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**TVET Colleges:
Training for the
4th Industrial Revolution**





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Training for the 4th Industrial Revolution

Welcome to the first edition of the year. Despite colleges having to get the Academic Year off to a good start, our dedicated contributors still found a moment within the frenzy, to submit a very interesting range of items ideally suited to your reading interest. We also welcome among them, new contributors who have joined the growing band of TVET professionals that regularly submit items for publication.

As usual we commence with a word from the Minister. In From the Ministry, we take our cue from speeches made by the Minister and Deputy Minister. In Cutting Edge News, we read how our students hold their own in international competitions in fields of expertise that are the launching pads for the 4th Industrial Revolution. In Movers and Shakers, we take inspiration from students and a college that have achieved great feats. Often in spite of the most trying of circumstances. We move on to Campus Matters, where we feature reports on particular areas of interest. These include Teaching and Learning, Life Skills Development,

Artisan Development, WorldSkills Competitions, Workplace Experience and Entrepreneurship Development. In Campus Matters, we also reflect on Registration 2019 and welcome new leadership appointments.

In Policy and Operational Shifts, we read the address of the Director-General for Higher Education and Training, Mr Gwebs Qonde, delivered on the occasion of the launch of the South African Renewable Energy Technology Centre. We then have the penultimate instalment on the Strategy for TVET in the African Union. This is followed by the final instalment of Prof Maree's paper on the subject of making TVET colleges institutions of First Choice. We close with the Intellectual Debate on a subject brought to us by Senior Lecturer Jerome Canterbury.

As we settle into the gist of Academic Year 2019, let us pursue education and training options that indeed begin to equip our graduates for the skills demands of the Fourth Industrial Revolution. Happy reading and best wishes for a successful year.

Your TVET College Times Team.

TVET COLLEGE TIMES GOES DIGITAL

As education strives to align practices to meet the demands of the Fourth Industrial Revolution (4IR), so too should the resources that support the sector. The introduction of an e-publication from Volume 55 onwards is such an initiative and has been well received. Readers may access it on any device to experience the enhanced page-flip, searchable content and clickable index.

The e-publication is advancing further to provide readers with interactive content that will surpass that of existing print and PDF formats. The June 2019 edition introduces new opportunities for contributors and advertisers to expand on their topic or message through a secondary layer of content delivery. Readers will have the option of delving deeper into an article or advertisement by clicking on a link to access additional content such as supportive research, downloadable documents, audio clips and videos. We encourage contributors and advertisers to enquire about the endless possibilities of this new approach and how you may benefit from these technological innovations.

Contributors may enquire directly with the editor on Loynes.K@dhet.gov.za for more details. Advertisers can visit www.tvetadvertising.co.za for more information and working examples.

Don't forget that the College Calendars for 2019, and all Examinations related material, are also available on www.tvetcolleges.co.za

Kind regards

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IN THIS ISSUE: Cover Story

See "Students shine in international 3D Printing and Intelligent Manufacturing Competition" on [Page 8](#), and how a college is training local animators for the international market on [Page 13](#), among similar related reports.

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Academic Year 2019 off to a good start, with improved access, bursary administration and enrolment support



GNM Pandor, MP
Minister of Higher Education Training

In 2019, our 26 public universities provided access to approximately 210 801 new entrants. There were a further 322 438 spaces available within the TVET college system for new entrants. Universities and TVET colleges prepared for their registration period and had systems in place to manage the influx of students.

Prospective students from across the country were well informed in 2018 that they needed to apply early to secure an NSFAS bursary and a space at one of our institutions. It is worth noting that, altogether there were 172 043 students who passed their national senior certificate (NSC) with a Bachelor's pass in 2018. Many of these students applied to access the available spaces at universities. There were a further 141 700 students who passed their NSC with a Diploma pass. Many of these students sought access to either a university diploma programme or a TVET college diploma programme. It is clear therefore, that there were sufficient spaces in the system to support students who achieved their NSC.

I want to emphasise that first-time entry spaces in public universities and TVET colleges are subject to approved enrolment plans. This is important because it ensures that we can deliver quality higher education and training and avoid overcrowding and infrastructure degradation. Universities and colleges are held accountable for keeping to their targets because funding is allocated on the basis of these plans. Institutions cannot take more students than there is space to accommodate them. The Department is aware that not all students will be successful at securing a space at their institution of choice and in their programme of choice. There are admission requirements for different programmes and there are limited spaces and great competition for some of the sought after programmes such as medicine, engineering and teaching. In TVET colleges however, there are registration periods throughout the year for Semester and Trimester courses. Students that could not

be accommodated in the January enrolment may find that they can be accommodated later in the year.

The Department of Higher Education and Training developed the Central Applications Clearing House (CACH) mechanism to assist prospective students who want to enter a university or TVET college but who may face challenges with getting a space. The CACH 2019 service was available from the 4th of January 2019 to the 28th of February 2019. The service records information of prospective students without them having to stand in long queues at the entrance of each institution. This improves the chances of students finding a space in the post school system that matches their academic achievements and provides an opportunity for further study.

I congratulate TVET colleges whose planning and enrolment mechanisms were in place to ensure that registration and admissions were effectively managed. Government is putting in substantial funding to support qualifying poor and working-class students, and none of these students is expected to pay the registration/ upfront fees. TVET colleges, NSFAS, students and the Department worked collectively to ensure a smooth registration period. This has enabled access to as many young people as possible and created the conditions necessary for a successful 2019 academic year.

In conclusion, I can add that in 2019, many new skills training opportunities, ranging from apprenticeships, learnerships, short skills programmes and bursaries will be made available through various Sector Education and Training Authorities (SETAs) and TVET colleges. Much has been done to make as many opportunities available in Post-School Education and Training as possible, for the Class of 2018. All that remains now, is for all students and faculty to approach their studies and lectures with serious enthusiasm and focussed dedication, to achieve the best possible outcomes for all in Academic Year 2019.

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 700 000 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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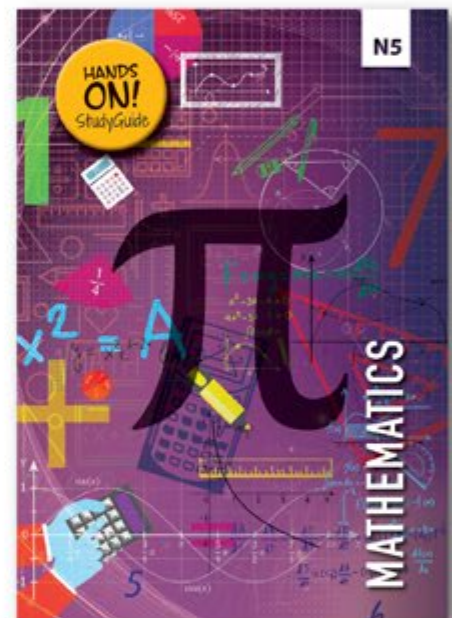
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Minister Pandor's speech at the opening ceremony of the Thyssenkrupp Technical Training Academy on 8 November 2018

CEO of Thyssenkrupp Industrial Solutions
South Africa and Sub-Saharan Africa:
Dr Phillip Nellessen;

CEO Regional Office Sub-Saharan Africa
Thyssenkrupp; Regional Headquarters MEA:
Mr Thabo Molekoa;

Group CEO Thyssenkrupp Industrial Solutions:
Mr Marcel Fasswald

Thank you for inviting me to this ceremony. The ceremony marks a significant achievement, namely, the opening of the R28 million Thyssenkrupp Technical Training Academy.

Thyssenkrupp Industrial Solutions South Africa, is a company which is part of the Construction Sector Education and Training Authority. Thyssenkrupp is said to always timeously submit workplace skills plans and annual training reports.

I am also informed that Thyssenkrupp is involved with four other Sector Education and Training Authorities in the training of apprentices in boiler making, mechanical fitting, and welding.

These are skills that are in demand in our economy. We are keen to expand industry partnerships with TVET colleges that will contribute to the production of relevant skills. Such a partnership also exists between Ekurhuleni West College and this company. The DHET would like TVET colleges to expand the provision of mid-level technical and occupational qualifications. In other words, government wants more young people to attain skills and competencies that will help them find jobs or create their own enterprises. The partnership between TVET colleges and Thyssenkrupp Technical Training Academy is therefore most encouraging and most welcome.

Recently, the DHET launched an initiative that focuses on the teaching of 13 trade occupations at 26 TVET colleges. This initiative, known as the Centres of Specialisation Programme, is designed to address the growing demand for the skills needed in our current state-infrastructure build. The Programme is part of our plan to build an expanded, effective and integrated post-school education system. One that is anchored by the TVET colleges, and which adequately prepares students for the workplace or self-employment. In this regard, the Programme is deliberately structured in such a way that students will develop and maintain close working relationships with employers in their areas of study. This is achieved through equally close partnerships between colleges and employers. The Programme will achieve its objectives by focusing on the development of



the 13 trades in high demand for the country's infrastructure projects. The list of priority trades that have been identified include those for bricklayers, electricians, boilermakers, plumbers, automotive and diesel mechanics, carpenters and joiners, welders, fitters and turners, and riggers. I hope that Thyssenkrupp Technical Training Academy will participate in the initiative especially in the trades that you offer. We plan to expand the number of colleges involved in the current two-year Programme, as well as the number of trades covered. If such key programmes are expanded to include more areas and regions, with more partners like Thyssenkrupp Technical Training Academy joining the cause, we believe such a momentum will create more jobs.

As we invest in the TVET sector, we are also working towards better quality TVET programmes and strengthened college outcomes. Three years ago, we declared 2014-2024 as the Decade of the Artisan with the aim of creating a pipeline of qualified artisans to fix the scarce skills shortage. The status and profile of artisans is being elevated through this campaign. The DHET will continue learning from academies like Thyssenkrupp Technical Training Academy and encourage employers to open up their workplaces as training spaces.

You have already indicated to me that at Thyssenkrupp you are familiar with the challenges that South Africa faces, particularly in manufacturing and skills development. There are three important challenges for which we must find solutions.

The first, is to increase the number and type of skills produced by our colleges and universities. We need to do this in partnership with industry. Our National Development Plan (NDP) sets the college sector an ambitious target.

We need to grow to over 1 million young people in the TVET sector by 2030. To achieve this, we have to improve the character and quality of our TVET colleges. We need to increase the number of skills training partners in industry.

Secondly, it is vital that our colleges have the necessary infrastructure and skilled trainers to produce 21st century workers and entrepreneurs. Again, industry can play a role. I am hoping that every industrial- and equipment based Human Resource Manager in South Africa will create partnerships with our colleges. Thirdly, we must incorporate entrepreneurship into our training programmes. We must produce job creators as well as job seekers.

Economic growth in South Africa has slowed down. Mining and formal manufacturing have been particularly hard hit by the slowdown over the past years. We have identified policies to incentivise growth in the agriculture, mining and manufacturing sectors. We need to create jobs for young people, by not only providing workplace based learning opportunities, but also by exposing them to new digital skills. South Africa has the most developed, diversified and technological advanced economy on the African continent. Cumulatively, the investments announced during the Investment Conference are worth nearly R290 billion. These investments are in addition to other investment pledges of over R400 billion already made since the inauguration of President Ramaphosa.

In closing, I wish the Thyssenkrupp Technical Training Academy every success in providing modern apprenticeship training in partnership with TVET colleges.

Thank you.

Minister Pandor's speech delivered on the occasion of the launch of the Vhembe TVET College Clinic on 10 November 2018

Ms BR Hlekane, Principal of Vhembe TVET College
Dr Ramneek Ahluwalia,
CEO of HEAIDS and his team
College students, staff and peer educators.

It gives me great pleasure to extend a warm welcome to you on the occasion of the HEAIDS First Things First Imbizo hosted by Vhembe TVET College.

The HEAIDS programme was initiated in 2001 as a response to the HIV crisis that was ravaging the country. At the time there was no effective treatment for the infection. Prevention of infection through safe sexual practices was the only effective response and we were anxious to empower students to make the right choices.

Thankfully, much has changed since then. There is now treatment for HIV and prevention options are now widely available. We are much wiser about the complexity of facilitating change in sexual behaviour or any health-related behaviour.

In particular, our efforts at preventing HIV through changing personal behaviour have taught us to respect the power of social factors in determining our health. We have become much more sensitive to the impact of stigma and prejudice in the way we manage our own health issues. The HEAIDS Programme has evolved alongside this expanded understanding of preventative health programmes.

In the campus context, it has become clear that any successful HIV programme has to deal with the empowerment of young women. It must also deal with the elimination of gender-based violence; the rights of

LGBTI students; issues of masculinity; the psychological stresses of student life; reckless alcohol use, and so on. HEAIDS has expanded its work to embrace these challenges. At the same time, it has incorporated the country's 50 TVET colleges into its programme. As many of you know, the HEAIDS First Things First Programme, aims to bring much needed health and wellness services to our colleges.

I acknowledge at the outset, the commitment of the province to meeting the health and wellness needs of its young people. I also acknowledge the leadership here at Vhembe TVET College for hosting us. Recently, I attended the Presidential Summit on Gender-

In particular, our efforts at preventing HIV through changing personal behaviour have taught us to respect the power of social factors in determining our health. We have become much more sensitive to the impact of stigma and prejudice in the way we manage our own health issues. The HEAIDS Programme has evolved alongside this expanded understanding of preventative health programmes.

Based Violence (GBV). The summit highlighted the unacceptable and painful realities of GBV in our country as a whole, and within education institutions in particular. There are a number of difficult and important social issues in our sector that we need to address. These include transactional sex, drug and alcohol abuse and stigma and discrimination against people living with HIV, and members of the LGBTI community.

This is why we are all gathered here today at this college. We are here to raise awareness. Evidence has clearly shown that most new HIV infections occur in the age group of 15-24. The impact of the First Things First programme can be seen in the significant increase of individuals who tested for HIV, TB, and STI's in the sector. The First Things First programme provides you with on-campus education and services that empower you to protect yourselves. The package of services provided through the HEAIDS First Things First programme today at the college, will assist you to get to know your HIV status, screen for STI's, and provide access to reproductive health services. I encourage you to convince your partners and fellow students to get tested. I urge young people, who have tested positive, to use this opportunity to take better care of your health. I thank all students and staff for their co-operation and for joining us in efforts to come closer to our goal of a healthy and HIV-free nation.

I believe that educated youth and staff have the power to become change agents and help end AIDS in South Africa. Finally, yet importantly, I commend you for making this event a success. I thank all of you. Ngiya bongala!

Deputy Minister Buti Manamela visits the Central Application Clearing House Call Centre to find a phenomenal public uptake of the service

The Deputy Minister of Higher Education and Training, Buti Manamela visited the Central Application Clearing House (CACH) Call Centre in Randburg to familiarise himself with public response to the service within the first 18 days of the 2019 operation.

The visit to the Call Centre, formed part of the wider registration monitoring process the Deputy Minister had been conducting nationally at institutions of higher learning. It also gave the Deputy Minister the opportunity to interact with the call centre agents, giving him first-hand experience of the daily operations of the call centre. CACH opened on 4 January for the 2019 academic year and was in full operation until 28 February 2019. It is particularly useful for applicants or individuals who applied for admission to a university or college, but who had not been offered a place in their study programme of choice.

Briefing the Deputy Minister on the overall performance and usage of the CACH communication channels by applicants, Mr Matthews Makgopela, CACH Project Manager in the Department of Higher Education and Training, informed the Deputy Minister, that by the third week of January, 26 145 applicants had used the Short Message Service (SMS) to access the service. A further 11 941 used the telephone service, while 4 671 used the Voice Mail service. Another 8 846 applicants used email to get access to the service. In the first two weeks of CACH 2019 campaign, the service already had a total of approximately 52 000 enquiries.

Of the 52 000 enquiries, a total of 32 716 applications were signed up by CACH. No fewer than 18 216 applicants were captured during the first week while a further 12 500 were

captured between 12 and 22 January 2019. Of those registered during the first week, 11 116 registered themselves online while 7 100 called in and were registered by the call centre agents. Of the 12 500 applicants who were registered in the second week, 3 700 registered themselves online, while 8 800 called in and were captured by the call centre agents.

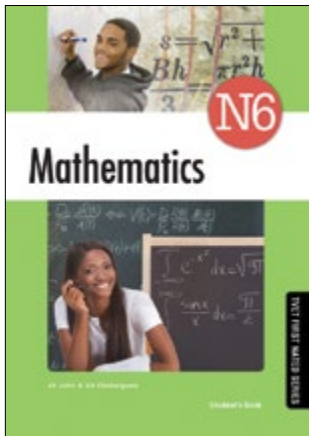
Mr Makgopela indicated that the 2019 statistics had so far shown a significant increase in the usage of CACH when compared to last year. For the entire period of the 2018 CACH campaign, a total of 34 000 applicants were registered on the CACH system. In the 2019 campaign, 32 716 were already registered within the first two weeks of the campaign, indicating the likelihood of far surpassing the 2018 performance by the end of the window, which closed on the 28 of February.

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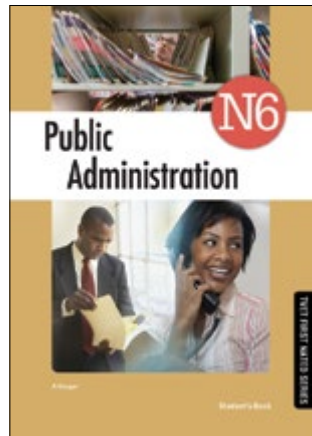
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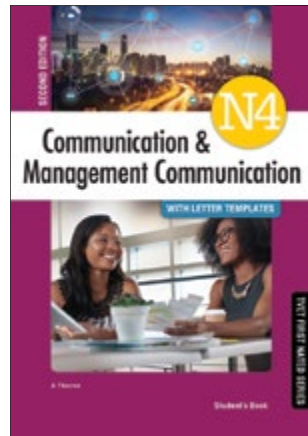
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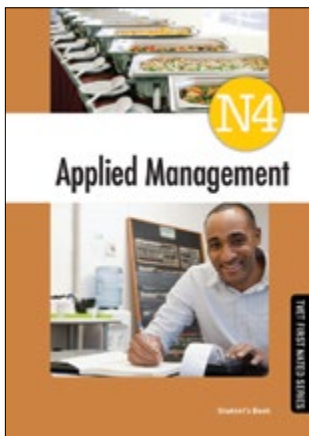


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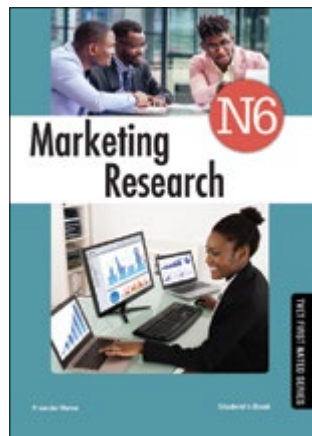


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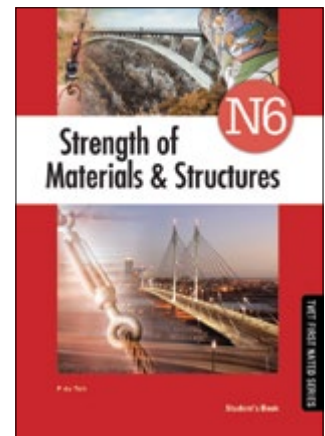
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Students shine in international 3D Printing and Intelligent Manufacturing competition

PHANUEL CHAUKE

Editor's Note:

The following article offers reassurance that leading TVET Colleges in SA are indeed preparing students for the 4th Industrial Revolution. In international competitions, they are also more than capable of holding their own.

The Belt & Road and BRICS Skills Development Alliance, last year held the 2nd 3D Printing and Intelligent Manufacturing Competition. It was held in Inner Mongolia, Chifeng Province, China.

Three Ekurhuleni West TVET College students, currently in China for a 12 month internship programme, represented South Africa in the competition. In a few years, 3D printers will be at the heart of large-scale production capabilities in several industries around the world. The purpose of the competition was to provide technicians from various countries with the opportunity to make use of machinery that they may not ordinarily be able to access. Students who participated in the competition came from all corners of the world, including many from underdeveloped nations. The competition provided students with the opportunity to gain knowledge and experience, as well as a crucial leg-up in the cutting-edge technology.

Competitors from all BRICS countries participated. Lefa Makhubedu, Nonhlanhla Mtshali and Qiniso Vilakazi, who are amongst the exchange students who went to China, represented South Africa in the international section of the competition. They achieved first position and were awarded with certificates,



Nonhlanhla Mtshali, Lefa Makhubedu and Qiniso Vilakazi represented South Africa in The Belt & Road and BRICS Skills Development Alliance 2nd 3D Printing and Intelligent Manufacturing Competition, held in China

and trophies and Gold Medals. In addition, they went on to represent their host institution in China, the "Wuxi Institute of Technology", in a domestic competition. Again, they were awarded certificates of honour for excellence for their achievements in the competition.

Nonhlanhla Mtshali a 2016 Ekurhuleni West TVET College Graduation Top Achiever in NC (V) Electrical Infrastructure Construction, noted that competing with one of the leading countries like China, when it comes to manufacturing,

was an amazing experience. "Our Chinese counterparts are so intelligent and hardworking", she added. Fellow international exchange student competitor, Lefa Makhubedu added, that for them being in China is a great learning experience. "I will make sure that I get the most out of this opportunity. I am so grateful to the College for this opportunity", she concluded.

The students had after all promised to represent the College in the most positive way possible!



