARCH TEAM

While completing her PhD and seeing her postgraduate students graduate are the highlights of Dr Bongiwé Ndlovu's illustrious academic career, her sights are now firmly set on the next big thing.

"My dream is to establish a research team that will address various questions in infectious diseases, to continue working towards an HIV and AIDS-free generation in South Africa and to see the end of gender-based violence in this country," said the Lecturer and Medical Scientist in the School of Laboratory Medicine and Medical Sciences in UKZN's College of Health Sciences.

Born amid the grass-covered, rolling hills of Ixopo in southern KwaZulu-Natal, Ndlovu's innate curiosity and penchant for mathematics and physical science led her on a road that has seen her achieve high honours for her research into understanding the role of antibody responses in infectious diseases including HIV, Human Papilloma-Virus (HPV) and Hepatitis B (HBV) infections. Her research investigates the characteristics of antibodies that can block viruses from infecting the cells and this could have major implications for vaccine development or direct HIV therapy.

Antibodies are at the heart of one's immune system; they are produced by the cells in response to infection with micro-organisms. They help the body to fight harmful bacteria, viruses and toxins and are thus like the soldiers in the body's defence system. Alternatively, antibodies are produced in the body when small pieces of microbes are administered to proactively combat a specific infection or disease. An example is the recent development of vaccines to combat COVID-19.

"I was inspired by the discovery of safe and effective COVID-19 vaccines. Similarly, I am contributing to solving some of the world's biggest health challenges which include finding a

vaccine or cure for infectious diseases such as HIV and AIDS," she said.

Ndlovu is a project leader in an international collaborative project within the International AIDS Vaccine Initiative (AVI) ADVANCE consortium. The project involves translational research in HIV-1 vaccine development and facilitates further collaborations between African and Indian research institutions. She is also working with scientists from Stellenbosch and Oxford Universities to investigate the role of humoral responses to Hepatitis B.

A recipient of various research fellowships and grants, Ndlovu was recently awarded the European and Developing Countries Clinical Trials Partnership (EDCTP) Early Career Development Fellowship and a National Research Foundation (NRF) Thuthuka Post-PhD grant worth more than R3 million.

From 2017 to 2019, she was the recipient of the NIH Fogarty Global Health Fellowship and Poliomyelitis Research Foundation grant. She has been honoured with numerous awards, including the Early Career Investigator Award for her oral presentation at the International 9th Norman L. Letvin Early Career Investigator Meeting hosted by the Collaboration for AIDS Vaccine Discovery.

With seven peer-reviewed articles published in high-impact journals, Ndlovu is currently supervising two PhDs, three masters and one honours student as well as two research technicians.

"What I love about supervising students is sharing my knowledge and making a positive impact on the next



Dr Bongiwe Ndlovu

generation of scientists. I always try to use practical examples so that their learning can help them make informed life decisions.”

Despite having been born in a rural district far from South Africa’s major centres and universities, Ndlovu believed from an early age that she was destined for greatness. Armed with a sound upbringing – “My parents were very loving and they taught me important values such as honesty, respect and compassion” – she added that, “God put dreams and desires in my heart. When I finished high school I was interested in studying Medicine, but when I got to UKZN I learnt about medical science. I chose a career in medical sciences because HIV and AIDS were killing people in my village and I wanted to make a contribution to finding a cure.”

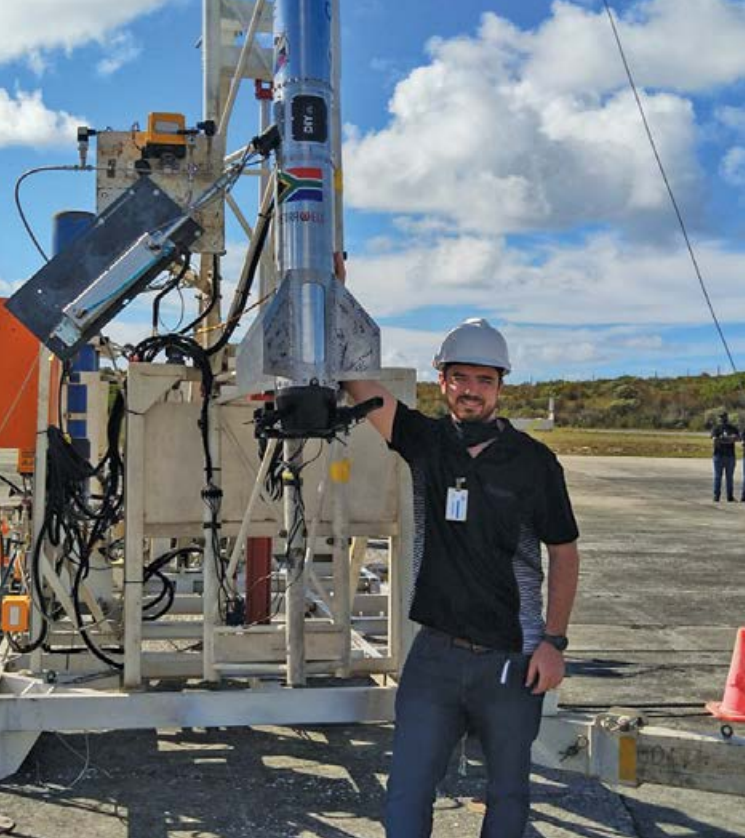
Born prior to the onset of democracy in South Africa, Ndlovu said the HIV and AIDS pandemic in the country was at first misunderstood. “A lot of young people were dying due to AIDS-related illnesses. The people in our village were

convinced their loved ones were dying due to witchcraft. In those days, people didn’t want to shake hands or even share a room with someone who was infected.”

The former chair of the Board of Directors of Woza Moya - a rural community non-governmental organisation dedicated to empowerment and upliftment - she commits her spare time to assisting communities such as the one in which she grew up to tackle poverty and gender-based violence.

“I would not change anything about my life. I see myself in so many young people in our rural communities and I always tell them ‘no matter where you are from, your dreams are valid. Persistence and focus will help you to accomplish your goals as long as you maintain a positive mental attitude regardless of the situation.’”

Words: Colleen Dardagan



STAR UKZN AEROSPACE ENGINEER SETTLES IN COPENHAGEN

“The more observation satellites we can get into orbit the better we can understand how and why the climate is changing and how to combat it or at least predict what is going to happen.”

– Mr Kai Broughton,
UKZN alumnus

UKZN super-star, Mr Kai Broughton describes settling into his new position at the UK rocket manufacturing company, Orbex in Copenhagen as a wild ride and a learning curve like no other.

“The pace of the work is crazy as at the moment the space industry is lacking in time rather than money.”

As a propulsion engineer, Broughton was the lead engineer on UKZN's 2021 record-breaking Phoenix-1B hybrid rocket campaign, and the winner of the prestigious Engineering Council of South Africa (ECSA) merit medal. He obtained his MSc in Mechanical Engineering *cum laude* from the University and was named among the African Space Industry's Top 10 under 30s by the Space in Africa news agency last year.

His focus is now on building an efficient and sustainable propulsion system capable of delving deeper into space and traversing the vast distances between planets.

Describing his father, Mitch as a pivotal role model, Broughton also names some of the brightest in the space race as his inspiration. “If I could work on a project with some of the greatest aerospace engineers it would have to be Werner

von Braun who pioneered liquid propellant rockets and Burt Rutan, one of the most innovative and risk-averse engineers ever. Although Elon Musk will likely go down as one of the greatest engineers of all time,” he said.

Asked whether he would choose to ride to the Karmon line (the boundary between Earth's atmosphere and outer space) on Richard Branson's SpaceShipTwo or Jeff Bezos' New Shepard, he put his money on Branson's manually piloted Virgin Galactic space ship. “It's fascinating to me as it uses a hybrid rocket motor with no flight computer and uses an innovative feather re-entry system. It takes guts to ride in that thing!”

With an appreciable impact on the progression of rocket engineering in South Africa, Broughton has now set his sights on applying the skills he gained while learning to propulsion system development.

“Africa cannot afford to be left behind in this space race. The process of developing space technology will directly and indirectly improve life on earth,” he said.

Words: Colleen Dardagan

RESEARCHER AIMS TO DISCOVER WHEN STARS WERE FORMED IN THE UNIVERSE

“ Nothing can ever do justice to the calmness of nature and the environment on Marion Island. Breathing the fresh air from the ocean, taking a deep breath and feeling instantly healed. Sharing and getting along with everyone, no form of judgement, just the spirit of humanity among people. ”

– Ms Tankiso Moso, UKZN MSc cum laude graduate in Applied Mathematics

A dignitary visiting her school inspired Ms Tankiso Moso, then in Grade 7, to further her studies. University of Fort Hare graduate and theologian, Dr Paul Themba Mngadi, was the guest speaker at the annual speech day at Bonguclele Secondary School in southern KwaZulu-Natal. His flowing red academic gown mesmerised the teenager.

“I was the top achiever of the whole school that year. As a young girl growing up in a rural area I had never seen anyone wear a red gown like that. I told myself, ‘I want that red gown!’”

Now a UKZN Astrophysics graduate, Moso has returned from a three-week stint on the remote Marion Island where she continued her research to determine the epoch when stars were first formed in the universe.

Her dissertation, Low-Frequency Observations of the Radio Sky from Marion Island, was supervised by Professors Cynthia Chang and Kavilan Moodley and she received the Department of Science and Technology’s 2019 Albertina Sisulu Fellowship Award.

Moso designed a prototype solar power supply system installed on the island in 2019 as part of her BSc Honours research project as well as new subsystems that are easy to carry and more compact to replace than those in existence.

“It’s not fun hiking in the difficult terrain with very heavy backpacks, so, whatever we design must be portable and light. The 2019 solar-powered autonomous station was a huge success,” she said.

Marion Island is one of the two Prince Edward Islands in the southern Indian Ocean about 2 000km southeast of Cape Town. Working and living conditions are harsh.

“If you forget anything behind you can’t have it couriered or brought to you. It is so cold I lost the feeling in my fingers and toes while working in the field. The Internet connection is very poor. We have to hike up to 10km a day in heavy clothing and the island is covered in deep, peaty mires. If you don’t watch your step you can sink up to your chest or neck. We only had three weeks to finish our work so rest was minimal. The time on the island tested me to the core, but I loved it,” she said.



Ms Tankiso Moso on Marion Island.

She added that the island offers the perfect conditions for her unique but important research.

“The low frequency instruments we use on the island help us travel back in time. They are like binoculars that allow us to capture the faintest objects in the skies. If or when we do find the features that define the era when the stars started to ignite, the world will have information on what exists beyond what our eyes can see,” she said.

The desired outcome of the three-week sojourn was achieved as the groundwork was laid for the effective continuation of the study.

“What we have done is to assess what we can observe from the southern skies. The ultimate aim is to have 10 observation stations spanning the island. We currently only have two.

Although the project is fairly new, we are already achieving very interesting results. We were able to clearly define the features of our galaxy, the Milky Way and present cross-correlations and auto spectra of the raw data captured by our instruments,” she said.

With the completion of a PhD firmly in her sights, Moso says her dream research project would be to bring engineering and astronomy together all over again. “I want to do research around radio frequency and microwave engineering, electromagnetics and their compatibility.”

Words: Colleen Dardagan



Ms Tankiso Moso at her Graduation ceremony in 2019.

“ If or when we do find the features that define the era when the stars started to ignite, the world will have information on what exists beyond what our eyes can see. ”

– Ms Tankiso Moso



RESEARCHER NOW PROLIFIC CHILDREN'S BOOK AUTHOR

After completing her doctorate and becoming a full professor at the age of 41, UKZN's Professor Verusia Chetty turned to writing children's books.

Alumnus and professor in the School of Health Sciences, Chetty - who works with children in the area of HIV and the stigma attached to the disease - is an active advocate for community engagement aimed at integrating people with disabilities into society in South Africa.

Chetty's first three books were titled: *Thembi's Big News* – A story about HIV and a family; *Thembi's New Friend* – A story about HIV and friendship; and *Thembi and her Big School Project* – A story about HIV in schools. Her latest published offering, which moves the spotlight onto COVID-19, is titled: *Incredible Quest – To Defeat the Coronavirus*.

Reflecting on her venture into writing children's books, Chetty said: "I love children and believe they truly are the future. If it was possible I would give up my academic career to just spend time with children, perhaps starting a safe home for youngsters.

"Writing these books was organic. I started after my PhD with a series aimed at helping children grasp the concept that HIV is a treatable virus like any other and that we need to stop stigmatising infected people."

Her fourth book, aimed at helping youngsters to understand and deal with COVID-19, addresses the spread of the Coronavirus and provides information on ways for children to stay safe, providing a platform to learn more about the virus through fun activities and colourful pictures.

She is currently busy writing a fictional work around child abuse "which I don't want to say too much about now!"

Dogged by ill-health in her early life, she overcame the challenges and graduated with a BSc (Physiotherapy) at the

then University of Durban-Westville, going on to complete her MSc and PhD at UKZN.

On her goals for the next year she said: "I want to make sure I can help as many people as possible while I have the ability. I am mentoring several female colleagues and aim to assist them in their academic careers and in life, and would love to see two of them who are busy with their doctorates graduate next year."

Chetty has earned a variety of accolades during her career including being first runner-up in the 2019 South African Woman in Science Award and one of only two scientists selected by the National Research Foundation (NRF) to represent South Africa in Japan and meet Nobel Laureates in 2019.

