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# Education Sector Committee (ESC) of the 7th South African National Commission for UNESCO: 2021 - 2025



REPUBLIC OF SOUTH AFRICA



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# **Education Sector Committee (ESC) of the 7th South African National Commission for UNESCO: 2021 - 2025**



The Education Sector Committee (ESC) of the South African National Commission for UNESCO (NATCOM) is established as one of the sector committees of NATCOM, in terms of its Constitution.

The NATCOM's goal is to promote UNESCO's objective to contribute to global peace and security through focus on education, science, culture, communication and information. The ESC focusses on education related matters.

## **ROLE OF THE EDUCATION SECTOR COMMITTEE**

The Committee's primary objectives are to:

- Promote education-related UNESCO objectives, projects and activities within South Africa; Promote and facilitate stakeholder engagement on education-related UNESCO matters;
- Monitor whether government is adhering to its international commitments and obligations on education-related matters;
- Promote and support research on Education for Sustainable Development (ESD), and facilitate research networks on this; Provide general advice to the Basic Education and Higher Education and Training Departments on education matters pertaining to UNESCO, and
- Play an active role in pre-empting and influencing the UNESCO global agenda.



**Mrs. Palesa Tyobeka** is a senior executive and change management specialist, a policy practitioner with extensive advisory and technical experience in the management of education, policy development, policy implementation as well as monitoring and evaluation in the public sector. She worked in Education both within and outside of government in South Africa for a total of 41 years. She holds a master's degree in the Teaching of English as a Foreign Language from Reading University in the United Kingdom. Mrs. Tyobeka currently serves in the following capacities: Chairperson, Education Sector Committee of the SA National Commission for UNESCO; President of Future Global Leaders (SA); Trustee in the following Education NGOs: Media in Education Trust Africa, and Edvision Trust. She also serves as an Independent Consultant to the National Education Collaboration Trust (NECT).



**Prof. Sarah Gravett** describes herself as a teacher, teacher educator and student of education. She is a professor of Education and the former Dean of the Faculty of Education at the University of Johannesburg. Her research focus has included dialogic teaching, the design of learning environments and teacher education. She has authored and co-authored numerous books and articles on these foci. Currently, she is involved in projects on education imperatives for a fast-changing world in which technology is becoming increasingly pervasive, focusing on teacher education.



**Mr. Letlhogonolo Lefoka** is the Acting Deputy Director: Africa and Middle East in the Department of Higher Education and Training (DHET). He is responsible for servicing bilateral and multilateral agreements as well as developing and managing new partnerships with countries in Africa and the Middle East. He is well-versed in Government's foreign policies and applies them in his day-to-day work at the department. Prior to his appointment in the acting position, he was appointed as Assistant Director from August 2011 (middle management - 9 years) following his attachment to the Department of Basic Education from 2009 as Culture Sector Coordinator.

In his role as Assistant Director, he was assigned the responsibility of overseeing UNESCO programmes in the Department, following his previous experience working with UNESCO programmes in the country. He represents the DHET at the South African National Commission for UNESCO meetings as an alternate to the Ex Officio. He has overall 14 years' experience in international relations in education, administration and management environments and has built a sound understanding of development issues and trends.



**Ms. Nkele Yvonne Lechaba** is the Head of Registration and Teacher Professionalization at the South African Council for Educators (SACE). She is extremely passionate about education and has worked as an educator for 9 years. She worked at First National

Bank as a Provincial Consumer Educator and Manager and in 2014 joined the Flemish Association for Development Cooperation and Technical Assistance (VVOB) as a Programme Advisor and Gender Focal person in South Africa. She possesses the skill and ability to enhance operations, business development, and service delivery.



**Ms. Shanu Misser** is the National Coordinator of the Fundisa for Change National Teacher Education Programme. The Fundisa for Change programme is a multi-stakeholder collaborative national professional learning community established as a South African community of practice responsible for enhancing and supporting transformative environmental and sustainability learning through teacher education in the country. She has more than 20 years' experience of working in the field of Education for Sustainable Development (ESD) and environmental learning.



**Dr James Kevvy** is an experienced policy researcher that has worked in South Africa, Africa and internationally for the last 25 years. Following 13 years at the South African Qualifications Authority (SAQA) in research policy and international liaison capacities, he joined JET Education Services in 2014 as the chief executive officer. His specific areas of expertise include qualifications, the recognition of learning, digitalization, and the professionalization and migration of teachers. He has worked closely with several international agencies, including the OECD, ILO, World Bank, Commonwealth Secretariat, Commonwealth of Learning, SADC Secretariat, African Union Commission, and



others. At present his main expertise lies in the ability to oversee large multinational research and evaluation teams to execute programmes in a robust and efficient manner. He brings a strong international network and perspective that has translated into a wide range of published research, most recently, this includes a mapping study on qualifications for the African Union Commission, as well as a review of the research response in South Africa to the COVID-19 pandemic.



