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**TVET Colleges:
Academic Year 2018
Off to a flying start**





Editorial team

Editor: Keith Loynes
Rotating Assistant Editor: Ivan Swart
Design & Layout: MPDPS (PTY) Ltd
Printing: RSALitho
Professional language service: Woodleys Literary Services
Office Management: Tiyani Ntimane
Account Management: False Bay TVET College
Website support: Blue Sky Management Consulting

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TVET College Times: Academic Year 2018 Off to a flying start
 Photograph supplied by: Roshin Schmidt, False Bay TVET College.
 Photographer: Nashveer Nemesar, Majuba TVET College. The photo depicts Yaqoob Damon of False Bay TVET College in action at the WorldSkills Competition held in Abu Dhabi UAE last October.

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Contributors

Tshegofatso Rapoo, Yaqoob Damon, Lame Morubane, Cheslynn Johnson, David Muleele, Sabelo Tshabalala, Ntombekhaya Gwaqa, Ivan Swart, Given Sebashe, Tumelo Morobe, Fazioona Dixon, Mark Corneilse, Thulani Thulare, Nomusa Mangxa, Deon Halls, Marian Theron, Nadine Moodaely, Tshwarelo Sebela, Stanley Matende, Velisile Bukula, Rabetha Kgosimore, Julia Duminy, Roshin Schmidt, Prof Joy Papier

Contributors send articles to:

Webmail: www.tvetcolleges.co.za
 TVET College Times/Send Your Article
 Or use this url:
http://www.tvetcolleges.co.za/Site_TVET_College_Times.aspx

Advertising, Subscriptions and editorial matters:

E-mail: Loynes.K@dhet.gov.za
Fax: 012 328 3322
Telephone: 012 312 5352
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Academic Year 2018: Off to a flying start

Welcome to the first edition of TVET College Times for 2018. We start with a word from the President in the form of his address to the Human Resource Development Council last November. His address sets the tone for this edition. As the focus increasingly falls on college/industry collaboration, workplace and work-based experience and more, TVET College Times is pleased to present an increasing number of reports on these areas of interest.

Movers and Shakers profiled in this edition are those that facilitate college excellence, report on a student's perspective of the WorldSkills competition, and care for the communities they serve. In Campus Matters, we take a look at Registrations 2018. With the announcement late last year, of the phased introduction of fee free education for poor and working class students that meet the criteria, colleges were hard-pressed to respond to the added interest in registration and enrolment. A number of the reports received and published here, provide a comprehensive overview of the dawn of the Academic Year. It is hoped that in reading these reports, faculty may be assisted in their review of the process with a view to planning forthcoming registration cycles.

With a bumper student intake, we focus on the demands of Campus Management and Special Needs

Education. We consider various initiatives in Teaching and Learning, before being updated through reports on Information Communication Technology. We are then inspired by Entrepreneurship and Artisan Development initiatives. The column continues with Partnerships Local and International and Work Integrated Learning and Work-Based Education. We reflect on a regular LifeSkills insert before bidding farewell to, congratulating and welcoming Faculty on the Move.

This brings us to Policy and Operational Shifts. We hear the Director-General of the Department of Higher Education and Training (DHET), in his address to the National Institute for the Deaf. Following, is our regular feature, TVET in the African Union. We end the column with an extract from the DHET publication on Examination Statistics in South Africa, as they pertain to TVET Colleges in particular. The Intellectual Debate concludes this edition, with news of the launch of a new Academic Journal for TVET.

All in all, these reports from our hard-working contributors, make for an inspiring read. TVET College Times continues to grow. There is increasing formal subscription and participation by TVET Colleges, and an ever-increasing interest from advertisers. Be sure to join us again in June for the winter edition. Until then, best wishes to all for a highly successful Academic Year!

EXCITING WEBSITE FUNCTIONS SUPPORTS TVET COLLEGES

We are pleased to announce the new TVET Colleges User Access Facility on the website www.tvetcolleges.co.za

The new facility on this website, as announced at the TVET Communicator's Forum and the recent TVET College Times Editorial Meeting, provides each of the 50 TVET Colleges with their own page on the website. The website www.tvetcolleges.co.za attracts up to 100 000 visits per month at peak times of the year. It makes sense therefore that TVET Colleges have a page on the website on which they can also reach these visitors. This is your own College Page to manage as you see fit. There are no costs involved for your college. The facility is brought to you free, with the compliments of TVET College Times.

The purpose of the page is to allow TVET Colleges to publish College News and Events on its own Calendar page. Visitors to the website will access the College Pages through a new dedicated menu item. Each College will register as their own user in order to administer the page, publish newflashes, and provide information about upcoming events. This facility is ideal for conveying Examination News; Enrolment and Registration Dates, and News; Community Events, and more. This is your tool. Use it well and gain much. Do not use it, and stand to lose the opportunity for marketing your college in 2018.

Kind regards **WEBTEAM**

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| Region | City | Physical Address | Contact numbers |
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| Eastern Cape | Zwelitsha | Steve Vukile Tshwete Street, Eastern Cape Provincial Education Complex, Zone 6, Zwelitsha, Eastern Cape | 040 608 4306 |
| Free State and Gauteng | Johannesburg | 111 Commissioner Street, Provincial Education Building, Johannesburg, Gauteng | 011 355 0930 |
| Kwa-Zulu Natal | Pietermaritzburg | 47 Prince Alfred Street Pietermaritzburg, Kwa-Zulu Natal | 033 342 1942/64 |
| Limpopo | Polokwane | 58 Schoeman Street, Rentmeester Building, 7th Floor, 714, Polokwane, Limpopo | 015 291 2662 |
| Mpumalanga and North West | Mafikeng | 1305 Dr Albert Luthuli Drive, Provincial Department of Education, Mafikeng, North West | 018 389 8150 |
| Northern Cape and Western Cape | Cape Town | 18th Floor, Sanlam Building, Golden Acre, 9 Adderley Street, Cape Town, Western Cape | 021 467 2614 |



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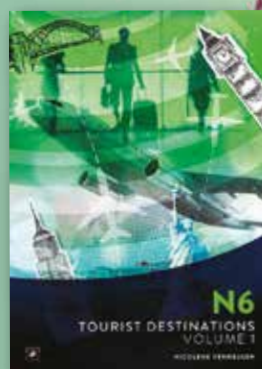
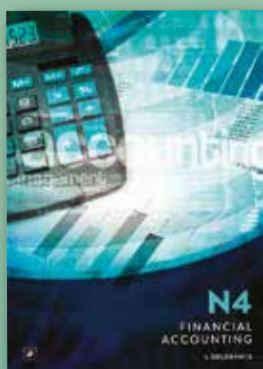
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Opening remarks by the President and Chairperson of the Human Resource Development Council (HRDC) of South Africa, the Honourable Cyril Ramaphosa, to a meeting of the Council held on 10 November 2017



Minister of Higher Education and Training, Prof Hlengiwe Mkhize, Minister of Basic Education, Ms Angie Motshekga, Deputy Minister of Higher Education and Training, Mr Buti Manamela, Chairperson of the MerSeta Board, Ms Phindile Baleni, Head of the HRDC Secretariat, Ms Brenda Ntombela, CEO of the Automotive Industry Development Centre, Dr David Masedo, Members of the HRDC, Ladies and Gentlemen.

On behalf of the Human Resource Development Council, I convey our heartfelt gratitude to Dr Masedo and his team at the Automotive Industry Development Centre, for their hospitality in hosting us today.

Our earlier tour of the learning centre is a source of inspiration and hope. We are moved to see for ourselves, that there is great work being undertaken by committed South Africans as yourselves, in building the capabilities of our people and growing our economy. In a very practical way, you are demonstrating the vital link between human resource development and the growth of effective, competitive and sustainable industry.

You are proving the important point that among the many things that make an industrial development strategy succeed, everything rests on having the right people with the right skills. In a sense, this training centre illustrates the value and importance of having a national multi-sectoral body like the HRDC. A body which co-ordinates the work vitally necessary to build a skills-base suitable to the needs of a developing economy. If South Africa is to successfully overcome the economic legacy of apartheid, if we are to raise the living standards of all our people, we need to be innovators, producers and manufacturers. We cannot afford to be mere consumers of goods and services. As a home of manufacturing, innovation and enterprise development, this centre offers a path to a new economy. We applaud the Automotive Industry Development Centre for its efforts in keeping our local automotive industry globally competitive.

We also applaud the Gauteng provincial government and the South African automotive industry, for demonstrating commitment to working together to ensure that we build a successful industry. That it is an industry that attracts investment, develops the capabilities of our youth, creates jobs and builds successful businesses. There are many lessons to be drawn from the work that is being done here, particularly in the technical and vocational education and training sector.

We will leave here more determined that industry should, much earlier than is current practice, provide experiential learning to TVET college students. We will leave here more determined that companies should,



on a far larger scale, participate in our Adopt-a-TVET College initiative. When industry and training institutions work collaboratively, our youth will be better prepared to succeed in a world that values competitiveness and experience.

Among other things, Council will today spend a great deal of time looking at ways of improving the educational outcomes of the TVET sector. It is a sector which has been identified in the National Development Plan as vital for developing the artisan skills required by our economy. We therefore look forward to today's presentations on the establishment of the HRDC TVET Imbizo; the support of TVET Colleges Initiative; and the status of Post-School Education Institutions and Industry Partnerships.

South Africa will not work if the TVET sector is broken. We will not create the jobs we need if the sector lacks a common vision, underperforms, is under-resourced and is perceived to be corrupt. We hope that today's focus on the sector will begin to assist the HRDC and the Department of Higher

South Africa will not work if the TVET sector is broken



Education and Training to formulate a response. It is a response that will give South Africans hope and confidence in the future of the TVET sector.

We welcome the fact that the issue of South African sign language and deaf education is on the agenda. For too long, this has been an area of education and training that has been neglected, both in policy and in practice. Unless we attend to sign language and deaf education, a significant portion of our people will remain excluded from meaningful economic participation by virtue of disability.

As we begin the last HRDC meeting of 2017, I extend my thanks to all the members of the Council for your contribution over the year. Although the task before us is immense and the difficulties many, as members of the Council you have worked together to steadily and progressively improve our skills development capabilities. For that we thank and applaud you. There is still much work that lies ahead. But, as a Council, we are equal to that challenge.

I thank you.

Excellence celebrated

TSHEGOFATSO RAPOO - E-Media and Communications Administrator

In addressing pressing issues within the TVET Sector, the Department of Higher Education and Training (DHET) hosted an Imbizo last October. (See *TVET College Times*, December 2017, P42).

TVET College Principals, various stakeholders including the former Minister of Higher Education and Training, NEHAWU and prominent individuals in Higher Education, were invited to the three-day conference. The purpose of the Imbizo was to identify challenges in the TVET system; analyse the underlying causes of systemic problems; and

collectively formulate mechanisms to resolve them.

The conference concluded on a high note, with a celebration of excellence in TVET Colleges. This took the form of the 'TVET Colleges Excellence Awards Ceremony'.

ORBIT TVET College was amongst the crème, receiving accolades for the Centre of Specialisation for Diesel Trade at the Mankwe Campus and the Centre of Specialisation for Electrical at the Brits Campus. Principal Marais was also awarded for her role in the Professional Development of Campus Managers Training Project.



Principal Ms Maryna Marais with the awards she received on behalf of the College. These were for the Centre of Specialisation for Diesel Trade at the Mankwe Campus, the Centre of Specialisation for Electrical at the Brits Campus and for her role as 'Head of Trainers' for the Campus Managers Training Project

My WorldSkills Experience

YAQOOB DAMON - Automotive Body Repair student

Subscriber's Note: The following letter was received from Yaqoob Damon. Yaqoob, a student of False Bay TVET College, was selected on his abilities to represent the continent at the 2017 WorldSkills Competition in Abu Dhabi. He competed in the category of Automotive Body Repair. While he faced challenges, the maturity and determination he demonstrated, bears testimony to the character of this TVET student. The letter is published here.

To whom it may concern:

Dear Sir/Madam

I would like to share with you my WorldSkills Abu Dhabi 2017 experience regarding my participation in AutoBody Repair.

I forward this mail with great respect, since my skills have been elevated to a higher standard since it all started. Many thanks and appreciation to WorldSkills South Africa Association, who have made this possible.

It started when I first saw a poster calling for applications to WorldSkills Abu Dhabi 2017. What transpired was an experience of a lifetime! It gave me the chance to challenge myself against competitors from all around the world. I learnt that I was capable of pushing myself to achieve the best. I continued doing better, enhancing myself to my fullest potential. When I earned the gold medal in WorldSkills South Africa 2017, the national competition, I learnt that I needed to be at my very best when competing in Abu Dhabi. I then began my training with immediate effect. I entered the automotive industry as a rookie who was eager to pace himself with the best in the industry. I was inspired.

When I took to the competition floor in Abu Dhabi, I discovered that the technology was going to hold me back. I was unfortunate not to have familiarised myself with the machines which

were being used in the international standard environment of Autobody Repair. That never stopped me from challenging myself. I operated the Car-O-Liner Vision 2, which was not part of my exposure in South Africa, with all the basic knowledge of operating measuring systems. Not knowing I was the only competitor who had this disadvantage, I pushed myself even harder. In the course of the remainder of the competition, I only wished to make up for time. Time was where I had lost the majority of the points. I experienced many shortcomings with the tools that were supplied. For example, I had a power bar with no sockets. My pneumatic saw was faulty. I struggled to clean panels for welding because I never had a grinder or orbital sander that could reach into the tight spaces. This meant that these areas had to be done manually. I had to rely on my instincts many times because of this. I had a tough time persevering for the duration of the competition. Much support was given from the crowd's cheering though, from fellow South Africans who were eager to see their panel beater make headway amongst the competitors. I was not discouraged by the challenges. I motivated

myself when timing became of essence. I drove myself to do the very best I could so I could make my family proud. I wanted to make South Africa proud, as well as myself.

Now I am able to grow, knowing that I have the potential to always be better. I wish to share my knowledge and experience in training with the next competitor who will be representing our nation. Making sure s/he is equipped and well prepared to compete on the international floors of AutoBody Repair. You have my utmost respect and appreciation. I will be eager to provide you with any necessary information that can assist in building the legends of tomorrow through my experience.

The exposure which was given to me by WorldSkills South Africa, has most certainly empowered me. I am confident that I will be able to pioneer the next competitor in terms of mental strength as well as research on current global trends in the use of specific equipment. This will place South Africa in a somewhat better position to compete against international professionals.

I am Yaqoob Damon and I have become a champion.

I thank you.



Yaqoob Damon at work in the WorldSkills 2017 Competition

College receives an international award for quality, again!

LAME MORUBANE - Communication Officer

Motheo TVET College has once again been recognised in an international forum where commercial relations can be established.

The College was awarded The Majestic Falcon Award for Quality and Excellence. The prize-giving ceremony took place recently at The JW Marriott Marquis Hotel in Dubai, United Arab Emirates. Motheo TVET College was amongst companies representing five continents, gathered for the awards. The college emerged as a winner because it has shown a firm commitment to Quality and Outstanding Achievement.

International research team, Other-Ways Management Association Club (OMAC), recommended Motheo TVET College to the selection committee for the award. Strict selection criteria were applied. The outcome was based on information presented which profiles each company as an entity noted for

corporate achievement. The award recognises prestige, innovation, quality commitment and excellence. A voting process was carried out by mail. Key criteria include, Customer Satisfaction, Continuing Education and Training Total Quality Management and Total Quality Customer Satisfaction Standards. In addition to that, Association Other-ways Management and Consulting-France, gathered information through media consultancies.

OMAC is one of the most prominent "Voices for Quality Culture", a role it has sustained over a period of two decades. The organisation started in Europe. "We have grown into a truly Global Organisation", added a representative. OMAC saw the merits of awarding Motheo TVET College with the Majestic Falcon Award. The award will increase partnership opportunities for the College. It will also serve as a



Chairperson of the Finance Committee Mr Fuluvhelo Ntsandeni, Principal Dipiloane Phutsisi and College Council Chairperson, Adv. Xolile Xuma, in anticipation of the Majestic Falcon Award

marketing tool, portraying the College as a world-class institution that delivers quality education.

Twelve delegates, consisting of Council Members, Executive Management and staff, received the award on behalf of the College community. This is the second international award bestowed on the College in less than 12 months. In

July 2017, the College was awarded the Socrates European Quality Award. It received this award in recognition of the quality service it offers in accordance with international standards and teaching methods. The Socrates European Quality Award was bestowed at a ceremony that took place in Lucerne, Switzerland last year.

College Shoebox drive: A care initiative that takes giving to community level

CHESLYNN JOHNSON - Internal Communications and Publications Practitioner

Last October, Northlink TVET College faculty donated 178 repackaged shoebox gifts to charity.