She has a respected 'Y' rating from the NRF and has authored 51 peer-reviewed publications.

Chetty is married to Bernard - "he studied with me, we fell in love and married early" - and they have three children, Joshua (11), Meyka (13) and Anya (15).

Words: Greg Dardagan





ARCHITECT PUTS SPORT FIRST AND WINS

UKZN alumnus Mr Ruben Reddy extended his love for all sport into a winning career in architecture.

The countless feathers in the 59-year-old's cap include:

- ▶ Appointed to the technical team for the 2003 Cricket World Cup charged with briefing, assessing and monitoring stadium refurbishments at all South Africa's test venues as well as those in Zimbabwe and Kenya
- ▶ Elected in 2005 to join the technical team for the 2010 FIFA World Cup's Local Organising Committee tasked with stadium rollout

- ▶ His architecture firm designed the Sochi Ice Hockey Arena - one of the main venues during the 2014 Winter Olympic Games in Russia
- ▶ In 2015, the arena, known as the Bolshoy Ice Dome, won an International Olympics Committee (IOC)/ International Association for Sports and Leisure Facilities (IAKS) Silver Medal for Exemplary Sports and Leisure Facilities and an International Paralympic Committee IPC/IAKS Distinction for Accessibility. It was the only building to receive both awards.

The Cote D'or Sports Complex in Mauritius that hosted the Indian Ocean Island Games.



Reddy, who was born and grew up in Durban, says being arrested in 1980 for printing and distributing the Freedom Charter probably helped turn him into the committed activist he became during the apartheid years.

He graduated from the then University of Natal in 1988. "At that time, we had to do a five-year academic course and a year in an architect's office to meet the requirements for a BArch degree. That was enough studying for me but I enjoyed my time at the University and developed lifelong friendships with many from that '82 first-year class."

Reddy opened Ruben Reddy Architects in 1988 and the firm took on a variety of high profile public and private sector projects in South Africa.

He was part of the FIFA team that produced editions of the FIFA Football Stadiums: Technical Recommendations and Requirements in 2007 and 2011. These publications are used throughout the football world as a guideline for stadium development.

Other notable projects his firm has worked on include the King Shaka International Airport in Durban, the 2018 Russian World Cup Bid which involved designing six stadiums for the Bid Book; and temporary facilities for the Education City Stadium in Doha for the 2022 Qatar FIFA World Cup.

Ruben has also been involved in designing and overseeing the construction of 16 hospitals around South Africa, the most recent being a 500-bed ICU facility in the Chris Hani Baragwanath Hospital Complex for COVID-19 patients.

On his goals for the next year, he said: "I have just been elected President of the South African Institute of Architects. We have over 2 000 members nationally so that will keep me busy

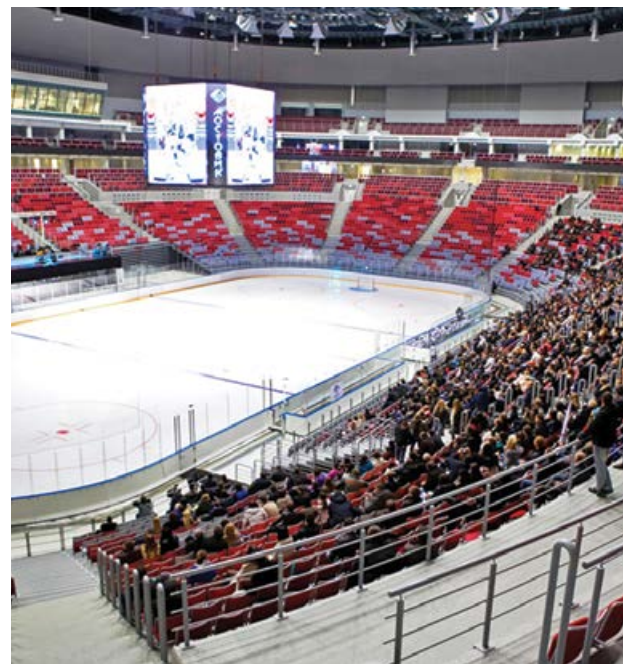
while I work hard to ensure my firm of 40 people continues to prosper during these challenging times."

Ruben is married to Deborah and they have 14-year-old triplet daughters, Alexia, Keira and Nastasja – "My greatest design ever!"

His free time is spent playing golf, and watching sport live or on TV - he has been to every summer Olympic Games (besides Tokyo) since Atlanta in 1996, and has attended three football world cup tournaments and three rugby world cup events.

If he could change one thing, it would be to rid the world of racism.

Words: Greg Dardagan



The Bolshoi Ice Palace in Sochi, Russia completed for the 2014 Winter Olympic Games that hosted the Ice Hockey Finals.





Takkiewash SA is an innovative shoe-care company started by UKZN alumnus, Miss Ntokozo "Meloh" Ntleko.

ALUMNUS GETS CREATIVE DURING THE PANDEMIC AND JULY 2021 UNREST

Alumnus Miss Ntokozo "Meloh" Ntleko adapted her shoe cleaning business to respond to food shortages in KwaZulu-Natal during the July 2021 unrest.

The 25-year-old owns Takkiewash SA, a shoe-care business in Musgrave, Durban. During the unrest she began supplying the community with fresh fruit and vegetables.

Her entrepreneurial journey started when she was 14, selling chocolate, sherbet and hot dogs at Pinetown Girls' High where she matriculated in 2013. The school offered students trading licenses each term as a way to encourage entrepreneurship.

"I've always believed in multiple streams of income and the idea of starting small," she said. The business originally included carpet cleaning and laundry, but Ntleko soon realised there was a high demand for shoe cleaning services, and so, Takkiewash SA was born.

Reflecting on amending her business model during the unrest, Ntleko said: "I am an entrepreneur to the core. I see

an opportunity and I go for it. Selling vegetables during the July protests was a way to serve my community and save my business. Furthermore, I believe that every crisis brings an opportunity."

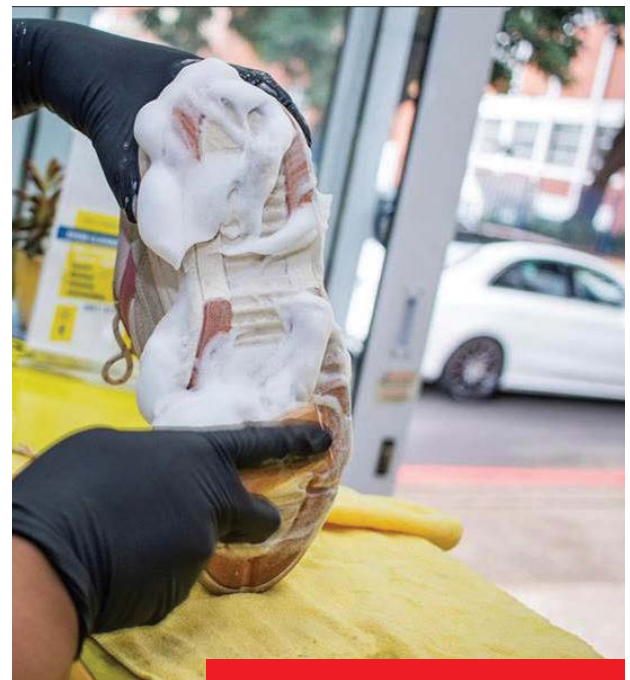
Her business was not immune to the economic hardships caused by the pandemic and lockdown. "I accumulated debt during the pandemic which I am steadily recovering from. It also made me think outside the box and plan my finances better. I am responsible for eight employees who expect a salary at the end of the month to be able to feed their families. Selling vegetables ensured that happened, as did selling sanitisers during the first lockdown in March 2020."

She offered this advice to would-be entrepreneurs: "It is far more rewarding to start something of your own than to work for someone else. It takes far more sacrifices and commitment, but in the end it is worth it.

"Secondly, investment begins with you. Do not expect another person to invest in your dreams when you can't invest in them first, even if it means working extra hours to make the kind of money that you need to get your business off the ground."

Setting up a business is not without challenges. "The services offered by my business are different from what people are used to, so I not only have to convince people I can do the job well, but also have to convince them that their shoes are safe with me."

Ntleko completed her Honours degree at UKZN in 2017 in the Centre for Communication, Media and Society (CCMS).



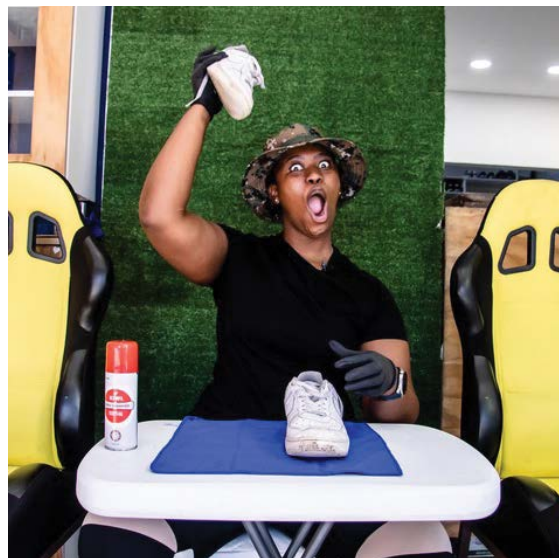
"I was one of two candidates selected to study Media Communications at Hogskolan Gavle, Sweden. The student exchange programme was for one semester. This meant that one had to complete UKZN course work and research for the year in one semester, because we had the same amount of work at Hogskolan Gavle.

"Following my return from Sweden in December 2017, I focused on my business' online presence and opened my first flagship store in Musgrave Road at a communal business space where rental was cheap and I had a decent space to operate with a great address, good enough to convince customers we are a professional business."

Ntleko has expanded her business and started a pet food store next to Takkiewash. Petstop on Essenwood sells premium pet food and goodies for furbabies can also be purchased online at www.petstoponessenwood.co.za.

Her plans for the future include franchising her businesses and "being part of my entire value chain."

Words: Raylene Captain-Hasthibeer



“Setting up a business is not without challenges. The services offered by my business are different from what people are used to, so I not only have to convince people I can do the job well, but also have to convince them that their shoes are safe with me.”

– Miss Ntokozo “Meloh” Ntleko





THE IMPACT OF COVID-19 ON SOUTH AFRICAN HIGHER EDUCATION

The COVID-19 pandemic's severe effects on the Higher Education sector call for universities to rethink their operational models.

It is a common cause that the outbreak of COVID-19 negatively affected all of us unexpectedly and in dissimilar ways. However, I believe the Higher Education sector is one of the sectors that were hit harder in more ways than one. The article examines the factors that contributed to this and offers possible solutions. The material factors that affected the sector include, but are not limited to, the forced diversion of funds by the government to public health and welfare, international students' lack of mobility due to restrictions, drastic private sector policy changes in relation to Community Social Investment (CSI), bursary schemes, and an existential digital crisis in most tertiary institutions especially within South Africa.

UNESCO International Institute for Education Planning (IIEP-UNESCO) 2020 observes that the unprecedented global COVID-19 "crisis may affect education budgets more quickly as public revenues decline sharply and governments review the prioritisation of education in national budgets." The most prudent and responsible response every country could offer was to virtually freeze everything and channel its thinktank and resources into the pandemic as it posed an immediate threat to the citizenry. People's lives had to be saved at all costs and funds had to be redirected from other sectors to fund health systems so as to prevent a humanitarian crisis.

Education was one of the casualties. Earmarked funds were drastically reduced, negatively impacting the quality of teaching and learning.

The restrictions imposed by different countries as a direct response to the pandemic did not help the situation. This meant that international students would have limited mobility. Host institutions benefit financially from international students, who pay slightly higher fees than local students. This financial injection dried up immediately, as students could no longer travel.

Furthermore, private companies could no longer offer bursaries or fund students on the scale that they used to. This has had a serious knock-on effect on Higher Education. Companies have had to rethink their business models and focus on the bottom line.

Ironically, in South Africa, before the advent of COVID-19, the proliferation of online courses mainly offered by private institutions was frowned upon. However, soon after the announcement of national lockdown restrictions in March 2020, public Higher Education Institutions were forced into the digital space. The contact teaching model was abandoned and they had to instantly figure out how they were going to repackage teaching models. Institutions had to come up with multiple ways of delivering online content to students while running operations as normally as possible in compliance with COVID-19 protocols. In essence, they were forced into a full digital space while they were still assessing if this would be a feasible option for Higher Education. Granted, some institutions had already begun discussions on big data or 4IR and its impact on their core business, ie, teaching, learning, and research. However, many suffered a severe culture shock.

Online teaching and learning posed many challenges to lecturers and students. Many lecturers were not equipped for this mode of delivery, while many students were also unfamiliar with it. Students had to vacate their university residences and many returned home to rural areas with poor Internet connectivity. Access to computers and inability to afford data were further problems.

It is fair to assume that the quality of graduates produced by universities during this period will be compromised. In turn, this will affect the quality of postgraduate students they will recruit, jeopardising the calibre of scholarship. Furthermore, universities will face the unprecedented possibility of admitting Grade 12s in 2022 that last had proper learning in March 2020 when they were in Grade 10. This is an extremely disturbing prospect.

These challenges are forcing universities to completely overhaul their operational models. They call for war rooms to develop long-term solutions even beyond COVID-19, as well as new governance and financial management to cope with the demands of the new education system. The possibility of fully returning to the traditional mode of delivering content (face-to-face) seems distant. Given that a dual mode is a realistic possibility, these institutions need to be more prudent in their procurement of big data infrastructure.

