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TVET Colleges: Bridging the Employability Gap





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Cover Photograph

TVET Colleges: Bridging the employability gap
 Photograph supplied by Port Elizabeth TVET College. Competing in the National WorldSkills competition with their Modular Production System are students Jazzwin Williams and Masibulele Mini. Assessing the entry are from left Werner Hager and Ngokoana Tsita.

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TVET Colleges: Bridging the skills for employability gap

TVET College Times is pleased to bring TVET professionals and associates, an edition packed with useful and informative reading. We received an overwhelming number of articles for publication. So much so, that we could only fit in as much as we could from the more than thirty contributors. Some of the material we could not fit, we hope to bring you in the next edition, while others will find their exposure in related media forums.

In this edition, the golden thread that consistently features as the theme of so many articles remains, the central issue of 'bridging the skills gap in the promotion of employability'. In this vein, we start off with a word from the Minister. We then present the Minister's address to the National WorldSkills Competition; his announcement of a graduate placement programme and his address on the occasion of the launch of a Recognition of Prior Learning Centre. The Department of Higher Education and Training continues to take progressive strides on numerous fronts. The entire Cutting Edge News column has been devoted to covering a selection of these. Similarly, in Movers and Shakers, we have devoted the entire column to mark the achievements of hard-working and successful TVET College faculty. May you find, as we have, in the achievements of these practitioners, a cause for professional inspiration. The Campus Matters column, appropriately for mid-Academic year review, commences with a feature on our core business, namely, Teaching and Learning. This is followed by special interest features

such as Entrepreneurship, Artisan Development, WorldSkills South Africa, Work Integrated Learning, and International Exchange. The column ends with a variety of articles that relate to stakeholder engagement, namely industry, alumni, students, and school learners. Policy and Operational Shifts presents the speech of the Director-General of the Department of Higher Education and Training (DHET) made on the occasion of the opening of the National Skills Conference. This is followed by news of a tracer-study; a report received on action taken to safeguard the public's interests in Higher Education and Training; a report on bridging the skills gap for employability; and a Higher Education and Training Parliamentary Portfolio Committee hearing. We then present our regular features on the DHET sponsored campaigns of HEAIDS and the pursuit of Labour Market Intelligence. We continue with our next instalment of TVET In the African Union – The Strategy; news of a revision of the Human Resource Development Council Strategy; a practice standard being set for corporate sponsored training; and opportunities for academic advancement for TVET professionals.

In conclusion, as part of the Intellectual Debate, we present a DHET Fact Sheet on NEETs (persons who are Not in Employment, Education or Training). We trust that readers will be suitably informed, inspired and imbued with vitality for the final semester of the Academic Year 2017. Enjoy the winter recess! Join us again in September for the 50th edition of TVET College Times.

EXCITING WEBSITE FUNCTIONS SUPPORTS TVET COLLEGES

We are pleased to remind you of the functions available on the website www.tvetcolleges.co.za

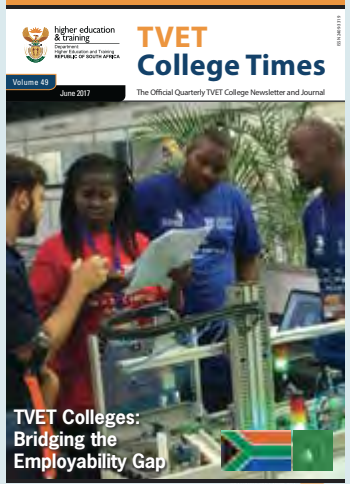
TVET College professionals will no doubt find the information useful for their own purposes as well as for assisting students. These functions are also aimed at greatly assisting prospective students who wish to pursue their studies at TVET Colleges or who need career advice.

Lecturers can find College Calendars, Examination Time Tables, Entry Forms, Management Action Plans and more.

Kind regards WEBTEAM

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Addressing the gaps in pursuit of a world-class Higher Education and Training system

Our Higher Education and Training system continues to grapple with significant challenges. However, I am very confident that despite these challenges, we are making significant strides in building a post-school education and training system with which we can be relatively satisfied.

Crucially, we are also clear as Government about how we should continue to build this system; one which will serve the needs of all South Africans and the economy. Because of their importance in the lifeblood of our economy, high priority continues to be given to the further education sector centred on TVET colleges. To that end, the National Skills Fund (NSF) has committed R2.5 billion towards the construction of new TVET college campuses and the refurbishment of two existing campuses.

With regards to student housing, the Department's Student Housing Infrastructure Programme (SHIP) remains a major priority. To this end, we are looking at innovative ways of using Government's funding leverage to secure additional private sector and donor investment. This is in order to further accelerate the construction of new residences for TVET colleges and universities. We require projects that will deliver an additional 2 000 to 3 000 beds. In doing so, we hope to achieve economies of scale and value for money which we have not seen up to now. A sad reality in our country is that many learners decide to leave school before they matriculate. With some of these youngsters entering TVET colleges, the development of a Foundational Learning programme for TVET college students without a Grade 12 is a key area for us. This has also been identified as a Ministerial Task Team recommendation. The planned programme, intends to support students in all foundational areas of learning, including numeracy, literacy, IT and life skills. It enables TVET colleges to ensure that these students complete their studies in the shortest possible time. The main objective is for them to become productive citizens. Implementation of the programme will commence in 2018 in a number of identified TVET colleges. A targeted number of at least 5 000 of this category of students is set for implementation in all TVET colleges as from the beginning of 2019. Similarly, the improvement of teaching and learning in TVET colleges has been set as a strategically important output for the Department. In pursuit of this objective, TVET colleges are required to develop and submit annual teaching and learning plans. Some might be aware that we have also

established a key project on the development of campus managers. This initiative is part of the implementation of a turnaround strategy for TVET colleges. This project is three-phased and funded by the NSF. All training will be undertaken by TVET College managers who have the requisite experience. The trainers have conceptualised and produced support materials in areas which were identified as showing critical gaps in the management of campuses. No fewer than 110 additional campus managers have been included in the new phase of the project. This brings the total of campus managers to receive training to 150. With regards to artisan development, the Department of Higher Education and Training has since 2009 made several strides. To this end, we have established the National Artisan Moderation Board (NAMB). The NAMB has been tasked to monitor the performance of accredited artisan trade test centres; moderate artisan trade tests; develop, maintain and apply a national data-bank of instruments for the assessment and moderation of artisan trade tests; and to develop and maintain a national data-base of registered artisan trade assessors and moderators, among other things. For the first time, the country has also standardised artisan learner grants to assist with the process producing artisans. Currently, the skills development levy contributes R150 000 towards those employers who are training artisans. Similarly, the policy on Artisan Recognition of Prior Learning Policy, Criteria and Guidelines has been published. This policy seeks to promote and implement Artisan Recognition of Prior Learning (ARPL) as an active pathway to a full artisan trade occupational qualification. These trades have been selected to serve all sectors of the economy. It sets national criteria and guidelines on the practice of ARPL. In doing so, it will grant access for non-contracted learners to a national trade test. This access will cover both formal and informal sectors of the economy. To reiterate, the production of artisans is a key objective to support economic growth.

In closing, I am most encouraged by the relatively quiet, but solid start that we have witnessed to the 2017 Academic Year. May this commitment to the pursuit of quality higher education and training long continue and be shared by everyone.

Dr BE Nzimande, MP
Minister of Higher Education
and Training



About TVET Colleges

There are 50 TVET Colleges operating on more than 267 campuses across the nine provinces of South Africa. The colleges serve approximately 800 000 students per annum and the Department of Higher Education and Training employs in excess of 18 000 personnel in the colleges. The colleges offer a large variety of courses in response to the human resource requirements of a diversified economy. The colleges are operated in terms of the Continuing Education and Training Act 16 of 2006 and statutory institutional structures comprise of the Council, the Academic Board and the Students Representative Council.

About TVET College Times

First published in 2005, TVET College Times is an internationally registered Department of Higher Education and Training quarterly publication.

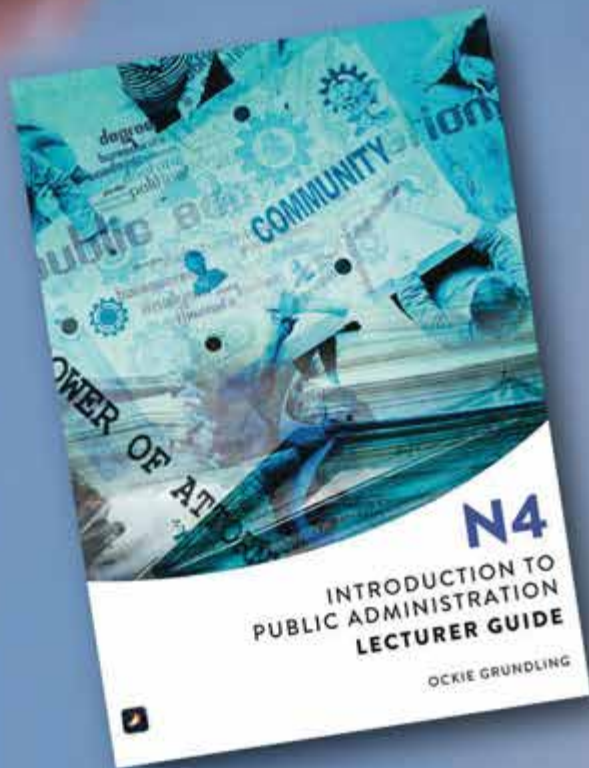
As a contributor based publication, it provides a community of practice forum for TVET College professionals. It also serves as a vehicle for keeping college council members, principals, management, staff and TVET practitioners in general informed of the latest developments in the TVET sector.

Currently, 25 000 print and online copies are distributed by subscription quarterly across South Africa and internationally.

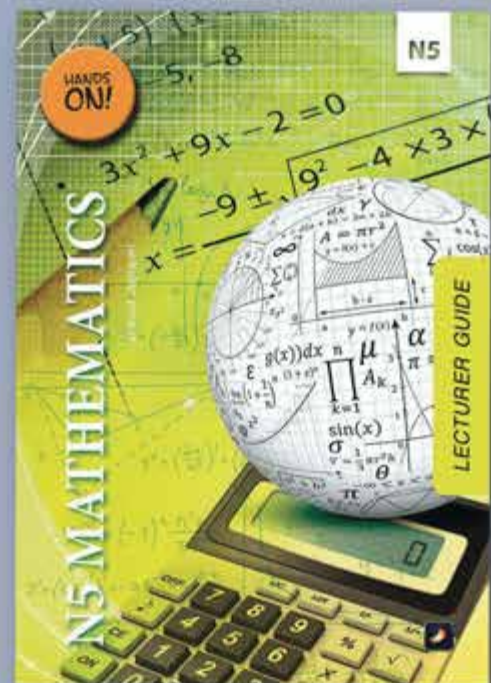
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OPENING ADDRESS BY THE MINISTER OF HIGHER EDUCATION AND TRAINING, DR BLADE NZIMANDE TO THE SECOND SOUTH AFRICAN NATIONAL WORLDSKILLS COMPETITION ON 13 FEBRUARY



MINISTRY
HIGHER EDUCATION AND TRAINING
REPUBLIC OF SOUTH AFRICA

Programme Director, Deputy Director-General Skills, Mr Mvalo, Councillor Zulu, representing the Province of KwaZulu-Natal, Ms Haynes, Business and business representatives, Dr Thakur, Durban University of Technology and University representatives, ETDP Seta CEO and SETAs CEO Forum, Ms Nxesi and SETA representatives, Ms Ntlatleng, Principal of Ekurhuleni West TVET College and SACPO Chairperson, Departmental Officials, Competitors from all Provinces, WSSA Technical Delegate, Mr Andre Vermeulen, Experts and Judges Distinguished Guests Members of the media Ladies and Gentlemen

Good Evening,

The City of eThekweni has always been a home to industry, a city connected to the world via the oceans and international trade. It is also a city very close to my heart, because as many of you may know, I grew up and learnt about the many challenges facing our country, just up the road from here.

It remains a pleasure therefore for me to say a few words at this evening's official opening. It is, after all, an absolutely crucial intervention. Skills are, and will remain, central as we develop and refine our capacity as an industrialized nation. This is the more so, as we expand our worldwide trade links through the harbour at the heart of this city. It is, statistically speaking, the largest and most important port on our continent. I thank all of you for your presence as we celebrate the WorldSkills South Africa (WSSA) Second National Skills Competition. This crucial event will assist in the promotion of skills development among the youth. It will support our efforts of empowering them with competence and knowledge allowing them to become full and productive participants in our industrial economy. Programme Director, allow me to propose that as this is the second national competition coastal-city hosting, last year Cape Town and now Durban, the next should be held in an inland Province.

As many as 122 competitors, accompanied by their respective competition experts, will over the next three days demonstrate their abilities across 22 skills areas. These include Electrical, Mechanical, Civil and Information Technology engineering as well as other Manufacturing and Services fields. It is inevitable that enormous pressure will be experienced by all competitors. Mental strength and character, high levels of discipline, focus, determination, endurance, technical knowledge and abilities, precision, teamwork, and problem-solving as well as time-management skills will be critical to success in the competition. Every single competitor has, by qualifying to be here, demonstrated that they are disciplined, hard-working, and determined to do well for themselves, their families, and our country. In fact, one might say, this is

something of a 'Skills Olympics'. As with those famous games, it is not just the medal winners who deserve our applause. No fewer than 140 experts and judges will also experience enormous pressure over the coming days. As their coaching endeavours come to fruition, they will show their mettle as ethical and impartial arbiters, tasked with determining the winners. We thank all of you for your dedication, your time, and your contribution to assisting and inspiring future generations as they strive to excel.

The age limit for participating is 22 years. This means that young people entering TVET

South Africa is one of 74 countries affiliated to WorldSkills International (WSI).

colleges and universities must already be grounded in the basic skills. We are heartened by the fact that the Department of Basic Education continues to expand its curriculum to include more technical, vocational and occupational programmes and subjects. On the Department of Higher Education and Training (DHET) side, we are working with TVET Colleges as they continually revise and upgrade their technical and vocational curricula. These efforts are directed at expanding programme delivery to embrace increasing numbers of occupational trade qualifications as listed by the Quality Council for Trades and Occupations.

As many are aware, Deputy Minister of Higher Education and Training, Mr Mduduzi Manana leads the promotion of career and artisan development in the country. He has, since taking on this portfolio, worked tirelessly to promote artisan skills acquisition at TVET Colleges and in the workplace. This is a crucial intervention, both for the youth who have chosen not to pursue an academic path, as well as for the future of industry in our country. We are conscious of the fact, that the National

Development Plan has set a target of producing 30 000 artisans per year by 2030.

And so it is with gratitude to all involved and ably led by the Deputy Minister, that I can tell you that we are already producing over 16 000 qualified artisans per year. We are well on the way to achieving our national goals!

Competitions like the WorldSkills South Africa finals that we are opening here tonight, go a long way towards building enthusiasm for the trades. These trades are after all, a route to personal and family empowerment. This battle of the best has mobilised young people in the TVET Colleges and the Universities of Technology. It is in the latter where the higher level skills such as robotics, mechatronics, and other advanced technologies are taught. The WSSA project is one of the projects of the DHET that targets the continuous expansion of the TVET Colleges. It particularly seeks an expansion of artisan skills. Observers will notice over the next three days of the competition that it is predominantly the TVET Colleges that are competing in these 22 Competition Skills areas.

Understandably the DHET is in full support this competition. We are particularly pleased that we do not stand alone. Industry assists in a myriad of ways. I suggest that industry is also the ultimate beneficiary of the fruits of this competition, which is designed to ensure that we get the very best skills out of our further education and training system and into the economy. Industry participation is most welcome in these competitions. Industry has the capacity to set the tone in terms of standard setting and for ensuring participation by both TVET Colleges and Universities of Technology. In December 2016, the DHET presented its strategic thinking regarding artisan training in the country. One of our key objectives is to pursue closer ties with industry. The WSSA space, offers an ideal platform to give meaning to that intent.

South Africa is one of 74 countries affiliated to WorldSkills International (WSI). This second national competition is in preparation for our participation in the international competition which will be hosted in Abu Dhabi in the United Arab Emirates in October 2017. It is therefore no small achievement for competitors to succeed at this level. The winners will represent South Africa and pit their skills against the best from countries across the world, including our BRICS partners China, Brazil, India, and Russia. Other nations competing include Germany, the USA, Namibia, and many more. Finally, a word to the competitors: May the best teams win. May you go on to make us proud at international level!

Ladies and Gentlemen, it is my pleasure to declare the 2017 WSSA National Skills Competition officially open.

Thank you.

Speech by Minister Blade Nzimande on the occasion of the launch of Umgungundlovu TVET College recognition of prior learning assessment centre and graduation ceremony

Nginyanibingelela, Greetings

I am excited to participate in this august occasion, namely, the official launch of the Umgungundlovu TVET College Recognition of Prior Learning (RPL) and Assessment Centre and the graduation of its first students.

Marking the official launch is the graduation of 90 students in Early Childhood Development at the NQF level 4. This would not have been possible without the support of the ETDP SETA. The project is being rolled out at eight TVET Colleges and also includes the Certificate in Community Development programme. A total of 307 students have graduated in the ECD programme and 157 in the Community Development programme, of which the majority were female. The total programme investment from the SETA stands at R7,2m. The pilot RPL programme saw the establishment of Assessment Centres at the Vuselela TVET College in North West Province and Umgungundlovu TVET College in KwaZulu-Natal at a cost of R3m. The second phase of the pilot, currently in progress will see a further 300 students trained and a further five Assessment Centres established. Conditions for the selection of participating students include three years prior working experience in the respective fields. Many of the graduates had to forfeit earnings on their training and assessment days. Research is needed to determine the overall impact of the initiative.

The policy is intended to provide a strong enabling environment for the further development of RPL across the PSET system

I have identified the integration of RPL in Post School Education and Training (PSET) as an objective in the DHET's five year strategic plan, which runs to 2019/20. On 31 March 2016, I Gazetted the Recognition of Prior Learning Co-ordination Policy. It is important that South Africans have an avenue through which their prior knowledge, skills and competencies are recognised. This will ultimately assist employment access, mobility and career-pathing. The policy is intended to provide a strong enabling environment for the further development of RPL across the PSET system and at all levels of the NQF. The White Paper on PSET recognises that the admission of students must also take account of prior learning. This is particular true for colleges. It is an objective served by the aforementioned policy. It will allow individuals to enrol in programmes for which they have the necessary background. Colleges will assess the additional support that might be required by students. The launch of this Centre



We need to encourage more school leavers and adults to participate. It demonstrates that valuable learning that leads to an improvement of one's social and educational opportunities, can take place outside of the conventional higher education space.

is but one component of the DHET's attempts to forge a new community-based approach to vocational education and training.

I thank the ETDP SETA for taking the initiative to implement projects that support the goals of the Department by sponsoring the development of Assessment Centres. Our policies, promulgated since 1994, have been based on social justice, with an emphasis on human rights, social inclusion, access, fairness and equality. Our country is faced with the challenge of creating opportunities for the many unemployed. For those who may have little or no formal education, many of whom need to be redirected via a skills intervention process towards areas of the economy where they are most needed. There are also many who are employed or self-employed but who cannot gain due recognition of their skills owing to a lack of formal qualifications. The establishment of this Centre is an attempt at addressing the plight of people performing valuable work, without due reward. This Centre has a primary focus on ECD. ECD is key to developing the foundational skills of our children. It will afford them a basis for success in the schooling education system. The challenge to the College is to build upon this initiative, and to extend it to all spheres of the College. This initiative is an example of vocational education in its many forms and serves as the foundation of our PSET system.

The DHET has been working with education and community role-players to develop an educational precinct in Imbali. The Imbali precinct development represents an innovative model for education delivery. It forges relationships between the community and education institutions to support each other; to develop and share resources and to implement programmes that are both nationally and internationally relevant. It creates the opportunity of movement from one institution to another without the barrier of admission rules.

We are working towards a model of community based education that provides quality education by institutions that serve the community. Many of the graduates of this pilot initiative entered the RPL programme without having Matric. The certificates that have been awarded to them are at NQF Level 4. This now gives them the equivalent of a Matric. With these certificates they can now access the National Qualifications Framework. It affords them an opportunity to access the higher education system and to further their studies in directions for which they qualify.

This collaboration between a SETA and a TVET College is a prime example of the value of educational programmes that are being delivered in the TVET space. We need to encourage more school leavers and adults to participate. It demonstrates that valuable learning that leads to an improvement of one's social and educational opportunities, can take place outside of the conventional higher education space. The fact that many of the graduates entered the programme without matric and now exit as empowered individuals within the ECD environment is a testimony to the fact that the goal of social justice via education is an achievable goal. However, one of the key challenges that still face us as a nation and as educationists is the challenge of the creation of a well-articulated system. We require a system that links all parts and role players within the wider education system; facilitating the mobility

Many need to be redirected via a skills intervention process towards areas of the economy where they are most needed

of students between educational streams, sectors, institutions and the world of work in a seamless manner.

This programme has created an opportunity for people working in ECD centres without any ECD qualifications. It is an example of a programme that created access to a qualification but also demonstrates how students can and should be supported by education. Recognition of Prior Learning is about giving people the opportunity to formalise their on-the-job learning. It gives recognition to people who have for many years been performing the work but without recognition, both educational and financial. It provides the opportunity to become lifelong learners, rather than simply toiling away each day without due reward. The establishment of this RPL Assessment Centre will ensure that exclusionary practices of student access of the past are reduced. It will ensure that there will be easy migration for students within the Universities of Technology/Vocational Education and Training Colleges (UTVETC) systems and will present a visible example of articulation within the institution. It will promote lifelong learning opportunities. The Imbali Education Precinct project will break down the barriers that tend to exist between different levels and types of education institutions and will provide students with an opportunity to participate in a truly integrated education system. It will allow students to explore their potential and explore various career paths available to them. It will ensure

You are our ambassadors.
RPL can change not only
your lives but those of your
families and communities
you serve.

that competencies accumulated through formal and non-formal interventions/opportunities are treated equally. Very importantly for the UTVETC itself and the wider education community, this RPL Assessment Centre will entrench the parity of esteem emanating from all spheres and modes of learning.

As I conclude, I would once again like to thank the EDP SETA for collaborating with the Umgungundlovu TVET College and demonstrating that collaboration is key in bridging the gap between policy and practice. The establishment of this Centre will go a long way towards providing the community with access to education and training opportunities. As the first participants of an innovative RPL project graduates should use this qualification and the learning opportunity it presents to go and establish your own ECD Centres. The establishment of your ECD Centres will promote employment opportunities and you will begin contributing meaningfully to the economy of our beloved country. Your Centre will also afford future students with sites for Workplace Integrated Learning. You are our ambassadors. RPL can change not only your lives but those of your families and communities you serve. It is about sacrifice, determination, discipline and dedication. I thank everybody who has been involved in ensuring that you are graduating. This includes college personnel, SETA officials, family members and the wider community.

I thank you

Minister Nzimande announces graduate placement programme

MORIO SANYANE

Higher Education and Training Minister Dr Blade Nzimande has unveiled a graduate placement programme for students involved in Physical Education and Sports Training.

A pilot programme involving 160 students has kicked off in four KwaZulu-Natal TVET colleges. They will become centres of specialisation in various areas of sport coaching and fitness. They are to be accredited by the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA). Students who pass their courses will have a formal qualification which can become their pathway to employment. The participating TVET colleges are uMgungundlovu, Esayidi, uMfolozi and Majuba. The pilot programme at these four institutions is funded by CATHSSETA and the National Skills Fund (NSF).

Minister Nzimande says the programme is a significant milestone to skills development. It could herald further improvement of the basic education system through better qualified teachers, and the general health of the population. "Physical education has long been something of an orphan. This is particularly true when it comes to many of our schools some distance away from the more competitive centres, where our best national team players are produced. We asked ourselves how it might be possible to mobilise the real talent of our young people. How could we ensure that ever more youth are given the opportunity to go for gold, either in local competition or internationally? We quickly realised that skilled coaches and trainers would be key. The top schools have of course always understood this. This is why so many of our best cricket and rugby players come from just a handful of institutions across the country. Football, netball and athletics are again an altogether different story. It should not be. Youth coaches in schools could and must in future make a big difference not only to the quality, but also to the discipline and team spirit of our players", said Minister Nzimande.

There can be no doubt
that there is an urgent
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TVET colleges are
offering under the pilot

The Skills Development Institute for Physical Education (SDIPE) Acting CEO Mduduzi Madlala, explains the rationale behind the programme. "There can be no doubt that there is an urgent need for the skills our TVET colleges are offering under the pilot programme. The May 2014 Basic Education Ministerial Task Team Report on Physical Education and Life Orientation within the National Senior Certificate Curriculum, points out that learners' health and well-being is currently at risk as untrained teachers are all too often offering physical activities without any credentials or training in physical education. This, the report says, could

lead to injury or worse. In addition, the National Sport and Recreation Plan recognises that there is a need to ensure that physical education and sport are incorporated into the teacher training curriculum to overcome the current shortage of teachers with the necessary qualifications. While the curriculum Movement Studies Outcome is a compulsory focus area, many teachers still do not feel confident enough to teach and assess it; that is why we launched this programme. The aim is to produce specialist sports and physical education coaches".

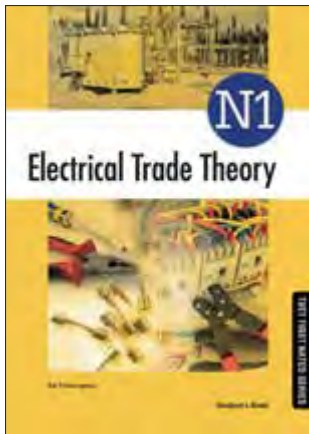
As a first step, we
celebrate the 160 students
of the pilot programme.
Interestingly, more than
50% are women, indicating
that this is also about
empowering all sections
of the population in very
important ways.