This initiative forms part of our Northlink Cares Initiative and Corporate Social Investment project. The focus for this initiative was four children's homes located in the Northern Suburbs of Cape Town, Western Cape Province. Dressed in festive accessories, a small group of faculty ventured forth to hand over the shoebox gifts to those who need it most, in the run-up to the December festive season. This marks the second-year that the College has donated shoebox gifts to charity.

Each of the seven campuses of the College, including the Central Office, were challenged to donate as many repackaged shoebox gifts as possible. Campuses were assigned specific age categories and instructed to tag the shoeboxes according to gender. The shoebox gifts each contained eight items. These included, a toothbrush; toothpaste; face-cloth; soap; age category appropriate skin lotion; educational items; something sweet and a personalised message, poem or quote. A few faculty members donated a range of other items that could also be included.

Firstly, we visited the Christine Revell Children's Home in Athlone. The home focuses on nurturing and developing children in need. These children have been identified and referred to the home by social workers. They are placed there by

order of a children's court.

These children have endured tough times. They were either there as a result of negligence, abandonment, abuse, or had been orphaned or had contracted HIV. We were guided by Child Care Worker, Anneline Scholtz. She permitted us to hand over the shoebox gifts to the children. College faculty could also use the opportunity to engage with the children. Upon receiving their shoeboxes, they immediately began opening the gifts.

Secondly, the College visited the Bright Stars Children's Home in Kraaifontein. The home is a safe-house for children. The home provides shelter and a caring environment for disadvantaged children. The focus is on children whose welfare and safety has been affected due to parental drug and alcohol abuse and HIV. Principal Carer Brenda Jooste, who has much experience in the field responded, "Every kindness no matter how small, makes a difference!" She identified children in need. It was important for her to find a place of refuge for them. And so it was, that she established the home in 2011. The children and carers were extremely thankful for the donation of shoeboxes.

Thirdly, we handed over shoebox gifts to the Saartjie Baartman Centre in Manenberg. The Centre is known as a "one-stop centre" for women and children who are survivors of abuse. Their driving force is to empower women and children, and to educate



Candice Jonathan of the College Marketing Department, hands over a repackaged shoebox gift to one of the Bright Stars. Colleague, Damian September, lends support

them about their rights in society. Upon arrival at the Saartjie Baartman Centre, Shelter Social Worker Miriam Fredericks, briefed faculty on the background of the Centre. She was also afforded an opportunity to hand over the shoeboxes to the children. Some of the recipients included the parents of these children.

Finally, a small number of boxes were handed over to the Holy Cross Children's Home in Ravensmead. The home is a child and youth care centre. The Holy Cross Children's

Home Social Worker, Lauren Oliver, was very happy that they too were the recipients of the Shoebox Drive. The sense of joy, and smiles on the faces of the children, remains faculty's driving force to keep 'doing good' within the communities.

If you would like to contact the College to share ideas about how your College could make an effective positive difference in the community you serve, contact Cheslynn Johnson or Candice Jonathan on 086 006 5465 or 021 970 9000.

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REGISTRATION 2018

Deputy Minister Addresses TVET College Principals on fee free education

DAVID MULEELE - Marketing Manager

In January, the Deputy Minister of Higher Education and Training and TVET College Principals, converged on Ekurhuleni West TVET College. The meeting was attended by TVET College Principals, their Chief Financial Officers, NSFAS and Higher Education and Training Department Officials. The purpose was to discuss, among other things, the implications of fee free education, the NSFAS bursary scheme, and the state of readiness regarding the 2018 Academic Year registrations.

Deputy Director-General for the Department of Higher Education and Training, Mr Firoz Patel, welcomed the principals and CFOs. He informed them of the implications of the former President's announcement. Mr Patel intimated that fee free education would be phased-in over a period of five years. The purpose is to support poor students. This will enable them to gain access to Higher Education institutions. The move targets students from South African households with a combined annual income of up to R350 000. It is directed at students who meet the admission requirements of TVET Colleges as well as the criteria to qualify for the financial assistance.

He indicated that applicants with firm offers of admission from colleges, would be assessed for funding using the revised criteria. Those who did not apply to the NSFAS for funding, also needed to be assisted. This is a reference to 'walk-in'



Honourable Buti Manamela, Deputy Minister of Higher Education and Training, greets Principal Hellen Ntlatleng, Ekurhuleni West TVET College

registrations at Colleges. A South African College Principals Organisation (SACPO) meeting was also convened on the occasion.

The Deputy Minister of Higher Education and Training, Honourable Buti Manamela, took the opportunity to address the gathering while conducting a national whistle-stop tour. The tour was focussed on assessing the state of readiness

of the institutions of Higher Education and Training for the 2018 Academic Year. In his address, Deputy Minister Manamela indicated that he was assessing the state of readiness of institutions to give effect to the announcement of the former President. He was also assessing the implications for colleges. It was his view, that the announcement would have greater implications for colleges than universities. This was particularly so, since the TVET sector had become more attractive to many young people.

They have concluded that, because of the demand for skills in South Africa, and the fact that skills form the backbone of the economy, studying at a TVET College, would be a gateway to a better future. Concluding his address, the Deputy Minister said, "I am passionate about the sector. I am a product of the same sector. I have contributed extensively to the policy trajectory and legislation, to assist in shaping what the sector has become". The Deputy Minister was a student of the former Mamelodi College, now known as Tshwane North TVET College. This was when it was under the Principalship of Ms Hellen M Ntlatleng, current Principal of Ekurhuleni West TVET College.

He urged TVET College officials to work harder in ensuring that Colleges meet the needs and aspirations of the youth. SACPO President and Ekurhuleni West TVET College Principal, Ms Hellen Ntlatleng, pledged her support and co-operation to the Ministry and the Department on behalf of College Principals.

Deputy Minister of Higher Education and Training observes registration process first-hand

SABELO TSHABALALA - Public Relations Officer

The Honourable Deputy Minister for Higher Education and Training, Mr Buti Manamela, graced South West Gauteng TVET College Molapo Campus, with his presence during Registration 2018.

This, as first-year students came in their numbers to register for the academic year. The

registrations commenced on 8 January. The visit was aimed at observing that the registration process runs smoothly, and without any disruptions. In a walk-about the campus, the Deputy Minister stressed that it is central to government's programme to expand the TVET sector. This is why new campuses have been under construction, while others are planned. It is hoped that the additional infrastructure will accommodate the

growing student numbers which are anticipated in TVET Colleges. Principal Dan L Nkosi went on to say that there had been an increase in applications to TVET Colleges. He estimated that applications had doubled over the last five years. He noted high demand for the programmes on offer, but that spaces available were limited.

The Deputy Minister encouraged learners not to make TVET colleges a second choice. Learners should not wait to be rejected by universities before applying to TVET Colleges. They should also not settle for courses that leave them jobless. He recommended that they rather choose TVET colleges as their first options. Particularly so, if they are interested in careers in Mechanical Engineering or Civil Engineering, to mention just two of the many options. This was as he touched on some of the benefits of studying at a cutting-edge TVET College such as South West Gauteng TVET College.

He alluded to the recent announcement made by former President Jacob Zuma. That government had, "fully subscribed to the introduction of free higher education and training for disadvantaged and working class families over a five year period".

This strategy is a major advance in improving access to higher education for all South Africans. He urged learners to take the opportunity and make the most of it.



Deputy Minister of Higher Education and Training Buti Manamela, in conversation with a newly registered Molapo Campus student

College ensures smooth start with early applications and pre-emptive planning

NTOMBEKHAYA GWAQA

Assistant Director for Marketing and Communication

As thousands of students made their way to register at educational institutions throughout the country, it was no different for Port Elizabeth TVET College. All NCV and Nated programmes were filled to capacity within the first week of opening.

It was reassuring to note that all the students that applied, had made the College their institution of choice. The Colleges "Apply Now" application drive, that took place in 2017, ensured that many potential students had already secured their places for registration in 2018. Parents who accompanied



Port Elizabeth TVET College enrolls new students at the Oval Stadium in Port Elizabeth



Russell Road Campus Manager Ms Kim Matikinca (right) attends to three newly enrolled NCV marketing students

their youngsters to register, commented that the programmes offered were affordable. They further noted that the financial aid on offer was a welcome relief. Many who usually could not afford further studies, owing to unfavourable personal financial circumstances, could be assisted.

To accommodate the large group of prospective students who still came to enquire at the institution at the opening of the Academic Year, the College made use of an adjacent sports stadium. The capacity crowd of students could easily be accommodated and addressed in this safe environment. The TVET sector is no longer unknown to school learners, especially those who have completed matric. This can, in part, be attributed to the success of many College graduates who have also qualified as artisans. They have become an inspiration to those who are considering a vocational education that will boost their employability. Unfortunately, the College

could not accommodate all the potential students in full-time programmes. However, all hope is not lost. The College offers a variety of supplementary programmes such as the 'second chance Matric'. This programme makes it possible to improve on earlier results. Part-time and short skills programmes, are also available as further options. Fortunately the registration for Nated programmes in Business and Utilities Studies takes place every semester, and each trimester for the Engineering Studies. However, even these options now have long waiting lists. Students were also advised to apply at other TVET Colleges in the metropolitan area of Port Elizabeth.

College management and staff wish all students a fruitful and prosperous year of study. In the same vein, we congratulate all students who completed their studies successfully. Our wish for them is that they speedily find internships or employment.

Social Media: A powerful way to advertise and recruit new students

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

This time of year, all TVET Colleges are looking at reaching their planned enrolment targets. These are usually represented by the numbers of students needed as detailed in the Programmes Qualifications Mix.

We see institutions with their, "We still have space available", posts. Some downplay their 'need' with, "last spots available". We see random WhatsApp messages making the rounds. Some going viral in minutes. Some alas, not always conveying the correct message. But, have we really looked into the effective use of social media as a marketing platform to reach enrolment numbers? Have you examined your statistics and insights before simply blurring it on the social platforms? If you answered "no" to any of the questions, then you might want to read on...This is a very brief case study account of how Northlink TVET College effectively used Facebook as the primary social media platform to assist in the rapid recruitment of 50 Wholesale and Retail programme students for the Parow Campus.

"We desperately needed the programme to run but we did not have sufficient interested students. So we sent to the College Facebook Page to help us reach the target," said Brenda Basson, College Occupational Manager for Business Studies. The Marketing Department was sent the text that needed to be posted on the Facebook Page. It simply read, "Northlink College is offering free



Northlink TVET College Facebook Page Wholesale and Retail post, 24 hours after the post was made on the page, showing the impact and exposure of the post

training for Matriculants aged 18 – 29 in Wholesale & Retail. A stipend of R2 500 will be paid monthly for 12 months by Shoprite. Please contact Sam on 021 970 9114 or Brenda on 021 970 9068 urgently. Spaces are limited!"

The Marketing Department, in addition to finding the required 50 enrolled students, also wanted the College to enjoy as much exposure as possible through the post. It was decided to post the information with not only the text, but an appealing image typical of a Wholesale and Retail setting. It had further been observed that the peak Facebook Page traffic occurs between 09:00-10:15. It was then arranged accordingly that in order to reap maximum exposure, the message be posted at precisely 09:30.

The following results were measured after the first 24 hours:

- 79253 people reached
- 460 shares
- 81 substantive responses.

"After the post, our telephones did not stop ringing. The number of people that phoned was so excessive, that the rest of the Occupational and Education and Training team at the College had to jump in and assist with fielding the calls. We received calls from as far away as Kimberley in the Northern Cape Province," said Brenda. She added, "We can emphatically say that this social media platform did work for us. We have met the 50 student target that we set out to register for the programme."

The post also provided an opportunity for nearly 80 000 prospective students to interact with the College brand. It is safe to say that the College achieved both intended goals, admirably.

To sum up: Use interesting and relevant images on social media. Keep the post short and sweet. Keep an eye on when you would likely reach peak traffic flows. Use these elements to your advantage and get the message across to your target audience.

Smooth transition for first-time registrations

GIVEN SEBASHE - Assistant Director: Communication

The transition from the Basic Education environment to the Post-School, and in particular, the Technical and Vocational Education and Training (TVET) College sector, can be exhilarating yet daunting at the same time.

This is a quantum leap journey in the educational industry for most. It needs to be carefully harnessed. To this end therefore, the launch of Orientation and Induction sessions for all 'freshmen' at Mopani South East TVET College. The intention of these two programmes, is to minimise the educational culture shock. It provides a path where one gradually transcends to the Higher Education sphere. The programme was rolled out in January at both the Sir Val Duncan and Phalaborwa Campuses. The presentation of the programme followed directly on the smooth registration process. The 'freshmen' were provided with useful information to support their transition



Principal Levy Baloyi, Mopani South East TVET College, addresses College 'freshmen' as part of the Orientation programme



Mopani South East TVET College's 2018 'freshmen' attend the Orientation programme aimed at providing a smooth transition from Basic Education into the Higher Education sector

and engagement with the academic, cultural, and social activities available at the College.

In his address, Principal Levy Baloyi reiterated the College's commitment to helping students develop into well-rounded vocational academics. On graduation, it is anticipated that they will be able to immensely contribute to the country's economy as artisans and practitioners of other occupations. "These two programmes of Orientation and Induction, are designed to help you find your way around the campus. They will introduce you to meaningful programmes that will assist you in realising your dreams. Students' chances of reaching graduation, are to a certain degree a function of their own individual efforts. Those who stop studying, may be considered as stale in their youth. Therefore, students must continuously study. They must remain readers, as they prepare to be future leaders. It is crucial that you immediately familiarise yourself with the institution and all it has to offer you", stressed Principal Baloyi. He further urged them to remain focused and committed to their educational calling. He stipulated the importance of regular class

attendance and active participation in both the formal and informal teaching and learning journey. This was held as an imperative to be grasped and applied from orientation until graduation.

Deputy Principal Registrar, Mr Stanley Motubatse, encouraged students to make use of the available Student Support Services. "We have library, computer labs and on-site clinic facilities. In addition, there are peer tutoring- and many other programmes for the enhancement of academic progress", said Registrar Motubatse.

SAPS Namakgale Station Commander, Colonel Ngobeni PH and SAPS Phalaborwa Communication Officer, Constable Mongwe EP, warned students to be vigilant. They urged students to report incidences of crime to the South African Police Services. Among the stakeholders who graced the College with their presence for the duration of the Orientation and Induction sessions were, the Department of Higher Education and Training's Khetha Career Development Services and the Institute for the National Development of Learnerships, Employment Skills and Labour Assessments better known as 'Indlela'.

Collaboration harvests hope for new students

TUMELO MOROBE - Public Relations Officer

On the 8th of January, unlike any other year, Capricorn TVET College Polokwane Campus, experienced an unprecedented throng of prospective students. They were eager to enrol at the College for the 2018 Academic year.

A large number of prospective students had gathered outside the College. Jostling for access, which then led to a stampede. Following a thorough risk assessment of the campus, the management took the decision to suspend registrations

until a later date. Subsequently a meeting was convened by the College Management and other stakeholders. These included representatives of the Office of the Premier, the Office of the Capricorn District Municipality Mayor, the Office of the Polokwane Local Municipality Mayor, Public Order Policing (Polokwane South African Police Services), Emergency Medical Services, Security Services and the Peter Mokaba Stadium Management.

An alternative registration venue, the new Peter Mokaba Stadium, was identified. The necessary logistical arrangements were undertaken by all role



Acting Principal of Capricorn College for TVET, Mr Amos Thema assists queuing students



College management and stakeholders hold an on-site preparatory meeting in the stadium prior to the opening of the pop-up student registration centre. The registration centre successfully assisted more than 7 000 prospective students

players. One week later, on the 15th of January, a pop-up application centre had been set-up at the New Peter Mokaba Stadium, where more than 7 000 applicants were seamlessly assisted.

"We acknowledge and appreciate the role played by the various state entities. Together, working as a team, we ensured that the registrations ran smoothly and without a glitch. "This is evidence, that working together we can achieve more," commented Acting Principal, Mr Amos Thema.

CAMPUS MANAGEMENT

Professional Development of Campus Managers Training, hailed a success

TSHEGOFATSO RAPOO –

E-Media And Communications Administrator

Approximately 250 Campus Managers from TVET Colleges around the country converged on ORBIT TVET College, Mankwe Campus late last year. This was for the Professional Development of Campus Managers Training, which took place on the 4th to 6th of December.

The gathering, which was the second block-training for the year, was aimed at focusing on the design and management of effective teaching and learning systems. The training also considered the development of good practices in Student Support Services.

In the course of the three-day training, Campus Managers engaged in break-away sessions. In these sessions they could share strategies, techniques, resources and experiences on how to improve the



Campus Managers gather in plenary for the Professional Development of Campus Managers Training



Deputy Minister of Higher Education and Training, Buti Manamela delivers a keynote address to Campus Managers



Principal Marais and others engage the Deputy Minister during his tour of the Mankwe Campus

management of the core function of Colleges, i.e. teaching and learning. However, it wasn't a case of 'all work and no play'. Day two saw the Campus Managers trade their suits and ties for sportswear. This, as they took part in a number of fun activities. These included the Zumba Dance and the 'Amazing Race'.