Competitors receive instruction on the machinery to be used

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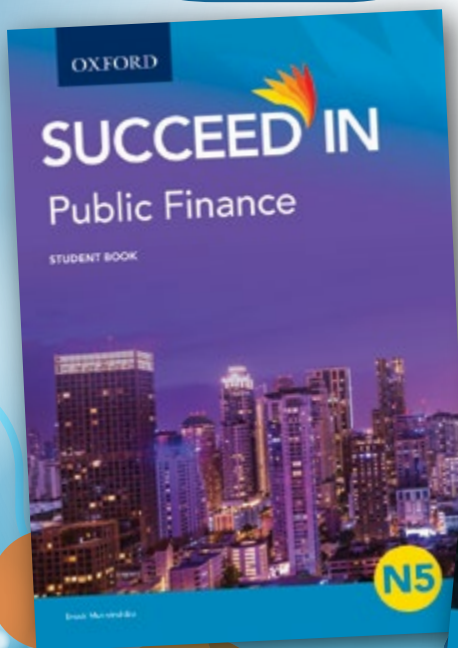
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NSFAS bursary helps an orphan receive a full house of distinctions

THOKOZANI NDHLOVU

Lindelwa Hlatswayo (19), a student of Gert Sibande TVET College Sibanesetfu Campus, received a total of seven out of seven distinctions for the November 2018 Examinations. She attained a total average of 86,3% in Level 3. She is enrolled for a National Vocational Certificate (NCV) in Civil Engineering and Building Construction.

Lindelwa's journey has not been easy. Her mother passed away in 2005. She was raised by her father who did everything for her. Tragedy struck again in 2015 when her father passed away. "I was taken by my father's family to stay with them. They have been good to me, even though at times, I miss my parents," alluded Lindelwa. Despite the difficulties, she is a motivated young woman who is destined to make a success of her life.

Lindelwa joined the college in 2017 with the help of a NSFAS bursary after completing her matric at Takheni Secondary School. The NSFAS bursary has enabled her to pursue her ultimate dream of becoming an Architect. According to Lindelwa, the transition from high school to

the TVET System was not easy. "In High school teachers were always pushing me to do my school work, but at the College it was difficult, because I had to learn to take my work seriously without anyone pushing me," continued Lindelwa. Lindelwa's dream of becoming an architect is what motivates her to do well in her school work. She believes that Architectural Science will give her an opportunity to change the face of South Africa. "Architecture will give me the opportunity to build state-of-the-art infrastructure for the country," she continued. Her recipe for success is study and study more. "I do things differently from high school. I make it a point that I study every day before I go to sleep. I do not wait for examinations to start studying," shared Lindelwa.

Her advice to young people who are thinking of giving up because they do not have money to further their studies, is that they should not despair because a NSFAS bursary is there to help those who are in need. "NSFAS provides opportunities to those in need," says Lindelwa. She plans to further her studies after completing



Lindelwa Hlatswayo's dream of one day studying architecture is on course through an NSFAS bursary and her preparatory TVET College studies

the Level 4 by enrolling for Nated courses. "After completing my N6 I want to enrol with a University for Architectural Sciences in 2021," she concluded.

College honoured for academic excellence by being ranked first in SA

IVAN SWART -

Public Relations, Social Media and Digital Content Practitioner

In the 2018 National Certificate Vocational (NC(V)) examination results, Northlink TVET College, one of the largest TVET Colleges in the Western Cape, was ranked as the top performing TVET College, out of 50 TVET Colleges nationally.

Through the combined achievements of its Belhar, Bellville, Protea and Parow Campuses, Northlink TVET College achieved a national pass rate of 89.4%. The Northlink TVET College Parow Campus, was awarded top NC(V) Campus with a pass rate of 93.3%. Raymond Smal, Parow Campus Manager adds, "It is with great pleasure that we congratulate the NC(V) students and staff of Parow Campus who contributed to this excellent achievement of having the best academic results nationally." Despite another TVET College in the Western Cape obtaining a pass rate of 87.7%, Northlink TVET College still remains "Top of its class for 2018."

Within the College sector, NC(V) provides another path towards achieving a qualification equivalent to Grade 12 on the National Qualifications Framework. This study path therefore offers a prospective student, who has passed a minimum of Grade 9, the opportunity to complete an NC(V) in three years while being exposed to the theory and practical competencies of a specific vocational area. These vocational areas include: Safety in Society, Office Administration, Primary Health, Marketing, Finance, Economics and Accounting, Tourism,



Principal Leon Beech congratulates Parow Campus Manager Raymond Smal on the excellent achievement

Hospitality, Engineering and Related Design, Fitting and Turning, Automotive Repair and Maintenance and Fabrication (Boiler-making).

"Being ranked first in the country is truly an honour. The achievement supports our mission to provide quality education and training to help develop our students to become responsible citizens of our Province and our Country," says Principal Leon Beech.

Here are some other firsts that Northlink TVET College has achieved in recent years:

- Lead implementer of Learnerships in SA
- First established Contact Centre
- First online application system.

For more information on the college visit www.northlink.co.za

Jewellery Incubator 'Gems' dazzle at the 2018 PlatAfrica competition

TSHEGOFATSO RAPOO -
E-Media & Communications Administrator

Four ORBIT TVET College 'Gems' were selected to take part in the 19th annual PlatAfrica Competition. The competition took place in October at the Theatre on the Track in Kyalami, Midrand, Gauteng Province. PlatAfrica is a high-profile initiative that promotes innovation and nurtures new talent in platinum jewellery design and manufacturing.

Themed, 'Blessings of Love', this year's competition looked to celebrate the important milestones in the lives of young women. Siyabonga Mtshukuma, Olebogeng Mushiane, Koketso Lenyatsa, Mable Moruwakgomo from ORBIT TVET College, as well as other professional, apprentice and student designers, were tasked with submitting designs that would commemorate these milestones across three broad categories: Nature's Spirit, Modern Feminine and Cultural Confluence. Their final jewellery pieces had to emphasise the rarity and strength of both platinum and the women who wear it, through modern, timeless design.

It was the first time that the Rustenburg Campus Jewellery Design and Manufacture graduates, and now incubates of The Platinum Incubator situated at Rustenburg Campus, entered this sought-after competition. Even though none of them won, Mr Mtshukuma said that having been selected to compete was an achievement on its own. "The entire experience was totally amazing, and went beyond my expectations! Being in the presence of some of SA's renowned



Siyabonga Mtshukuma, Olebogeng Mushiane, Koketso Lenyatsa, and Mable Moruwakgomo participated in the 19th annual PlatAfrica Competition in October

and rising jewellery designers and manufacturers, was an eye-opener and a motivation to do much better next year," Mr Mtshukuma said. He added that he is grateful to the Platinum Incubator Management Team, especially the Production Manager, Mr Tebogo Nkesi who continues to mentor and inspire them.

The Platinum Incubator did however produce two winners at the event! A Motheo TVET College student, Mr Mandlenkosi Moses won 3rd position in the 'Professional Category', while Tshwane University of Technology student, Mr Matete Seliane of Seliane Jewels, scooped the '2018 People's Choice Award'.

Platinum Incubator CEO, Ms Sibongile Shongwe says she is very proud of all the candidates for doing so well. "We are extremely proud of them for having gone as far as they did in the competition, considering that they were all first-time entrants. This was definitely a

confidence booster. I have no doubt that they will do even better next year. It is pleasing to see our young people at the forefront of the beneficiation chain of Platinum minerals," Ms Shongwe said. "I am also very excited that the collaboration between the Platinum Incubator and the College is finally bearing fruits. So far, we have prepared and developed more than 70 graduates (NQF Level 5-7), from all over South Africa, as well as 140 NQF Level 3 & 4 candidates from the ORBIT TVET College Jewellery Manufacture & Design Programme," she concluded.

The winners will be travelling to India as part of the collaboration between Anglo American Platinum and Platinum Guild International (PGI) India, to participate in PGI India's design outsourcing process for the prestigious Evara brand. The PlatAfrica Competition is a partnership between Anglo American Platinum, PGI India and Metal Concentrators.

Partially blind student plays lead role in Barnum - The Circus Musical

ANNELIE VAN ZYL - Performing Arts Lecturer

The Northlink TVET College Performing Arts Department presented Barnum, the Circus Musical by Cy Coleman and Michael Stewart at the Baxter Theatre in Cape Town, Western Cape Province. Barnum is based on the life of "The World's Greatest Showman" PT Barnum, portrayed by final year Performing Arts student, Tomely van Vuuren.

Partially blind Tomely, former learner of the Pioneer School for the blind in Worcester, Western Cape Province, was cast as the lead role in the stage production of Barnum - The Circus Musical performed at the Baxter Theatre during November. Tomely, studied Performing Arts at Northlink TVET College Tygerberg Campus, after he won a scholarship to the value of R72 000 in a competition run by the College in 2016. "When I am on stage, I feel comfortable, complete and content. However, when I am in a public space, I sometimes feel lost," says the young actor. He adds that playing the lead role was such a great honour. As a result, he is constantly trying harder and doing more, to be the best in his craft, while not losing sight of his dream to one-day act and direct television shows such as 7de Laan or Isidingo. "Acting is my first love and I do not let my partial blindness



Tomely van Vuuren helps his on-stage wife Eurika van Wyk across the steps while the rest of the Circus Dancers wow the audience with their acrobatics and choreography

determine my future. My heart is in theatre and the performing arts. I want nothing else but to excel in my gift," Tomely adds.

The story of Barnum is very interesting. Barnum charmed his way into the hearts of the American people with his collection of freakish people on display. From the world's tallest to the world's smallest, they were put through their paces in his museum. He eventually employed the Swedish Opera singer, Jenni Lind (Zandre Messieur). This led to the demise of his marriage to

wife Chairy, portrayed by Eurika van Wyk. Finally, when his museum burnt down, Barnum joins the Circus of James A. Bailey (Jesse Pretorius) to form the famous Barnum and Bailey Circus.

The Musical was overflowing with energy. People could hear some of their favourite vintage songs such as "Come Follow the Band" and, "The Colours of my Life". Add the hit single and Oscar nominated, "This is Me" from the movie "The World's Greatest Showman", and you will know what we mean.

New Titles
2019



2018
BESTSELLER
Financial
Accounting
N4

ADDED BENEFITS FOR STUDENTS

- Summaries 
- Links to videos 
- Exam preparation 
- Infographics and diagrams 
- Full colour 



ADDED BENEFITS FOR LECTURERS

- Weighted values of topics 
- Structured topic overviews 
- Clear learning outcomes and assessment standards 
- Links to additional resources 
- Assessment questions and answers 

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TEACHING AND LEARNING

Nurturing local animators for a global market

CATE HUNTER AND ROSHIN SCHMIDT

While the South African animation sector is still in its infancy stages, it has the potential to grow exponentially. Consistent work of high standard, in partnership with international studios, is key to this objective.

South African produced work is receiving greater international recognition. Johannesburg based 2D Animation Studio, Mind's Eye Creative, has done work for some shows on Netflix. This studio was also involved with an Amazon show that was nominated for three Daytime Emmys. "Cape Town based Triggerfish Studios, animated the short film, Revolting Rhymes. Revolting Rhymes was subsequently nominated for an Oscar in the Best Animated Short Film category", says Mike Buckland, Head of Production at Triggerfish and the co-producer of Revolting Rhymes. Tim Keller, Director at Sunrise Productions, says talent-sharing between animation houses is common practice. Tim cites another challenge as being the maintenance and retention of key talent. Experienced employees frequently head overseas for better opportunities.

Clarifying the idea that the creative industries are all about drawing, it is important to note that there are also numerous support career paths available. The skills learnt can be used in many career paths. According to sources such as the Harrington College of Design and the Bureau of Labour Statistics (USA), "The job outlook for graphic design is bright. It's a fast growing industry, and jobs are expected to increase by 13 percent by 2020." This could be ascribed to the high demand for fresh content across all entertainment platforms.

False Bay TVET College, 2D Animation programme is funded by MICT Seta in partnership with the College. Through the Work Integrated Learning programme, students participated in amazing opportunities to learn and grow their artistic abilities and applications. These



2D Animation trainees Sbu Ngubelanga and Apelele Sezelwa, working on Lip syncing characters for Jabu's Jungle with Pascal Nzoni Mikulu of Pixcomm

opportunities include, digital collaboration with Pixcomm. Pixcomm are the owners of one of South Africa's most widely and internationally watched television shows. The College's 2D Animation Department worked on one of the episodes from Jabu's Jungle. The African Hare, an upcoming children's animated series, will be aired globally with an estimated 4 million viewership. Just Films, a Cape Town based production company, provided trainees with the opportunity to create 2D character artwork for their IP Fumi and Friends. This show is currently in pre-production development. Fumi and Friends is a mixed media TV series for five to seven year old deaf children in foundation phase. Fumi and Friends will teach Sign Language while providing an opportunity for hearing impaired children to engage with a television show that aims to entertain while teaching. The objective is to grow their imagination, creativity and to have fun while learning sign language. 1000 Hugs Productions, a Johannesburg based production company, provided the trainees with the opportunity to create 2D character artwork for their IP Rapulani and

Rapunzel. This show is currently in pre-production development. Rapulani and Rapunzel will be a multiplatform and multimedia project. It includes a 2D animated short film, early reader books, and potentially a television series for four to six year-olds, primarily girl target audience. Rapulani and Rapunzel was created by producer, director, screenwriter and actor, Yolanda Mogatusi. It grew out of her documentary feature titled 'Hair that moves'. Yolanda realised the need to create body positive images aimed at the black African girl to counteract the normalisation of Western 'beauty' standards in mainstream commercial animation productions.

The 2D Animation students were invited by Ms Alta du Plooy of the Isivivana Multipurpose Centre for an outreach drawing experience. After a walking introduction of the Isivivana Multipurpose Centre, the students were joined by members of Umbambano, a self-organised youth group from Manyano High School in Ilitha Park; and children and care-givers from a group home called Ilitha Labantwana in Khayelitsha. The programme kicked off with a viewing of 'Just One Sip Frog'. This is an animated art short film by brothers, animator Diek Grobler and illustrator Piet Grobler. The short film set the mood for the engagement of activities. Inspired, the students participated in a fun character artwork drawings and storytelling workshop with the children. Sharing ideas and styles, students were able to impart some of their learnt drawing skills techniques with those who had yet to discover their creative ability. It was an enlightening experience for the children of Ilitha Labantwana, who too may one day continue to draw and make a career of it.

For more visit:

<https://themedianonline.co.za/2018/04/south-africas-booming-animation-industry/>

<http://www.harrington.edu/student-life/blog/december%202013/graphic-designer-job-description-and-future-outlook>



Shame Dames takes her hardcopy pre-production artwork to digital format, for Fumi and Friends

Inclusive college opens to the Deaf

MATSATSI KGAMEDI · Public Relations Intern

Waterberg TVET College has joined other TVET Colleges around the country in recognising the need for an inclusive education system. A system where all human beings have the right to quality education no matter their race, gender, creed, nationality, sexual orientation or disability.

The College together with a representative from the office of the premier, Mr Selaelo Makgato, who advocates for the rights of people with disabilities, recognised a gap that needed to be filled within Limpopo Province's TVET Colleges. The need to include people with disabilities into mainstream education in the 2019 academic year, led to Waterberg TVET College committing to admit 30 deaf students in their mainstream NCV programme. The programme is Office Administration Level 2.



Hearing and Deaf students interact in a Public Relations class

In preparation, the College held a disability sensitisation workshop in October 2018. The intention was to prepare faculty and the surrounding community to better understand

and deal with, the changes that would take place when the Deaf and hearing impaired students were integrated into their classes. The College invited representatives from Deaf Federation South Africa (DEAFSA) to give a brief presentation on some topics relating to deaf people. The discussion facilitated better understanding and interaction with the Deaf. The occasion left our faculty informed and enthusiastic to receive the students. A dedicated and committed Ms Molamu, Acting Campus Manager for the Business Studies Centre, ensured that the Centre was well equipped and ready. Sign language interpreters were also identified for the 2019 registration.

With the help of Mr Makgato and DEAFSA, the College managed to successfully enrol a total of 24 Deaf students into the Office Administration programme, as envisaged. To our surprise, on the 23rd of January, the College received a support visit from Mr Selaelo Makgato, Director Special Programmes in the Premier's Office and Adv. Joe Malatji, National Commissioner of the SA Human Rights Commission (Disability and Older Persons). Their visit intention, was to join in welcoming the Deaf students. The visitors could witness the interaction of the Deaf students with hearing students in class. The Deaf students will be learning the same way as the hearing students. A lecturer presents the lessons and an assigned sign language interpreter translates simultaneously for the Deaf and hearing impaired.

Waterberg TVET College recognises the right to quality education for everyone without discrimination. The College recognises that education should be adaptable to the needs of society as a whole.



Pre-Vocational learning pilot programme eases students into post-school studies

NONDUMISO KHUMALO

Due to the increased numbers of students who do not meet the requirements for entry levels, DHET has introduced a pilot programme specifically designed for them.

The majority of students with very poor and highly disadvantaged backgrounds, tend to lose hope of ever studying further. This is primarily because they do not meet the admission requirements for Level 2 and Report 191

N1 programmes, which is required in order for them to study their desired qualifications. The Pre-Vocational Learning Programme is a bridging course introduced by DHET in the TVET Colleges in order to assist the aforementioned students.

King Sabata Dalindyebo is one of the colleges which has introduced the programme this academic year. It has admitted 100

students to the programme. These students are all fully funded by the NSFAS. The classes commenced promptly on opening. With the enthusiasm displayed, it is clear that as institutions of first choice, TVET Colleges will play their role in fulfilling the aspirations of disadvantaged learners. It will achieve this by uplifting their competency standards in key foundational skills.

The project assists those who had lost hope of ever studying further and making a success of life for themselves.

Colleges collaborate to bridge the education gap

ROSHIN SCHMIDT - Marketing Officer



Colleges collaborate to bridge the education gap. In front are Acting Principal False Bay TVET College Karin Hendricks and WCCETC Principal Spencer Tonkin. With them in the second row are faculty Jaqueline Layman, Christiana Nel, Mike Pick. Behind are, Medwin Jacobs, Colin Hogg, Derrick Sayster and Lilian van Louw

A Memorandum of Understanding was signed between the Western Cape Community Education and Training College (WCCETC) and False Bay TVET College in December.

This represents an unprecedented partnership agreement. It also represents an ongoing commitment to make education and training more accessible in the communities who need it most. The two institutions expressed their intention to co-operate within the scope of their mandates and sphere of competences. The objective is to work with youth and adults, towards basic and further education which is free from discrimination.

Changing macro environments and growing socio-economic challenges, have had adverse effects on the youth of South Africa. Sadly, households below the poverty line, may require children to leave school after Grade 9, to assume the role of breadwinner. These pursuits are mostly in employment paths with zero prospects. There are over 30,4 million South Africans living in poverty (Stats SA 2015). Growing up in poverty is one of the greatest threats to healthy childhood development. Often resulting in youth choosing a life of crime as a more attractive alternative. In addition, young adults are distracted by short term gratification and impulsive decision-making, only to be left with crippling consequences.

The WCCETC targets post-school youth and adults who wish to build a foundation for further learning. It hopes to improve their skills for employability and/or progression to opportunities in TVET colleges and/or a university education. With a mature approach to education and learning, the Community Colleges provide an opportunity to youth and adults to complete their Senior Certificate curriculum, even when already employed. The WCCETC is in dialogue with youth and adults seeking to complete or further their basic education. In a mission to bridging the gaps within the education system offerings, WCCETC Principal, Mr Spencer Tonkin approached False Bay TVET College Acting Principal, Ms Karin Hendricks with a proposal. The proposal centred on further collaboration with the prospect of the WCCETC College acting as a feeder of graduates to False Bay TVET College.

With an estimated 3.1 million illiterate adults in South Africa, the General Education and Training Certificate (GETC), is a formal qualification offered by the WCCETC. The WCCETC works with Community Learning Centres to deliver education and training. This is designed to help a young person or adult who would like to complete their formal education or improve their basic education. It equips students by fostering reading, writing and numeracy skills.

Once the student has completed their Grade 9 GETC Certificate with the WCCETC, they are then able to enrol and further their training options. They can attain a National Certificate (Vocational) Level 2-4 which is the NQF equivalent to a Grade 12 Certificate upon completion with False Bay TVET College. "The College is excited to collaborate with the WCCETC. The College has made huge inroads since its inception through the provision and maintenance of state-of-the-art facilities and providing accredited education and training programmes.

The formalisation of the partnership between the two institutions, is a first in the Western Cape Province. "It will facilitate greater access to training opportunities to the communities served by the partner colleges", added Acting Principal Karin Hendricks.

See also:

<https://www.westerncape.gov.za/service/community-education-and-training-cet>

<https://mywage.co.za/decent-work/fair-treatment/child-labour>

<http://www.statssa.gov.za/?p=10334>

<http://www.dhet.gov.za/SitePages/CommunityCollege.aspx>

Voter Education: Gauteng Provincial Legislature in conjunction with a TVET College, host a vigorous Youth Debate on whether to vote or not to vote in the 2019 elections

DAVID MULEELE

The Gauteng Provincial Legislature and Ekurhuleni West TVET College, hosted a critical thinking seminar that aimed to facilitate robust youth debate on the topic: 'To vote or not to vote'. The debate was in respect of the upcoming (May 2019) national and provincial elections.

The discussion solicited youth's views on how they perceive the future of South Africa and their role in that vision. That role, is secured through participation in crucial democratic processes such as elections. The discussion urged young people to be active and responsible citizens. The first step of which, would be for them to register to vote in the upcoming general elections. Current statistics suggest that Gauteng youth between the ages of 18 and 29, make up the province's largest population bracket. Yet, they are the least active in critical democratic processes. The debate was therefore called in a bid to raise awareness among the youth. The debate also served to probe their thoughts on the value of voting. This is particularly relevant in a climate where young people seemingly prefer 'alternative' methods of venting their frustrations with government. This manifests in service delivery protests, malicious and wanton damage to state property, among other forms of destructive and anti-social behaviour.