**Ms. Linda Vilakazi** currently holds the position of a Part-time Program Coordinator for the African Women in Dialogue (AfWID), at the Zanele Mbeki Development Trust (ZMDT). She is a former Member of Gauteng School Governing Bodies Advisory Council; Board Chair-Thebe Foundation; Trustee -Telkom Foundation; and Trustee Education Partnership Group (EPG).

She is also an alum of the University of Witwatersrand, a qualified teacher, whose passion, and love for education remained central throughout her life, even long after she left the classroom. She later worked for the Education Development Trust, the Young Women's Network, Thebe Investment Corporation, the Council for Scientific and Industrial Research (CSIR), the African Leadership Group, the City of Johannesburg, the Wits School of Education where she founded the Executive School Leadership Program, with over 820 school principals graduating from the program. She also led the Oliver and Adelaide Tambo Foundation before joining ZMDT.

She is a UNIFEM Youth Award winner, and a Fellow of the Africa Leadership Initiative and Aspen Global Leadership Network.





**Mr. Tinti Enoch Rabotapi** is currently employed by the Department of Basic Education (DBE) as Chief Director responsible for the National Institute for Curriculum and Professional Development Unit from 2018. Mr. Rabotapi joined the DBE in 2005 as Deputy Chief Education Specialist responsible for Teacher Conditions of Service. He was appointed as Director, Educator Performance Management and Whole School Evaluation in 2007. In 2014, He was appointed to act as Chief Director, Education Human Resources Development, where he was overseeing School Management and Governance, Initial Teacher Education as well as Continuing Professional Teacher Development. During the same period, he was tasked with overseeing the establishment of the National Institute for Continuing Professional Development (NICPD) until he was permanently appointed as Chief Director in 2018.

Mr. Rabotapi has previously served as a high school teacher for 6 years and a college lecturer for 5 years, he has also served as a Union official, where he led negotiations in the bargaining councils for 5 years before joining the DBE in 2005. Key achievements within the DBE include, amongst others, establishing the new Directorate on IQMS and WSE, conceptualizing the current Quality Management System (QMS) which is used to evaluate the performance of teachers, facilitated the establishment of the National Education Evaluation and Development Unit (NEEDU) as well as the NICPD. Since the Covid 19 Pandemic in 2019, Mr. Rabotapi has led the DBE's Remote and Digital Learning Strategy in collaboration with the ETDP SETA, NECT, UNICEF and other structures. He has also facilitated the establishment of the DBE TV on OVHD Channel 122.

Locally, Mr. Rabotapi has served as a board member of the ETDP SETA as well as a council member of the South African Council for Educators. Internationally, Mr. Rabotapi is a steering Committee member of the UNESCO International Teacher Task Force.



**Ms. Marie Schoeman** is the Programmes Technical Lead for Inclusive Education at Leonard Cheshire (LC) which is globally responsible for overseeing inclusive education programmes across Africa and Asia. She is also an Expert Advisor for the Catalyst for Inclusive Education of Inclusion International. Previously Ms. Schoeman worked in the South African Ministry of Education from 1997 to January 2018 as an inclusive education specialist and disability focal person. She was responsible for drafting transformative national policy and monitoring systemic change towards Inclusive Education.

As a parent of a son with Down Syndrome, she engaged in the South African disability rights movement as early as 1995. In 1997 she was appointed by President Mandela as a Commissioner on the National Commission for Special Needs in Education and Training (NCSNET) that drafted the first proposal for an Inclusive Education Policy for South Africa. At an international level, she has been actively collaborating with UNESCO since 1995 and served on the international jury of the UNESCO/Emir of Kuwait Prize. She is part of the team at Leonard Cheshire that provides ongoing technical support to the World Bank and serves on the Inclusive Education Task Group of the International Disability and Development Consortium and the Flagship for Inclusive Education initiated by the International Disability Alliance.

