



CONTENTS

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Welcome to our July edition of our e Quality Edge	1
Benchmarking in Educational Systems By Rubab Malik, Dr. Robin Mann, Prof. Nigel Grigg	2
Feedback on our 200 th Edition	6
PRESS RELEASE Africa's Most Influential Women in Business and Government AND Titans: Building Nations SADC South	7
Titans Lifetime Achievement for Paul Harding	10
Aveng Grinaker-LTA Building awarded Platinum Membership status By Jaco Roets	11
Around the world on solar power Reproduced from SAQI partner Terry Deacon of Project Pro	12
SABS TC 176 Petro Farewell	12
Sobering Message from Less Privileged Children By Terrance M. Booyesen	13
Dare to dream By Dr Richard Hayward	15
SAQI Quality Training 2016	16

Welcome to our July edition of our e Quality Edge



In this month's edition we carry a feature article by our New Zealand quality friends on the use of benchmarking in schools and we look at this in a South African context. We are also pleased to share with you the comprehensive feedback and congratulations that we received from many parts of the world on the publication of our 200th edition of the e Quality edge last month.

We are also featuring the latest platinum member to join our ranks, Aveng Grinaker LTA and we are pleased to share their enthusiasm for quality in the construction industry. We always like to celebrate success and we share the finalists and award winners of Africa's most influential Women in Business and Government and Titans Building Nations business awards that took place earlier this month. As part of our NQW theme for "improving the Quality of Life" we are sharing an article about an around the world trip by solar power. Last month some of the South African Quality fraternity celebrated a lunch with one of our longtime TC 176 friends from SABS, Petro du Plessis and we wish her a long and fruitful retirement. We share Terry Booyesen's article on a sobering message from the less privileged children in South Africa. Richard Hayward however gives us hope and tells us that we can dare to dream in his regular Quality in Schools article.

We would like to hear from our members and associates on their plans to celebrate our 2016 National Quality Week theme "Improving the Quality of Life"

Paul Harding

SAQI MD



Benchmarking in Educational Systems

By Rubab Malik, Dr. Robin Mann, Prof. Nigel Grigg, Massey University New Zealand

Introduction

Benchmarking enables organizations to learn best practices in a structured, systematic and effective manner. This article summarises a doctoral research project that is currently being conducted within the Centre for Organisational Excellence Research (COER) at Massey University in New Zealand. The focus of this research is to study the use of benchmarking (learning from others) in schools and school systems.

Literature on Benchmarking in Schools and School Systems

Since the early 1980s, benchmarking has been identified as a powerful means of organisational learning, with examples of its effective use coming from many industry sectors. Benchmarking can be used either for performance comparison or for learning best practices. Benchmarking undertaken for performance comparison is known as performance benchmarking whereas its application for learning best practices is referred to as best practice benchmarking.

There are many examples of the use of performance and best practice benchmarking by schools and school systems. Performance benchmarking typically involves the comparison of education outcomes between schools and school systems whilst best practice benchmarking focuses on initiatives that have helped schools and school systems to learn about each other's educational practices.

The three most recognised performance benchmarking studies are known as the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS). These programmes assess the performance of school systems by testing students' ability in science, reading and maths. PISA assesses 15 year old students whereas TIMSS and PIRLS assess fourth and eighth grade students. The purpose of PISA is to assess students' ability to apply academic knowledge for solving real life problems, whereas TIMSS and PIRLS assess attainment of academic knowledge. The earliest of these programmes began in 1995 and over time, have gained in importance with more countries participating in the assessments. Further information on these programmes is shown in Table I.

Table I - International Benchmarks for School Systems

	PISA	TIMSS	PIRLS
Sponsor	Organisation for Economic Cooperation and Development (OECD)	International Association for the Evaluation of Educational Achievement (IEA)	International Association for the Evaluation of Educational Achievement (IEA)
Year of Introduction	2000	1995	2000
Grades/Ages Tested	15 years old (equals fifth or sixth graders)	Fourth and eighth graders	Fourth graders
Subjects/Areas	Math, Science and Reading	Math and Science	Reading
Purpose of Assessment	Ability to apply math, science and reading to solve real life problems	Attainment of knowledge and skills in math and science curriculum	Reading comprehension skills
Testing Cycle	Every 3 years	Every 4 years	Every 5 years
Participating Countries in Latest Assessment	34 OECD member countries and 31 participating (non-member) countries in 2012 (OECD, 2014)	57 countries (Grade 4) & 56 countries (Grade 8) in 2011 (NCES, 2012a)	57 countries in 2011 (NCES, 2012b)

The performance ranking of school systems in the latest international assessments are identified in table II. Interestingly, the table shows that Asian countries in particular are achieving highest for PISA, TIMSS and PIRLS. Since the publication of these benchmarks, schools and school systems have been placing tremendous importance on finding out their areas for improvement and learning from the higher performers.

...continue on page 3

Table II - Performance Ranking of School Systems in PISA, TIMSS and PIRLS Assessments

Position	PISA 2012	TIMSS 2011 Mathematics score of 4 th - graders	TIMSS 2011 Science score of 4 th -graders	TIMSS 2011 Mathematics score of 8 th -graders	TIMSS 2011 Science score of 8 th -graders	PIRLS 2011 score of 4 th -graders
1	Shanghai	Singapore	Rep. of Korea	Rep. of Korea	Singapore	Hong Kong-CHN
2	Singapore	Rep. of Korea	Singapore	Singapore	Chinese Taipei-CHN	Russian Federation
3	Hong Kong	Hong Kong-CHN	Finland	Chinese Taipei-CHN	Rep. of Korea	Finland
4	South Korea	Chinese Taipei-CHN	Japan	Hong Kong-CHN	Japan	Singapore
5	Japan	Japan	Russian Federation	Japan	Finland	Northern Ireland -GRB
6	Taiwan	Northern Ireland -GRB	Chinese Taipei-CHN	Russian Federation	Slovenia	United States
7	Finland	Belgium (Flemish)-BEL	United States	Israel	Russian Federation	Denmark
8	Estonia	Finland	Czech Republic	Finland	Hong Kong-CHN	Croatia
9	Liechtenstein	England-GBR	Hong Kong-CHN	United States	England-GBR	Chinese Taipei- CHN
10	Macau	Russian Federation	Hungary	England-GBR	United States	Ireland

