



This Week

@FORT HARE

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University of Fort Hare, Alice Campus

NOTICE FROM THE REGISTRAR



26 June 2020

LATE REGISTRATION: EXTENSION

Dear Staff and Students,

Further to the university notice issued earlier, and after consideration of various factors, the university community is herewith informed that late-registration processes will remain open up to Friday, 3rd July 2020.

Students falling within the categories allowed for late-registration, as well as the relevant role-players, are encouraged to expedite the conclusion of these processes before the deadline indicated above.

Issued by:

Mr Njabulo Zuma
University Registrar

UFH PARTNERS WITH NATIONAL SCHOOL OF GOVERNMENT TO IMPROVE SERVICE DELIVERY

Article adapted from a statement issued by the South African Government: [Click here to view](#)

“The partnership will also benefit communities that we serve as improved training for public servants translates to a more capable and professional service to the public”

The University of Fort Hare is among five Higher Education Institutions in the country to partner with the National School of Government (NSG) to provide management training for public servants nationwide. The signing of the agreement was announced by the Minister for Public Service Administration, Mr Senzo Mchunu on 19 June 2020.

According to a statement by Minister Mchunu, published in the SA Government website www.gov.za, the NSG has concluded and signed partnership agreements with UFH and the following institutions:

- North West University
- University of Free State
- University of Western Cape
- Tshwane University of Technology

The partnership will enable the delivery of the Integrated Management Development Programme (IMPD) throughout the country. The programme is a comprehensive professional development framework for public sector supervisors, managers and leaders. It promotes the application of sound management and leadership principles in a context of people-oriented development and services.

The IMPD Model comprises four management and leadership development programmes for different target groups. The programmes are as follows:

- **The Foundation Management Programme** - which is intended for administrators and first-line supervisors
- **The Emerging Management Development Programme** which targets emerging managers
- **The Advance Management Development Programme** designed for middle managers. It prepares them for basic challenges of senior management service.
- **The Executive Development Programme** which is intended for senior managers, chief directors and directors who are central in strategic decision-making within public service department and public sector institutions.



Mr Senzo Mchunu

“The partnership with the Higher Learning Institutions enables the NSG to provide the programme throughout the country. It widens the reach of the training and professional development of public servants. The partnership will greatly benefit the participants as it provides recognition of the acquired learning and opens up opportunities for further study in related fields.

“The partnership will also benefit communities that we serve as improved training for public servants translates to a more capable and professional service to the public,” stated Minister Mchunu.

UFH is honoured to play a role in improving service delivery to South African citizens.

Further inquiries can be directed to the NSG contact centre: contact@thesng.gov.za or 086 100 8326 or 012 441 700.



A DEEP-DIVE INTO ONLINE TEACHING AND LEARNING: with Elzette Van Niekerk, e-Learning Specialist

Mrs Elzette Van Niekerk is employed as an e-Learning Specialist in the Department of Public Health within the Faculty of Health Sciences. She was a teacher for 25 years before joining the UFH in 2016. In addition to a BSc-degree (NWU) and a Higher Education Diploma (UP), she has numerous computers and online-teaching courses under her belt. Currently, she is enrolled at the University of Johannesburg for an online Masters of Education in Information Technology (MEd ICT).

In 2019, Van Niekerk attended training offered by Eifelcorp – a service provider for the Blackboard Learning System Management Platform. The training led to her being certified as an Associate in the fundamentals of Digital Teaching and Learning and a Practitioner in Digital Teaching and Learning in Practice.

She offers online teaching and learning training to lecturers and students in the Faculty of Health Sciences.

Please share a bit more about your role in the Department of Public Health

I was employed as an e-learning specialist in the Department of Public Health from 2016. The department started a Master's in Public Health (MPH) degree, in partnership with Harvard and the Pretoria Universities, both using e-learning platforms.

I was tasked with training lecturers and students to utilize the e-Learning Management Platform (LMS), Blackboard. Training was done in groups and individual sessions with

lecturers and students. Daily monitoring and evaluations were done to ensure the quality of the program.

Since all students work in the Health sector, interference with their worktime had to be limited and the department decided to present the largest proportion of the programme online. After having a successful pilot study in 2019, online presentations started in 2020. This actually prepared us for what was lying ahead during lockdown, which in fact, forced us to move to a full online teaching environment. Some of the teaching includes voice over PowerPoints, pre-recorded lectures, active discussion boards and live collaborate sessions - all taking place on Blackboard every week.

How do you support the entire Faculty as an e-learning specialist?