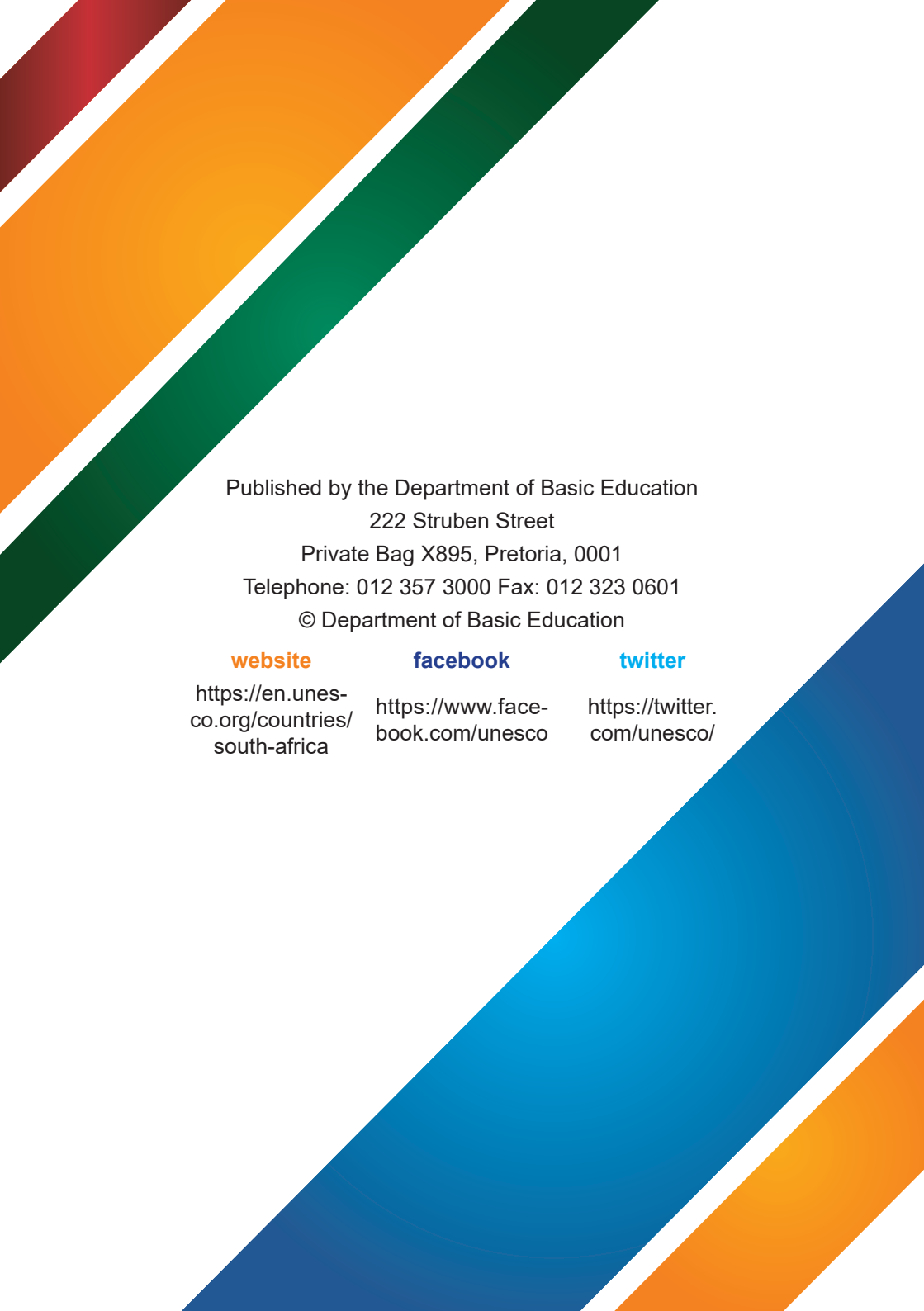


In 2012, **Ms. Lungile Thandeka Moleko** was appointed to the Project Literacy Board as New Business Development Executive Director. She had already held other quality assurance and management positions within the organization. With effect from 1 August 2021, she was appointed Chief Executive Officer. She is passionate about community education, youth training and development. Ms. Moleko serves as a co-director for Project Literacy Investment Holdings, a BEE subsidiary of Project Literacy Education Centres Non-Profit Company (NPC).

Apart from the overall responsibility for Project Literacy, Ms. Moleko's role within the organization includes the overall coordination, implementation, and management of new business development, fundraising for various literacy campaigns, quality control and overall strategic output to ensure maximum client satisfaction. She has a National Diploma in Information Technology specializing in Business Applications with several certificates in Information Technology, Finance and Business Management. She is a trained Assessor and is currently doing a BCom degree in Marketing Management. Ms. Moleko has previously worked at South African Qualifications Authority (SAQA), within the Quality Assurance and Development Directorate where her knowledge of the Sector Education and Training Authority (SETA) landscape was heightened. Her passion has always been working within the education and training realm through managing information and business applications. She has maintained that passion for the past nineteen years and thus continues to help empower previously disadvantaged South Africans by adding value to their lives through education and training in varying forms.

Ms. Moleko's business management skills have enabled her to build effective partnerships with relevant stakeholders in the sector, including SETAs, government and corporate, including civil society organizations through collaborations with partner CBOs and other NPOs in Education.





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