Deputy Minister of Higher Education and Training, Buti Manamela, graced the occasion on day three. He delivered a keynote address. He emphasised the important role TVET Colleges have to play in the country. He pointed out that the TVET College Sector is a national priority in our post-school education

and training system. "The mid-level skills, offered by TVET colleges, are critical for the development of our country. We have to underscore the importance of an effective, well-governed and responsive TVET College Sector", Mr Manamela said. He added that it is the responsibility of the sector to ensure that TVET Colleges are sought after. That students should not simply seek spaces at Colleges because of the availability of student grants. "We understand that getting a student grant to study at a post school institution is critically important for the majority of our youth. However, a young person should choose to enrol at a TVET College. They should do so because s/he wants to pursue a career in a technical field. Not because they could not get into a university", he added.

In closing, the Deputy Minister congratulated the Campus Managers for being "the women and men who are at the coal-face of making that transition. A transition towards providing quality, relevant technical and vocational education for the 21st Century". He urged them to build communities inside their campuses, which will elevate colleges. Not only amongst internal stakeholders and the college community, but also in the eyes of the surrounding communities. This is necessary to become institutions of first choice. The Deputy Minister's visit included a tour of the Campus facilities. The event concluded with a prize-giving ceremony. Presiding over the ceremony, the Deputy Minister acknowledged the winning teams and key stakeholders by bestowing them with awards.

The first block-training was rolled out across seven training centres last August. That training saw the participation of approximately 150 Campus Managers. ORBIT TVET College hosted 26 of those Managers and DHET officials. That workshop was spearheaded by Principal Maryna Marais, who is the head of Cluster 6, Rustenburg, North West Province. Block 1 training also took place in the clusters of Port Elizabeth, Kimberley, Port Shepstone, Newcastle, Emalahleni and Polokwane.

SPECIAL NEEDS EDUCATION

Overcoming barriers to learning

WILMA DE VILLIERS - Programme Manager: Education and Training
FAZLOONA DIXON – Early Childhood Development Lecturer

Sponsors, lecturers and peer-students of the Education and Training Department at the College of Cape Town for TVET, have through care, individualised attention and tailor-made support, made it possible for fellow students to overcome their varied personal learning barriers.

Joe-Burt Phrao, studying for the National Certificate: Occupational Directed Education, Training and Development Practices (ODETDP), has a strong message for those like himself. He was at an early point diagnosed as having the learning disability, dyslexia. He has struggled with the label of being learning disabled all his life. In a sense, the label inhibited him to live to his full potential. He felt as though he was not as smart as his peers. He didn't understand why he could not pick up on class work as easily as everyone else. He was not only hard on himself, but others were too, calling him "slow". However, everything changed for Joe-Burt when he was accepted for the ODETDP programme. The National Rural Youth Service Corps facilitated his study at the College.

With the care and support of faculty he gradually started believing in himself. Joe-Burt shares his story with successive groups of Early Childhood Development students each week as lecturers invite him to do ice-breakers and energisers. After regularly attending additional learning and development sessions with lecturers and academic support faculty, Joe-Burt successfully completed the theoretical component of his studies. He now looks forward to workplace practical and participating in facilitation and assessment practices as a peer educator and candidate assessor.

This has been achieved chiefly by building the self-confidence of the students in an environment of supportive inclusive education. The outcome bears testimony to what can be achieved when students regain, or develop, faith in their own capabilities. Consider the following disparate student experiences and their inspiring outcomes:



Cheree Lyons, ECD practitioner at Green-school Early Learning Centre, has accomplished so much since the successful completion of her studies in ECD with the College. As a student with a severe form of dyslexia, Cheree felt scared and alone. However, she chose to focus on her strengths rather than her weaknesses. The ETDP SETA funded Recognition of Prior Learning programme (ECD Level 4) provided her with the opportunity to achieve the Level 4 qualification. During an interview she said, "I knew I had strengths that other people didn't have. I thank God for my lecturers and classmates at the College who helped nurture my strengths and encouraged me to keep going."



Allerease Ollanrewaju walked away from home at the age of nine. She and a friend slept in empty graves for a while. She ended up at Ons Plek, a shelter for street girls. Her love of children was noticed and she was enrolled for the National Diploma: Educare, at the College.

After that, she studied at the Cape Peninsula University of Technology and achieved an Honours degree in Community Development. Thereafter she worked in the ECD field. At Ons Plek she worked as a community development worker and established an educational programme. She also worked with street children for a few years. Currently, she is a part time assessor for the College. She is also a group leader operating under the auspices of the Department of Social Development, working with children that are placed in special care by the courts. Each year, the College invites her to address the ECD learnership students as a motivational speaker.



Sindiswa Madonono was a dropout from school. She had lost hope and thought that she was incapable of doing anything meaningful. She was motivated by her principal to further her studies in the ECD Field. Through the ECD learnership, and sponsored by the Extended Public Works Programme and the Western Cape Education Department, her education journey began! She was nominated

for the Best Overall Academic Achiever award in the Education and Training Department (learnerships) in 2017. She was also nominated for the Kamosa awards. "I am grateful for the wonderful opportunity the College and the sponsors have provided me to become a qualified ECD practitioner". Sindiswa has obtained the NQF Level 5 Higher Certificate in Early Childhood Development.



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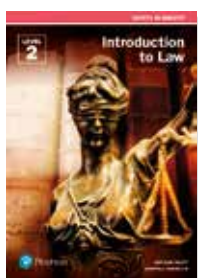
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Glittering NC(V) examination results

MARK CORNEILSE – Campus Manager

Poor certification rates, historically reported as low as 9.5% for the National Certificate: Vocational (NC(V)), has been a bone of contention that colleges have had to deal with for some time.

At Northlink TVET College Wingfield campus, the NC(V) Fitting and Turning programme, recently achieved outstanding results. Although the programme registered just more than a capacity 100 students on Levels 2 to 4, student access to a required range of tools, equipment and electronic communications devices was not compromised.

For the November 2017 examinations, the tenth year of the NC(V) offering, 28 subject or class groups, were registered for the seven subject offerings on Levels 2 to 4. Fourteen of these 28 subject groups achieved a 100% pass-rate.



Fareez Carr, a student testimony to sound practices in teaching and learning

Often statistics are skewed when analyses are done on pass-rates. Where low numbers of students are measured or non-engineering subjects are included to inflate the results. In this instance, faculty and students achieved these results for mainstream engineering programmes. These programmes included, Engineering Processes (L4); Professional Engineering Practices (L4); and Fitting and Turning (L4). In the main vocational subject of Fitting and Turning (L4), 20 students registered. Nineteen students wrote the national examinations and a 100% pass-rate was achieved. Another subject where students traditionally perform poorly is Mathematics. In the Level 3 group, 15 students registered, 11 wrote the examination and a 100% pass-rate was achieved.

Lecturer Malcolm Langenhoven, attributes the success to the use of Moodle. Moodle is the Learner Management System. He also attributes the good performance to a new aspect of his pedagogy, namely, the use of WattsApp. Through this social media platform, he maintains communication lines with, and among students. In this way he can effectively deal with areas of concern raised. Mr Langenhoven also states that he has introduced 'Exam writing skills' as part of his teaching practice. He identified that students needed to



Winning team. Lecturing faculty of the Wingfield campus NC(V) Fitting and Turning programme are from back left E Snyders for Applied Engineering Technology, S Caswell for Material Technology and Engineering Fundamentals, V Krige for Professional Engineering Practices, M Langenhoven Mathematics and in front are M Forbes for Fitting and Turning, C Arendse for English and J Booysen for Fitting and Turning

be guided on how best to respond to examination writing demands. They need to write in a manner that effectively demonstrates their skills and effectively communicates their knowledge. "Typically students may know more than what they put down on paper. However, they are only measured on what they can provide as evidence of their learning"

Illustrating the point, is Deputy Chairperson of the Wingfield Campus Student Council, Fareez Carr. Fareez completed the NC(V) Fitting and Turning, Level 4 in the November 2017 examinations. He passed all subjects on the Level 4, achieving a distinction in Engineering Processes. This is a dramatic turn on his part when one considers that Fareez

initially enrolled with only a Grade 9 certificate. He had struggled with Mathematics at school. He had even received a condonation on the Grade 9 Mathematics. However, he believes now that the exposure to Moodle, and a recommended mathematics Apps that could be down-loaded on the Smartphone, had a great impact on his learning. He is currently using the new Open Learning Centre to explore opportunities for an apprenticeship. He voluntarily assisted Student Support Staff with the Orientation Programme for new students. He is hoping to be part of the 2019 apprenticeship programme intake with the Centre of Specialisation, at the Wingfield campus.

Responsive distance learning

ROSHIN SCHMIDT - Marketing Officer

False Bay TVET College has expanded its Distance Learning offerings from January 2018. It has done so in anticipation of the greater demand for education and training in 2018.

This follows the announcement by former President Zuma, that fully subsidised free education and training would be extended to all public TVET colleges over the next five years. The arrangement targets South African students who meet the financial and academic criteria. The sector anticipates that demand will far exceed the spaces available for full-time study at South Africa's 50 public TVET Colleges. In addition to several hundred thousand 2017 Matriculants, there are many school leavers and mature students also needing further education and a qualification. With colleges and universities already

operating at the limit of their full-time and even part-time enrolment capacity, the only viable means of rapidly increasing access to further and higher education is through Distance Learning.

Along with its established Distance Learning options of study towards a National Diploma in Business, Financial or Public Management, or National Certificates (N1-N3) in Motor Mechanics and Electrical Engineering; False Bay TVET College is happy to announce that applications are now open for Distance Learning opportunities in Fitting and Turning (N1-N3), Educare (N4-N5) and Hospitality & Catering Services (N4-N5). Distance learning suits students who are self-reliant, mature, disciplined and well-motivated. Older students, people already in employment, those unable to travel or commute due to distance,

economics or disability, and young parents or caregivers, typically benefit from Distance Learning study.

While Distance Learning students have the same access to the College Learning Management System as do full-time students, Marian Theron, Campus Head for Distance Learning at False Bay TVET College, cautions that the option is not for everyone. "Students are not in face-to-face contact with lecturers and classmates. They do not enjoy the imposed discipline of attending a fixed schedule of lectures. The absence of dynamic daily interaction with fellow students and in-contact lecturers, can impact on the learning process and on the student's ultimate success," comments Ms Theron. "That is why, we insist on a face-to-face introductory session. It is vital to build a relationship with the appointed subject matter experts. Not only to

offer course support, but to maintain a level of motivation to completion. Exams have to be written on campus. There are other contact opportunities for Distance Learning students to interact with the Campus. Our innovative system has helped to raise the success rate of these courses. We constantly revisit ways to improve our support to students", she continues.

This system seems to be yielding positive results. Students feel more accountable. Upon review of the latest results, the Distance Learning Department has recorded 9 distinction passes in engineering programmes and a further 17 in Business Studies programmes.

For more information on the Distance Learning courses offered, call Marian Theron on 021-701 1153 or email marian.theron@falsebay.org.za or Nthapeleng Pharela at nthapeleng.pharela@falsebay.org.za

New Centre of Specialisation an investment in the local community

IVAN SWART – Public Relations, Content and Social Media Practitioner

In late 2017, Northlink TVET College broke new ground with the construction of the Centre of Specialisation for Fitting and Turning at the Wingfield Campus. The Centre will be home to new workshops and new lecture-rooms that will be furnished with educational technology to support the campuses growing student population.

An investment of R12 million, has been made by the College for this construction. An additional R3 million, has been earmarked for additional resources in the Centre. This investment will not only provide the local community with the opportunity to obtain scarce skills that will increase employability, but will also supplement the growing economy of Cape Town, the Western Cape Province and ultimately, South Africa. "Northlink TVET College Wingfield Campus offers the best opportunity to expand engineering provision in the Western Cape Province. This expansion gives the College an opportunity to build on longstanding relationships with industry and other government institutions. These include the

South African Navy. The College aims to be the sole provider of education and training for them," says Principal Leon Beech. He further added, that with the new centre, the College will be upgrading current facilities. It will incorporate the modern and sophisticated facilities with those that the College has been given to use over past years by the SA Navy. It is scheduled that the building will be completed by the end of June. The additional facilities will therefore have a positive effect on the third Trimester intake. It will allow the Campus to increase the student population from its original 450 to 1750. This campus commenced with 450 students and has since grown to the 1 300 it accommodated in 2017. On completion of the build, the full targeted capacity will be attained.

"We do believe that the building of this Centre for Specialisation is an investment in the future of the youth of our province. It will certainly help with the skills shortage," adds Principal Beech. He notes further, that the Wingfield Campus has the greatest potential for growth and expansion.



Northlink TVET College Deputy Principal Corporate Services, Neil Maggott, Principal Leon Beech and Wingfield Campus Manager Mark Corneilse, examine the plans on-site as the new Centre of Specialisation breaks ground

Principal Beech hopes that with the new facilities, Northlink TVET College will be recognised as the ideal engineering College for the TVET sector in the Western Cape Province.

Deputy Principal Corporate Services, Neil Maggott, adds that the College is looking to expand the Wingfield Campus further as additional finances and funding

allocations become available. The College prides itself in having great relationships with industry. **We invite any members of the corporate sector, who would like to partner in the building and expansion of quality education and training and in this way invest in the province, to make contact with the College on 021 970 9000/18.**

Putting theory into practice

THULANI THULARE – Marketing and Communications Intern

TVET education and training has become the education of first choice for thousands of young people from poor backgrounds in South Africa.

Mthunzi Hlatshwayo, Qiniso Ndzabandzaba, Obet Mkhonto and Bongani Dlamini, N4 Electrical Engineering students at Gert Sibande TVET College, Sibanesefu Campus, are all proud products of the TVET sector. These students created an electric bumper for their Academic Day project. According to them, the idea can save thousands of lives should it be implemented. They theorise that the electric bumper will protect vehicles. More importantly, it will also prevent drivers and passengers from being critically injured during motor vehicle collisions.

They applied Newton's second law of motion. The law pertains to the behaviour of objects for which all existing forces are not balanced. According to this law, the acceleration of an object is

dependent upon two variables. Namely, the net force acting upon the object and the mass of the object. The acceleration of an object depends directly upon the net force acting upon the object. The inverse is true upon the mass of the object. As the force acting upon an object is increased, the acceleration of the object is increased. As the mass of an object is increased, the acceleration of the object is decreased.

According to Mthunzi, car bumpers do not play any role to protect vehicles or people from collisions. "You will find that during collisions, bumpers are wrecked as much as the vehicles. This made us think of a solution to the problem. The electric bumper will ensure that vehicles are protected during collisions," explained Mthunzi. Mthunzi and his fellows demonstrated their theory in a business breakfast that was held in Ermelo in 2017. They installed an electric



The miniature car installed with the electric bumper in order to demonstrate the workings of the electric bumper

bumper to a miniature vehicle and explained its workings. "When applying Newton's second law of motion, as the mass of an object is increased, the acceleration of the object is decreased, so does a car when it collides with another car. The electrical bumper operates by lowering the speed or acceleration of a car and thereby the net force, therefore

offering greater protection to the car and its passengers, continued Mthunzi.

He concluded by stating that car accidents are a major contributing factor to the death of people in the country. "This electrical bumper will decrease the amount of accidents and ensure that vehicles are protected and families have their breadwinners at all times," said Mthunzi.

College opens Pulp and Paper Centre of Excellence

NOMUSA MANGXA - Communications Officer

A Pulp and Paper Centre of Excellence, was officially opened at the Mandeni Campus of uMfolozi TVET College in the second semester last year. The Centre is supported by the Fibre Processing and Manufacturing Seta (FP&M Seta) and the Paper Manufacturing Association of South Africa (PMASA).

The facility will function primarily as a hub for local pulp and paper industry training initiatives. It will also function as a central training point for industry employees enrolled in the Pulp and Paper Occupational Programme (PPOP). It will not only serve as an ideal training venue, but will provide space for study groups, seminars and meetings. College Deputy Principal, Elsie du Toit, said the Centre was established to deliver

development opportunities for all involved in the paper industry. This includes, in particular, PPOP participants wishing to study further in their respective fields. She described the project as an upright example of effective partnering between industry and the College.

Activities at the Centre will include pulp and paper academic support, curriculum development, workplace integrated learning and research initiatives for pulp and paper. FP&M Seta CEO, Felling Yende, said, "The Centre will promote the goals of the sector as a whole and the FP&M Seta in particular. As an organisation, we are constantly looking for ways to foster skills and knowledge, curb youth unemployment, promote entrepreneurship and bridge the scarce skills gap.