Best practice benchmarking takes place through collaborative and cooperative initiatives by schools and school systems for learning best practices from each other. Best practice benchmarking often follows on from performance benchmarking. Going back to the literature, it is evident that schools systems have been using best practice benchmarking for a long time in order to learn from each other. According to Japan International Cooperation Agency reports, the Japanese education system is built mainly through learnings from the US, British, French and German education system (JICA, 2004a). For example, in 1872, Professor Marion Scott was invited to Japan from the United States as a specialist in teacher education and a pre-service training institute was established under his supervision (JICA, 2004b). The teaching methods were taken from public schools in the United States and inculcated into the students. More recently, Singapore launched a benchmarking venture in 1986 in which twelve school principals were invited by the Education Minister to study 25 successful schools in the UK and US and learn from them (Tan & Gopinathan, 2000). The Hong Kong education system follows the British model of schools due to its long association as being part of the British government. Interestingly, in 1999, the Ministry of Education, Hong Kong launched a comprehensive education reform programme by studying education reforms in other school systems, as well as lessons from OECD countries (OECD, 2011a).

An investigation of the literature reveals numerous examples of best practice benchmarking, which have generally emerged from a desire for improvement. Furthermore, it is evident that benchmarking had been employed as a tool for learning even before its formal introduction as a business improvement tool in the 1980s by Xerox (Camp, 1989). Best practice benchmarking within schools and school systems may be called names such as International Visits, Communities of Schools, Clusters, Professional Learning Communities, Learning Circles, Regional Networks and Empowered Administration.

The South African Context

South Africa is neither an OECD member nor a PISA participant.

It is an IEA member but has not participated consistently in either TIMSS or PIRLS assessments. The last time South Africa participated in TIMSS was for 8th graders in 2003, where it ranked 45th in both mathematics and science from 45 countries. Subsequently, South Africa did not participate in the later TIMSS assessments, in 2007 and 2011. In PIRLS, South African participated only in 2006 assessment, where it ranked 45th from 45 countries.

Exploring the roots of benchmarking in South African education system, it can be stated that South Africa has been using benchmarking in a number of ways. According to previous studies, South Africa has had a great need for education reforms and therefore restructured its education policies through consultation, study tours to other countries, and conferences and workshops (Steiner-Khamsi, 2004). The Department of Basic Education's 'Action plan to 2019 towards the realization of schooling 2030', put forth 27 goals to improve education in South Africa. Of the 27 goals, 13 are output goals and the rest 14 deal with the attainment of these goals (DBE, 2015). Moreover, goal 27 focuses on identification of best practices by district offices and sharing them amongst the schools for improving the frequency and quality of monitoring and support services provided to schools (DBE, 2015).

As performance benchmarking is a significant driver for best practice benchmarking, in the light of South Africa's participation trend in international assessments and its prevailing education scenario it can be recommended that South Africa considers participating more regularly in international assessments.

Research Design

The present doctoral research programme aims to investigate the use of benchmarking in schools and school systems. Through initial research, it became apparent that schools and school systems have been using benchmarking for many years without necessarily recognizing the approaches as benchmarking techniques. In the first phase of the research, therefore, a review

...continue on page 4

of documents and other literature was used to study the use of benchmarking by schools and school systems. This resulted in the identification of benchmarking techniques used therein. In the second phase, questionnaires were developed based on these techniques. These questionnaires aimed to identify the use of benchmarking in schools and school systems and measure their extent of use and impact on performance. Questionnaires were designed for school systems (stage 1) and schools (stage 2). In stage 1, the participants included 20 school systems around the world including Finland, Estonia, Poland, Spain, Dubai, Czech Republic, Portugal, Iceland, Sri Lanka, Norway, Iredell-Statesville Schools (USA), Chugach School District (USA), Vietnam, Sweden, Serbia, Indonesia and Belgium. For stage 2, 183 schools from participating school systems submitted responses.

Findings

Based on the questionnaire responses received from schools and school systems, some interesting facts and figures emerged. The majority (95%) of school systems compare their performance with other school systems and that the majority (88.89%) also benefit from this comparison. Hence, it can be stated that performance comparison (performance benchmarking) leads to learning.

Two-third (66.67%) of school systems encourage their high-performing schools to assist low-performing schools to improve their performance. Interestingly, all respondents using this approach consider it effective for performance improvement. Furthermore, a large number (70%) of respondents consider this approach reasonably to highly effective for performance improvement.

When asked what has been the effectiveness of encouraging high performing schools to assist low performing schools their performance 30% indicated moderately effective, 50% reasonably effective and 29% highly effective. None responded to ineffective or not very effective.

These results indicate that the administrators of school systems understand the significance of sharing and collaboration, hence, best practice benchmarking. These results further indicate toward a relationship between the use of benchmarking and performance improvement.

Furthermore, the participating school systems claim that the international assessment results have impacted their education policies, reforms and curriculum more (80%) than teacher training programs (53.33%).

The findings from the school questionnaires also share some interesting information. More than 77% of schools compare their performance with other schools and more than 68% of schools learn from this comparison. Hence, school responses further support existence of relationship between performance comparison and learning.

Additionally, a large number (76.64%) of schools indicate that they collaborate with other schools for sharing pedagogical work practices. Interestingly, the majority (95.15%) of schools sharing pedagogical work practices with other schools consider this approach effective for performance improvement.

Furthermore, a large number (55.34%) of schools found sharing pedagogical work practices reasonably to highly effective for performance improvement.

In addition, schools indicate that they use various benchmarking methods for sharing and learning best practices from other schools, such as, Meetings, Observations, Sharing Sessions (Seminars, Workshops and Demonstration Lessons), face-to-face training and Collaborative Lesson Planning. Meetings and Collaborative Lesson Planning are used by a majority (90.13%) of schools and are found to be very effective for learning best practices. Although, all these methods are considered effective for learning best practices, Collaborative Lesson Planning and Meetings are considered to be reasonably to highly effective by a large number of schools, 79.7% and 75.74% respectively.