The debate took place in the form of a panel discussion. The panel was comprised of students of the College and influential



Chantel, a Student at Germiston Campus, asks a question during the debate



The Youth Debate audience listen attentively

personalities. Among them were Broadcast Journalist Xoli Mngambi, Radio Personality Buju Bikwa, Comedian Donovan Goliath (let us keep our humour), Kaya FM Producer Bongekile Skosana and TV Presenter Jessica Mthimkhulu. The panel deliberated on issues that would facilitate young people changing their perspective on voting.

Panelists had this to say:

Buju Bikwa: Young people are frustrated. A large number of youth with qualifications are sitting in corners doing nothing. They should not just sit back and do nothing. They need to be active citizens. They should be volunteering and starting their own businesses.

Jessica Mthimkhulu: Youth vote because they think, and hope things are going to change. She encouraged young people who are eligible to vote to go out in numbers to vote for the party they think will make a difference in their lives.

Donovan Goliath: As youth, we do not have to sit back and do nothing. It is estimated that about 33% of the South African population fall within the youth category. That is a loud voice. Large enough to ensure that we see positive change in our democracy.

Bongekile Skosana: As youth we need to go and vote to ensure that we bring about change in our country. This is the more so because



Buju Bikwa and Donovan Goliath, panelists in the Youth Debate

of the hardships we are going through as a country. More than 26% of the general population is jobless. More than 38% of youth are without jobs.

Xoli Mngambi who was a moderator during the debate said: We cannot achieve anything if we do not get up and do something. Democracy was brought about through struggle. As the youth, we need to get up and vote in 2019.

Students participated raising issues of service delivery in the communities where they reside. Other issues raised were the rising cost of living, joblessness and other social related challenges. Ironically, for some, it is these very issues that discourage them from voting.

Honourable Mike Madlala, the Gauteng Provincial Legislature Chairperson of Committees, encouraged students to start debates. Especially around issues of democracy and voting. He furthermore added, that when he goes back to give a report to the Gauteng legislature, he will tell them that "Ekurhuleni West TVET College is an institution that works". That factually echoes the words of the Minister of Higher Education and Training Honourable Naledi Pandor, who at the IVETA conference in Cape Town said, 'EWC iyaduma'.



Celebrity panelists Buju Bikwa, Donovan Goliath, Jessica Mthimkhulu, Bongekile Skosana and Xoli Mngambi at Youth Debate

Show Courage!

JULIA DUMINY - MOT SA Advocacy and Social Media Manager

Editor's Note:

The Mot Lifeskills programme is very popular in participating TVET Colleges. The programme originates in Norway and the word 'mot' means 'courage' in English. For more information on Mot SA visit the website www.mot.org.za or email Julia on Info@mot.org.za

Why MOT?

During the 2018 TVET College MOT youth leadership camp, a student stood up and spoke about being part of a gang. He mentioned that he grew up in a small town and his mom and dad did not take an interest in him and his development. Upon self-reflection, he realised that this made him a target for the gang leaders because he was vulnerable and desperately searching for a sense of belonging. He spoke about the gang offering him a brotherhood. The gang leader purchased expensive name-brand gifts and he took these gifts as acknowledgement and felt a part of that group. The gang became his family.

During his first year at TVET College, he stumbled across "MOT" and attended the life-skills sessions. He soon felt a change and began to connect with his MOT Coach (lecturer) and other students in his class. He began to feel a part of MOT and called it the "good gang".

MOT aims to be the good gang by creating a safe and warm

environment for youth to develop and grow to their full potential. The theme for 2019 is #Courage2bReal. We want youth to break barriers and be their true, authentic selves and know that it is OK to be who you really are!

What is MOT?

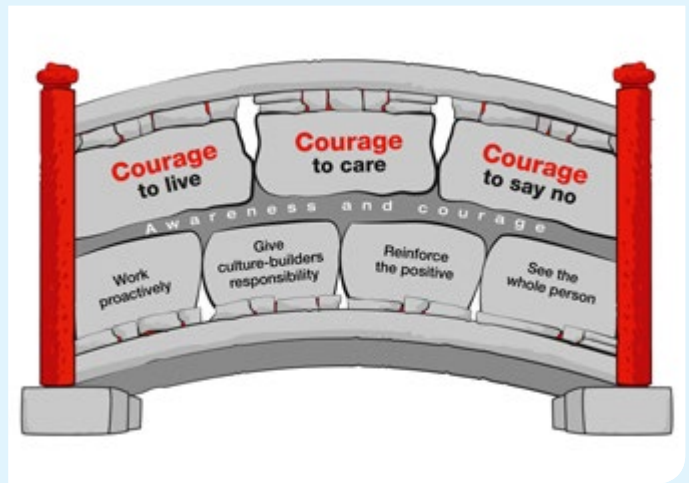
MOT started in Norway 22 years ago. It is a comprehensive, global lifeskills concept that develops robust youth, who include all. The MOT programme aims to strengthen youth's self-awareness, resilience and courage, making use of fun and interactive activities, role play and group discussions. MOT has been in South Africa for 11 years and since its inception has prided itself on establishing great partnerships with TVET Colleges in the Western and Eastern Cape Provinces.

The MOT philosophy is made up of three values and four principles.

MOT's values:

Courage to LIVE

- Be yourself
- Lead yourself
- Be passionate
- Accept to not always be great



The MOT bridge illustrates working proactively with youth. Before they fall into the river, let's work together to strengthen their courage, awareness and resilience

Courage to CARE

- Create a good feeling in others
- Show respect
- Show love
- Care for the outsiders

Courage to say NO

- Prioritize
- Stand up for your values
- Dare to speak out
- Practice tough love

MOT's principles:

Work proactively

- Build an inclusive culture
- Be prepared
- Communicate clearly and sincerely

Give culture-builders responsibility

- Include others

- Be a good role model
- Be there for others

Reinforce the positive

- Be innovative
- Plant positive expectations
- Look for the best in people and situations

See the whole person

- Show background understanding
- Be curious rather than judgmental
- Be generous

Find out more about MOT and MOT's basic education. Join our circle of courage today and positively influence the lives of the youth, visit www.mot.org.za.

The 2018 National TVET Debate Competition inspires

YVONNE SHILOWA -

Student support Co-ordinator: Social

No fewer than 47 TVET Colleges participated in last year's National TVET Colleges Debate Competition. ORBIT TVET College, was represented by Tshiamo Motlhabane and Sweeneth Sambo of the Rustenburg Campus. They were accompanied by their Lecturer Coach, Ms Mojaki and this writer who was also the National Debate Moderator for the competition.

All teams put in a sterling effort in terms of preparation. The grouping of teams proved to



The 'Best Debaters' from the various Colleges for each debate session. Back row, second from left is ORBIT College's Tshiamo Motlhabane



Students and Faculty that represented ORBIT, Taletso and Vuselela Colleges at the 2018 National TVET Colleges Debate Competition are from left, Vuselela student Kimberley Oliphant, Vuselela Lecturer Mr Nkwe, Vuselela student Mbalinhle Mzuzwane, Taletso Lecturer Mr Mogolegang, ORBIT Lecturer Ms Mojaki, ORBIT College Student Support Social Co-ordinator Ms Yvonne Shilowa, ORBIT students Tshiamo Motlhabane and Sweeneth Sambo, Taletso students Didintle Modimogale and Katlego Lekalakala

be a challenge for the organisers. Initially, there were ten members per team. However, as this arrangement proved impractical, a decision was taken to split the teams into groups of two. This resulted in 20 teams being formed to compete against each other. In spite of the difficult topics presented to them, the students gave their best and did not disappoint!

Day one, saw all 20 teams compete in the elimination round (Round 1), for a spot in the top four. Teams North West, comprising ORBIT, Vuselela and Taletso students; and teams Free State, KwaZulu-Natal and Gauteng, proved to be

the better teams. These four teams advanced to the semi-finals and final round, held on day two. Celebrity actor, Ms Khanya Mkgangisa, made a surprise appearance during day two. Much to the excitement of students!

Unfortunately for Team North West, their journey came to an end. They were knocked-out by Team Free State in the semi-finals. However, one of the team members, Tshiamo Motlhabane, scooped the 'Judges' Choice Award' for his excellent debating skills. Congratulations to him on being the first debating recipient at the college, of such a prestigious award.

REGISTRATION 2019

Deputy Minister Buti Manamela familiarises himself with the Registration 2019 progress

LEHLOHONOLO MPHUTHI and
NOKUTHULA ZAKWE

The Deputy Minister of Higher Education and Training, Buti Manamela visited Ehlanzeni TVET College to monitor first-hand, the student registration process and the effective commencement of the 2019 academic year at the college.

His visit was scheduled to ensure that fee-free higher education is implemented for the benefit of all prospective poor and academically deserving students. The Deputy Minister also sought to increase education collaboration ties with both senior level officials, student leaders and academic support staff. "We want to see internal stakeholders being able to handle the challenges they face on campus. We want them to take charge of institutional issues without the interference of the Department of Higher Education and Training. Our role and responsibilities as government, is to provide support to this objective" said the Deputy Minister.

In robust discussion with organised labour leaders and Student Representative Council members, he emphasised the importance of engaging and listening to each other.



Deputy Minister Buti Manamela consults with the Student Representative Council executive committee at Ehlanzeni TVET College, in Nelspruit, regarding the registration process

He reiterated that this was essential in order to achieve a conducive learning environment at institutions of higher learning. He appealed to student leaders to encourage others to submit the required documents to the National Student Financial Aid Scheme (NSFAS) on time. "Eligible students are entitled to access education and funding without the imposition of any hindrances such

as registration fees and application fees", he added.

In the course of the first three weeks of the Academic Year, the Deputy Minister criss-crossed the country ensuring that all eligible beneficiaries of NSFAS are not overseen in the registration process. Institutions visited included Sedibeng, eThekweni, and Northern Cape TVET Colleges, amongst others.

Deputy Minister visits college to observe the student registration process

MATAU MANYE - Marketing Manager

The Deputy Minister of Higher Education and Training, Mr Buti Manamela, visited Sedibeng TVET College Sebokeng Campus, early in the new Academic Year.

The visit was scheduled to monitor how the registration process was being administered at the College. The monitoring forms part of an on-going assessment programme. The

assessment is related to the implementation of NSFAS administrative improvements at public Higher Education and Training institutions.

The Deputy Minister held a brief meeting with Principal George Mothapo, the management team, SRC and various stakeholders within the institution. Principal Mothapo furnished the Deputy Minister with a report. The report detailed how the registration and admission process was being administered at the college. Challenges that the institution is experiencing in the process, were included in the report. Deputy Minister Manamela enquired after the projections for 2019. Principal Mothapo responded that the College was expecting approximately 18 700 student enrolments. These included trimester, semester and annual student registrations.

The Minister was also informed of the state-of-the-art workshops at the College. The excellent partnerships that the College has established with companies in- and outside the country, to assist students with their practical training, had yielded such positive results. The Deputy Minister was treated to a campus tour. He visited the workshops and interacted with students and their lecturers. He noted some of the equipment that companies had donated to assist students with practical training.



Deputy Minister Manamela chats with managers of Sedibeng TVET College

Apply Now campaign yields positive results

TIYANI MBOWENI - Public Relations Officer

There was jubilation as Mopani South East TVET College wrapped up its formal registration with no incidents reported.

As early as 2nd January, the College opened its gates for 2019 registration at both the Sir Val Duncan and Phalaborwa Campuses. This TVET College appreciated the merits of the "Apply Now Campaign" which had been rolled out by the Department of Higher Education and Training (DHET) towards the end of 2018. The objective was to facilitate the majority of prospective students applying well within the application timeframe. It was hoped that this would minimise the phenomenon of 'Walk-In' applications.

The campaign aimed to encourage interested youth to apply in advance. In this way they could secure early registration and a space at a TVET College. The success of the campaign was such that the College experienced very few 'Walk-Ins' in comparison with previous years. The early application and pre-enrolment campaign yielded further positive results in that the registration process for first year students was smoother and more professional than ever before. "The College was also in a position



Faculty assist new students to complete registration forms

to provide space for the many applicants who wanted to enrol" added the Deputy Principal Registrar: Mr Motubatse. Successful applicants were notified regarding their application status, through SMS facilities. The first day of registration at the Sir Val Duncan Campus, was characterised by scores of successful applicants. They were in the company of their parents, guardians and siblings. They arrived early to be the first applicants confirming their registration status.

Sir Val Duncan's Campus Manager, Mr Mabuza, was very pleased to see his colleagues and SRC members at the campus assisting prospective students. They assisted students with the completion of registration documentation, clarification of programmes and other registration options. Morema Maite Sharon who registered at the Phalaborwa Campus, said the pre-enrolment application made life easy for her. She was registered and received a student card within a reasonable time following her arrival at the campus. Another student at Sir Val Duncan Campus, Wonder Gumende, said the registration process was straight forward. He had applied on time last year at the College. He had subsequently been informed of his acceptance to study at the college within a reasonable time.

The College wrapped up its first formal 2019 student registration cycle, which ran from 3 – 11 January, on a highly successful note.



Scores of new students queue at the Phalaborwa Campus gate to confirm their registration status

Planning in good time leads to smooth registration process

NONDUMISO KHUMALO

TVET Colleges are positioning themselves in South Africa to become learning institutions of first choice.

King Sabata Dalindyebo TVET College was in a jam-packed registration frenzy as the Academic year commenced. Admissions for new students started in November 2018. Existing students were given enrolment forms committing themselves to returning in 2019. Registration 2019 commenced on the 7th of January as scheduled. It continued until the 18th of January. Although the intention had been that on the 7th and 8th, existing students should be registered, old students and walk-ins were also taken care of until all programmes were full. The Registration Team even worked on weekends to ensure that all students were captured in time as the classes commenced on the 14th of January.

The registration was made easier by the presence of the South African Police Services who were on site at all campuses to provide assistance to all those prospective students who had not been able to have their supporting documents certified for their applications. Senior students, assisting the Registration 2019 Committee, also formed part of the registration process. Students, predominantly from the O.R Tambo, Amathole and Chris Hani District Municipalities, were admitted to the college's seven campuses.

The improvement of pass rates at the college, has played a major role in attracting students from the wider Eastern Cape and abroad to come and study at the college.



Prospective students await their turn in the Registration 2019 campaign



Prospective students complete their registration documentation

Improved systems yield desired results in 2019 Registration

TUMELO MOROBE - Public Relations Officer

The registration process is always very challenging and demanding even if plans are put in place to reduce negative encounters. Such was the experience of Capricorn College for TVET's Polokwane Campus in Registration 2018. A throng of prospective students, eager to enrol at the college, had gathered outside the campus jostling for access, which then led to an unfortunate stampede.

In preparation for the 2019 registration, the College introduced a pre-enrolment system. This included an online as well as manual application process. This system was tried and tested during the second semester and again in the third trimester registration periods. Challenges were dealt with swiftly. Many preparatory meetings were held with the registration team. This team was led by Principal Lekau Mamabolo. Together, the team ensured that all the required plans were put in place. The College then embarked on a media campaign throughout the province to sensitize prospective students to the newly introduced pre-enrolment system. The important dates and admission requirements featured prominently in the communication campaign.

On receiving prospective student applications, campus selection teams were established to sort through them all. Provisionally accepted, unsuccessful, as well as those students placed on the waiting lists, were sent SMS's informing them of their application status. On the 7th January



Seated right, Principal Lekau Mamabolo and standing on his right, Captain Sekhu, unobtrusively observe as SAPS officials assist prospective students with the certification of their documents

2019, all college campuses commenced with the registration of new students. The registration of returning students commenced on the 9th January. The registration ran seamlessly, with the few challenges reported swiftly resolved. The success of this registration process can be attributed to dedicated staff members, the student representative council, and other college stakeholders. These include the Office of the Premier Limpopo Province, the Mayoral

Office of the Capricorn District Municipality, the Mayoral Office of the Polokwane Local Municipality, Public Order Policing (Polokwane SAPS), Emergency Medical Services and Security Services.

"We acknowledge and appreciate the role played by all the various state entities in ensuring that the registration ran smoothly and without glitches. Working together we achieve more," alluded Principal Lekau Mamabolo.

Compromised honesty and integrity results in registration nightmare

MATAU MANYE - Marketing Manager

Every parent wants to raise their children to be responsible adults. In addition, at the very least, to make a respectable living and perhaps in the process, a valuable contribution to the growth of the economy of SA.

Based on this premise, every parent wants to ensure, that at the beginning of the year, they enrol their children at a reputable, affordable institution. This mind-set remains with parents until their children graduate, rightfully so.

This has been the case for generations and most young people have benefitted from this kind of responsible behaviour on the part of their parents. But, what if children are dishonest and try to defraud the very people that are trying to ensure that they get a bright future? When, parents call institutions of higher learning trying to understand why their child is excluded or not registered, warning lights often flicker.

Some students have a tendency to milk their parents of their hard-earned money, for their own selfish benefit. At the beginning of the year, every responsible parent knows there are school fees to be paid, registration, books and everything that has to do with education. It is appalling to have to respond to a parent, crying that the institution has excluded their child from



registration, when it is clear that fraudulent intentions are at play within the family. It is increasingly evident that some students misrepresent the financial obligations of their studies to their parents. Oblivious, trusting parents generally do not ask for the statements and slips from their children.

Students, have been known to ridiculously inflate fees, to a point where poor parents

are expected to start taking loans. These are some of the complaints we have encountered in the communication department. It is heart-breaking. It has been widely publicised that studying at TVET Colleges is free for poor and academically deserving students, and yet we still have parents in this qualifying category, falling for the unfortunate misrepresentations proffered by their own children.

College leadership reflects on performance in the 2018 Academic Year and consolidates plans for the 2019 Academic Year.

FAITH SIBEKO · Office of the Acting Regional Manager: North West & Mpumalanga

An initiative to ensure that all loose ends were tied on the closure of the 2018 Academic Year, saw a meeting convened in the North West and Mpumalanga Region in December. The meeting was held in Standerton, Mpumalanga Province.

The purpose of the meeting was to reflect on achievements and progress in 2018, while consolidating plans for the commencement of the 2019 Academic Year. The meeting was attended by the Acting Regional Manager North West and Mpumalanga Region, College Council Chairpersons and Principals of the TVET and CET College Sector. A state-of-readiness report was presented by the Acting Regional Manager, Nick Balkrishen. Mr Balkrishen emphasised the priorities for 2019. These would include the promotion of student access and performance. He also highlighted the critical importance of building partnerships with potential stakeholders. Partnerships are key for the success of colleges.

For their part, Principals and College Council Chairpersons, recommitted themselves to working collaboratively. Jointly, their expressed objective was to support the success of students.

Tokens of appreciation were presented to retiring College Councillors. Mr Balkrishen thanked the Councillors for having served the colleges with merit over their five-year term of office. The five year term ends at the end of March and successors will be elected in April.



Attending the meeting that reflected on the achievements of the 2018 Academic Year and consolidated plans for 2019 were, seated in front from left, Vuselela TVET College Deputy Council Chairperson, Ms Ms Motlhagodi Keeme-Gaobepe, Acting Regional Manager Nick Balkrishen, North West CET College Council Chairperson Ms Yvonne Pelle, Ehlanzeni TVET Council Chairperson Mr Elias Mbuyane, Ehlanzeni TVET College Acting Principal Maryna Marais, Gert Sibande TVET College Acting Principal Portia Mange. In the second row were from right, Nkangala TVET College Council Chairperson Mr Mandla Tibane, Mpumalanga CET College Council Chairperson Mr William Jiyana, ORBIT TVET College Council Chairperson Mr Clement Mabe, Gert Sibande TVET College Representative Ms Enhle Ntuli, Vuselela TVET College Council Chairperson Mr Tshidiso Ramphele, Vuselela TVET College Principal Precilla Lehoko, ORBIT TVET College Principal Dika Mokoena, Taletso TVET College representative Mr Daniel Mohlamonyane, Taletso TVET College Principal Sello Mabathoana. Standing at the back from right were Mpumalanga CET College Principal Mmotse Mokone and Nkangala TVET College Principal Cain Maimela

Kick-starting a career is our speciality, making our College a First Choice among registering students

SABELO TSHABALALA · Public Relations Officer

“Education of Distinction”. This is what defines South West Gauteng TVET College.

It is for this reason that the College takes pride in each student's academic progress. The College offers education and training, mostly on National Qualification Framework Levels 2 – 4. Other courses are offered in the Higher Education band at levels N4 - N6 for Report 191 programmes. The College has its central office located in Molapo, Soweto, Gauteng Province. There are campuses spread throughout to include areas such as Roodepoort and Randburg and its Land is Wealth Farm in Sterkfontein.

The College innovatively mobilises all available resources to ensure excellence. Entrepreneurship is also promoted among students. This is why it is significant for prospective students to apply early. Assessments of prospective students are done early so that the results of the tests can be captured before the commencement of classes.

The College offers three different schools of study. These are the Schools of Business Studies, Engineering Studies and Utility Studies. Popular programmes on offer include Office Administration, Financial Management, Economics and Accounting, Civil Engineering and Building



The public make their education first choice with their feet, as thousands flock to South West Gauteng College campuses

Construction, Transport & Logistics, Safety in Society, Clothing Production, Primary Agriculture, Information & Communications Technology, Marketing Management, Human Resource Management, Tourism, Public Management, Hospitality & Catering Services and Popular Music, to mention but a few. Most significantly, the College is a leader in the offering of Distance Learning through its widely renowned Technisa campus in Randburg.

With that being said, “The 2019 registration process commenced on the 7th of January 2019. Hundreds of first year, and returning students queued with enthusiasm to register.” SWGC, Period! Enough Said!



Prospective students are processed as efficiently as possible

ARTISAN DEVELOPMENT

Transform your workplace with an apprentice

YASIN JOHNSON - Programme Manager Boiler-making

There is no doubt about the importance of the manufacturing sector within the South African economy.