Furthermore, given that the pandemic is a global phenomenon, it is important that institutions forge more partnerships with the international community. Countries in the US, Europe and Asia are very advanced when it comes to online teaching and could assist South African Higher Education Institutions. It is not necessary to reinvent the wheel, but to share best practices. Finally, visionary leadership, accountability, and good governance are crucial to the survival of universities ravaged by the pandemic. The harm it has caused will be felt for many more years to come, not because of the number of people who perished, in this case, but due to the lifelong effects it has on the careers of the students and the sustainability of these institutions.

Khumbulani Mngadi is an independent analyst/columnist based at UKZN. He holds a Master's degree in Linguistics and his 20 years' specialist experience includes media, language, and education. He has taught at the University of Johannesburg and the Durban University of Technology and was the Project Manager for Public Education at the South African Broadcasting Cooperation. He writes this piece in his personal capacity.



UKZN ALUMNI MAKE IT TO THE
TOP 200
YOUNG SOUTH AFRICANS LIST

A number of UKZN alumni are listed in the
Mail&Guardian's prestigious Top 200 Young
South Africans List for 2021.

Justice and Law

Cherese Thakur, 32

Advocacy co-ordinator - amaBhungane Centre for Investigative Journalism

@cherese_t

<https://amabhungane.org/>

As the head of amaBhungane's advocacy programme, Cherese Thakur has dedicated her professional life to ensuring that investigative journalists have access to information and are afforded the professional freedoms required to fulfil their constitutionally protected role in our democracy. Her work includes lobbying, campaigning, examining laws and litigation, and collaborating with stakeholders to ensure the protection and independence of the media. She rightfully sees her role as a cog in a machine that



is working towards exposing corruption and maladministration in our country. Thakur finds deep fulfilment in her work, and her advice to young professionals is to maintain a healthy work-life balance to prevent burnout. In the same way a strong media can ensure a healthy and sustainable democracy, maintaining personal health, dependable relationships and pursuing your passions will provide balance and ensure you are able to maintain a long and fruitful professional life.

I don't have any "big mistakes", because I wouldn't be where I am if it wasn't for life's detours.

Author - Anita Makgetla
|mg.co.za

Education

Cyril Madiba, 34

Senior finance specialist - Absa Group

@son_of_madiba

<https://www.absa.africa/absafrica/>

A chartered accountant working as a senior finance specialist in Absa Group's financial control unit, Cyril Madiba combines his banking career with involvement in a variety of bursary providers, youth coaching programmes and mentorship initiatives. Alongside his role as the chairperson of the Cyril Ramaphosa Education Trust advisory board, Madiba commits his time to his own philanthropic organisations, explaining: "I came from an environment where the family struggled to make ends meet, but through



education, I have been able to break that cycle in my family and inspire others." Driven by this, Madiba founded The Growth Switch - a career and personal development organisation - and the Cyril Madiba Empowerment Foundation, which focuses on mentorship initiatives for unemployed graduates and young professionals. He has published two books and was recognised as one of the South African Institute of Chartered Accountants' Top 35 under 35 finalists in 2020.

There is not a single thing I stand for that doesn't

affect me.

Author - Dylan Lazarus
|mg.co.za

Mlamuli Mbambo, 35

Co-founder and managing director - Money Fundi

@MlamuliMbambo

<https://moneyfundi.org/home/>

The financial statistics for the average African are horrifying, says financial adviser Mlamuli Mbambo. He founded Money Fundi to provide people with financial education to improve their relationship with money and the skills to achieve financial wellbeing. "I want to see entrepreneurs and businesses become financially sustainable, young people building income-generating assets, and South Africans living within responsible debt levels before retiring comfortably," he says. That's a big wish list, which he tackles



through fun and interactive talks, masterclasses and workshops. He also wrote the book *Winning the Money Game, A Guide to Financial Well-Being*, telling a story with financial lessons. During the COVID-19 lockdown, he extended his reach with his YouTube channel, Winning the Money Game. Mbambo is the commissioner of financial literacy at the Reset Global United Nations Advisory Board, and in 2019 was chosen to attend the Tokyo International Conference on African Development.

At some point you need to give yourself permission to live your own dream.

Author - Lesley Stones
| mg.co.za

Business & Entrepreneurship

Nandisa Mpanza, 27

Farmer and chief executive - Rock

@mpanzanandisa

Nandisa Mpanza is a business owner and founder. Now the chief executive of her own company, Rock, she's a farmer first and foremost. "I take part in the planning, researching, marketing and running of the business," Mpanza says. Mpanza completed her degree in agriculture at the University of KwaZulu-Natal in 2015. "I help create and sustain jobs for disadvantaged community members, helping with improving their livelihoods," she says. Through the successes of her business, Mpanza now has greater appreciation for planning. "My biggest



mistake must have been starting without a solid plan," she says, despite the fact that she's built a business that's impacted many people's lives. The support people give when they see potential came as a surprise to Mpanza, but she grew stubborn about her dreams, refusing to give in. "I want to see local products dominating the country's commercial supply chain."

Train your mind to stay positive and your body to find the willpower to overcome the challenges you will face in your journey to success.

Author - Nabeel Allie
| mg.co.za

HIGH HOPES FOR UKZN SOCCER UNDER COACHING OF EX-BAFANA BAFANA AND BUNDESLIGA STAR

Former Bafana Bafana and German Bundesliga player Delron Buckley's appointment as head coach is set to take UKZN soccer to new heights.

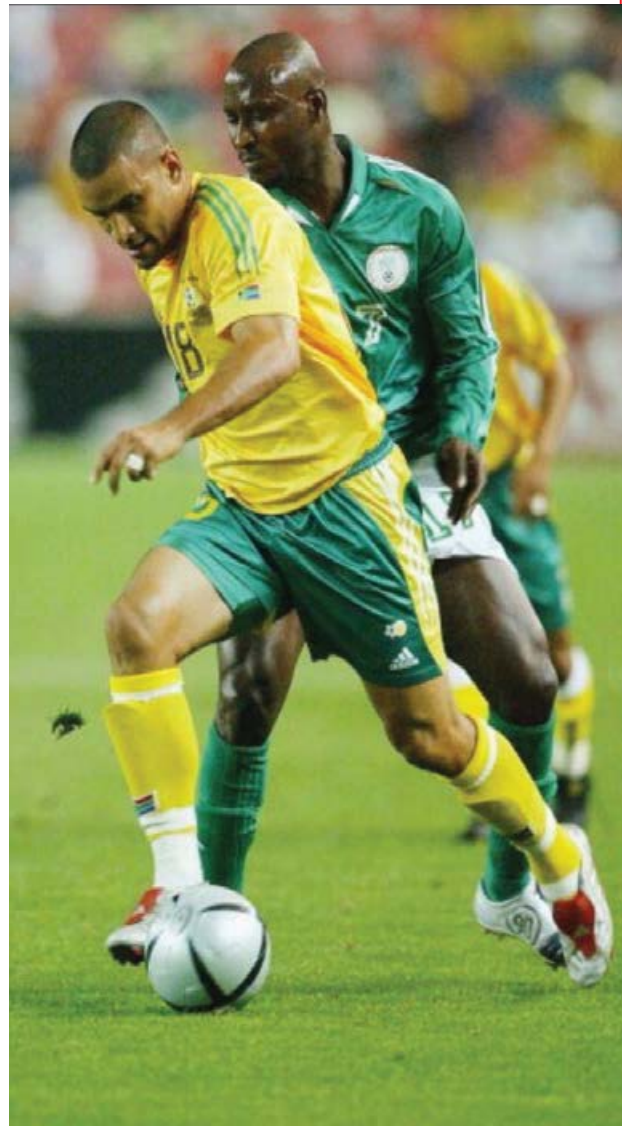
The University aims to ensure that its soccer programme is rated among the top three in South African university circles and Buckley (43) says he will give his all to achieve this. He also aims to get UKZN football sides and players at all levels to be the best they can be with talented individuals developing to the extent that they win places in the national squad or obtain professional contracts with clubs (UKZN's 2019 men's captain Nqubeko Dlamini was recently awarded a contract with PSL club Lamontville Golden Arrows).

"The University has hired me to help the side be successful and win," said Buckley. "Ultimately, we want UKZN to be the best university team in South Africa. I have to see how things go before I make up my mind on any changes and start implementing how I think development should operate."

Buckley has been warmly welcomed by UKZN players and officials.

Said vice-captain and first-year BSc student Mxolisi Mthiya: "Our new coach is top class and has the full backing of the team. He is clear about what he wants and that is for the team to score goals and win games. We are all excited about what he brings - we couldn't have asked for anything more."

Manager of Student Health and Sport at UKZN Mark Bashe commented: "Delron is a great acquisition and we will give



UKZN soccer coach and former Bafana Bafana player Delron Buckley in action.



him all the support he needs. We would love to see him create a new football strategy for UKZN and help us achieve our ambitions which include being among the top three university teams in whatever competition we participate in and to have a good side to send to the African Universities Championships in Ghana next year."

On his move to UKZN, Buckley - who is on a three-year contract - said he had coached teams in South Africa's Professional Soccer League (PSL) but saw this opportunity as a new challenge - "...and I love challenges. A colleague of mine coached at the University of Johannesburg and I got to see what he was doing there and how the club runs. I enjoy developing players and helping them reach their full potential, and where I am now gives me ample opportunity to do that."

The men's first team, known as UKZN Impi, will play in two major annual competitions this year - the FNB-sponsored Varsity Football Tournament in Pretoria and the University Sports South Africa (USSA) tournament in Cape Town. They won the USSA competition in 2018 while the best they have done at the Varsity Football Top 8 event is sixth. This year, the

games will all be held under "bio-bubble" conditions due to COVID-19.

That soccer is popular at the University is clear - more than 4 000 men and women play the game at various levels on the different campuses!

Buckley's football skills were evident from a very early age and the Sparks Estate Secondary School pupil was just 16 when he left South Africa for Germany to take up trial opportunities at a variety of professional soccer clubs.

"I grew up in the rough and tough suburb of Sydenham, raised from the age of three by my grandparents. Many of my friends were in gangs; they took drugs, drank alcohol and partied,

On his personal ambitions, Buckley aspires to coach big clubs in South Africa and then go overseas to coach there.

often causing havoc," he said. "Soccer saved me from possibly ending up in the gutter. I lived for the game – my bedroom walls were plastered with pictures and posters of top players and teams.

"Fortunately, I didn't get sucked in to the bad life, choosing instead to devote myself to training, exercise and other pursuits while passionately pursuing my dream of becoming a professional soccer player."

Buckley has published a book titled *My Life* which describes his journey to becoming a top-flight international soccer player.

He got his big break when aged just 17 he was signed by the Bundesliga club VfL Bochum where he stayed for nine years, scoring 20 goals in his 177 appearances.

"Without doubt, the highlight of my career was when I was sold to Armina Bielefeld in 2004 and in my 29 appearances for the club in that year I scored 15 goals – the second highest number in the whole Bundesliga! That resulted in me being bought by top club Borussia Dortmund where I stayed for four years, making 65 appearances for the team."

Buckley continued his international club soccer career until 2012 when he returned to South Africa after 19 years in Europe, joining Maritzburg United and making 43 appearances for the club before retiring from the game to take up a post as AmaZulu Football Club's Assistant coach and later a similar position at Maritzburg United.

During this time he was also a member of the Bafana Bafana squad (73 appearances, 10 goals), and played at the World Cup tournaments in France in 1998 and Japan/Korea in 2002 as well as at the Olympic Games in Australia in 2000.



UKZN's new soccer coach Delron Buckley with the team's 2021/2022 vice-captain Mxolisi Mthiya.



On his personal ambitions, Buckley aspires to coach big clubs in South Africa and then go overseas to coach there. "But first I have to do my UEFA "A" licence and then my pro licence."

He is married to Raphaela and they have three daughters Malia (10), Jada (14) and Charlize (16) – all soccer players!

What does this busy man do to relax and unwind? "I spend quality time with my family out and about enjoying Durban's magnificent beaches and other attractions."

Words: Greg Dardagan



NEWS ROUNDUP



This section features alumni in the news and anything of interest to members of Convocation.

ALUMNUS PLACED SECOND IN UNISA NATIONAL STRINGS COMPETITION

UKZN alumnus Mr Bethuel Tshoane (lead guitar) won second place at the 3rd Unisa National Strings Competition that showcases the talent and experience of young South African classical and jazz string players.

The competition, held at the Z K Matthews Great Hall in Pretoria, had two categories: classical (violin/cello) and jazz (guitar/bass). Tshoane took home a prize of R50 000.



Mr Bethuel Tshoane

"It feels surreal to win. Competing with fellow musicians on its own has been a great achievement. This motivates me to continue working on my craft. I entered the competition to not only expand my learning experience but to use this opportunity to showcase my music talent," he said.