Hence, the schools responses also recognize benchmarking as an effective tool for learning and improvement. Therefore, the questionnaires determine that schools and school systems are using benchmarking to learn from each other. The questionnaires further help to identify effective benchmarking techniques used therein.

In the third phase of research, effective benchmarking techniques used by schools and school systems are explored in greater detail through interviews. The interviews are intended to provide rich, contextual data on the use of benchmarking techniques within schools and school systems.

Contribution to Benchmarking Theory and Practice

It is intended, as an outcome of this research, to develop a benchmarking framework and a set of guidelines to assist schools and school systems utilise benchmarking effectively. This framework will have examples of the use of benchmarking in schools and school systems and will enable schools and school systems to identify and select appropriate benchmarking techniques for implementation.

A draft framework is proposed in figure X. This framework describes the steps that schools or school systems should follow when embarking on a benchmarking exercise.

Step 1: Self-evaluation

The purpose of this step is to understand the current challenges or issues being faced and to define the aim of the change initiative.

Step 2: Resource review

This step has two parts.

- **Stakeholder review:**
The purpose of this step is to understand who to involve in this change (number of staff members, number of schools, whole school system etc.).
- **Time-frame analysis:**
The purpose of this step is to understand the time needed to bring the change and largely depends upon how quickly the change is required.

...continue on page 5

Step 3: Understand the scope of initiative

The purpose of this step is to understand the scope of the initiative, whether to conduct Internal benchmarking (within a school or school system) or External Benchmarking (between schools or school systems).

Step 4: Decide on the type of benchmarking and approach

This step helps to decide on the type of Benchmarking activity, Performance Benchmarking or Best Practice Benchmarking. It further enables to decide whether a systematic or ad-hoc approach is needed for the benchmarking activity. A systematic approach is strongly facilitated or controlled and usually requires more resource, whereas an ad-hoc approach is loosely controlled and usually requires less resource.

Step 5: Select a benchmarking technique from the Portfolio

In this step the Portfolio of benchmarking strategies that the research aspires to share is accessed to select an appropriate approach based on the findings of above steps.

Step 6: Implement the initiative

This step enables to adapt and implement the selected benchmarking approach.

Step 7: Monitor performance and review the process

In this phase, the performance of adapted initiative is monitored and the initiative may be reviewed and refined based on learning.

If needed, the whole process may be repeated.

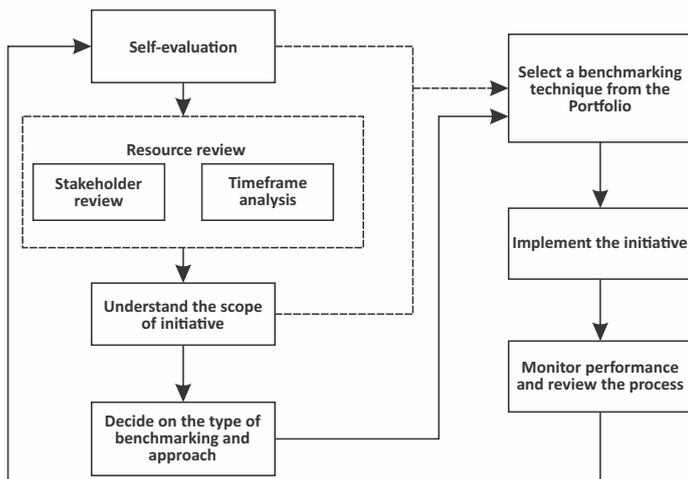


Figure 1 - A draft framework for implementation of benchmarking in schools and school systems

Conclusion

This is a unique study, as no other research has yet investigated in depth the contribution of benchmarking to the performance of schools and school systems. The portfolio of benchmarking

techniques will share a comprehensive and original synthesis of the literature with practical applications.

This portfolio will be helpful in providing a road map for bringing improvements and would serve as a significant means for uplifting the education level of schools and school systems, which would ultimately improve their position on national and international assessments. The portfolio will also be beneficial to address South African educational concerns by providing practical case studies to learn from. This research will be beneficial for schools, school systems, educationalists and benchmarking experts.

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[back to contents page](#)

Feedback on our 200th Edition

At SAQI we work hard to try to keep our members informed on Quality topics and related issues. We reached a milestone last month when we published our 200th edition of our Quality Edge. Below are extracts of feedback received from some of our international and local partners. We would also welcome feedback from more of our South African members in terms of the content of our publication.

Vincent Desmond Acting Chief Executive CQI IRCA UK

I was delighted and surprised to receive the 200th edition of Quality Edge – how time flies. The Chartered Quality Institute has had a long association with SAQI and has been pleased to provide and share Quality Edge content. I am proud to associate with an organisation that not only leads their domestic quality agenda, but also actively contributes to the global quality community.

Dr. Annabelle Palladas ASQ Country Counselor for Greece, CQA

Great issue really enjoyed it – Sending it out to our local members. Terrific!

Charles Corrie BSI Secretariat of ISO/TC 176/SC2

Congratulations on reaching your 200th edition. I'm grateful to be on your circulation list and always enjoy reading the newsletter. You manage to include a good range of very interesting articles in a succinct publication which is excellent. My best wishes for the next 200.

Prashant Hoskote Senior Director - Quality and Service Excellence I Max India Group

Super issue! Congratulations on the double century.

Jose and May Gatchalian Philippines

Congratulations on your 200th issue. I especially like the content on the survey of Quality promoters in the country. Note that I copied this to some people I respect a lot for their work on quality promotions in their own way. Perhaps this 200th issue can also provide them with more enlightenment regarding quality and the global practices.

Gulshan (Shan) Ruprai Asia Pacific Quality Organization

Great Newsletter many thanks.

Dawn Ringrose Chair of the ASQ Canada – Collaborations and Partnerships Committee

Congratulations on your 200th issue. I particularly like your statement about SAQI being a conductor for quality “Quality in South Africa needs to be the responsibility of each South African, but for a symphony orchestra to make beautiful music, it needs a conductor to orchestrate all the musicians into making good music together. It is the role of central government to support and back a single national body (in South African this is SAQI) to be that conductor for Quality”.

Glenn Mazur, QFD Red Belt® Executive Director, QFD Institute, ICQFD USA

As a fellow IAQ member, I wish to thank you for your newsletter.