Cutting the ribbon marking the opening of the Centre of Excellence are, FP&M Seta CEO, Felling Yende, Operations Director for the Paper Recycling Association of South Africa, Ursula Henneberry and Deputy Principal, Elsie du Toit



FP&M Seta CEO Felling Yende, Operations Director for the Paper Recycling Association of South Africa Ursula Henneberry and Deputy Principal, Elsie du Toit, unveil the plaque

More than 300 trainees have registered. They are training to receive the National Certificate (Vocational) in PPOP," said Felling. She indicated that although we are living in the advent of the digital era, "Paper still plays a major role in our daily lives. For decades the paper manufacturing industry has contributed greatly to the South African economy. Having been ranked one of the largest producers of pulp and paper in the world, this industry continues to benefit people tremendously," she added.

Ursula Henneberry, Operations Director for the Paper Recycling Association of South Africa, reiterated the importance of education. Not only for individual development, but also for society and the economy as a whole. "The Pulp and Paper Centre of Excellence showcases collaboration, partnership and the goal of excellence through education. It makes access to education for our current and future industry employees, easier. It gives them a place to learn, grow and excel," concluded Ursula.

Satellite Dish Installer students graduate

NOMUSA MANGXA - Communications Officer

It was a day of jubilation as students took centre stage at the Certified Satellite Dish Installer Programme graduation held at uMfolozi TVET College eSikhawini Campus.

The group of 44 unemployed youth, 28 of them females, have completed a three-month unit standard-based training programme for Satellite Dish Installers. This came after former Communications Minister, Faith Muthambi, launched the Digital Migration (DTT) Project to prepare the country for the migration process from analogue to digital. The project was launched after the discovery that there was no existing formal qualification to train Satellite Dish and Set-Top Box Installers and Technicians. No accredited institution or colleges to train installers; no national competency levels for installers

and a severe lack of women installers and women-owned dish installing companies. uMfolozi TVET College partnered with Digilab Communications Academy, MICTSETA and Multichoice to respond to these issues.

Trained installers will benefit from the Digital Migration Project as well as become Multichoice (DSTV) installers. The inclusion of women in this project allows them an opportunity to own installation companies and do business with Multichoice. In so doing, giving women access to this R6.5 billion industry. Skhumbuzo Hlongwane who graduated top of his class didn't waste any time registering his company. The 35 year-old from Empangeni, KwaZulu-Natal Province, said the training programme took him from nowhere and made him into somebody. Skhumbuzo's

company already employs two other youth that were also part of the programme. Skhumbuzo says that in the short time that he has been in business, he has already had more than 30 customers who were all very happy with his services.

Another high-flyer was Mbali Sokhulu who performed above industry standards. Mbali surprised her trainers when she assembled and installed the satellite dishes in less than ten minutes. According to Sibusiso Kunene, from Digilab Communications Academy, this is something that has never been accomplished before. Not even by people who have been in the industry for years. Mbali's word of advice to fellow youth is to go to a TVET College. "Learn a skill and be enabled to create your own employment opportunities."

Partnership with Provincial Government leads to national award in ICT

DEON HALLS - Academic Manager

The College of Cape Town for TVET has received a number of highly acclaimed awards. The latest of which were bestowed at a function linked to the TVET Imbizo held in October. (See Minister's Excellence Awards, TVET College Times December, 2017.)

One of the sought after awards, is the Minister's Award for the Most Innovative College in the area of Information and Communication Technology (ICT). The College of Cape Town for TVET was the proud recipient of this award. The award was made on the basis of an industry demand-led ICT programme. The programme named 'Propel', was offered by the Crawford Campus over a three year period. The Western Cape provincial government Department of Economic Development and Tourism (DEDAT), funded the programme. The programme commenced in 2014 when the college trained and facilitated employment opportunities in Cisco and Linux, initially for 170 previously unemployed youth.

The name of the programme was aptly chosen. It describes 'moving' someone or something into a new situation or to make them do something. In the context of the programme, Propel referred to 'propelling' students who undertook short, focussed technical and soft-skills training which could lead to meaningful employment. The overall objective of the programme was to fast-track unemployed persons. These were mostly Matriculants and TVET National Certificate Vocational (NCV) Level 4 graduates. The training focussed on ICT skills that have been determined by industry to be in high demand and short supply. Offering the training dramatically increased the participant's opportunities to gain employment upon completion. The training would potentially simultaneously add to the economic development of the region. It would achieve this by increasing the pool of young qualified ICT technicians available to industry. The project involved various stakeholders. These included the Western Cape Government (DEDAT), the Cape IT Initiative, CapaCiTi Training and

Internship Programme, and Cape Town based mentoring companies.

Since its inception, the Propel Project has trained and placed more than 400 students. To date, it has seen three iterations. An important feature has seen the involvement of approximately 30 to 40 companies. It has fostered an ecosystem of partnerships with mentoring firms through the assistance of the Cape IT

an increased employment opportunity for both participants (students) and for local business, could be expected. By targeting the unemployed, semi-employed, ad hoc employed, or shorter term project-based youth, the programme supports government's national priorities. Project participants comprised unemployed and semi-employed individuals from Cape Town and

In his address to the TVET Imbizo, former Minister Nzimande stressed that the roadmap to attaining the DHET's desired vision, should not be an isolated or independent process. He indicated that it should form an integral part of all the initiatives currently underway, as well as those that are still being planned. He noted that, "TVET Colleges are vital national assets which empower forthcoming generations with very practical skills and knowledge. They make a crucial contribution to the ability of our economy to be competitive." Highlighting the critical importance of industry partnerships within the TVET sector, the former Minister urged employers, be they public or private, to ramp up their partnership with the DHET and TVET Colleges. This is necessary to re-build a strong and vibrant TVET System. "This is something which we must do together if you are to get the skills you need. We must assist students to acquire the skills needed by the economy," he concluded.

Upon receiving the awards, Principal Louis van Niekerk, thanked the college Council, industry partners and college faculty for their commitment, dedication and passion. "It is only because of the sustained efforts of faculty that we, as the College of Cape Town for TVET, are able to achieve the success for which we have been acknowledged. Partnerships with industry, ensures that our curriculum delivery meets the skills requirements of employers. Their investment of time and resources in our training environments, ensures that we are able to provide training using the latest technology. The passion of faculty, ensuring that their own subject knowledge remains current, ensures that our students are well prepared for the workplace. That they are equipped with the necessary skills to meet the needs of industry and most likely to be placed in industry upon graduation," he said.

"These awards inspire us to continue innovating and ensure that we support government's National Development Plan 2030."



Minister's Award, Innovation in ICT: Proudly displaying the award for the Most Innovative College in the area of Information and Communications Technology, are Principal Louis van Niekerk, Deputy Principal Tilly Reddy, Anthony Phillips DEDAT and College Council Member Siyabonga Mgolombane

Initiative. The support rendered by DEDAT has been significant as it serves to build internal capacity along the way. The Propel Programme has been successful, not only in training unemployed youth in relevant industry demand-led skills programmes, but also in placing these students in sustainable employment. This has been facilitated through the Cape IT Initiative's CapaCiTi programme. Project partners, the Cape IT Initiative, were responsible for managing, recruiting and placing students in employment. The project provided Cisco CCNA 1 and 2 networking training. With the assistance of CapaCiTi, end-to-end recruitment support, programme life-skills and mentoring, and post-training internship placements over an eight month period, was also provided.

The impact should be seen in the long-term benefits held for local communities. Primarily,

surrounds. Students who showed good attitude, a strong ability to learn and technical aptitude, were selected for participation. In terms of demographics, most were black males and females who had a minimum education level of matric, with Mathematics as a subject. Through the Propel programme, several students were successfully placed in industry. Many finding permanent employment. The project also allowed for the placement of lecturing faculty with companies. This provided for their upskilling through industry-led training in programmes such as Oracle, Java and other facets such as Bitcoin and Blockchain technology exposure. The focus on student placements meant the inclusion of a Work Readiness component. This came in the form of training in Speed Interviews, Corporate Life Skills, Passport to Success and IT Services Management training.

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Sixth Future Managers North South TVET ICT Conference and Expo

MARIAN THERON – Distance Learning Campus Head

The 6th Future Managers North South TVET ICT Conference and Expo took place in Cape Town Western Cape Province, late last year. The theme of the conference was 'The Connected College: Leading and Innovating towards Student Employability in a Digital Age'.

The event comprised of the Conference and the EdTech Expo, which could be attended together or separately. The event explored ways in which faculty can use their surrounding landscapes of technology and social media, to re-envision what happens inside and outside the institution and classroom. The aim is to empower students with the technological skills required by the world of work.

The conference area was divided into four zones. These were the:

1.Future Managers Arena

This was the location for all plenary presentations and set the tone for the daily programme. Local and international speakers, highly knowledgeable in the field of Educational Technologies and the World of Work, presented engaging presentations. They addressed delegates on their areas of interest and expertise. The conference had a distinctly international flavour with the attendance of the British Council who assisted in bringing international speakers to South Africa.

Mr David Cooper from the Construction Industry Training Board, Northern Ireland, introduced delegates to the VET360, 360 Degree Virtual Environment for Support of Vocational Education and Apprenticeship Programmes. The virtual environment is used



Mr Pieter Bruwer, CEO of Future Managers, addresses the 6th Future Managers North South TVET ICT Conference and Expo

very successfully to create an immersive experience for students in which they can experience all aspects of a building site without having to visit it or be endangered. A VET360 was also on display. It is a concept which can be implemented easily at local TVET colleges to support a variety of courses.

Mr Peter Kilcoyne, ILT Director, at the Heart of Worcestershire College, UK, presented on their collaborative approach to Blended Learning. The presentation showed how over 80 UK Colleges are working together to create online blended content which is shared amongst each other. A consortium was formed and has grown to 90 subscribing colleges. This idea is now also spreading to other parts of the world. Peter extended an invitation to South African Colleges to join them. Quite a few colleges showed interest in joining and creating a South African consortium.

Ms Stella Mbubaegbu, Principal, Highbury College, Portsmouth, UK, spoke on how Strategic Leadership for the inclusion of ICT in all areas of a college can lead to improvement in the delivery of blended teaching. She also indicated how it helps to realise goals and objectives.

2.Exhibitor Zone

Eighteen Educational technology companies showcased and demonstrated their products and services. In the exhibition area people, ideas, practices and technologies were brought together to connect and explore opportunities and innovations for EdTech implementation at campus.

3.EduFutures Zone

Two breakaway areas among the exhibitors allowed for access to presentations and increased access to the exhibitions. The presentations in this area focused on Edtech developments and e-learning practices used to enhance teaching and learning in the classroom. Presenters showcased best practices both locally and abroad. Delegates were provided with the opportunity to gain insights from peers and experts on how to use EdTech in their classroom and surrounding landscapes. It also promoted understanding of these as ubiquitous learning environments.

4.Skills 4 work Zone

On day 1 of the conference, representatives from DEDAT, the Western Cape Department of Economic Development and Tourism, under the imperatives of the Apprenticeship Game Changer programme, made presentations. These focused on ICT innovation for skills development, social

development and economic growth. Opportunities and benefits of 21st Century skills that students need in order to develop their chances for employability, were profiled. It was clear that often educational providers miss vital opportunities to equip students with the skills needed for the modern workplace. The support rendered by the British Council in South Africa, in their efforts to assist educational institutions to make students work-ready, was highlighted in the British Council presentations on the 2nd day. The importance of international partnerships supporting ICT in teaching and learning was discussed. How co-operative blended learning environments can enhance authentic workplace experiences, were also discussed.

The conference was once again very well attended by 450 delegates from 16 TVET Colleges, six Universities, private colleges, schools and local government, alongside 18 local and international exhibitors. The conference committee, comprising of members from the College of Cape Town for TVET, False Bay TVET College and Haugaland College in Norway, remains committed to the enhancement and improvement of the teaching practices of lecturing staff through the inclusion of technology in classroom practices. The Conference has become the annual event where delegates from the TVET sector, universities both local and international, meet to share best practices. Each year the conference continues to grow. This as the demand for innovative ways to deal with the challenges of the connected student in the classroom of the 21st century, increases.



Future Managers prepare their exhibition stall in the EXPO arena

Entrepreneurship Development student success story

LAME MORUBANE – *Communication Officer*

Client name: Onele Tamba
Business Name: Somestuff Designs
Business type: Clothing Production and Manufacturing
Incubator Name: Motheo TVET College
CfE Rapid Incubator

Background:

Onele Tamba, 24 years old, is the founder of SOMESTUFF DESIGNS (PTY) LTD. He was born and raised in Stutterheim, Eastern Cape Province and moved to Bloemfontein, Free State Province in 2012 for higher education studies. He enrolled for Financial Management at Motheo TVET College. He then underwent a two-year



Part of the exclusive range of Somestuff Designs (PTY) Ltd

internship as Finance Analysis/Bookkeeper. Somestuff Designs was formally established on 26 October 2015. His business idea originated with his struggle to afford clothing. In addition, he sought something different from what was conventionally available in the mass production market. Onele then manufactured clothing and accessories, with a difference. The range included Scotch Chinos, Eagle Eye stone jewellery and an updated take on the traditional T-Shirt. His accessories range includes, leather watches and neck-ties. Somestuff Designs also offer an alterations service. The couture designs cater for men and women from age three.

Challenges experienced with the business:

Onele struggled with work space. He was working from home and the order volumes grew larger due to his high quality work. He had to work double



Onele models the popular 'scotch' trousers and arrives at the airport in style, his style

shifts during the completion of his internship towards receiving the Diploma. On the business front, he had to add other products for females owing to the market needs and changing tastes. Clients began to complain about delivery delays.

Intervention / Solution:

Onele decided to choose between his job as Financial Analyst and Bookkeeper and his business, Somestuff Designs. Luckily for his growing client base, he chose the business and his internship contract ended. Since he also performed well in this sphere, he also had to turn down the possibility of a permanent position. He applied to participate in the Design and Line Manufacturing training being offered as part of the Centre for Entrepreneurship and Rapid Incubator programme at Motheo TVET College. The centre was only recently launched, in November 2017. (See TVET College Times December 2017, p19.)

Outcome / Results:

His business is growing very fast. Onele is now participating in the SEDA funded 18 month Incubation Model provided by Motheo TVET College. This newly established entrepreneurship exit opportunity strategy, provides young entrepreneurs with a variety of supportive services. These include, a professional working space; equipment; venues for client meetings;



Onele, hard at work on Somestuff Designs

communication systems; information systems (email and internet facilities); mentorship and guidance; and formulating and learning to operate a successful business. In Mid-May 2017, a highlight occurred. Mimosa Mall in Bloemfontein Free State Province, Kasi Fleva Boutique Men's Shop contacted him. They asked to place an order for his scotch and striped ties and pocket squares. Due to his success and hard work, SEDA Mangaung, sponsored him with branding and marketing equipment. DESTEA and FDC then sponsored him in November 2017 to attend a ten Day Exhibition in Turkey, Europe. It was to attend the "Ankara Gifts and Craft Fair". On 24 January, Onele graduated from the Entrepreneurship and Business Literacy Programme, a short course offered by the University of Free State, at NQF Level 5.

He has been featured on various media platforms. These include radio stations Motheo



In November, Onele Tamba attended the "Ankara Gifts and Craft Fair". A ten Day exhibition held in Turkey's cosmopolitan capital city, Ankara

FM, CUT FM, KOVSIE FM, TRU FM and newspapers, Daily Sun, Express, New Age, and Isolezwe Newspaper. He is also featuring in Fashion Media Blogs. He was invited to exhibit at the Macufe, Bloem Show and the Free State Fashion Show. Onele's products are also currently sold at Label's Store in Bloemfontein, Maitland Plaza.

Client turnover growth:

Onele started with one client. After participating and utilising the services provided by the Incubator at Motheo TVET College, his client turnover increased to 200 individuals per month. It is still growing. His average monthly profit is around R4 000. His FaceBook and Instagram profiles have also provided results.

Employees: How many employees you started with and how many you have now

At first Onele manufactured single-handedly. Since moving into Incubation however, he has a total of four ambassadors, as he has styled them. They are based in the Eastern Cape Province and Bloemfontein, Free State Province.



Onele looking dapper in his designs

New Venture Creation learnership boosts young entrepreneurs

NADINE MOODAELY – Marketing Practitioner

The National Skills Fund (NSF) recently sponsored and presented 22 New Venture Creation learnership trainees with support starter kits, for their start-up businesses.

Project Manager, Amanda Mayo worked hard to make this possible. In return, the prospective entrepreneurs were elated with their business kits. The business starter kits included pull-up banners for marketing their businesses. The kits also provided the 'start-ups' with business cards, company registrations and other bits of practical support. The participating learnership trainees undertook to see their learnerships through to the very end.

Principal Mr Khaya Matiso commended Ms Mayo for her personal commitment to the College as well as that of the NSF. Principal Matiso encouraged trainees to further their studies on higher levels. He also encouraged them to make their businesses work. "Knowing the theory and practice of entrepreneurship is a great way to become successful in business". From the procurement and finance department, Ms Molapo encouraged students to walk the straight and narrow. "Always strive to make good, legitimate and ethical business deals", she emphasised.