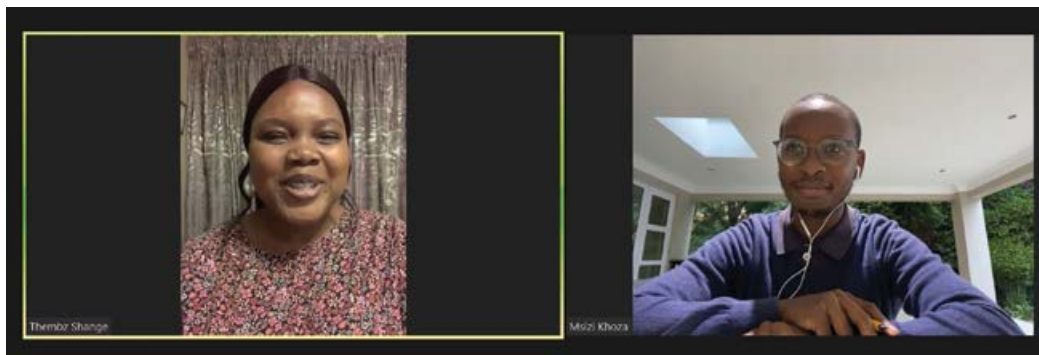
Tshoane competed in four rounds from performing jazz ballads to contemporary jazz and original compositions. "I went out of my comfort zone and strove for my best

performance in every round. Competitions like these are vital to every aspiring musician because they are exposed to the educational spectrum, and the music industry as a whole," he added.

His advice to aspiring musicians is, "to encourage fellow performers to work hard on our crafts and stay positive in all that we do."

Words: Melissa Mungroo

UKZN CONVOCATION - SHAPING THE UNIVERSITY'S PRESENT AND FUTURE



Ms Thembaletu Shange and Mr Msizi Khoza at UKZN's informative webinar on the roles and responsibilities of Convocation.

"Your relationship with the University does not end on the day that you attend your Graduation ceremony."

These were the words of UKZN alumnus Mr Msizi Khoza at UKZN's webinar on the roles and responsibilities of alumni.

Khoza is a member of the UKZN Alumni Network. He serves on the University of Johannesburg's (UJ) Convocation Executive and is the Principal: Structured Finance at the Absa Group. He stressed that alumni should remain involved and invested with the University. "The weight of your qualification is intricately linked to how people view the University," he said. He encouraged alumni to "shape the University's present and also its future."

Convocation, which is UKZN's largest constituency, is composed of graduates (from UKZN and its predecessors, the Universities of Natal and Durban-Westville), academic members of staff, various members of the University Executive (including the Vice-Chancellor and Principal and the Registrar), professors emeriti and retired academic employees.

Khoza noted that the Convocation Executive (Convex) includes members who represent alumni on Council, the University's highest decision-making body. "Convex is the official face of Convocation," he said. He emphasised that Convex members are not merely elected to attend meetings but to implement programmes for their constituency and the wider University community.

It is vitally important to elect the right people to Convex. Khoza recommended that Convex members have the following qualities: passion, stewardship (wanting to leave something in a better state than you found it in), and diverse skills and viewpoints.

He added that the Convocation President should "take Convocation to the next level and make it a force for good at the University." He emphasised that the incumbent should be ethical and have integrity, adding, "We need somebody we can relate to who is a better version of ourselves."

Host and UKZN alumnus Ms Thembaletu Shange said that the common misconception that Convex members should have served as members of the Student Representative Council is not true.

Khoza said that UJ's Convex sets key goals to work towards during its term of office. These include addressing graduate unemployability and shaping programmes run by the University's Alumni Office geared at leveraging the decision-making powers of Council to address matters of importance to alumni and students. Convex is also raising funds for a women-only first-year student residence to address gender-based violence and female students' security concerns.

He added that, "Convocation needs to be an engine in the University's fundraising efforts" and noted that Ivy League universities such as Harvard and Stanford are successful due to their alumni's financial contributions and life-long relationships.

Echoing Shange, UKZN's Executive Director for Corporate Relations, Ms Normah Zondo urged alumni to stay connected to the Institution as they play valuable roles such as building and growing the University brand through their contributions in various spheres of society.

To view the dynamic and informative webinar, visit UKZN's YouTube channel.

Words: Raylene Captain-Hasthibeer



Mr Stephen Johanson with the McLaren Speedtail.

UKZN ENGINEERING ALUMNUS WORKING WITH MCCLAREN

Mechanical Engineering alumnus Mr Stephen Johanson has carved a career for himself in the automotive industry, driving forward advancements in hybrid technology at McLaren Automotive Ltd in the United Kingdom, where he is Engineering Manager for Electric Drive Systems.

The vehicles that have punctuated Johanson's work at McLaren make use of hybrid technology and the integration of the battery, electric motor and motor control unit. He worked on the McLaren P1, a halo car for the company, and while in the Electric Drive department was involved with engineering the high voltage battery, e-motor, inverter, high voltage cabling, charger, and the testing and development of these systems.

After completing his studies at UKZN in 2005, he made his entry into the industry at DESign Group in Durban, landing the job before his final exams were over and working at the company for three years.

Johanson settled on engineering as a career path following a year off after high school to attend Bible College and to research potential vocations. He was accepted for all Engineering Disciplines at UKZN, his first choice university because of its proximity to home and the strength of its engineering programme. He made his final choice to study Mechanical Engineering while in the lines at registration, and

said he enjoyed the experience of studying at UKZN, making special mention of Professor Glen Bright for bringing the subject to life.

Key skills his studies at UKZN equipped him with were learning how to think analytically and to adopt a positive approach to work.

After his time at the DESign Group and on a quest for adventure before settling into domestic life, Johanson and his wife Jo-Ann went to the United Kingdom and joined friends at a London-based church. Johanson worked for a time with a landscaping design company and then took on a role at Honda Engineering where he worked for two years, followed by a short travel break after which he landed the dream job at McLaren in 2012.

Johanson said he experienced a "euphoric moment," after getting the McLaren post.

Johanson providentially ended up in McLaren's hybridisation division, and a contract position soon turned into a permanent role as a design and project engineer. Johanson is now Engineering Manager for Electric Drive Systems at the company where he has worked on three hybrid cars and leads a team of 17.

The massive learning curve of working on the P1 came with some perks, including getting to put miles on the eye-catching vehicle on weekend jaunts. During a lull in hybrid vehicle development, Johanson worked in research at McLaren for a time before re-joining the hybridisation team as principal engineer. He has since worked on the McLaren Speedtail and Artura models.

“Being part of this team brings me a lot of joy,” said Johanson. “Working for McLaren does mean there is a name to live up to, but McLaren has great products and that keeps you motivated.”

While there is a strong sense of pride in the roll-out of a vehicle after the four to five years it spends in development, as a team leader Johanson says there is more to finding fulfilment in his role than simply the high tech vehicles he works on.

“There is great product and amazing technology but the best thing about McLaren is the people - the company puts a lot of effort into developing people and relationships,” he said.

Despite the challenges brought about by the COVID-19 pandemic that took the form of several redundancies, McLaren’s strong business plan is advancing towards the development of a full electric vehicle.

For up-and-coming young engineers interested in the automotive industry, Johanson suggested getting into the hybridisation and the electric drive industry early and building up experience in this relatively new technological field to give oneself an edge.

Words: Christine Cuénod

UKZN STUDENT EXCELLING IN TECHNOLOGY AND ENTREPRENEURSHIP SPACE

UKZN BCom student Ms Ntandokazi Buthelezi is passionate about using the power of technology, leadership and entrepreneurship to serve and impact communities positively.

“I was raised by my grandmother who continuously instilled in me the value of a woman having the same work ethic - and more - as that of a man. My choice of career fed into that work ethic and I chose technology because it brings out the creative side in me as well as giving me the ability to continuously discover new ideas and solutions,” she said.

A young woman in leadership positions, Buthelezi has shown resilience in her role as a Vice-President of Operations for ENACTUS-UKZN championing COVID-19 projects that positively impacted over 1 500 lives, and helping the philanthropic organisation earn the title of 2020 ENACTUS South Africa National Champions.

Buthelezi is also involved in the Women in Tech organisation, an international organisation with a mission to close the



BCom student Ms Ntandokazi Buthelezi.

gender gap and to help women embrace technology. She leads a development of an AI-based Career Advisor for the youth, working in partnership with the MTN SA Foundation.

“I am passionate about uplifting women because I know we have the mental capacity to achieve anything and build anything! If we can give birth, create a warm home, and work to make ends meet, then becoming dominant in big spaces is just another exciting challenge we can conquer,” she said. “Uplifting women in the technology space helps me show

them they can be creative and innovative and also become strong leaders in the space.”

She is currently a business partner and digital solution’s strategist at Asante Solutions - a digital solutions agency that is a hybrid of digital marketing and technology business.

*Words: Lungile Ngubelanga
Photograph: Supplied*

JUDGMENT GIVEN IN LANDMARK COURT CASE IN WHICH LAW SCHOOL PERSONNEL CONTRIBUTED

Judgment has been given in a landmark case in the Pretoria High Court during which Professor Donrich Thaldar of UKZN's School of Law served as an *amicus curiae*, enlisting the assistance of postgraduate students Mr Bonginkosi Shoji and Ms Roasia Hazarilall for behind-the-scenes research.

The case QG v CS made South African legal history as it was the first of its kind to consider several key issues relating to artificial fertilisation and parenthood in South African law.

The matter involved a known sperm donor seeking access to his biological son he had helped a lesbian couple to conceive.



From left: Ms Roasia Hazarilall, Professor Donrich Thaldar and Mr Bonginkosi Shoji.

After the initial meeting, the parties had concluded a known sperm donor agreement which purported to establish the lesbian couple as the legal parents of the donor-conceived child, while barring the known sperm donor from ever obtaining parental responsibilities and rights. However, after holding the new-born in his arms, the donor knew he had not truly appreciated the profound psychological effect his sperm donation would have on him.

While a gamete donor (except a spouse) cannot acquire any parental rights and responsibilities in respect of a donor-conceived child in law, gamete donors may, as with any other interested person, acquire certain rights and responsibilities in terms of Sections 23 and 24 of the Children's Act.

This judgment provided much-needed legal certainty on questions relating to the scope of the provisions, their potential to extend to known sperm donors, and the enforceability of known sperm donor agreements.

Ultimately, in its assessment of the circumstances of the case, the court held that there was no evidence that contact with the known sperm donor would contribute to the child's best interests. Rather, it could cause confusion and new conflicting centres of focus in the child's life. The applicants only had

limited interactions with the child and their relationship was thus subsidiary to the relationship the child enjoyed with his legal parents - a relationship deserving constitutional protection.

The application was therefore denied.

Having assisted with the comparative analysis aspects of the heads of argument, Hazarilall commented: "An analysis of the judgment itself shows that the court relied heavily on Professor Thaldar's amicus submissions in coming to its final decision. Seeing all our work reflected in such a seminal judgment has definitely been the highlight of my legal studies."

Shoji, who provided extensive research support on the regulatory scheme relating to assisted reproduction, said: "One rarely gets an opportunity to witness legal development first-hand, and it is even rarer to have an opportunity to be part of that development. It is deeply rewarding to know that our work helped shape this landmark judgment."

* An *amicus curiae* is someone who is not a party to a case who assists a court by offering information, expertise or insight that has a bearing on the issues in the case (Wikipedia).

Words: Lungile Ngubelanga



CALL FOR CLASS NOTES 2022

The Alumni Relations Office requests graduates to please send in "Class Notes" for publication in the University of KwaZulu-Natal's alumni publication: *UKZNTouch* 2022.

'Class Notes' is a collection of short biographies sent to us by alumni from all over the world highlighting their personal and professional achievements. Through these notes, alumni keep in touch and find old friends. We are eager to receive information from graduates for 'Class Notes' as well as profiles and articles for possible inclusion in the rest of the publication. You may include a high-resolution photo of yourself.

Please submit all contributions (maximum 10 lines, no CV's will be accepted) by 31 October 2022 to the Alumni Relations Office, Email: alumni@ukzn.ac.za.



INSPIRING GREATNESS

ALUMNI CLASS NOTES

1960s

ALAN MAKER – BCom'63 – Rhodes Bachelor of Divinity 1967; Princeton Theological Seminary Doctor of Ministry 1984 served as senior minister of St Columba's Presbyterian Church, Parkview, Johannesburg from 1971 to 2006 and as Moderator of the General Assembly of the Presbyterian Church of Southern Africa from 1984 to 1985. He has been involved in radio work for many years and was elected to the Liberty Radio Hall of Fame in 2019. He delivered a Convocation Address and the Frederick Neumann Memorial Lecture at Princeton Theological Seminary and recently published a book, *The End is in the Beginning - the Triumphant Completion of Creation*. Always interested in sport, he has been the Chaplain to the Johannesburg Sportsman's Club for 30 years. He is married to Margaret and they have three daughters and six grandchildren. They are now retired and living in Hermanus.

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BERNARD SCHAFFLER – BScEng (Elect.)'64, MScEng'65 won a De Beers Diamonds scholarship after serving his apprenticeship to conduct research on separating industrial diamonds according to shape. He ran his own company in Johannesburg that designed and built variable speed electric drives. In 1978, the company was bought by a British company and he was transferred to England to train and produce similar products, including an installation for the British Navy. He emigrated to Australia where he started a new company producing variable speed drives and later, power electronics for rail rolling stock that was exported across the world. He is preparing his PhD related to Hydrogen Fuel Cells to power electric locomotives which includes Slip/Slide control of the bogie wheels.