Terrance M. Booyesen, CEO of CGF Research Institute

Congratulations to the SAQI team on your 200th edition of the Quality Edge. Our association through the many years has been one where the blend of governance and quality issues has become synonymous. Indeed, without good governance how can one say there is quality, and with quality one can infer there's good governance. I am excited to grow our relationship even further, and showcase the inseparable values that underpin a sustainable organisation.

Jeff Paterson Co-Founder Fourx UK

Love the coverage in the 200th edition of the e Quality edge. Thank you so much.

Dr Ayed Alamri President- Saudi Quality Council

I have enjoyed reading the SAQI newsletter and I wish you and SAQI all the best.

[back to contents page](#)

PRESS RELEASE

Africa's Most Influential Women in Business and Government AND Titans: Building Nations, SADC South

Africa's Most Influential Women in Business and Government and Titans: Building Nations, recognition for African leaders took place at Midrand Conference Centre, in Midrand on 8 July 2016.

□

The awards are the *leading African recognition programme honouring excellence in the private and public sector*. The programme covers 23 economic sectors and has for the past **sixteen years** independently recognised those leaders who are at the pinnacle of their industry.

“Nominees undergo a rigorous multi-tiered judging process,” says Annelize Wepener, Chief Executive, of CEO Global. “Quality assurance is provided by *KPMG throughout the judging and the highest possible standard is maintained*. Those individuals whom have been recognised as winners in their field can be assured that they have truly excelled.”

The SADC South portion of the recognition programme is the start of CEO Global's recognition programme that takes it around the continent to 8 regions. In each of these regions country and regional winners are identified.

The regional winners automatically qualifying for the Continental Awards ceremony to be held in Johannesburg in October 2016, where the continent's leading man and woman from each of the 25 economic sectors will be selected from the regional winners.

According to Annelize, CEO Global's recognition programmes dispels the notion that Africa has a paucity of innovative and progressive leadership talent. “There are tremendously inspirational stories at core of each winner's professional and personal life story. I am really very privileged to interact with these individuals. They deserve the admiration and respect they are afforded, particularly Lifetime Achievers who have often been absolute pioneers in their field.”

She also has words of encouragement for finalists: ***“To be recognised as a finalist is an achievement in its own right. You are without a doubt on the right path and we hope the recognition you have enjoyed spurs you on to greater things.”***

Regional and continental winners will also be afforded the opportunity to join the Influential network, which will give them access to developmental tools and serves as a platform to bring together small and medium enterprises with corporates and the public sector.

CEO Global would like to thank its partners: the City of Joburg,

Shell SA, South African Local Government Association and Air Mauritius. Without their support the recognition programmes would not have been possible.

About Africa's Most Influential Women in Business and Government and Titans: Building Nations Awards

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The mission of the Awards is to identify and recognise Africa's most influential male and female leaders. The nomination process for the Awards is an open process with no professional body affiliation required. Nominations are obtained from the business community and individuals during a nomination window which open on 1 September and closes 31 December each year. During the course of 2015, just under 5000 nominations across the various sectors were received from across the continent for the 2016 awards.

The judging panel comprises leading figures from the business and public sector that have excelled in their own right and understand the demands made upon contemporary leaders.

The judging panel consists of three tiers and is comprised of 24 representatives from across Africa. None of the judging panels are remunerated for their work and CEO Global extends its sincere thanks to Yvonne Finch (chairperson of the panel) and all the judges for the work they have done and the time they have sacrificed to make the programmes a success.

Broadly speaking ***the judges look for candidates who have made an impact on the profitability/sustainability of their organisation or that of their employer; played a leading role in the development of their sector; willingly developed those around them and invested of themselves in the upliftment of communities.***

About CEO Global

CEO Global is a media company that has during the last 16 years focused on the identification of Africa's leading talent and sharing their success stories. The company's products include, CEO magazines, Africa's Most Influential Women in Business and Government, Titans: Building Nations, FLUID (Future Leaders under Individual Development) and Mentor Me 24/7. For organisations who wish to know more about these products please contact us 012 667 6623 or info@ceomag.co.za

...continue on page 8

Africa's Most Influential Women in Business and Government

SADC South

Lifetime Achievers 2016

Prof Lunic Base Khosa	South Africa	University of Venda	Dean of School of Health Sciences
Dr Motselisi Christine Mokheti	Lesotho	National University of Lesotho	Dean Of Faculty of Sciences
M Roberta Durrant	South Africa	Penguin Films	Creative Director
Prof Stella M Nkomo	South Africa	University of Pretoria	Deputy Dean for Research and Postgraduate Studies

Regional Winners

Dr Claudelle von Eck	Agencies & Regulatory Authority	South Africa	The Institute of Internal Auditors South Africa	CEO
Mrs Linda Olga Nghatsane	Agriculture	South Africa	Exilite 499cc	Managing Director
Ms Lara Foot	Arts & Culture	South Africa	Baxter theatre Centre	CEO
Mrs Lisa Mallet	Automotive and Components	South Africa	Jaguar Land Rover South Africa	Marketing & Communications Director
Dr Bridgette Gasa	Building & Construction	South Africa	The Elilox Group Pty Ltd	Founder & Managing Director
Dr Judy Dlamini	Business and Professional Services	South Africa	Mbekani Group	Executive Chairman
Prof Tokozile Mayekiso	Education and Training Academic	South Africa	University of Mpumalanga	Vice Chancellor
Mrs Ilana Gerschlowitz	Education and Training Private	South Africa	The Star Academy	Managing Director
Ms Wisdom Thembie Zwane	Government – Employed Official	Swaziland	Prime Ministers Office	Director
Ms Brenda Horne	Logistics and Shipping	South Africa	SASTALC	CEO
Ms Thato Kgatlhanye	Manufacturing and Engineering	South Africa	Rethaka Pty Ltd	CEO
Ms Liezel van der Westhuizen	Media	South Africa	KFM	Presenter
Prof Cristina Stefan	Medical – primary and support	South Africa	South African Medical Research Council	Vice President
Ms Suzana Moreira	SME	South Africa	Mowoza	Founder
Mrs Nina Freysen Pretorius	Tourism and Leisure	South Africa	The Conference Company	CEO