My assistance was extended to the rest of the Health Sciences Faculty including providing support to other departments, viz: Nursing Sciences, Rehabilitative Studies, Natural Studies and Human Movement. I offered weekly training sessions and advice around the clock. Training and support for the whole Faculty had to continue during lockdown as lecturers and students needed to shift from face-to-face teaching to an online teaching environment.

I conduct weekly collaborate training sessions for all the lecturers in the Faculty of Health Sciences where I train them in the different features of Blackboard and how to conduct online teaching.

How is the reaction/ feedback so far?

The feedback from lecturers has been very positive. From not using Blackboard or only using Blackboard to upload content, their confidence in utilizing the platform continues to grow.

What advice would you give to the university community?

Support and continuous training is very important. Every faculty could benefit from an e-Learning facilitator allocated to assist lecturers personally on effective use of Blackboard - in collaboration with the Teaching and Learning Centre (TLC).

There has been a lot of anxiety and uncertainty when it comes to migration to online teaching and learning. What is your advice to those struggling to grasp this 'new norm'?

Learning to teach online when you have been trained in a largely face-to-face environment is not just difficult, but a mind shift in a traumatic space. Thus, the best thing that can be advocated is care and kindness – for yourself, your colleagues and your students.

What other mechanisms can be put in place to ensure seamless online teaching

There will never be seamless teaching. Already, we teach under extremely challenging circumstances. The TLC has also geared up for this and has allocated teams per faculty so that there is an even spread of support and expertise to counter teaching and learning challenges. There are various virtual workshops taking place in an effort to equip faculties, and in some cases, specific departments. Staff are using Blackboard and Blackboard Collaborate to meet these needs by leveraging specific teaching and learning tools which are designed for student engagement.

Please share some advantages and disadvantages brought by online teaching and learning?

Advantages provide an opportunity to work with technology that will serve to enhance the learning experience for both staff and students across the spectrum.

Disadvantages include the way this has happened. Many students are cash strapped and don't have access to data, electricity and if they do, are often plagued with poor connectivity. However, the use of the Blackboard

Mobile app allows for working offline and this will go a long way to assist in reaching the students

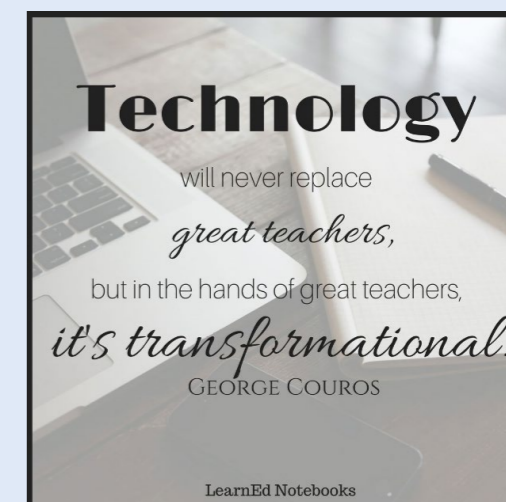
How can students and staff mitigate the challenges and maximize on the advantages?

Lecturers need to be present in the online classroom and utilize a range of different communication tools which they must check regularly throughout the day. Some of the tools include discussion boards, e-mailing students from within Blackboard and the announcement tool. Clear expectations must be set for students before they commence with a new course. These entail outlining due dates for assessments, communication frequency, how much online participation is required, and the conduct expected throughout the course.

All course outcomes, syllabus and learner guides should be posted on Blackboard. Opportunities for students to engage with the work must be made available by setting assignments, asking them to find and discuss resources and scheduling student-led discussions in the online classroom.

It is very crucial to be supportive to students. Ask for feedback in the form of an online survey to check if everybody is still on board. Provide group discussions for students to support each other. Foster personal relationships with students. Use the journal tool on Blackboard to monitor student progress.

By Aretha Linden and Tandi Mapukata





VIRTUAL YOUTH DAY CELEBRATION WITH ADVOCATE THULI MADONSELA

In the midst of the Covid-19 pandemic the university has decided to honour the Youth of 1976 by hosting a virtual Youth Day celebration, with Advocate Thuli Madonsela as the guest speaker. The event is a first for the university and is organised by the Student Affairs Division in partnership with Institutional Advancement.

The event will be flighted on the university YouTube channel and video clips will be shared on the university's website and all social media platforms on 30 June.

The theme of the event is: *The Role of Young People in Re-imagining a Better South Africa.*

Student Developer, Mr Wandisile Mdepa said the programme intends to make a clarion call to the youth of today, especially students, to add their voice in shaping the country.