Minister Nzimande's strategic intent with the pilot programme is to ensure further integration and co-operation between the TVETs and the courses already offered by some of the universities in the province. This includes the University of Zululand which offers a Bachelor of Sport, and the University of KwaZulu-Natal Edgewood Campus, which offers a Sport Science Education programme. "Our task is to ensure that these programmes align with each other and with the National Qualifications Framework. As a first step, we celebrate the 160 students of the pilot programme. Interestingly, more than 50% are women, indicating that this is also about empowering all sections of the population in very important ways. The students were chosen from various sporting codes, including those with a wide appeal and which do not cost too much in terms of the equipment a school would require. The codes include football, netball and athletics. Currently all 160 students are placed in primary schools in the uMgungundlovu, Majuba, uThungulu and Harry Gwala districts. Twelve primary schools per district have been identified, with three students per school assisting with grades four to six. The immediate future of the pilot is assured, and I am grateful that the NSF has approved a budget allocation of R45m for the next three years", concluded Minister Nzimande.

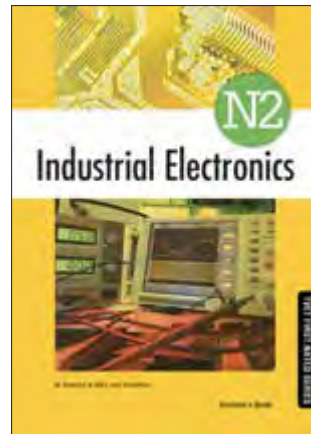
The 160 Students have started their Work Integrated Learning in Primary Schools and will complete by 15 June. They are in schools from 07:30 to 14:30 every day for a total of eight weeks. They will then return to the Colleges to finish their NQF L4 Qualification. Students are assigned educators in the schools for mentorship. College Facilitators, CATHSSETA Assessors and Subject Advisors will be monitoring the student teachers on the practical component.

TVET FIRST

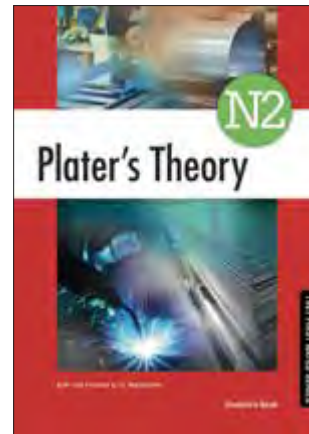
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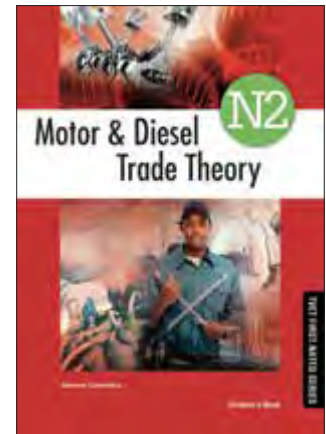
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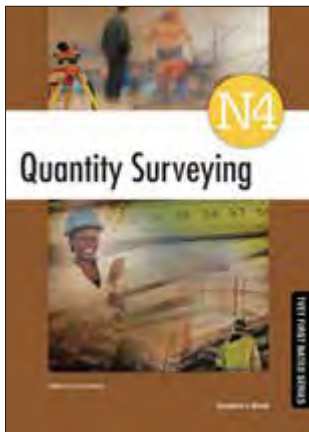
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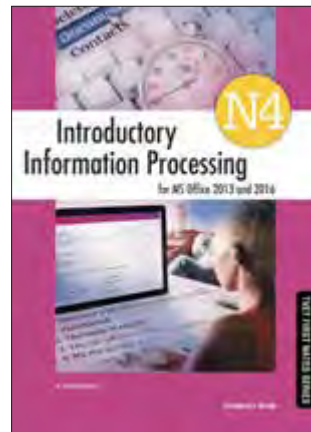
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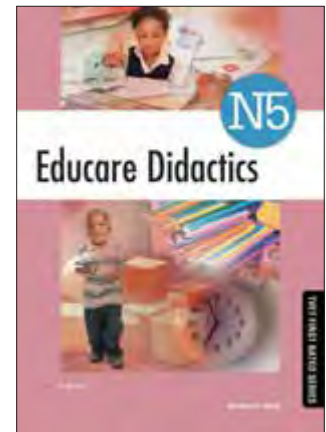
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Major new investment in university infrastructure, TVET Colleges, and improvements at historically disadvantaged institutions

BUSISWA GQANGENI

Higher Education and Training Minister Dr Blade Nzimande recently announced a major new investment in university infrastructure. The investment will see very significant targeted Government spending over the next two years. The focus of the spend will fall on new student housing, laboratories, communications technology, and other essential facilities. Essential maintenance and the further expansion of new universities also forms part of the investment brief.

The Department of Higher Education and Training (DHET) will spend almost R7billion in a range of projects across the country over a two year period. This includes R1billion a year for the new Universities of Mpumalanga (Mpumalanga Province) and Sol Plaatjie (Northern Cape Province). None of this spending will go towards repairing or replacing buildings damaged and vandalised over the past 18 months by a small group claiming to represent protesting students. These costs are being dealt with through other means.

A further R2,5billion over the next five years, has been targeted at the historically disadvantaged universities. This investment will assist them to realise their full academic potential while shaking off their historic image as the academic orphans of apartheid.

The R6,964billion additional infrastructure spending announced, will be allocated as follows:

Investment area	Amount allocated
Student housing	R2,1 billion
Refurbishing and updating all current university infrastructure and dealing with maintenance backlogs	R1,475 billion
Further phased development of the new universities of Mpumalanga and Sol Plaatjie	R1billion per year
The new Sefako Makgatho Health Sciences University to further strengthen its development	R600 million
Priority infrastructure projects	R240 million
New infrastructure projects at historically disadvantaged institutions	R248 million
Priority projects identified by universities, including improved access for disabled staff and students, laboratories, security, and communication technology development	R300 million

“Government is committed to strengthening, developing, and broadening access to universities, as is evident in the doubling of student numbers over the past 20 years,” said Minister Nzimande. “In doing so, we have opened a major route to empowerment through knowledge and skills. This can benefit both individuals and the economy. But, access is just one side of the coin. We have always been aware that we must also strengthen the institutions, not least by increasing our infrastructure spending.” Investment in infrastructure, including teaching and research spaces, equipment, and student living environments conducive to learning, is key to ensuring that the universities can deliver on their empowerment mandate, said the Minister. This approach required a particular commitment to improving living and learning conditions in the historically disadvantaged institutions.

This announcement of a massive boost in university infrastructure spending, builds on the significant progress achieved since 2007

through the DHET’s Infrastructure and Efficiency Grant. In terms of the grant, the past ten years have seen R14,87billion spent on ensuring that the universities have adequate infrastructure to ensure growth in priority areas. Such areas include science, technology, and engineering, animal and human health sciences, and teacher education.

All universities across the country have benefited from this investment. Historically disadvantaged institutions, have since 2010, been prioritised for a greater proportion of the funding. The University of Venda as an example has been transformed into a modern university, while the University of Limpopo has been funded by the National Skills Fund (NSF) to obtain South African Institute of Chartered Accountants accreditation for its postgraduate degree in accounting. The NSF will also fund infrastructure totalling R375million at the institution to ensure that aspiring chartered accountants are able to complete their full four-years of study.

With the assistance of a grant of over

R350million over the past two-years from the (NSF), aimed at alleviating the national shortage of doctors and veterinary surgeons, the medical and veterinary facilities at the University of Pretoria have been able to double their student intake from this year. The funds have assisted in the construction of the 301 bed “Tuks Bophelong Student Residence” dedicated to accommodating medical students. Furthermore, the funds have supported the development of the “Lesedi Complex”. This complex includes a multi-purpose lab for 200 students, five dry skills labs, a student activity and a client services centre, and a ‘dirty skills lab’ within the existing animal hospital.

Other recent NSF infrastructure spending includes R204million towards work-integrated learning facilities for engineering students at the University of Johannesburg. These works include a training workshop, and a design and industrialisation centre. The facilities provide on-the-job training for mechanical and electrical engineering students and are available to engineering students from across the country.

The NSF has provided the Cape Peninsula University of Technology with R96million towards its renewable energy training facilities. This South African Renewable Energy Training Centre is the first in the country and is ensuring that South Africa has the skills to support the national strategy of promoting renewable energy as a supplement to energy production from fossil fuels such as coal.

A further special infrastructure fund has ensured that two new universities, the University of Mpumalanga and Sol Plaatjie University in the Northern Cape, have been able to develop very rapidly. This has providing additional capacity for students, particularly those from previously under-served provinces.

“We continue to make major progress in ensuring that our universities are not only open to young people who would previously have faced almost insurmountable barriers to academic study, but also that our institutions are indeed equipped to ensure that they receive a quality education,” said Minister Nzimande. “We are of course aware that there is still much to do. This is especially true in areas such as student housing. But we are also very grateful that Government as a whole has, over the past two years, prioritised spending on higher education, including fee support for poor students and ensuring that nobody from a family with an annual income below R600 000 has faced a fee increase this year.”

Besides significantly increased spending on universities, high priority continues to be given to the further education sector. Here the investment is centred on the Technical and Vocational Education and Training (TVET) Colleges. The NSF has committed R2,5billion towards the construction of new TVET college campuses and the refurbishment of two existing campuses. Among the new campuses is the

Thabazimbi campus of Waterberg TVET College, which was officially opened on 30 June last year. Nkandla A and Bhambanana Campuses are nearing completion, and will become operational during this academic year. Construction on the remaining 13 campus sites will commence within the next financial year.

The DHET continues to prioritise the refurbishment and new construction of student housing at universities and TVET colleges because of the huge need. This is so, largely because more young people from poor backgrounds than ever before are studying away from home. The R2,1billion announced, will assist in accelerating the programme to provide an additional 200 000 beds at universities. "Meeting this target within a reasonable period cannot be achieved by Government alone," Minister Nzimande said. "We are looking at innovative ways of using Government's funding to leverage additional private sector and donor investment as we further accelerate the

construction of new residences for TVETs and universities."

As part of the expanded residence construction programme, feasibility studies to determine the exact requirements are underway at institutions across South Africa, including King Hintsa TVET College; North West University Mafikeng campus; University of Limpopo; University of the Western Cape Bellville Campus; University of Zululand KwaDlangezwa campus and Vaal University of Technology, Vanderbijlpark campus. A further five universities have been identified as priority projects, including Nelson Mandela University Summerstrand campus; Sefako Makgatho Health Sciences University GaRankuwa campus; Tshwane University of Technology eMalahleni campus; University of the Free State South campus and University of Johannesburg Soweto campus.

"Besides new construction, the DHET has worked with universities to identify maintenance and refurbishment requirements as we ensure

that our existing infrastructure continues to be fit for purpose," said Minister Nzimande. "As a result of the infrastructure audit and the submission of comprehensive maintenance plans by the institutions, we have dedicated R1,457billion to this area over the next two years."

The newly established R2,5billion Historically Disadvantaged Institutions Development Grant to be disbursed over the next five years, will assist the previously disadvantaged universities to up their game and shake off the legacy of the past. This funding is targeted at the Universities of Fort Hare; Limpopo; Venda; Walter Sisulu; Western Cape; Zululand; Mangosuthu University of Technology; and Sefako Makgatho Health Sciences University, which incorporated the former Medunsa campus of the University of Limpopo. To qualify for this funding, these institutions had to develop detailed business plans based on identified strengths and weaknesses, including governance, management, financial and academic issues.

Two million students funded by Government since 2013

BUSISWA GQANGENI

More than two million students studying at South Africa's public Universities and Technical and Vocational Education and Training (TVET) Colleges have been funded by the National Student Financial Aid Scheme (NSFAS) since 2013, the Minister of Higher Education and Training, Dr Blade Nzimande, has announced.

The total number of students who were supported by the government

each year at universities was as follows:

- 2013 — 194 923;
- 2014 — 186 150;
- 2015 — 178 961; and
- 2016 — 244 488

TVET College beneficiaries were allocated as follows:

- 2013 — 220 978;
- 2014 — 228 642;
- 2015 — 235 988; and
- 2016 — 225 864

In addition, 194 353 university students have so far been supported in the 2017 academic year. Of these, 78 413 are first time entrances and 115 940 are returning students. It was also envisaged that College funding decisions for the current academic year would have been concluded by the end of April 2017 with 123 332 students already receiving support.

"It is important to note that

these figures will increase after the conclusion of all pending funding decisions. In this regard, NSFAS has employed additional resources to expedite the process," Minister Nzimande said, while restating Government's commitment to finding the resources to support the children of all poor, working- and middle-class families in their quest to better their lives and those of their families through skills acquisition.

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"Statistics on Post-School Education and Training in South Africa: 2015" released

NTHABISENG TEMA *Director: Information Systems Management*

The recently released publication, Statistics on Post-School Education and Training in South Africa, is of particular interest to researchers and professionals associated with the TVET system.

The publication covers a wide range of statistical information. Included are public and private Higher Education Institutions (HEIs); Technical and Vocational Education and Training (TVET) colleges; private colleges; Community Education and Training (CET) colleges; as well as statistics relating to workplace-based education and training facilitated by Sector Education and Training Authorities (SETAs).

The publication provides statistical information on

student enrolment, graduation and staffing levels at post-school education and training institutions. It also provides relevant information on the Post-School Education and Training (PSET) sector, including workplace-based education and training. Financial statistics on the National Student Financial Aid Scheme, the National Skills Levy, and funds allocated to key components of the post-school education and training system are also provided.

The publication is available on the DHET website www.dhet.gov.za

Enquiries related to the publication can be directed to Ms Nthabiseng Tema on Tema.N@dhet.gov.za

The Department of Higher Education and Training announces the release of thousands of outstanding TVET College certificates

LEHLOHONOLO MPHUTHI

The Department of Higher Education and Training (DHET) is delighted to announce that approximately 233 000 of the 236 000 outstanding certificates for the National Certificate (Vocational) NC (V) qualifications on offer at Technical and Vocational Education and Training (TVET) Colleges have been processed and released thus far.

This number forms part of the NC (V) certificate backlog dating as far back as November 2007. In February, the Department announced that a baseline figure of 33 297 NC (V) certificates were still awaiting processing.

As of Friday 8th April only 2 650 of these certificates were still outstanding of which 1 246 have already been submitted to quality assurer UMALUSI for further verification and accreditation.

The remaining 1 404 are being dealt with by the Department in consultation with colleges.

In addition to the NC (V) backlog, a total of 132 912 NC (V) certificate records for the recent November 2016 examination cycle were processed of which 82 978 qualified for

certification. Of these 49 539 were NC (V) subject certificates and 33 439 were full certificates. This number excludes 5 812 certificates that are still pending due to processing and data related challenges.

Meanwhile all the 2017 supplementary certificates are due for release by the end of July. Major strides have also been made for the expeditious release of all NATED Report (190/1) certificates for the recent November 2016 examinations. To date 71 931 NATED Report (190/1) N1-N6 certificates have been released with the exception of 2 278 that are still awaiting data verification from individual colleges.

The Department is also busy with another parallel clean-up process to pave the way to fast-track the clearance of the NATED Report (190/1) certificate backlog identified for the period between 1991 and August 2016. To date a total of 45 585 certificates are still pending and it is expected that any outstanding NATED certificates will be released by no later than 30 June 2017. Meanwhile the Department has commenced

with a new project to accelerate the issuing of outstanding National N Diplomas (NNDs). Part of the plan includes the formalisation of criteria for workplace activities per diploma and the capacity building of college officials to process applications.

The current NND backlog is calculated at approximately 16 574 applications that are still pending. All processes are on track to conclude the mop-up operation and the release of all outstanding NNDs by no later than the 30th of June 2017.

The Department continues to work closely with principals of TVET Colleges to ensure that inherent data capturing challenges which contributed to many of the delays in the processing of results and certificates are constantly identified and resolved so that they do not impact on future examination cycles. The Department acknowledges the key role played by both the State Information Technology Agency (SITA) and the quality assurer, UMALUSI, in ensuring the speedy finalisation of outstanding results and the certification backlog.

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Young lecturer secures 93 distinctions for electro-technology

MATAU MANYE *Marketing Manager*

When students choose careers, teaching or lecturing seldom makes the list these days. There are various reasons for that. One could be that when it was popular in the 80's, most did not know of other career options out there. It is equally true that when young people do choose this profession today, they often excel.

This is the story of a passionate Electrical Engineering lecturer of Sedibeng TVET College, Vereeniging campus. Ms Selina Kutwane studied electrical engineering at the college in 2005 and had to stop in 2006 because of financial challenges; a typical scenario of the average student from a disadvantaged background. However she did not give up. She eventually went back to complete the N6 in electrical engineering and obtained the N6 certificate. "It was very difficult financially, but I was determined to obtain my qualification at any cost. I worked in retail stores, casinos and restaurants, just to ensure that I had enough to go back to school", said Selina. She finally managed to secure an apprenticeship opportunity at Arcello Mittal, in Vanderbijlpark. This is where she also completed her trade test to

become a qualified electrician with a Red Seal Certificate.

Unfortunately there were no immediate employment opportunities when she completed her trade test in 2013. Selina ended up working in industries outside her field of study. Selina then joined Sedibeng TVET College as a member of faculty in February 2014. She specialises in Electro Technology and she loves offering it at the institution at which she studied. When asked about how she obtained a whopping 93 distinctions from her students, she attributed her achievement to the passion she has for her job, and the fact that she can relate to her students better. "I have been in their shoes. I know the different challenges that they face on a daily basis". She has alluded that she tries her level best to understand her students as individuals and not as a collective.

She also tries different lecturing methods for individual students. This is important as they come from diverse backgrounds, cultures and races. She reiterated that as a lecturer it is important to acknowledge the values of your students. Noting their differing learning styles, identifying



Celebrating the remarkable achievement are from left Principal Dr Mashele, star performing lecturer Ms Selina Kutwane and Curriculum Development and Support Manager, Ms Mokitimi

those that need individual attention and those that can grasp what is being taught from the onset, is paramount. Selina did not think that she would end up being so passionate about lecturing until she started the job. "I always saw myself in overalls and safety-boots in a plant, working for a big company. But my Maker had other plans. I ended up in lecturing and have grown to love this profession, said Selina. Obtaining 93 distinctions in one subject is a huge achievement. It is evidence of dedication, passion and a willingness to go the extra mile to produce good results.

She is currently studying towards the Post Graduate

Certificate in Education part-time to ensure that she learns more about teaching as a process. She is keen to explore more methodologies to be able to relate to her students. She intends going for maximum impact in the lives of disadvantaged students that are joining TVET colleges. With such results, potential students should rest assured that the standard of education they receive from TVET Colleges is high. When lecturers at TVET colleges are former students of TVET Colleges, they have an informed understanding of the dynamics of industry and the challenges of combining theoretical learning with practical training.

Faculty professional performance excellence a cause for celebration

MELANIE VERMAAK *Academic Head for NC(V) and Nated Programmes*

False Bay TVET College Education and Training Department recently acknowledged the professional performance of its academic staff. The primary basis for the awards was the College's outstanding achievements in the 2016 Department of Higher Education and Training (DHET) External Examinations as measured against the College's own Annual Performance Plan targets.

The annual event, hosted at the Central Office

Conference Centre, celebrated the academic staff's achievements in the NC(V) and Report 191 programmes. An overall 26% increase in the number of subject distinctions and a 100% class group pass rate were achieved in the previous academic year. These outstanding performance achievements translated into an increase in academic awards to staff.

Criteria for individual awards constitutes a

100% subject pass rate with a minimum of 20 students in a group as well as a student retention rate of at least 90%. Programme awards criteria comprised a certification rate of at least 20% more than the target set as part of the Annual Performance Plan targets for 2017; at least 20 students in the programme and a 90% student retention rate.

Thirteen staff members, whose excellent teaching resulted in awards in three consecutive years, received special commendations. They were:

- Ms Roberta Edwards – Educare**
- Ms Ronelle Floris – Educare**
- Ms Sihaam Hassan – Educare**
- Ms Lizet Kotze – Educare**
- Ms Mariam Murat – Business Studies & Educare**
- Ms Frieda Prins – Educare**
- Ms Padre Swanepoel – Educare**
- Ms Gillion Thomas – Educare and Tourism**
- Ms Jacky Vencencie – Educare**
- Ms Faeesa Farao – Fundamentals**
- Ms Nobuntu Luthuli – Fundamentals**
- Ms Dellarees Messiah – Fundamentals**
- Ms Nontobeko Mgca – Fundamentals**

In closing the celebration, Deputy Principal Academic Karin Hendricks said, "We must also not forget the important support role of Campus Heads, Programme Heads and Educational Specialists in the achievement of the excellent results. Our sincere thanks and appreciation go to all faculty on all campuses. We know you give tirelessly of yourselves to the overall well-being of the students, which will in turn help the College to achieve its vision of being the most successful, prestigious and respected TVET College in South Africa."

Staff awards in 2016 increased exponentially when compared with the 2015 examination cycle:

Categories	2015 awards	2016 awards
Nated Semester individual awards	14 staff for 32 subjects	29 staff for 66 subjects
Nated Trimester individual awards	None	4 staff for 8 subjects
NCV individual awards	24 staff for 35 subjects	34 staff for 52 subjects
NCV programme awards	2 programmes	6 programmes
Nated programme awards	13 programmes	33 programmes



False Bay TVET College Muizenberg Campus Lecturing Staff take a moment to shine. At the awards event recognising excellence in professional performance were Edward Adams, Hahniem Mohamed, Nadia Kannemeyer, Karin Hendricks, Mariaana Herne, Gillion Thomas and Charles Barnard

College recognises lecturer top achievers

NTOMBEKHAYA GWAQA Assistant Director for Marketing and Communications

Port Elizabeth TVET College recognises top faculty achievers during its Annual Academic Excellence Awards. A prestigious event to this end was recently held at the Dower Campus Hall.

In total 19 achieving lecturers and 32 students were honoured for their achievement of 95 to 100% pass rates. In recognition, recipients received certificate awards.

Two top achieving lecturers were interviewed and these were their responses to our questions:



Top performer Desiree Elise Fortune Business Studies Lecturer at Russell Road Campus, Port Elizabeth TVET College

Ms Des Fortune

1. From your experience, what would you say gave you the advantage over colleagues?

Nineteen years in the teaching environment, especially working with young people, has taught me a lot. In class, you don't only impart knowledge you also prepare your students for life, both in their personal capacity and for the working environment. You learn how to deal with youngsters, from all walks of life, instilling morals, values and self-discipline. I give them continuous positive reinforcement and praise them for good work. My secretarial background was an added advantage. What I have seen, heard and experienced over the years, has definitely shaped and moulded me.

I believe in teamwork and team effort. I could not have obtained this achievement on my own. I'm honoured and humbled by this award, but would like to salute my colleagues for the significant part they played to shape the same students who had come through their hands.

2. Was this the first time you have achieved these results?

It was not a first-time achievement for me, but in my years at the college, this event is the first of its kind and hopefully not the last. The college should also make an effort to appreciate faculty with long service awards.

3. How did you manage to achieve this goal?

My guide to success is found in scriptures (Colossians 3:2). "Whatever I do, I do heartily, as for the Lord and not men". I believe that I am disciplined. I likewise expect my students to display discipline in their behaviour in my class, college dress code and to have their "tools" i.e. their textbooks in class in order to work.

I am determined to get to know my students and to build a relationship with them. Hence, I progress with them from Level 2 to Level 4. I treat every single student the same. I have no favourites! I am determined to make a difference and impact my student's lives positively through my own experience; even if it only reaches one student's life. I am dedicated to my task not only because I get paid, but because I love what I'm doing.

4. How do you overcome challenges?

One of the biggest challenges is free access to computers for our students to practice, do research and prepare their assignments. It is a fact that we still get students in this day and age that do not know how to handle a mouse or how to switch on a computer.

I allow my students to use my venue to practice or finish up assignments. I also use the "good" student in class to help the one that struggles. This is done in a language comfortable to both.

In terms of staff development, I think that lecturers do not get sufficient opportunities to go on courses for their further development. Lecturers need to stay abreast with new developments in their specific fields.

Year after year we submit our training needs on our IQMS forms, but little comes from it.

5. What advice do you have for other lecturers to achieve great results?

Treat each student as your own child, similarly as you would like others to treat yours.

6. Would you like to acknowledge anyone who contributed to your success?

Firstly, I thank my heavenly Father for the person that I am today. I believe that without Him, I am nothing.

Throughout the years, a lot of people made a valuable impact on my life and in my career. In the early days of my career, the following colleagues made a lasting impression on my life. They played an integral part of my development as a lecturer.

I remember in particular the late Ms Susan Kotze, Ms Gameeda Lillah, Raseela Daya, Ms Esmarie Wentzel and Ms Shenay Muller.

The deepest craving in human nature is the need to be appreciated. Thank you to the Management of Port Elizabeth TVET College for acknowledging your staff for their hard work and dedication.

Mr Nico van der Berg

1. What subjects did you offer in the 2015 Academic Year?

I offered Machine Manufacturing at Level 3 and Computer Integrated Manufacturing at Level 4.

2. How long have you been lecturing at the College? Would you say your experience gave you an advantage above colleagues?

I have been lecturing at Port Elizabeth TVET College for eight years. My industrial experience at various companies for a further eight years has given me more leverage, as I have practised as an artisan in these fields of expertise.

I feel that working as an artisan has given me the most valuable experience. This, coupled with my college experience, has added to my good results.

3. Was this the first time that you have achieved these results? Would you say some years were better than others?

As far as I recall, I have received a similar result but not as much as the 100%. In teaching and learning, all years are not the same. Each year presents its challenges. For this reason there were some years that were better than others.