In front are, Project Manager Amanda Mayo, Principal Khaya Matiso, Chief Financial Officer Nosiviwe Tsoiso and Assistant Director Supply Chain Management Ncumisa Molapo. Behind them are the budding entrepreneurs who are participating in the New Venture Creation learnership

Poster and Pitch Competition makes for an Entrepreneurship Showcase

ROSHIN SCHMIDT - Marketing Officer

In a gathering of inspiring minds, the False Bay TVET College Centre for Entrepreneurship and Rapid Incubator (CfE/RI), hosted its second Poster and Pitch Competition.

The CfE/RI has a vision to be the most innovative youth entrepreneurship accelerator in the Western Cape Province. Growing its engagement touch points, the Poster and Pitch Competition is a strategic approach to inspire entrepreneurial thinking amongst existing and former False Bay TVET College students. Competition entrants are given the opportunity to pitch their business ideas. Through an adjudication process, the best business proposals are given a platform to market their business ideas. This however only transpires after months of coaching, mentoring and refining their business plans.

At this year's event, the doors were opened to local businesses and all College stakeholders. While remaining a fairly intimate showcase, the quality of engagement was most beneficial to the budding entrepreneurs. Proudly co-hosted and sponsored by Future Managers, the winners of the competition were gifted capital to reinvest in their businesses. This year's proud recipients of R10 000 each, were Terine Lott Cupido of Empower link - HR Services for small businesses; Akhona Tekana of Atwoods - Furniture Making; and Bulelani Tonyela of Rhino Architects - Architecture and Building Plans.

For more information about the competition or the Centre of Entrepreneurship/Rapid Incubator, please contact Mr Abraham Oliver on 021 201 1215 or visit <http://www.falsebayincubate.co.za/>



Poster and Pitch Competition winners were Bulelani Tonyela, Terine Lott Cupido and Akhona Tekana

ARTISAN DEVELOPMENT

College produces its first group of cool 21st century artisans

GIVEN SEBASHE - Assistant Director: Communication

Mopani South East TVET College is rising to the challenge of actively playing its role in the development of artisans, as mandated by the National Development Plan.

The College recently produced its first ever group of 15 artisans. This achievement follows on the implementation of the Artisan

Development Programme at the College. The newly qualified artisans, in Electrical (1), Diesel Mechanic (7) and Boiler Making (7), began their apprenticeships in 2015. The graduates had to complete a two year and six month apprenticeship programme.

Their training began at the Sir Val Duncan Campus, with the theory component. This was followed by an intensive 18 months of on the job training with host employer, Palabora Mining Company. One of the artisans who qualified first, Selemele Pilot Leshike, enrolled with the College at Sir Val Duncan Campus. He initially enrolled for the NC(V) Level 2-4 programme and later followed the Report 191 N2-3 in Electrical Engineering. He attributed his achievement to the College. The College created learning and working opportunities by fostering partnerships with industries to the benefit of students and artisans in training. Born and bred in Sekororo Village in Maruleng Municipality, Limpopo Province, Selemele says his interest in electricity first developed from the Physical Science subject content he was taught in high school. "After completing Grade 12, I

knew that my next destination was Mopani South East TVET College. I knew that the programmes offered at this College will capacitate me to realise my dream of working in Electrical Engineering," said Selemele.

Principal Levy Baloyi, says that the College is very proud of the group's achievements. He believes that they will be an inspiration to future young artisans across the Country. "This achievement marks the beginning of great contributions that the College will make to SA's much needed skills reserve. The College has a responsibility to contribute to the mandatory target of producing 30 000 artisans per year. We believe that this is a sound start for us," added Principal Baloyi. He also thanked industry partners for their continued support and for turning their workplaces into work-learning spaces.

Participating in apprenticeships is one of the many ways in which employers can acquire and develop the skills they need. While doing so, employers assist in improving the employability of younger generations.



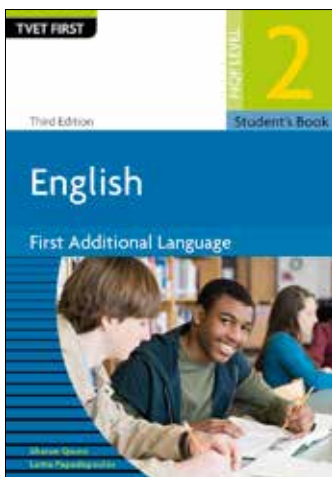
The first qualified Electrical Engineering artisan for Mopani South East TVET College is Leshike Pilot Selemele, centre. He is flanked by Project Office faculty, from left Malatji C, Mmara J, Botha AJ, Makhubele D and Munyai BC. In front is Pitjeng F

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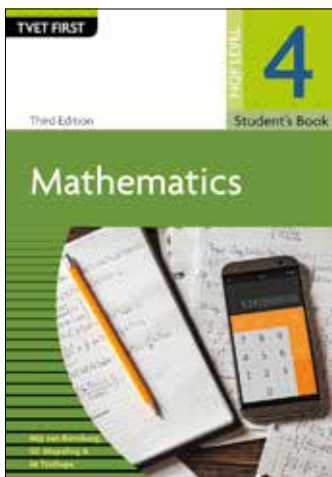
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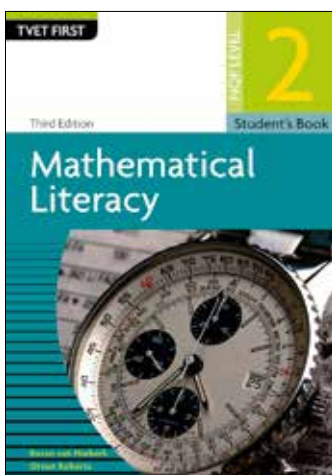
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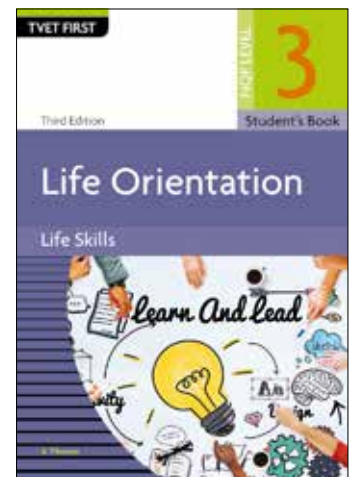
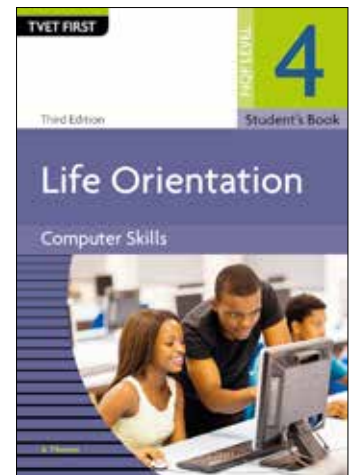
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PARTNERSHIPS - LOCAL AND INTERNATIONAL

College gives effect to high level international co-operation agreement

TSHWARELO SEBELA – Media Liaison And Communication Practitioner

Ekurhuleni West TVET College hosted the Minister of Higher Education and Training Prof Mkhize, and her counterpart from the Islamic Republic of Mauritania, Dr Sidi Ould Salem, late last year.

The Mauritanian ministry is known as the Ministry of Higher Education and Scientific Research, in the West African country. The visit comes as a result of an agreement signed between the two countries in 2015. The agreement centred on the establishment of South Africa/Mauritania Joint Commission of Co-operation, with a view to strengthening relations. The meeting focused on exploring opportunities for co-operation between the two countries in the areas of technical and vocational training. Principal, Hellen Ntlatleng, elaborated on the College's operations. In doing so, she touched on aspects such as lecturing, student liaison, partnerships, workshops, and the overall impact the College has upon the communities it serves. Prof Hlengiwe Mkhize, described the relationship as an opportunity not only for government, but also for students to relate and interact with their counterparts across the continent. "These international relationships are part of what we facilitate as government. They give effect to co-operation between countries. They are effective in promoting social cohesion. They also serve the purpose of breaking stereotypes caused by cultural distinctions. We hope to further broaden the relationship to demonstrate the value of the output produced by TVET Colleges," said the Minister.

The visiting Minister, through his French-to-English interpreter, spoke in praise of the progress achieved by the College. This was particularly exemplified in terms of the advanced training and learning displayed in the workshops. Dr Sidi Ould Salem, vowed to take the experiences gained from his visit, back to his country. Especially in terms of embracing the use of technology and advanced machinery in technical and vocational training. "In our country, we experience the problem of fitting our education into the society.



High profile participants in the bilateral discussions were, Minister of Higher Education and Training Prof Hlengiwe Mkhize, the Mauritanian Minister of Higher Education and Scientific Research, Dr Sidi Ould Salem and Principal Hellen Ntlatleng, Ekurhuleni West TVET College

We want to ensure that our graduates are able to cope with the demands of international markets. We experience a challenge in terms of technology. This, as the world migrates in that direction," the Mauritanian Minister concluded.

In the campus walk-about, at the Trades workshops, delegates were inducted by National Certificate (Vocational) students under the tutelage of their lecturers. At the entrance to the Fitting and Turning workshop, there was an energy solutions stall which had been set up by one of the students. The student is also an emerging entrepreneur.

Local and International partnership opens Construction Centre of Excellence

NOMUSA MANGXA - Communications Officer

Umfolozu TVET College officially opened a Construction Centre of Excellence at Esikhawini Campus towards the end of last year. The centre has been made possible with the support of the Construction Seta, the German Federal Ministry for Economic Co-operation and Development, the Kreishandwerkerschaft and the Department of Higher Education and Training.

The new state of the art training facility will host 90 apprentices in the trades of plumbing, carpentry and bricklaying. The Centre focuses on improving relationships with participating industries to ensure greater practice-orientation of training courses. Private enterprises are being closely involved in the planning and implementation of revised curricula, applicant selection and the provision of practical work experience. This will help reduce the current disjuncture between standards of training and the labour market requirements. This it is hoped, will improve the employability of graduates and the competitiveness of the enterprises. Participating lecturers have been trained locally and in Germany, in new teaching methodologies.

Principal Sam Zungu described the implementation of the dual apprenticeship programme as a clear indication that the College doesn't only teach theory, but also shows students how it's done. He said, "The challenge facing South Africa is that most people want to wear a tie and sit in an office. But not everyone can do that. Today is about witnessing and celebrating the generosity of our partners. I hope that this project is not going to end here. We are still in the first phase of the project. We are hoping to see it grow and benefit a number of young people".

Explaining how the dual training system works in Germany, CEO of the Kreishandwerkerschaft, Frank Tischner said, "Young people are trained in companies for an apprenticeship period of about 36 to 42 months. Parallel to the time spent at the company, they also attend college. At college they learn the theory that is linked to their job. In-company training ensures that industry standards are learnt. After a three-year training stint, and a final examination, the young people are ready to work. They can apply the skills



Unveiling the plaque which marked the official opening of the centre were, College Principal Mr Sam Zungu, College Council Chairperson Dr Themba Fakazi, CEO Kreishandwerkerschaft Mr Frank Tischner, Head of Co-operation German Embassy Mr Volker Oel and Deputy Director-General DHET Mr Firoz Patel

and knowledge acquired from their work in the company. High levels of professionalism, are the basis for the low unemployment rate amongst the youth and the highly skilled in Germany," he added. In the dual system, companies and colleges are the paired training locations.

"The labour market demands that we supply competent artisans. We need artisans that are going to enter the workforce and build this country. It is true that theory alone cannot build this country. We expect results from this initiative. More especially because it will address the triple challenges that the youth face today. These are unemployment, poverty and inequality," said King Cetshwayo District Municipality Deputy Mayor, Cllr. AH Mthembu in her keynote address.

Student Representative Council Chairperson Bonga Mthethwa welcomed the initiative. "It will help bridge the skills gap between the skills that students have and the skills that companies want."

WORK INTEGRATED LEARNING/WORK-BASED EDUCATION

Transforming the lot of TVET Students through WIL: Creating real student throughput for active economic participation

STANLEY MATENDE - Acting Manager New Business Development

Background:

The New Business Development Unit at South West Gauteng TVET College is mandated to solicit, create, manage, advance and develop partnerships. The nature of these partnerships seeks to enhance learner placements for Work Integrated Learning and Work Based Exposure; Lecturer placements for Work Based Exposure and general development; Occupationally Directed Learning Programmes; skills/apprenticeship/learnership training; Learner Enterprise Development initiatives to support and encourage SMMEs and Guest lecturing as well as other learner work readiness programmes.

Notable Statistics:

In 2017, the College has enjoyed considerable successes related to the above. It is imperative that certain worthy relations with both internal and external partners are mentioned. The partners played various pivotal roles in changing student lives and assisting the College to contribute to their development.

International Reach:

Our relations with international organisations continues to grow in leaps and bounds. We have since hosted guests from the Netherlands (Noordepoort) who have also in-turn hosted our top performing students and lecturers.

Through the British Council link, the College

has hosted a visitor from the British Skills Academy, Rail. The visit had the focus of forging relations aimed at introducing skills training for the rail industry in South Africa and Africa at large. The British Council undertook to finance a visit to Indonesia for one College employee for a partnership conference.

2018 in our sights:

While the emphasis will continue to be the provisioning of occupational directed training programmes, particularly apprenticeships, impetus this year, will also be on initiatives aimed at student enterprise development. The New Business Development Unit continues to solicit partners that will benefitiate the student population and the local public, in order to participate in sustainable economic activities.

| | ORGANISATION | BENEFICIARIES | TYPE OF INTERVENTION |
|----|--|---------------|---|
| 1 | Insurance SETA | 125 | 25 students funded for an 18 months WIL programme for Diploma purposes. 100 students funded for a short skills work readiness training programme. |
| 2 | Food & Bev SETA | 52 | 50 students funded for an 18 months WIL programme for Diploma purposes. Two lecturers (Human Resources) funded for a month long WBE placement. |
| 3 | ABSA | 157 | 142 students hosted during the June college recess for five day WBE programme. 15 students hosted for an 18 months WIL programme for Diploma purposes. |
| 4 | Clover SA | 60 | 60 students (Human Resources) hosted for a full day guest lecture presented by Clover SA executives at their premises. |
| 5 | Future Managers Publishing | 16 | R30 000.00 funded for a student Enterprise Development competition. |
| 6 | Dept. of Rural Development & Land Reform | 30 | 30 students funded for a NARYSEC New Venture Creation Learnership NQF level 4. |
| 7 | Boston City Group | 162 | International work readiness and career guidance by expatriates from various countries including USA, China, and the Netherlands. |
| 8 | National Skills Fund | 379 | 180 students funded for periods of between 6 – 18 months for WIL programme. 50 learners funded for a CISCO IT Essentials training programme. 149 students funded for various learnership training programmes. |
| 9 | Gauteng Department of Education | 263 | 242 students funded for various ESSP short skills training programme. 21 students hosted for an 18 months WIL programme for Diploma purposes. |
| 10 | Service SETA | 40 | 40 students funded for two learnership training programmes |
| 11 | Cathsseta | 66 | 66 students funded for between 6 – 18 months WIL placement programmes. |

NB: the above is a summary of 2017 highlights. Full statistics are available from the College.

Financial students get a taste of Work Integrated Learning

NOMUSA MANGXA - Communications Officer

Umfoloji TVET College students got a taste of the workplace after spending a week working at various ABSA branches.

The 25 students enjoyed the experience as part of their Work Integrated Learning (WIL). Each day, the students were rotated between different departments within the bank. In this way they could get a feel of what each department entailed.

Following the WIL programme, top student Zandile Biyela was invited to Durban, KwaZulu-Natal Province, to spend a day with the Provincial Managing Executive, Faisal Mkhize. Zandile was selected as the best student out of the eight participating TVET Colleges in the Province. This was based on her academic record and 100% attendance record.

Speaking to the College Marketing team, Zandile said she learnt a lot within a short period of time. "The staff were friendly and welcoming. As a result I felt free to ask questions. Moving to a different department each day allowed me the opportunity to see what goes on in each department. It allowed me the opportunity to decide which department best suited my personality. I felt assured that I had indeed chosen the right field of study. I felt very privileged to be exclusively selected to spend a day with Mr Faisal Mkhize. He shared some insights into the financial industry," added Zandile.

Project Co-ordinator Zakithi Zungu said, "This has been a great opportunity



Top student, Zandile Biyela, centre, is flanked by Deputy Principal Academic Services Elsie du Toit, and ABSA Provincial Managing Executive Faisal Mkhize

for our students in the financial field. It has provided them with valuable exposure to the workplace. Which is one of the requirements for their qualification".

College Work Placement Office gets a thumbs-up

NOMUSA MANGXA - Communications Officer



Umfolozu TVET College alumna, Sphumelele Mncwabe, takes the high road to success following her studies at the College

Umfolozu TVET College alumna, Sphumelele Mncwabe has applauded the College for offering sterling opportunities to students.