"South Africa needs a calibre of young people who are able to appreciate the difficult road that has been travelled thus far and who wish to chart a new way forward towards a better future. This is a call to all young people to realise that aimless violence and destruction will not build a better South Africa.

Re-imagining and engagement is the current form of struggle," explained Mdepa.

In addition to Prof Thuli Madonsela, UFH participants will include the Dean of Students - Mr Malinge Gqeba, Vice-Chancellor - Professor Sakhela Buhlungu, Deputy Vice-Chancellor - Prof Renuka Vithal and the Interim SRC President - Mr Siphwiwo Ngcenge.

by Aretha Linden



UFH STUDENT TRIO PARTICIPATE IN EDHE ENTREPRENEURSHIP COMPETITION



Sibulele Ngozi



Sivuyisiwe Tyelbooi



Siphamandla Nyambo

The Faculty of Management and Commerce held an intra-house virtual round of the Entrepreneurship Development in Higher Education (EDHE) competition – a selection process to identify a team that will represent the University of Fort Hare in the regional phase of the competition.

The EDHE Intersivity programme is intended to develop and identify entrepreneurial capacity of students at South African universities. The internal round was open to both undergraduates and postgraduates across disciplines.

The competition is structured into four categories namely: *Business ideas, Existing Business (General), Existing business (Social Impact), and Existing Business (Tech).*

During the internal competition, students only participated in two categories - Business Ideas and Existing business.

Although 21 students registered for the internal round, only seven qualified to participate. In the end, three were selected to proceed to the next level. They are:

1. **Sibulele Ngozi** (and his business Hlomubomi Pty Ltd), and
2. **Sivuyisiwe Tyelbooi** (and his business, Heyla Group Both participants will compete in the Existing Business (general) category.
3. **Siphamandla Nyambo** (for her business idea - African Print and Home Accessories), will compete in the Business Ideas category.

"I am excited to be part of the team that will be presenting in the regional round and hopefully in the national round as

well. For me, being chosen means that my business idea has merit and I have become confident in it. I am looking forward to the next round and the support I will be getting from the mentors." Said Siphamandla Nyambo, a postgraduate student in the Faculty of Science and Agriculture.

The panel of judges consisted of Prof Olabanji Oni, Dr Ellen Rungani and Mr Cleopas Chigamba. All three have also committed to mentoring the students through training, to ensure they perform better at the regional competitions.

There is also training that is being arranged by the national EDHE which will be facilitated by its partners such as Allan Gray Orbis Foundation, SAB Foundation and First National Bank (FNB). The training will help students develop better pitching skills.



Dr Tendai Chimucheka

Dr Tendai Chimucheka, a Senior Lecturer in the Department of Business Management and EDHE coordinator, expressed gratitude to the students for participating in the competition. He also thanked the judges for their willingness to support the process. "I am positive that the students who qualified to proceed to the regional round stand a chance of winning and competing at the national level. There is great potential in their ideas and existing businesses." He said.

by Asaduma Baloyi

MENTAL HEALTH and Benefits of Physical Exercise



By Thobeka Msengana: Senior Counselling Psychologist and Student Counselling Unit Acting HOD

People who exercise regularly tend to do so because it gives them an enormous sense of well-being. They feel energetic throughout the day, sleep better at night, have sharper memories and feel more relaxed and positive about themselves and their lives. In addition, exercise is a powerful medicine for many common mental health challenges.

Exercise and Depression

Studies show that exercise can treat mild to moderate depression as effectively as antidepressant medication - but without the side effects, of course. In addition to relieving depression symptoms, research also shows that maintaining an exercise schedule can prevent you from relapsing.

Exercise is a powerful depression fighter for several reasons:

- It promotes all kinds of changes in the brain, including neural growth
- Causes reduced inflammation and new activity patterns that promote feelings of calm and well-being
- It also releases endorphins - powerful chemicals in your brain that energize your spirits and make you feel good.
- Finally, exercise can also serve as a distraction, allowing you to find some quiet time to break out of the cycle of negative thoughts that feed depression.



Exercise and Anxiety

Exercise is a natural and effective anti-anxiety treatment.

- It relieves tension and stress,
- Boosts physical and mental energy
- Enhances well-being through the release of endorphins,

Anything that gets you moving can help, but you will get a bigger benefit if you pay attention instead of zoning out.

Exercise and Stress

Ever noticed how your body feels when you are under stress?