4. How have you managed to achieve this goal?

During the year certain assessments are set up. I have

prepared my assessment tests to a higher standard so that the students are more prepared for the final exams. This, in my opinion, was a significant contributor to achieving the goal of outstanding results.

5. What were your challenges and what are your suggestions for improvement?

The challenges that I experienced in that academic year, was that the teaching and learning venues were in short supply.

I managed to overcome this by arranging with other lecturers to accommodate my times.

6. What would your advice be to other lecturers to assist them in achieving this goal in future?

My advice to other lecturers would be to constantly challenge students by being innovative. Promote problem solving in class and, administering thoroughly prepared and high level assessment tests, does help.



Top performer Nico van der Berg Engineering Studies Lecturer at Iqhayiya Campus, Port Elizabeth TVET College

College secures international award recognition, again!

LAME MORUBANE *Communication Officer*

Editor's Note: The Idahlynn Karre International Exemplary Leadership Award is bestowed on worthy leaders in Higher Education. The following background information provides a context. Who is Idahlynn Karre? Idahlynn has achieved many milestones in her professional career spanning 45 years. It is a career which has featured her professorship, leadership, administrative, public speaking, consultancy and coaching capacities. Following an awardwinning professional career, she now devotes her time and energy to professional speaking, writing, and consulting for higher education and professional associations in the USA, Canada, UK, Europe, Asia, China, and Australia (Source: chair.academy.com).



Motheo TVET College Acting Deputy Principal Mr Thami Madalane and the Executive Director of the Chair Academy, Mr Richard Strand at the bestowing of the award

Motheo TVET College Acting Deputy Principal responsible for Student Support Services, Mr Thami Brian Madalane continues to make waves, having recently been awarded the Idahlynn Karre International Exemplary Leadership Award. The award ceremony was held from 27 March to 31 March in Florida, United States of America (USA).

The award was bestowed on Mr Madalane in recognition of his long service to the TVET sector and his excellent leadership. His services were rendered with the then Thaba Nchu Technical College and in more recent years in particular, with the Motheo TVET College. Mr Madalane is the second South African citizen

to be honoured with the Idahlynn Karre International Exemplary Leadership Award. This award follows on the award bestowed on Principal Ms Dipiloane Phutsisi in June 2016.

The Chair Academy, a department of Mesa Community College, and the Maricopa County Community College District, is dedicated to delivering exemplary leadership development. The Academy has offered world-class, competency-based, leadership development programmes for college and university leaders since 1992. Leadership programmes are offered at the organisational, regional, national, and international level. The Annual International Leadership

Conference attracts leaders from around the world where they can experience distinguished keynote speakers and presentations. The Academy's peer reviewed journal is respected as a source of inspiration and best practices in leadership.

Mr Madalane was awarded the Chair Academy's 2017 Idahlynn Karre International Exemplary Leadership Award, for registering a certification rate improvement from 6% in 2012 to 55% in July 2016, the successful introduction of minimum requirements for admission to the college, the introduction of minimum requirements for

movement to the next level and the implementation of common assessment process for all sites of delivery at the college. Mr Madalane also assisted with implementation of a Student Parliament for the student population, where relevant academic issues are discussed.

He has also been instrumental in the eradication of pending results for all sites of delivery of the college.

The College Council, Executive Management, staff and students congratulated Mr Madalane as "the rightful recipient of the Idahlynn Karre International Leadership Award".



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TEACHING AND LEARNING

Reading Campaign supports College Teaching and Learning Plan

MARIANNE ELLIOTT *Open Learning Centre Co-ordinator*

Editor's Note: False Bay TVET College runs its Reading Campaign in collaboration with FunDza Literacy Trust and Nal'ibali. FunDza Literacy Trust is a South African non-profit organisation that is dedicated to improving literacy among teens and young adults. (Source: www.fundza.co.za. Visit the webpage for further information.) Nal'ibali is a national reading-for-enjoyment campaign which is viewed as a mechanism to support the development of literacy skills. The word Nal'ibali is isiXhosa for "here's the story". For further information visit www.nalibali.org

The Reading Campaign at False Bay TVET College fosters reading enjoyment, as well as Academic support for NCV Language - Foundational Subject.

English is not the home language of the majority of students.

This poses a challenge, not only for their English subject results, but also in terms of understanding and communicating generally in the course of their studies.

Because the Reading Campaign encourages students to read, it assists with the development of the creative use of the language and builds vocabulary, it also enhances academic achievement.

On Fridays, FunDza representative Sonja Kruze facilitates activities around reading and creative writing. This takes place with Level 2 English classes during time-tabled

visits to the Open Learning Centre (OLC). Students then form groups where they take turns to read, comment, discuss, or act out words for others to guess the meaning, in a game of 'ten seconds'. Students create a mini-story with a few given words and report back to the class as a whole.

This is often accompanied by lots of fun and laughter! Every student has the opportunity to contribute and the shy ones are encouraged to participate.

English lecturers, Tamara Jooste and Sean Butler, the OLC Co-ordinator and Sonja, start planning the campaign in December of the previous year. It is then introduced to the new students by Sonja in January during the student orientation programme. It is set in motion as soon as classes are settled

at the beginning of February. During the campaign, English lecturers encourage students to submit original reviews on the stories they read. The reviews are assessed according to specific criteria to decide on the winners of the campaign. The Campaign ends in June, before the Internal Examinations. At the beginning of the third term, winners are awarded prizes donated by FunDza and other organisations, at a special ceremony to mark the occasion. In previous years students have won tablets, an e-Reader, book prizes, t-shirts and other items. As an added bonus, deserving students are sponsored by FunDza to attend the Franschhoek Literary Festival and Open book Festival in the Western Cape Province. At these events students get to meet authors and are inspired by discussions of their books and the writing process.

The OLC acquires books for students to read in English covering a variety of interests and proficiencies. The Harmony High series is popular and many can associate with the Township events and the lifestyle depicted in the stories. This series has been developed by FunDza to fill a specific gap in available literature for South African youth. Students are also encouraged to visit their local public libraries where they may



At the first Prize-Giving from left were English lecturers Tamara Jooste and Natascha Krull, Runner-up for First Prize, Robin Erasmus and Overall Winner Simnikiwe Ngcawa. Simnikiwe won a Tablet, sponsored by Pearson and Robin won an e-Reader, sponsored by Nal'ibali

access a wider selection of titles. An additional benefit of developing a love for reading and becoming more confident in expressing themselves in English and improved communication in English, is that it equips students for lifelong learning.

This is the third year that the Reading Campaign is taking place at the Fish Hoek Campus. After Richardt le Roux, from the Nal'ibali/Project for the study of Alternative Education in South Africa (PRAESA), originally introduced it, he unfortunately moved away from Cape Town. Fortunately, Sonja and FunDza, continued bringing his vision to life. All the mentioned benefits would not be possible without the support of all the parties concerned!

ECD students make a difference

MARELIZE MINNAAR *Programme Head for ECD & Educare*

Nestled in the heart of Khayelitsha is the Khumbulani Health, Education and Resource Centre. Khumbulani was initiated in 2000 by nine women from Khayelitsha. Initially the objective was to take action against the consequences of the HIV/AIDS pandemic. The Director of the Centre, Gloria Bebeza, is currently completing

her Diploma in Early Childhood Development at False Bay TVET College, Khayelitsha Campus.

Gloria set out using her two-bedroomed house to care for 160 HIV/AIDS infected or affected children. She combined her childcare facility with a soup kitchen to provide hot meals to 350 members

of the community affected by the pandemic. With the help of investors and sponsors, Gloria was able to open an ECD centre which now stands three storeys high in the heart of Khayelitsha.

There are two accredited Grade R classes. The Western Cape Education Department has identified the Centre as a best practice site.

Gloria currently cares for over 200 children. The services and facilities include the operation of

an educare day-centre; aftercare facilities for children and youth aged 6 to 24; a psycho-social support group for children and youth at risk; a vegetable garden; and computer training classes. Khumbulani also offers a place of refuge in emergencies. Gloria has encouraged her employees to complete their formal qualifications in ECD. False Bay TVET College offers Levels 1, 4 and 5 ECD training as well as the National Certificate in Educare. All the teachers at Khumbulani are either enrolled at False Bay TVET College or have already completed their studies in various levels of ECD training. To find out more about Khumbulani or to get involved, please contact Marelize Minnaar at marelize.minnaar@falsebay.org.za.

In an ECD related development, two Khayelitsha ECD Level 5 Diploma students won awards in the provincial round of the National Development Agency's South African ECD Awards. One student was selected as the Best ECD Practitioner in the Western Cape Province, while the other won third place for the Best ECD Site.



Celebrating success in the Western Cape Provincial round of the National Development Agency ECD Awards were from left, False Bay TVET College Lecturer Nadia Anthony, Khayelitsha Campus ECD Level 5 Diploma students Nondumiso Manoti and Nosipho Ralarala, the Director of the Khumbulani Health, Education and Resource Centre, Gloria Bebeza and College Programme Head for ECD and Educare, Marelize Minnaar

Teaching and Learning Seminars: Coming together is the beginning, keeping together is a progress, and working together is success

TABITHA KGOSIMORE

Goldfields TVET College has the principle objective, 'to triumph in academic excellence'. The College believes that academic excellence is essential. Academic excellence is also an institutional marketing tool. Academic success is crucial since the College has to account for public funding. For these reasons, the College commits to its strategic values of maintaining continuous improvement, innovation and creativity. It strives to achieve this by hosting seminars that aim to encourage lecturers to share best practices in teaching and learning. The most recent seminar was held in March with the purpose of "Delivering Quality Teaching and Learning for the Improvement of Student Performance and Success Rates".

This initiative provides a platform for lecturers to share best practices. It encourages lecturers to function in unison, as a team, with other lecturers from different departments. Likewise, collaborating with lecturers from other institutions of higher learning, such as local Universities and Universities of Technology, is one of the shared practices that will expectantly serve to create profitable results for the college. In collaboration, the college looks towards institutions that have a rich history of implementing strategies that assist them in achieving their goals

in terms of their certification rates.

The TVET Sector is bombarded with a number of challenges when it comes to methods of teaching and learning. TVET College Lecturers have a demanding and daunting job, often shaped by unique college experiences. The demand is to facilitate and teach different programmes such as Report 191, NCV, and Skills Programmes, all needing different teaching approaches. This means they have to teach different students from different educational backgrounds. This includes students from General Education who successfully completed their Grade 9; mainstreaming those who successfully completed their Grade 12 and the others who did not; and Adult (Basic) Education and Training (ABET or AET) students, including those who have completed their ABET level 4 studies through adult education programmes.

It does not come as a surprise therefore that this is a daunting task. The primary reason is that these three groups have experienced varied styles of knowledge acquisition. A number of these students lack exposure to Outcomes-Based-Education, for example. Therefore, implementing different techniques of teaching and learning to achieve

great results is of paramount interest at the College. In order to serve all groups effectively, the lecturer has to adjust the teaching and learning approach to suit the need.

According to a study conducted by Student Support Services Manager at Goldfields TVET College, Mr Pitso Kheza (M-Ed Educational Psychology and currently busy with his thesis in Educational Psychology), college lecturers interact with five types of students.

These categories are determined in the context of their learning barriers. The first group of students are challenged in terms of their confidence/self-image and feel that they will never measure up to a TVET College education.

The second group are classified as those with knowledge acquisition problems. They have challenges of learning on their own and depend extensively on the lecturers and fellow students in order to acquire information. The third group are those with time management skills problems. These are the students who believe they function better, only under pressure. In many cases they do not submit their academic obligations on time and they are usually not ready for academic tasks because they prepare too late. The fourth group are those with

attention deficit disorders. They have the shortest concentration span in the classroom. They have problems regulating their behaviour and struggle to pay attention. Ultimately they come into conflict with their lecturers. The last category of students typically comprises those who have a less critical learning approach.

They are the most challenging to manage in class. They tend not to criticise or judge anything and do not bother to understand anything they are taught in class. This can be very deterring to a lecturer since these students neither reason nor apply their minds to anything. Students in this category do not take initiative unless instructed to do so and prefer to stay as far away from thinking, as an activity, as possible.

For all the reasons mentioned, the College deems the synergy between the Academic and Student Support Services Departments, to be of paramount interest. Such synergy is required in order to achieve the college's strategic mission of academic excellence and increased throughput, pass and certification rates. The seminars therefore assist lecturers to instil the principles that reflect the mission of the College. They enable them to lead, providing students with responsive, relevant and quality education and training. This supports the ultimate goal of achieving academic excellence, through shared best practices.

Capacity building workshop for Campus Managers to improve the quality of teaching and learning

THOKOZANI NDHLOVU

Improving the quality of student performance remains at the heart of all TVET college activities. A programme to develop the capacity of campus management staff in Mpumalanga Province, with a special focus on the manager's roles in teaching and learning, was held early in the academic year, in Witbank, Mpumalanga Province.

A total of 28 campus managers and heads of division from various TVET Colleges attended the capacity building workshop. The workshop was hosted by Nkangala TVET College. There were no consultancy costs as the training was presented by the Principal of Gert Sibande TVET College, Mr Nick Balkrishen.

The focus of the workshop was to capacitate campus managers, acting campus managers and HOD's on their leadership role in leading teaching and learning activities. The ultimate objective is the improvement of student performance. The four key leadership roles of campus managers, namely,



Mpumalanga Province campus managers discuss their leadership roles

setting direction, developing staff, developing an organisational culture and managing the instructional programme, were discussed with relevant examples and workshop activities. The workshop provided opportunities for attendees to share challenges and hear suggestions and examples of best practices from their colleagues and the presenter.

Mr Cain Maimela, Principal of Nkangala TVET College, was thrilled with the outcome of the workshop. He is confident that all attendees benefitted immensely. Mr Zwelethu Mthetwa, an Acting Campus Manager at Gert Sibande TVET College Sibanesefu Campus, said that he found the workshop very helpful. Concrete examples and ideas of how to manage teaching and learning aspects were discussed. He added, "This training initiative is highly commendable. It demonstrates the power of collaboration."

College launches Academic Society

NTOMBEKHAYA GWAQA

Assistant Director for Marketing and Communications

Port Elizabeth TVET College students recently launched an Academic Society. The main purpose of the society is to minimise the dropout rate of students and to reduce absenteeism.

The society will assist to bridge the gap between the students while they are at the college and industry.

Each campus nominated a co-ordinator who will be responsible for organising meetings and liaising with different companies.

The launch was supported by management and faculty, who made presentations on the various programmes offered by the college. The co-ordinators also invited students from the Nelson Mandela Metropolitan University to share best practise.

Students welcomed the initiative. They all see future benefits of the society.

The co-ordinators are hoping to achieve common interest peer support as a spin-off from this initiative.

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ENTREPRENEURSHIP

Minister of Small Business Development opens entrepreneurship Rapid Incubator facility

TSHEGOFATSO RAPOO *E-Media & Communications Administrator*

The Centre for Entrepreneurship at ORBIT TVET College and the Small Enterprise Development Agency (SEDA), have entered into an exciting partnership. The culmination of the partnership saw a Rapid Incubator (RI) facility being launched at the Mankwe Campus in March. The RI was the fourth to be launched country-wide since the Rapid Incubation programme came into being in 2013.

Minister of Small Business Development (SBD), Honourable Lindiwe Zulu, officially opened the Centre. The Centre will provide students and graduates with an entrepreneurial platform from which to commercialise their vocational skills. In time it will hopefully see them move from being "job seekers to job creators". CEO of SEDA, Ms Tshikwatamba said the programme is aimed at bringing another dimension to institutions of learning. "With this new model, we are bringing an element of conceptualisation. Rapid Incubators should serve as solution

providers. It is an intervention that will encourage and promote the development of an entrepreneurship culture. It will further provide student incubates with the necessary tools and techniques to create their own Small Medium and Micro enterprises (SMMEs). In this way it is anticipated that the intervention will contribute to economic growth and job creation in economically depressed areas", commented Ms Tshikwatamba.

The RI at Mankwe Campus will focus on the Motor industry. Through the on-going and "unbreakable" relationship between the College and Ford SA, the RI is expected to create opportunities for young people. Twenty Mechanical Engineering students at Mankwe Campus will participate in the programme. Upon graduation, they will be given mobile repair panel vans which will give them a head-start in launching their own businesses.

Department of Higher Education and Training Director-General (DG), Mr GF Qonde, said "partnerships



Left, Minister of Small Business Development, Lindiwe Zulu unveils the plaque. In attendance are Principal Maryna Marais and Director-General of the Department of Higher Education and Training, Mr Gwebs Qonde

between government departments and institutions of higher learning and training enable Government to serve its citizens better. Through this programme, the College will be able to equip students with the necessary skills that will prepare them in becoming skilled employees. We are therefore appealing to students to focus and work hard," Mr Qonde said. The DG also commended ORBIT TVET College for its continued work in creating opportunities for the youth. He also expressed his gratitude towards Ford SA for its financial contribution as well as the employment opportunities it continues to provide to College students.

One of the Incubates, Karabo Moloisane, said "participating in the RI Programme will give his business

and those of other aspiring young entrepreneurs, the much-needed exposure needed to promote their businesses. "We are truly grateful for the exposure this platform has afforded us. This means that people will finally get to see our products and experience our professionalism. The products on display, made by the Incubates, included duffle bags, wallets, purses, unisex beach t-shirts and shorts, and caps. All were made by the Incubates.

The Rapid Incubation Programme is the first incubation programme in South Africa to offer seed-funding to the Incubates through structured pitching sessions for which the Incubates can apply. SEDA plans to open Rapid Incubators in all nine provinces.

Mentors lend support to budding entrepreneurs

ROSHIN SCHMIDT *Marketing Officer*

The Rapid Incubator and Centre for Entrepreneurship (RI and CfE) based at False Bay TVET College has introduced an innovative and driven entrepreneurship programme based on the GrowthWheel methodology. GrowthWheel is a visual toolbox that is used by business advisors to help entrepreneurs. (See www.growthwheel.com).

The RI and CfE use a holistic approach to develop resilient

entrepreneurs. This in turn leads to strong businesses. The four key components of this incubation programme consist of learning, mentoring, market linkages and personal development workshops. As Rotary International supports entrepreneurial projects, Rotary's District 9350 is partnering with the RI and CfE to provide much-needed individual mentoring support to the emerging and existing entrepreneurs

enrolled in the programme.

On 23 February, Rotarians representing various clubs participated in the Mentoring Induction Programme in order to sharpen their mentoring skills. The 25 aspiring entrepreneurs of the RI and CfE introduced themselves by pitching their business concepts. Hearing the pitches were the Rotarians, the CfE Advisory Chairperson, Luvuyo Rani, and the Deputy Principal: Innovation

& Development. The business concepts spanned professional services, green industries, wood industries, engineering and ITC. The Rotarians also provided an overview of their knowledge and expertise as well as their commitment to support the beneficiaries. Mr Rani shared his journey to success as an entrepreneur. Assuring the aspirant entrepreneurs that the challenges they would face would not necessarily be unique, he encouraged their perseverance. He further suggested that they surround themselves with people who could contribute positively to their journey.

Centre of Entrepreneurship Programme Manager Abraham Oliver said, "There is an overwhelming need for sustainable innovation-driven entrepreneurship ventures. Such ventures have the potential to turn the tide on high unemployment." The aspirant entrepreneurs were soon surrounded by a strong network of support. Mr Oliver urged them to grab this assistance with both hands to successfully launch and grow their respective businesses.

The Rotarians were impressed with each business case. Another group of Rotarians were inducted on 30 March. This ensures that all aspirant entrepreneurs will enjoy personal mentorship support.



Entrepreneurship mentors, mentees and facilitators, take a break at the Centre for Entrepreneurship

Centre for entrepreneurship launched to focus on the renewable energy sector

TABITHA M. KGOSIMORE

The Minister of Small Business Development, the Honourable Lindiwe Zulu recently launched the ninth of the ten planned new Centres for Entrepreneurship (CfE), at Goldfields TVET College.

This is a part of an integrated Youth Rapid Incubation Model designed by the Small Enterprise Development Agency (SEDA). SEDA is an agency of the Department of Small Business Development. The agency aims to better service youth start-ups and youth-owned Small, Medium and Micro Enterprises and Co-operatives around the Lejweleputswa District in the Free State Province. This is also a region served by the College.

In her keynote address, Minister Zulu emphasised that these centres are dedicated to promoting entrepreneurship, new venture-creation, and economic development through Universities

and TVET Colleges. The Centre launched at Goldfields TVET College will make its mark, by contributing towards creating a new pipeline of entrepreneurs. In doing so it is expected to serve to mitigate the dire challenges of unemployment faced by South Africa in general and the Free State Province, in particular. The focus of this Centre for Entrepreneurship will be on the Renewal Energy Sector and its related market segment. The market segment served by this Centre will focus on the design and manufacturing, installation and maintenance of solar geysers. Advancements and innovation in the Renewable Energy Sector will likewise be a constant source of updated practice for the Centre.

The College CfE objectives will ensure that incubated entrepreneurs are trained to the required standards. This will further ensure that they get



At the launch of the CfE were Principal Mahlangu, SEDA CEO MsTshikwatamba, Minister of Small Business Development and Co-operative Development, Ms Zulu, and Acting CfE Manager, Ms de Hart

used to operating within a compliant environment. Ultimately when the College students graduate, they can be assisted to set up their own related businesses. The Goldfields TVET College CfE represents one of the Free State Province pilot sites. This Centre will be a feeder into the Rapid Incubation programme, allowing youth to gain much needed support and business development services through the incubation programme.

In closing, Minister Zulu cited that the opening of the new facility bears testimony of the Government's

commitment to the Renewable Energy Sector. It is also a testimony to the Department of Small Business Development energy mix objectives, which aims at growing the South African economy with small business co-operatives.

She further emphasised that township youth in this region needed to be trained and supported. That the new generation of co-operatives and SMMEs in the Green Sector should come from townships and that the community needs to take full advantage of this CfE.

Students take to entrepreneurship and are embraced by success

TSHOLOFELO MAHOKO *Corporate Communication Intern*

Two former students are on their way to the top as entrepreneurs. Tumelo Pholwane and Teboho Seliane are both very talented and in business. They are unstoppable. Teboho Seliane, also known as "Mr S", obtained his Fashion Design qualification at Motheo TVET College in 2012. He then went ahead and started his own design studio at Thaba'Nchu. He designs and sells clothing. Teboho said that he has always wanted to be an entrepreneur. His interest actually started while he was still in primary school. He was selling toy cars in the streets of Botshabelo, which he made from wire. When he got to high school,

Teboho planted vegetables and sold them. He even won an award from Vodacom for that business venture in 2008.

Teboho says that Motheo TVET College contributed a lot to his success. He applauds their method of teaching. "Other people would say that Motheo's method of teaching is slow, but I think it is excellent.

You can come into the classroom not having any idea of how the sewing machine works, but in three months, you'll be a pro".

The advice he gives to upcoming fashion designers is to be focused at all times no matter the disappointments. "Find your identity



With design professional, Teboho Mr "S" Seliane in the red T Shirt, are from left, Mr "S" employees, Lerato Sediane, Thabang Sekokoatoane and Mantho Mahlelebe



Being advised by former student, and now successful entrepreneur, Tumelo Pholwane, is Head of Department Business Studies Thaba Nchu Campus, Ms Kate Moletsane

and style when it comes to fashion designing and then you'll be set". He currently owns a design studio in Thaba'Nchu, but is planning on opening another in Bloemfontein. He intends taking-on a few students from the College who are studying Fashion Design N6. He wants to train them and then employ them in the planned Bloemfontein Branch.

Then we have Ms Tumelo Pholwane. She graduated from Motheo TVET College in 2014. Tumelo studied Business Management at Thaba'Nchu campus and then took some short courses in cosmetology. She is now a "Triple Thread" business woman. Be it Fitness, Massage or Beauty and Skin care, Tumelo has got you covered. This 22 year old said that

she had always been passionate about being an entrepreneur. She started her first business at the age of 16, a poultry business to be precise. She maintains that she has always been business-minded. Especially since both her parents are.

Tumelo has been operating her business in Thaba'Nchu, but she intends on expanding to Botshabelo. She also plans on improvements by adding a steam room and a laser machine. She explained that she first wants to cater for the Thaba'Nchu market and then make her way to Botshabelo. The advice she gave to upcoming entrepreneurs is to work hard, be dedicated and most importantly, be willing to learn. "Don't rely on passion alone. Go to school and grow your passion".



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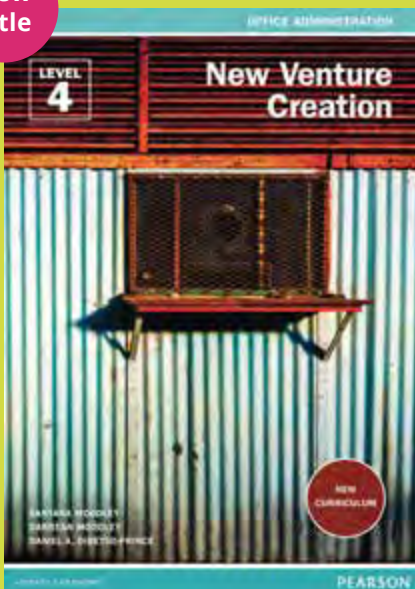
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ARTISAN DEVELOPMENT

Artisan trainers to train in Germany

NOMUSA ZULU-MANGXA

The German Dual Training System has become one of the most successful in the world. The system has gained recognition for having contributed to the lowest unemployment rate of young people between the ages of 16 and 24 in Europe. The Dual system combines continuous apprenticeship training in a company whilst studying at a vocational college.

Eight civil construction trainers from uMfolozi

TVET College will visit Germany for a week. In this time they will review and upgrade their teaching skills. They will also gain insights into best practices in artisan training in the civil engineering trades. All of this they hope to implement at the College upon their return. The training programme will focus on the improvement of civil engineering related artisan training. The aim is to enhance the College's ability to offer quality training for artisans

especially within the bricklayer, plasterer, plumber and carpenter trades.