Country Winners

Dr Claudelle von Eck	Agencies & Regulatory Authority	South Africa	The Institute of Internal Auditors South Africa	CEO
Mrs Linda Olga Nghatsane	Agriculture	South Africa	Exilite 499cc	Managing Director
Ms Lara Foot	Arts & Culture	South Africa	Baxter theatre Centre	CEO
Mrs Lisa Mallet	Automotive and Components	South Africa	Jaguar Land Rover South Africa	Marketing & Communications Director
Dr Bridgette Gasa	Building & Construction	South Africa	The Elilox Group Pty Ltd	Founder & Managing Director
Dr Judy Dlamini	Business and Professional Services	South Africa	Mbekani Group	Executive Chairman
Prof Tokozile Mayekiso	Education and Training Academic	South Africa	University of Mpumalanga	Vice Chancellor
Mrs Ilana Gerschlowitz	Education and Training Private	South Africa	The Star Academy	Managing Director

...continue on page 9

Country Winners...continued

Adv Fariyal Mukaddam	Financial Services	South Africa	4AX	CEO
Mrs Linda Olga Nghatsane	Agriculture	South Africa	Exilite 499cc	Managing Director
Ms Mmatšatši Ramawelda	Government – Employed Official	South Africa	Tourism Business Council of South Africa	CEO
Ms Wisdom Thembie Zwane	Government – Employed Official	Swaziland	Prime Ministers Office	Director
Ms Brenda Horne	Logistics and Shipping	South Africa	SASTALC	CEO
Ms Thato Kgatlhanye	Manufacturing and Engineering	South Africa	Rethaka Pty Ltd	CEO
Ms Liezel van der Westhuizen	Media	South Africa	KFM	Presenter
Prof Cristina Stefan	Medical – primary and support	South Africa	South African Medical Research Council	Vice President
Miss Elsabe Hoal	SME	South Africa	Garner Wafers	Founder
Ms Judy Jennings	SME	South Africa	Vodacom Shop	Managing Director
Prof Shirley Zinn	SME	South Africa	Shirley Zinn Consulting CC	CEO
Ms Suzana Moreira	SME	South Africa	Mowoza	Founder
Mrs Nina Freysen Pretorius	Tourism and Leisure	South Africa	The Conference Group	CEO
Ms Kasee Ithana	Welfare and Civil Society Organisation	South Africa	The Synergos Institute	Director
Ms Lydia Abel	Welfare and Civil Society Organisation	Namibia	ORT SA CAPE	Director
Mrs Noelene Suzanne Kotschan	Welfare and Civil Society Organisation	South Africa	Go 2 Natural	CEO and Founder

Titans: Building Nations - SADC South

Lifetime Achievers 2016

Prof Douglas Boateng	South Africa	Panavest International and Partners	CEO
Mr Paul Harding	South Africa	South Africa Quality Institute	Managing Director

Regional Winners

Mr Conrad Mutonga Lutombi	Agencies & Regulatory Authority	Namibia	Roads Authority Namibia	CEO
Mr Omri van Zyl	Agriculture	South Africa	Agri SA	CEO
Mr Zwai Bala	Arts and Culture	South Africa	Bala Brothers Productions	CEO
Prof Letlhokwa George Mpedi	Education and Training: Private	South Africa	University of Johannesburg	Executive Dean
Mr Eugene Herbert	Education and Training: Private	South Africa	RAC	Managing Director
Mr Ndjoura Tjozongoro	Financial Services	Namibia	National Special Risks Insurance Association	CEO
Mr David Logan	Logistics and Shipping	South Africa	The South African Association of Freight Forwarders	CEO
Mr Reggy Moalusi	Media	South Africa	Daily Sun/Sunday Sun	Editor-in-Chief
Dr Freddy van der Berg	Mining	South Africa	Mukundi Mining Resources	Group COO

...continue on page 10

Regional Winners...continued

Mr Siyabulela Mhlaluka	Public Enterprises	South Africa	Transnet Port Terminals	General Manager
Mr Braam Malherbe	SME	South Africa	Braam Malherbe	Speaker, MC, Adventurer, Conservationist & Philanthropist

Country Winners

Mr Conrad Mutonga Lutombi	Agencies & Regulatory Authority	Namibia	Roads Authority Namibia	CEO
Mr Mohale Ralebitso	Agencies & Regulatory Authority	South Africa	BBC	CEO
Mr Mohale Ralebitso	Agencies & Regulatory Authority	South Africa	BBC	CEO
Mr Omri van Zyl	Agriculture	South Africa	Agri SA	CEO
Mr Zwai Bala	Arts and Culture	South Africa	Bala Brothers Productions	CEO
Prof Letlhokwa George Mpedi	Education and Training: Private	South Africa	University of Johannesburg	Executive Dean
Mr Eugene Herbert	Education and Training: Private	South Africa	RAC	Managing Director
Mr Ndjura Tjonzongoro	Financial Services	Namibia	National Special Risks Insurance Association	CEO
Mr David Logan	Logistics and Shipping	South Africa	The South African Association of Freight Forwarders	CEO
Mr Reggy Moalusi	Media	South Africa	Daily Sun/Sunday Sun	Editor-in-Chief
Dr Freddy van der Berg	Mining	South Africa	Mukundi Mining Resources	Group COO
Mr Siyabulela Mhlaluka	Public Enterprises	South Africa	Transnet Port Terminals	General Manager
Mr Bheki Kunene	SME	South Africa	Mind Trix Media	MD
Mr Braam Malherbe	SME	South Africa	Braam Malherbe	Speaker, MC, Adventurer, Conservationist & Philanthropist
Mr Corne Schalkwyk	SME	Namibia	Bachmus Oil and Fuel	Supplies
Mr Rubin van Niekerk	SME	South Africa	Associated Business Network	Managing Director

Celebrating Excellence Organisations and Building Nations Titans Lifetime Achievement for Paul Harding

At an awards ceremony that took place in Midrand South Africa on the 8th July a number of awards were made to Titans of business building nations. Among the award winners was the SAQI MD.