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1970s

STANTON PETER NEWMAN – BSocSci’71, BSocSc (Hons)’72, PhD (SocSci)’75 served as SRC President in 1971. He moved to London in 1974, where he worked at the London School of Economics and Political Science (LSE) and Guys and Middlesex Medical Schools and University College London (UCL). He was promoted to professor in 1993 and as Head of Psychiatry and Behavioural Science, where after he established a Centre for Behavioural and Social Science in Medicine. He was Dean of Health Sciences at City, University of London from 2011 and then Vice-President. He remains a professor at City and has published more than 250 research papers and written or edited 12 books on Behavioural Medicine and Neuroscience. He travels extensively, has held visiting positions in the USA, China and Singapore and has been a scientific advisor and served on the boards of various companies and charities.

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IAN COWLEY – BCom’73, BA’75 lives in the UK where he has written a series of books on contemporary Christian spirituality. His bestselling book *The Contemplative Minister* was published in 2015 and has been reprinted four times. The *Contemplative Struggle*, which was published in 2021, is about his experience as a student in Pietermaritzburg in the early 1970s. He was an active member of the University Christian Movement which was banned in 1972, co-editor of NUX and a member of the SRC during an extraordinary period of change and radical thought and ideas at the University of Natal.

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MOHAMED ENVER SURTY – BA’74, BA (Hons)’75 – B Provide UNISA, LLM UWC, PGCHE – UP worked as an attorney from 1977 to 1994. He served as a Member of Parliament from 1994 to 2019 - chief whip, Deputy Minister of Basic Education, and Minister of Justice. He is the author of *In Pursuit of Dignity*, and co-author of *Ismail Mahomed: Liberating the Law*, and has edited several other publications.

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THOMAS WILLIAM (BILL) PIERCE – BScEng (Civil)’75 worked in construction, then studied at Oxford University on a Rhodes Scholarship. On his return to South Africa, he worked in civil engineering and management consulting. He was managing director of several companies. Since leaving the corporate world in 2012, he has been involved in management coaching and mentoring, lecturing and facilitation. He and his wife have been happily married for more than 40 years and have two children.

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ANTHONY (ANT) BRYAN GREENHAM – BA'76, HDE'77 taught religious education at Beachwood High School in Durban North for three years before joining the then Department of Foreign Affairs (DFA) in Pretoria. He was Third Secretary in the South African Embassy in Tel Aviv from 1981, and then in a section seeking to counter disinvestment. The ethical dilemmas he experienced and a calling for Christian ministry led to his resignation and departure for Texas with his family in 1986. While he earned a master's degree in biblical studies, ministry didn't work out, and the family returned to South Africa in 1991, with him rejoining the DFA. He took up a position on the faculty of Southeastern Seminary in North Carolina in 2000 and completed his PhD in 2004. He retired in mid-2021, but still teaches part-time.

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HOWARD DAVID LIPSHITZ – BSc'76, BSc (Hons)'77 is a professor and former chair of the Department of Molecular Genetics at the University of Toronto, Canada. He completed a PhD in Biology at Yale University, followed by postdoctoral research in biochemistry at Stanford University. After serving as assistant and then associate professor at the California Institute of Technology, he and his family moved to Toronto in 1995. He has studied mRNA in the genetic model organism, the "fruit fly" *Drosophila* for more than 35 years and his laboratory uses it to uncover the mechanistic basis of rare human diseases. He has served on the boards of several scientific societies and journals and was appointed editor-in-chief of Genetics in 2021. He is a Fellow of the American Association for the Advancement of Science.

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CRAIG NORTHWOOD – BScEng (Civil)'77 worked for the KwaZulu-Natal Department of Transport for 17 years and served as managing director of UWP Consulting (Pty) Ltd for 20 years, with his last position being that of Group MD. He retired to St Francis Bay where he is a Rotarian and is active in the homeowners' association. An avid cyclist, he has completed the last 18 Cape Town Cycle Tours.

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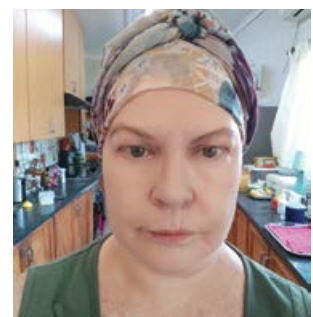
NIRMALA PATHER – MBChB'77, LLM (Medical) '09 is in private practice as an obstetrician/gynecologist at St Augustine's Hospital in Durban.

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MYRTLE HOOPER – BA'79, BA Hons'80, MA'90, PhD(Arts)'93 joined the English Department at the University of Zululand in 1985, and was promoted to Senior Professor in 2000. She headed the Department for some years, and held contracts as Assistant Vice Rector: Research & Community Engagement and as Interim Dean. She served on numerous University committees, taught at all levels of English, and supervised the Department's first PhD student. Her interests have included culture, narrative and identity, and the ethics of reading; and, recently, embodiment in literature; spatiality; the language of narrative; and literature and the environment. She has presented at more than 50 local and international conferences; and published extensively on Joseph Conrad, and a range of Southern African writers. She recently retired.

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KEVIN LEO-SMITH – BSc Agric '79 founded SFM Africa in 2006 (now the African Conservation Development Group) with a focus in Gabon where the company manages 950 000 ha of land to undertake integrated sustainable and climate positive development. It hopes to “open source” the planning, financing and operations to enable similar landscape scale projects elsewhere.

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1980s

YUNUS SULEMAN – BCom (Acc)'80 qualified as a chartered accountant and served as the chairperson of KPMG. He is the chair elect of Goldfields Limited and the lead independent director of Liberty Holdings Limited and Albaraka Bank Limited.



ANANDROY RAMDAW – BProc'82 completed articles of clerkship and was admitted as an attorney in 1983. He practices in Newcastle, Durban and Johannesburg as a director of Roy Ramdaw and Associates Inc. He was admitted as a solicitor in England and Wales and as a barrister/solicitor in Australia in 2005. He received training in a Canada-South Africa programme and acted as a judge in the Labour Court. He plans to complete a master's degree in the near future.

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PRAVESH SINGH – BA(Law)'82, LLB' 85 practiced law in Newcastle until 2008. He is currently a regional magistrate in Gauteng's Pretoria Court and is involved in legal education and training.

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RAJIV MAHARAJ – BCom (Acc)'83 qualified as a CA(SA) in 1985 and joined Barlow Rand. Over the next 30 years he occupied various finance and operational positions in automotive, financing, earthmoving equipment in construction and mining, rental, power solutions and FMCG logistics businesses. He served as Chief Finance Officer Africa for Caterpillar and took early retirement in 2020. He is currently a Portfolio CFO with the FD & CFO Centre. He and his family live in Sandton.

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ASOKAN NAIDU – BAcc’85, PG Dip (Acc)’87, MBA’95 qualified as a CA(SA) and joined the Momentum Group in 2004 as Group CFO and CEO of Momentum New Markets in 2008. In 2011, he relocated to India to set up a liaison office for Momentum. He was instrumental in establishing a joint venture on behalf of MMH with Aditya Birla Group of India where he currently serves as a director of Aditya Birla Health Insurance Limited and Aditya Birla Wellness Limited and is a director of several subsidiary and associate boards of MMH.

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VIJAYAKUMARI SHARON GANESAN – BPaed (Arts)’86, BA (Hons) cum laude’95 taught English and Art at Clairwood Secondary for 15 years then started her own travel business, Ganesantours. In 2003, she relocated to Dayton, Ohio, in the US where she was a substitute teacher, and a professor of Travel and Tourism - Hospitality at Sinclair College. She obtained a Masters in Special Education from Grand Canyon University in Arizona and currently teaches visual arts to students with disabilities. She is also a practicing artist in mixed media and photography.

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1990s

WARREN MOOLLAN – BSc’91, BSc (Hons)’92, MSc’93, PhD (Sc)’96 is Director of Business and Marketing at Schrödinger, Munich, Germany (an artificial intelligence and machine learning software development company specialising in the pharmaceutical and biotechnology industries). He previously worked at CitiBank, and Pearson. He has launched several businesses and taken businesses and products into new markets and environments.

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SAGREE SINGH (NEÉ MUDALY) – BSc’92, MSc’17 owns Purple Rain Digital Printing, a digital print and manufacturing company.

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PETER D GLAVOVIC – PhD (Law)’93 was the first person to teach Environmental Law in South Africa as an LLB elective and as a coursework LLM. He was also instrumental in the formulation of the environmental rights clauses in the South African Constitution.

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FIKILE MAGWAZA – MEd’93, MInfo Studies’02 retired in 2013 after working as Subject Advisor: School Libraries, KwaZulu-Natal Department of Education.

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WILLIAM H (BILL) WILLIAMS – BArch’93, PG Dip (Arch)’94, MArch’19 opened his own architectural practice in 2001 that has designed and built three cathedrals and been involved in about 40 different churches. He has lectured part time at UKZN for more than 10 years and sometimes takes his students up to the snow to make igloos.

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SADHVIR BISSOON – BSc’94, BSc (Hons)’97, MSc’98 is an executive at the South African Bureau of Standards (SABS). He serves on the Council of the International Organisation for Standardisation (ISO) and many other organisations and is on the board of the International Electro-Technical Commission and a member of the Brazil-Russia-India-China-South Africa (BRICS) Standardisation Forum.

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SELLO TEBOGO MAKUBE – BAdmin’94, BAdmin (Hons)’95 is a Chief Director: Industrial Procurement at the Department of Trade, Industry and Competition. He was previously employed by the Financial and Fiscal Commission and National Treasury. He holds an LL.M: Public Procurement Law and Policy from the University of Nottingham and a PhD in Energy Studies from the University of Johannesburg. He has published a number of journal articles and a book chapter.



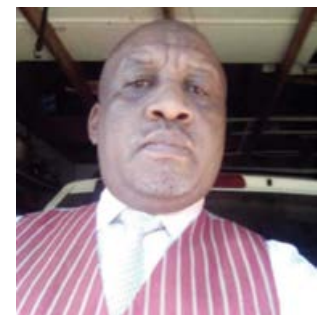
DIPILOANE PHUTSISI – BEd’95 is principal and CEO of Motheo TVET College where she is responsible for special needs education. She is a deputy president of the South African Public Colleges Association and a member of the South African International Maritime Institute Board. She received the Idahlyn Karè Outstanding Leadership Award from the Chair Leadership Academy, US in 2014; a Driver for Change Award by Vision 2030 from the Standard Bank Top Women Award and the 2030 Unit in the office of the President of South Africa and the Unsung Heroine in Education and Mentorship Award from the South African Heroine Awards in 2021.

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BHEKUMUSA G DLAMINI (MUSA) – BProc’96 served articles of clerkship until admission as an attorney in 1997 and started a practice with another UKZN alumnus. He now practices as Chiliza Dlamini Attorneys. The practice has represented state-owned entities and various provincial and national departments. He served as a trustee of the Attorneys Provident Fund; as mediator/conciliator and adjudicator in the Old Township Houses Allocation Scheme and the KwaZulu-Natal Rental Tribunal and as chairperson of National Transport Appeals Tribunal as well as an adjudicator for the KZN Tender Bids Tribunal.

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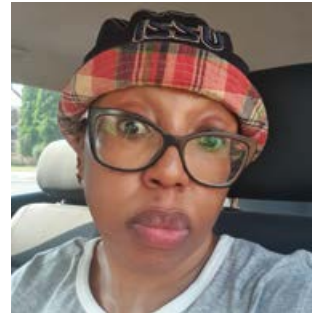
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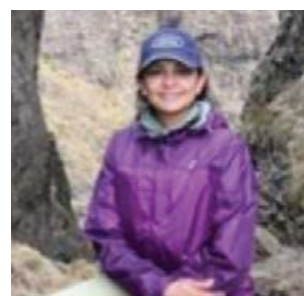
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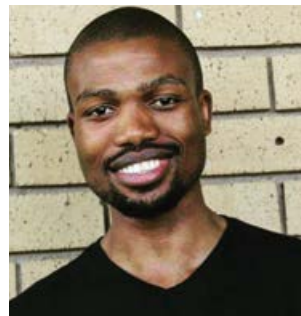
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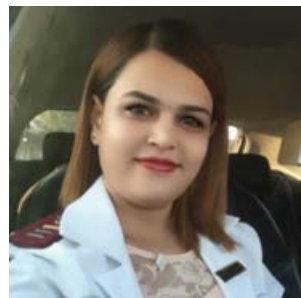
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SANELE KHOZA – BSc (BioChem& Gen.)’16, BSc (Hons) Gen.’17 served as an NRF intern at the South African Medical Research Council (SAMRC) in the molecular genetics laboratory in the Primate Unit and Delft Animal Centre (PUDAC). She was awarded an MSc in Genetics *cum laude* by UKZN in collaboration with SAMRC/PUDAC and is currently registered for a PhD in Pharmaceutical Science.

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SIZA MAJOLA – DBA’17 is the managing director for Crawford International South Africa that has 20 schools in the country. Majola also has an MBA from Sheffield Business School in the UK and a BSc Hons from Stellenbosch University.

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ROWAN THOMPSON – Med'17 is HOD for Maths, Science and Technology at Stadio School of Education. Since completing his Masters, he has published a journal article and five chapters for a book on teaching technology. He is aiming to complete his PhD soon and preparing more publications based on his doctoral study.

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THIRUMALAY (VINO) MOODLEY – MBA'18 has 27 years' experience in private healthcare management and is the chief operations officer at Sanctuary Hospital. She teaches students on a voluntary basis at Malvern Children's Home.