This initiative is a spin-off of the partnership between the College and the Kreishandwerkerschaft Steinfurt-Warendorf in Germany. The partnership aims to sustainably strengthen the provision of vocational training. This is with the greater objective of increasing the supply and the employability of artisans.

It will also improve the labour-market orientation of the vocational training system. It further provides opportunities for self-employment for the College graduates.



Updating their artisanship training in Germany are Carpenter Trainer Smukelo Njapha, Bricklayer Trainers Muziwamandla Mbonambi and Buhle Chamane, Plumber Trainer Rodney Raper, Project Manager Willem Britz, German host Programme Manager Oliver Petzoldt, Senior Lecturer Engineering Studies Siyabonga Mnyango, Senior Lecturer Eric Buthelezi and Plumber Trainer Clifford Mncwabe

College participates in Ministerial 'Decade of the Artisan' promotion

THOKOZANI NDHLOVU

Gert Sibande TVET College recently accompanied the Deputy Minister of Higher Education and Training, Honourable Mduduzi Manana, in a roll-out promotion of the Decade of the Artisan advocacy campaign. The two-day promotion held in the Gert Sibande region of Mpumalanga Province was sponsored by the Chemical Industries Education and Training Authority (CHIETA).

On the first day, the Deputy Minister together with college management, met with employers of the hospitality sector at the College Central Office; employers of the Electrical Engineering sector at the Thuthuka Eskom Power Station and employers of the Engineering and Automotive sectors at a Hotel and Country Club. This engagement is a bid to encourage college-employer partnerships. College CEO and Principal Mr Nick Balkrishen, provided an overview of the college programmes and the rationale behind the quest for further College-employer partnerships. Principal Balkrishen emphasised the need for employers to avail their workplaces as training spaces for artisan learners. He also appealed for their assistance in ensuring that lecturers are exposed to the latest technologies. Doing so will ensure that the training provided by the college is relevant and responsive to their needs as employers. Discussions on how to enhance the training provided by the college, as well as improving the professional attitude and work-readiness of students, proved to be very fruitful.

On the second day, more than 1200 learners from local high schools attended the promotion of the decade

of the artisan at the Gert Sibande TVET College Skills Academy in Standerton, Mpumalanga Province. They were addressed by various speakers including the Deputy Minister, under the promotion theme 'it's cool to be a 21st century artisan'. The purpose of the day was to provide information about the TVET college sector and the importance of artisans to South Africa. According to Deputy Minister Manana, as a country we are currently producing about 16 000 artisans per year while the National Development Plan has a target of 30 000 artisans per year by the year 2030.

"It is no longer fashionable to have a matric certificate or a university degree that does not lead to employment," said Deputy Minister Manana. In countries like Germany, artisans are the economic drivers of the country. He further stated that in Germany, which is regarded as a leader in engineering, there are more college students than university students. Minister Manana indicated that the perception that colleges are for 'school drop-outs' is out-dated and must change. We are relying on you to consider enrolling at a TVET College to sustain the country's economy," said the Deputy Minister.

Gert Sibande TVET College prides itself on producing quality students. Pretty Nkosi, a college graduate employed at ESKOM was invited to address the learners. In her address, she thanked Government for providing free access to TVET Colleges, for students from poor homes through the DHET bursary scheme administered by NFSAS. "Without the support from Gert Sibande TVET College I would not have been here today. The College helped me to become someone I never thought

I would be", said Pretty. Speaking about her successes she said, "Nothing is impossible when you put in a little effort. It takes hard work, dedication, self-control and self-discipline."

The learners also got the opportunity to visit the exhibition stands of 18 companies where various artisan trades were on promotion. These exhibitions varied from motor mechanics, to electricians, to electronics, to hairdressers. The exhibitors demonstrated to learners what they do in their specific worlds of work. The purpose of the exhibitions was to create an interest among learners so that they may consider artisanship careers. The exhibitors had 'try-a-skill' promotions where learners were given an opportunity to participate in various practical tasks.

One of the exhibition stalls that proved to be particularly interesting was a stall by Pert Industrials. They had a model house that was powered by a solar panel. It demonstrated what happens when you power your house with a solar panel.

It also demonstrated the process of what happens when energy is absorbed by the solar panel and how it is converted into usable power in the household.

The second phase of the launch was directed at Life Orientation

(LO) educators from local schools. More than 120 LO educators were trained on the offerings provided by TVET colleges. The empowered LO educators are now in a position to share their knowledge with learners when they return to school.

The event was a success and local school principals were also excited to have taken part. "It has been very informative for our learners as well as our educators. Educators will now be able to provide learners with effective career guidance by referring the learners to a TVET College," said Ms Sibongile Nhlapho, Principal of Jandrell Secondary School. She expressed her gratitude to Gert Sibande TVET College on behalf of all the schools present for the support that the college provides to the community and schools.

School learners were given breakfast and lunch packs as well as t-shirts and bags. Learners were excited to participate in the career exhibition as they learnt a lot about career prospects they may consider in future. Ntombi Khumalo, a learner from Khula-Sakhile Secondary School said that, "the event was helpful as I got the opportunity to realise that artisanship can be a good career choice. It's cool to be a 21st century artisan," she said with a smile.



At the promotion was Thuthuka Power Station Manager Ryno Lecock, together with Deputy Minister of Higher Education and Training, Mduduzi Manana and the CEO and Principal of Gert Sibande TVET College, Nick Balkrishen

Closing Address of the Deputy Minister of Higher Education and Training, Mr Mduzuzi Manana to the Second WorldSkills South Africa Competition

Good evening. It gives me great pleasure tonight to stand before you and proclaim that the WorldSkills South Africa Second National Skills Competition event, which has been held over the past three days, has been a resounding success.

It is successful in the sense that 122 competitors, together with their respective coaches/experts representing all Provinces, were able to converge with confidence

and passion in a quest for victory in their knowledge and skills areas. The competition anxiety is now over and all competitors and their respective experts/coaches have emerged as the victors or champions albeit at different levels. Let us all rise and applaud all the competitors and their respective experts/coaches.

It is not always easy to be a judge of any competition. This task requires of one to be free of prejudice and

subjectivity. It requires of one to display the highest levels of ethical conduct. Indeed, the Judges of this competition also deserve our applause.

One of the key strategic priorities of the Higher Education and Training Ministry since its establishment in 2009 has been to strengthen the skills and human resource base of the country. This is in order to grow the economy as envisaged in the National Development Plan (NDP). It is in line with the Human Resource Development Plan and other related government strategies and programmes. These government plans, strategies and programmes are aligned with global trends. The agenda and focus is clearly on fostering a skills revolution. It is a revolution wherein new technologies offer the promise of driving national economies beyond their normal, stagnated or declining growth paths.

Global education and training comparative studies and research, some conducted by the International Labour Organisation (ILO) and the International Centre for Technical and Vocational Education and Training (UNEVOC), show that countries with education and training systems which have a strong technical, vocational and occupational component in the curricula, have tended to better survive the worst economic recessions. In addition, these countries have consistently been associated with lower rates of unemployment.

They also tend to recover more quickly from the negative impact arising from unpredictable global economic downturns. Economic downturns are the result of the forever-present volatility of international markets and the international political stage. Statistics South Africa confirms these international economic growth hypotheses. It simply cannot be disputed that there is a link between economic growth and the type and nature of education and training system a country chooses.

These international studies and other national socio-economic dynamics, have convinced us as Government generally, and the Department of Higher Education and Training specifically, that the expansion and resourcing of the TVET College sector is a critical priority for mid-level skills massification.

The current enrolment swell, substantially evident at the apex of our education and training system (the Universities), does not serve the country well. This is particularly

so in terms of the very urgent need for the delivery of critical and scarce skills as required by the economy. This anomaly cannot be left to continue. The hosting of the WorldSkills South Africa National Competition, as you have witnessed, is not merely a skills competition. With its exhibitions, expos and try-a-skill promotions, Primary and Secondary visiting school learners, are encouraged as early as possible to select a technical, vocational and occupational learning pathway as offered by TVET Colleges. As a united people in a developing country, it is paramount that we inculcate a new national culture of 'artisan-skills recognition, respect and active participation'.

Furthermore, as we have experienced during the last three days, core artisan skills were displayed across five major occupational fields in 22 skills areas. These included Civil Engineering, Electrical and Electronics Engineering, Information and Communication Technology, Mechanical Engineering, Production and Manufacturing and Leisure, Travel and Tourism. These occupations and many others must dominate our TVET Colleges Curricula. UNESCO – UNEVOC has listed 12 major occupational fields in which occupational education and training is entrenched. Our own Quality Council for Trades and Occupations has recently published a number of new occupations, at both professional and occupational levels, and the list is growing.

WorldSkills South Africa is about being part of this new global movement in skills development, education and training. This new way of doing things, assists us in mapping a new reformed South African education and training system. A system which, when fully implemented, promises to improve the supply of requisite skills for industrialisation and digitalisation. A system, that takes us towards a better economic growth path, and a democratised socially cohesive citizenry.

I congratulate and salute all those awarded for excellence in their various competition skills-areas this evening. I believe that they will admirably represent South Africa in the International Competitions to be held in Abu Dhabi, United Arab Emirates, in October.

I now therefore, declare the WSSA Second National Skills competition, 2017, officially closed. **I thank you.**

WorldSkills South Africa National Competition Results - 2017				
SKILL	SURNAME	NAME	MEDAL	PROVINCE
MECHATRONICS	Brand	Dewald	Gold	Gauteng
	Jordaan	Angelique	Gold	Gauteng
	Lupuwana	Athi Luyolo	Silver	Gauteng
	Majodina	Sakhe	Silver	Gauteng
CNC TURNING	Vd Westhuizen	Rohan	Bronze	Gauteng
	Wepener	Renier Joseph	Gold	Western Cape
	Appollis	Shane	Silver	Western Cape
	Manukuza	Sihlengwe	Bronze	Kwazulu Natal
IT SOFTWARE SOLUTIONS FOR BUSINESS	Classen	Ihsaan	Gold	Western Cape
	Mlala	William	Silver	Gauteng
	Mphahlele	Lesedi	Bronze	Gauteng
WELDING	Terblanche	Philippus	Gold	Gauteng
	Mathebula	Nonhlanhla Angel	Silver	Gauteng
AUTOBODY REPAIR	Mbambani	Samukelo	Bronze	Gauteng
	Damon	Mughammad Yaqoob	Gold	Western Cape
	Nkosi	Bongani	Silver	Gauteng
PLUMBING	Yuma	Ntsako	Bronze	Gauteng
	Makhathini	Siyabonga Hopewell	Gold	Western Cape
	Makhanya	Banele	Silver	Kwazulu Natal
WEB DESIGN	Langa	Njabulo	Bronze	Kwazulu Natal
	N/A	N/A	N/A	N/A
ELECTRICAL INSTALLATIONS	Sanga	Mthokozisi	Gold	N/A
	Ritchie	Kyle	Silver	Gauteng
	Samuels	Faghrudeen	Bronze	Western Cape
BRICKLAYING	Mvelakubi	Mihle	Gold	Western Cape
	Basi	Sbulelo	Silver	Kwazulu Natal
	Moroaswi	Elvis	Bronze	Limpopo
PLASTERING & DRYWALL SYSTEMS	Moshokoa	Oscar Ngoako	Gold	Gauteng
	Selepe	Mathibe Gift	Silver	Gauteng
	Mnisi	Sbusiso	Bronze	Gauteng
MOBILE ROBOTICS	Du Plessis	Tiaan	Gold	N/A
	Louw	Jacobus Gideon	Gold	N/A
	Mathabathe	Kamogelo	Silver	N/A
	Nemakhavhani	Muvango	Silver	N/A
HAIRDRESSING	De Bruyn	Ockie	Bronze	N/A
	Venter	Mandi	Bronze	N/A
	Smale	Shana-Lee	Gold	N/A
BEAUTY THERAPY	Aucamp	Ruan	Silver	Western Cape
	Benn	Almareen	Bronze	Western Cape
	Marias	Abigail	Gold	Western Cape
AUTOMOBILE TECHNOLOGY	Brown	Tarryn	Silver	Western Cape
	Petersen	Monique	Bronze	Western Cape
	Ebrahim	Yaseen	Gold	N/A
COOKING	Pillay	Brendon	Silver	Gauteng
	Dunn	Monique	Gold	Kwazulu Natal
	Francis	Nicole	Silver	Gauteng
RESTAURANT SERVICES	Du Toit	Susanna Catharina	Bronze	Limpopo
	Smith	Lee-Ann	Gold	N/A
	Franceschi	Michaella	Silver	Kwazulu Natal
CAR PAINTING	Lakay	Mikyle	Bronze	Western Cape
	Khumalo	Pearl	Gold	Gauteng
	Cahoon	Dean	Silver	Gauteng
REFRIGERATION	Netshituni	Livhuwhani	Bronze	Gauteng
	Bunce	Tyrone Claude	Gold	Kwazulu Natal
	Woodbridge	Lionald	Silver	Gauteng
IT NETWORK ADMINISTRATION	Valente	Valentim Jorge Gomes	Bronze	Gauteng
	Lakey	Cee-Jay Lance	Gold	Western Cape
	Monyai	Aluwani Dallia	Silver	Limpopo
GRAPHIC DESIGN	Mahwela	Mulalo	Bronze	Limpopo
	Geyer	Jason	Gold	N/A
	Smith	Hannah	Silver	Kwazulu Natal
AQUATRONICS	Rihaco	Debruin	Bronze	N/A
	Khumalo	Lindelo	Gold	Kwazulu Natal
	Ntuli	Simiso	Silver	Kwazulu Natal
Manengena	Alessandra Jester	Bronze	Gauteng	

College students rake in the medals at the WorldSkills SA National championships

IVAN SWART *PR Practitioner*

Author's Note: Northlink TVET College is the largest TVET College in the Western Cape with seven campuses situated in the Northern suburbs of Cape Town. The College offers a variety of vocational and occupational programmes and strives to deliver quality education and training to the community it serves.

The National WorldSkills Competition was hosted in Durban in mid-February. Team Western Cape comprised 32 members representing 16 different skills areas.

Northlink TVET College secured four Gold medals, one Silver medal and one Bronze medal. This was the highest medal tally amongst the participating colleges including

private organisations. "The College is proud to have produced such great results in the WorldSkills SA National Competition. This bears testimony to the quality of education and training that Northlink TVET College provides," says Trish van der Merwe. Trish van der Merwe is the Northlink TVET College Deputy Principal for Innovation and Development and

a member of the WorldSkills SA, Western Cape Organising Committee.

The Gold medal winners are Renier Wepener CNC Turning; Cee-Jay Lakey IT Network Systems Administration; Siyabonga Makhathini Plumbing and Heating and Mihle Mvelakabu Bricklaying. Silver medalist was Shane Appollis CNC Turning and Bronze medallist Rihaco de Bruin Graphic Design. These students will now start fine-tuning their skills in preparation for the International WorldSkills Competition, also known as the Skills Olympics, taking place in Abu Dhabi in October this year. Assisting them with this preparation, are the National Skills

Experts of which Northlink TVET College is also proud to announce that they have three. They are Louis Carelse for CNC Turning; Ryan Marsh for Plumbing and Heating and Joe Motsapi for IT Network Systems Administration. No fewer than 76 countries will be participating in more than 50 different skills areas during the competition.

"Northlink TVET College is committed to help and support the students to achieve greatness during the International WorldSkills Competition. We will be following their training and progress in the competition with great expectations," adds Trish van der Merwe.



With proud Principal Leon Beech and Council Chair Alana James (centre), are from left, WorldSkills SA National medalists Renier Wepener - Gold Medal in CNC Turning; Cee-Jay Lakey - Gold Medal in IT Network Systems; Mihle Mvelakabu - Gold Medal in Bricklaying; Siyabonga Makhathini - Gold Medal in Plumbing and Heating and Shane Appollis - Silver Medal in CNC Turning

College well represented at the 2nd WorldSkills South Africa competition

NTOMBEKHAYA GWAQA *Assistant Director for Marketing and Communications*

The Department of Higher Education and Training (DHET) hosted the second WorldSkills South Africa (WSSA) Competition at the Inkosi Albert Luthuli International Convention Centre (ICC) in Durban in February.

The WSSA Competition celebrates the talent of young artisans and technicians. It also serves as an advocacy programme to highlight the importance of the artisan sector as a contributor to the country's economy. Approximately 120 participants from public TVET Colleges, private colleges, Universities of Technology and Industry competed in 22 skill areas.

Port Elizabeth TVET College participated in the mechatronics skills category. The college was well represented by Jazzwin Williams and Masibulele Mini, L4 Mechatronics

students. They were competing against three other institutions in their category. The students were accompanied by their mentor and lecturer, Mr David Pinches and Mr Ismail Saadik respectively. The event afforded the opportunity to provide all the competitors who participated, with valuable competitive exposure in their respective skills specialisations. The mechatronics students completed all the tasks required over the three days. On each day they were given a briefing on the tasks and assessed by experts. In each competition a winner was identified who could possibly join the team to represent SA. The college team flew the flag high and did us proud! Congratulations to the Port Elizabeth TVET College team.



Preparing for the assessors in the WSSA national competition were Port Elizabeth TVET College Mechatronics L4 students Masibulele Mini and Jazzwin Williams

Students urged to practice to perfection

TSHWARELO SEBELA

Fiat Chrysler Automobile South Africa's Richard Sloman urged Ekurhuleni West TVET College students to learn by practice if they are to perfect their skills.

Fiat Chrysler Automobile's (FCA) head of Public Relations was addressing students at a car components donations handover function held in February at the Boksburg campus. The Italian multinational corporation, donated brand new Fiat motor vehicle components valued at R600 000, for use in the automotive workshop. These will help the students with their practical studies. Components comprised of a substantial spectrum, enough to build a car, with the exclusion of the body. The majority of the components are from one of their subsidiary car part companies, Mopar. The world's seventh largest motorcar manufacturer, vowed to make available their personnel for technical support.

The college was also encouraged to send students and lecturers to their service centres and plant in Rosslyn, to enhance their skills development. "Being here today is not just about branding. We hope to host your students at our head office. Teaching them what vehicle components are all about. Students must 'work-play' with them. That is the only way to learn and to have a feel of how these items work. We certainly believe this contribution will be able to help the entire college community as far as skills development is concerned." Richard said.

Technical services personnel on site allowed students to open the boxes and identify the components on their own. In doing so, they could display their knowledge, excelling in the process. Amongst the spectrum of components were duplicates such as headlights and airbags.



Dotted lines. Innocent Matshisi, Richard Sloman of Fiat Chrysler Automobile, Principal Hellen Ntlatleng and Benita Sisi sign the Memorandum of Understanding between the College and the motor manufacturer



Taking note. Richard Sloman of Fiat Chrysler Automobile in conversation with Ekurhuleni West TVET College's Manager for Partnerships and Linkages, Raymond Dladla

Donated stock has not been installed before. Components of discontinued models are donated to technical schools and colleges in need, as opposed to disposing of them. Apart from the technical assistance, the Maserati manufacturer offers intermediary induction and introduction to new products, to institutions where they donate.

Principal Hellen Ntlatleng described the generosity of FCA as a valuable contribution to human development. It is also a great stock addition to accelerate the Artisan Development Programme championed by the Department of Higher Education and Training. She stressed the importance of Work Based Exposure while warning students of the negative impact of self-entitlement. "Thank you for adding value to skills development in which TVET Colleges play a key role. We should walk the talk. We have to ensure that the students we produce from our workshops are students that, when sent to industry, excel. It is through such donations that there will be a limiting of the gaps that occur between industry and the college workshop experience. For that

reason we request, once again, that your doors remain open; not only for our students, but for lecturers as well. This will enable them to deliver industry-standard lectures having a sense of how the industry operates. It is imperative that we place them in order to expose them to new technologies. In one way or the other, we have to associate as skills development agencies".

"The Department of Higher Education and Training has, with campaign leader, Deputy Minister of Higher Education and Training, Mr Mduduzi Manana, adopted the 'Decade of the artisan' campaign. This seeks to promote the artisan trades as the coolest thing amongst youth, and young women in particular," Principal Ntlatleng concluded.

Automotive-trades training are one of the college's leading programmes. It is offered at five of its sites. In 2016 11 Ekurhuleni West TVET College students were enrolled at FCA's automotive workshops on a Motor Mechanic apprenticeship programme scheduled to conclude in February 2018.

Today's education meeting the demands of tomorrow's workplace

NASHVEER NEMESAR

The future for the hospitality industry has grown in leaps and bounds.....and so has Majuba TVET College. As the Hospitality industry continues to thrive across South Africa, Majuba TVET College has proudly introduced a new addition to the Hospitality programme facilities, a new House-keeping venue, which is located at the IT and Business Campus.

The Hospitality Department at the IT and Business Campus, prides itself in offering the new Sanitation and House-keeping practical training.

It allows students the opportunity to perfect and refine their management skills for this dynamic and growing industry.

The new House-keeping venue accommodates up to 30 students per practical training session and features Hospitality

Management elements such as accommodation services (house-keeping), front office (reception), food preparation and food and beverage services.

This innovative practical programme provides Hospitality students at Majuba TVET College with a real insight into the Hospitality Industry.

It is a clear example of how today's education meets the demands of tomorrow's workplace.

Mostly females graduate in construction

NOTHANDO NDLOVU

Of 200 graduates in the recent Nongoma certificate awards ceremony for students who had completed their training in bricklaying, plastering and carpentry, 126 were female. This was the culmination of a partnership with the KwaZulu-Natal Department of Human Settlement.

In his speech, Nongoma Mayor, Sthembiso Mathaba, said that this was knowledge that the students would use for a lifetime. Houses provide security needed by every family. He said that the houses would be of good quality as they would be constructed by highly qualified people. He also urged that in future, the course be accompanied by training in electrical, as the two go hand in hand.

Nongoma Councillor Mandla Nkosi said he was

happy about the skills development intervention in the area. "I strongly believe that women are capable of anything men can do. I want to encourage women not to shy away from careers that were previously male-dominated," said Councillor Nkosi.

Speaking on behalf of students, Thembani Mbatha thanked the Department of Human Settlement and uMfolozi TVET College for not being afraid of giving the opportunity to females like her. She urged other females from her home area to consider such opportunities and to do away with thinking that building and construction is only for men. "Women are as strong, and can do anything to which they put their minds. Shelter is a basic need which is currently pertinent for the people of South Africa, so this is the perfect course to study. It should



Graduating in bricklaying, plastering and carpentry are these happy 'homemakers'. Caught at the certificate awards ceremony from left are Nomthandazo Nhleko, Slindile Cebebhulu, Makhosi Shange, Cebile Mthembu, Zandile Memela and Zihhle Nkosi

assist in decreasing unemployment. Now that we have received these certificates, we can form Co-ops and can make a living. Thanks to our facilitator and uMfolozi TVET College, I am now able to differentiate between a house that has been constructed correctly and one that isn't," she reiterated.

Grooming future engineers

NOTHANDO NDLOVU

Umfolzi TVET College Work Based Experience (WBE) Officer and the Tongaat Hulett, (the huge sugar producer) delegation recently held an interactive session with College students who were placed at the Felixton Mill.

Each student was invited to the boardroom to speak of what they had learnt since their arrival last October and the challenges they had faced. System Ndlovu, who studied Engineering and Related Design, said he was privileged to be placed in the Hydraulics Department at the Mill where he was thrilled to put his skills to practice. "This is when one truly realises that it is advantageous to study at a TVET College. When

you get to the workplace, you arrive with practical knowledge of what is expected of you," said Ndlovu.

Sifiso Sibiya who studied electrical engineering said he enjoyed being involved in every stage of the engineering process. He particularly enjoys drawing. He went on to say, "I've realised that it can be a bit difficult, but I can do it. I always feel like an integral part of the drawing and happy that I can do it independently."

Cebolenkosi Phakathi said he was happy to be learning more than just engineering, but also about human relations. "While receiving an opportunity to spend 12 months at Tongaat Hulett, I have also learnt to work with different kinds of people and to understand that people are not all the same. Tongaat Hulett is



Participants in the Tongaat Hulett Work Integrated Learning placement are from left System Ndlovu, Ziphlelele Qwabe, Sandile Mthethwa, Cebolenkosi Phakathi and Sifiso Sibiya

the best place for us to kick-start our careers. I enjoy that our colleagues do not regard us as students. We are all given the same standard of tasks which challenge us to learn as much as we can."

WBE Officer, Zama Mngoma, said that it is rewarding to see uMfolozi students learning and

growing in their field of expertise. She thanked Tongaat Hulett for their great partnership to give students the exposure they need. "We look forward to seeing them take on other ventures. In doing so, it will not only secure a bright future for them, but will also continue to fly the College flag on high", she said.

Working hand in hand to enhance student employability

NOMUSA ZULU-MANGXA

There is no doubt that the lack of work experience amongst graduates is one of the major contributors to the high unemployment rate in South Africa. That is why uMfolozi TVET College together with its industry partners, works tirelessly to ensure that their students find work placements in order to make them more employable.

The college together with the InSeta, have selected 15 N6 Business Management, Human Resources Management and Financial Management students from various campuses to participate in the InSeta Internship Programme. Through the programme they will be placed in various companies for a period of 12 months. The programme commenced in April. Speaking at an induction session to prepare the students for the workplace, Work Placement Officer, Ms Zamalatha Mngoma, advised the students to use their stipend to improve their lives further by doing things that will make them marketable and more employable after their internship. Among the suggestions was that they get driver's licenses.

Principal Sam Zungu, thanked InSeta for providing the students with such a rare opportunity.