- Your muscles may be tense, especially in your face, neck, and shoulders, leaving you with back or neck pain, or painful headaches.
- You may feel a tightness in your chest, a pounding pulse, or muscle cramps.
- You may also experience problems such as insomnia, heartburn, stomach ache, diarrhoea, or frequent urination.
- The worry and discomfort of all these physical symptoms can in turn lead to even more stress, creating a vicious cycle between your mind and body.

Exercising is an effective way to break this cycle. Also, by releasing endorphins in the brain, physical activity helps to relax the muscles and relieve tension in the body. Since the body and mind are so closely linked, when your body feels better, so too, will your mind.



FACULTY OF HEALTH SCIENCES RESEARCHERS CONDUCT A STUDY ON COVID-19 KNOWLEDGE, ATTITUDE AND PREVENTION

A team of researchers from the Faculty of Health Sciences is conducting a study to assess the knowledge, attitude and preventative practices of UFH staff and students towards Covid-19. The study is titled: *Knowledge and Preventive Measures towards coronavirus disease among staff and students at the University of Fort Hare*.

The team is led by the Acting Dean of Health Sciences, Professor Daniel Goon.

Participants are required to answer a short online questionnaire that takes approximately 15-20 minutes to complete. The process is strictly confidential.

Study Objectives:

1. To assess if staff and students have adequate and accurate knowledge about COVID-19 and preventive measures
2. To describe their attitude towards Covid-19
3. To assess the preventive practices toward Covid-19

An indirect benefit to the university is that the study will assist

university management to identify gaps when developing outbreak preparedness and response activities during the pandemic and future outbreaks.

Data collected will be analyzed and communicated to participants and university management through meetings, presentations, reports and articles that will be published in peer-reviewed journals.

To participate, control and click on the link: [STUDY ON KNOWLEDGE, ATTITUDE AND PREVENTIVE PRACTICES TOWARDS CORONAVIRUS DISEASE AMONG STAFF AND STUDENTS AT THE UNIVERSITY OF FORT HARE](#)

Further inquiries can be directed to Prof D Goon during office hours on 043 704 7368, or on his cellular phone at 0799741929.

Questions regarding the ethical aspects of the study can be directed to Prof Leon van Niekerk (Deputy Dean: Faculty of Health Sciences & Member UFH Human Research Ethics Committee), during office hours via leonvn@ufh.ac.za or by calling 040 602 2435.

by Aretha Linden



DIFFICULT TIMES CALL FOR ALTERNATIVE FOOD SOURCES: A case for Imifino (African Indigenous Vegetables)

By Ntsikelelo T Mazomba
 Lecturer: Biochemistry and Microbiology, University of Fort Hare

With everything that is going on in the world including challenges such as the Covid-19 pandemic, one may overlook and even undermine simple, yet beneficial things in our environment such as natural vegetation.

In 2019, when my postgraduate students and I undertook a pilot study survey trip around the eastern part of the Eastern Cape province, it became quite apparent that the Creator has endowed us generously with humanity as well as the vegetation around us.

The survey sought to establish if there is still interest in and whether people still use *imifino* (or what is referred to as African traditional vegetables (ATVs) or African leafy vegetables (ALVs) or African indigenous vegetables (AIVs), etc.) in villages along the major and popular routes from UFH to Umtata.

The routes we covered were:

- UFH (Alice campus) to Fort Beaufort to Queenstown to Umtata (R63-R67-N2-R61),
- UFH to Fort Beaufort to Grahamstown to Peddie to King William's Town to Bisho to Komga to Kei River to Umtata (R63-R67-N2-R63-N2), and
- King William's Town to Zwelitsha to East London to Port Alfred (R346-R72).

The survey was aimed at supplementing research that we are carrying out on these vegetables in the laboratory. The survey results revealed that:

- Some residents in these areas are still using these vegetables, not as a staple food but a supplementary food source. They cook these with water and mix them with ground yellow maize meal, or white mealie meal bought from grocery stores. These folks say a preparation like this makes for a filling and satisfying meal, especially if mixed with *krakrisa* (bitter) vegetable, which is also an *umfino*. Some people just cook a mixture of these vegetables in water and spices and serve as *ilaxa* (*isishebo*) with what is known as 'stiff pap'.
- Older villagers testify that eating *imifino* like this makes one feel 'healthier' and 'invigorated' than eating modern foods, which may sometimes leave one feeling sick.
- In some places that are far from shops, using these vegetables may help one to get by, whilst waiting to go a distant town or village at the end of the month for grocery shopping.