South Africa must be seen as an inventor and producer, not merely a consumer of goods. As technology within the manufacturing sector advances, so too must our economy. The TVET sector within South Africa has introduced centres of excellence across the country. These centres of excellence must be industry led and driven, so as to enhance expertise within the manufacturing sector. Informed by research, industry and the government sector can work together to transform skills, productivity and stimulate innovation. Ultimately, it is this that will attract more investment in South Africa and make South Africa a global leader in advanced manufacturing.

Students at TVET colleges must be ahead of the ever changing game. This extends to primary and secondary schools, universities of technology and universities. The belief in the capacity of the apprenticeship system to deliver expertise to eliminate skills shortages, is crucial to South Africa to help increase the country's productivity levels.

Students at TVET colleges must be ahead of the ever changing game. This extends to primary and secondary schools, universities of technology and universities. The belief in the capacity of the apprenticeship system to deliver expertise to eliminate skills shortages, is crucial to South Africa to help increase the country's productivity levels. The approach of Northlink TVET College towards employment partnerships is premised on the following points of departure:

1. Helping employers understand the intentions

Good skills are essential to ensure that your business thrives and prospers in the future. Apprenticeship training could guarantee you those skills. Apprenticeships are ground-breaking qualifications that teach young people about engineering in ways that relate to work. It differs from conventional training in that it teaches important work skills and will help meet your future staffing needs. It shows young people how exciting, creative and challenging engineering can be. It gives young engineers a career head start. Engineering businesses are essential role-players in the training of apprentices. Apprenticeship theoretical components can be taught through local partnerships with schools, colleges, training providers and businesses. There are different levels of skills for trainees of all abilities.

The apprenticeship training needs employers, engineers and the passion of your business to bring learning to life. Many businesses are already involved in apprenticeship training.

2. Why should employers get involved?

The short-term benefits are an increased awareness of your company, its products and services in your local area; Improved communications and people skills for your staff and potential improved public relations with schools and trainees. Medium-term benefits include promoting a positive image for your company in your local community; better networking and more influence in your local community and bringing your business new contacts. Long-term benefits, include possible solutions to your company problems introduced by fresh thinking from younger people and access to a larger local pool of new engineering recruits and apprentices for your business.

3. What can an interested employer do?

You can, of course, decide for yourself what and how much you would like to do. You could start by visiting a school. Doing so would increase awareness of your company; develop your staff's communication skills and improve your company's image and reputation. It presents an opportunity to talk to young people about your industry and your business. Another option would be to provide materials. This too will increase awareness of your company. You provide your company's leaflets, brochures and videos, or basic equipment for teaching. Why not run a workshop. This would create good public relations opportunities with schools; develop your staff's project management skills and give you new idea inputs from young people. Trainees could do practical hands-on tasks set by your company, under close supervision of your staff. You could assist with projects. This will develop your staff's management skills. You pose a real or fictitious engineering problem for young trainees to tackle as a project. You could organise a workplace tour. Again, this would increase awareness of your company. Your staff take trainees with their teachers for a guided tour of your company, bringing your business to life. Another good option is to become a mentor. This would hone your staff's interpersonal skills and again increase awareness of your company. You could also support, encourage and monitor young people working on an engineering project. Going to a careers event

Long-term benefits, include possible solutions to your company problems introduced by fresh thinking from younger people and access to a larger local pool of new engineering recruits and apprentices for your business.

Apprenticeships can attract higher-calibre staff and lead to a more motivated and committed workforce that stays longer, cutting recruitment and training costs. Apprentices who start their working life with a company can be trained to embrace the company culture and tend to have a higher commitment to the overall objectives.

will create PR and networking opportunities. Alternatively, a group of engineering employers could visit a school or other venue to promote their industry. Offering teacher placement would also serve the company well and achieve the aforementioned benefits. Providing work-shadowing opportunities for trainees would also potentially develop your staff's interpersonal skills and improve your company's image. The benefit is, that a trainee spends time with specially-selected members of your staff as they perform their normal work duties. This provides the trainee with valuable work experience. Work experience may also be taken further where the trainee carries out set tasks, learns about the world of work, and gets real and genuine exposure to engineering.

These are just a few ways to get involved, and reap the benefits of active participation. You may also have other ideas on what you'd like to offer, whether it's support, time, resources or anything else.

In conclusion, apprentices can gain knowledge and skills that enable your business to work better and quicker. They can strengthen your bottom line by improving productivity and enabling you to be more competitive. They can fill any skills gaps in your workforce, often introducing new techniques and technology to increase productivity. Apprenticeships can attract higher-calibre staff and lead to a more motivated and committed workforce that stays longer, cutting recruitment and training costs. Apprentices who start their working life with a company can be trained to embrace the company culture and tend to have a higher commitment to the overall objectives. Introducing young, enthusiastic apprentices into the company can have a positive effect on the business, encouraging a culture of learning.

As Sir Henry Royce, co-founder of Rolls Royce said, "Strive for perfection in everything. Take the best that exists and make it better. If it doesn't exist, create it. Accept nothing nearly right or good enough".

For more information on Work Integrated Learning at Northlink TVET College visit:

<https://www.northlink.co.za/wil-workplacements/>

The value of TVET College and Industry collaboration for training artisans of the 21st Century

ZINI GODDEN -

Skills Development for a Green Economy II Programme - GIZ

Educators and industry players, generally operate in divergent worlds. Their networks and associations have few overlaps, resulting in limited understanding and appreciation for each other's operational reality.

The resulting chasm is particularly counterproductive in the TVET context. The TVET sector is expected to produce graduates equipped with technical and vocational skills that can readily be utilised in the "world of work". Additionally, the fast pace of technological development, requires agile curricula and delivery methodologies that are responsive to industry contexts. The value of TVET Colleges is thus increasingly dependent on partnering with Industry to train young people for the future. This is necessary to ensure significant, practical workplace exposure in order to produce graduates that are suitably qualified for 21st century work contexts.

A solid foundation of continuous exchange, networking and dialogue between TVET and Industry stakeholders, creates a better understanding of workplace contexts. It builds relationships of trust and the motivation necessary for joint collaboration. Such relations create a better understanding of how new technologies, digital solutions and other innovative approaches, can enhance productivity. Utilisation of these smart technologies, aligned to the needs of the 4th Industrial Revolution (4IR) are a necessary condition for industry growth and increased competitiveness.



Team Einstein presents their business idea to the audience. From left are Johan Bester, Vijayen Naidoo and Ayanda Dodo

In the period October - November 2018, two STEM (Science, Technology, Engineering and Maths) Summer Schools were held. These were jointly co-hosted by Industry, in the form of the Electrical Contractors Association of SA, and the Public Sector, represented by DHET and TVET College stakeholders. The summer schools were supported by the GIZ, through the offering of the SD4GE (Skills Development for a Green Economy) programme to apprentices,

within the Dual System Pilot Project (DSPP). The theme for the summer schools was "DSPP goes Digital". Apprentice employers acknowledged the significance and value of the exposure provided by the summer schools to pioneering innovations. The participating employers therefore readily released their apprentices to participate in the STEM summer schools. Such concerted action between public and private stakeholders, is critical for preparing apprentices for employment and self-employment prospects.

Forty apprentices from the first intake of DSPP electricians spent one week on the Summer School training which focused on future digitalisation challenges and opportunities. In the course of the training, apprentices were exposed to 4IR case-studies related to Mining, Manufacturing, Agriculture and Services contracting. There were also practical exercises involving Internet of Things (IoT), sensors and related technologies. Participants were introduced to companies utilising digital technologies. A competition to create IoT-enabled service offering for clients related to risk management, convenience, energy sustainability and community support, was introduced. Change Management relating to adaptation in a networked age, was also discussed.

Following the training, apprentices were able to understand the scope of application of digital solutions. They presented ideas and business models, based on what they had learnt at interactive "Snack and Chat" events. These were attended by more than 100 guests from Industry and Government. Participants eagerly showcased key insights gained on digital transformation and the IoT. The training served to highlight the opportunities these developments present for them as future electricians. The summer school further confirmed the value and the aspirations that such exposure to the "world of work" presents.



Mpumelelo Nkomo prepares for the business case competition



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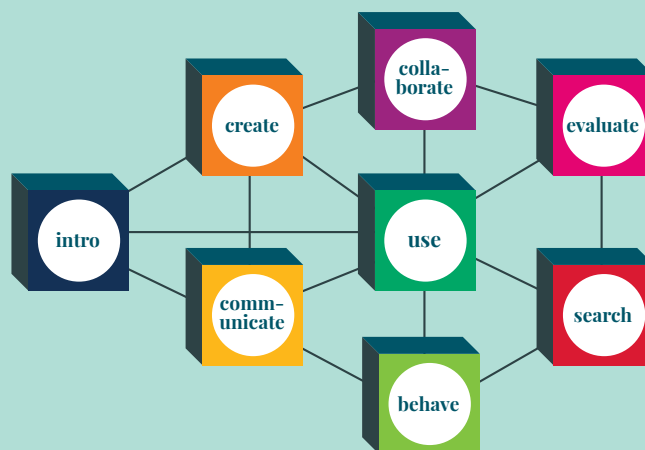
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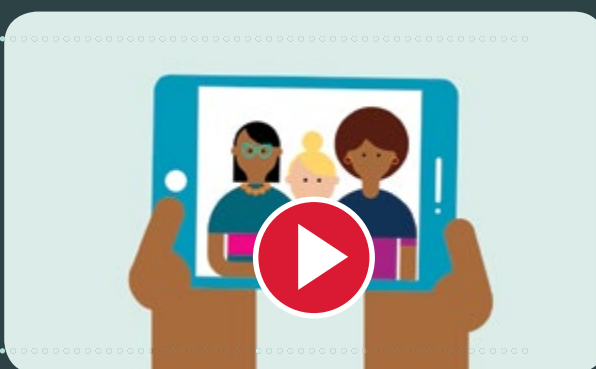
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WORLDSKILLS SOUTH AFRICA

National WorldSkills competition features top students



LUNGA LUPUWANA -

Senior Lecturer NCV Electrical Infrastructure & Construction

ORBIT TVET College Brits Campus Electrical Infrastructure & Construction, Level 4 student, Mfundo Buthelezi, was selected to represent the College at the National Skills Competition scheduled to take place in February.

Mfundo's competition journey started on 17th September 2018, when he participated in the first round of the North West Provincial Competition. The Competition, held at Mankwe Campus, saw students from ORBIT, Taletso and Vuselela TVET Colleges show off their skills in Electrical Installation. He was among the top six students who advanced to the next round of the Provincial Competition. The Provincial Competition took place on the 28th and

29th of September 2018 at Vuselela TVET College Training Centre, Matlosana Campus. Mfundo proved that he was a force to be reckoned with. He was chosen as the overall winner to represent North West Province at the Nationals Skills Competition.

Together with the other provincial winners from the nine provinces, he has undergone further training under the guidance and tutorship of Electrical Installation expert, Mr du Plessis and Electrical Infrastructure Construction (EIC) lecturer and qualified artisan, Ms M Matloa, in preparation for the nationals. The training took place at Mr du Plessis' training centre in Germiston, Johannesburg, Gauteng Province.

Winners of the National Competition will represent South Africa at the WorldSkills Competition expected to take place in Kazan, Russia in August.



Mfundo shows off his skills during the first round of the Provincial Skills Competition hosted at Mankwe Campus on 17 September 2018

Winners of the Western Cape WorldSkills competition announced

ROSHIN SCHMIDT - Marketing Officer

The winners of the Western Cape WorldSkills Competition, a division of the WorldSkills Global enterprise, were announced in December.

The Awards Ceremony, was the most anticipated event amongst the Western Cape TVET and Private Colleges who had entered participants in the 13 WorldSkills Categories for the competition. Guests included keynote speaker, Professor Prinsloo of the Department of Economic Development and Tourism. His enlightening address explained the value of artisan apprenticeships. How these could place the South African economy on an upward trajectory, with the full support and participation of industry, government and TVET Colleges.

Western Cape apprentices who were awarded gold, proceeded to the WorldSkills National Competition, which had been scheduled to be held in Durban, KwaZulu-Natal Province in February. Competing against the rest of the country for a spot on team South Africa, participants had to demonstrate technical abilities, both individually and collectively. This level of ability is required in the execution of specific tasks for which they are trained or need to perform in their workspace.

The final team will proceed to the International WorldSkills Competition in Kazan, Russia in August. Here they will compete against their peers for the coveted title of the best of the best in their artisan trade.

The False Bay TVET College Western Cape Team members are as follows:

| Trainee Name | Category |
|-------------------|--|
| Jacobus Adriaan | Auto body Repair |
| Chad Randall | Car painting |
| Eugene Martin May | Electrical Installation |
| Tammy-Lee Jooste | IT Networking Systems and Administration |

The following False Bay TVET College lecturing staff were acknowledged for their valuable contributions to the success of the WorldSkills local heats and student training:

| Trainee Name | Category |
|-------------------|--|
| Trevor Steyl | Auto Body Repair |
| Jevon Daniels | Car painting |
| Eugene Cairncross | Electrical Engineering |
| Sello Lekhanya | IT Networking Systems and Administration |

The World Skills Competition is held every two years. It is the biggest vocational global education and skills competition event. It attracts participation from young people in industry and training providers from more than 70 countries. WorldSkills rose out of the ruins of the Second World War. The war had a devastating effect on the economies of Europe, creating huge skills shortages that threatened a new economic depression.

Today, The Competition moves from continent to continent. The WorldSkills movement has become much more than an international competition. The organisation is helping young people around the world change their lives through vocational skills.

For more information on WorldSkills South Africa, visit:

<http://www.worldskillssa.dhet.gov.za/>

Preparing for the WorldSkills Competition

MATSATSI KGAMEDI - Public Relations Intern

In preparation for the National WorldSkills competition, Waterberg TVET College students were hard at work to ensure that Limpopo Province leaves its mark on the Competition.

Two finalists from the restaurant division, Goitseman Mohale and Kamogelo Tjale, spent a preparatory period of two weeks at Monate Game Lodge. This was to maximise their potential in guest interaction and to refine their actual restaurant table-setting skills. The Lodge usually offers assistance to the College in the training of chefs. The game lodge

in turn, also benefitted from the extra hands in their restaurant.

The students were carefully trained and monitored by the Acting Food and Beverage Manager, Aaron Rammutla. He took a keen interest in shaping their cocktail preparation and table-setting skills for both the breakfast and dinner services. Another finalist who represented Limpopo in the cooking skills division, Pam Chuene, had been stationed at Zebra Country lodge for her training. Zebra Country Lodge, already has a working relationship with the College

as a host employer. "The experience I gained was exceptional. I learnt something new every day", Pam Chuene comments on her training experience at the lodge. "The staff were tough, yet accommodating. This encouraged me to put a lot of effort into my work and thereby lift my game."

These finalists will be carrying on with their training at the hands of committed lecturers. They were stationed at the Ranch Resort in Polokwane for weekends leading up to the National WorldSkills competition. South Africa must just watch the space!

Provincial WorldSkills Team Awards prepares competitors for the national WorldSkills Competition and ultimately, WorldSkills Kazan, Russia

IVAN SWART -

Public Relations, Social Media and Digital Content Practitioner

In December, the Western Cape Provincial awards ceremony of WorldSkills South Africa (WSSA) was held at J & J Conference Centre at Belmont Square near Cape Town, Western Cape Province. This is where the finalists were brought together. They were supported by their proud parents, guardians and sponsors. The event celebrated the success of the top performing candidates in each of the competition skills areas.

The Western Cape Province had just completed the provincial leg of the competition. The finalists and winners were selected from provincial public TVET Colleges, Private College students, industry apprentices and employees. Winners were to represent the Province in the national competition that was scheduled to be held in February 2019 in Durban, Kwa-Zulu Natal Province. The winners of the national competition will represent South Africa at the International WorldSkills Competition to be held in Kazan, Russia in August.

The provincial competition saw 44 competitors under the age of 23, compete in 14 vocational skills areas. The two top performing competitors in each skill area trained together to represent the Western Cape team at the national competition in Durban.

"A former Deputy Minister of Higher Education and Training launched WorldSkills South Africa in 2013. He did so as part of the DHET's drive to make Technical and Vocational Education and Training (TVET) and the artisan trades more attractive to South African youth. This is the third time that our province is participating. I believe our team will go forward and make us proud. The calibre of the candidates and their commitment to this programme is admirable. Their achievement bears testimony to the dedication of both public and private entities," said Ebrahim Peters, Chairperson of Provincial Artisan Development Committee in the Western Cape. The WorldSkills Competition provides numerous prospects for skills exchange, experience and technology innovation. It also raises the awareness of the artisan sector and its career path possibilities that lead to gainful employment.

"We also thank TVET College Principals for their ongoing support. In particular the financial support

The Provincial Competitors who walked away with medals in the various skill areas were:

| WSSA WESTERN CAPE PROVINCIAL WINNERS – 2018 | | | | | |
|---|-----------|------------------------------------|--------|-------|-------------------------------|
| Name | Surname | Skill Area | Medals | Place | Institution |
| BRONWIN | BOCK | WELDING | BRONZE | 3RD | WEST COAST TVET COLLEGE |
| IVANO | KLEINSMIT | WELDING | SILVER | 2ND | WEST COAST TVET COLLEGE |
| SIYABONGA | MATLAKALA | WELDING | GOLD | 1ST | WEST COAST TVET COLLEGE |
| CELESTE | JANTJIES | COOKING | SILVER | 3RD | NORTHLINK TVET COLLEGE |
| SESETHU | PANDA | COOKING | BRONZE | 2ND | NORTHLINK TVET COLLEGE |
| MICHAL | JONES | COOKING | GOLD | 1ST | COLLEGE OF CAPE TOWN FOR TVET |
| MOGAMMAT YUSUF | ABRAHAMS | ELECTRICAL INSTALLATIONS | SILVER | 3RD | FALSE BAY TVET COLLEGE |
| AVIWE | NKATA | ELECTRICAL INSTALLATIONS | BRONZE | 2ND | COLLEGE OF CAPE TOWN FOR TVET |
| EUGENE MARTIN | MAY | ELECTRICAL INSTALLATIONS | GOLD | 1ST | FALSE BAY TVET COLLEGE |
| AHMAD | ISAACS | REFRIGERATION AND AIR CONDITIONING | BRONZE | 3RD | COLLEGE OF CAPE TOWN FOR TVET |
| DAVID | LA GRANGE | REFRIGERATION AND AIR CONDITIONING | SILVER | 2ND | CAPE TOWN AIRCONDITIONERS |
| PIETER | ROETS | REFRIGERATION AND AIR CONDITIONING | GOLD | 1ST | COLLEGE OF CAPE TOWN FOR TVET |
| NICOLE BOBBY | THEBUS | HAIRDRESSING | BRONZE | 4TH | NORTHLINK TVET COLLEGE |
| LA-CRETIA | NOLAN | HAIRDRESSING | BRONZE | 3RD | NORTHLINK TVET COLLEGE |
| TARRYN | SAMEULS | HAIRDRESSING | SILVER | 2ND | COLLEGE OF CAPE TOWN OF TVET |
| NORMA-LEE | LOTZ | HAIRDRESSING | GOLD | 1ST | NORTHLINK TVET COLLEGE |
| LEANNE | ROSENBERG | BEAUTY THERAPY | BRONZE | 4TH | COLLEGE OF CAPE TOWN FOR TVET |
| BRITTANEY | SMITH | BEAUTY THERAPY | BRONZE | 3RD | COLLEGE OF CAPE TOWN FOR TVET |
| MARIA | DE REUCK | BEAUTY THERAPY | SILVER | 2ND | COLLEGE OF CAPE TOWN FOR TVET |
| BRIDNEY | CLOETE | BEAUTY THERAPY | GOLD | 1ST | COLLEGE OF CAPE TOWN FOR TVET |
| EMIHLE | CUTSHWA | IT NETWORK SYSTEMS ADMINISTRATION | BRONZE | 4TH | FALSE BAY TVET COLLEGE |
| CHAUNCEY | SEEGERS | IT NETWORK SYSTEMS ADMINISTRATION | BRONZE | 3RD | FALSE BAY TVET COLLEGE |
| DARRIAN | SAMEULS | IT NETWORK SYSTEMS ADMINISTRATION | SILVER | 2ND | FALSE BAY TVET COLLEGE |
| TAMMY-LEE | JOOSTE | IT NETWORK SYSTEMS ADMINISTRATION | GOLD | 1ST | FALSE BAY TVET COLLEGE |
| THURSTAN | COETZEE | AUTOMOBILE TECHNOLOGY | BRONZE | 3RD | PAIL WEST MOTORS |
| RIDHAA | MANUEL | AUTOMOBILE TECHNOLOGY | SILVER | 2ND | COLLEGE OF CAPE TOWN FOR TVET |
| AMUROEDEEN | FORTUINE | AUTOMOBILE TECHNOLOGY | GOLD | 1ST | COLLEGE OF CAPE TOWN FOR TVET |
| MANDY | ADAMS | CNC TURNING | BRONZE | 3RD | NORTHLINK TVET COLLEGE |
| CALIB | LAGUMA | CNC TURNING | SILVER | 2ND | NORTHLINK TVET COLLEGE |
| BRADY | AMOS | CNC TURNING | GOLD | 1ST | NORTHLINK TVET COLLEGE |
| SIVE | WAYITI | PLUMBING AND HEATING | BRONZE | 3RD | COLLEGE OF CAPE TOWN FOR TVET |
| SINOXOLO | MAHOTE | PLUMBING AND HEATING | SILVER | 2ND | COLLEGE OF CAPE TOWN FOR TVET |
| KEGAN | LUCAS | PLUMBING AND HEATING | GOLD | 1ST | NORTHLINK TVET COLLEGE |
| BYRONE JOHN | DAVIDS | AUTOBODY REPAIR (PANELBEATING) | SILVER | 2ND | FALSE BAY TVET COLLEGE |
| JACOBUS ADRIAAN | COETZEE | AUTOBODY REPAIR (PANELBEATING) | GOLD | 1ST | FALSE BAY TVET COLLEGE |
| CHAD CONRAY | WILLIAMS | CAR PAINTING (SPRAYPAINTING) | BRONZE | 3RD | FALSE BAY TVET COLLEGE |
| DANIELS | WILMORE | CAR PAINTING (SPRAYPAINTING) | SILVER | 2ND | NORTHLINK TVET COLLEGE |
| CHAD | RANDALL | CAR PAINTING (SPRAYPAINTING) | GOLD | 1ST | FALSE BAY TVET COLLEGE |
| CHERYL-ANN | THOMAS | RESTAURANT SERVICES | BRONZE | 3RD | FALSE BAY TVET COLLEGE |
| AQEELAH | DAVIDS | RESTAURANT SERVICES | SILVER | 2ND | FALSE BAY TVET COLLEGE |
| TARREN | SEDEMAN | RESTAURANT SERVICES | GOLD | 1ST | INTERNATIONAL HOTEL SCHOOL |
| JULIAN JOSEPH | JURRIES | BRICKLAYING | BRONZE | 3RD | BOLAND TVET COLLEGE |
| JAMES | DINGAAN | BRICKLAYING | SILVER | 2ND | COLLEGE OF CAPE TOWN FOR TVET |
| ZANCO | JANTJIES | BRICKLAYING | GOLD | 1ST | BOLAND TVET COLLEGE |

received from the Western Cape Government, through the Department of Economic Development and Tourism," added Mr Peters.