At a briefing held at the commencement of the one year Work Integrated Learning initiative were the 15 selected interns with centre front, Busisiwe Budulwayo of InSeta, Principal Sam Zungu and Work Placement Officer Zamalatha Mngoma

He further congratulated students on their successful selection to the programme. "Out of 250 applicants, you are now the Bafana-Bafana of the College. Keep in mind, that whatever you do will reflect on the College. Listen to your supervisors. Work hard to meet your deadlines. Prove to the company that you would be a worthwhile employee," advised Principal Zungu. He also thanked Stanger Hospital; The Tax Company; uMhlathuze Water; Khulubone Accounting

Services; City of uMhlathuze; Ziphakamise Sacco; SM Accounting; Vryheid District Hospital and the Zululand Chamber of Business and Commerce, for affording the College students with an opportunity to get on the job training.

This opportunity will assist them to become more employable. It would break the cycle of poverty for some families and ultimately contribute to the economy of the country.

In pursuit of Work Integrated Learning

PATIENCE MAKHAPHELA *Head of Marketing and Communications*

Work placement in TVET colleges in particular, and Higher Education institutions in general, has not been a walk in the park. Rather it is an uphill battle that needs to be conquered year in and year out.

One must agree that this is rather a nationwide struggle for many institutions. It is more taxing for TVET colleges each year. Sadly, graduates complete their studies only to sit at home or end up taking jobs for which they are not qualified. The question that arises is what TVET institutions are doing to solve this problem. More specifically, has South West Gauteng TVET College done enough to overcome this hurdle? Albeit the challenges as outlined, the college remains confident and committed to ensuring that as many as possible of our students are placed in different sectors for experiential learning. The Marketing Department together with the New Business Development Unit

have worked collectively to ensure that this important learning objective is increasingly realised. The college believes that even if a company can place just one or a few students, it propels us forward in the quest to achieve the set objective. Experiential learning, which comprises five-day placements; relevant weekend or holiday jobs; internships and learnerships, prepares our students for the world of work. It also assists the Report 191 students to acquire the practical experience which is a pre-requisite to enable them to be awarded their diplomas. The college also provides entrepreneurial workshops for students. This empowers them with soft skills, with the purpose of not only preparing students for work but also to become entrepreneurs. These students are empowered to start their own small business ventures. In time they may contribute to the creation of employment and job opportunities in SA.

In this quest, the college recently hosted a Partnership Breakfast. Key industry representatives were in attendance. The event was aimed at fostering mutually beneficial relations between the college and industry partners.

These could be in the form of joint training projects; occupationally directed training programmes for employed as well as unemployed students; access to workplaces as places of training; sponsorships and so on. Dr Rob Schuur of Noorderpoort College in the Netherlands also presented a paper on how they are working with business and industry in their country.

This is a college that has partnered with South West Gauteng TVET College for the past 14 years.

The Partnership Breakfast presented many leads which were taken advantage of by the College. Companies such as MTN, and Vodacom, expressed interests which could be pursued.

Some even signed letters of intent, giving assurances that they were prepared to take a certain number of students for Workplace Integration purposes.

College students get set for first impressions in ReadytoWork partnership initiative

TSHWARELO SEBELA *Senior Marketing Officer*

Barclays Absa Bank have responded to Deputy President Cyril Ramaphosa's 'adopt a TVET college' plea by partnering with Ekurhuleni West TVET College on the 'ReadytoWork' initiative.

The Deputy President has called on companies across all sectors of the economy to adopt a Technical and Vocational Education and Training (TVET) college to help with skills development and job creation. The ReadytoWork programme is a Barclays Absa Corporate Social Investment initiative aimed at equipping young people with the skills required to transition from a world of education into a world of work. The programme focuses on four key areas namely skills, work skills, money skills and entrepreneurial skills. Students can work through the online programme at their own pace, or as part of a more structured programme, supported by trained facilitators and additional resources. The programme develops youth in phases. The identified phases are; 'Preparing to look for Work', 'Searching for a Job' and 'Starting, Settling In' and 'Excelling at Work'.

To prepare students, the ReadytoWork programme has a ReadytoWear initiative that collects and distributes corporate apparel to exit level students. The attire is donated by the corporation's employees across the country to help participants look the part for their first job interviews. That will boost their confidence and increase their chances for making positive first impressions. Fifty students from the college's Boksburg Campus, benefited from the concept. After completion of the abovementioned skills training, students were presented with certificates by the Bank's executives at an event held to launch the ReadytoWear relationship between the financial institution and the college. The event was also used to enrol more students on the ReadytoWork initiative.

Speaking at the event held in March, Principal Hellen Ntlatleng acknowledged efforts made by participants and organisers for backing skills development and skills transfer. She described the day as one that marks a milestone



Principal Hellen Ntlatleng speaks at the ReadytoWork - ReadytoWear launch event

of significance in the strategic partnership. "We value this strategic partnership because of its uniqueness in nature and the impact it will be making on the college, the community and the country. I am humbled by the investment of time spent with us. This remains a vision of the Human Resource Development Council chaired by the Deputy President of the country. The ReadytoWork programme comes in handy as we have been trying to emulate the employability skills programmes from our partners in the United Kingdom. We do admit that we have been struggling to fine tune it. It comes at a time when we needed it the most. We sometimes release students out there only to embarrass ourselves due to our limited readiness preparations. This partnership will prepare them to get a grip of what it is that employers want," she added.

She further highlighted that students find it hard to cope when they think that simply because they have been certificated, all they now need is a desk in an office to start working. Principal Ntlatleng agrees that it is a fact that conventional teaching and training in the classroom and simulation centres are not enough to fully prepare graduates for the world of work. "Industry is well

positioned to execute training because they know exactly what the expectations are. Through our innovation, our vision for the college has to be expanded into becoming a leading TVET College in Southern Africa. If you cannot imagine it, you cannot do it," said Principal Ntlatleng. Inspired by the occasion, Barclays Absa Head of Public Sector Business Banking, Mr Fiks Dlamini addressed students. He said their dress sense shows determination and readiness. "It makes us proud to see you all dressed up in corporate wear. It makes you confident and looking the part. Looking good makes you feel good. Our small gestures will provide assistance in handling and 'nailing' your upcoming job interviews. The world of work needs ready and confident people. Seeing you here today I am reminded of my first vacation job interview where I had no idea of how to present myself until my father came to the rescue, fortunately. As a company we subscribe to the culture of shared growth. Which means business cannot succeed if its communities are not successful. It means as a business we are committed to delivering clients and customer solutions that do more than address future needs," added Mr Dlamini. ReadytoWear is one small aspect that the banking giants embark on to show commitment to the South African citizen. This programme complements the ReadytoWork initiative. Ekurhuleni West TVET College is one of two public TVET Colleges that the corporation has partnered with on the project. The partnership dictates that students of these colleges will undergo two weeks of on-the-job-training. Four EWC students have already been placed on the ReadytoWork programme in 2016. They were paid stipends.

College Council Chairperson, Dr Mpho Mohlala did not mince his words when tendering a vote of thanks to the corporation and participants. He said, "We thank Absa leadership greatly for recognising that there is an urgent need to grow the persona of our youth, organisations and our communities. We still yearn for more initiatives, and through you we believe there is more that can be done together."

On-campus work experience

ROSHIN SCHMIDT *Marketing Officer*



Honing their skills by participating in the campus programme are third year welding and electrical students Eltonio Parring, Jason Hudson, Bongani Pama, Niven O'Malley, Nkosinathi Mofeka, Sive Magida and Andile Nofemela

False Bay TVET College Welding and Electrical third-year students are participating in a Khayelitsha Campus programme in the spirit of the College's formal Work Integrated Learning programme.

Working closely with the campus Maintenance Officer, Mr Walker, the 25 students tackle campus maintenance projects with professional enthusiasm.

Through these hands-on projects, the students cultivate their learnt-skills. Through the initiative they learn job execution, workshop familiarisation, safety and troubleshooting.

The students consult each other from project identification to ordering inventory, until a favourable outcome is achieved.

Lecturer Mr Khuliso Stanley Muthige, who has more than five years international experience in

industry, is determined to help the students prepare for the world of work. Mr Muthige says, "I enjoy watching the students collaborate and put their learnt-skills into practice.

The students are stimulated and I can see that their confidence is growing in a manner that is inspiring an entrepreneurial spirit."

Projects to date include providing storage for personal protection equipment.

This project required the design, production and installation of the completed storage units. Thereafter, the students were commissioned to assist with the installation of a double perimeter gate to secure the welding and electrical faculties. Offering support to other departments, the students participating in the programme are gaining confidence in their skills.

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Eight 'made in SA' engineering college graduates jet off to China

TSHEGOFATSO RAPOO

E-Media and Communications Administrator

Seven ORBIT TVET College students jetted off to Beijing, China on Thursday, 16 March. They will participate in a 12-month internship programme. The programme forms part of a collaboration between the Chinese Culture and International Exchange Centre and the Manufacturing, Engineering and Related Services SETA (MerSETA).

They were later joined by another ORBIT TVET College Engineering graduate, Thabo Lesejane who arrived with the second group. The Chinese Culture and International Exchange Centre, is a leading official Chinese Education Institution in South Africa. It focuses on educational collaboration between China and SA. The programme is aimed at bridging the skills gap and contributing positively towards the growth and development plan of the country.

Oarabile Marumula, Olerato Tshenye, Phemelo Selelo, Bokamoso Cwienyane, Piet Seloba, Boikhutso Makati, Buyelani Mgcina and Thabo Lesejane, all NC (V) Level 4 Engineering graduates from ORBIT TVET College Mankwe Campus in Mogwase, North West Province, are among the 200 students who were selected from various TVET Colleges and Universities of Technologies, to take part in an 'all expenses paid' internship programme. The programme will see them further their studies while being exposed to actual workplace experience. The 'Magnificent seven plus one' proved that they are worthy of being part of the 'cream of the crop', after making it into the top 200 from the 1748 applications received.

During their stay in China, they will be enrolled as students at Beijing Union University, for a period of six months. This will be coupled with six months of manufacturing/work-based training at some of the top 500 Chinese companies. Upon completion of the 12 months, they will be awarded with a University Certificate of Achievement and a Manufacturing Intern Certificate.

The thrilled students have not been able to contain their excitement and disbelief at having been chosen out of more than a thousand entrants. One of the students, Olerato Tshenye said, "We wholeheartedly appreciate the love and support we have received from ORBIT TVET College, especially

Learning and work experience in China

LAME MORUBANE *Communication Officer*

The Chinese Culture and International Education Exchange Centre, in partnership with MerSETA, have co-sponsored 200 students to go to China for an internship programme of one year. The internship will provide actual workplace experience in the top 500 Chinese companies.

The Chinese Culture and International Education Exchange Centre is a leading institution in South Africa. It focuses on education collaboration between South Africa and China. For the past five years, the Centre has been focussed on innovation in South Africa. The purpose of the programme is to contribute positively to the growth and development of the economy. It aims to do so by bridging the skills gaps of those who have been less fortunate in the past and offer them internship opportunities abroad. The Centre proposed the initiative to assist TVET College and university graduates with exposure



The 'Magnificent Seven' from ORBIT TVET College, Mankwe Campus, from left are Piet Seloba, Phemelo Selelo, Boikhutso Makati, Director for the Chinese Culture and International Education Exchange Centre, Dr Zhilei Lu, Project Co-ordinator Ms Matseleng Motsoeneng, Olerato Tshenye, Bokamoso Cwienyane, Buyelani Mgcina and Oarabile Marumula. Absent is Thabo Lesejane who left for China with the second group

the staff from Mankwe Campus. We were not selected because we are smart, but because of the immense support and assistance the institution has afforded us. They believed in us, and for that, we will not disappoint them."

The students attended an orientation session in March at the head offices of the Chinese Culture and International Education Exchange Centre, in Lynwood, Pretoria. The students were taken through an overview of what the internship programme entails, as well as what will be expected of them during their odyssey in China. Director of the Chinese Culture and International Education Exchange Centre, Dr Zhilei Lu, says the main aim of the programme is to create opportunities for the students to gain work experience.

This will be achieved by integrating them in real work/learning methodology that is utilised by the top 500 Chinese Companies.

"Our dream is to see you become the foundation of 'Made in South Africa'. Go to China and learn as much as you possibly can. Make sure that when you come back, you will be able to transfer all the skills that you acquired in China to South Africa." Dr Lu said.

The internship programme includes return flights, visa fees, accommodation, monthly stipends, university fees, daily transport to university and workplaces, meals, workplace training fees, medical cover, and accident/death benefits.

ORBIT TVET College Principal, Ms Maryna Marais says she is, ecstatic for the students. "One can only hope that they will use this once-in-a-lifetime opportunity to the best of their ability". Ms Marais added that "going to a country where the daily way of life, the language and culture is different from ours will have its fair share of challenges. However, students should always be reminded of the words of Ho Chi Minh when he said, "Remember the storm is a good opportunity for the pine and the cypress to show their strengths and their stability". Lastly, she asked that the students show their sponsors that, like the pine and the cypress, they can stand tall in any storm. That they have what it takes to make a huge success of this opportunity. "Life is about making an impact. We, as their ORBIT family, are convinced that this life changing experience will equip them to make an impact in their communities upon their return!"



Participating in the Chinese exchange programme is Thapo Mokoena of Motheo TVET College

Engineering students set off to China for Work Integrated Learning experience

THOKOZANI NDHLOVU

Gert Sibande TVET College recently held a 'Bon Voyage' function for 14 NCV Level 4 and N6 graduates. The graduates will participate in a year-long Work Integrated Learning opportunity in China.

The programme was directed by Ms Portia Radigwane, Deputy Principal/CEO Academics. CEO and Principal Nick Balkrishen, outlined the purpose of the day. "Today, we are here to celebrate the fact that 14 of you will be going to China. Be assured of our support both to you and your parents". Principal Balkrishen advised students to remember that when they go to China, they are ambassadors of the College and most importantly, of the country. "You must make sure that while you are there you excel. You will be competing with students from across the world. You must show them that students from South Africa are committed, dedicated and can compete with the best in the world," concluded the proud principal.

The College Student Representative Council President, Nhlakanipho Nkosi gave a message of support. "You are not only representing yourselves, but the 50 million South Africans who look up to you." He continued by urging students to be on their best behaviour. Lubelihle Mncube, Electrical Infrastructure Construction Level 4 graduate from Sibanesetfu Campus delivered a message of appreciation on behalf of the 14 students. "As we

embark on this journey, we ask that the Lord will protect us. Academically, we will make all of you proud when we get to China," she said. She continued stating that they were not overly worried as they represent a leading college brand in the country. "We are so grateful for the opportunity and support we received from the college management," she said. The farewell function followed the orientation function that took place at the Ermelo Campus.

The orientation was conducted by representatives of the Centre for Chinese Culture and International Education Exchange. The purpose of the orientation was to brief the selected students together with their parents about what the programme entails. Contractual arrangements were also finalised at the session. Deputy CEO Academics, Portia Radigwane, opened the meeting and welcomed all guests. Dr Zhilei Lu from the Centre gave a brief presentation to the students. The presentation was insightful as it gave students and parents an in-depth understanding of the programme and China as a country. Students and parents also got the opportunity to understand what the programme entails and all the wonderful opportunities they will experience during their stay in the country. The Centre is one of the leading Chinese educational institutions in South Africa. It focuses on educational collaboration between



At the farewell function was, seated in the front row from left, College Councillors Dr Beeka, Fikile Mtshali and Mervin Purchase. Behind are excited participating students

the two countries. The Centre's primary goal is to create opportunities for students to gain Work Integrated Learning experience. This is done through the transfer of skills.

The Centre has been devoted to South African Educational innovation for the past five years. Two-hundred students from across South Africa, representing the 50 TVET Colleges, were selected to participate in this experience. Gert Sibande TVET College will be the only college with 14 students as compared to the four students per college target which was set by the Centre. The 12 month programme is sponsored by merSETA. The benefits of the WIL internship programme, apart from the skills benefits, is that students will receive a stipend of 600 Yuan; a return flight; visa fees, accident, death and medical benefits; transport; meals

and accommodation. The schedule is that the students spend six months in University for theoretical training and 6 months with manufacturers for the practical component.

Students will be placed in different parts of China. Some will be located at the university in the capital, Beijing and others will be based at Changzhou College of Information Technology. Principal Nick Balkrishen shared his gratitude with the parents for being willing to trust the college, sending their children to a far-off country for this opportunity. He also assured Chinese representatives that Gert Sibande TVET College students are among the best behaved young adults. He again reminded the students that they will be representing the country, their families and the college. "Make us proud in all that you do," concluded Principal Balkrishen.

INTERNATIONAL EXCHANGE

College hosts CAPA Conference delegates

IVAN SWART *PR Practitioner*

Northlink TVET College hosted 38 of the over 100 delegates who attended the Commonwealth Association of Technical Universities and Polytechnics in Africa (CAPA) conference that was held in Cape Town in April this year.

The delegates had the opportunity to visit the Wingfield and Belhar Campuses and ended off their tour at the College's Encore Restaurant and Conference Centre. The Encore facility is home to one of the business units of Northlink TVET College. The CAPA annual conference is a gathering of leaders from Technical Universities, Technical and Vocational Education and Training Colleges and Polytechnics from across the African



From left, Principal Leon Beech welcomes Grace Banda, Barry Masongo, and Fritz Bennett, delegates of the CAPA Conference, on their visit to Northlink TVET College

Continent as well as abroad. The focus is to discuss matters that affect TVET education in Africa.

"CAPA has a membership of over 170 post-secondary

educational institutions across 18 African countries.

The membership is spread across the association's three regions namely, the Eastern

region comprising of the countries of Uganda, Kenya, Mauritius, Seychelles and Tanzania; the Southern /Central region, made up of Botswana, Lesotho, Malawi,

Mozambique, Namibia, Swaziland, Zambia, Zimbabwe and the Republic of South Africa; and the Western region that consists of Ghana, Nigeria, Sierra Leone and Gambia. The membership of CAPA demonstrates a well-integrated profile of technical universities, polytechnics, technical colleges and vocational training institutes.

The membership typifies institutions that are oriented towards knowledge and skills acquisition for the world of work. Over the years, CAPA has impacted positively on the growth and development of

TVET institutions in the member countries. Some highlights of its achievements include pioneering the introduction of entrepreneurship education in the curricula of member institutions.

It also promotes a strong advocacy for improving access for women in technical education.

There are also development programmes and capacity development in the management and leadership of these institutions.”

(See <http://www.capa-sec.org>)

This year the conference theme was “Issues and Strategies

for achieving Accelerated Industrialisation in Africa: The Role of TVET”. Barry Masonga, CAPA Conference delegate and Group Coordinator commented, “We believe that accelerated industrialisation can be achieved in Africa with the help of TVET Colleges and Technical Universities in Africa. We believe that the delegates have learnt from what they have seen and experienced.

We believe that this group will take this knowledge back to their training institutions to help reach the goal of Accelerated

Industrialisation in Africa”.

One of the interest points for the delegates of their visit to Northlink TVET College was the new Renewable Energy Training (RET) Centre that has been established at the Belhar Campus. “Northlink TVET College is honoured to have hosted the delegates. We trust that the engagement will open the door to further collaboration between Northlink TVET College and other African institutions of higher learning,” said Leon Beech, Principal and CEO of Northlink TVET College.

International partnership initiative supports Science, Technology Engineering and Maths

DAVID MULEELE *Marketing Manager* and PHANUEL CHAUKE *Marketing assistant*



Senzekile Zwane receives a certificate from Edda Grunwald and Dr Josef Gochermann

The Gesellschaft für Internationale Zusammenarbeit (GIZ) in partnership with Ekurhuleni West TVET College and Hochschule Osnabrück University of Applied Sciences, Germany, recently organised a week long STEM (Science, Technology, Engineering and Mathematics) summer school camp. The summer school was held at the Alpha Conference Centre. It was attended by 19 college students from the Tembisa campus currently enrolled in engineering and business studies.

Dr Josef Gochermann, a professor for Marketing and Technology Management, highlighted the main purpose of the summer school. It is to showcase to students the importance of science, technology, engineering and mathematics for their future career paths. The camp also served as a bridge between a real working environment and theoretical studies. Dr

Gochermann further indicated that the camp is unique. It is modelled on the German dual system where students spend ten weeks of theory in the classroom and the other ten weeks in a company for the practical component of the theory that they have learnt. “Knowledge is created by doing something. This reflects our motto which is, Do it, learn it, gain it”, added Dr Gochermann.

The STEM summer school was facilitated by 12 university students of who half were from Germany and the other half from SA. The facilitators from Germany are themselves dual students from the University of Applied Sciences who are currently employed at different companies. The SA facilitators were chosen from three Universities and a University of Technology in Gauteng; namely, the University of Pretoria, University of Johannesburg, Wits University and Tshwane University of Technology. The

facilitators from Germany played an important role in preparing the content for the summer school while on the other hand the South African facilitators played a significant role in implementing the content.

As a way of transferring skills development for a greener economy, participants were advised to use different renewable materials. This was an experiment to build model bridges, solar cars and turbines to generate electricity. Thabang Ramoshaba, a Civil Engineering and Building Construction student, said that the experiments helped them to understand the basics of using greener technology. “We now know more about renewable resources”, he added. Furthermore the participants learnt by carrying out different technical experiments how important precise manufacturing and quality management are.

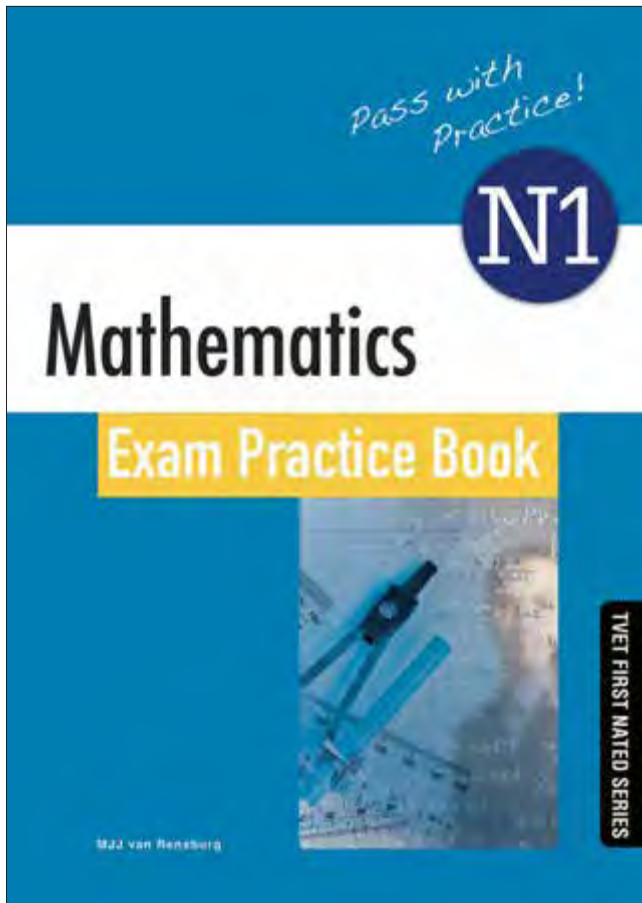
In the course of the STEM summer school, participants visited the automotive component supplier, MA Automotive Tool and Die in Rosslyn and the Ford Motor Company of Southern Africa incubation Centre in Silverton. During the excursions, participants were shown different opportunities offered by Engineering and Technology based companies. Senzekile Zwane, an Information Technology and Computer Science student said that she was highly motivated by a woman who is a business owner in one of the BEE companies supplying Ford Motor Company with interior body parts. “She made me believe that as a young black South African female, I can also make it. Visiting the Ford Motor Company incubator was an eye-opener to me; seeing the vast opportunities that are available in the automotive industry”, Senzekile Zwane added.

Commenting on the success of the summer school, Ms Edda Grunwald, GIZ Director for Skills Development and Employment Programmes, noted that the relationship between the college and GIZ was established in 2014 and had focused on the Tembisa campus. She added that the German dual system was currently being piloted at Tembisa campus in the field of Electrical. “The success of the dual system pilot project will influence its implementation in other colleges”, she added.

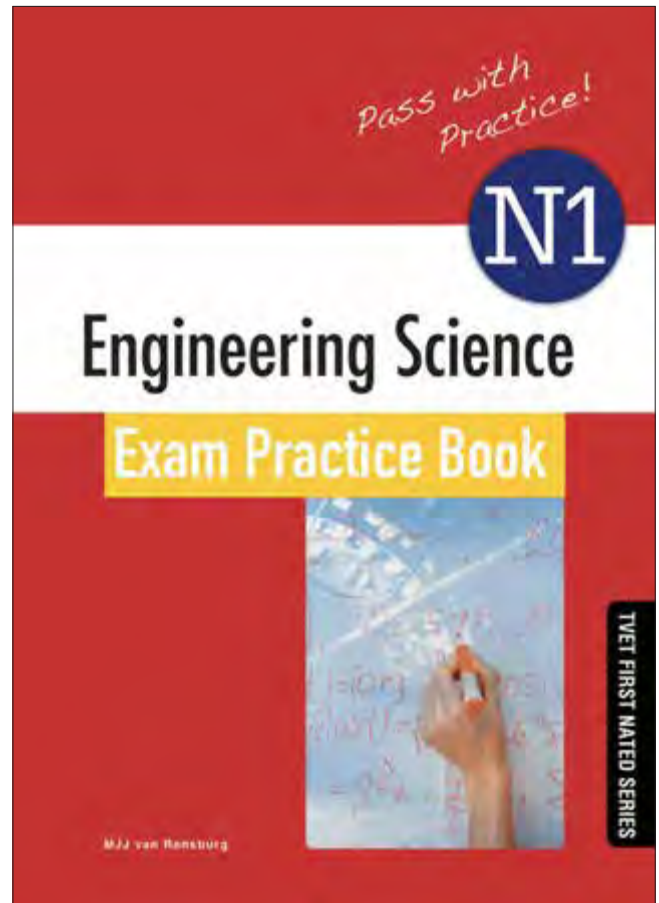
It is clear that the students learnt a lot at the STEM camp. They will surely implement what they learnt as they shape up their future in the engineering and technological fields.