- In areas such as the usually humid and wet Misty Mount village, the Qamata Basin, where vast fields are irrigated using water from the Lubisi dam, and the Citrus farms along the Kat River, which get irrigation water from the Katriver dam - these vegetables may grow abundantly.

Villagers in Misty Mount areas attest to the fact that *imifino* grow throughout the year. Crop and fruit farmers in Qamata Basin and Citrus farms usually allow villagers to harvest *imifino* free of charge before treating their fields with pesticides.

After carrying out this survey, we however realized that these pilot field studies were limited in that they did not cover deeper lying rural areas.

Previous studies by researchers from various local and international institutions including the Water Research Council, Walter Sisulu University, University of Pretoria, University of KwaZulu-Natal, University of Fort Hare etc., have shown that interest still exists in the use of traditional leafy vegetables as a food source. These vegetables have been shown to contain micronutrients and non-nutritional components in amounts that are comparable to the exotic or modern leafy vegetables, such as spinach, lettuce and cabbage. Although most of these vegetables are treated as weeds, previous and current studies at UFH, have shown that local common TLVs, such as *utyuthu* (*Amaranthus hybridus*), *ihlaba* (*Sonchus oleraceus*), etc., contain potentially beneficial phytochemicals, such as phenolics, flavonoids and antioxidants. Some of these phytochemicals are known to have anti-cancerous, antidiabetic and anti-inflammatory properties.

Weather patterns are changing for the worse in some areas of the Eastern Cape. In some places it is very hard to grow modern vegetables in the garden. There should be an increased appreciation of a food source that is free and is as nutritious and beneficial to human health as common are modern vegetables.

These vegetables just sprout and grow by themselves when the rainy season starts (which is very annoying to crop farmers). They do not require much water to continue growing even after some of their leaves are harvested and are as nutritious as common modern vegetables.

There is a case to be made for trying to fit them into the food chain, especially considering economic challenges such as high food prices and job losses.



Sithenkosi Sankara Lungisa

Time for the youth of SA to make their presence known

Source: City Press, published on 15 June 2020
by Vusumzi Vusie Mba, Sithenkosi Sankara Lungisa, Mawande Ndongeni.
[Click here to view original article](#)

South Africa has a young age structure, with 60% of its population in the 0-34 age bracket and the youth working age of 19-35 accounting for a fifth of its population.

The country's youthful population needs to be properly harnessed by provision of appropriate skills, training and quality education and employment opportunities. This is seen as an opportunity to accelerate the country's industrialisation and structural transformation.

In the 2019 national and provincial elections the country saw a decline of youth participation in the electoral process. The Independent Electoral Commission (IEC) reported that 16% of 18 and 19 year olds and 54% of 20 to 29 year olds registered to vote. The country has since 2012 seen a decline in youth formations – thus resulting in minimal youth participation in the policymaking processes.

In the year 2012, the ANC Youth League led by then now commander in chief of the Economic Freedom Fighters (EFF), Julius Malema, was disbanded for their contradiction of the ANC policy resolutions.

2014 saw the formation and participation of a fairly youth led EFF in the national and provincial government elections. This presented a new dimension and thinking among political analysts and scholars that the majority of the South African youth will find a home in the youthful organisation.

The party managed to only account for 6% of the vote.

It is now time for the youth in their organised interests groups, scholarly activists, advocates for minorities to refine their thoughts and action plans to make their presence known and lasting post-Covid-19.

The argument was the late formation of the party that year resulted in its failure to attract the youth vote. This notion

persisted to the 2019 general elections, which saw a much higher decline in youth participation.

In 2015, the country experienced a wave of #MustFall movements such as the #RhodesMustFall and #FeesMustFall. These movements were driven by young people in institutions of higher learning and training organised in their common interests and not in line with their political ideology and formations.

We put forth that this is as the results of the persistent and consistent decline of youth participation in any political formations that claim to be drivers of social transformation. This can be attributed to decline of morality, values, ethics and gatekeeping in the existing political organisations in South Africa.

The lesson from the Soweto 1976 uprising is the ability of young people to organise themselves along problems of commonality not informed by political ideology but rather

“It is now time for the youth in their organised interests groups, scholarly activists, advocates for minorities to refine their thoughts and action plans to make their presence known and lasting post-Covid-19.”

by what is of good common interests. This was evident in the class of 2015 #MustFall movements and the decline of youth participation in the general elections.