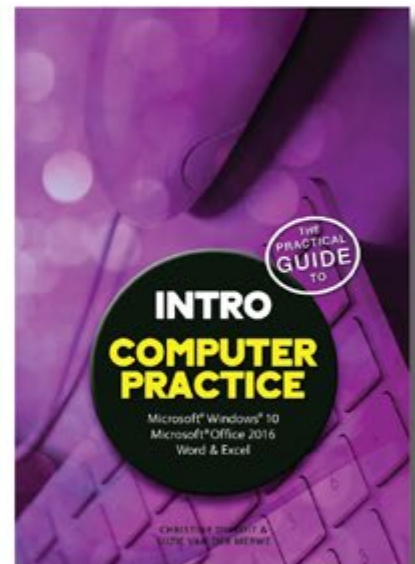
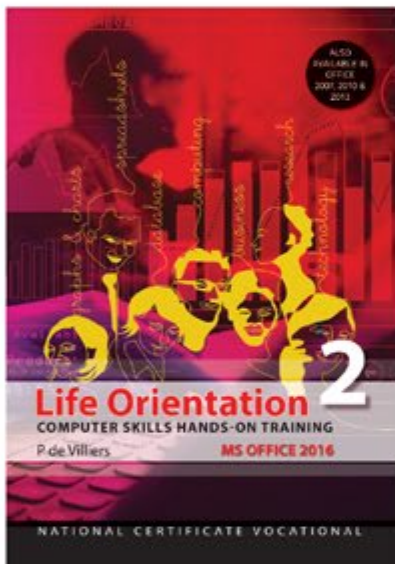
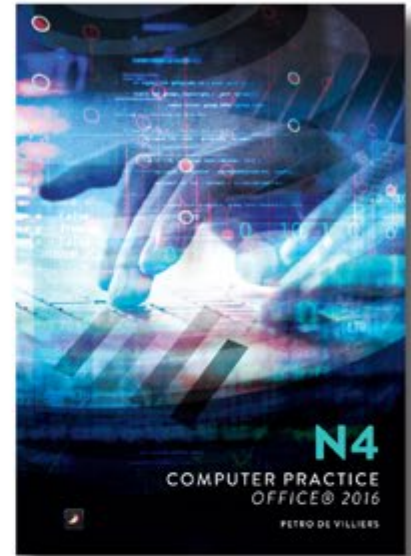
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WORKPLACE EXPERIENCE



The WorkFit Campaign boosts TVET student employability

STEPHANIE BÜHRER

Editor's Note:

The WorkFit Campaign is a not-for-profit initiative supported by the Rockefeller Foundation. The focus of the campaign is two-fold: Firstly, the campaign aims to reach as many TVET Colleges as possible in order to share the WorkFit Toolkit, which is a free resource. The toolkit is aimed at improving TVET College student employability. The toolkit has been developed based on extensive research. Secondly, the campaign aims to create linkages between different youth employment-focused initiatives, including employers where applicable. All the contact details to follow up on your college's participation are supplied at the end of the article.

Did you know that 43% of the 1 million youth entering the labour market each year get stuck within six months, with only 6% reaching the formal sector?

Youth unemployment is a growing issue facing South Africa. It is an issue that the WorkFit Campaign is trying hard to combat. It is for this reason that the WorkFit Campaign is reaching out to TVET Colleges. The WorkFit Campaign offers colleges free resources that can help improve student employability. Launched in October 2017, the WorkFit Campaign is a not-for-profit initiative, supported by the philanthropic organisation, the Rockefeller Foundation. This initiative was created to help scale youth employment efforts within TVET Colleges. It is aimed at helping the youth prepare for citizenship and productive employment or self-employment. The preparation is facilitated through the introduction of the WorkFit Toolkit. The Toolkit is available as a free download from the WorkFit website. It is a resource for improving the work readiness capabilities of youth and education organisations. It is based on research into the practices of leading work-readiness providers from around the world. Many of them being South African.

Beyond the free Toolkit, the WorkFit website provides access to numerous other free work-

readiness resources. Interested parties can also stay up-to-date with what's happening via the monthly blog posts as well as sign up for free monthly workshops. Importantly, these workshops are aimed at helping participants understand youth employment obstacles. It also helps participants to incorporate work-readiness preparation into their practices to boost youth employability, with the help of the WorkFit experts. Given that the WorkFit team is small, several key relationships have been developed across the South African landscape to reach as many TVET Colleges as possible. Some of the key organisations that WorkFit has engaged with include Khetha, otherwise known as the Career Development Services, IQbusiness, JET, Bridge, NBI, Harambee and SACPO. The WorkFit Campaign is also playing a strong support role in the roll-out of the CSTO (Co-ordinating Seta-TVET Office) initiative.

Another key partnership that has been established, is with Sensemaker. Sensemaker is a unique research tool that is helping the WorkFit Campaign to understand how TVET College-Employer partnerships can be improved. These types of partnerships have been specifically chosen, as research shows that effective TVET College-Employer relationships, can have a direct impact on improving youth work-readiness. All TVET College

employees who know of such a partnership, whether past or present, are encouraged to please visit the website and complete the survey.

So why should you join the WorkFit Campaign? Joining the Campaign will mean that you can benefit from a variety of resources and support. Support that will improve your Student Support Services performance in rendering exit support. It will also improve the employability outcomes of your college. Ensuring a better fit with employers' needs, means that your students will have a greater chance of finding and retaining employment. WorkFit Campuses will also have an advantage in meeting and exceeding DHET performance outcomes for employer partnerships, lecturer work experience and student workplace-based exposure. Lastly, partnering with the WorkFit Campaign means that your campus may improve its image and reputation in the community and amongst employers. This in turn can increase the level of support and funding you receive.

For more information on this exciting initiative and to stay up-to-date with the WorkFit Campaign's activities, please visit their website and join the campaign. Alternatively, you can follow their social media pages for updates to support WorkFit TVET Colleges.

Website: <https://workfitcampus.org.za>

LinkedIn: <https://www.linkedin.com/company/the-workfit-campaign>

Twitter: <https://twitter.com/WorkFitCampaign>

Contact: Stephanie Bühler
stephanie@workfitcampus.org.za;
083 380 8959

ENTREPRENEURSHIP DEVELOPMENT

Create your own future!

LAME MORUBANE - Communication Officer

The first of its kind, Business Plan Pitch Competition recently took place between the registered SMME's of the Motheo TVET College Centre for Entrepreneurship and its Rapid Incubator. The prize money of R30 000 for the three winners of the competition was sponsored by Future Managers Publishers.

The competition is part of the entrepreneurship support services offered by the Incubator. Students who have qualified at Motheo TVET College conventionally have the opportunity to study further or to seek jobs. But, as per our slogan, "The Gateway to Employability", there is another exit opportunity. Through a partnership project established with the main funder, in the form of the Small Enterprise Development Agency (Seda), under the auspices of the Department of Small Business Development and Trade and Industry, our students also have the opportunity to create their own small businesses. They are supported in doing so utilising the services of the Motheo TVET College Centre for Entrepreneurship and the Rapid Incubator (CfE and RI). The Rapid Incubator is situated at 46 St Georges Street, in the Central Business District of Bloemfontein, Free State Province.

Since start-up companies lack many resources, experience and networks, the incubator provides a one-stop shop for entrepreneurial support. It provides services which help the SMME's get through the initial hurdles of starting up a business. These hurdles include space, funding, legal matters, accounting and

IT services. The Incubator also provides further assistance in the form of networking, marketing, business basics, presentation skills and linkages to resources and strategic partners.

The Centre for Entrepreneurship and Rapid Incubator and registered SMME's, together strive to facilitate the growth and development aspects of SMME's and Start-Up Businesses. They do so by providing a Business Advisory service, Business etiquette and Information transfer through workshops and training sessions. Budding entrepreneurs are also taught Financial Management of the SMME's budget; and facilitate the process towards the registration of new businesses at the Companies and Intellectual Property Commission (CIPC), an agency of the Department of Trade and Industry. The support offers free administration and related operational activities to assist the registration. The facility offers equipment usage and assistance for registered SMME's in the field of Design and Manufacturing of items such as Jewellery, Welding, Clothing, Graphic Design and Civil construction among others. There is also free access to WIFI and internet; Free client consultation space; and a boardroom and workshop facilities that enhance business opportunities. The facility also provides access to administrative systems and operational support. The service is provided by an energetic team of staff members to all registered SMME's.

As a result of this comprehensive intervention, we have successfully registered 27 new SMME's,



Winners of the Business Plan Pitch competition were from left, in 3rd Position, Thoriso Lethale of Lethale Carat, in the 1st Position, Ashley Lempe of CR8 Interactive, and in the 2nd Position, Onele Tamba of Somestuff Designs

trained 650 youth and community members and created a total of 28 new jobs. A total of 73 already established SMME's, were also supported with continuous workshop and training sessions.

Our Centre for Entrepreneurship and Rapid Incubator uses the 18 month model of SEDA. This model is divided into three six-month models, where different activities take place to enhance the business skills of the registered SMME's.

We link closely with the Free State Department of Economics, Small Business Development, Tourism and Environmental Affairs; Department Social Development; Financial Institutions; Mangaung Chamber of Commerce and Industry; the Black Business Forum and various sponsors.

We invite all qualified Motheo TVET College students and alumni who want to start a small business, and especially all women and youth between the ages of 18 – 35; as well as current small business operators in the community of Mangaung who are interested in becoming part of the project, to contact us. Current small businesses already registered on CIPC can also visit us at 46 St Georges Street or contact us during office hours on Tel: 051- 8139017. We invite you to do this even if your company is dormant. Email addresses to use are the Business Development officer at tsikwel@motheoetvet.co.za or the Centre Manager at incubator@motheoetvet.co.za



At the Business Plan Pitch competition were, Business Development Officer Mr Larona Tsikwe, Manager Retail and Small Business Management Free State Mr Gary Brown, Winner Ashley Lempe of CR8 Interactive, CEO of Epictee Ms Makgaje Setlalentoa, Chairperson of the Black Management Forum Mr David Uwah, and Centre Manager Ms Anica Labuschagne

Incubation opens doors for Puleng

THOKOZANI NDHLOVU



Puleng Choame prepares for a meeting in her office

Entrepreneurship development is at the forefront of youth empowerment at Gert Sibande TVET College. It is achieving this through the work of its Centre for Entrepreneurship Rapid Incubator (CfERI) incubation programme. The incubation programme is one of the tools the centre uses to fight poverty.

Puleng Choame (29), Director of Poilgen Resources, is an Incubate of CfERI and runs a successful training company. Puleng became part of the Centre by chance. "A friend sent me an advert that spoke about the re-launch

of the Gert Sibande TVET College Centre for Entrepreneurship in Evander, Mpumalanga Province. I was interested and attended the re-launch," alluded Puleng. She was impressed with the services that are offered and was eager to be part of the Centre. She was screened and accepted to be a client.

Her meeting with CfERI has opened many doors for her business. The Centre assisted her business by providing advisory services. They also assisted her with access to infrastructure for her second accreditation evaluation. Her

first accreditation evaluation was unsuccessful due to the fact that she did not have a venue to provide training. She was happy with the intervention of the Centre because it enabled her business to reach new heights. "CFERI played a very important role in getting my company accredited. For that I will forever be grateful," said Puleng.

Her passion to become an entrepreneur was also influenced by the fact that she could not pursue her childhood dream of becoming an accountant. She was raised by a single mother and is the first-born followed by two siblings. After completing her matric, she was rejected by a university where she wanted to pursue her dream in accounting. "I was hurt and disappointed, while at home they could not afford to pay university fees. I then decided to look for work. I worked at a call centre, hoping that I could put some money away to pay for school fees in 2009. It was difficult, since I was getting paid on commission and it was not enough to cover school fees," continued Puleng. Puleng is a passionate woman who does not let failure dictate her life. In 2010, she found employment at Aveng Grinaker-Ita where

she was also afforded an opportunity to study a course in safety. In 2012, she joined Matimba Rigging. She also got an opportunity to work for a training company in 2016. She worked as an administrator for Murray Training. The different employers also gave her an opportunity to be able to identify her strong points and know exactly what she wants to do with her life.

Puleng's interest in entrepreneurship was fuelled by her own personal struggles and the lack of employment opportunities for the youth. "I saw an opportunity in the training and construction industry and the way our economy is affected by the lack of job opportunities. I had this drive in me to be successful and help others in need by creating job opportunities and wealth for others and to contribute to the country's economy," stated Puleng. Her business currently employs ten people. One is permanently employed and the others are employed on part-time basis. She is currently enrolled in a Fundamental Business Management Programme that is offered by Eskom Academy for its contractors.

Poilgen Resources was registered in 2017. "It was registered by a friend who then got a

better employment offer and wanted to de-register the company. I asked him not to de-register, but rather give it to me. I always had an idea of having a training company. My challenge was that I did not have money to register one," said Puleng. Her background in the training industry is what makes her a good entrepreneur. Her advice to young entrepreneurs who are not sure where their businesses are going is, "There are a lot of opportunities out there. They are just waiting for you to grab and use to your own advantage. Never give up on your dreams, no matter how challenging they can be. Be determined and dedicated, and always focus on achieving the vision and goals that you set for yourself and your business".

Puleng plans to grow her business to become a worldwide recognised training centre. "I aim to train artisans as well as provide services in the construction sector that will include, industrial cleaning material and the supply and manufacturing of chemicals. I will not be limited to Embalenhle, but I am still aiming to establish myself locally so that I will be able to expand into other Provinces, then elevate to global status," concluded Puleng.

It's a Classy Story

STEVE REID - Centre for Entrepreneurship/Rapid Incubator Manager

This story is about Paminus Ndadzungira, fondly known as Pam. He is a 33 year old young man who owns and manages Classy Gates Engineering. In 2014 at the age of 28, he came up with the business idea and registered his company, Classy Gates. A year later he began trading.

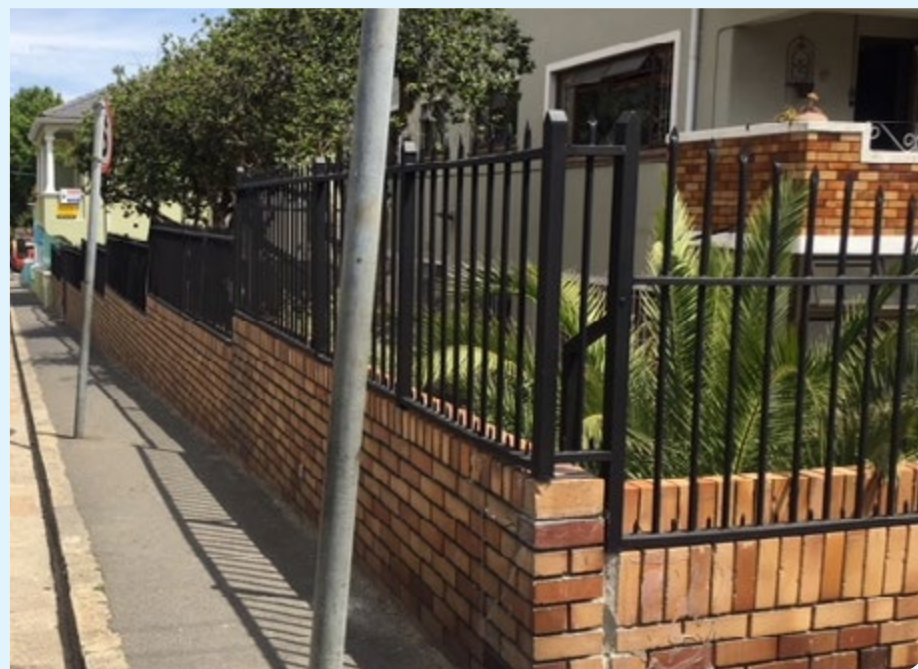
While business was good, he had ambitions that it should be great. This inspired him to join the incubation programme, CFE/RI, of False Bay TVET College in March 2018. He needed something to help him get ahead. Even though his gates and fencing; palisade and bar fencing; as well as his installation of automation systems, were top quality, he was still missing that special ingredient for greatness. When he responded to the invitation to join the Incubation Programme

in 2017, his turnover was approximately R400 000 p.a., but upon completion of the programme, he has seen this nearly double in 2018 to more than R700 000.

How did Pam do it? One of the projects that contributed to this growth was a fencing project in excess of 60 metres, to be added to a low wall around a block of flats in Sea Point, Cape Town, Western Cape Province. Pam was able to use the metal mini factory at the CFE/RI to help complete the entire project in just over four weeks. Specialised machinery and technical support, reduced inaccuracies and wastage throughout the manufacturing process. The block of flats homeowners association were so pleased with the result, that they also gave an intercom project to Classy Gates Engineering.



Successful entrepreneur, Paminus Ndadzungira, besides a completed project



The completed Sea Point fencing job that helped take the business to the next level

Pam acknowledged a change in himself in areas like confidence, business insight and credibility. These he reflected, are as a result of the comprehensive programme of the CFE. He now has proper business systems in place; a demonstrable and credible track record; proper financial controls and the support of a bookkeeper.

Pam gave these three nuggets of entrepreneurial advice for others wanting to start their own journey. "Believe in the value of the products and services you bring to the community. Own the fact that you must develop a business mindset to be successful, it is not automatic. Be quick to put key business processes in place (like one's financial system). It may be the difference between success and failure for the business!"

For more information on the False Bay TVET College Centre for Entrepreneurship Rapid Incubator, visit www.falsebayincubate.co.za

Local participation in Global Entrepreneurship Week

ABRAHAM OLIVER - Programme Manager, Centre for Entrepreneurship/Rapid Incubator



Mike Schleich shares his story of taking his business global, at the False Bay TVET College Centre for Entrepreneurship/Rapid Incubator, Global Entrepreneurship Network Event

False Bay TVET College, the only TVET College in the Western Cape with a Centre for Entrepreneurship/Rapid Incubator (CfE/RI), hosted an interactive collaborative activation during Global Entrepreneurship Month. The objective was to provide beneficiaries with a platform to explore innovative strategies to create, communicate and deliver their product offering to their respective target markets, at a profit.

A global entrepreneurship activation of this nature, was a first for the CfE/RI. The goal was to create awareness of the value of the entrepreneurial approach to address socio-economic challenges. It also provided a platform for connection, collaboration and engagement with key stakeholders in the entrepreneurship spectrum while strengthening network opportunities within entrepreneurial ecosystems in the Western Cape Province.

The College CfE/RI event hosted speakers Mike Schleich Managing Director of Sealand Gear, Sabine Louw and Nick Sturrock of TWC Freight, Dr Joanne van Harmelen of ENS Africa (the largest law firm in Africa), Bandile Kona of Ingcongolo Creation

(a student company), Linda Roopen of the Chamber of Commerce (The Voice of Business) and Dominique Meyer of the College Work Integrated Learning unit.

Mike Schleich kicked-off the programme by providing a dynamic overview of his company's entrepreneurial journey in a turbulent market and macro environment. The company takes waste products such as old boat sails and bill-board materials and up-cycles these into handmade eco-outdoor bags and accessories. The accessories are ideal for urban, outdoor, surf, sailing and travel lifestyles. The accessories are marketable both locally as well as internationally.

Sabine Lowe and Nick Sturrock of TWC Freight followed, highlighting the process of importing and exporting. This conversation challenged the beneficiaries to expand their view of a market without borders. Beneficiaries were encouraged to explore the value exchange from distributing their products or services outside the borders of South Africa.

Dr Joane van Harmelen, a patent attorney for ENS Africa, cautioned the beneficiaries on safeguarding their designs, patent and trademarks.

She stimulated their perceptions on the commercial potential of intellectual property. This conversation resulted in an interactive session on the ABC of Intellectual Property and how SMME's can leverage their Intellectual Property.

Bandile Kona, a Business Management student of False Bay TVET College Khayelitsha Campus, started a registered co-operative. The business, centres on taking used motor-vehicle tyres and transforming them into tables and chairs.

The Chamber of Commerce and Work Integrated Learning department presented the SMME's with opportunities to participate in their networking sessions and the process of how to become host employers.

Small business ventures that took the opportunity to exhibit and showcase their product offerings included, Yama Kohi founder of Austin Leak, Café de Lacruz owner Tania Cozett, TNT Honey producer Tracey James and Recycling of cell phones and plastic bottles Capitalists, Marcelino James van Driel.