Sphumelele, a graduate in Financial Management from the Richtek Campus, was speaking to the Marketing Unit about her new placement at Netcare, The Bay Hospital. Sharing her experiences as a student, Sphumelele said she had always known what she wanted, and that was to be a chartered accountant. "I thank my lecturers for always putting up with me for being so inquisitive. I thank the work placement office for always taking care of me, even after my studies. Since the completion of my studies, I have never been stranded at home without a job. First Ms Zamalatha Mngoma placed me at the Zululand Chamber of Commerce. When my contract expired, she placed me at King Cetshwayo District Municipality. Now I am working at the Bay Hospital, where I work as a Basic Stock and Stores Controller," says the 22 year-old who hails from Pietermaritzburg, KwaZulu-

Natal Province. "On receiving the news, I was over the moon. Studying Financial Management has given me lots of opportunities," she says. Her core responsibilities include printing and formatting reports, billing, receiving stock from suppliers, counting, checking and packing stock, checking invoices, pulling out dormant stock, stock control and checking system stock against actual stock.

Sphumelele is also currently studying towards a Bachelor of Accounting Science in Financial Accounting at UNISA. After this, she plans on doing her articles and then writing a board exam to become a chartered accountant. She encourages young people to not look down on TVET Colleges. "It is a TVET College that has laid the foundation for where I am today. I have received a lot of support from the College. Some would argue that they were not so lucky. But, I believe in working hard to get noticed. If you don't believe in yourself, no one else will. Respect for yourself and your lecturers will take you far", she reiterated.

Safety in Society internships secures South African Police Service support

NADINE MOODAELY - Marketing Practitioner

Port Elizabeth TVET College, Safety in Society (SIS) National Certificate Vocational graduates, together with South African Police Service (SAPS) mentors, recently attended an induction programme at the Bisho Police Academy in the Eastern Cape Province.

SIS Lecturers, Raymond Snyman and Col. Jonathan Mours, accompanied the newly selected College Interns. Of the 76 graduates from the Eastern Cape Province, who were recruited by SAPS to participate in the 12 month internship programme, a total of 21 NCV students were selected from the College. Another group of 11 of our students, who have recently been recommended by the Provincial Office, are to join the internship. This

will bring the total number of College SIS interns to 32. The interns will be placed in the Community Service Centre for a period of one year. During their internship, the interns will experience the rendering of services to the community. They will participate in the crime prevention unit. They will also participate in the conducting of criminal investigations and become actively involved in other police related duties. The progress of each intern, will be monitored and recorded in a logbook for evaluation purposes throughout the internship. Monthly and quarterly reports, with attendance registers, must be completed and forwarded to the Safety and Security Sector Education and Training Authority. Each intern will compile a portfolio of evidence



From back left are Sizani, Dlala, Col. Gcadiana Personnel Training Officer based at the Bisho Police Academy, Zwakala, De Sek, and lecturer Col. Mours. In front are from left, Mfubesi, Boucher, Selone, lecturer Raymond Snyman and Barends

during the internship. The Human Resources Development Division of SAPS, will monitor and evaluate the process during the internship to ensure compliance.

The SIS graduates will be in the employment of SAPS for the

duration of the internship. They will earn a stipend, the amount of which is yet to be disclosed by SAPS. The College management and SIS staff wish their 32 interns all the best for the duration of the internship.

Students form part of Bateleur Motorsport Team

LAME MORUBANE - Communications Officer

Recently, five Motheo TVET College Engineering and Related Design students, were invited to participate in the Young Motorsport Engineers



The five participants of the Young Motorsport Engineers Skills Development Programme were, Clinton Makhetha, Mpho Mofokeng, Johannes Bester, Thabo Mosala and Julius Faba

Skills Development Programme in Welkom, Free State Province.

The programme took place at the Phakisa Raceway in Welkom. It was hosted by Bateleur Motorsport and funded by MerSETA. MerSETA is the Manufacturing, Engineering and Related Services SETA (Sector Education and Training Authority). The purpose of the programme was to provide students with an introduction to sound planning and record-keeping when it comes to preparing a racing car for an event. The selected Hillside View Campus students were Clinton Makhetha, Mpho Mofokeng, Johannes Bester, Thabo Mosala and Julius Faba. The five top students from the training group were selected by the Faculty and instructors from Bateleur Motorsport to join the pit-crew in a racing event. The students joined the pit-crew under the

supervision and guidance of the regular team mechanics. They were provided with a platform to perform the required tasks, and to practice until they were comfortable with performing them. They were also given the opportunity to work as part of the team throughout an entire race event over the weekend. This gave them an opportunity to get hands-on experience in staffing pit-stops, refuelling the car, changing wheels and participating in any necessary repairs. All protective clothing and work wear was supplied by the team.

It was a well-organised event and the College was very thankful for the first-hand training. At the end of the event students received gifts from the team's associate tool sponsor, Gendore. This served as a token of appreciation for the student's hard work.

Civil Engineering students embark on self-initiated Work Based Experience project

NADINE MOODAELY - Marketing Practitioner

The Student Society at Iqhayiya Campus has put plans into action. They put their practical skills together in an own initiative, Work Based Experience project to improve the face of Port Elizabeth TVET College.

The students laid brick paving in an area of the campus to beautify and to make it more accessible to fellow students. The students worked tirelessly after their normal class times to complete their project. Campus Manager Mr Clifford Jonas, in his opening of the newly paved area, expressed his admiration of the participating students for the initiative. He welcomed their dedication, commitment and their perseverance to see the project through to completion. He noted that he was extremely proud of them. Student Support Services Supervisor Mr Rademeyer commended the



Civil Engineering Students beautify the face of Port Elizabeth TVET College Iqhayiya Campus and gain valuable, certified Work Based Experience in the process

Iqhayiya students for moving into action. Students were awarded certificates to acknowledge their involvement in this project.

Unathi Msuthu, N5 Mechanical Engineering, was the student co-ordinator of the project. Well done!

Changing Lives

VELISILE BUKULA - Public Relations and Communications Officer

Changing lives is the name of the game at West Coast TVET College. The lives of two young men bear evidence to this. Lukhanyo Jaxa and Aviwe Sijila are examples of how the college is committed to changing the lives of young people for the better. In doing so, it enables the youth to contribute towards nation-building.

Lukhanyo grew up in Wellington, in the Western Cape Province. He passed Grade 12 at Wellington High School. Growing up, Lukhanyo had always wanted to be an Accountant. Due to financial constraints and circumstances at home, he could not pursue this line of study. "My grades were not satisfactory for me to be able to study Accounting at university and besides this, my family could not

send me to a private institution. I could not stay at home and feel sorry for myself. I had to look for something to study", Lukhanyo said. He eventually furthered his studies at the Malmesbury Campus, studying N6 Financial Management. In order to qualify for the Diploma, the soft-spoken Wellington-born Lukhanyo, had to look for a position in order to do an 18 month internship after completing his studies at the college in June 2016. Following his quest for internship, he was hired by Harambe Employment Solutions. That was short-lived, as he received a call from the college Placement Administrator, Wandile Ngxongxela. "When I was called for an interview with Absa, I knew that I was ready, because West Coast College prepared me for that. I was taught to have a high level of confidence when walking into an interview room and to own it", Lukhanyo added. On 1 December 2016, Lukhanyo started working for Absa, Wellington branch as a Customer Service Clerk. Since then he has not looked back. His focus now is to move up the corporate ladder at the Bank and be employed at Regional or Head Office. He thanked the college for preparing him for the workplace and for finding him employment after his studies.

Aviwe was born and raised in Langa Township in Cape Town, Western Cape Province. He passed matric at Serepta Secondary School in 2011. He could not go to University because of circumstances at home and had



From humble beginnings, Lukhanyo Jaxa is but one of many young people whose lives have been fundamentally changed for the better through their relationship with West Coast TVET College



Together we can. Flanking Absa Relationship Executive and West Coast TVET College banker representative, Elize Platen, are left, Aviwe Sijila and right, college Placement Administrator, Wandile Ngxongxela

to look for a job. In spite of trying his best, he could not secure work that entire year. In 2013, he heard about West Coast TVET College and the courses on offer. He enrolled for the National Certificate Level 4 in Office Administration at the Vredendal Campus. After completing his studies at the college, Aviwe could not find an internship so he worked at Takealot.com for two months before being taken by the college to work at its Central Office. He was placed in the Innovation and Development department under the leadership of Deputy Principal Rhazia Hamza in June 2016. He was informed that Absa Bank was looking to hire people. He was hired by Absa Bank the following month. When Aviwe started at Absa, Paarden Eiland branch in July 2016, he was working on a temporary basis from Monday to Friday. This was only when there was a need for him to assist.

He was however employed on a permanent basis later on. He feels that there are opportunities for his growth at Absa. There are training sessions and study bursaries available to staff who want to further their studies.

Absa Relationship Executive and Banker for the college, Elize Platen says that the bank has a social responsibility to offer work-based experience programmes. The bank supports education and skills development programmes and strives to enhance employability and talent activation amongst the youth. "Our mandate is to bring about meaningful and sustainable upliftment of the communities located in our areas of operation. We strive to generate measurable returns on our investments within those communities". She also noted that the bank is working towards securing approval to offer 18 months internship opportunities to TVET students.

College education, supported by Work-Based Experience, provides a fresh start on life

TABITHA KGOSIMORE

The 2017 Academic Year has proved to be a rather rewarding academic year in the history of Goldfields TVET College. The reason being, that the College has awarded a total of 978 students with N6, National N Diplomas and NCV level 4 Certificates. These numbers include the students who graduated earlier in the year.

The College is grateful to the Sector Education and Training Authorities and various Host Employers that ensured that the N6 students are assisted with workplace training. This ensured that these graduates received their National N Diplomas in different programmes at the end of their academic journey with the College. The College is furthermore pleased that Host Employers from commerce and industry, continue to support the NCV students with Work-Based Experience. The kind of alumnus the College hopes to have produced in the past, present and in the future, is the one that will be imbued with ethical values and act in the best interests of society. The College Academic Department, with assistance of

the Student Support Services unit, endeavours to produce alumni that will demonstrate achievement of the critical and developmental areas after leaving College. The College has confidence, and believes that all the past- and recently graduated students, will have access to higher institutions of learning. It is also hoped that they will succeed in achieving good quality lifelong education and training. That they will also demonstrate the ability to think logically and analytically, holistically and laterally, so that they are able to transfer the skills with which they have been equipped.

Among the students who received National N Diploma Certificates is the noteworthy 40 year-old Mr Marryman Matshidiso Molaudi. He graduated with the National N Diploma in Human Resources Management. Mr Molaudi is an ex-convict and parolee who enrolled for his studies whilst he was serving an eight year prison sentence. Upon completion of his N6 studies, he was advised to approach the nearest TVET College to assist him with acquiring the National



Mr Marryman Matshidiso Molaudi - Human Resource Management National N Diploma graduate, is capped

N Diploma in Human Resources Management. Goldfields TVET College was more than willing and was prepared to assist. The College placed him at one of the renowned abattoirs in Free State. There he completed 18 months experiential learning. The story of Mr Molaudi proves that South Africa is committed to a policy that aims to make prisons places that are more humane. It is in line with the view that offenders be rehabilitated and re-inserted into society after a correctional sentence. Ensuring not to breed a

community for criminals that will re-offend, but rather ex-convicts and parolees that are ready to contribute to building safer environments, and a strong economy, for South Africa. Undeniably, training prisoners during their correctional term, is in conformity with the spirit of one of the world's most liberal constitutions!

Mr Molaudi now has the appropriate attitudes and competencies that has enabled him to be successfully integrated back into society as a law-abiding and productive citizen.

LIFE SKILLS

MOT SA Celebrates an Award-Winning year

JULIA DUMINY – MOT SA Advocacy and Social Media Manager

In 2017, MOT South Africa won two prestigious youth development awards.

At the Western Cape Department of Social Development 'Ministerial Youth Excellence Awards' event held in November 2017, MOT SA received a Silver Award in the category, "Creating Youth Leaders". The Department of Social Development recognises outstanding organisations who have contributed towards youth development and displayed best practices in their fields. In the adjudication process, several MOT youth leaders from False Bay TVET College gave feedback on the impact of MOT on their personal lives as well as college life.

On 1 December, MOT SA received a national award. MOT SA was declared as the winner in the Mail & Guardian's 'Investing in the Future and Drivers of Change', Youth Development Award. The Mail & Guardian awards are designed to heighten public, government and business awareness on meaningful social investment and its impact across Southern Africa. "These awards acknowledge the great investment our TVET College partners, educators and the youth are undertaking to drive change. These institutions believe, and invest in, young people's energy, passion and potential. It is imperative that we strengthen the youth with courage, awareness

and skills to make conscious choices. It is to create a safer and warmer society," said MOT SA CEO, Wanda Möller.

MOT South Africa is a registered and leading Public Benefit and Non-Profit Organisation specialising in life-skills development among the youth. MOT SA partners with TVET Colleges in



MOT youth leaders, MOT coach and MOT SA staff, present their case in the Western Cape Department of Social Development interview for the adjudication process. From back left were, Andiswa Makha, Gary Newton Speelman, MOT coach Christine Thomas of False Bay TVET College, Cheslyn Rippenaar, Jacqueline Carolus, Linamandla Deliwe, and MOT CEO Wanda Möller. In front are Clencia Shifotoka and Julia Duminy

the Western Cape and has recently expanded in the Eastern Cape to Port Elizabeth and Eastcape Midlands TVET Colleges. The purpose of MOT SA is to ensure that the youth in South Africa have the courage, resilience and life-skills to make conscious positive choices. Choices that enable them to develop their full potential and become active citizens and positive role models in their communities. With its network of partnerships, MOT South Africa has reached and impacted upon more than 10 000 youth. In 2017 alone, it has trained 70 college educators and 61 students as MOT coaches and youth leaders.

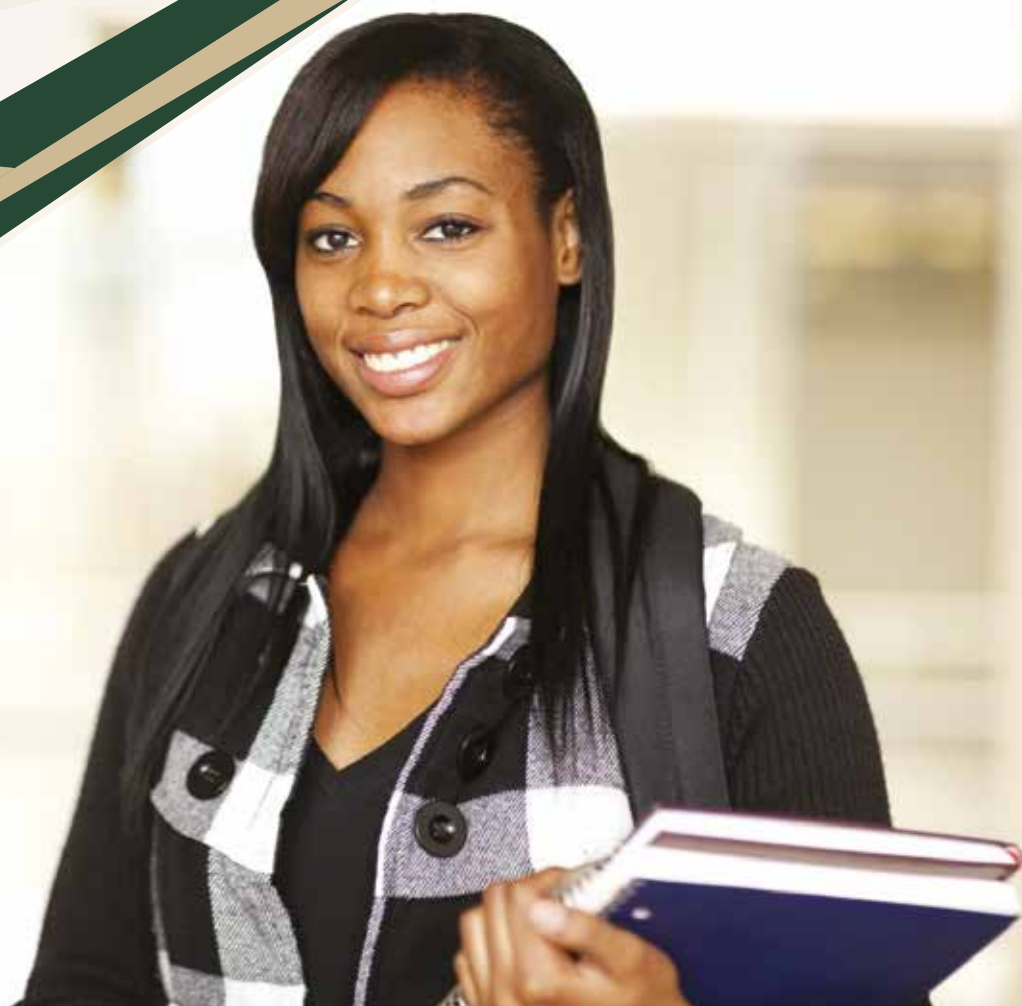
This year, MOT celebrates ten years in South Africa. MOT SA commemorates a decade of working with educators and empowering youth. It does so with the aim of bringing about positive and lasting change in TVET College culture and in the communities they serve. "MOT Youth at TVET Colleges have reported that the MOT programme has equipped them with practical tools to deal with everyday challenges. It has helped them to identify and focus on their goals and dreams, as well as to create a class culture of support and respect," said Ms Möller.