"He is a Lifetime Achievers Award winner. Paul Ernest Harding, managing director, South African Quality Institute, has 40 years' experience in management and 28 years' experience in the quality management field. He has been on the SABS Technical Committee TC 176 for 22 years and has spoken on quality at over 60 conferences both locally and internationally. He has promoted SAQI's Quality in Schools programme covering many previously disadvantaged schools in South Africa. He has established links with international quality organisations including the CQI in UK, ASQ in USA and the NQI in Canada. SAQI has also set up MOU agreements with many other African and Southern African countries. In 2011 Paul received the South African DTI National Quality Champion award for the biggest individual contribution to promoting quality in South African from the minister. He is the current African representative on the American Society for Quality QMD Technical Committee for Organisational Excellence."



[back to contents page](#)

Aveng Grinaker-LTA Building awarded Platinum Membership status



Article by: Jaco Roets & Photos by: Jessica Els

On 9 June 2016, Aveng Grinaker-LTA's Building business unit was awarded a Platinum Membership Certificate by Paul Harding, SAQI's Managing Director during a visit to the Aveng Grinaker-LTA office.

Divisional Managing Director, Marc Meire, signed a Quality Pledge on the business unit's behalf during the handover event which was attended by Aveng Grinaker-LTA management.

Aveng Grinaker-LTA, an operating group of Aveng, is a multi-disciplinary construction and engineering group that has delivered landmark projects in Sub-Saharan Africa and Mauritius. Aveng Grinaker-LTA has an extensive track record of successful contracts, and has the resources, skills and project management capabilities to deliver a vast range of services that vary from construction of buildings, bulk concrete structures, roads and earthworks, to mechanical and electrical engineering and turnkey water treatment solutions. The company's experience and expertise spans a number of market sectors, including power, public infrastructure, mining infrastructure, commercial, retail, industrial, oil and gas. With a proud South African heritage going back over 127 years, Aveng Grinaker-LTA also demonstrates an unwavering commitment to world-class safety and quality.

Over the past few years, Aveng Grinaker-LTA's Building division has successfully handed over a wide range of projects which include the award-winning Department of Environmental Affairs Head Office in Tshwane, Netcare's Pinehaven Hospital in Krugersdorp and the Mall of the South shopping centre in the south of Johannesburg. Current flagship projects include the Sasol Corporate Offices, The Leonardo Hotel and 129 Rivonia Road all based in Sandton, as well as the Johannesburg Council's Chambers.

Quality excellence is a strategic focus area for the company and Aveng Grinaker-LTA has adopted the international ISO 9001 system for quality assurance as a further commitment to delivering quality products and services that fully meet their clients' expectations. A dedicated quality team works with site-based quality officers to maintain effective quality management across all operations, and to continuously improve performance in this area. By leveraging expertise within the group to suit organisational needs the company is able to position itself for growth and promotion of excellence.

The management team of Aveng Grinaker-LTA Building considers its membership with SAQI critical to achieving its long term objective of defect free construction.



Caption: Marc Meire signs the Quality Pledge in the presence of Paul Harding



Caption: Paul Harding presenting the Platinum Membership Certificate to Marc Meire.

Attendees at ceremony:

Marc Meire – Divisional Managing Director
Rob Scorgie – Commercial Executive
Michael Steven – Procurement Manager
Rene Pieterse – SHEQ Executive
Deon van Tonder – SHEQ Executive
Le Roux Stroebel – HR Manager
Roshen Hira – SHEQ Systems & Compliance Manager
Adri Fourie – SHEQ Administrator
Jaco Roets – Quality Manager
Jessica Els – Communications and Project Coordinator
Paul Harding – SAQI Managing Director

[back to contents page](#)

Around the world on solar power

Reproduced from SAQI partner Terry Deacon of Project Pro

Solar Impulse 2, a solar-powered aircraft, has landed in Seville, completing the world's first solar-powered crossing of the Atlantic. Taking off from New York, the 6 760 km flight took nearly three days to Spain.

Solar Impulse 2, which is slowly making its way around the world to Abu Dhabi (the starting point), has two pilots that take turns. The Atlantic hop was Bertrand Piccard's longest flight in Solar Impulse 2. André Borschberg, who piloted the agonisingly drawn-out Nagoya-to-Hawaii leg, still retains the record for longest ever solo flight (8924km over 117 hours and 52 minutes) back in July 2015.

The flights take such a long time because Solar Impulse 2, as the name suggests, is completely powered by sunlight. The plane's massive 72-metre wings (broader than a Boeing747) are covered in some 270 square metres of photovoltaic cells. During the day, the cells power four 14kW electric motors and top-up four 41kWh lithium-ion batteries. During the evening, the motors are driven by the batteries. Maximum cruise speed when the sun is up is 90km/h, and a rather languid 60km/h at night.

The solar cells don't quite refill the batteries during the day, which means the plane can't fly forever just yet. Maximum flight duration is somewhere around five to six days.

For power-saving reasons, the Solar Impulse 2 cockpit can only carry a single human, and is unheated and unpressurised. The pilots do sleep while they're up in the air, but usually just for 20 minutes at a time (the telemetry data for one flight showed 10 catnaps of 20 minutes over a 24-hour period). Now multiply those conditions by a continuous flight

time of three or four days and you have some idea of the rigours that Piccard and Borschberg must go through.

Piccard spoke about the significance of a solar-powered crossing of the Atlantic. "The Atlantic is the symbolic part of the flight," he said. "It is symbolic because all the means of transportation have always tried to cross the Atlantic, the first steamboats, the first aeroplane, the first balloons, the first airships and, today, it is the first solar-powered aeroplane.

But the goal is not to change aviation, as Charles Lindbergh did, but to inspire people to use renewable technologies and show people they can use these technologies every day to have a **better quality of life**.

Solar Impulse 2 now, in theory, only has one flight left to complete its circumnavigation of the globe: from Seville to Abu Dhabi. It is uncertain when the flight will be (it depends on weather conditions and the state of the aircraft), but SAQI through ProjectPro will keep you updated.



SABS TC 176 Petro Farewell

The Technical Committee for ISO 9000 development have been meeting at the South African Bureau of Standards for over twenty three years. During that period the secretariat of the committee at SABS has been Elizabeth (Petro) du Plessis. Long serving members of TC 176 hosted a lunch for Petro last month to celebrate her retirement.