Based on the positive feedback received from participants, the pilot event will form part of the CfE/RI annual events calendar going forward. The Global Entrepreneurship Network, boasts 11 years of helping millions of people unleash their ideas to start and scale new businesses. Throughout Global Entrepreneurship Week, 170 countries and a network of more than 15 000 partner organisations engage.

During the Global Entrepreneurship Week, approximately 35 000 events and competitions took place. Connecting nearly 10 million participants to potential collaborators, mentors and even investors. Dozens of world-leaders on every continent and a network of more than 15 000 partner organisations support the initiative every year.

For more information on the Global Entrepreneurship Network, visit <https://genglobal.org/> or visit the CfE/RI website www.falsebayincubate.co.za

PERSONALIA

New Innovation and Development Deputy Principal appointed

IVAN SWART - Public Relations, Social Media and Digital Content Practitioner

Sandra Raubenheimer is no stranger to the College sector. With more than 28 years' experience and having been appointed in nearly all levels within the sector, including Lecturer, Senior Lecturer, Academic Manager, Senior Manager, HoD and Deputy Principal, she brings in-depth experience to the position. Sandra knows what the sector is all about and therefore, she is looking forward to utilising her experience and expertise to succeed in her new appointment as Deputy Principal: Innovation and Development at Northlink TVET College.

Sandra was originally appointed as a lecturer to the Satellite Campus of Bethelsdorp College in East London, Eastern Cape Province. This campus subsequently merged with the other technical colleges to form Buffalo City TVET College. "I was fortunate to be a part of the newly formed Buffalo City TVET College. It was they who afforded me the opportunity to grow and develop in the sector.

I was employed at the College for 20 years and I thoroughly enjoyed my time there," reflects Sandra. Thereafter, the mother of five and wife of the current South African Women's Rugby Team (15-a-side) coach, moved to Port Elizabeth TVET College. Here she was appointed as Deputy Principal: Planning, Research and Institutional Development. Whilst working at Port Elizabeth TVET College Sandra met Mr Leon Beech, Principal of Northlink TVET College, who at that time was appointed as the Administrator of that College. Sandra then left the 'Friendly and Windy City' and moved to a beautiful part of the country, the Boland. There she was appointed as the Senior Manager responsible for Ministerial and Occupational Programmes for Boland TVET College. After three years at Boland TVET College, Sandra is ready to take the Innovation and Development portfolio to the next level at Northlink TVET College.



Sandra Raubenheimer is the newly appointed Deputy Principal: Innovation and Development for Northlink TVET College

"I am looking forward to sharing in the vision that will take Northlink and the TVET sector to new heights. This will benefit not only our students, but also our community and our strategic partners," adds Sandra. Northlink TVET College welcomes Sandra Raubenheimer. We trust that she will have a wonderful stay with us.

College welcomes new Principal

TSHEGOFATSO RAPOO - E-Media and Communications Administrator

The ORBIT TVET College management, College council members, staff and students welcome their new Principal. Principal Dika Mokoena assumed duty in July.

Principal Mokoena holds several qualifications, and has a formidable track record gained from TVET Colleges in which he has worked. He started his journey in the TVET College sector as the Deputy Principal Academic Affairs at Ekurhuleni East College. He later moved on to Tshwane North College, where he was the Acting Principal. Before joining ORBIT TVET College in July 2018, Mr Mokoena, was the Deputy Principal Academic Affairs at Central Johannesburg TVET College.

He has taken over the reins from former principal, Ms Maryna Marais. Principal Marais has left the College in a well-placed, sustainable and competitive position, both in terms of administration and teaching and learning. We have no doubt that the College will benefit greatly from his knowledge and strong belief in driving the college vision.

This writer recently caught up with Mr Mokoena, to get to know more about him....

Q: *With your qualifications and experience, you could have joined any College in the country, yet you chose ORBIT TVET College. What attracted you to the College?*

A: Being one of the best performing TVET Colleges in South Africa, ORBIT TVET College is an institution with which any progressive and transformational leader would like to be associated. I would therefore like to make a meaningful contribution and take the College to greater heights.

Q: *ORBIT TVET College is considered among the leading Colleges in the TVET College Sector. As an incoming Principal, would you say that tag is deserved?*

A: Well deserved. My predecessor and Senior Management, along with our staff and students; past and present, share in that accolade. I am humbled to have the opportunity to add on that.

Q: *Are you pressured by the past achievements of the College?*

A: Yes. The College is currently sitting at an average pass rate of 87%. Moving forward with my team, I am committed to increasing the average pass rate to 95%. This goal speaks to our mission to provide high quality education and training that is affordable, relevant, student-centred and that contributes to the total development of individuals. So, past achievement makes for good pressure.

Q: *How can we tackle the challenge of meeting government's targets for student admission?*

A: The image and importance of the TVET College Sector has improved and continues to do so. I believe the business model for teaching and learning should be expanded from the traditional approach of having a 8:00 to 15:00 day, to a consideration of utilising the teaching space in the afternoons and evenings. The model should also consist of eLearning, which continues to make learning simpler, easier, and more effective. By applying these methods, the College will be responding to the targets set by the National

Development Plan 2030 to increase access to TVET Colleges. Our communities should also not send students to the College without giving them the necessary support. We therefore have a shared responsibility to ensure that our children consider the TVET College Sector as a credible study option to address a lack of skills and the scourge of unemployment. The youth need to contribute and participate in the economic growth of South Africa.

Q: *How do you wish to see the progress of the Centres of Specialisation located at the Brits and Mankwe campuses?*

A: The Centres of Specialisation programme provides one of the best education models by focusing on priority trades that have been identified as being in great demand. The programme will see students from the relevant programmes becoming qualified artisans after completing a three-year qualification, which will include both theory and practical work. The CET Act stipulates that TVET Colleges should prepare and assist students with work placement and or self-employment. These Centres of Specialisation will therefore play a significant role in improving employment prospects for students in the Diesel and Electrical Trades, upon completion of their studies.

Q: *Burnout is a huge factor, especially for executive managers. How do you relax?*

A: Balance is important in life. The same effort you apply in completing a task with passion, be it meeting a deadline, or supporting a team project, should be equalled when relaxing during your personal time. It is important for our students to note that time management is a lifelong discipline which can be rewarding if done properly. I have a dedicated team of men and women at the Central Office and Campuses, and thankfully, family time provides that balance.

Q: *If you could invite any two living people to dinner, who would they be and why?*

A: My parents- For the support they have given me throughout the years and for their knowledge and wisdom. But most importantly, for teaching me that there is no human being who is more equal than others. I am because you are. If you are weak, I am weak too.

Q: *A John Grisham novel or the Bible?*

A: John Grisham is a fine writer, and that's evident when you look at the number of his books that have been turned into fantastic films, especially 'The Pelican Brief'. I place a huge premium on humility and freedom of religion; therefore, if the choice was limited to only these two options, I would pick the Bible.

Q: *Kaizer Chiefs or Orlando Pirates?*

A: I have decided to throw my weight behind our boys ORBIT TVET College FC. This is my primary focus. There is something inspiring about the opportunity we have to create a football success story here, that one day can replace the odd team we had in top flight football. So I'm backing ORBIT TVET College FC all the way!



New ORBIT TVET College Principal, Mr Dika Mokoena

Q: *Facebook or Twitter?*

A: The advent of social media found some of us already entrenched in our ways. I am from a generation where it was not common to 'follow strangers' and sharing your thoughts 'willy-nilly'. I am more of a listener and for this purpose, I will soon be establishing accounts on both platforms to ensure that I am in touch, especially with our students and stakeholders, over and above the available College channels.

Q: *Favourite...*

- **Song** - R. Kelly's Step in the name of love
- **Food** - Prawns served with spinach
- **TV or Radio?** - Radio
- **Dream holiday destination** - The Bahamas
- **Day of the week (and why)** - All days of the week are equal and I greet them with love in my heart equally so. For team spirit, I use Monday to connect with staff at the College. My morning sessions with staff on the said day, allows me an opportunity to meet with staff and get ready to tackle a brand new week together, while drawing strength from one another.

Q: *What is your personal mantra?*

A: I will persist until I succeed. I have learnt over the years that if I persist long enough, I will win. Hence, I always refuse the temptation to give up. I try again. My breakthrough might be just around the corner.

Secondly, I refuse to allow my surroundings and or circumstances to define me. My inner strength and imagination are an anchor to my opportunities.

Q: *Education has taught me....*

A: Julius Mwalimo Nyerere once said, "No one has said we must love ourselves LESS, but those who had an opportunity of getting a better education MUST, serve their community".

The lesson I grasped from education is that, it can only be defined as education if one shares the knowledge and skill. Therefore, I strongly subscribe to the adage: If one candle lights the other, it loses nothing; instead the room gets brighter.

There's an African proverb which says "The sun does not forget a village just because it is small". It teaches us that, whether you are from a poor or rich background, we each get a daily opportunity to change and improve other peoples' circumstances.

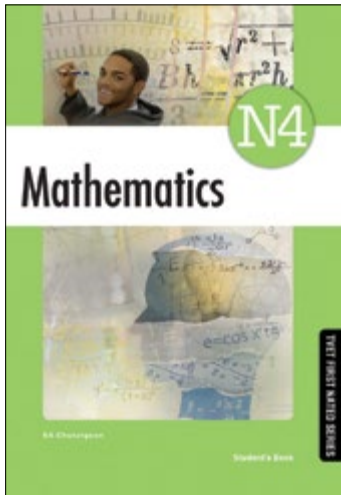
Q: *Lastly, your message to our students?*

A: You can only come out of poverty cycles through education. I therefore urge you to take the opportunity you have been given, to attain an education and change your life positively, seriously. We live in an open-market society. Meaning that, the job you are going to compete for, will have potentially thousands of other students world-wide contending for the same job. Make sure the time you spend in acquiring knowledge or education is, in the end, rewarding.

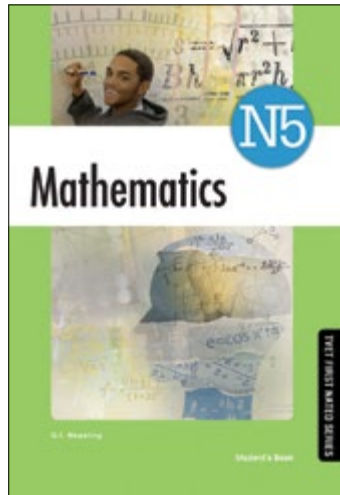
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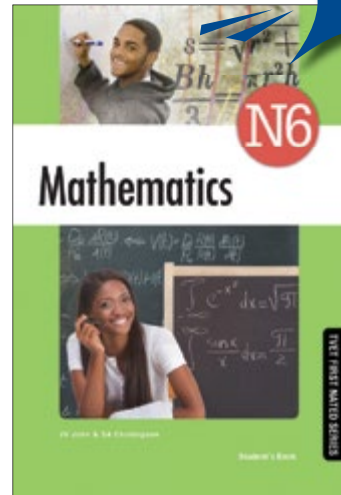
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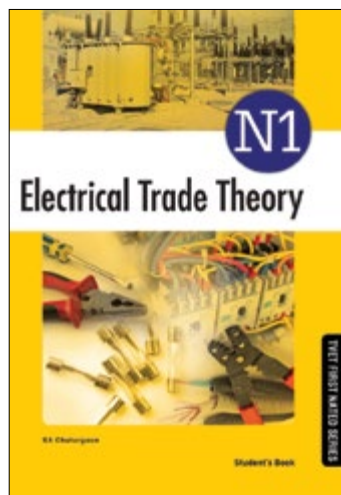
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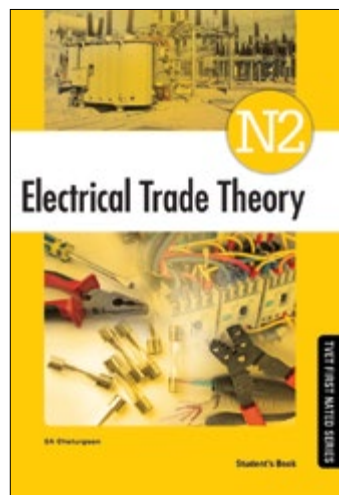
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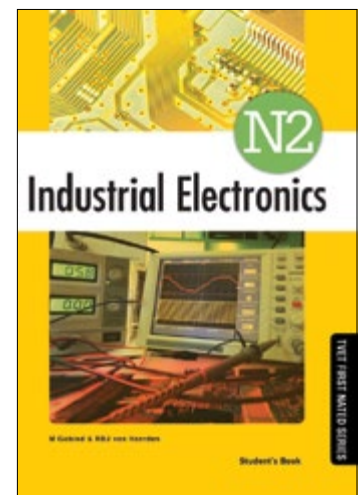
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Mr GF Qonde, Director-General
of the Department of Higher Education and Training

Address by the Director-General of The Department of Higher Education and Training, Mr GF Qonde. On the occasion of the official launch of the South African Renewable Energy Technology Centre (SARETEC). Held at the Cape Peninsula University of Technology on 20 November 2018.

Dr Chris Nhlapo, Vice-Chancellor of the Cape Peninsula University of Technology

Premier Helen Zille of the Western Cape Province

Mr Naim Rassool, Director of SARETEC

Mr Volker Oel, Head of Co-operation at the German Embassy

SARETEC partners

Distinguished Guests

Ladies and Gentleman

“The world is beautiful, but has a disease called man”

The origin of the quote is debated but often ascribed to a German philosopher, Friedrich Nietzsche. However, regardless of the origin of the quote, it is laden with meaning. If we, as humans do not take responsibility for the impact of our actions and choices on the Earth, we will be the disease that kills it.

That is why the need to move towards renewable sources of energy is so important. It may mean the difference between our continued existence on a beautiful Earth that can sustain life, and one that is a barren wasteland. We see the signs all around us. Global warming, sea levels rising, climate change, increasing water scarcity, food shortages, natural disasters such as runaway fires on the one hand and massive flooding on the other. The Western Cape has experienced some of these at first hand in recent years. We are called to action.

Madiba once said that “Education is the great engine of personal development...” That is absolutely correct. It can also be the great engine that helps to save our earth. The positioning of the South African Renewable Energy Technology Centre at the Cape Peninsula University of Technology, as part of a broader education project, is fortuitous. It is positioned in a space where it can exert maximum influence. It can achieve this through research-informed teaching and skills development in service of the community, industry and society.

The 17 Sustainable Development Goals (SDGs) aim to address a range of global problems. These include poverty, inequality, unemployment and climate change. Quality education is a particular focus of Sustainable Development Goal No. 4, which includes higher education. This SDG contributes significantly to the achievement of the other 16 SDGs. Universities have an important role to play through their teaching and research if the SDGs are to be achieved. It is therefore, a great pleasure for the Department of Higher

Education and Training (DHET) to participate in the formal launch of SARETEC. The DHET and the National Skills Fund, are proud partners and supporters of the Centre. Accordingly, we congratulate the Centre on reaching this important milestone. The DHET, through the National Skills Fund, has made available R105 million for the establishment and equipping of SARETEC. This includes an allocation of R24 million towards its operational costs for a period of three years. As DHET, we are pleased that SARETEC, a project that began in 2012, has come to fruition. It is now supplying the much-needed specialised skills for the growing renewable energy industry in South Africa.

I also take this opportunity to record our appreciation for a range of partners who have contributed to the establishment of SARETEC and its ongoing operations. These include the Western Cape Government; the South African National Energy Development Institute (SANEDI); Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ); Green Cape; Manufacturing, Engineering and Related Services Sector Education and Training Authority (MerSETA); and Eskom among others.

Whilst occasions like this provide an opportunity for celebration, they also provide an opportunity for reflection. SARETEC now offers formal occupational qualifications in the areas of wind and solar energy. Plans going forward are to expand into other areas of renewable energy. These include waste. We waste our waste, and it compounds the problem of environmental degradation. Landfills are overflowing. Oceans are polluted by our waste. There is a natural intersection between renewable energy and waste management. The question is, are we exploring this sufficiently? Bio-energy from waste management presents a huge opportunity.

The learning that is possible through the technology available at this centre, must be

made accessible beyond Bellville, Cape Town and the Western Cape. How do we draw on the affordability of digital technologies and online learning to spread the learning wider? We must always ensure that through our actions we address the triple challenge of poverty, inequality and unemployment in South Africa. The Centre is perfectly positioned to do this by creating skills development opportunities; Ensuring that it is accessible to poor communities; and enabling access to work opportunities, including self-employment. In this way, we can break the inter-generational patterns of poverty.

A total of 47 South Africans have been trained as wind turbine technicians at SARETEC. SARETEC in turn has trained a further 21 South Africans in Germany. This included the training of South African trainers. This training was jointly funded by SARETEC and GIZ. Furthermore, more than 400 trainees completed various short courses offered by SARETEC. These courses were in wind, solar and energy efficiency. We trust that these trained individuals have transitioned successfully into industry and the economy. That the work of the trainees is now impacting positively on our environment. Important work like this has to go beyond the Centre to permeate the fabric of the entire university. Increasingly, universities are seeking to become green spaces. Including new infrastructure developments that are energy efficient. SARETEC can provide the necessary impetus for universities to develop green campuses. It can do so by focusing on reducing any negative impact on the environment.

Let me close with the words of the great Mahatma: “Earth provides enough to satisfy every man’s needs but not every man’s greed.” If we do not learn to temper our greed, we may soon see that the Earth is no longer able to provide for our needs.

I thank you.

TVET IN THE AFRICAN UNION

TVET College Times presents the eleventh part in a series of edited extracts from the African Union (AU) Strategy for Technical and Vocational Education and Training (TVET). In this section we look at the Governance Tools that are required for TVET. In June we will publish the concluding edited extract from the strategy.

Governance Tools

Communication - Support to the TVET policy

While it is true that the government has sovereign means of ensuring its mission to all stakeholders, a policy to attract the adherence of all, will be a major asset for success. The paradigm shift of changing the sometimes contemptuous perspective of TVET, cannot be imposed by decree. It must become part of the thinking pattern of the whole of society through the use of targeted messaging.

The necessary value of TVET must be communicated by demonstrating its real social impact on community and individual lives, in terms of socio-economic progress. This will require a consistent communication policy that is well conceived and sustained. It will therefore be necessary to form a specialised and fully informed media corps to support the policy.

With the relevant qualified personnel, the media in turn will be required to devote time to this new TVET promotion policy.

Teaching and training tools for TVET

Apart from this role, communication should be perceived as an education and training tool. There are various instances of the use of mass media to ensure popular education and training that do not always need certificates to be granted.

For instance, we can list these missions that enable those engaged in vocational training to improve their knowledge and know-how. The African Union Commission and its partners, as well as national media, are about to launch an initiative dubbed Education+ Afrique to promote this tool.

Implementation and monitoring Mechanism

Necessity:

A monitoring tool is essential in order to have an effective approach to monitor progress and assess the challenges within a national TVET system. It will help explore relevant, empirical data, statistics and data gaps and identify the progress made in each country in relation to:

- i. the political environment and governance;
- ii. quality assurance;
- iii. relevance and employability;
- iv. assessment and validation of skills;
- v. innovation and entrepreneurship;
- vi. perception and attractiveness of TVET; and
- vii. registration rates and key statistical data on employment.

Joint observation with the productive sector (business and industry)

The establishment of an Employment Observer might seem too ambitious to monitor progress made in relation to the implementation of the new strategy. However, this body will contribute to the appreciation of the efforts of the role-players involved and especially, the analysis of observable impacts. These would be monitored from the perspective of the new paradigm and the changes caused by the innovative approaches.

Statistics – Data Collection and Management

Statistics is a word of German origin and is derived from the management of the state. It simply infers that there is no good governance



without a system or methodology that is designed for data collection, processing and interpretation. The establishment of the required data bases are a core component of systemic governance.

Indicators for harmonised assessment

To harmonise the statistical data collected and render the processing and interpretation thereof comparable, it will be necessary to determine indicators commonly accepted at the three levels of Regional, National and Continental.

FIRST CHOICE TVET - THE INTERNATIONAL EXPERIENCE

Making Technical and Vocational Education and Training an appealing choice for the youth in South Africa

PROF JOHANN MAREE - Emeritus Professor of Sociology, University of Cape Town, South Africa.¹

¹ This paper was presented at the 2018 International Vocational Education and Training Association (IVETA) Conference hosted by the South African College Principals Organisation (SACPO) at the Tsogo Sun Hotel, Cape Town. 13-16 August.

Editor's Note:

Prof Maree presented the following paper at the 2018 International Vocational Education and Training Association (IVETA) Conference hosted by the South African College Principals Organisation. The paper holds important considerations for policy makers and practitioners of TVET in South Africa, alike. This, as we wrestle with the challenges of developing our TVET system so that it motivates the youth to view TVET Colleges as their preferred PSET route of study.

The first part of this paper was presented in the December 2018 edition of TVET College Times. In Part 1, we took a look at key aspects of the formative evolution of TVET in Singapore, Germany and Thailand. In this edition, we present the remainder of the paper as Part 2. Part 2, takes a look at TVET in South Africa and considers lessons that may be learnt from the international experience, as outlined in Part 1.

Readers are welcome to email Prof Maree and enter the debate. He can be emailed with your comments and opinions on johann.maree@uct.ac.za

“Our intention is to ensure that TVET colleges become institutions of choice for millions of young people.”

South African Minister of Higher Education and Development, Naledi Pandor, delivering her Department's Budget Vote in Parliament, 17 May 2018.

5. South Africa

In South Africa, the most extensive technical and vocational education and training is provided by the public TVET Colleges. There are also other institutions that provide TVET. They include private TVET Colleges and training centres, SETAs (Sector Education and Training Authorities), numerous NPOs, and international agencies of which GIZ, the German Corporation for International Co-operation, and SSACI, the Swiss-South African Co-operation Initiative, provide the most extensive support. Universities of Technology also provide TVET at a higher education level.