The class of 1976 brings to mind not just the struggle freedom, but any thoughts about this class should hail the resilience and unity of young people. Some recognition should go to the older generation at the time for giving way and support for the initiative to challenge the education system of the time.

The recent unconstitutional declaration of the Electoral Act of 1998 by the Constitutional Court – which forbade individuals from contesting elections independently – came at an opportune moment and must be seen as a victory for young people in the country.

Their right to exercise individual political choice will no longer be infringed on by only voting along political affiliation lines.

The judgment will see many young people fully participating in the country's elections as their options are expanded and enabled to directly participate in the countries decision-making process. The judgment must be seen as an honour to the class of 1976 and as a victory to the youth of today.

A complete, successful and satisfying revolution has three elements: the political revolution, the social revolution and economic revolution. None should ever be given ranks above another although political empowerment is initially pursued.

In this regard the mandate of the South African youth is to be found in the realm of decision and policy-making with the objective of attaining economic freedom in our lifetime. For this ambitious goal to be achieved the South African youth must be found in the politics of the country.

The mission and role of the youth today is to build a continuity path on the success of political entry for everyone; to actively pursue and craft a new social aspiration based on a gender-based violence and femicide free society; co-creating a foundation of growing our knowledge of what it means to be alive and in the world in order to fight sexism, discrimination, racism and tribalism while answering questions and concerns about the earth and sustaining it accordingly.

This is an opportune moment for existing political youth formations and political organisations to rid themselves of the ills of patronage, gate-keeping, political careerism, decreasing morality and standard of ethics and suffocation of descending views in order to effectively realise their organisational aspirations and policy positions.

Considering the time it takes for political reforms we must also imagine that a social revolution and an economic revolution would each take just as long although we would not like them to.



High school pupils carry SA flags to commemorate Youth Day in Soweto on June 16. Picture: Cornell Tukiri / Anadolu Agency / Getty Images

When we finish the fight against the contagion called Covid-19 and we are to "return to normal" let us be fully aware that our situation was abnormal to begin with.

It is now time for the youth in their organised interests groups, scholarly activists, advocates for minorities to refine their thoughts and action plans to make their presence known and lasting post-Covid-19.

We must remember that we inherited this South Africa from our forefathers and borrowed it from our children.

Mba is a PhD candidate at Nelson Mandela University and researcher for the Eastern Cape House of Traditional Leaders.

Sankara Lungisa is a PhD candidate at University of Fort Hare and a former student activist.

Ndongeni is a social reformer, member of Junior Chamber International and a development communications practitioner.

Paying Tribute

MR GCOBANI MASWANA - UFH alumnus and seasoned Government Communicator

The university joins the provincial government in mourning the untimely death of seasoned government communicator and esteemed UFH alumnus, Mr Gcobani Maswana. He passed away on 23 June 2020 due to Covid-19 complications. He was 52-years-old.

Mr Maswana obtained two qualifications from UFH, a Bachelor of Arts in Communication Degree (BA Com) in 1993 and an MA Degree in Public Administration in 2012. During his time at UFH in the early 1990s he played for the university's Luma ke Blues rugby team.

At the time of his death, he was the Head of Communications division at the Eastern Cape Department of Social Development. He was one of the longest-serving government communicators in the province.

Heartfelt messages of condolences and tributes have been pouring in from those who knew him personally and professionally. The MEC of EC Social Development, Mrs Siphokazi Lusithi wrote: "He served the people of the Eastern Cape with great humility and diligence. In Mr Maswana, we have not just lost a colleague but a patriot we dedicated his life serving the poor and the vulnerable."

In a tear-inducing tribute, UFH alumnus and respected businessman, Luthando Bara described Mr Maswana as one of the province's finest communicators. "As his contemporaries in the hallowed walls of the University of Fort Hare, we declare the sense of his greatness, selflessness and grit. He handled himself with gutsy diplomacy and finesse," wrote Bara.

Mr Maswana has done UFH proud by portraying Excellence throughout career. We would like to convey a message of support and heartfelt condolences to his family, friends and colleagues. We will remember him as a dedicated alumnus who was committed to his alma mater until the end.

May his dear soul rest in peace.



XOLANI MGABADELI NTSEBEZA

Our deepest condolences to our Chancellor, Advocate Dumisa Ntsebeza SC and his family on the loss of their beloved son, Xolani Mgabadelo Ntsebeza. May their memories of Xolani give them strength and peace in the days ahead.



***Issued on behalf of:
University of Fort Hare staff, students and associates***



University of Fort Hare
Together in Excellence

ThisWeek@FortHare your weekly newsletter

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