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ABIMBOLA OLUFEMI OMOLABI – PhD (TRP)'18 is a city planner and environmentalist. He is a consultant, researcher, lecturer and a recipient of the prestigious Nelson Mandela Medallion Award for Excellence as well as four local and international awards. He has more than 25 years' experience in research and consultancy services towards the creation of liveable and habitable human settlements, environmental management and conservation, climate change and COVID-19 for public, private, and non-profit organisations in Nigeria, Ethiopia, Ghana and South Africa. He worked as an urban specialist at the UNDP, Addis Ababa, Ethiopia and has presented papers at World Bank, EEC, UNDP and UN-Habitat conferences.

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NDABEZITHA TENZA – MPubAdmin'18 is currently a PhD candidate at Wits University. His study focuses on communication and service delivery. As a communications manager at Harry Gwala District Municipality, he is responsible for the development of a communication strategy and communication policies which are incorporated into the municipality's Integrated Development Plan. He previously worked in community radio in KwaZulu-Natal and as a news anchor at SABC's uKhozi FM. He is the co-author of the recently published book, *Developmental Local Government Series: Municipal perspectives on Development, Governance and Service Delivery*.

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TAMRAT TESFAYE YIMER – PhD Eng (Chem)’18 is the Dean of the School of Graduate Studies at Bahir Dar University. He is a scientist in the field of chemical engineering, specifically in biopolymers and biomaterials who has graduated more than 30 masters and four PhD students, published more than 60 peer-reviewed papers and presented over 50 papers at conferences. He serves as Editor-in-Chief of the *Ethiopian Journal of Textile & Apparel* and the *Ethiopian Electronic Journal of Innovation and Technology Foresight*. He is a recipient of various national and international awards and a member of, among other bodies, the Ethiopian Academy of Sciences and the Ethiopian Journals’ Editors Forum.

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DAGNACHEW MARU BEGIZEW – PhD (Phys. Ed. & Sport)’19 is an assistant professor in Physical Education and Sport and a freshman Dean at Wollo University in Ethiopia. He also holds an MSc in Athletics Coaching from Addis Ababa University and a BEd degree and Diploma in Physical Education and Sport Science from Kotobe College of Teachers Education, as well as a graduate certificate in Primary School Education from Robe Teachers College, Ethiopia. His research has been published in the *Journal of Human Sport and Exercise*.

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NOXOLO NGEMA – BA’19 was the captain of the UKZN women’s soccer team for three consecutive years. Her talents include singing, drama and modelling. She had planned to teach English and Drama in China, but this was derailed by the COVID-19 pandemic.

Email: noxolohngemah@gmail.com



BIZO LUVIWE BOMELA – MSocSc’20 is the co-ordinator for the Academic Literacies and Writing Centre at Walter Sisulu University. He is an indigenous spiritual healer, poet, songwriter and a 2009 winner of SABC2’s Lentswe Poetry competition. In 2014, he contributed to the research and writing of *Emerging Voices Volume 2*, a DHET project that focused on curriculum renewal within the post-schooling sector. He is developing a module on traditional spirituality as an emancipatory tool for women from his MA thesis. In 2020 he presented at the 2020 Men’s Parliament under the theme Institutionalising a Responsive Men’s Movement: The Role of Youth Formations in Institutionalising a Response to Gender Based Violence. In 2021, he was commissioned by the Democracy Development Programme to write a book chapter on Gender and Race and its Influence on Youth Political Participation in Electoral Politics. He serves on the Gender Sub Committee member of the South African Youth Council and is working on his PhD proposal on medical pluralism and indigenous nutrition in a capitalist society.

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AMY CLITHERO-ERIDON – PhD (Family Medicine)’20 is a principal lecturer 2 which is a teaching equivalent of an associate professor at the University of New Mexico School of Medicine. She teaches students about health equity, the social determinants of health, health policy, and health services research and is an active researcher. She is the North American Regional Representative for the Network Towards Unity for Health, a committee member for medical student education within the Society of Teachers of Family Medicine, the co-director of the University of New Mexico Health Sciences World Health Organization (UNMHSC WHO) Collaborating Centre, the director of health policy and health systems education for medical students, and a member of the Training for Health Equity Network and the and the Association for Medical Education in Europe (AMEE) Aspire Academy. She has presented at more than 70 local, national, and international conferences and authored or co-authored 20 peer-reviewed papers and two book chapters.

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VISHAL KRISHANDUTT – MBA’20, MScEng (Water Res.& Env. Mgmt)’02 is a director at Envision Consulting (Pty) Ltd, a civil and structural engineering consultancy firm based in Durban. He served as president of the South African Institute of Consulting Engineering in 2021 and has more than 27 years’ experience in construction, academia, local government, and consulting engineering. He was also employed as a lecturer in UKZN’s Civil Engineering Department from 2003 to 2007 and was very involved with the merger between the Universities of Durban-Westville and Natal.

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NHLAKANIPHO MKHANYISI MSIMANG – PGDip (Mgmt)’20 also graduated from UNISA and the University of Pretoria. She previously worked at Msunduzi Municipality and the Department of Arts and Culture and is currently employed by the KwaZulu-Natal Liquor Authority. A mother, business woman and wife, she resides in Pietermaritzburg.

Email: ukwethaba@gmail.com



UKZN FOUNDATION: MAKING A DIFFERENCE

The UKZN Foundation is the strategic fundraising arm of the University. Its primary function is to provide a professional fundraising service for UKZN's various strategic projects that benefit all University stakeholders, including students, academics and society at large.

The foundation provides a one-stop shop for donors and undertakes all related administrative functions such as supplying tax certificates and paperwork for Broad-Based Black Economic Empowerment (B-BBEE) spend. As a non-profit organisation, it is a section 18A entity; thus, donations are tax deductible. In addition, spending may be claimed for B-BBEE scorecard points.

The majority of UKZN donations are sourced from corporates, foundations and trusts. Alumni also present a major source for new funding.

Philanthropy is defined as "the desire to promote the welfare of others, expressed by the generous donation of money to good causes." Join your fellow alumni in promoting the welfare of your *alma mater* and its future generations of students by enabling greatness through your generosity.

If you are unable to make a financial donation, consider using your networks to link the UKZN Foundation with philanthropists, high net worth individuals and the corporate social investment (CSI) department in your organisation.

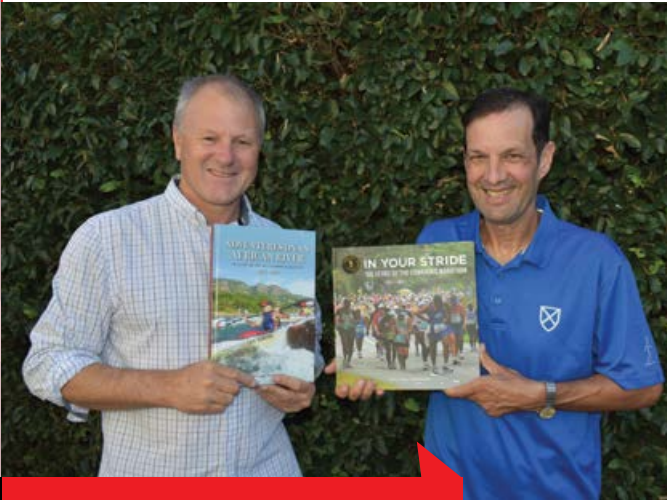
The UKZN Foundation is registered as a Non Profit Organisation (NPO) and Public Benefit Organisation (PBO) and is run by a Board of Trustees. Its sole mandate is to raise strategic funds for the multifarious activities of the University. To find out more about the foundation and how you could make a difference at UKZN, visit our website at www.foundation.ukzn.ac.za

Mr Steve Camp

Acting Executive Director: UKZN Foundation

BOOKS PUBLISHED BY UKZN ALUMNUS

Two of KwaZulu-Natal's world-renowned endurance events, the Dusi Canoe Marathon and the Comrades Marathon are the subject of recent books.



UKZN alumnus Mr Steve Camp (left) and fellow literary enthusiast and freelance journalist Mr Brad Morgan.

While some found their lives slowing down at home during the COVID-19 lockdowns, UKZN alumnus and Acting Executive Director of the UKZN Foundation, Mr Steve Camp, and fellow literary enthusiast and freelance journalist Mr Brad Morgan developed a hobby with a difference. They utilised their spare time to write books about two of KwaZulu-Natal's iconic sporting events.

In Your Stride - 100 Years of the Comrades Marathon, 1921-2021, celebrates the Ultimate Human Race's centenary, while the Dusi book commemorated 70 years of the race, two decades after Camp co-authored *Paddling and Portaging: 50 Years of the Dusi Canoe Marathon* with Tim Whitfield.

Camp and Morgan originally started collaborating on another book that included both races in 2007, but the worldwide financial collapse of 2008 led to the demise of their publishers. In 2020, with both the Dusi and Comrades approaching milestone events, Camp approached Morgan to update their work, source new material, and produce separate books on these endurance events. They were tested by a very challenging timeline, but rose to the challenge, resulting in two fine, glossy hardcovers.

Writing the Comrades book was a huge opportunity for the authors and came with the responsibility of doing justice to the task. With a foreword by the legendary nine-time champion, Bruce Fordyce, *In Your Stride - 100 Years of the Comrades Marathon, 1921-2021* is a gem. Its content leaps off its pages and it stands apart from other books on the subject.

The characters, spectators, seconds, fashion, cars, route and the start and finish are depicted across the decades, making for a visual treat. Measuring 30cm x 30cm, this coffee table book is sure to delight Comrades runners and anyone with a passing interest in the event.

Comments on the Comrades Marathon Facebook page include: At Schoeman, "It's the book to have!!"; Sharon Eldridge, "It's AWESOME!"; and Laurence 'Lockey' Brown - #3261, "For two days I could not put the book down. The Comrades feeling, from the smell of Comrades, to the feel of Comrades to the sound of Comrades - it all came flooding back."

The chronological history shares the stories of many great champions. These are augmented by quirky anecdotes of everyday Comrades competitors, adding spice to the tales that have emerged over the years.

There's also plenty to be learned about other aspects of the event, like the medals, badges and numbers, the route, traditions, Comrades House and the Comrades Museum, statistics and more. And every Green Number recipient (10 finishes or more) is listed.

It truly is a beautifully presented book for all to enjoy and a worthy tribute to an event so close to the hearts of South Africans.

With a foreword by Lyle Wheeler, who became the first man to complete the race 50 times in 2021, *Adventures on an African River, 70 Years of the Dusi Canoe Marathon, 1951-2021* is richly enhanced by photographs and newspaper clippings.

It tells the story of great champions, and also of the very successful work put into producing top paddlers from disadvantaged communities along the Dusi route. It includes a list of every person to have finished the race at least 10 times, which makes one a 'Dusi Rat'.

Like the Comrades book, the photography sets *Adventures on an African River, 70 Years of the Dusi Canoe Marathon, 1951 - 2021* apart. That's thanks to the long hours spent by Camp trawling through libraries, newspaper archives and personal

photo collections to find new and exciting images of the race.

To preview *In Your Stride - 100 Years of the Comrades Marathon, 1921- 2021*, or to have it delivered to your door, visit i-go-books at <https://igobooks.co.za/product/product-category/in-your-stride/>.

To secure a copy of *Adventures on an African River, 70 Years of the Dusi Canoe Marathon, 1951 - 2021*, contact the KwaZulu-Natal Canoe Club in Pietermaritzburg on 087 133 1237.



Gerald Walsh (left) and Trevor Allen (17) negotiate Fields Hill, under extensive road construction.



CONTACTS &

SOCIAL MEDIA



International and Lesotho Alumni Facebook Groups

UKZN's Alumni Relations Office has created six country specific Facebook groups exclusively for graduates based in the **USA, The UK, Canada, Australia, New Zealand and Lesotho**. The sites will allow graduates to interact with one another, access information on and from their *alma mater* and to receive invitations to events, suggest get-togethers and create a vibrant UKZN graduate network in these countries.

These Facebook groups are private and each group will be administered/ monitored by Ms Desiree Govender, UKZN Alumni Relations. We encourage you to interact with one another and our office and to spread the word to other UKZN alumni about these sites. Should you require any further information, please contact the Alumni Relations Office via email: alumni@ukzn.ac.za or govenderd@ukzn.ac.za. Ideas/suggestions on how to improve the site are most welcome.

Please go to: <https://www.facebook.com/desiree.govender.9> and send Desiree a friend request. She will accept your invitation and add you to your specific country group.

Alumni Relations Office

Address: 232 Mazisi-Kunene Avenue (King George V Avenue), Howard College campus, Durban, 4041

Phone: +27 (0)31 260 2958/2016/2823

Fax: +27 (0)31 260 2236

Email: alumni@ukzn.ac.za

Web Address: <http://alumni-affairs.ukzn.ac.za>



<https://www.facebook.com/UKZNAumni>



<https://twitter.com/UKZNAumni>



Join us on UKZN LinkedIn!