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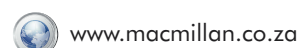
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TDM Powered Foundation Programme students receive awards

TANYA AUCAMP

Thirteen students from Northlink TVET College were awarded with TDM (Tool, Die and Mould-making) Powered Foundation Certificates in March. The awards were made at a function hosted by the National Tooling Initiative Programme (NTIP), in partnership with the Western Cape Tooling Initiative (WCTI). The ceremony was held at the Western Cape Tooling Centre of Excellence (WCTCOE) in Parow Valley in the Western Cape.

The TDM Powered Programme is the result of a joint initiative

between the Intsimbi National Tooling Industry (NTI) and the Department of Trade and Industry (DTI) and the industry. NTIP is the executing company facilitating the learning process on behalf of the training institutions.

This Programme provides students entry into the manufacturing and tooling industry. It was designed, developed and implemented as a feeder programme for the Artisan Programme. The focus is on remedial Mathematics, Science and English and other gaps.



Yonela Mkhetho, one of our female students, received the awards for the Overall Achiever as well as Best Practical Achiever

It provides students with an opportunity to acquire the necessary skills to pursue a career in the manufacturing industry.

The programme plays an important role in helping to alleviate the skills shortage in South Africa's all-important manufacturing industry. Twenty-three percent of the foundation students who were awarded are female.

The highlight of the event was when Yonela Mkhetho, one of our female students, received the awards for the Overall Achiever as well as the

Best Practical Achiever categories. Shaun Makhado was presented with the Trade Theory Achiever award.

In his opening address, Marthinus van Wyk, Deputy Director at the Department of Economic Development and Tourism in the Western Cape, said that the Western Cape Government had launched the Apprenticeship Game Changer programme which aims to introduce 32 500 qualified apprentices into the labour market by 2019.

This target includes apprentices who will qualify as artisans and semi-skilled workers who achieve partial qualifications. The target includes top-up qualifications for existing artisans and semi-skilled workers focusing on the Western Cape's key economic sectors.

Pieter Lategan, Project Manager Curriculum (NTIP), said the success of programmes such as the TDM Powered Programme is the result of strong stakeholder partnerships.

NTIP would like to thank the Western Cape Tooling Initiative, Northlink TVET College and the Western Cape Department of Economic Development, Environment and Tourism for their committed support towards the programme in the province.

About the National Tooling Initiative

The National Tooling Initiative Programme (NTIP) is the project management company for the Intsimbi National Tooling Initiative (Intsimbi NTI). The NTIP is responsible for the facilitation and management of all Intsimbi NTI programmes.

The Intsimbi NTI is a South African multi-stakeholder initiative that was established under the auspices of the Department of Trade and Industry (DTI) to implement a turnaround strategy for South Africa's distressed tooling industry. The aim of the initiative is to enable government and industry to co-operate on the large-scale interventions required to rehabilitate the South African Tool, Die and Mould-making (TDM) sector and to embark on a robust rehabilitation programme to put local industry on a firm trajectory to international competitiveness.

For further information visit the website: www.ntipweb.co.za

From TVET college student to B-Tech graduate

MORNE MEYER *Marketing Manager*

It has been proven that with a TVET College education, there are no limits to the possibilities.

When Gilroy Forbes enrolled at West Coast TVET College, his vision was only to complete a qualification and to get into the labour market.

Coming from Saron, a rural town just outside Porterville, Western Cape Province, poverty and a lack of opportunities motivated Gilroy to become independent and to help his family financially. Today, he is employed at West Coast TVET College as Assistant to the Quality Assurance Manager.

His responsibilities include, monitoring health and safety, conducting internal audits, handling injuries on duty and various other administrative tasks.

What makes him unique is that he is a product of the college through and through. He completed two of the college's Diploma offerings namely, Management Assistant and Human Resource Management. In order to sharpen his financial skills, he then completed the N4 in Financial Management. Gilroy

believes in the saying of former president Nelson Mandela that, "education is the most powerful weapon which you can use to change the world".

With this in mind, he wanted to ensure that he does not only make an impact in his own life, but that he sends a message to his community that there are no limits to empowering yourself.

Further, that your circumstances should never be a barrier to your happiness and success. After all these qualifications, he then enrolled in 2015, for the B-Tech in Quality Management and Assurance at the Cape Peninsula University of Technology. He has now accordingly recently graduated with the B-Tech degree. His drive and passion to further his education and better his life is in line with the strategic objectives of the Minister of Higher Education and Training and the TVET Sector. It is for this reason that the college is committed to providing quality technical, vocational education and training services and to increase the



Former student, now B-Tech Graduate and college employee, Gilroy Forbes on his graduation day

academic achievement and success of students. In this endeavour, the college strives to develop partnerships and maintain good stakeholder relations.

This is with a view to increasing the number of students who are adequately prepared to enter the labour market or further and higher learning opportunities.

West Coast TVET College is proud of students like Gilroy. It is also rewarding to follow the progression of students who can develop through their education and training; participation in internships; find permanent employment; and ultimately become a B-Tech Graduate from a University of Technology. Through Gilroy's dedication, perseverance and example, many students from the town of Saron and surrounding areas have enrolled at the West Coast College after hearing of his success story. "There should be no excuses from students coming from rural towns not to better their futures. Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time", he said proudly.

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Sixth Student Parliament convenes

TSHOLOFELO MAHOKO *Corporate Communication Intern*

From 24 to 26 March, the Motheo TVET College annual student parliament was convened.

It was once more a profound opportunity for the students. A total of 180 students actively participated in policy discussions pertaining to the College.

Under the theme "Nothing about us without us", the 'parliamentarians' committed themselves to ensuring that wide and all-embracing access is created and expanded for the youth.

The purpose of the Student Parliament is to receive reports of accountability, discuss and seek clarity and reach common goals. It is a platform for students and staff members to engage on issues that can make the College grow. In her keynote address,

Principal Dipiloane Phutsisi thanked all students who supported management goals by being in class. Ms Phutsisi added that the Department of Higher Education's 80% class attendance policy is a non-negotiable. She encouraged students to consider taking class attendance very seriously. Principal Phutsisi congratulated the outgoing SRC for working hard and for their role in maintaining order in the college.

In conclusion she added her wish that the resolutions of this parliament would take this institution to greater heights. She reminded 'parliamentarians' of the need for the interrogation of resolutions by the College Council, with whom the ultimate governance responsibility rests.



Delegates of the Sixth Student Parliament convened by Motheo TVET College

Careers Exhibition attracts over 20 000 school learners

TUMELO MOROBE *Public Relations Officer*

Choosing appropriate subjects and a career path to follow are probably among the key ingredients to leading a successful and fulfilling life.

Capricorn TVET College, the Limpopo Department of Education and the Careers Exhibition and Information Association, recently hosted a Career Exhibition for Grade 12 learners of the Capricorn District in Limpopo Province. The exhibition was held from the 6th to the 10th March at the College's Polokwane Campus.

The Exhibition was aimed at providing learners with information on the courses offered by different institutions of higher learning as well as admission requirements; applications and registrations processes; bursaries and the available financial assistance. It also assisted the learners in aligning their personal strengths to school subjects and careers they may wish to pursue. This information



"Note this area of information on the form in particular" Mr Solly Mathebula explains to learners

dissemination activity attracted no fewer than 20 409 learners from 305 schools within the Capricorn district.

Institutions of learning and organisations

that graced the event included Sefako Makgatho Health Sciences University; University of Limpopo; University of Venda; University of Pretoria; Nelson Mandela Metropolitan University; University of South Africa; Tshwane University of Technology; Vhembe TVET College; Waterberg TVET College; Tshwane South TVET College; Sekhukhune TVET College; Letaba TVET College; ATTI, Jeppe, Brooklyn, Rostec, and Damelin Colleges; Central Technical College; South African Institute for Chartered Accountants; Anglo American as well as the South African Police Service (Careers Services).

CEO and Principal Khorombi Madzhie, expressed his gratitude for the support shown by all the participating exhibitors. He added, "It is important for Post-School Education and Training institutions to work together to equip the youth both in and out of schools by making them aware of the careers available to them".

Going deep-rural to spread career guidance

NASHVEER NEMESAR

Editor's Note: The following article and photos are by Nashveer Nemesar. Nashveer Nemesar is the Acting Assistant Director: Marketing and Communications at Majuba TVET College and is currently overseeing the Marketing and Communications Department. He is also the Chief Editor of the Majuba NEWS magazine.

Recently, Majuba TVET College went deep-rural in support of the Deputy Minister of Higher Education and Training, Mr Mduzuzi Manana, in the roll-out of the 2017 Apply Now/Khetha Career Guidance promotion campaign.

The promotion got underway by visiting three high schools in the Nqutu Local Municipality in the Babanango region of KwaZulu-Natal Province. Deputy Minister Manana arrived early to a boisterous welcome at Klwana High School. Learners were very eager to acquire knowledge from the highly regarded information sessions. Visits were also made to Scelimfundo Secondary School and Msimbu Secondary School during the course of the day. The roll-out of the campaign is targeted at far-flung and often neglected rural areas, villages and townships. The aim is to ensure that learners in those areas also get to make informed career choices.



The Deputy Minister of Higher Education and Training, Mr Mduzuzi Manana, engages with the high school learners from the deep-rural schools of the Nqutu region in KwaZulu-Natal

The Apply Now/Khetha Career Guidance Campaign is aimed at encouraging high school learners to apply on time for admission to post-school institutions.

In this way they can avert possible stampedes and the long queues that are all too often a feature at the beginning of the academic year. The Career Guidance component of the campaign seeks to inform learners of career choices available within and through the post-school sector. The Deputy Minister also engaged in conversations with high

school learners from Grades 9 to 12 to further promote the "100 Occupations in high demand" first released by the Minister of Higher Education and Training in 2014.

The launch of the Campaign in the Nqutu area was a very fruitful experience. It will certainly prove to be of benefit to the lives of these deserving learners from outlying rural areas.

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OPENING SPEECH OF THE DIRECTOR-GENERAL OF THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING, MR GWEBS QONDE, DELIVERED ON THE OCCASION OF THE NATIONAL SKILLS CONFERENCE ON 23 MARCH.



Mr GF Qonde, Director-General of the Department of Higher Education and Training

Programme Director
Honourable Chairperson, Ms Connie September and Members of the Parliamentary Portfolio Committee on Higher Education and Training
Ministers, MECs and Members of Parliament, and Provincial Legislatures, Executive Mayors and Councillors
Chairperson of the National Skills Authority, Honourable Ms Lulama Nare and Board Members
Stakeholders and Partners including Organised Business, Organised Labour, Government, Community Education and Training Providers
Members of the Human Resource Development Council
Provincial Skills Development Forums
Chairpersons and Boards of SETAs, NSFAS, TVET Colleges, Universities, Community Colleges, Quality Councils (SAQA, USAF, QCTO and Umalusi)
Senior Officials of the Department of Higher Education and Training and other National and Provincial Departments
State Owned Enterprises, Speakers, Presenters
Distinguished Guests, Ladies and Gentlemen

“Skills development for an integrated and differentiated Post-School Education and Training system; past, present and future”

Good Morning

Today, I am honoured to be introducing the Conference Theme “Skills Development for an Integrated and Differentiated Post-School Education and Training System; past, present and future”. We are holding this Conference against the background of the State of the Nation Address delivered by the President of the Republic of South Africa on the occasion of the Joint Sitting of Parliament on the 9th February 2017 and the Budget Speech delivered by the Minister of Finance on the 22nd February 2017.

Indications from these major occasions in our calendar are clear; that we need to do more to improve the plight of every South African, especially that of the working class and the poor. Growing the South African economy remains our immediate challenge. This is particularly so after growing it by only 0.5% in 2016, and with projections that it will grow by 1.3% in 2017 and 2% in 2018. As we gather our collective intellectual capacity today in this Conference, we need, within the context of skills development in our country, to answer the question that was asked by Vladimir Lenin, “What is to be done?”

There is no doubt that since our 1994 democratic breakthrough, South Africa has been building a new education and training system. The goal of which, is to meet the needs of a non-racial, non-sexist, democratic and united South Africa. The Reconstruction and Development Programme took a broad view of education and training. It saw it not only as something that happens in schools or colleges, but in all areas of our society; in our homes, workplaces, public works programmes, youth programmes and in rural areas. It is for this reason today that we have representatives from various sectors.

The recent Community Survey for 2016, conducted by StatsSA, bears testimony to the fact that much has happened since our democratic

breakthrough. It shows that the number of people who indicated that they had no schooling has declined from 3,7 million in 1996 to 2,3 million in 2016.

Similarly, there have been increases in the numbers of people who completed a bachelor's degree over the same period. From 410 686 in 1996 to 1,2 million in 2016. People who have completed a secondary school education have more than tripled between 1996 and 2016 from 3,5 million to 11,9 million as of last year. Within the 55-64 years age group, the number of bachelor degree holders is fivefold in comparison to what it was in 1996, having increased from 33 549 to 171 424 in 2016.

The Social Profile of Youth, 2009-2014 (StatsSA) has shown that since 2009, youth with a qualification at a level less than matriculation, were most likely to be unemployed. Moreover, the share

People who have completed a secondary school education have more than tripled

of unemployed young people with less than matric remained unchanged at 57% over the last five years of reporting (2009 and 2014). Young graduates who qualified with a degree, were least likely to be unemployed. However, the share of unemployed graduates also remained at the same level over the reporting period,

namely at 1%.

The White Paper for Post-School Education and Training has acknowledged that Government has significantly increased the funds available for student loans and bursaries. Particularly allocations made through the National Student Financial Aid Scheme (NSFAS). Since at least 2011, poor students in Technical and Vocational Education and Training (TVET) Colleges have not had to pay for tuition fees and have likewise been assisted with accommodation and transport. The White Paper also acknowledged the particular concern of finding ways of assisting those students whose parental incomes are too high to qualify for funding from NSFAS but are too low to qualify

for loans from private financial institutions. This category includes amongst others, children of teachers, nurses and police personnel as well as many public servants, clerical workers and skilled manual workers.

At this point you also should be aware of the establishment of a Presidential Commission to advance the cause of education. The outcomes of the Commission are envisaged to be tabled in mid-2017. Government has further committed to finding the resources to support children of all poor, working and middle class families. This includes those with a household income of up to R600 000 per annum. Provision has been made for subsidy funding to cover the gap between the 2015 fee and the adjusted 2017 fee at their institutions of learning. This is applicable for fee increments of up to 8%. In the case of all NSFAS qualifying students, as well as the so-called “missing middle”, Government will pay for the fee adjustment.

I sincerely hope that this conference will broaden the debate on access to university education. That it will cover aspects of technical and vocational education and training, community education and training as well as skills development; and that these three sub-sectors are linked with the labour market and the world of work.

Programme Director, my assignment for this Conference is to introduce the Conference Theme. Perhaps I should first remind those who were present in the 2011 and 2013 Conferences, of the key focus areas of that time and for those who were not there, listen attentively. Our first theme in 2011 recognised that we should all work towards a skilled and capable workforce to support an inclusive growth path by “Investing in skills to secure a better future for all.” Two years later the focus was on “Together, turning every workplace into a training space”. The 2013 conference was aimed at highlighting the successes and challenges in the two years of implementing the skills development agenda, in particular, the NSDS III.

For this year “Skills development for an

integrated and differentiated Post-School Education and Training system 'Past, Present and Future', is our theme. This theme is befitting of this august occasion given the context and content of policy discussions in the PSET system.

The Department is engulfed by a variety of education and training needs that may not necessarily be resolved by the University, TVET or CET sectors alone but requires an urgent collaboration between industry and government in the main and broad skills development stakeholders, in general. Chairperson of the National Skills Authority (NSA), Ms Lulama Nare; given the plethora of policy imperatives facing our country, I regard this Conference as a timely platform for reflection and engagement by all of us. We need to pause and genuinely introspect without being defensive. This desire applies to Government, organised business and organised labour in particular. My expectations are, that this Conference will afford ample time for all stakeholders to come together and close ranks on issues that are affecting and hampering the skills development agenda in our country.

The work being done by the National Skills Authority, attests to Government's commitment of trying to promote skills development in the country. The Department, through the NSA, continues to monitor the implementation of the NSDS III and the realisation of all the goals contained therein. For the NSDS III goals to be fully realised, we need to take into account the fact that it needs to be implemented in an environment that requires the full support and participation of all stakeholders. This means that the success or failure of all our efforts in skills development is in our hands.

The NSA continues to closely monitor the implementation of the Skills Conference 2013 recommendations. The recommendations, amongst others, urged for a systematic study of the NSDS III, to inform the new skills development landscape.

The success or failure of all our efforts in skills development is in our hands.

The Minister of Higher Education and Training, Dr Blade Nzimande, has also extended the NSDS III until the end of March 2020, to allow for quality engagements with stakeholders on the future of our skills development system beyond 2020. Currently, discussions on the new skills development system are at NEDLAC level. I am pleased that the Chairperson of the Portfolio Committee on Higher Education and Training and the Portfolio Committee itself, on the 8th March 2017, invited the Department to make a presentation on our proposed skills development landscape. I will take each and every comment into serious consideration with regards to the future of our skills development system.

You will all remember that in 2014 the Department launched the White Paper for Post-School Education and Training (WP-PSET), which clearly lays out the priorities for higher education and training in South Africa. The Minister has established a special task team to develop an implementation plan of the WP-PSET.

We anticipate that its outcomes will provide us with a clear mandate of rolling out policies and plans for a transformative education and training system.

As social partners and interested parties in our skills development, your input will from time to time be sought in this process.

As I conclude, Programme Director, let me also take this opportunity to share with this Conference, critical areas of focus for the next five years. These are articulated in the Department of Higher Education and Training Strategic Plan for 2015/16 – 2019/20, and include:

- Substantially expanded access to education and training for youth and adults, regardless of whether they have completed school or not;
- Improved alignment between Universities, Colleges, the South African Qualifications Authority (SAQA) and Quality Councils, in an

effort to improve student and learner mobility across institutions and qualifications. The system must provide pathways for articulation between various qualifications to avoid dead-ends for students;

- Expanded availability of opportunities for workplace training for students in colleges and universities and expanded forms of workplace learning such as learnerships and apprenticeships;
- Ensuring that our post-school education and training system prioritises the funding of the marginalised, enabling them to access post-school institutions and to fulfil dreams of careers thought to be unrealistic;
- Developing post-graduate studies to ensure the expansion of the academic profession and the development of high level knowledge and skills;
- Diversifying provision based on open learning principles, to improve learning opportunities across the post-school education and training sector by expanding and strengthening the post-school distance education landscape;
- Integrating disability into the broader policy arena by introducing a national policy to guide education and training institutions in the post-school domain; and
- Integrating recognition of prior learning (RPL) into the post-school education and training system. For example, for artisan development we have artisan aids with a wealth of experience and we need to urgently recognise this experience in our trade testing systems.

I am sharing these critical areas of focus Programme Director, so that they can be integrated in all activities of post-school education and training. I wish everyone here for these two days, the best of luck and frank, open and robust engagement. The entire system needs massive expansion and radical improvement in the quality of education and training if it is to contribute to the lives of individuals; the developmental needs of the economy and broader society. **I thank you.**

Tracer study, conducted in collaboration with the Swiss-South African Co-operation Initiative (SSACI), identifies fifteen trades in demand

The Department of Higher Education and Training (DHET) has identified trades that are in demand for the economy. These are at the level envisaged in the National Development Plan (NDP). The trades include Diesel Mechanic, Instrument Technician, Rigger, Auto Electrician and Millwright. A shortage of skilled artisans in these trades remains a worrying threat to the economy.

The latest list was compiled in collaboration with Swiss-South African Co-operation Initiative. The list is released to raise the awareness with regards to available career opportunities in the artisan sector. In 2014, the DHET launched the ambitious "Decade of the Artisan" campaign. This came after the successful promotional "Year of Artisan" held in 2013. The campaign aims to promote artisanship as a career of choice among the South African youth. This artisan advocacy programme forms part of a broader government plan towards meeting the

targets as expressed in the National Development Plan and the White Paper on Post School Education and Training. The target is to produce 30 000 artisans annually by 2030.

The production of artisans is a necessity for economic growth and arguably forms the bedrock of any successful economy. It ensures that South Africa does not import its much needed skills to successfully implement, amongst others, the country's Strategic Infrastructure Projects. These include the building of roads, bridges, schools, harbours, power stations, and other social and economic infrastructure.

The 21 Sector Training and Education Authorities and the 50 Technical and Vocational Education and Training colleges are considered to be key drivers in the promotion of artisanship in the country. It is for this reason that there is the expectation for them to play a pivotal role in artisan training and development.

To further stimulate student

appetite for careers in artisanship, the DHET also released at the start of the year, over 7 030 apprenticeship opportunities. These opportunities are offered through various SETAs.

The 15 trades in demand, as identified are:

1. Millwright
2. Toolmaker
3. Boilermaker
4. Fitter and turner
5. Carpenter and joiner
6. Welder
7. Plumber
8. Motor (petrol) mechanic
9. Diesel mechanic
10. Instrument technician
11. Metal fabricator/sheet metalworker
12. Air conditioning and refrigeration technician
13. Auto electrician
14. Rigger
15. Electrician

These trades also form part of the List of Occupations in Demand which is updated every second year.

The last List of Occupations in Demand was published by the Minister on the 19th of January 2016.

That list includes, among others, the occupations of Chief Information Officer, Logistics Manager, Retail Manager, Geologist, Dentist, Astronomer, Ship's Master, Enrolled Nurse, Water Inspector, Accounts Clerk and Child Care Worker.

Other specialist trades in demand according to the list include a Pressure Welder, Mechanised Hard-Cover Bookbinding Technician, Millwright, Radiotrician and Mechatronics.

Both lists are available from www.dhet.gov.za under the Resources Section.

Report released by the DHET: DHET takes action against private higher education colleges suspected of operating outside the prescripts of legislation

LEHLOHONOLO MPHUTHI

The Department of Higher Education and Training (DHET) has laid a considerable number of formal complaints with the South African Police Services (SAPS) over the past four years related to private higher education. This has resulted in the SAPS opening no fewer than 21 cases for investigation. The charges centre on suspicions of unlawful practices of institutions operating in the private higher education sector.

The pending cases were reported between 2012 and 2017. They are currently at different levels of investigation by the SAPS. The cases range from allegations of unregistered institutions and the illegal use of qualifications, to the offering of unregistered programmes. Registration requirements and regulations governing the functioning of private higher education institutions are prescribed in the Higher Education Act No. 101, 1997. The Regulations for the Registration of Private Higher Education Institutions were published in Government Gazette No 39880 of 2016. The requirement to register a private higher education institution applies to institutions offering learning programmes that culminate in the awarding of qualifications such as certificates, diplomas or degrees at higher education level.

The purpose of the legislation and related regulations is to ensure that institutions operate within the law and in the best interests of the public. It further ensures that institutions have the necessary resources, capacity and expertise to offer acceptable standards of higher education qualifications which are aligned with the National Qualifications Framework (NQF). The DHET is aware of several colleges and institutions that are either not duly registered with the Department in accordance with regulations, or which purport to offer accredited higher education programmes which in reality are not. In a pre-emptive measure to dealing with this problem, the Department from time to time embarks on mass public awareness campaigns. These campaigns target major public concourses, venues and taxi ranks around the country. The campaigns aim to sensitise both prospective students and their parents on the pitfalls of illegal or bogus colleges.

In such a campaign earlier this year, the Department, in partnership with local law enforcement authorities, shut down several fake colleges. This action followed on an impromptu inspection blitz in the Braamfontein and downtown regions of Johannesburg, Gauteng Province. On inspection, the institutions were found to be operating fraudulently and in contravention of the relevant legislation. Some instances were referred to the police for further investigation. The Department will continue to monitor the status of these cases through regular contact and follow-up enquiries with the relevant investigating officers.