To find out how you can get involved and positively influence the lives of youth, visit www.mot.org.za.

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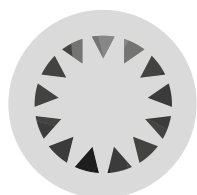
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Passing on the baton and leaving a legacy

VELISILE BUKULA - Public Relations and Communications Officer

After 14 years spent moulding West Coast TVET College in service of the futures of young people, Chief Executive Officer and Principal, Osma Jooste-Mokgethi took early retirement in December.

This dedicated civil servant has occupied various positions in her long education career in the Western Cape Province. She worked as a Head of Department at Luhlaza High School for 12 years and as a False Bay TVET College Good Hope Campus Manager for four years, before being appointed as the CEO of the then West Coast FET College in 2003. This appointment followed the merger of the former technical colleges in 1999, to form Further Education and Training (FET) colleges, which are now called Technical and Vocational Education and Training (TVET) colleges. West Coast TVET College was formally declared a public FET college in 2002 and Principal Jooste-Mokgethi made history by becoming one of the first CEOs of TVET colleges.

Casting her mind back to the first day on her job, she remembers being welcomed with challenges. These included the lack of infrastructure and shortage of staff. The college was the smallest and youngest in the Western Cape. It was formed from the satellite campuses of other colleges and the entire student enrolment numbered 176. The college had only four campuses, namely in Atlantis, Citrusdal, Vredenburg and Vredendal. The only building that belonged to the college was the one at Citrusdal. This too was inadequate, having formerly served as a primary school since the early 1900's. All other campus buildings were leased. Unlike other colleges that were formed around a hub of existing technical colleges with existing systems and capacity to manage, govern and administer, the West Coast TVET College had to be established from scratch. The institution only had 19 employees and senior staff comprised only three at post Level 2. They were dispersed among the Vredendal, Vredenburg and the Atlantis campuses. Employment equity was also a problem with only one out of the 19 staff members being black.

Principal Jooste-Mokgethi had a mammoth task of improving the infrastructure. Securing funding for the college was a major and urgent challenge as it had absolutely no reserves and an exorbitant overdraft of R400 000. It was awaiting the annual subsidy allocation from the Western Cape Education Department. The allocation was used to pay the overdraft and split whatever was left among the campuses. In 2004, the college looked for a service provider to assist in writing a proposal to submit to the Ikapa Elihlumayo Fund of the Western Cape government. The six Western Cape colleges had to compete to get a stake in the R12 million that was available to assist them for the development of programmes that would speak to the demands of each region. West Coast TVET College received R4,5 million from the fund. That was the start of the implementation of new programmes. There were also bursaries awarded by the Ikapa Elihlumayo Fund.



West Coast TVET College former CEO and Principal Osma Jooste-Mokgethi in her final interview with Public Relations and Communications Officer, Velisile Bukula

The major breakthrough for the college came in 2006 with the recapitalisation of the colleges. During this process, the National Certificate (Vocational) programme NC(V) was introduced and the National Technical Education Diploma (Nated) programme was initially phased out. The college received R26 million and had to procure equipment for the new programmes and improve its infrastructure. "We were only supposed to get numbers for the NC(V) programme equivalent to the number of students for Nated programme we were phasing out. However, the then Deputy Director-General of the Education Department, Penny Vinjevold, allowed West Coast TVET College to register additional students", Principal Jooste-Mokgethi recounts. The NC(V) brought new funding norms as the colleges were given funds according to the programme and student numbers. Principal Jooste-Mokgethi explained that this was a huge boost for the college. At some stage, it boasted the biggest numbers and this resulted in the bulk of the budget of the NC(V) being allocated to the college. This allowed the college to build its own buildings, grow student numbers further and hire more support staff as well.

Principal Jooste-Mokgethi acknowledged that it was a huge challenge to build the college. However it was also an opportunity for her to be stretched beyond her comfort zone. "The rural locality of the college added more pressure in terms of attracting students. Students do not really want to be in such remote areas. Where we are now in terms of student numbers, has been a struggle. Staff members had to sacrifice a lot and we managed as a well-knit team, to get this place to where it is today", she said. The outgoing CEO also registered her satisfaction with the academic achievements of the college. Under her leadership, the college has won numerous awards such as the Gold Award for best TVET Placement Programme, Bronze Award for Best Artisan Development Programme, Pipe Fitting Centre of Specialisation Award, Silver Award for Most Improved College and Outstanding

Service and Contribution Award. "I am leaving a college that has adequate buildings suitable for education in all our campuses. We have credible and competent employees, a great management team and a supportive Council. I have done what I could in the past 14 years. Now it is time for somebody else to make sure that we do not only compete with the best colleges nationally, but become one the best, both nationally and internationally. We pride ourselves with diverse competencies among the staff in our employ. The council has been supportive all the way", she said.

Principal Jooste-Mokgethi has taken early retirement in order to catch up with all the family moments she has missed out on in the years she has dedicated to the college. She attributes her success to her supportive husband, Joseph and her understanding children, son Lungelo and her daughter Sakhile. She is leaving behind a legacy of over 10 000 students currently being moulded by the institution, and over 400 staff members.

When asked what has kept her going over the years, Principal Jooste-Mokgethi retorted that she subscribes to the values of fairness, honesty, integrity and equal opportunities. She also believes in youth empowerment. This finds expression in the appointment of young staff members and management, and in the appointment of former students of the College. The college boasts a significant number of administrators who were former students. Her philosophy in life is "No mission is impossible".

She has pleaded with staff to master their commitment, dedication and loyalty to the West Coast TVET College brand. "If our staff members can live the values of the college, I believe that this college will attain even greater heights", she said. She could not finish the interview without extending a word of appreciation to the College Council. She indicated that they have been a pillar of strength for her. "The staff should work hand-in-hand with the Council to ensure that this college goes forward. I know that the Council will always give valuable guidance and support", she concluded.

College bids farewell to two Campus Managers

CHESLYNN JOHNSON – Internal Communications and Publications Practitioner

Editor's Note:

The work of these two retiring stalwarts, Mr Nolan Kearns and Mr Pierre de Waal, is well-known and highly regarded by this editor. Our career paths were closely aligned for many years. The positive attributes of the TVET sector that we have inherited, are among their legacy! Go well, gentlemen.

In November, Northlink TVET College said "Bon Voyage" to Nolan Kearns former Campus Manager for Protea Campus and Pierre de Waal, former Campus Manager for Parow Campus.

These two giants of the College and the education sector at large, have commenced a well-deserved retirement. An event to mark the occasion was held at the College's Encore Restaurant. Invited guests included the management team, colleagues who had worked alongside these stalwarts and the retiree's



Pierre de Waal with newly appointed Acting Northlink TVET College Parow Campus Manager, Raymond Smal

family members. Raymond Smal, recently appointed Parow Campus Manager (Acting), was the master of ceremonies at this auspicious occasion. He meticulously set the tone with his humorous references, creating a calming atmosphere for the anxious retirees.

Among the speakers were Tania Coetzee, recently appointed Protea Campus Manager (Acting),

who has worked alongside Nolan for many years. "It is bitter sweet to take leave of Nolan. I am reminded of his work ethic and managerial style. The hallmarks of which were hard work and honesty. We wish him well in the next phase of his life. We are grateful to have been part of his journey. His presence will be missed," said Tania.

Ina Louw, Blended Learning Manager spoke fondly of Pierre. "It is a privilege to honour you today. I am reminded of how you went the extra mile. Especially when you were the hostel superintendent for Tygerberg Campus. Your sense of humour and the kind words spoken, were always of such a nature that it would bring an improvement to the mood in any given situation. Pierre you will be missed. May you be granted a wonderful retirement. Thank you for your unselfish service to Northlink TVET College.

Principal Leon Beech noted, "The sector has lost two giants. Together they have over 70 years of service in the education sector. I have shared wonderful years with these men who were also my confidants. These men portrayed a worthy sense of seniority amongst their colleagues. Pierre established the Quality Management System for the College and Nolan will be remembered for his leadership roles. Today, they are acknowledged for their dedication to the job and their true and unfailing commitment to Northlink TVET College. We wish them good health, which no money can buy. God bless you wherever you go and whatever you do in the



Nolan Kearns with newly appointed Acting Northlink TVET College Protea Campus Manager, Tania Coetzee

future. Don't forget about Northlink," added Principal Leon Beech.

Responding, Nolan Kearns noted, "35-Years is a long time, but I trust that I made a difference. Approximately 30 000 students successfully completed their studies during my leadership term. Thank you to the staff at Protea Campus. Although at times, matters appeared to be daunting and challenging, I am reminded of the words of Principal Beech, 'manage it'. Thank you to my family who supported me. A special thank you to Leon. I am going to miss you. But I will now enjoy a permanent holiday! We have an excellent staff composite. I wish Northlink all the very best for the future. May you all grow from strength to strength."

Pierre de Waal responded, "When I first started in the education sector, it was very difficult to adjust, especially with the language barrier. When I was asked to become the acting Campus Manager of Parow Campus, even though for a short while, I saw it as a challenge. As a result it proved a great

learning opportunity for me. In my experience, I have learnt it was also important to treat people well. I often visited the office of Deputy Principal Corporate Services, Neil Maggott, who also oversees HR Matters, for advice. I won't forget Northlink. I will help wherever I can. Thank you to all staff for the wonderful years I have enjoyed at the College."

Rulaine Cunningham, Deputy Principal Education and Training, conducted the vote of thanks. She acknowledged all the role players who contributed towards the success of the occasion. As a token of appreciation of these two giants, Principal Beech handed bouquets to Cairenn, the wife of Pierre de Waal and to Kristi, the daughter of Nolan Kearns. "No matter how many degrees, skills development courses and professional accreditation's you have received, there is one more qualification you will still receive after your retirement; Master of Doing Nothing". With these aspirational closing words, addressed to the retirees, the gentlemen bade their fond farewells.

New E-Learning Manager appointed

ROSHIN SCHMIDT - Marketing Officer

If Carol Dwyer looks familiar to you, then you have probably attended a North-South Information Communication Technology Conference. She has been invited to speak on numerous occasions on the subject of E-Learning applications, blended learning trends and the pedagogy surrounding technology used in the classroom.

Carol has been appointed as the False Bay TVET College E-Learning Manager with effect from 1 January. She completed a B.A. in Social Science and a Post Graduate Certificate in Education, from the University of Cape Town. She started her career in 1992 as a recruitment consultant. She moved into

public relations and marketing and finally found her passion in 2009, when she joined False Bay TVET College as a lecturer. Carol taught for four years and developed a highly regarded reputation for including technology in her classrooms. Due to a growth in, and need for, technology in traditional classrooms, she took up the position of E-Learning developer in 2013. This allowed her to focus on creating innovative ways to blend lessons. Developing digital content and growing the False Bay TVET Colleges digital footprint. Carol was the ideal candidate to promote to the position of E-Learning Manager.

When not changing the teaching delivery



Carol Dwyer E-Learning Manager

landscape, you can find Carol pattering about her organic vegetable garden, or hitting the waves as an aspiring long-board surfer.



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Address by the Director-General of the Department of Higher Education and Training, Mr GF Qonde, on the occasion of the award ceremony of the National Institute for the Deaf (NID) held on 8 December 2017

Programme Director

Chancellor of the National
Institute for the Deaf College,
Dr Mavis Naidoo
NID Board Members and the
Chief Executive Officer
NID Management and Staff
Students and Parents
Ladies and Gentlemen

85%. The Deaf community at large, is exposed to a number of vulnerabilities. This includes low-income job opportunities which in turn leads to the degradation of human rights and the erosion of the general welfare of people living with hearing challenges.

People with hearing challenges, represent 8% of the South African population. This community is deserving of a new, holistic development endeavour in the form of inclusive of education and training. There are four million individuals in South Africa who are hearing impaired. Two million of whom, are profoundly Deaf with Sign Language being their first language. Sign language is the primary language portal through which they converse with the rest of the world. The Deaf span all segments of society, black and white, male and female, young and old, wealthy and poor. They are ordinary people who have the same needs and aspirations as the hearing population.

Overall, the South African population is growing. This is equally true for the Deaf community. It manifests in a concomitant increasing demand for social development services and its related claims upon resources. However, inadequate steps are

Good Evening and warm greetings from the Department of Higher Education and Training. It is truly a great pleasure to be here this evening and to participate in the celebrations. It is indeed a momentous occasion, marking an important milestone in our country's education and skills development process, that of recognising individual achievements.

As we celebrate, we should perhaps reflect briefly on where we come from as a country, with regards to the skills development of persons with hearing difficulties. Both historically and currently, a large percentage of South Africa's Deaf population has enjoyed limited access to formal schooling. More than half are currently denied access to high schools for various reasons. Within the Deaf community, unemployment is very high, standing at over

Colleges Organisation for Sports, Arts and Culture SA gets new Provincial Disciplinary Manager

NOMUSA MANGXA - Communications Officer

Meet the Colleges Organisation for Sports, Arts and Culture of SA (COSACSA)'s new Provincial Disciplinary Manager for KwaZulu-Natal. Siyabonga Shazi was appointed to the position last year, taking over from former eSayidi TVET College Principal, Dr Nzimande.

Siyabonga Shazi is currently also serving as the Cultural Liaison Officer at uMfolozi TVET College and as KwaZulu-Natal TVET Colleges Music and Culture Chairperson. "I was delighted when I received the good news. I feel very honoured to be given this opportunity by COSACSA," he responded. Mr Shazi's duties include making sure that all game rules are adhered to during College competitions. His task is also to ensure that all meetings take place as scheduled in the province. "It is a very exciting and hard earned opportunity. I am looking forward to making new developments," said Siyabonga.

The father of five, who hails from Esikhawini, KwaZulu-Natal Province, started his musical career in 1992 when he joined

Cantata Choral. In 2013 he joined uMfolozi TVET College as a choir master. He describes himself as an artistic individual who is able to take initiative and work independently. He is always willing to learn and works well under pressure. "My work is exciting, challenging and demanding, as people are not always willing to follow the rules. The most exciting part of my job, is that I get to play a part in getting young people off the streets. Providing young people with positive activities, decreases the probability of them participating in risky behaviour, such as drug abuse, and other anti-social behaviour," he added.

"The prevention of risky behaviour among youth is an ongoing battle. Extra-mural activities make it easier to accomplish," noted Siyabonga. College communities might benefit from planning full and engaging extra-mural programmes for the Academic Year. Full and active participation in the COSACSA 2018 programme is highly recommended!



In the second semester of last year, Siyabonga Shazi was appointed Provincial Disciplinary Manager for COSACSA in KwaZulu-Natal Province



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

undertaken to foster or train new cadres of Deaf-knowledgeable social development workers; special needs educators; and specialist care-support staff. The result is that the already strained reservoir of scarce, appropriately Deaf-trained and skilled human resources, is simply drying up through the natural process of attrition, with potentially catastrophic consequences.

Over the past 150 years, very little tangible collective provision has been made for the Deaf in South Africa. For the Deaf, as a special needs disabled grouping, there is no nationally co-ordinated and dedicated inclusive early-detection, remedial or health support. There is no co-ordinated programme which is inclusive of assistive devices and technologies. There are no nationally co-ordinated pre-school or foundation learning programme provisioning. There is inadequate special needs- specific, critical life-preparedness programmes, for basic, higher and adult education. There are a mere forty-odd schools for the Deaf serving the whole of South Africa. In addition, these are often also expected to serve the Blind, despite widely varying and uniquely differing special education needs. There is a paucity of appropriately trained educators. As South African Sign Language is not officially recognised as an official language, the prospects of further academic achievement are largely unattainable to its quarter of a million speakers.

Programme Director, as fellow citizens equally deserving of the fruits of South

Over the past 150 years, very little tangible collective provision has been made for the Deaf in South Africa. For the Deaf, as a special needs disabled grouping, there is no nationally co-ordinated and dedicated inclusive early-detection, remedial or health support.

Africa's democracy, the Deaf have sadly been overlooked. They continue to suffer neglect and alienation. For the profoundly Deaf in particular, non-vocal and non-activist by nature, their democratic right to equality without discrimination based on disability, is not being fulfilled.

The National Skills Development Strategy's (NSDS III) developmental and transformational imperatives, places emphasis on the need for accelerating skills development among the disabled. It forms part of the National Human Resource Development policy. Its aim is to open up opportunities for skills training for persons experiencing barriers to employment. These barriers are in the form of physical and intellectual impairments. In response, the National Skills Fund, has in alignment with the intent of the NSDS III, been engaging in sizeable skills development initiatives. These initiatives seek to provide a stepping-stone to vulnerable communities. It is particularly these communities whose past access to training facilities and related resources, has been limited.