The Alumni LinkedIn page has been closed. Join UKZN alumni and current students on the UKZN LinkedIn site:

<https://za.linkedin.com/school/university-of-kwazulu-natal/>

CHANGE OF ADDRESS FORM

Identity Number: _____ Student Number: _____

Surname: _____ Maiden Name: _____

First Names: _____

Address (please tick the address to where correspondence should be sent):

☐ Residential / Current Address: _____

Post Code: _____ Province: _____

☐ Postal Address: _____

Post Code: _____ Province: _____

Home Telephone Number: _____ Cell: _____

Email address: _____

Degree(s)/Diploma (s): _____ Year of completion: _____

Campus attended (please tick): Howard College ☐ Pietermaritzburg ☐ Edgewood ☐
Nelson R Mandela School of Medicine ☐ Westville ☐

Residence at University: _____

Employer: _____ Position Held: _____

Work Telephone Number: _____ Email address: _____

Fax Number: _____ Direct Line: _____

Name of Spouse (*if a graduate of this University*): _____

Cell: _____ Email address: _____

Degree(s)/Diploma (s): _____ Year of completion: _____

Please return to: Desiree Govender – Alumni Relations

University of KwaZulu-Natal, Howard College Campus, 232 Mazisi-Kunene Avenue, Durban 4041

Tel: (031) 260 2958, Fax (031) 260 2236 or Email: govenderd@ukzn.ac.za or alumni@ukzn.ac.za

UPDATE YOUR DETAILS ONLINE: <http://alumni@ukzn.ac.za/updateservice.aspx>



DURBAN ALUMNI ASSOCIATION SUBSCRIPTION FORM

DETAILS OF PRINCIPAL MEMBER

Surname: _____ First Name: _____
 Identity Number: _____ Date of Birth: _____

Please cross (X) the relevant box below:

Membership Type:	University of KwaZulu-Natal GRADUATE Membership	
	AFFILIATED Membership	

Address: _____
 _____ Postal Code: _____
 Telephone: Home: _____ Work: _____
 Fax: _____ Cell: _____
 Email: _____

DETAILS OF ADDITIONAL MEMBER

Surname: _____ First Names: _____
 Identity Number: _____ Date of Birth: _____

Please cross (X) the relevant box below:

Membership Type:	University of KwaZulu-Natal GRADUATE Membership	
	AFFILIATED Membership	

Address: _____
 _____ Postal Code: _____
 Telephone: Home: _____ Work: _____
 Fax: _____ Cell: _____
 Email: _____

ANNUAL SUBSCRIPTION	COST PER PERSON	TOTAL COST
Principal Member	R50. 00	
Additional Member	R50. 00	
TOTAL		R

Please complete the above form and return with payment: **(CHEQUES** to be made payable to: **University of KwaZulu-Natal**, Durban Alumni Association) **DIRECT DEPOSITS:** Standard Bank, Account No.: 053080998 , Branch Code: 045426, Reference: Your Name & **8101 30063**

Please Return to: Nomcebo Msweli, Alumni Relations Office,
 University of KwaZulu-Natal, Howard College Campus, Durban, 4041
 Telephone: 031 260 2016, Email: mswelin@ukzn.ac.za



THE DURBAN ALUMNI ASSOCIATION (DAA) IS LOOKING FOR NEW MEMBERS TO JOIN!



WHO CAN JOIN?

The Durban Alumni Association has widened membership of the Association to include alumni as well as anyone who has been connected with the University in any way or simply has an interest in the University or the activities.

ACTIVITIES?

The activities (approx.: 6 per year) arranged cover a wide range of interesting visits and talks and all take place in KwaZulu-Natal. The talks are held on the Howard College campus and the tours/outings are within the region.



COST?

The cost of membership in 2021 is R50.00 per person – which simply covers postage of invitations. If you prefer email invites, membership is free.

HOW TO SUBSCRIBE?

Contact Nomcebo Msweli on: mswelin@ukzn.ac.za or on telephone 031 260 2016.
We look forward to welcoming new members and receiving ideas on interesting events to arrange.



ALUMNI BENEFITS

The Alumni Relations Office builds and maintains mutually beneficial relationships between the University and alumni and offers the following:

1. **An active Durban Alumni Association** – talks and outings are arranged on a regular basis for graduates in KwaZulu-Natal. The subscription form may be downloaded at:
http://alumniaffairs.ukzn.ac.za/Libraries/Documents_2022/DAA_Subscription_Form_2021.sflb.ashx
2. **An Alumni Benefit card** – allowing all UKZN graduates access to any UKZN library at 50% of the normal annual fee. This card can be obtained directly from the Alumni Relations Office (Howard College campus) or through any of the five campus libraries. You may also email the alumni benefit card application form:
http://alumniaffairs.ukzn.ac.za/Libraries/Membership_Information/ALUMNI_BENEFIT_CARD_APPLICATION_FORM_2014.sflb.ashx
and a photo of yourself to our office. Physical Address: Alumni Relations Office, University of KwaZulu-Natal, 232 Mazisi-Kunene Avenue (King George V Avenue), Howard College campus, Glenwood, Durban.
Contact: Desiree Govender email: govenderd@ukzn.ac.za / alumni@ukzn.ac.za . Phone: +27 (0)31 260 2958.
3. **Regular updates and information on UKZN developments and activities** – via our monthly online/electronic newsletter, email, and the alumni website as well as Facebook and Twitter.
An annual alumnus publication (*UKZNTouch*) is also posted to alumni or can be viewed here:
<http://alumniaffairs.ukzn.ac.za/publications/ukzntouchalumnimagazine2015and2020.aspx>. Alumni are most welcome to make contact via Alumni Relations' dedicated email address (alumni@ukzn.ac.za) should they require University-related information.
4. **Invitations to exclusive events both on and off campus** – a number of annual off-campus events are co-ordinated across South Africa and internationally. These offer excellent networking opportunities for graduates and the chance to receive updates on their alma mater.
5. **The Alumni Relations office has the following UKZN contacts in the UK and USA:**
UK: Bruno van Dyk, Chairperson: Alumnus Association, Europe. Email: bruno.v.dyk@gmail.com. **USA: Ambassadors:** Mandy Dhillon (Howard College, 2008) and **Cheetah Haysom** (Pietermaritzburg campus, 1969). Email: usa.ukzn.alumni@gmail.com

UKZN FOUNDATION TRUST LEGAL DETAILS

DATE REGISTERED: 27 MAY 2003 (From NUDF to UKZNF)
AMENDED DATE: 4 JULY 2022 (Amendment to the Deed of Trust)
NPO NUMBER: 030-967-NPO
PBO NUMBER: 9300 12812
TRUST DEED NUMBER: IT 589/03
TAX NUMBER: 0324 483 163

BANKING DETAILS

Account Holder: The University of
KwaZulu-Natal Foundation Trust
Account No.: 242 095 305
Type of Account: Business Current Account
Branch Code: 045426
Account held at: Pavilion
Swift Code: SBZAJJ
(To be quoted for international funds
to be received)



UNIVERSITY OF
KWAZULU-NATAL[™]
INYUVESI
YAKWAZULU-NATALI

FOUNDATION



UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

FOUNDATION

INDIVIDUAL - DONATION FORM

DONOR DETAILS

Title:..... Initials:..... Surname: Email Address:

Postal Address:..... Postal Code:.....

Phone (w):..... Phone (h):..... Phone (c):.....

Referred by:.....

Are you an alumunus of UDW, UND, UNP, UKZN? Yes ☐ No ☐

DONATION DETAILS

Please select the amount you would like to contribute monthly

R50 ☐ R100 ☐ R150 ☐ R200 ☐ R500 ☐

Other amount (kindly specify) ☐

Monthly Debit Date: 1st ☐ 16th ☐ 26th ☐

or

Please select the amount you would like to contribute annually

R600 ☐ R1200 ☐ R1800 ☐ R2400 ☐ R6000 ☐

Other amount (kindly specify) ☐

Annual Debit Date:

Jan ☐ Feb ☐ Mar ☐ Apr ☐ May ☐ Jun ☐ Jul ☐ Aug ☐ Sept ☐ Oct ☐ Nov ☐ Dec ☐

I agree to an annual increase of: 5% ☐ 10% ☐ 15% ☐ 20% ☐ Other % (kindly specify) ☐

I, the undersigned, confirm that I have agreed to make a regular donation to the University of KwaZulu-Natal via monthly or annual payments. I hereby instruct and authorise the University of KwaZulu-Natal Foundation Trust to draw against my current (cheque)/ transmission/savings account with the set amount which is due and payable by me in terms of this agreement for the University of KwaZulu-Natal Foundation Endowment Fund. This order will remain effective until cancelled by me in writing. I may choose to cancel this debit order instruction at anytime, giving 30 days notice in writing. I understand that there are bank charges associated with this debit order (as with all debit orders), and further understand and confirm that if however, the date of payment instruction falls on a non-processing day (weekend or public holiday), I agree that the payment instruction may be debited against my account on the following business day. All debit orders are administered by the University of KwaZulu-Natal Foundation Trust and will appear as such on your statements.

Date of First Payment:		Bank Name:	
Account Name:		Branch Name:	
Account Number:		Branch Code:	
Type of Account:		Swift Code:	

Signature:.....

Date:

ON THE BOOKSHELF

Recent publications from the UKZN Press



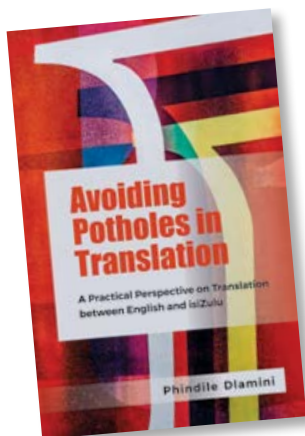
Avoiding Potholes in Translation

A Practical Perspective on Translation between English and isiZulu

Phindile Dlamini

This is a comprehensive introduction to translation studies between English and isiZulu. Drawing from different theories of translation, the book incorporates crucial concepts for understanding the basics of translation within a South African languages' context, and it lays a foundation for further studies in translation. Its content coverage, while broad, is also in-depth, and it skilfully integrates examples from varied types of texts.

The practical and accessible style makes it both engaging and informative. The diverse examples illustrate not only technicalities of translation as a process but vivid dynamics brought about by the fact that the languages involved in the translation



process belong to different language families. The use of examples for almost every aspect of translation discussed makes this book unique and valuable to both translation scholars and practitioners alike. Even though the book uses isiZulu examples, it serves as a valuable reference for translation scholars and practitioners working with different indigenous languages of South Africa.

Dr Phindile MaMsoni Dlamini is a lecturer at the University of KwaZulu-Natal and has authored more than 30 isiZulu children's books, some of which are prescribed in schools around South Africa and others translated into English and isiXhosa.

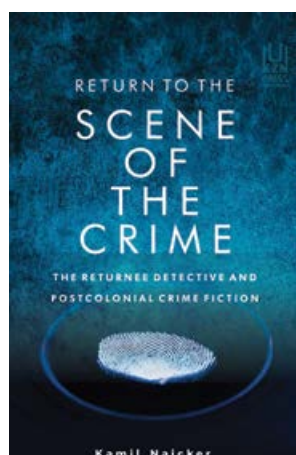
Return to the Scene of the Crime

The Returnee Detective and Postcolonial Crime Fiction

Kamil Naicker

At once disturbing and perversely comforting, the crime novel has historically been used to curtail social anxieties through the 'open and shut case' of its narrative form. But what happens to that form in a world where guilt and innocence cannot be so easily assigned?

Return to the Scene of the Crime takes on the trope of the investigator who returns to the postcolony on a quest for knowledge. In tandem with solving the case, they must also grapple with the complexities of their own origins. Kamil Naicker shows how five authors defy generic expectation in order to illustrate the complexity of personal identity, transitional



justice and civil violence in the postcolonial world. Bringing together novels set in South Africa, China, Guatemala, Sri Lanka and Somalia, this book makes a marked intervention in the field of literary studies, by both bringing to light the trend of the returnee figure and exploring the possibilities of world-making through the explosion of a familiar form.

Kamil Naicker is a lecturer in English Literature at the University of the Western Cape. She holds a PhD from the University of Cape Town and an MA from the University of Leeds. *Return to the Scene of the Crime* is her first book.



IN PRECARIOUS BATTLE ***Labour Broking in the South African Post Office***

David Dickinson

In Precarious Battle tells how labour broking was defeated in the South African Post Office (SAPO). Labour broking has become synonymous with worker exploitation. By 2011, a third of SAPO's workforce was employed through labour brokers. These 'casuals' worked alongside permanent employees, some for over a decade, but for a quarter of the salary.

David Dickinson shares the story of how labour broking provided cheap and compliant labour, and how the use of labour brokers in SAPO divided the workplace and the workforce. He charts the attempts of casuals to organise within the law and how their efforts were defeated at every turn. He describes the increasing ferocity of the wildcat strikes that followed and explains how eventually 294 casuals, the Mabarete, fought their own battle and ended labour broking.

This book reflects on how labour broking created misery for those trapped in precarious employment, how the Constitution failed casual workers and how the South African industrial relations system is unravelling.



'David Dickinson has written a hard-hitting and powerful account about the labour broking system in South Africa and the grassroots attempts to eliminate it in the South African Post Office. I know of no other book that provides this level of informed insight into how South African workplaces are governed in practice rather than in theory. It must be read by all students and practitioners in the field of industrial relations, human resource management, the labour market and the labour movement.'

— Edward Webster, Distinguished Research Professor,
University of the Witwatersrand

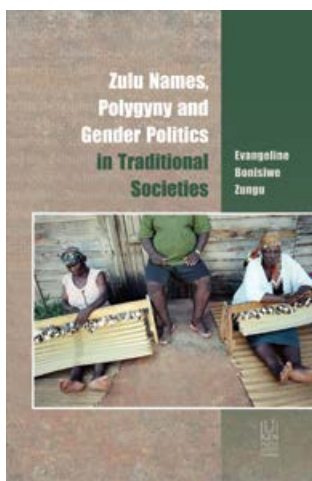
David Dickinson is a Professor of Sociology at the University of the Witwatersrand. He began researching *In Precarious Battle* when friends from Katlehong Township were employed as casuals in SAPO in 2009. A regular visitor and part-time resident in South African townships, he is particularly concerned with the challenges faced by the country's poor majority and their responses to adversity, uncertainty and inequality.