The Department urges matriculants and students seeking study opportunities to be vigilant. Prospective students can take the precautionary measures of ensuring that they authenticate the accreditation credentials of institutions before enrolling. Prior to enrolment, prospective students are urged to thoroughly verify the credentials of private colleges or institutions. This can be done by contacting DHET Call Centre on 0800 87 2222. Alternatively, the Department maintains a full list of registered private higher education institutions, private colleges and skills providers. **The list can be consulted and is available on the url: www.dhet.gov.za/SitePages/DocRegisters.aspx**

Information can also be obtained by physically visiting the Department's Client Centre at 123 Francis Baard Street in the Pretoria Central Business District or by contacting DHET regional offices directly. **Regional office contact details are available on www.dhet.gov.za and on Page 2 of this publication.**

Register of complaints lodged with SAPS and currently under investigation:

Institution	Charge	Current Case Number	Current Status
University of Arabia Islamia	Illegal provision: BA Degree	CAS 755/08/12	Under Investigation Capt. DPJ De Jager 012 353 4000 / 011 696 9 000
MBA Training Company	Use of word "MBA"	CAS 218/8/2012 CAS 454/8/2012 (25/04/13)	Under Investigation W/O Masalesa 074 491 4542 Sergeant P Pillay 031 267 7359
Style Design College of South Africa (Pty) Ltd	Offering unregistered programmes	CAS 392/08/2012	Owner fled the country, the case has stalled.
Crane International Academy (Pty) Ltd	Unregistered institution	CAS 920/1/2013	Under Investigation Constable RQ Mabunda 013 655 5000
South African University of Excellence	Unregistered institution	Awaiting Case Number	Under Investigation
Qualitas Career Academy	Unregistered institution	Awaiting Case Number	Under Investigation
Hebraic Teaching Roots Institute	Unregistered institution	CAS 169/2/2013	Under Investigation W/O RM Mphwapheth 013 759 1248.
South African Institute for Management (SAIM)	Unregistered institution	CAS 855/5/2013	Under Investigation W/O C Van Niekerk 011 497 7377
South African University of Excellence	Unregistered institution	CAS 176/08/2014 CAS 136/08/2013	Under Investigation W/O TPG Botha 013 750 0888
DUNAMIS (New World Mission International University)	Unregistered institution	CAS 131/11/2014	Under Investigation W/O E Kane 049 844 6500
Johannesburg City College	Offering unregistered higher education programmes.	CAS 601/3/2015	Under Investigation Sergeant MC Ramputla 011 488 6511/ 083 685 7932
Hebron Theological College	Licensing of the Back to Bible College	CAS 152/4/2015	Under Investigation ME E Kgomo 011 969 4880 / 011 968 9056
Unlock Development Centre (Pty) Ltd	Purporting to offer the following programmes: a) Doctor of Philosophy in Biblical Ethics and Standards b) Financial Intelligence and Entrepreneurship Bachelor's Degree Program Diploma in Personal Development c) Bachelors in Practical Ministry d) Diploma in Ministry in Christian Life Skills	CAS 498/7/2015 – Pretoria North	Under Investigation W/O SS Maake 012 353 5666 / 012 353 5689 Commander of Detectives 012 353 5652 Station Commander 012 353 5601
Brand School	Purporting to offer the Professional Diploma in Digital Marketing	CAS 398/8/2016	Under Investigation 011 722 4200
WW.IT IQ Academy Training and Solutions (Pty) Ltd	False claims on the provision of higher education.	CAS 53/09/2016	Under Investigation Constable LQ Sepogane 012 819 8200
South African Institute for Cranial Studies	Purporting to offer the Diploma in Cranial Sacral Therapy	CAS 165/09/2016	Under Investigation Constable KF Masia 011 449 9000
Umdali Institute	Diplomas and Degrees on behalf of Therapon University	CAS 733/09/2016	Under Investigation Sergeant MA Esterhuizen 011 871 5000
Astrotech	Unlawful offering of the Masters in Business Administration (MBA)	CAS 956/09/2016	Under Investigation Serg AN Mulondo 011 4886511
Back to the Bible Training College	Offering Degrees on behalf of Team Impact Christian University	CAS 54/12/2016	Under Investigation
Synergetica	Offering unregistered degrees *Bachelor Degree in Counselling *Postgraduate Studies in Medical	Awaiting Case Number	Under Investigation
International Institute for Tax and Finance (IITF) now trading under the Thomas Jefferson School of Law	Unregistered institution	CAS 715/2/2013	Under Investigation W/O RM Mphwapheth 011 699 1300 013 759 1248

In a vigilant responsibility to protect the Higher Education and Training interests of the public: The table above lists the investigative status of no fewer than 21 cases which have been opened in response to complaints brought by the DHET and registered with the South African Police Services, against private higher education institutions and colleges.

Bridging the skills and employability gap

TUMELO MOROBE *Public Relations Officer*

The Skills challenge is not an issue unique to South Africa but rather a worldwide phenomenon. The challenge affects a number of sectors. As a result it requires a holistic response to find lasting solutions both in South Africa and internationally.

Capricorn TVET College in conjunction with the British Council recently hosted a Skills and Employability Conference. With the

theme "Skills and Employability: Co-creating quality and excellence in skills provision", the conference was held at the College's central office in Polokwane, Limpopo Province. The conference was aimed at bringing together stakeholders representing different sectors in order to tackle the skills and employability gap in South Africa. More than 150 delegates representing the



At the Conference were from back row left Mr Mike Dirane, Ms Rumbi Mapani, Mr David Modiba, Ms Tebogale Mogale and Mr Ken Duncan. In front were Principal Khorombi Madzhie, Tshifhiwa Modiba, Mayoral Committee Member Elizabeth Kgatla, and College manager Allen Riba

business sector, NGO's, SETAs, government departments and public TVET colleges attended the event. Discussions focussed upon common issues facing the youth in the Province and the country at large.

Skills and Employability is a programme that was developed through collaborative discussions between the United Kingdom and South Africa as a direct response to skills challenges in both countries. The programme facilitates international links, encourages strategic partnerships as well as promoting policy level dialogues.

In its efforts to strengthen international relationships, the British Council established International Skills Partnerships (ISPs) between United Kingdom Further Education Colleges and South African Technical and Vocational Education and Training Colleges. "By sharing best practice and engagement with industry, these partnerships have a chance to transform technical training institutes into effective and efficient centres that can meet critical skills shortages and respond to labour market needs" said Ms



Addressing the Conference was Ms Rumbi Mapani, Projects Manager: Education and Society, for the British Council South Africa

Rumbidzai Mapani, British Council project manager.

Swiss-South African Co-operation Initiative (SSACI) CEO Mr Ken Duncan intimated that "Real workplace experience is essential to college students because there are important differences between the world of the training institution and the world of real work for which students are supposedly being prepared". Ms Tshifhiwa Modiba, Deputy Chairperson of Council at Capricorn TVET College, said "TVET Colleges should be marketed as institutions of first choice leading to attractive career options for the majority of learners in our country".

College lauded by Parliamentary Portfolio Committee on Higher Education for good work

TUMELO MOROBE *Public Relations Officer*

Editor's Note: A feature of South African democracy is its institutionalised systems of public accountability. The National Assembly Portfolio Committee on Higher Education and Training holds responsibility for public accountability in this Ministry and as such may, inter alia, conduct oversight visits of TVET Colleges as and when it deems it appropriate.

On the 27th March, the Parliamentary Portfolio Committee on Higher Education conducted an oversight visit to Capricorn TVET College's Seshogo Campus. Led by the Honourable Cornelia September, the Committee sought through the hearing, to assess the status of the College and its operations.

The hearing started with a site visit to the College's workshops, classes as well as the laboratories. The *in loco* visits were followed by presentations made by the Students

Representative Council (SRC), trade union representatives, management and College Council. They spoke to the College's plans, successes and challenges.

CEO and Principal, Mr Khorombi Madzhie, indicated that there were plans afoot to improve and expand the College infrastructure. This had become necessary in order to cater for a high number of prospective students that at present cannot be admitted to the College as a result of a lack of facilities and permanent staff.



Ms Cornelia September, Chairperson of the Parliamentary Portfolio Committee on Higher Education addresses the hearing at Capricorn TVET College



Portfolio Committee Members take an interest in the Renewable Energy training offered by the College

Committee Member Mr Charles Kekana noted, "I want to congratulate the management of this College for the good work being done despite inadequate funding. I am impressed by the workshops that we were taken through. Keep up the good work". Council chairperson, Dr Walter Tshamano, assured the Committee that the College boasts a good management team. He added that good management oversight

ensures that "the public resources allocated to the College are used prudently".

Committee Chairperson Ms Cornelia September closed the hearing, encouraging all stakeholders to work together. "Have conversations about the issues affecting the College. Challenges are everywhere and they might look huge, however working together as a unit we can overcome them", she added.

DHET ENDORSED CAMPAIGNS

Editor's Note: The Department of Higher Education and Training was established in 2009. On 1 April 2015, the administration of TVET Colleges formally migrated from being a provincial competency to being a national competency.

In anticipation of assuming responsibility for Technical and Vocational Education and Training, the Department of Higher Education and Training has initiated a number of interventions aimed at placing the Post-School Education and Training system in general and Technical and Vocational Education and Training in particular, on a sound footing in order to build a world-class national system.

Two such initiatives are the Labour Market Intelligence Partnership (LMIP) and the HEAIDS campaign. The HEAIDS programme is doubtless well-known in all TVET Colleges as they participate in its various programmes. The LMIP is perhaps less familiar to many, as it largely focuses on research initiatives that have the overall intention of assisting TVET Colleges towards becoming more responsive to the skills needs and priorities of the economy. Since the March 2016 edition of TVET College Times, we have consistently published reports from both initiatives and continue to do so in 2017. Both initiatives are crucially important and central to building the TVET College system.

Readers are encouraged to engage with the authors of these items should they wish to comment or seek further clarity.

HEAIDS campaign: Seventh year and approximately half a million students tested and screened

NALENE DE KLERK

Hundreds of students were recently tested for HIV and screened for sexually transmitted infections (STIs) and Tuberculosis (TB) at the Nelson Mandela Metropolitan University during the promotion of the 2017 First Things First campaign.

Now in its seventh year, First Things First has tested nearly 500 000 students for HIV and screened a similar number for TB and STIs. Speaking at the launch event, Deputy Minister of Higher Education and Training, Mr Mduzuzi Manana welcomed the initiative. "The higher education and training sector is in a unique position to decrease the number of new HIV infections, and to create champions that promote awareness about the pandemic," said the Deputy Minister. "The First Things First programme has been

extremely effective in this regard. I am pleased to be launching another year of this innovative programme in the Eastern Cape."

First Things First is an initiative of the Higher Education and Training HIV/AIDS Programme (HEAIDS), mandated by the Department of Higher Education and Training (DHET). In addition to HIV testing and STI screening, the programme brings counselling and HIV-prevention education directly to students on campuses. "In 2016 we provided HIV testing and counselling to more than 160 000 students in universities and TVET colleges," said Dr Ramneek Ahluwalia, Director of HEAIDS. "We also distributed over 15 million male and female condoms. Our goal is to reach all two million young people in higher



Deputy Minister Manana, centre right, and Dr Ramneek Ahluwalia Director of HEAIDS, to his right, with counsellors and students interacting at the First Things First Promotion

education institutions and to help create an HIV-free generation," he continued.

First Things First has proved to be extremely effective. A study by the Human Sciences Research Council (HSRC) has found that the campaign is "a relevant, impactful, efficient, effective and sustainable intervention" and that it has become "central to the efforts to mitigate the spread of HIV and AIDS, encouraging young people to test and know their HIV status." However, a study of TVET colleges in 2014 found that more than a quarter of students surveyed only used condoms if requested to do so by their sexual partners. More than a third of students felt that they could not ask their partners to get tested for STIs without being accused of infidelity. Given that women aged 15 to 24 are nearly twice as likely to become infected with HIV when compared with any other age and gender grouping, changing norms around testing is vital to reducing the spread of the pandemic.

In addition to HIV, STI and TB services, First Things First offers

screening, treatment and support for a wide range of general health issues including hypertension, diabetes, cardiovascular health and cancer. The programme also provides family planning, dual contraception, reproductive and maternal health services to students in need.

"A holistic approach to HIV prevention is simply more effective than addressing any single factor," said Dr Ahluwalia, "The HSRC impact study has shown that the integration of general health services with HIV testing has strengthened the relevance of the entire programme," he added.

"The First Things First programme reminds us that we each have one responsibility above all others, namely, to look after ourselves," said Deputy Minister Manana. "The future prosperity of our country depends on the students in our higher education institutions. They are our future leaders. It is critical that we equip them with the knowledge and skills to remain HIV negative and healthy," concluded the Deputy Minister.

For further information on the HSRC report, visit the following links:

<http://www.hsrc.ac.za/uploads/pageNews/262/43227%20KAB%20Full%20Report.pdf> South African National HIV Prevalence, Incidence and Behaviour Survey, 2012, Human Sciences Research Council <http://www.hsrc.ac.za/uploads/pageContent/4565/SABSSM%20IV%20LEO%20final.pdf>


HIGHER EDUCATION AND TRAINING

across South Africa's public higher education institutions (HEIs) and Technical and Vocational Education and Training (TVET) Colleges.

It is a programme of the Department of Higher Education and Training that is undertaken by Universities South Africa (USAf), the representative body of the 26 HEIs (formerly known as HESA), in partnership with South African College Principals Organisation (SACPO), the representative body of 50 public TVET Colleges.

As part of an increasingly comprehensive HIV / TB / STI mitigation programme in the higher education and training sector, HEAIDS implements the following projects in partnership with a range of public and private sector role players:

- First Things First HIV/TB/STI General Health & Wellness programme
- Men's Health and Empowerment programme
- Women's Health and Empowerment programme
- Alcohol and Drug Abuse Prevention programme
- MSM and LGBTI programme
- Academic Capacity Development programme
- Future Beats Youth Development and HIV prevention through campus radio and social media.

Public-private partnerships: building capabilities across the skills development system

GLEND A KRUSS, IL-HAAM PETERSEN, SAMUEL FONGWA, AZINGA TELE, JENNIFER RUST

Research undertaken by the Human Sciences Research Council as part of the Labour Market Intelligence Partnership

How do public-private partnerships work in practice across the TVET system? The lack of data on college partnerships presents a challenge to answering this question.

A recent study drew on TVET Times articles from 2007 to June 2016, to identify how TVET colleges describe their current partnership practices. Such analysis can highlight key areas for colleges to focus on, in promoting partnerships more widely across the system.

Colleges can achieve crucial goals through public-private partnerships with firms: build college capabilities, improve responsiveness, and secure workplace based learning opportunities. While the practices of colleges vary, with some hosting strong interactive PPPs to mutual benefit and others with few or weak linkages to report, three kinds of collaboration were evident: partnerships around funding, curriculum development and practical training.

Training exchange partnerships

The most frequent type of partnerships reported in the TVET Times, 49%, were training exchanges. Yet, formal and structured joint training through learnerships and apprenticeships did not appear as frequently as we might expect.

Most commonly reported are workplace experience programmes, and skills training. Companies may send their employees to the college, or through the provision of tailor made industry training courses, or training may be provided for students in the firm. Very few industry partners have signed formal memorandums of understanding with colleges to provide opportunities for student placement during their training or after graduation.

SETA involvement was highlighted in only 18 cases, mainly taking the form of training exchanges. Collaborations with SETAs have been utilised for funding of learnerships and apprenticeships, and joint programmes to offer tailor-made courses for industry.

The fact that few of the partnerships involved student placement in firms is a major concern, if it is an accurate reflection of college practice.

It suggests that little progress has been made since 2008 when the National Plan for Further Education and Training noted that "only a small percentage of the existing partnerships involve

student placement in companies". Other potential gaps that require attention include the lack of PPPs that involve private sector actors in college governance and joint programmes.

Partnerships to build college capacity

There are a number of partnerships with international TVET colleges, higher education institutions and NGOs.

These are used to build college capacity, primarily through student and staff exchange programmes, which share teaching practices and learning experiences, and are typically funded by international funders and governments.

A small percentage, 20% of all the partnerships involve a financial exchange, in the form of industry donations of infrastructure or equipment to colleges, or sponsorships of individual students, in the form of bursary schemes. Donations of equipment may also involve learning between colleges and industry.

Industry Expos are typically held in TVET colleges to help colleges keep pace with the latest technology advancements in a sector. Through these expos, industry partners get to showcase what they have to offer for graduates, while graduates and students also get a chance to interact with prospective employers.

Another emerging new local partnership mechanism is a training academy, funded by an industry to promote technological capabilities. The National Tooling Initiative (NTI) for instance, is an initiative that has, as a national objective, the rehabilitation of the South African Tool, Die and Mould Making (TDM) industry. The initiative acts as a strategic growth stimulator for manufacturing and technical skills development. The NTI has been developed as a national, multi-stakeholder network, and structured as a PPP, working with the Department of Trade and Industry, and the Tooling Industry.

Colleges can achieve crucial goals through public-private partnerships with firms

Collaborations with SETAs have been utilised for funding of learnerships and apprenticeships, and joint programmes to offer tailor-made courses for industry.

Expanding the potential impact of PPPs

While the evidence from the TVET Times articles cannot present a comprehensive depiction of all the PPPs in the TVET sector, it does present evidence to highlight key areas that colleges can focus on building to achieve greater impact.

The reported PPPs mostly involved only two actors – a direct link between a college and one other partner, most typically, industry (27 instances) or international TVET institutions (10

instances). This means these partnerships have a limited reach and potential impact across a sector or the system.

There are only a few PPPs with three partners, more likely to involve a college with industry, and public sector (11) or SETAs (8). Colleges need to grow networks with other colleges, firms in an industry and the public sector that can address skills needs in a co-ordinated manner.

There are very few partnerships reported between two TVET colleges at the local level, or with local higher education institutions.

This is a sign of a fragmented post-school education and training system with little active collaboration to wider benefit. Where partnerships between PSET organisations do exist, they focus on curriculum articulation, given that progression across the PSET system is a major policy concern. A concern is that only two instances of joint programmes are reported, and none with industry actors or SETAs. Colleges need to engage more in joint programmes.

Arguably, the formation of PPPs can lead to more opportunities for the colleges to build their capabilities and improve their responsiveness. However, this does not happen automatically. Engaging in partnerships can be costly and even risky for TVET colleges, considering the low levels of capabilities in the sector, and the multiple demands placed on them.

The colleges need to develop their interactive capabilities; capabilities to build on and exploit their competences and develop appropriate strategies and mechanisms for external engagement. Colleges must motivate staff to actively engage with partners and integrate the knowledge gained, into their teaching.

Findings from the report, Synthetic Analysis on the Skills Development and Economic Responsiveness Role of Education and Training Institutions in South Africa: Towards an Integrated Public-Private Partnership Strategy for Skills Development in the TVET College System by Glenda Kruss, Il-haam Petersen, Samuel Fongwa, Azinga Tele, Jennifer Rust.

While the evidence from the TVET Times articles cannot present a comprehensive depiction of all the PPPs in the TVET sector, it does present evidence to highlight key areas that colleges can focus on building to achieve greater impact.

The Human Resource Development Council of SA adopts a revised national Human Resource Development Strategy

BRENDA NTOMBELA

On behalf of the Secretariat of the Human Resource Development Council of SA

On 30 March it was announced at its 17th sitting, that the Human Resource Development Council (HRDC) had adopted a revised Human Resource Development Strategy for SA. The meeting was convened at Midrand, Johannesburg, Gauteng Province.

The Council, chaired by Deputy President Cyril Ramaphosa, has recommended that the adopted strategy be presented to Cabinet for approval. The revised strategy sets forth clear roles for government, labour and business towards the development of skills that will match the needs of the economy and society. The revised strategy also determines clear monitoring and evaluation processes.

Following a call made in 2016 by Deputy President Ramaphosa, that industry adopts TVET Colleges, Council members have undertaken to adopt the colleges individually. The objective of the exercise is to offer support and mentorship that will realistically enhance the functioning of the institutions. It is anticipated that Council member involvement in TVET colleges will lead to additional support in the form of infrastructure and resources. The aim is as always, to ensure the successful delivery of programmes in the colleges.

The HRDC is a multi-stakeholder body that creates an enabling, co-ordinated and integrated environment focused on improving the human resource development base and the skills of South Africans. Requests for further information on the revised strategy can be directed to the author, Brenda Ntombela, on Email: Ntombela.B@dhet.gov.za



TVET College Times presents the fourth part in a series of edited extracts from the African Union (AU) strategy for Technical and Vocational Education and Training. In this section we review past strategies and work plans in relation to the new strategy. In September we will publish a further extract from the strategy.

Continental strategy for Technical and Vocational Education and Training (TVET)

A review of past strategies

In its Plan of Action for the Second Decade of Education for Africa (2006-2015), the AU recognised the importance of TVET as a support mechanism for economic growth. It also recognised TVET as a means of empowering people to establish sustainable livelihoods.

The Second Decade of Education for Africa ran from 2006 to 2015. It stipulated as its goal, a re-think of the educational systems of Member States of the African Union. The intended outcome was that young people will receive compulsory basic education aimed at equipping them with essential general skills; appropriate qualifications and attitudes; a continuing education culture; and a spirit of entrepreneurship. With these attributes as foundation, it sought to prepare youth so that they can adapt to a constantly evolving world of work. The Plan of Action stated that in order to meet labour market demands, quality TVET should be designed and delivered by provider institutions in close collaboration with potential employers.

The aim was further, not only to change the behaviour of parents, teachers and the public vis-à-vis TVET; but also to promote the sector as an essential component of the education system. It envisioned a system that through specialised technical training, the focus would be on preparing students for entry into all labour levels.

The Plan of Action foresaw a reliable TVET programme based on the following points of departure:

- i. Sound general education;
- ii. Reliable basic general and technical education, notably including communication programmes, entrepreneurship and practical life skills;
- iii. Specialised technical training. Given that many young people are not in the formal school system, non-integrated institutional learning consisting of literacy and TVET programmes, especially for girls and women should promote the well-being of communities across Africa. TVET is also considered as offering a framework for the preservation, promotion and development of knowledge as well as cultural and artistic expression.

The Plan of Action held that TVET should be a high priority investment sector during the Second Decade of Education in Africa. The following priority areas were highlighted to this end:

- i. Equitable access to TVET for all;
- ii. Quality and relevance of TVET systems and programmes. Increased private sector involvement and funding;

- iii. Increased resources for TVET in order to acquire modern equipment and facilities;
- iv. Integration of TVET in literacy and non-formal education for vulnerable groups and reconstruction in post-conflict situations;
- v. Capacity building that enhances the mobilisation of TVET teachers.

Unfortunately TVET has not been adequately applied in many African countries. In cases where such programmes exist, they do not take sufficient advantage of modern technological facilities.

A strategy was developed in 2007 to stimulate this process and make it more efficient. However, although the 2007 strategy was generally accepted by policy makers and key stakeholders, there has been little progress in its implementation.

This lack of concrete action at national levels was attributed mainly to financial and human resource constraints. It could further be attributed to limited or insufficient political commitment for action, based on a clearly defined national or regional plan that can become law. However, a number of partners and AU Member States were inspired by the 2007 Strategy to introduce national and regional TVET activities. The African Union Commission too, implemented TVET programmes in countries in post-conflict situation such as Liberia, Congo Brazzaville and Burundi, with mixed results.

Need for a New TVET Strategy

Since the formulation of the 2007 strategy, new developments, perspectives and approaches to TVET as a means of addressing the critical issue of youth unemployment have emerged.

The review of the 2007 Strategy identified the need to align it with current global trends and define a set of indicators for monitoring progress.

The revised strategy takes account of concrete recommendations to address policy issues, challenges and gaps that often interfere with the implementation of many initiatives and programmes for skills development on the continent.

This new continental strategy therefore examines more thoroughly the possibilities of TVET as a response to facilitate the promotion of national development; social cohesion; political stability; poverty mitigation and regional integration. It draws on recent regional and international initiatives aimed at promoting TVET to foster youth employment.

INVITATION



8th PAN AFRICAN TVET COLLEGES CONFERENCE

26 & 27 October 2017



Conference Theme:

*“Transfer of Learning through Work Integrated Learning”
- Exploring models in Practice*

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Cape Town, South Africa



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New corporate-sponsored Electrical Engineering Training Centre, sets a practice standard for industry

MATAU MANYE *Marketing Manager*

In its quest to impact the lives of young people in disadvantaged communities, Schneider Electric has recently officially opened their well-equipped electrical engineering workshop in the Sebokeng Campus, of Sedibeng TVET College, in Gauteng Province.

"The sole purpose of this partnership is to strongly improve the quality of student training and give them more practical skills. This will ultimately improve their quality of life and assist academic performance", said Professor Alexandre Sabastiani, Director of French South African Schneider Electric Education Centre. Schneider Electric has a total of 100 training centres deployed all over the planet. Through these it impacts approximately 100 000 students every year. The company has 1 000 trainers, operates in 18 countries and has involved 19 French companies in its initiatives. Professor Sebastiani indicated that their vision is to promote education through partnership, but mostly to facilitate access to education for the underprivileged.

These partnerships with TVET Colleges will further address the issue of scarce skills in the country. It is a known fact that South Africa has a



Prof Alexandre Sebastiani officially opens the Electrical Workshop

shortage of artisans. Though this partnership, which might seem like a small drop in the ocean, it remains a step in the right direction towards alleviating the shortage. Corporate South Africa should follow suit. It should start forming powerful relationships with as many TVET Colleges as possible. This would give hope to the less advantaged. For Schneider Electric as an international company to have invested its resources in Sedibeng TVET College, it has shown their commitment to being responsible global corporate citizens. It also shows how committed the company is to making a difference in South Africa.

It is common practice for corporate South Africa to form these types of partnerships with Universities and Universities of Technology.

However, these are not yet fully accessible to the less advantaged students. But Schneider Electric has shown that TVET Colleges are a force to be reckoned with. They deserve the same privileges as their counterparts in the education sector. This is not to say that they both offer the same level of education. But in terms of standards, and what is needed in the country, TVET colleges are a worthy investment. They are the future of this country. This is the challenge. Give the TVET Colleges a chance to improve on their offerings. This will enable them to provide corporates with what they need in their companies. There is no doubt that a state-of-the-art workshop, sponsored by a big company, in mechanical engineering, electrical engineering IT and so forth, will bear great fruits for all involved.

Better equipped workshops will enable students to be employable. This in turn saves the employer the time to constantly train students. Whenever they qualify to become engineers, they would have been exposed to the appropriate machines while they were studying. This could also form part of the company's corporate social investment. Thus it becomes a win-win situation for everyone involved in the process. The company will get employees that have been trained with their own state of the art machinery.

First cohort of college lecturers take on new postgraduate diploma in TVET

PROF JOY PAPIER

Director of the Institute for Post-School Studies, University of the Western Cape

The first rollout of the new Post-graduate Diploma: TVET, which is an accredited qualification designed specifically for TVET College lecturers under the Policy on Professional Qualifications for TVET College Lecturers (2012), got under way with 15 enthusiastic students at the University of the Western Cape (UWC) on 3 April. The Institute for Post-School Studies (IPSS) in the Faculty of Education at UWC started work on this honours-level qualification about three years ago. This was shortly after the new policy was published. Faculty are thrilled that all the hard work has finally come to fruition with the first intake of students.