5.1 Public TVET Colleges in South Africa

Currently, there are 50 public TVET Colleges spread around the country on 266 campus sites (DHET 2015:1). The spread of Colleges across numerous campuses is a result of the Colleges' origins. In the early 1990s there were 123 technical colleges that were racially segregated: 67 were White, three Indian, eight Coloured, and 45 African of which 22 were in the then Republic and 23 in the former 'African homelands'. In 2001, they were merged into 50 FET Colleges as the TVET Colleges were then called. The rationale behind the restructuring was to join smaller and weaker colleges with stronger institutions and create the institutional capacity to meet a wider range of social and economic demands (Fisher et al 2003:330-332).

Due to a strong commitment on the part of the government to grow technical and vocational education and training in South Africa over the past nine years, student enrolment at TVET Colleges has increased rapidly. It more than doubled from 358 393 in 2010 to 737 880 in 2015 (DHET 2017:28).

But, while the TVET Colleges have grown in terms of the quantity of students, their quality in terms of delivery have generally remained low and even deteriorated. For instance, the lecturer-student ratio declined from 1:20 in 2002 to a national average ratio of 1:55 in 2012 (HSRC 2014:v).

Poor Performance of TVET Colleges

There is a general perception in South Africa that the TVET Colleges are mediocre. This is not far off the mark as TVET Colleges tend to have three problems in common: (1) Poor teachers, (2) Dated machinery no longer in use in industry, and (3) Low placements of their students in firms while being trained (Gafieldien 2016).

This is to a large extent due to the fact that TVET has been the stepchild of education in the eyes of the state until a decade ago. The proportion of the state's overall education (including primary

Table 1. Number of students in public and private TVET Colleges who wrote and completed qualifications, by qualification type, 2012 and 2015.

| Year | NC(V) Level 4 | | | Report 190/1 N3 | | | Report 190/1 N6 | | |
|------|---------------|------------------|---------------------|-----------------|------------------|---------------------|-----------------|------------------|---------------------|
| | Number wrote | Number completed | Completion rate (%) | Number wrote | Number completed | Completion rate (%) | Number wrote | Number completed | Completion rate (%) |
| 2012 | 15 334 | 6 018 | 39.3 | 9 928 | 3 724 | 37.5 | 8 735 | 2 902 | 33.2 |
| 2015 | 26 144 | 10 465 | 40.0 | 73 650 | 43 259 | 58.7 | 89 454 | 53 125 | 59.4 |

and secondary schooling) budget spent on TVET, hovered around 2,3% over 2010-2012, dropped to 1,1% in 2013, but returned to 2,3% in 2017 (National Treasury 2015:34; National Treasury 2018:59). Even in 2018, when TVET has been prioritised by the government as being of prime importance, the proportion of the total higher education budget allocated to TVET was only 11,9%. But, it has at least increased from the 9,2% allocated in 2017 (Minister Pandor 2018).

There has also been extremely shoddy administration of the TVET Colleges by the Department of Higher Education and Training (DHET). It was only a matter of time before TVET students started protesting about the poor service. On 19 January 2017, the students shut down 15 public (TVET) colleges. South African Further Education and Training Student Association (SAFETSA) president Yonke Twani gave the following reasons for the shutdown: Tens of thousands of graduates were still waiting for their certificates, some since 2010. As it turned out, this was an understatement. The full extent of the shocking backlog on issuing certificates became apparent in April 2017 when the DHET released no less than 233 000 National Certificates (Vocational) [NC(V)], a backlog that dated back to 2007. It was still sitting on a further backlog of 16 574 National N Diplomas. The Department attributed the delays to a number of operational issues (Business Day, 2017).

The then Minister of Higher Education and Training, Minister Blade Nzimande, stated that the complaints of protesting TVET college students were “very valid”. He told reporters that, “Unfortunately, we as South Africans have in recent times often focused disproportionately on our universities, instead of giving appropriate attention to the entire post-school education and training sector, and TVET colleges in particular” (News 24 2017).

In addition, there were unqualified lecturers, mismanagement of the Colleges, inadequate funding for students from the National Student Financial Aid Scheme (NSFAS), and the late payment of allowances for accommodation and transport (Harmse 2017).

All these factors contribute to the poor performance of TVET Colleges with regards to student throughput and success rates. A Ministerial Commission that reported to the Minister of Higher Education and Training, found that in 2010, of the 404 679 who wrote examinations, only 90 252 (or 22,3%) successfully completed a full qualification. In 2011, of the 126 491 who wrote examinations, 51 790 (or 40,9%) successfully completed a full qualification. Despite the improved completion rate from 2010 to 2011, it still remained low, well below half of the students who wrote exams (Ministerial Commission 2017:94).

More contemporary and more detailed statistics have been provided by the DHET as is indicated in Table 1 below.

Table 1 shows significant improvements in the completion rates for Report 190/1 N3 and N6 to almost 60%, while NC(V) only showed a very marginal improvement to 40%. However, even 60% is still a low pass rate and indicates a considerable waste of resources and loss of qualified apprentices. What is noteworthy and positive is the immense increase in students writing and completing Report 190/1 N3 and N6 qualifications. The number that completed N3 went up more than 11-fold to 43 259, while N6 went up more than 18-fold to 53 125. The increase is due to reversing the decision to phase out all Report 190/1 programmes and to reinstate them instead (DHET 2015:2).

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Another positive recent development for public TVET Colleges has been the introduction of Centres of Specialisation in the Colleges by the DHET in 2016. Part of the logic behind it was to do away with the duplication of training in the same occupation by different Colleges in a city or region. Instead, only one of the Colleges in the city or region would offer high quality training in a particular occupation.

Positive Developments at TVET Colleges

Another positive recent development for public TVET Colleges has been the introduction of Centres of Specialisation in the Colleges by the DHET in 2016. Part of the logic behind it was to do away with the duplication of training in the same occupation by different Colleges in a city or region. Instead, only one of the Colleges in the city or region would offer high quality training in a particular occupation. Another was to focus on providing the thirteen priority occupational trades that had been identified as being in strong demand for developing the country's infrastructure. These trades are bricklayer; electrician; millwright; boilermaker; plumber; mechanic; diesel mechanic; carpenter and joiner; welder; rigger; fitter and turner; mechanical fitter and pipe fitter. They would be based on the new Quality Council for Trades and Occupation's (QCTO) specifications. A strong drive on quality is emphasised by the DHET. It has determined that the QCTO itself would play a central role in setting the standard for the accreditation of the Centres and for moderating the trade test assessments undertaken (DHET 2016:3.).

Several Centres have already been established. In Cape Town, the False Bay TVET College has been awarded the establishment of two Centres of Specialisation (CoS) in Mechanical Fitting and Rigging. Speaking at the launch of the CoS Karin Hendricks, Principal (Acting) at False Bay TVET College, said, "The CoS will see industry in partnership with TVET colleges drive a strategy to increase the pool of available artisans to meet the needs of the major 18 Strategic Integrated Projects (SIPS) across 13 priority trades in engineering fields, which have been selected for the CoS project" (Cape Business News 2018). In addition, the College of Cape Town for TVET, in association with the Retail Motor Industry (RMI) and the Institute of Plumbing South Africa (IOPSA), launched the Centres of Specialisation for Automotive Motor Mechanics and Plumbing in February 2018 (College of Cape Town 2018). Not to be outdone, Northlink TVET College in Cape Town announced in March 2018, that its Wingfield Campus had been identified as the Centre of Specialisation for the Fitting and Turning trade.

It has commenced building the new Centre and expects to recruit the first group of students for the new QCTO qualification in 2019 (Northlink College 2018).

The performance of TVET Colleges differ from one another and there are a few that stand out as good Colleges. Included amongst them are False Bay TVET College in Cape Town, which caters for students with disabilities and has a Centre for Entrepreneurship at its Westlake campus. West Coast TVET College in Malmesbury performs well in agriculture, and Vhembe College in Limpopo manages to place students in work, in spite of the sparsity of large firms in the vicinity (Taylor 2017).

In spite of the limitations of TVET Colleges, efforts to implement the German dual education system have been tried for many years in South Africa. A recent attempt to do so by means of pilot projects was launched under the management of the Swiss-South African Co-operation Initiative (SSACI) at the request of the DHET. These pilot projects are discussed next.

5.2 The A21 Dual Education Pilot Projects in South African TVET Colleges

German dual education has been implemented by German firms operating in South Africa in collaboration with the Southern African-German Chamber of Commerce and Industry (SAGCI) for many years. Upon completion, the apprentices obtain actual German qualifications (Boddenberg 2016), but it has only been German firms that participated. In an effort to extend the German and Swiss dual education system in South Africa, four pilot projects involving national firms have been launched over the past five years. SSACI has played a key role in the planning and management of the project.²

The first pilot project commenced in 2013. It was a mechatronics project in Port Elizabeth and Uitenhage. But in March 2015 the project had to be deregistered for various reasons. One of which, was that there was no trade test in place for mechatronics. In addition, one employer did not allow the apprentices onto the factory floor as the employer regarded their basic (hand) skills lacking. The second project was a welders' pilot project at the Saldanha and Vredenburg campuses of the West Coast TVET College. It commenced with 24 apprentices. Over the duration of the project, there was an attrition of 10 apprentices mainly due to the fact that they could not pass mathematics after several

In spite of the limitations of TVET Colleges, efforts to implement the German dual education system have been tried for many years in South Africa. A recent attempt to do so by means of pilot projects was launched under the management of the Swiss-South African Co-operation Initiative (SSACI) at the request of the DHET.

attempts. Eventually 13 successfully passed the trade test. The third project was with 24 Vehicle Body Builder apprentices and commenced in April 2015. The Randfontein Campus of Western TVET College, provided the theory and Busmark was the employer. Twenty-three active apprentices were due to take their trade tests in September 2017 (SSACI 2017:5-6).

The fourth dual system pilot project was for 25 electrician apprentices, who were being trained at the Brickfields Campus of the Eastcape Midlands TVET College. I visited it on 2 March 2017 at the invitation of Dr Florus Prinsloo. Dr Prinsloo was a former Technical Advisor to the Department of Higher Education and Training on the Artisan Development System in South Africa. He is currently Manager of the Apprenticeship

The single most critical challenge remained the sourcing and involvement of host employers. The companies were more production orientated and hence reluctant to take on apprentices.

Game Changer in the Western Cape Provincial Government. He played an important role in getting the project off the ground. There were three major hurdles that had to be overcome: finding funding for the project; getting buy-in from firms in Uitenhage after their unfortunate experience with the mechatronics project; and obtaining co-operation between SSACI and GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit).

Mr Claassen, the Registrar of the Brickfields Campus, gave the presentation. He listed numerous problems getting the pilot scheme off the ground and running. Funding was the biggest issue with which they had to battle. It was also not easy to place the apprentices. Employers did not agree with the model of one day theory and four days of work (one of the ways it is allegedly done in Germany). The West Coast TVET College had a ten day – ten day approach. In the end it was decided that, for the electricians, there would be 12 weeks at College, then 12 weeks at the company, followed by 8 weeks at the College and 12 weeks at work. The next round would have even less time at the College (Maree 2017b).

SSACI acted as the Lead Employer, a concern for the College as it added to the overall costs of the pilot project. The single most critical challenge remained the sourcing and involvement of host employers. The companies were more production orientated and hence reluctant to take on apprentices. Early indications were that the A21 process was very expensive and that the East Cape Midlands TVET College might have had to draw on money from the National Skills Fund (NSF) (Prinsloo 2017:1 and 5). GIZ played a very valuable supporting role. Experts visited on a monthly basis but a challenge emerged as different GIZ staff and German experts offered contradictory technical advice. This caused confusion for the College staff as well as the apprentices (Prinsloo 2017:2).

² From SSACI Website: <http://www.ssaci.org.za/programme/current-projects> Accessed 5 March 2017.

SSACI has been mandated by the Department of Higher Education and Training (DHET) to pilot a new approach to artisan apprenticeships based on the Swiss and German 'dual-system'. A main objective of this pilot project was to test the value of dual-system apprenticeships for South Africa, i.e. their practicality for local conditions, their effectiveness, their costs and benefits, and their appeal to local employers.

Each college was doing its own formative assessment since no standardised assessments had been developed. None of the workplaces were accredited for the new QCTO qualifications. Confusion exists between SETAs and QCTO as to who was responsible for workplace approval for occupational qualifications. There was a lack of qualified artisans at workplaces and hence those who were qualified did not have enough time to mentor the apprentices (Prinsloo 2017:3). Although Grade 9 was a sufficient qualification for an apprentice to be accepted, workplaces did not want students with only Grade 9 due to their poor maths. They preferred apprentices with Grade 12. East Cape Midlands TVET College selected NC(V) Level 4 students and NATED N3 students from among their own students.³ Report 191 students were stronger theoretically while NC(V) students were stronger in practical application. Feedback from students after the first rotation indicated that students with small companies were gaining more competencies than those placed with large companies (Prinsloo 2017:4).

Delegates were given a tour of the occupational school workshops that had been designed with apprenticeship programmes in mind. It was found to be highly suitable for the A21 dual system process (Prinsloo 2017:6). The workshops were located right opposite the lecture rooms and were well-equipped with modern technology. However, they seemed rather sparse in places, such as the motor vehicle service workshop, where there was only one hydraulic lift (Maree 2017b).

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Darryn von Maltitz, a Project Manager at SSACI, conducted a careful study of the experiences of all 100 electrician apprentices. She found that all of the apprentices were

well qualified: 88% have a matric certificate and a further 56% have an NC(V) 4 electrical certificate, and 45% were women. Thus the apprentices had post-school training. This is in contrast to the German and Swiss apprenticeships where apprentices go straight from school into apprenticeships (von Maltitz 2018:7). The experiences of the apprentices at the workplace was mixed. Some had positive experiences while others had negative experiences. Twenty-two percent said their employers were not training them well while 23% believed that they were not being provided with adequate guidance and mentoring. Thus the majority of the apprentices had positive experiences. Of those who had positive experiences, one apprentice said: "If there is work they will send us there and they will tell us "we are sending you there because we trust you". That is when we get motivated." Another said, "I had never been around artisans, they taught me everything. I really like them and I am learning a lot there." A third one said, "I can say that they are treating us with respect and they are teaching us so much and they are very patient with us" (von Maltitz 2018:9-10). Of the apprentices who had negative experiences one said, "There are three of us who are unhappy. One guy is unhappy because of what he is doing. He is not doing electrical. He is with an artisan that is a fitter so he is doing fitters' jobs instead of doing electrical." Another one said, "We do fitting. We are the electrician apprentices, (but) we help the fitters most of the time." A third one said, "We hardly work on distribution boards. We mostly work on cleaning the workshops or washing cars" (von Maltitz 2018:9).

Assessment of A21 Dual System Pilot Projects

Von Maltitz points out crucial differences between the German-Swiss dual system and the Electricians dual system pilot project. It is the distinction between demand-led and supply-led apprenticeship programmes:

"In countries such as Germany and Switzerland, which have successful apprenticeship systems, employers play a key role in financing and administering apprenticeships. Employers take on apprentices because they need them in order to meet their production targets. This pilot project by contrast, was led by the state and a lead/host employer model was constructed whereby a lead employer was paid to contract the apprentices and pay their stipends. The role of the host employer is merely to provide the required work exposure to the electrical trade. "The issue of work exposure is important. Some host employers may be of the view that it is merely their responsibility to provide the apprentices with work experience, rather than formally qualify them as artisans. This is an important

distinction as it impacts directly on the apprentices' opportunity to pass the trade test and qualify as an artisan" (von Maltitz, 2018:11).

It is very commendable that these dual system pilot projects have been launched. It takes an enormous amount of initiative and energy to get them off the ground. However, it seems as if the South African apprenticeship system is not yet geared and ready for the dual system. Proper institutional and procedural arrangements are not in place to facilitate dual education. The system has become over-complicated and complex and QCTO is not operating efficiently. An indication thereof is that, according to John Arneson, by December 2016, the QCTO had only managed to register about 70 trade and occupational qualifications with the South African Qualifications Authority (SAQA) out of the roughly 1 500 qualifications formerly copied from the United States and still needing to be reformulated and registered with SAQA (Arneson 2016).

The streamlining to remove unnecessary blockages and to streamline procedures therefore needs to be accelerated. However, the devil lies in the detail. It will require people who are really in the know to help revise and streamline the system effectively. It is clear that at present, many obstacles are standing in the way. One of the major obstacles is the low level of literacy and numeracy of the apprentices. The major reasons for this is discussed next.

5.3 Poor school education: A major obstacle to high quality TVET in South Africa

The first major obstacle is the extremely poor school education that the majority of South African children receive. Particularly those

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³ NC(V) [National Certificate (Vocational)] programmes are delivered under the auspices of the DHET and quality assured by Umalusi. The programmes integrate theory and practice and provide students with a broad range of knowledge and practical skills within specific industry fields. The duration is three Years (One year per level) and the qualification Full Certificates on NQF Level 2, 3 and 4 with NC(V) Level 4 Certificate being equivalent to National Senior Certificate (matric).

NATED, the National Accredited Technical Diploma, contains Report 191 engineering studies programmes which are delivered under the auspices of the DHET and quality assured by Umalusi. Engineering studies range from N1 – N6 while Business and Utility Studies range from N4 – N6. The duration is one Year for N1 – N3 Engineering Studies, one Year for N4 – N6 Engineering Studies, and three Years (18 months theoretical studies plus 18 months workplace application) for N4 – N6 Business and Utility Studies (TVET Colleges 2018).

from poor and disadvantaged communities. The internationally accepted TIMSS (Trends in International Mathematics and Science Study) and PIRLS (Progress in International Reading Literacy Study) studies by the IEA (International Association for the Evaluation of Educational Achievement) have come up with extremely negative findings for South Africa. In their 2015 TIMSS survey of school learners' mathematical ability, South Africa came 48th out of 49 countries for Grade 4 students and 38th out of 39 countries for Grade 8 students. In Science, South Africa came last out of 39 countries for Grade 8 students (TIMSS and PIRLS 2018). In the 2016 PIRLS study South Africa was the lowest performing country out of 50 countries. It was found that around 78% of South African Grade 4 learners did not reach the international benchmarks and therefore do not have basic reading skills by the end of their Grade 4 school year (Howie et al 2017:11). By way of contrast, in all of these surveys, Singapore came first.

The reason for the extremely poor school education lies in the poor quality of the education provided at the great majority of South African schools. Four of the main causes for this are poorly qualified and unqualified teachers; inadequate time spent on teaching at schools in the African townships; weak and corrupt administration of school education in six of the nine provinces; and the actions of one of the largest and most powerful teachers unions in the country. There are nevertheless notable and very praiseworthy schools in disadvantaged communities that perform extremely well, but they are few and far between.

In 2017, the Department of Basic Education revealed that 5 139 teachers were either unqualified or under-qualified. However, this is only a small proportion of the roughly 435 000 teachers across the country (Times Live 2017). But it is not only un- or underqualified teachers who perform badly. In a study conducted in 2007, maths teachers of 11- and 12 year-olds, sat for tests similar to those taken by their class. Questions included simple calculations of fractions and ratios. An overwhelming 79% of the teachers scored below the level expected of the pupils (Economist 2017).

Pupils lose about 40% of learning time every year in South African schools because teachers habitually skip classes, according to a study by the Centre for Development and Enterprise. Amongst other things, they go shopping on paydays and are doing extra jobs even though they are full-time teachers (City Press 2017).

Without a good sound basic education, especially in literacy, maths and science, it is extremely difficult and challenging to deliver a proper technical and vocational education. The poor quality of basic school education is thus a major challenge that has to be overcome to make TVET in South Africa world class as it is in Singapore.

6. Making TVET appealing to school leavers in South Africa

The TVET systems in Singapore, Germany, Thailand and South Africa have been presented. Each country has a distinct system that serves the country very well. The German dual education system has already been propagated by Germany as a model right across the world,

including South Africa, for many years. I was told in Singapore that they had taken a very good look at the German TVET system and decided that it could not be implemented in Singapore. Instead they decided to develop a system that suited conditions in Singapore. The same logic drove Thailand to devise a different TVET model that is also successful.

All three models, Singaporean, German and Thai have highly commendable features. The Thai model where students first receive two or three years post-school vocational education before working at firms; the Singaporean model for its world class ITE campuses and Polytechnics; and the German model. The German model with its appealing attributes of the hundreds of thousands of firms, large and small, that take on youthful apprentices; who, from the outset, attend classes at vocational

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schools and work at firms. These young apprentices are well enough educated at school to be productive from day one. All three systems provide the youth with skills that enable them to enter occupations that afterwards have good career prospects and ensure their and their families' well-being.

6.1 Why Singapore and Germany's TVET systems cannot be implemented in South Africa

However, South Africa's realities make it impossible to duplicate either the Singaporean or the German TVET models at present. The TVET Colleges in South Africa are under-financed and the money is simply not available to upgrade the facilities and equipment of the 50 TVET Colleges and their 266 campuses to the world class standards of Singapore's three ITEs and Polytechnics. Establishing Centres of Specialisation is a good move in the right direction. However, they constitute only a small proportion of TVET College offerings and still have a long way to go.

With regards to implementing the German dual education model in South Africa, the A21 Dual Education Pilot Projects presented

above, clearly demonstrate the extensive and almost overwhelming challenges that have to be overcome. A major challenge, if not the major challenge, is the reluctance of South African firms to take on apprentices from the Colleges and pay them a sufficient stipend to afford their living costs and other necessary expenses. Obtaining funding from the SETAs is a complicated and long drawn-out process. Nor is there enough finance available in SETAs to finance the roughly 740 000 students registered at TVET Colleges; minus the 149 000 whose household income is less than R350 000 per year and who applied for NSFAS grants (Citizen 2018). However, South African TVET Colleges can and should, emulate the Co-operative Work-Integrated Education (CWIE) system of Thailand

6.2 Thailand's CWIE can and should be implemented in South Africa's TVET Colleges

The reason why South Africa should seek to emulate the Thai CWIE system, is because of the similarity of the challenge faced by TVET Colleges and the Suranaree University of Technology (SUT) in Thailand. SUT discovered that what industrial employers wanted above all else was 'ready graduates'. That is, those who could be productive right away in the workplace. They complained about employing students they first had to train for a year before they became productive. They did not want to take such students on board. Secondly, they wanted the students to have better English language skills. The solution that SUT came up with, was to first let their students complete at least two years of academic training before getting a workplace placement. "This was more acceptable to employers as the students could start working productively straight away without requiring any training first" (Wichit Srisa-an 2017).