This groundbreaking, multi-genre anthology Zulu Names, Polygyny and Gender Politics in Traditional Societies

Evangeline Bonisiwe Zungu

Zulu Names, Polygyny and Gender Politics in Traditional Societies provides illuminating insight into Zulu polygynous families. It examines how Zulu anthroponyms used in respect of the living-dead reflect social behaviour patterns within homesteads. Names become social outlets for sentiments of hostility and ill-feelings caused by quarrels between co-wives and in-laws. Zungu considers the challenge of plural marriages and the use of witchcraft to fight for the husband's love and affection.

Names are also used to reflect and ward off evil spirits, which may cause illness and death. Despite the influence of globalisation and modernity, anthroponyms reflect mystical arts and occultism (whether real or imagined) in traditional societies, and they are effective oral strategies between family members and/or community members.



'In this intriguing book, Zungu explores *izaqheqhe zokwethiwa kwamagama* (richness of insight into the art/science of naming) for readers as she takes them inside gender politics and how it plays out in Zulu polygamous families.' — Nompumelelo Zondi, author of *Bahlabelelani – Why Do They Sing? Gender and Power in Contemporary Women's Songs*.

Evangeline Bonisiwe Zungu is a senior lecturer in African Languages at the University of the Witwatersrand. Her areas of interest include onomastics, sociolinguistics and language acquisition, and she has been involved in terminology development since 2007. Zungu has served as the executive secretary of the isiZulu Commission (2018–2020) under the Academy of African Languages (a sub-structure of the African Union). She is currently the Deputy Chair of the isiZulu National Language Body, which is a Pan South African Language Board structure.



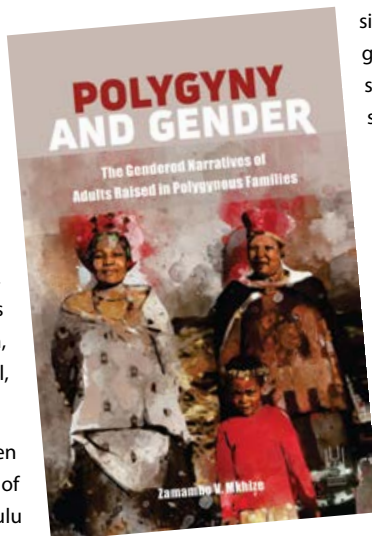
POLYGyny AND GENDER

The Gendered Narratives of Adults Raised in Polygynous Families

Zamambo V. Mkhize

African perspectives on concepts such as gender, feminism and the family are vastly different from their Western counterparts. Similarly, mechanisms of socialisation such as religion, capitalism and the law require context-specific application to the notion of polygyny. This book interrogates the construction of gender identity in adults raised in Zulu polygynous families in the Hammarsdale area in KwaZulu-Natal, South Africa. It highlights the complexities of gender identities as participants negotiate between modern, constitutional, individual freedoms and patriarchal, cultural, communal customs and traditions.

The themes also point to the contestation between individuality and collectivism in the construction of gender identity within polygynous families in Zulu culture. The South African Constitution guarantees gender equality and individual rights and freedoms for its citizens, yet customary law practices, such as polygyny, appear to contravene these principles. The participants reveal that although women and men experience different influences, they cite



similar prevalent factors that have a bearing on their gender identity construction, namely, gender role socialisation, naming practices and the principle of seniority.

'With great skill, Zamambo Mkhize takes the reader through the intricate process of brokering individual autonomy and cultural expectations and demonstrates how this culminates in hybridised gender identities. The book's uniqueness lies in underscoring how socially organising principles, such as seniority, naming and co-mothering, contribute to gender identity construction in polygynous families. The critical insights generated in this book will no doubt increase our understanding of gender dynamics in an African context.'

Janet Muthuki, senior lecturer, Gender Studies Programme - University of KwaZulu-Natal

Dr Zamambo Mkhize is a lecturer in Gender Studies at the African Gender Institute at the University of Cape Town. Her research focus includes modern polygyny, law, family, Zulu culture and African feminism.

Hashtag Poetry

Ismail Mahomed, Siphindile Hlongwa, Tracey Saunders

(Anthologists)

The hashtag has become the loud hailer of the 21st century. Its ability to gather voices and often bodies into a space of unified action for a cause or against injustice is unprecedented. Local causes become global movements; individual deaths galvanise multiple voices and the clarion call travels at the speed of the fastest data connection.

This collection of poetry speaks to the power of hashtags, the individual names and the communal suffering that births them.

Ismail Mahomed is the Director of the Centre for Creative Arts at the University of KwaZulu-Natal. With more than 35 years in cultural leadership, he is an accomplished and multi-award-winning arts management strategist. He is committed to identifying and promoting both new and established voices in the South African cultural sector.

Siphindile Hlongwa works as the senior administrator and curator for the Time of the Writer Festival and Poetry Africa Festival. She attained her Bachelor of Technology degree in Business Administration and holds



a Diploma in Drama Studies obtained from the Durban University of Technology. She provides logistical support for all the festivals presented by the centre as well as overseeing its general office administration and undertaking responsibilities as the Centre's safety and health officer and COVID-19 compliance administrator.

Tracey Saunders is a project manager by day, a writer and theatre critic by night and a women's rights activist & social justice advocate 24/7. She has worked and volunteered in the social justice and arts sector in South Africa for 34 years. She is a member of the Fleur du Cap Theatre Awards judging panel and was a member of the National Arts Festival Artistic Committee where she curated

the Arena Programme and convened the Standard Bank Ovation Awards Panel. She divides her time between Khululeka Grief Support and #LoveYourWork, where she follows her favourite writer, Mary Oliver's 'Instructions for living a life. Pay attention. Be astonished. Tell about it.'



STORIES OF FATHERS, STORIES OF THE NATION

Fatherhood and Paternal Power in South African Literature

Grant Andrews

This book explores representations of fathers in select South African novels published from the birth of apartheid to the post-transitional moment. Father figures in the texts reflect political and social climates in South Africa – at different times representing the oppressive apartheid government, righteous and authoritative liberation leaders and the unfulfilled promise of a democratic South Africa. Grant Andrews examines how father characters are linked to storytelling; they *narrate* the lives of their children and their patriarchal power is constituted through narratives. He features authors such as Alan Paton, Nadine Gordimer, J.M. Coetzee, Zakes Mda, K. Sello Duiker, Mark Behr, Zoë Wicomb, Lisa Fugard and Zukiswa Wanner.



Stories of Fathers, Stories of the Nation also investigates how fatherhoods are being reimagined in light of shifting discourses of gender and identity. More recent novels have deconstructed the father figure and his paternal narrative power, representing conflicts around racial identity, sexuality, legacy and how the sins of the father are visited on his children.

Grant Andrews is a lecturer at the School of Education at the University of the Witwatersrand in Johannesburg. His research interests include questions of gender and sexuality in South African literature and film.

SUBTLE GRAVITY

(A novel)

Leonhard Praeg

What is addiction? Who is an addict, and why? Are we only addicted to substances, or also to patterns of thought: self-loathing, doubt, obsessive thinking, and perhaps even silence? *Subtle Gravity*, like Praeg's first novel, *Imitation*, departs from the assumption that we are all addicts. We all struggle with being alone. Taking as a point of departure an extreme form of addiction – a commitment to the silence we know precedes the violence that language imposes on us – *Subtle Gravity* maps a possible way back from addiction through a playful engagement with Buddhism, Christian mysticism and, of course, *Star Wars*.



'*Subtle Gravity* is a wonderful "novel of thought", which, through Praeg's vast intertextuality, extends our appreciation of how to think. In an ingenious melange of Buddhist notions of "rebirth" and Origen's doctrine of pre-existing souls that enter the world in search of redemption, characters are "reborn" into *Subtle Gravity*. One cannot fully escape the sense that Milan Kundera has been "reborn" in South Africa. It is a brilliant novel, even better than the excellent *Imitation*, and restores dignity to thinking in a way that only the novel can.'

– **JASON M. WIRTH**, Department of Philosophy, Seattle University, and author of *Commiserating with Devastated Things: Milan Kundera and the Entitlements of Thinking*

'*Subtle Gravity* is a complex interplay between philosophy and fiction, at once a novel and philosophical meditation on the "self", and madness and hallucination in both Eastern and Western philosophies. In a subtle and compelling way, it delves into the political history of white South Africa, privilege and the political unconscious of Pretoria through a beguiling and whimsical interplay of texts, philosophies and films. The result is fascinating, wonderful, astute and masterly – and even better than the stunning and compelling *Imitation*.'

– **JOAN HAMBIDGE**, Hofmeyr Chair for Afrikaans and Netherlandic Studies, University of Cape Town

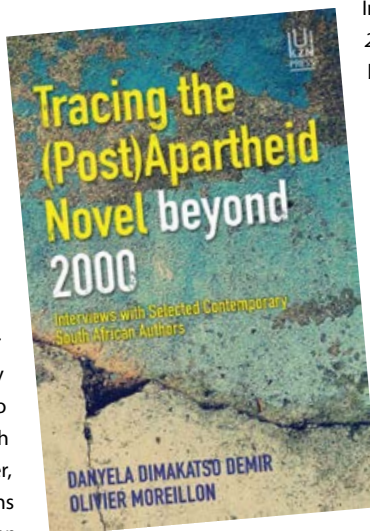
Leonhard Praeg is an extraordinary professor in the Department of Philosophy at Stellenbosch University, South Africa. He lives in Makhandia in the Eastern Cape, from where he works as a freelance researcher, editor, writer and yoga nidra teacher.



Tracing the (Post) Apartheid Novel beyond 2000 ***Interviews with Selected Contemporary South African Authors*** **Danyela Dimakatso Demir and Olivier Moreillon**

This volume contains interviews with fourteen contemporary South African authors: Mariam Akabor, Sifiso Mzobe, Fred Khumalo, Futhi Ntshingila, Niq Mhlongo, Zukiswa Wanner, Nthikeng Mohlele, Mohale Mashigo, Lauren Beukes, Charlie Human, Yewande Omotoso, Andrew Salomon, Imraan Coovadia and Fred Strydom. The conversations with the writers are accompanied by vignettes of the authors' lives and summaries of their works.

In curating this book, Danyela Dimakatso Demir and Olivier Moreillon step beyond pure literary theory and analysis by allowing the authors to speak to and assess the literary landscape, of which they form a part and which they co-create. However, Demir and Moreillon also trace concepts and terms that describe the current moment of South African literature, such as post-transitional literature and literature beyond 2000. By adopting a world-literary approach to (post)apartheid literature, this book makes an important contribution to debates on contemporary South African writing.



In addition, *Tracing the (Post)Apartheid Novel beyond 2000* seeks to raise awareness of the imbalance in both critical and public attention between literary "big names", such as André P. Brink, J.M. Coetzee, Nadine Gordimer and Zakes Mda, who are nationally and internationally celebrated, and the younger and newer generation of South African writers, who go largely unnoticed.

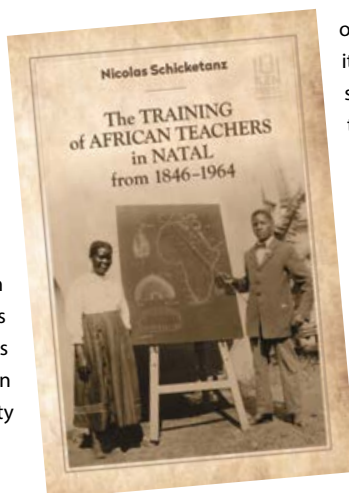
Danyela Dimakatso Demir is an NRF post-doctoral fellow at the University of KwaZulu-Natal (Howard College) and the author of *Reading Loss: Post-Apartheid Melancholia in Contemporary South African Novels* (2019).

Olivier Moreillon is a research associate at the University of Johannesburg. He is the author of *Reading the Post-Apartheid City: Durbanite and Capetonian Literary Topographies in Selected Texts beyond 2000* (2019) and the co-editor of *Cities in Flux: Metropolitan Spaces in South African Literary and Visual Texts* (2017).

THE TRAINING OF AFRICAN TEACHERS IN NATAL FROM 1846–1964

Nicolas Schicketanz

The history of African teacher training in Natal is one of the most neglected and under-researched aspects of educational history. This book attempts to set out the administrative history of this field as a first step in stimulating the further research that is so urgently needed. It provides an overview of how and why African teachers were trained in the colony and province of Natal, starting in 1846 with the arrival of the first missionaries and ending in 1964, 10 years after the Bantu Education Act was passed. By focusing on the past, the book also aims to provide a historical lens through which modern educational problems can be viewed. The quality



of an education system, past or present, depends on its teachers, and the most vital task of any education system is to ensure that teachers are properly trained to do what they should do: inspire and intellectually stimulate the young generation.

Nicolas Schicketanz is a history specialist with a particular interest in the education field. His interest in South African history began during his practical teaching term at the German School in Pretoria in 2006. He obtained his doctorate from the University of Basel in 2015 and currently teaches English and German at the Openbaar Lyceum in Zeist, The Netherlands.