Back row: Iain Muir, Alastair Walker, David Stables, Paul Harding

Front row: Esta van Zyl, Petro du Plessis, Dieter Tillwick.

Collectively the group shown above has put in over 166 years of service to the SABS Technical committee 176 in the development of the ISO 9001 standard. On behalf of SAQI and all fellow members of TC 176 we wish Petro a long and happy retirement.



[back to contents page](#)

Sobering Message from Less Privileged Children

By Terrance M. Booysen

On the 16th of June this year, I had the distinct privilege of being invited to attend the open day of a registered non-profit home for children, aptly called C.H.A.N.C.E which is situated in Dunnottar, Springs.

For many South Africans, this day in our history is marked by the sad and brutal events that led to a youth, Hector Pieterse, being shot and killed by the previous government's apartheid police forces in Soweto, and which changed the course of South Africa's history. Indeed, Hector was not the only person that was killed on that fateful day.

As an invited guest to attend C.H.A.N.C.E's open day -- which coincided with what is now known as Youth Day -- the painful memories associated with Hector Pieterse of some thirty years ago, were at odds with the joyous occasion I was now experiencing with the young children who are cared for at C.H.A.N.C.E. It was sobering listening and watching these less privileged children, who provided their audience and potential donors a lively song and dance show, perhaps with many of them not knowing of the hundreds of other school children who had lost their lives in Soweto on 16 June 1976.



Children at C.H.A.N.C.E receive their Teddy Bears on Youth Day to brighten their day

With the events of what eventually lead South Africa to create a public holiday to honour the victims who were killed in this barbaric era of our country's history, I was saddened by the fact that there are still so many thousands of black children who have been let down by 'a system' which is meant to protect and nurture them.

In his key-note address, the chairman of C.H.A.N.C.E, Advocate

Phillip Lehlohonolo Mokoena (SC) left the audience with no doubt that all children, but especially those from disadvantaged backgrounds need the nation to join hands and make a commitment to bringing change in their lives. What was especially profound in his message, was that children are just that; they're children and it is important to see them with smiles on their faces and that they have hope towards a brighter future. Adv. Mokoena (SC) correctly emphasised that these children must not be ostracized, and that it is our duty to ensure that they are accepted, and nurtured by our communities. He went on further to say that even though some donors may not have had money to assist the funding requirements of homes such as C.H.A.N.C.E, the business community and citizens should join hands to address this growing problem of parentless homes in South Africa. In cases where people could not donate their money, Adv. Mokoena (SC) said even people arriving at the home on a frequent basis, to read the children stories would go a long way to making the children feel special.

Whilst there may be a perception that people of the legal fraternity are somewhat 'cold' or 'distant', Adv. Mokoena (SC) is quite the opposite; this gentleman regards the ninety children of C.H.A.N.C.E as his own, and he reminded us that these children only dream of a swimming pool, and that they do not know the meaning and significance of Mother's Day, Father's Day or even Christmas holidays and family bonding. His message is a serious awakening for the many people who take these matters for granted, and those who complain about the over-crowded shopping malls, or their insatiable desire for the latest technological gadgets and other societal trappings. The friends at C.H.A.N.C.E. and their care-givers are grounded on humble values which have meaning, and so their adage of love, support and understanding underpins the manner in which they are caring for these children in Springs.

Ironically, it was by chance that I met these beautiful children at C.H.A.N.C.E. As part of CGF Research Institute's ('CGF') efforts to assist impoverished communities, we try and sketch some of the information about various children-based NGOs and their basic requirements, in order that a prospective donor will include them as a new beneficiary.

In terms of raising awareness, our CSI (Corporate Social Investment) approach includes partnering with various NGOs to bolster the efforts of having a greater impact upon the poor. As a part of CGF's CSI programmes -- supported by Wot-If? Trust -- CGF seeks registered NPOs where impoverished children are involved. Through Wot-If? Trust, CGF is provided Teddy Bears which are a donation from Big Five Duty Free. Big Five Duty Free encourage travelers at all major South African Airports to buy

...continue on page 14

the Teddy Bears and leave them behind in large bins and these are then donated to those less fortunate. As the batches of Teddy Bears are delivered to CGF, we then go in search for NPOs such as C.H.A.N.C.E with needy children, in order to add a little spark of joy to their day.

"Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine, that a child of a farmworker can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another."

Nelson Mandela (1918 - 2013)

Whilst the initial purpose of CGF is to deliver the Teddy Bears to the children, in reality we have a greater objective. So often, only the larger and more 'visible' NPOs -- who have structured marketing campaigns -- are recognised by the corporates, and these NPOs are usually the first to be assisted with various forms of financial aid. Expectedly, the smaller registered NPOs are generally overlooked, and it is for this reason that CGF specifically targets this segment of NPOs. In doing this, through CGF's wide reach within the corporate and government communities, we encourage the donors to consider splitting their existing CSI investment monies amongst the smaller NPOs we have identified.

Some of C.H.A.N.C.E's challenges include:

- Transport to school and extra mural activities
- Assistance with homework in the afternoons
- Holiday / foster care
- Development of individual talents
- Job opportunities for school leaving children (as they have to be discharged at the age of 18 years and usually have no parents / friend / or relatives to go to)
- Security around the premises for the safety of the staff and children
- Entertainment during school holidays are also a challenge to keep them busy in a constructive manner
- Upgrades to the property

About Wot-If? Trust

Wot-If? Trust operates primarily in Diepsloot, working on Socio-Economic and Enterprise Development Initiatives. Their focus is on helping emerging and small enterprises to grow and become sustainable and giving the youth hope and opportunities for the future. Agriculture, business, technology, innovation and media are key drivers, specifically on how these impact on improving lives and the Diepsloot community in general.

For further information, please contact: [Gail Styger \(Wot-If? Trust: Founder & Trustee\)](#) 083 625 3929 or email gail@wot-if.co.za

About C.H.A.N.C.E (NPO Nr: 012-931)

Established in 1996, C.H.A.N.C.E Children's Home is a non-profit organisation and an Article 21 registered company that develop and care for the welfare of abused, battered, and HIV children who have been placed in our care by the South African Children's Court.