Fifteen College lecturers, who were afforded bursaries for fees and learning materials by the MerSETA, attended the induction 'block week' from 3-7 April at the UWC campus in Bellville. Five of these students

travelled from other provinces to spend the week in residence in Cape Town and attend classes. Over the course of the week they were introduced to the programme structure, and to the various support systems like the library, the ICT centre, academic writing, finding journal articles and more.

The sessions were facilitated by IPSS lecturers Tim McBride and Nigel Prinsloo.

The course has eight modules which will be completed over two years. This will be achieved through a combination of blended learning and contact seminars which will be held over one week per semester. Each student signs up with the Ikamva platform at UWC. This platform houses all the course materials and includes the assessments that become accessible as the modules progress. Students have secure access to the learning



Pioneering the Post-graduate Diploma in TVET are from left back lecturer of the IPSS Nigel Prinsloo, Ms Fukeera of False Bay TVET College, Mr Yekani Buffalo City TVET College, Timothy McBride Lecturer of the IPSS and Ms Brown College of Cape Town for TVET. In the centre row are Mr Matiwane Buffalo City TVET College, Mr Mali and Ms Gabier of False Bay TVET College, Ms Achmat College of Cape Town for TVET, Ms Nash Buffalo City TVET College and Mr Swapi College of Cape Town for TVET. In the front row are Mr Abakah Mopani South East TVET College, Ms Pretorius Northlink TVET College, and Ms Dyosiba Buffalo City TVET College, and from College of Cape Town for TVET Mr Cronje, Ms Guntu and Mr Chiripanyanga

site. This allows for engagement with lecturers and peers through chat groups, podcasts, slides, and recorded lectures. The college lecturers said that they were excited to be the first 'pioneering' group for the new qualification, adding that they were somewhat anxious about being 'postgraduate' students and the high expectations that this demands of them.

After five days of intense activity

and a wonderful academic 'buzz', our new recruits are now on their way. They will be working hard over the course of the next two years.

We wish them every success on their learning journey, and hope that they will be an inspiration to their own students and to their colleagues.

Above is a historic group photo of the first cohort. Watch this space for the graduation picture!

Join the next Post-graduate Diploma TVET class NOW to start in 2018

We are recruiting a new cohort of the Post-graduate Diploma TVET to start in the first semester of 2018. Prospective applicants are welcome to apply online on the University of the Western Cape website. Prospective applicants should already have achieved the following:

- A three-year undergraduate qualification which includes adequate study of either Maths or Language;
- A national teaching qualification at Level 7 which includes preparation for teaching Maths or Language; and,
- Currently teaching Maths or Language at a TVET College with at least three-years of teaching experience in these fields. Applicants must email a scanned letter on a college letterhead from the college principal verifying their teaching experience (in Maths or Language), and that they are currently teaching in either of these subjects.

Note that applicants outside the Western Cape should be prepared to attend a five day 'block week' in Cape Town at the start of each semester over the two-year period of the programme.

LIMITED BURSARIES ARE AVAILABLE TO SUCCESSFUL APPLICANTS FOR THE 2018 INTAKE.
Closing Date for Applications is 31 August 2017. Email jennymartin@uwc.ac.za for further information.



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FACT SHEET ON “NEETs”

NEETs are Persons who are Not in Employment, Education or Training

Editor’s Note: The term NEET, used in a 1999 UK report produced by the Social Exclusion Unit (then a unit in the Office of the Deputy Prime Minister), has gained international currency. In South Africa, the term is used to define a significant focus group of the Department of Higher Education and Training. The Department has recently (February 2017) published a Fact Sheet on NEETs. The report is available on the website www.dhet.gov.za. The publication may be used in part or as a whole, provided that the Department of Higher Education and Training is acknowledged as the source. The Department of Higher Education and Training cannot be held liable for any costs, loss or damage that may arise as a result of any misuse, misunderstanding or misinterpretation of the statistical content of the publication.

Enquiries related to the publication may be emailed to: Email: khuluvhe.m@dhet.gov.za and netshifefhe.e@dhet.gov.za

The content of the publication is reproduced here.

1. BACKGROUND

The exceedingly high number of young people who are not in employment, education or training (NEET) is of grave concern, both nationally as well as internationally. The NEETs are considered to be disengaged from both work and education. As a result, information about NEETs is of interest to many countries world-wide due to the possible implications that being NEET may have on their future labour market opportunities and experiences. Information about the NEETs is also used by many countries to monitor the labour market and the social dynamics of young people.

According to the Organisation for Economic Co-operation and Development (OECD) (2015)¹, the state of NEETs in a country implies a stagnation or decline in human capital, which is particularly worrying if it affects low-educated youth with little or no work experience. The OECD adds that young people lack the financial cushion in the form of savings or benefit entitlements to cope with temporary spells of low income or unemployment. Periods out of employment or education can have negative long-term consequences by giving rise to potentially ‘scarring’ effects, i.e. by permanently reducing a young person’s future employment and earnings potential.

The NEETs are defined, internationally, as young people aged 15-24 years who are not employed and who are not in education or training. Since the Department of Higher Education and training (DHET) is responsible for the entire Post-School Education and Training (PSET) system comprising of all education and training provision for those who have completed school, those who did not complete their schooling, and those who never attended school, this fact sheet will focus on the analysis of the NEETs in the entire working age population² (15-64 years).

2. PURPOSE

The purpose of this fact sheet is to provide a brief analysis of NEETs in South Africa. The statistics in this fact sheet are based on the Quarterly Labour Force Survey conducted in April to June 2016 (Q2: 2016) by Statistics South Africa. The NEET rate has been calculated by dividing the number of persons in a given age group who are NEET, e.g. persons aged 15-24 years, by the total population of the same age group in a country, e.g. 15-24 year old population.

3. FINDINGS

Total number of NEETs increased from 2013 to 2016

Table 1 shows the number of persons who are NEETs and the associated NEET rates for the period 2013 to 2016.

As indicated in Table 1 approximately 15 million persons aged 15-64 years were NEET in South Africa in 2016. This figure translates to 40.3% of the number of the 15-64 year olds who are NEET. The number of NEETs fluctuated between 2013 and 2016. The NEETs grew by almost 700 000 persons from about 14.1 million persons in 2013 to 14.8 million persons in 2016

Period	Number of persons aged 15-64 years who are NEET, in thousand	Total number of persons aged 15-64 years, in thousands	NEET rate (%)
2013	14 056	34 712	40.5
2014	14 164	35 332	40.1
2015	14 093	35 955	39.2
2016	14 752	36 591	40.3

Table 1: Number and percentage of persons who are NEET, from 2013 to 2016

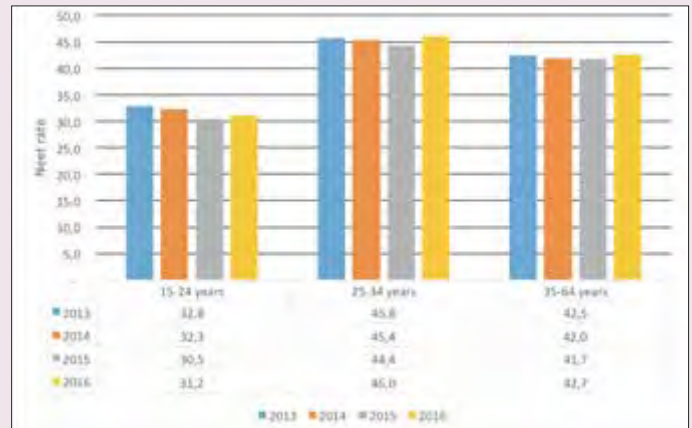


Figure 1: NEETs rates by age group, from 2013 to 2016

NEET rate higher amongst the youth aged 25-34 years

Figure 1 shows the NEET rate by age group from 2013 to 2016. The youth aged 25-34 years recorded the highest NEET rate when compared with the other age groups. In 2016, the NEET rate for the youth aged 25-34 years was 46.0%, followed by the adults aged 35-64 years with 42.7% and the youth aged 15-24 years with 31.2%. The NEET rates for the youth aged 15-24 years reported a declining trend from 2013 until 2015 and then increased slightly in 2016. Although the NEETs aged 25-34 years and 35-64 years also reflected a declining trend from 2013 until 2015, they recorded the highest NEET rates in 2016.

Total Number of NEETs over time

Figure 2 shows the number of persons who are NEETs by age group from 2013 to 2016.

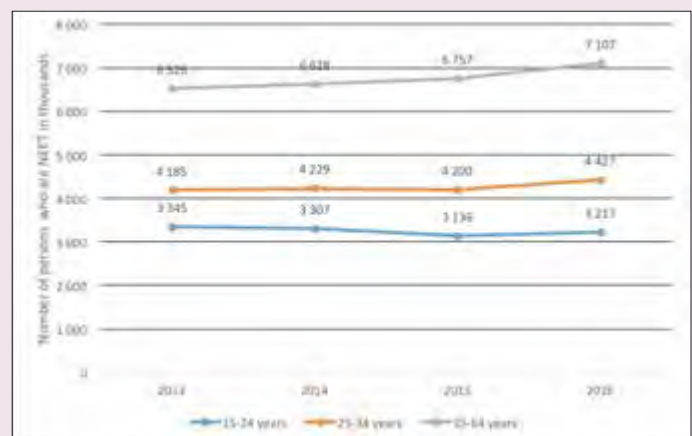


Figure 2: Trends in the number of NEETs by age group, from 2013 to 2016

Figure 2 shows that the highest number of NEETs was recorded among adults aged 35-64 years with 7.1 million persons, followed by persons aged 25-34 years with 4.4 million persons, while the youth category aged 15-24 years recorded 3.2 million persons in 2016. The number of NEETs for adults aged 35-64 years and youth aged 25-34 years increased by 581 000 and 242 000 persons respectively, from 2013 to 2016. On the contrary, the number of youth aged 15-24 years old who are NEET, dropped slightly by about 128 000 persons from 2013 to 2016. Figure 2 demonstrates that the prevalence of NEET is higher among older persons. This is probably because many persons aged 15-24 are beginning to take advantage of the opportunities available in education and training.

¹Carcillo, S. et al. (2015), “NEET Youth in the Aftermath of the crisis: Challenges and Policies”, OECD Social, Employment and Migration Working Papers, No. 164, OECD Publishing, Paris.²Definition obtained from Quarterly Labour Force Survey, Statistics South Africa. ³International Labour Organisation (2015). Global Employment Trends for Youth: Scaling up Investments in Decent Jobs for Youth. ⁴Degree includes the following: Persons who have completed a Bachelor’s degree and/or post graduate Diploma; and/or an Honour’s degree; and/or a Higher Degree (Masters/PHD). ⁵Other unemployed includes job leavers and other – last worked > 5 years ago. ⁶Reddy, V., Bhorat, H., Powell, M., Visser, M. and Arends, A., (2016) Skills Supply and Demand in South Africa, LMIP Publication, Human Sciences Research Council, Pretoria. ⁷Kraak, A. (2003). HRD and the skills crisis. In HRD Review. HSRC. ⁸Lauder, H., Brown, P., & Ashton, D. (2004). Globalisation, skills formation and the dilemmas of integrated policy: the case of South Africa. In Debating High-Skills and Joined-up Policy. HSRC Press.

Total Number of NEETs higher in Gauteng Province

Figure 3 shows the number of NEETs by province and age group in 2016.

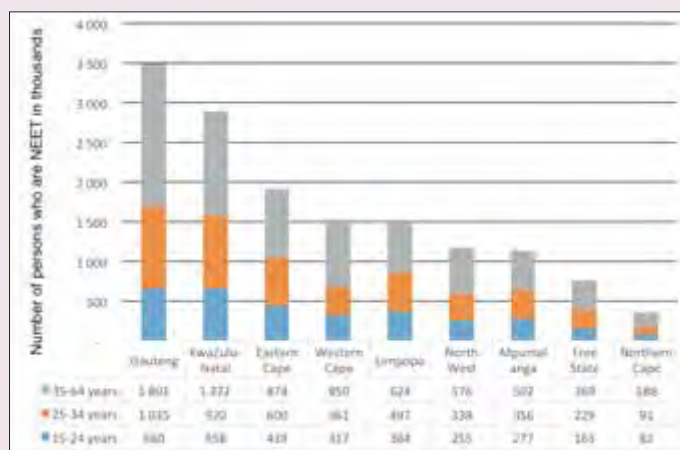


Figure 3: Number of NEETs by province and age group, 2016

In 2016, there were about 3.5 million persons and 2.9 million persons who were NEET in the Gauteng and KwaZulu-Natal Provinces respectively. Figure 3 above, shows that most of the NEETs in Gauteng were aged between 35-64 years (1.8 million persons); followed by those in the category 25-34 years (1.0 million persons). The high number of NEETs in Gauteng can be partly explained by the migration of people from the rural provinces to the urban provinces in search of a better life. Northern Cape Province recorded the least number of NEETs.

Total Number of NEETs higher for those with less than Grade 12 completed

Table 2 shows the number of NEETs by highest level of education in 2016. The highest number of NEETs were recorded among those whose highest level of education attainment was less than Grade 12 (6.6 million persons), followed by those with Grade 12 as their highest level of education (3.8 million persons) and those with primary or less with 2.6 million persons as indicated in Table 2 above. This shows that most of the NEETs are not equipped with the right education and skills. This is a worrying factor as it decreases their prospects of meaningful economic participation because they are not in school and thus not picking up skills that may give them both a better chance of finding a job as well as progressing up the career ladder (ILO, 2015)³. What is interesting to note is that of the 2.6 million persons whose education level is primary or less, most of them (1.8 million persons or 69.9%) were adults aged 35-64 years.

NEET rates higher for women

Table 3 shows the number of NEETs by highest level of education attainment and gender in 2016. The overall total shows that the NEET rates are significantly higher for women than men across all the age groups. The NEET rate of the women aged 15-24 years who have attained a degree was 31.7% whereas the NEET rate among the men in the same age group and educational level was 35.2%. The data shows that the gap in the NEET rates between men and women widens with age. One likely reason of the difference between the NEET rates of the men and the women is the traditional role-sharing among men and women where women will most likely be home-makers while men go to work.

Highest number of NEETs are homemakers

Table 4 shows the number of NEETs by reason and age group in 2016. Approximately 2.7 million persons who were NEET in 2016 were homemakers, followed by about 2.5 million persons who were discouraged jobseekers and about 2.2 million persons who were new entrants as shown in Table 4.

This shows that most of the NEETs were not economically active. Most of the NEETs aged 15-24 years were unemployed new entrants with about 1.0 million persons, followed by discouraged jobseekers with 662 thousand persons and homemakers with 486 thousand persons. Of the persons aged 25-34 years, most of the NEETs were discouraged jobseekers (941 thousand persons), followed by new entrants (907 thousand persons), homemakers (782 thousand persons) and job losers with 748 thousand persons. And lastly, the adults aged 35-64 years who were NEET were homemakers (about 1.5 million persons), followed by those who are too old/retired (about 1.3 million persons) and those who are inactive because of health reasons (about 1.2 million persons).

4. Conclusion

The analysis presented above shows that unemployment, and in particular youth unemployment, is a major challenge in South Africa. Close to half of the youth is not employed and not in education and training. This trend has been consistent from 2013 to 2016. It is worth noting that the greatest challenge facing South Africa at the moment is to respond to the twin challenges of

Education level	15-24 years	25-34 years	35-64 years	Total
	Thousand			
No schooling	38	61	600	699
Primary or less	351	438	1 833	2 622
Secondary education less than grade 12	1 499	2 313	2 829	6 641
Grade 12	1 145	1 292	1 352	3 789
Grade 12 with Certificate/Diploma	97	172	209	478
Degree ⁴	57	112	189	357
Other and Unspecified	31	40	94	165
Total	3 217	4 427	7 107	14 752

Table 2: Number of NEETs by highest level of education attainment, 2016

Education level	15-24 years		25-34 years		35-64 years	
	Men	Women	Men	Women	Men	Women
	NEET rates					
No schooling	75.5	78.3	56.3	81.6	57.8	74.6
Primary or less	30.9	36.9	46.1	73.2	48.0	64.7
Secondary education less than grade 12	22.3	27.1	46.4	65.1	40.1	56.5
Grade 12	40.4	44.1	32.9	46.4	25.7	41.1
Grade 12 with Certificate/Diploma	42.0	60.2	23.0	29.9	15.9	20.2
Degree	35.2	31.7	18.3	18.7	9.7	19.0
Other and Unspecified	41.1	38.2	27.3	52.4	40.8	49.6
Total	28.8	33.7	38.9	53.3	34.7	50.0

Table 3: NEETs rates by highest level of education attainment and gender, 2016

Reason	15-24 years	25-34 years	35-64 years	Total
	Thousand			
Job losers	254	748	765	1 767
New entrants	1 010	907	323	2 240
Re-entrants	54	126	118	298
Other unemployed ⁵	56	393	777	1 226
Home-makers	486	782	1 480	2 748
Health reasons	126	272	1 218	1 617
Too young/old/retired	51	4	1 289	1 344
Discouraged job-seekers	662	941	875	2 478
Other not economically active	518	255	260	1 034
Total	3 217	4 427	7 107	14 752

Table 4: NEETs by reason and age group, 2016

participating in a globally competitive environment which requires a high skills base and a local context that creates low-wage jobs to absorb the large numbers of people who are unemployed or in vulnerable jobs⁶. The economy should start moving up the value chain by first strengthening low value-added production in the labour-intensive industries in order to absorb the growing levels of people, particularly young people, as first time labour market entrants; then move to mass production of the products for the export market which cater for the intermediate skills segment of the economy; and finally move towards deepening export production of this production in the direction of higher value-added products which make use of the high skills spectrum of the economy. Singapore has been cited in the international literature as one of the countries that has become more globally competitive through the application of greater knowledge intensity in production and a shift to a greater export-oriented manufacturing and high-skills services provision⁷. In South Africa, this will require significant changes to both industrial policy and the development pathways being pursued by the country.

A "joined-up policy" which requires educational reforms to interlock with macroeconomic, industrial and labour market reforms, so that their combined impact has a better chance of meeting the new conditions for global competitiveness, must be strengthened. This will require policy makers to pay attention to the demand side of the skills equation as the silo policy to education and training is unlikely to have a significant impact on macroeconomic performance⁸. The biggest challenge facing the South African skills system at the moment is that there continues to be poor alignment of systems. This refers to the linkages between post-school education and training systems, sector education and training authorities, and employers; which makes it difficult to tackle the skills mismatch problem. To succeed in contributing to growth, it must be recognised that successful reforms in one institutional sphere is conditional on parallel changes occurring in others. The key institutional spheres being the education system, the labour market and the economy.



College Name	Principal	Telephone	GIS Longitude	GIS Latitude	Websites for contact
EASTERN CAPE					
Buffalo City TVET College	Mr Peter Hing (Acting)	043 704 9218/777 5453	27,89925	-32,99622	www.bccollege.co.za
Eastcape Midlands TVET College	Mr Charl van Heerden	041 995 2000	25,41401	-33,7898	www.emcol.co.za
Ikhala TVET College	Mr N (Ntozeliwe) Tom	047 873 8843	26,967009	-31,909785	www.ikhalacollege.co.za
Ingwe TVET College	Mr B Nkonyane (Acting)	039 255 1415/1204	28,993766	-30,899758	www.ingwecollege.edu.za
King Hintsas TVET College	Ms Noluthando Balfour	047 401 6400	28,173981	-32,327206	www.kinghintsacollege.edu.za
King Sabata Dalindyebo TVET College	Mr CZ Ndodana	047 505 1000/1/2	28,79726	-31,59508	www.ksdcollege.edu.za
Lovedale TVET College	Mr L Ngubelanga	043 642 1331/604 0700	27,388953	-32,872	www.lovedalecollege.co.za
Port Elizabeth TVET College	Mr Khaye Matiso	041 509 6000	25,61098	-33,96098	www.pecollege.edu.za
FREE STATE					
Flavius Mareka TVET College	Mr TS (Thabo) Letho	016 976 0815/0829	27,84178	-26,82456	www.flaviusmareka.net
Goldfields TVET College	Mr FF Mahlangu	057 910 6000	26,775073	-27,983566	www.goldfieldsfset.edu.za
Maluti TVET College	Mr VE Mabena	058 713 3048/6100	28,800244	-28,52702	www.malutifet.org.za
Motheo TVET College	Ms MD Phutsi	051 406 9300/1	26,221243	-29,123384	www.motheotvet.co.za
GAUTENG					
Central Johannesburg TVET College	Mr DJ April	011 484 2738/351 6000	28,04902	-26,1749	www.cjcc.co.za
Ekurhuleni East TVET College	Ms H (Happy) Sibande	011 736 4400/730 6600	28,40908	-26,28894	www.eec.edu.za
Ekurhuleni West TVET College	Ms H M Ntlatleng	011 323 1600	28,40556833	-26,28864167	www.ewc.edu.za
Sedibeng TVET College	Dr AE (Abe) Mashele	016 422 6645	27,67743	-26,186935	www.sedcol.co.za
South West Gauteng TVET College	Mr DL (Dan) Nkosi	086 176 8849	27,93093	-26,67825333	www.swgc.co.za
Tshwane North TVET College	Ms Thembi Tsibogo	012 401 1950	27,87456333	-26,21410667	www.tnc4fet.co.za
Tshwane South TVET College	Mr J (Joseph) Chiloane	012 401 5000/6/73	28,18225667	-25,75030667	www.tsc.edu.za
Western TVET College	Mr LSD (Louis) Coetzer	011 692 4004	26,101455	-27,423622	www.westcol.co.za
KWAZULU-NATAL					
Coastal TVET College	Mr SB (Sbhanana) Ndlovu	031 905 7000	30,013321	-30,512409	www.coastalkzn.cao.za
Elangeni TVET College	Ms TJ Aryetey	031 716 6700	30,869651	-29,823295	www.efet.co.za
Esayidi TVET College	Mr CJ De Koker (Acting)	039 684 0110	30,441208	-30,271051	www.esayidifet.co.za
Majuba TVET College	Mr S (Sanele) Mlotshwa	034 326 4888	27,45537	-29,56385	www.majuba.edu.za
Mnambithi TVET College	Mr Chris J Ndlela	036 631 0360	28,33459	-29,464080	www.mnambithicollege.co.za
Mthashana TVET College	Mr G (Gabriel) Dimba	034 980 1010	27,46265	-30,48376	www.mthashanafet.co.za
Thekwini TVET College	Mr NE Mchunu	031 250 8400	20,493264145	-30,591159195	www.thekwinicollege.co.za
Umfolozu TVET College	Mr S (Sam) Zungu	035 902 9503	28,764461	-32,076087	www.umfolozicollege.co.za
Umgungundlovu TVET College	Ms Patricia Ntombi Ntshangase	033 341 2102	29,36765	-30,22546	www.ufetc.edu.za
LIMPOPO					
Capricorn TVET College	Mr KR (Khorombi) Madzhe	015 230 1800	29,272943	-23,533024	www.capricorncollege.edu.za
Lephalale TVET College	Mr Lekau Mamabolo	014 763 2252/1014	27,692889	-23,68407	www.lephalalefetcollege.co.za
Letaba TVET College	Mr Pule Patric Mashele	015 307 5440	30,162697	-23,835698	www.letabafet.co.za
Mopani South East TVET College	Mr L (Levy) Baloyi	015 781 5721/5	31,138969	-23,946732	www.mopanicollege.edu.za
Sekhukhune TVET College	Mr TJ (Tebogo) Kekana	013 269 0278/9000	29,24244	-25,094191	www.sekfetcol.co.za
Vhembe TVET College	Ms BR Hlekane (Acting)	015 963 3156	29,91086	-23,03779	www.vhembefet.co.za
Waterberg TVET College	Ms Selaelo Lekoloane	015 492 9000	29,016409	-24,179973	www.waterbergcollege.co.za
MPUMALANGA					
Ehlanzeni TVET College	Dr JT Dhlamini	013 752 7105	30,97926	-25,47313	www.ehlanzenicollege.co.za
Gert Sibande TVET College	Mr N (Nick) Balkrishen	017 712 1458/9	29,143304	-26,565954	www.gsccollege.co.za
Nkangala TVET College	Mr C (Cain) Maimela (Acting)	013 690 1430/3824	29,216164	-25,877663	www.nkangalafet.edu.za
NORTHERN CAPE					
Northern Cape Rural TVET College	Mr P (Percy) Sago	054 331 3836	21,21337	-28,43616	www.ncrfet.edu.za
Northern Cape Urban TVET College	Dr CF (Clifford) Barnes	053 839 2060/2061	24,76622	-28,74503	www.ncufetcollege.edu.za
NORTH WEST					
ORBIT TVET College	Ms M (Maryna) Marais	014 592 7014/597 5500	27,77632	-25,63787	www.orbitcollege.co.za
Taletso TVET College	Mr STG (Sello) Mabathaana	018 384 6213/2346/7/9	25,615548	-25,828351	www.taletsofetcollege.co.za
Vuselela TVET College	Ms DJ Smith (Acting)	018 406 7800	26,665427	-26,86347	www.vuselelacollege.co.za
WESTERN CAPE					
Boland TVET College	Ms Corrie Myburgh	021 886 7111/2	18,85666666	-33,92666666	www.bolandcollege.com
College of Cape Town for TVET	Mr Louis van Niekerk	021 404 6700	18,272587	-33,55421	www.cct.edu.za
False Bay TVET College	Mr CJH (Cassie) Kruger	021 787 0800	18,26246	-34,62674	www.falsebaycollege.co.za
Northlink TVET College	Mr Leon Beech	021 970 9000/18	18,512228	-33,553627	www.northlink.co.za
South Cape TVET College	Ms E (Elsie) Potgieter	044 884 0359	22,27944	-33,57562	www.sccollege.co.za
West Coast TVET College	Ms Osma Jooste-Mokgethi	022 482 1143	18,7296	-33,4621	www.westcoastcollege.co.za