This is a model that TVET Colleges should emulate, but for different reasons. The school education of most of the students that enter TVET Colleges is extremely poor, as has been shown above. As a result their literacy and numerical skills are far below the standard required by employers. It therefore makes sense for all its students doing three-year or longer courses, to spend the first two years improving their literary and numerical skills as well as doing technical and vocational courses at the same time. Only in their third year, should students be placed at a workplace for four months or so in order to gain practical experience. An essential requirement will be that the student will be able to be productive straight away.

In addition, all students accepted at TVET Colleges should be given literacy and mathematical tests to establish their level of proficiency. The students should then be streamed into literacy and mathematical courses depending on their level of performance in the tests. If there are students registered for only one-year courses and their literacy and mathematical abilities are extremely low, their courses need to be extended in order to enable them to raise their literacy and numeracy skills to the requisite level, first. What this proposal effectively boils down to is, for the TVET Colleges to get their students to reach levels of proficiency that match the international norms. This is an essential requirement to provide first-class vocational education and training.

“The Department of Higher Education and Training is implementing the recommendations of the task team through its Turnaround Strategy for TVET Colleges. An essential part of this strategy is measures to bridge the divide between the process of training and employment; between the classroom and the workplace. To this end, the HRDC recently launched its Adopt-a-TVET College campaign to promote co-operation between industry and TVET colleges.

6.3 Action that will contribute to making TVET the first choice of the youth of South Africa

Additional action that can be taken to make TVET the first choice of the youth of South Africa, is to establish close working relationships between TVET Colleges and enterprises from every sector of the economy. Whether in the private or public sectors. This approach has already been strongly advocated by top politicians, the government, the DHET and TVET Colleges. At the opening of the 2nd Human Resource Development Council (HRDC), the chair of the Council, then- Deputy President Cyril Ramaphosa, said:

“The Department of Higher Education and Training is implementing the recommendations of the task team through its Turnaround Strategy for TVET Colleges. An essential part of this strategy is measures to bridge the divide between the process of training and employment; between the classroom and the workplace. To this end, the HRDC recently launched its Adopt-a-TVET College campaign to promote co-operation between industry and TVET colleges. To date, 24 out of 50 colleges have been adopted by a number of companies. We encourage local and international companies to adopt TVET colleges, as we seek to build a successful model for vocational training. This adoption creates a beneficial relationship between the colleges and the private sector. It helps to improve the delivery of the curriculum, helps to improve the administration of the colleges, and helps to improve the outcomes” (Ramaphosa 2016).

In Parliament he said on another occasion:

“We expect that companies that adopt TVET colleges in areas near their operations, will provide students with practical learning opportunities. They will also help to develop

teaching-learning material and build the institutional management capacity of TVET colleges” (Ramaphosa 2015).

It is not clear what exactly is entailed when a company ‘adopts’ a TVET College. Ideally, it should entail a close partnership in which the college trains students in the skills that the company requires. That the company reciprocates by providing the necessary state-of-the-art machinery, technology and equipment to enable the college to be able to do so properly. In addition, teaching staff from the College need to spend time at the company so that they can thoroughly acquaint themselves with the technology and work processes at the company. Qualified employees from the company should give lectures and demonstrations to college students in order to ensure that they learn the finer and more sophisticated requirements of the company. It seems as if ‘adoption’ often only goes as far as the company financing the training of a number of students in a particular occupation that is in short supply. While this is commendable, it is very inadequate.

One example of a partnership that comes close to the ideal model spelled out above, is the partnership between Sasol and Gert Sibande TVET College. Together they launched a pilot artisan skills development programme for young people in Secunda in June 2014. This is how the launch was reported in Business News:

“It is a tripartite partnership consisting of Sasol, Gert Sibande FET College and the relevant SETAs. The College will be responsible for the delivery of tuition and programme logistics. The respective SETAs will be doing the quality assurance and accreditation and Sasol will provide funding as well as on-the-job training at its Training Centre. This initiative will give 30 young people from the community, the opportunity to enrol in a three-year artisan learnership programme. This will be in the fields of Electrical Engineering and Fitting. The aim of the programme is to equip the youngsters to successfully complete their trade tests in order to qualify as artisans. The successful candidates will then be fully employable in any industry that is relevant to their trade” (Business News 2014).

What is required in South Africa is for this form of adoption to be duplicated hundreds, if not thousands, of times over. This is required to ensure that South Africa’s TVET Colleges, together with private and public enterprises, large and small, train the country’s youth to be fully employable afterwards⁴. If the enterprises do not have their own training centres, they need to take on the apprentices for suitably long periods to ensure that they obtain all the work-integrated experience they require to learn their skills properly. The German dual education model provides a sterling example. No less than 447 700 firms, large and small, take on apprentices until they qualify as artisans.

7. Conclusion

In this paper the TVET systems in Singapore, Germany and Thailand have been held up as systems that work extremely well in each of the

countries. The South African TVET College was then presented and analysed. Its inadequacies and weaknesses were pointed out as well as some of the reasons for their shortcomings.

It is argued in this paper, that it is not possible to graft a TVET system that works well in one country onto another country. This is because of the differences between the countries. The differences are due to powerful economic, political and social forces that operate in each country and cannot easily be changed. One of them, the poor quality of primary and secondary school education in schools located in historically disadvantaged communities, is completely beyond the power of the TVET Colleges to change.

There are other powerful, conditions, contexts and forces at work that are also completely beyond the power of the TVET Colleges to change. They have not been discussed as it would go well beyond the focus of this paper.

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⁴ There is another more complex example of a partnership between industry and TVET colleges spelled out in an HRDC Report entitled *Forging TVET Partnerships: Implications for the Post-School Education and Training System*. Human Resource Development Council of South Africa, July 2014, pp.20-24. South Africa was experiencing a critical shortage of technically skilled people in the tool, die and mould-making industry, so the Tool-Makers Association of South Africa (TASA) launched the National Tooling Initiative to put the industry on a new growth trajectory. It was rolled out to TVET Colleges in three provinces where its flagship skills programme, *Lean Manufacturing*, was offered to all companies in the industry. What is more, these programmes were offered by industry experts.

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Deep Work and Educational Practice

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About the author:

Jerome Canterbury has taught the FET phase for 14 years. He taught at the Immaculata Secondary and SACS Schools in Cape Town, Western Cape Province, before joining the College of Cape Town for TVET in 2012. Jerome is currently a Senior Lecturer in Mathematics. His academic background comprises a B.Sc.Ed and M.Phil. (Curriculum Studies), both from the University of Cape Town. Jerome is currently preparing to do a Ph.D., and is in the process of defining his research area.

In the following paper, Jerome alerts us to the concepts of 'shallow work' and 'deep work' and what the implications are for educational practice. Join the debate. If you find this article interesting and would like to further the discussion or raise questions or observations with Jerome, you are welcome to email him on jcanterbury@cct.edu.za

Introduction

In a recent book on professional productivity, Cal Newport examines the effect of electronic communications technology on our cognitive abilities. The focus of his book is on the kind of technologies that may be grouped under the term 'network tools'. Network tools, writes Cal Newport¹, "is a broad category that captures communication services like e-mail and SMS, social media networks like Twitter and Facebook, and the shiny tangle of infotainment sites like BuzzFeed and Reddit" (Newport 2016: 6).

One could also easily include in the list, the general dependence on WhatsApp and 'Googling'. Newport's argument is that the modern trend toward the increasing use of network tools, impoverishes our cognitive abilities by punctuating our work flow with a series of shallow, administrative tasks. The prevalence of network tools creates the conditions that require employees to be "constantly sending and receiving email messages like human network routers, with frequent breaks for quick hits of distraction" (op. cit.: 7). The disruptive effect of network tools has had a negative impact on our ability to sustain prolonged concentration (op. cit.: 11). Its effect on concentration and work flow is such, that cognition becomes fractured into a sequence of disparate, brief and segmented bursts of concentration, which are co-terminus with the completion of the intended task.

Newport continues to raise more interesting concepts as his article develops. To describe the impact of network tools on employees, he coins the concepts 'shallow work' and 'deep work'. Shallow work is characterised by routine logistically-styled, business-orientated tasks that do not require much creative thinking (op. cit.: 9). Shallow work has the feature of being easily reproducible, and therefore easily counted as empirical evidence of productivity. Deep work refers to cognitive activities that draw deeper upon our creative capacities and require extended periods of sustained concentration (op. cit.: 5). Deep work is not easy to reproduce and does not lend itself as easily as shallow work to empirical measurement for evaluating productivity. Deep work is focused on quality, not quantity. His argument is that the ability for

people to engage in deep work is diminishing precisely at a moment in history when the need for it is increasing (op. cit.: 20).

This is a global phenomenon, encountered wherever the intrusion of network tools may be found, including in South African working environments, and increasingly in the work environment of educators².

The first point that I wish to emphasise in this article is, that the ubiquity of network tools in our daily work experiences is stifling our ability to enter into the mind-set required for deep work. This experience is forcing onto us frequent encounters with shallow work tasks. Newport's argument is centred on the effect of network tools on knowledge workers. That is, those whose job descriptions are about engagements with knowledge (as opposed to physical objects in a production plant or factory, for example). Educators are, no doubt, a kind a knowledge worker. To read more on this issue, I would encourage the reader to find Newport's book. It is well worth the read. I think that Newport has hit the nail on the head, but has also tapped into a deeper issue. It is this second issue to which we now turn for the rest of the article.

My second contention in this article is that there is a growing attitude in educational management practices which is actually fostering shallow work practices among educators. The emergence and proliferation of shallow work tasks is a symptom of a broader issue, which has its source in the ideas constituting management practices in corporate environments. Surely it is not so much the "network tools", as such, that are the problem, but rather the policies and management imperatives that suffocate the life out of creativity through a forced engagement with shallow work tasks?

Feel the squeeze

Corporate management principles and practices are effectively squeezing out the time and space required for deep work. It is a consequence of the infusion of shallow work tasks into the institutional demands that employees are expected to meet. With the ostensible reason of 'increasing productivity' or generating 'evidence' for quality control. This state of affairs is the result of the entrenchment of a specific

It is easy for the management body to fall into the trap of thinking that busy-ness is the same as productivity. This is a misguided belief. Simply filling up an employees time with emails, recording, reporting, filing, etc., is actually counter-productive. It squeezes out the time and space required for deep work. The current management belief seems to be that, structuring employment around a set of shallow work tasks, maximises productivity and is in line with the best practices of corporate human resource management. Apparently, keeping people busy with a sequence of menial tasks is a mark of good management. Really?...come on, we deserve better than that!

approach to management. One, which has its roots in the confluence of the second industrial revolution and the second wave of colonialism just over a century ago (c.1870 - 1918). Out of this industrialising and extractive zeitgeist, there emerged the management practices and concepts generally credited to Henry Ford and Frederick Taylor. It is from their ideas³ on how best to manage the staff and production lines in factories that we have our current notions of 'mass production', 'standardisation', consolidating 'best practice' and 'efficiency' and 'empiricism' in management practice through documentation, amongst others. These ideas were developed to manage the production of inanimate objects (motor vehicles in the case of Henry Ford). It has been assumed that the principles and practices used by Ford, and more often Taylor, can be imported into the management of any business project; this way of thinking becomes a problem when educational institutions fall under such a business management mind-set.

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¹ Cal Newport is an Associate Professor of Computer Science at Georgetown University, United States of America.

² The term 'educator' is used in this article to refer to both teachers and lecturers in the various bands of education: GET, FET and HET.

³ The term 'scientific management' captures the essence of what is meant here.

the time and space required for deep work. The current management belief seems to be that, structuring employment around a set of shallow work tasks, maximises productivity and is in line with the best practices of corporate human resource management. Apparently, keeping people busy with a sequence of menial tasks is a mark of good management. Really?...come on, we deserve better than that!

The threat of shallow work to quality education

Newport's argument is particularly relevant to the field of education, particularly in the TVET sector and increasingly at schools and universities as well, which, themselves, have been captured by a corporate management mentality. Educators are being denied the time and space to exist as academics engaged in deep work. Their daily activities are increasingly being comprised by a slew of shallow work tasks for the purposes of recording, reporting, monitoring and evaluation. These are administrative activities, growing in excess, that are required to satisfy bureaucratic demands. They add meagre value to the quality of teaching and learning in classrooms. In these kinds of demands we witness the capture of the educational field by corporate interests. Institutions of education are being managed in such a way that they are taking on the character of a corporate business environment. Knowledge workers in the field of education share the same fate, as described above, in the corporate sector as the conformity to business management principles become entrenched as the paradigm for the management of educational institutions.

The clear and necessary distinction between an educational ethos and a business ethos has been erased by the adoption of business models for the management of educational institutions. The net result is that business management principles and targets become identified as equal to, or more important than, the principles and practices that are necessary to ensure quality education. And let it be emphasised that it is education, and not training, that is being referred to here; for there is a significant difference between those two modes of knowledge transmission-acquisition: mere training is not education.

How have we arrived at this degraded state of affairs? The problem is that South Africa takes its cue from countries that either have

no insight into, or no concern for, her unique issues. In the case of education, Western capitalist democracies and the interests of 'big business' have been allowed to influence our policy trajectories. This is a concern because the policies have created problems, even for education in the West. In an interview published on 10th June 2018 in the online publication, Truthout, internationally respected scholar on education, Henry Giroux, notes: "Increasingly, neo-liberal regimes across Europe and North America have waged a major assault on higher education and those faculty and students who view it as crucial to producing the modes of learning and formative cultures necessary in the struggle for a strong and healthy democracy".

South Africa, as part of the 'global village' since 1994, and under the aegis of such powerful formations as, inter alia, the World Bank, IMF and the Bretton Woods league, has had to adjust its macro-economic and educational policies to fall in line with the imperative to create an 'investor friendly environment'. Consequently, and conveniently for the corporate sector, the discourses of free-market capitalism, and 'education for the workplace' have been offered up as the solution for the country's high unemployment rate and the social-economic inequalities bequeathed unto us by the apartheid regime (pre-1994). Under the influence of a neoliberal orientation to corporate governance, educational management has been, to a significant extent, coerced into adopting a business management perspective for the management of institutions of education. The TVET sector is a prime example of where this has happened.

Over the past two decades, under the pressure of the DHET's policies and funding models, TVET managers have diligently complied with government expectations and set about transforming educational institutions into 'training factories' producing nothing more than skilled labourers with qualifications, instead of well-rounded educated people, capable of critical democratic enactment as South African citizens. A serious consequence of this shift in the values of educational management, is that the spaces for 'deep work' have been closed off or diminished in the curriculum. Educational quality has, thereby, effectively been lowered in order to make the TVET institutional outputs 'fit' policies created by the government and influenced by neoliberal economic values, concerns and interests.

Clues and Cues within TVET Institutions

An observable effect of the shift from an education-centred to a business-centred management 'philosophy' is in the language used in the institutions: leaders of educational institutions are called "Principal and CEO" or just plainly "CEO", students are called "clients", colleges have a 'business strategy' and seek to conform to 'ISO9001' standards, which were designed to ensure quality in corporate environments. In addition to these linguistic indexes to ideological preference, the government wants a 'return on investment' from the funding it makes available for education, instead of regarding education simply as what it actually should be: a public good, intrinsically valuable for its social benefits (not primarily economic benefits). On this point Giroux makes the following salient point: "Gone are the days when university presidents were hired for intellectual status and public roles. College

As Giroux (2012) insightfully remarks, "[i]n this discourse, free-market reform refuses to imagine public education as the provision of the public good and social right and reduces education to meet the immediate needs of the economy" and "[i]n the name of austerity, schools are defunded so as to fail and provide an excuse to be turned over to the privatising advocates of free-market fundamentalism". This is the case in North America, and if we in South Africa follow blindly and continue the trend towards the commodification and corporatization of education and other public goods, we will end up in the same predicament as well, which can only serve to exacerbate the existing, severe, socio-economic inequalities.

presidents are now labelled as Chief Executive Officers, and are employed primarily for their fundraising abilities" (2011: 117).

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Already in South Africa, those with sufficient financial means already prefer private schooling for their children. While in public colleges in the TVET sector, for example, curricula and physical resources are increasingly being sponsored and even owned by industries in the private sector. The effect of these privatising policies and management practices on the teaching profession, in general, are absolutely destructive and has contributed to the failure of education in South Africa to make any significant contribution to addressing the legacy of apartheid and its spawn: widespread and deeply embedded socio-economic inequality. The policies and practices promoted by the imperatives of global capital and the South African departments of Higher and Basic Education transforms educators into: objects of educational reforms that reduce them to the status of high-level technicians

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A sense of artificially generated pressure is also a consequence of the impingement of the corporate mind-set's love affair with bureaucracy in the form of 'reports', 'stats', 'paper trails', etc. Not that these things are unimportant: but that they should know their place in an educational institution; they ought not be allowed to dominate the space and time of an educator's work because they are, in essence, extraneous, or at the very most of auxiliary value, to the goals of education.

carrying out dictates and objectives decided by experts far removed from the everyday realities of classroom life. Or they are reduced to the status of commercial salespersons selling knowledge, skills and values that have less to do with education than with training students for low-wage jobs in a global marketplace. Not only do students not count in this mode of schooling, teachers are also stripped of their dignity and capacities when it comes to critically examining the nature and process of educational reform" (Giroux: 2012, emphasis added).

Renowned scholar and social critic, Noam Chomsky, has also commented in similar ways on the state of Western educational management practices. We see the impact of the adoption of business models for managing education in the emphasis placed on shallow work tasks concerned with "administration, control [and] testing". The result is "massive inefficiency" and the reduction of educators to mere technical administrators of government and/or institutional policies (Chomsky: 2018).

Educators working under such a regime experience the resulting work environment, the 'corporate culture', as frustrating and artificially pressurised. It is frustrating because the values of educational practice are antagonistic to the values of business practice; and yet it is the latter which is allowed to dominate educational institutions. It has become part of the mechanism by which the space for deep educational work has been squeezed out of existence. This is what engenders the feeling of frustration in educators with respect to the exercise of their core purpose, which is to educate and to be accorded the professional respect for doing so.

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a foreign body which needs to be ejected; it is a pathogen to the professional body, resulting in a proliferation of work-space maladies.

As a lecturer at a TVET College, I can testify to the feeling of being pressurised into conducting my daily work in this manner. And, through observation and dialogue, I have noted similar concerns being expressed by colleagues in the TVET and Basic Education sectors. Take some time for a moment's reflection and observe that the field of education, in general, is being pressurised to move into a mode of 'shallow work' as the education sector increasingly comes under the influence of business management principles in a desperate attempt to satisfy policy and budget requirements served up to satisfy the desire of the master named free-market capitalism.

We might even plausibly cast an aspersion on the departments of education for failing in their duties to nurture and defend the interests of Education, for they seem to have become sub-departments or 'strategic arms' of the Department of Trade and Industry, and thereby lost their way. They seem more interested in the economic value of education than in its human and social development value. As workers in an educational environment, if we want quality in the production and satisfaction of business objectives, then, by all means use a business management model; but our mission as educators is education, not business for profit; and I would expect the DBE and the DHET to be in unison with us on this mission.

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No one can serve two masters: at critical moments there has to be a choice about which one is to be served. It is a fallacy to believe that the values and interests of education can exist harmoniously alongside the interests and values of the corporate sector. The realities of working in the education sector will present situations in which choices must be made along a bifurcation between educational values and corporate/business values. It is in such critical moments that we may observe who really cares about quality education. As educators, we serve Education, not Business or the Corporate Sector.

The Deep Work of Education

The similarity between the description of teachers as mere highly skilled technicians (Giroux: 2012), administrators (Chomsky: 2018) and Newport's notion of 'shallow work' is not purely co-incidental. Chomsky, Giroux and Newport are viewing the impact of the same beast - neoliberal capitalism - from different, specialised points of view. South African educators are caught up in the global current of the corporatization and commodification of education. The inevitable fallout entailed in this current global attitude toward educational management, is the degradation of the quality of education through the displacement of deep educational work regimes by the shallow work regimes characteristic of modern corporate business environments.

We need to produce high quality educational outcomes, and we therefore need educational management principles within an educational management model, in which the term 'management' is de-linked from corporate sector values and business concepts of management and re-infused with the ethos of sound, holistic educational thought, values and ideals. Educators must be allowed the time and space to engage in the deep work of education instead of being distracted by the shallow work of bureaucratic tasks. And curricula must be designed, and materially supported, so as to allow teachers adequate time to support students and for students to have the time and space required to deeply engage with subject matter through thought, word and practice.

But how, you might be thinking, is it possible to find our way towards deep educational practice amidst the myriad demands of our current educational environment? A proposition of ways in which a movement towards deep educational work may be effected would require the writing of another article. And, with the editor's permission, this is something that I would like to do. The reader could also start upon his or her own journey towards deep work by reading Newport's book.

In closing then, I would like to leave the reader with two thoughts. Firstly, "if you study the lives of [...] influential figures from both distant and recent history, you'll find that a commitment to deep work is a common theme" (Newport: 6). And secondly, my views are, obviously, not to be taken as incontestable, because, from ten different curriculum theorists you will get ten different views on what constitutes quality education. But we have to start somewhere. We need to change our heading in educational field; because the current trajectory is destructive to both the professional status of educators and the health of democracy in South Africa.

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