Our primary purpose is to provide the children with clothing, housing, schooling, food security and stability. Additionally we aim to provide the children with the necessary therapy, life skills, love and emotional support that the children need to become responsible adults.

At C.H.A.N.C.E, we believe that child care is not just the provision of food and shelter, but also includes the provision of a special place for a child to be, a home in which they can take pride and feel surrounded by love and warmth. Every success is built on the ability to do better than good enough.

The late Trudy Howell was the founder and the Manager of C.H.A.N.C.E for 17 years. After she experienced some health issues, she passed away on 07th January 2014. Her late husband, Danny Howell, started the Home in Springs on 03 March 1996, having recognised the need to support children who have been abused, battered and abandoned. With the unexpected death of Mrs. Howell, the community was unsure of the future of C.H.A.N.C.E. Hereafter, the Children's Home became funded through government, but it is also heavily dependent on funding and goodwill donations from the community for its functioning.

For further information, please contact: [Magda Reed](#) on (011) 734-2319 or email chancehome@iburst.co.za

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[back to contents page](#)

Quality in Schools

Many of our readers are parents themselves or interact often with children. We have asked our education editor, a retired headmaster, to share thoughts on how to get Quality principles and practices instilled in young people.



Dare to dream

Richard Hayward



Fairy tales aren't only found in books. They're found in real life too. In May 2016 the English football world and in fact, millions of sports lovers across the world witnessed a true fairy tale. Leicester City Football Club won the English Premier League. In the 132-year history of the league, they had never won the title. This was the team that at the start of the 2015/16 season had just managed to avoid being relegated to a lower league. It was the team that bookmakers gave a 5000 – 1 chance of winning the title.

How did they do it? Claudio Ranieri, their affable 64 year-old manager played a pivotal part. He convinced a group of second-class footballers that they could become first-class players on the soccer field. Ranieri inspired them to dare to dream that they could one day hold the Premier League Trophy aloft in front of adoring fans at the end of the football season.

He convinced them that this ultimate statement of their football excellence could only be achieved through doing certain tasks beforehand. There would be the need to give of their best at every practice and match; there would be the need to understand that their achievements would be through a "We" the team and not an "I" the brilliant player attitude.

Ranieri reminded them that success is a demanding, long-haul effort. To achieve the impossible takes a long time. Each of their 36 games in the season should be treated as a stand-alone. Give of your best and total focus for today's match. Concern yourself about next week's game next week. The team understood that it was possible to eat the whole elephant (in this case, winning the Championship Trophy) simply by eating it bite by bite. By the end of the season Leicester City had only lost three of their 36 games.

The Leicester City fairy tale is a story for every child; it's a story to motivate every boy and girl but also their parents and family

members too. Dare to dream and then do what needs to be done to make it come true. The club motto is, "Forever fearless" a reminder of what to do when times are terribly tough.

Sadly, well-meaning adults can crush a child's dreams. They look at the school report cards and make ill-informed pronouncements such as, "David finds English difficult and won't cope with the reading demands of a university degree," or "Charmaine doesn't focus on her work in class. How will she be able to concentrate for one-hour lectures in a tertiary institution?" Maybe David needs help to deal with his dyslexia and actually Charmaine is extremely focussed when she's interested in what's being taught.

Matshelane Mamabolo is a soccer writer for *The Star*. Of the Leicester City fairy tale, he wrote (4 May 2016, page 31):

"It is the stuff of dreams: the kind of story that will be used for many years to come as a way to inspire anyone who feels they are too small or not good enough to achieve. I know I'm going to share it with my son and daughter when they find themselves overwhelmed by life's challenges to show them that they can succeed in whatever endeavour they undertake."

Believe in the child's potential; encourage their endeavours and rev-up their occasional flagging efforts. In so doing, you'll help them lift many personal Championship Trophies in their young lives.



Richard Hayward does school leadership and management courses at schools across the country. For more details of these SACE-endorsed courses and their Professional Development point allocations, please contact him on 011 888 3262 or rpdhayward@yahoo.com

[back to contents page](#)



SAQI Training Programme for 2016

All courses offered by the South African Quality Institute are presented in association with other course providers and are available to all organisations and individuals. SAQI can assist with the training of a company's workforce and all training packages can be run in-house at cheaper rates. A special discount applies to SAQI members. For more information or to register contact Vanessa du Toit at (012) 349 5006 or vanessa@saqi.co.za

1. Each course listed on the training schedule can be completed individually or form part of the overall three levels of certification.
2. SAQI reserves the right to change details of the programme without prior notice. Click on the course code for a synopsis or [click here](#) for all course synopsis.
3. The courses listed below form part of a specific Certificate and all modules should be successfully completed to qualify for the Certificate.
4. Delegates are advised to start on Level 2 before moving on to Level 3.
5. All courses completed previously will receive credit when proof of successful completion is received.

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B41	Introduction to Quality Control	2	R 4,277	1-2		10-11		
B90	Introduction to Statistical Techniques	3	R 5,160	3-5		12-14		
B91	Introduction to Statistical Process Control (SPC)	3	R 5,160	22-24		31-2		
B79	A3 Problem Solving	2	R 4,277	25-26			3-4	
L3	SAQI Certificate in Quality Assurance*	13	R 24,034					
B48	ISO Requirements 9001:2015	3	R 5,160		5-7			
B24	Procedure writing	2	R 4,277		8-9			
B16	Internal Quality Auditing	3	R 5,160				14-16	
B92	Advanced Statistical Techniques	3	R 5,160			3-5		
B77	Advanced Product Quality Planning (APQP)	2	R 4,277			6-7		
L4	SAQI Certificate in Quality Management*	15	R 31,706					
B38	Development of a QMS	5	R 10,693		26-30			
B01	Cost of Quality	2	R 4,277			17-18		
B58	New SA Quality Excellence Model	2	R 4,277			19-21		
B74/B76	Lean for Manufacturing/Service Industries	4	R 8,182				21-24	
B93	Policy Deployment (Hoshin Kanri)	2	R 4,277				28-29	

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- Production Planning and Scheduling (B85)
- SHEQ Internal Auditing (B49)
- Supply Chain Management (B84)
- IT Process Improvement courses



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[back to contents page](#)

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