I am told that the National Institute for the Deaf, College for Occupational Skills Training, is the only national, dedicated education and skills training institution in the post-school system, catering for those with hearing impairment in South Africa and indeed Africa. The facility provides a full language, academic, further and adult education service as well as a gainful skills development and occupational training continuum. This is fully augmented with appropriate Deaf-friendly, workplace and work-placement orientation. The programme also offers, a multi-disciplinary base of learning programmes, materials and guidelines across a spectrum. These range from Early Child Development, Hospitality, Cookery, Cosmetology and Beauty, Furniture Making and Upholstery, to Construction and Agriculture. The quality of its training is of such a high order, that upon successful completion of their studies, competent students are able to gainfully enter the employment-market.

The founding purpose of the College is to initiate, and thereafter, increase investment in Deaf-appropriate post-school levelling education and market-place centred and contextualised occupational skills training. It aims to stimulate suitable employment opportunities for, and materially assist in, the adequate work placement of its student graduates. Viewed against an increasing demand for training countrywide, and the advent of new electronic technologies and ICT proficiencies, the College has adopted a forward-looking phased expansion strategy. The strategy outlines the provision of post-school skills training services, both vocationally and occupationally.

In phase one, supported by the National Skills Fund, dedicated ICT training programmes were introduced in 2010. These programmes provide a communication and employment-equalising niche for Deaf students. A series of ground-breaking Deaf-friendly blended learning occupational training programmes were also developed. These were aimed at preparing Deaf students for the workplace in the commercial and public sectors. New Deaf-appropriate hostel and training facilities, which adhere to universal access and design principles, were also erected.

In phase two, with further support from the National Skills Fund, the first step was to

launch a broad-based research survey among Deaf job-seekers and potential employers. The aim of the survey was to determine the most significant employment-relevant training areas. It also sought to identify opportunities for Deaf trainees in an economy with widely divergent public and private sectors. It was evident from the research that Deaf and Hearing Impaired school leavers generally, are ill prepared for post-school education and training and/or employment. It was also found that a multi-faceted skills training series should be developed, aimed at the commercial sector. Doing so could be instrumental in opening extensive employment opportunities countrywide. It was equally anticipated that it would potentially ease entry and facilitate a more seamless absorption for the Deaf.

This led to the development, over the period 2012 to 2016, of a series of new training programmes. The training programmes were aimed at equipping the Deaf with theoretical and practical skills. These would enable them, as future job-seekers, to enter the commercial employment sector.

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The average Deaf school leaver may be regarded as virtually uneducated. They are without the requisite life-skills, lack self-esteem, and are socially isolated. They are both unprepared for employment or post-school education and training. Consistently, every student admitted to the College first has to follow an intensive supplementary academic programme. The programme provides a working basis in the 3R's, namely reading, writing and arithmetic. It also establishes foundation fundamentals as a preparation for successful skills training.

The College has effectively introduced the programme as a mandatory precursor. The one-year bridging or levelling Links4Life Programme, provides entry-level students with a firm foundation for further training. It enables students with personal and communication skills deficits and inadequate educational competencies, to arrive at a level at which they can participate successfully in further academic and occupational skills training.

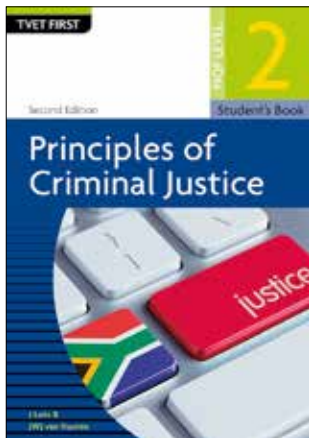
Parallel to the Links4Life Programme, a "train-the-trainer" induction and instruction programme was introduced for new and

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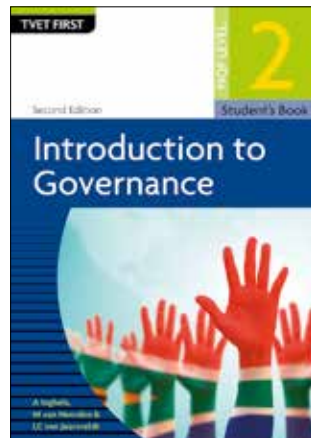
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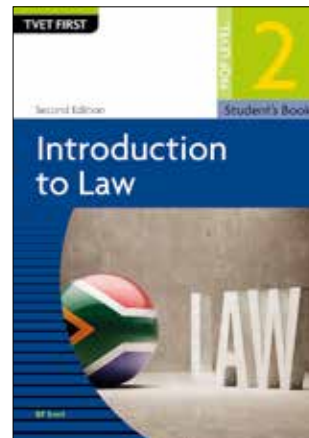
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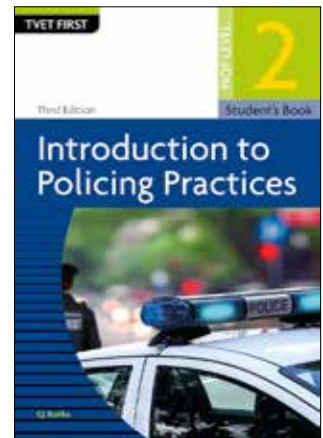
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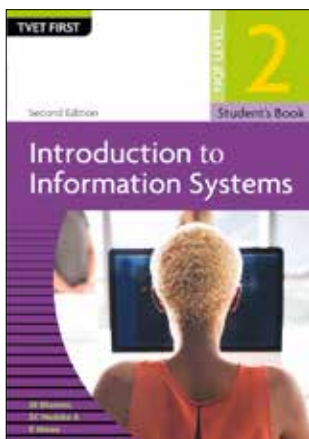
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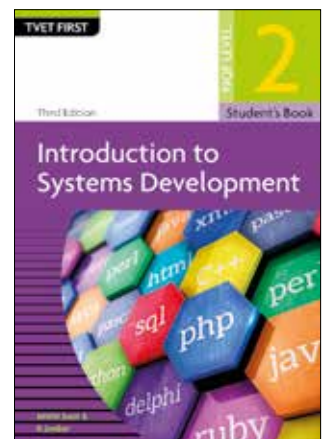
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In phase three, in response to the critical technical skills needs of the country, the National Skills Fund supported the National Institute for the Deaf's expansion programme. This entailed the generation of a range of high-quality post-school occupational skills training programmes.

existing teaching staff. This programme facilitates a holistic introduction to the broad scope of Deaf diversity, didactics and pedagogy. It assists teaching staff to identify notable obstacles and barriers, self-esteem challenges, socialisation and behavioural barriers. It nurtures entrepreneurial skills, and promotes ongoing literacy and numeracy promotion and the functional use of Sign Language. Facilitators are required to promote dual training practice. Workplace and shop-floor visitations are aimed at the identification of anticipated practical challenges. The training also sets standards for effective Deaf communication approaches and personal empowerment techniques. Teachers are equipped to identify shortcomings in these areas that may need to be addressed.

In order to optimise continued access to quality learning, post-study communication and workplace orientation, all students are fully trained in the use of personal internet-connected laptops. These are issued to the students. The laptops are complete with a speech application. This enables Deaf users to self-improve word articulation. The software also assists with job-related terminology in order to facilitate day-to-day shop floor communication. The College also introduced a sustained longitudinal research programme to track all students placed and simultaneously measure employment retention. This enabled the Institute to continuously stay abreast of workplace needs and requirements.

In phase three, in response to the critical technical skills needs of the country, the National Skills Fund supported the National Institute for the Deaf's expansion programme. This entailed the generation of a range of high-quality post-school occupational skills training programmes. These programmes were perfectly suited to provide new cadres of qualified Deaf tradespersons and technicians with the scarce skills required in the technical, construction, engineering and industrial trades.

In phase four, the focus fell on accelerating Deaf skills training countrywide. This was an integral part of the training strategy of the National Institute for the Deaf. In the strategy, new tailor-made programmes and online technology was deployed. This was undertaken as part of a dynamic outreach intervention. The intervention centred on the participation of local TVET Colleges, adult education and training centres and participating provincial education departments.

In phase five, in 2016 and 2017, the Department of Higher education and Training,

through the National Skills Fund, supported the National Institute for the Deaf with the funding of training for unemployed Deaf youth. The National Institute for the Deaf offered a range of Occupational, Artisan, and Vocational Certificates as well as skills programmes across South Africa. The target beneficiary group for this project comprised unemployed Deaf and hearing impaired youth and school-leavers. The target beneficiaries of the project are the vast majority of Deaf persons in South Africa that have no access to Deaf-accessible skills development and are unemployed. As a result of the overall project, the National Skills Fund funded 328 trainees with 80 in Learnerships; 132 in Skills Programmes; 18 in Work Integrated Learning opportunities; 8 Artisans; 47 in Short Courses and 43 in Modular Training.

Despite major challenges, the National Institute for the Deaf remained successful in its undertaking. Thanks to the hard work of its staff and the equally diligent efforts of its service providers. The support received from the National Skills Fund staff assigned to this project also played a pivotal role in the success achieved. Thanks for the dedication and commitment of all parties. The objectives set out in the grant agreement were achieved and in some instances surpassed.

The overall success of this project is enormous. It has afforded unemployed Deaf students the opportunity to gain employable skills for sustainable livelihoods. Not only for those students who directly benefitted within the project term, but future generations of students. By maintaining a high standard of excellence throughout, all project goals were achieved or exceeded within the duly allotted timeframes. The National Institute for the Deaf has also maintained an average pass rate of 98% and a work-placement rate of 97%. Between 2011 and 2017, the National Skills Fund invested just over R115.4 million to train about 1 017 Deaf students throughout South Africa. The investment included a fully equipped computer laboratory, new classrooms, a hostel and offices.

Programme Director, before I conclude, let me take this opportunity to bid a farewell on behalf of the Department of Higher Education and Training, to the National Institute for the Deaf's Chief Executive Officer, Mr Deon de Villiers. We thank him for the hard work of ensuring that partnerships with different stakeholders, including government, take place with regards to training and skilling the Deaf community. Your presence and friendly face will be sadly missed. You have proven that it is possible to open doors

The National Institute for the Deaf has also maintained an average pass rate of 98% and a work-placement rate of 97%. Between 2011 and 2017, the National Skills Fund invested just over R115.4 million to train about 1 017 Deaf students throughout South Africa.

for the Deaf community during difficult times. We trust that you are leaving the National Institute for the Deaf in capable and willing hands. Hands that will take the revolution of skills development for the Deaf forward. Your good work is truly appreciated. You bestowed dignity upon the Deaf. You have shown this community that through perseverance they can overcome their deafness. That they too can make an impact within their families and society at large.

Ladies and Gentlemen, we have seen Government, in particular the Department of Higher Education and Training; other departments; Sector Education and Training Authorities; and Technical and Vocational Education and Training colleges, reaffirm their commitment to addressing the skills development needs of the Deaf community under his leadership. Your hard work and dedication Deon, in many ways addresses economic growth, social development and the transformation of Deaf learners. We understand that this work has not been easy for you as a leader. It carried with it, many

Lastly, to our graduates. As you receive your certificates this evening, take up the challenge and go out there. Use the skills you have acquired to open doors for yourselves and for other young citizens of this country. Let us give each other hope. Knowing that with education and relevant skills you can make our economy grow.

challenges and upheavals. I am pleased that under your leadership, the National Institute for the Deaf has ensured that Deaf learners access employment through skill development initiatives. In addition to this, you are leaving a legacy for these learners. It is in the form of additional infrastructure built here at Worcester, a Deaf friendly IT system and blended learning material developed to make learning accessible to all Deaf learners across the country, through virtual learning.

Lastly, to our graduates. As you receive your certificates this evening, take up the challenge and go out there. Use the skills you have acquired to open doors for yourselves and for other young citizens of this country. Let us give each other hope. Knowing that with education and relevant skills you can make our economy grow.

Ladies and Gentlemen, my personal appreciation goes to the dedicated persons, both from the National Institute for the Deaf and National Skills Fund, who have unreservedly devoted their time and energy to accomplish the magnificent achievements of the National Institute for the Deaf and South Africa. Such foresight and co-operation between Non-Governmental Organisations and the public sector, bodes well for the future of Deaf students as key economic players in the making.

TVET College Times presents the seventh part in a series of edited extracts from the African Union (AU) strategy for Technical and Vocational Education and Training. In this section we continue with a review of the Paradigm Shift that is required. In June we will publish a further edited extract from the strategy.

Approach Based on a Paradigm Shift

Programmes and Curricula

Once trades have been clearly described, the objective of programmes and curricula is to organise the training for a duly recognised qualification. Training then becomes an intentional educational intervention. With a set of knowledge and skills for a given field. Training content is consciously developed based on an identified need. It is taught by professionals, to an audience of beneficiaries, who wish to improve their knowledge and skills in that area.

At the end of the training, knowledge and competence is assessed by evaluation based on set standards. Clear links must be established between the different levels and types of training.

General Considerations

Description and methods of acquiring skills

As is the case with all learning processes, the path will proceed from the simple to the most complex. It takes into account of course, all the basic and/or related knowledge necessary for proper command of the subject.

Definition of training programmes and courses

The main objective of TVET programmes is to enable the acquisition of knowledge, skills and competencies, abilities and attitudes in a trade or a professional field. This is in order to draw a dignified, fair and appropriate remuneration. These programmes usually include generic, specific and related skills. It comprises a body of knowledge that is taught to facilitate the skilled and appropriate handling of advanced technology, whilst being exposed to operational practice gained by proven experience. These are generally known as technical skills. Mathematical skills form a key component of technical training at all levels. Similarly, special emphasis is placed on the teaching of science and technology as related to the skills development in a particular field. The language of learning also deserves special attention in order to facilitate communication and effective knowledge and skills transfer.

Training Programme management mechanism

It is essential for programmes to be regularly reviewed in order to adapt the training to ongoing technological advancements. Management information systems and the mechanisms for monitoring technology, must be put in place to keep track of developments. Extra-curricular activities aimed at broadening the knowledge base should complement the curriculum.

Innovation, Creativity and Risk Management

Invention and innovation are technical or organisational responses to problems arising explicitly or latently. Inventive capacity also contains a large proportion of anticipation and predictive reasoning.

It is therefore necessary that TVET students be trained in intellectual property rights and related issues. They must be sensitive to invention and innovation. They should be aware of what it is, its scope, usefulness and importance in technological development and the world of production. They must realize that inventing or innovating are also within their reach. That they too

Invention and innovation are technical or organisational responses to problems arising explicitly or latently. Inventive capacity also contains a large proportion of anticipation and predictive reasoning.

are capable of its achievement. Students should be trained in the use of patent information. Students should be familiar with state of the art technology and seize opportunities to improve or adapt technology to their situation. Being assured of the possibility of exclusive ownership and the use of one's invention, possibly for decades, is in itself a major motivation.

National authorities must take appropriate measures to make intellectual property information more generally accessible. The media should in turn, be called upon to ensure the development of a culture of innovation. This can be achieved through a wider dissemination of information on the issue. Understanding innovation, creativity and the necessary risks entailed, means being able to:

Understand and take ownership of existing techniques; Understand that the best is not always found elsewhere and that we ourselves may do better; Design, analyse and synthesize; Translate knowledge acquired into everyday practice; Use innovative and appropriate technology; Express creative and innovative thinking; Develop, plan and conduct research; Use patent information, particularly with regard to technical advances and patents in the public domain; Adapt and become an agent for the acquisition of new technology; Create new technology; Accept a little craziness and the courage to pursuing one's own ideas; and, introduce new technology into common usage.

The sense of innovation and the spirit of creativity should become part of the learning outcomes to be maintained throughout life. Invention or simple innovation, may sometime require what is called, 'a touch of madness'. Having that, helps overcome the fear of risks. TVET students need to be encouraged and prepared.

Training institutions should foster entrepreneurship with its profit motive and provide students with opportunities for innovation and creativity.

Knowledge of Corporate Life Corporate Culture

Internships in the productive world are the essence of TVET. They are the basis of developing a true corporate culture among students. Very often, this type of training is called Work-Study Alternation. It allows the student to acquire skills related to his chosen trade, within a real life context. Within the context of the work-study alternation, part of the training is done in the workplace and involves more than a



training internship. The objectives, the number, timing and duration of the courses are then determined jointly by the college and the company. Trainees are necessarily associated with activities and usual business operations. The courses require greater participation of host companies in the college programmes. This type of programme organisation better prepares students to enter the labour market. It also allows the college to better identify the training needs that programmes must meet.

The training courses provide invaluable and real knowledge of the productive environment. As is commonly found in higher education, there is no lawyer who has not spent part of his/her qualification time in a law firm. Or, no general practitioner or specialist physician who has not been an intern in a hospital. This is necessary to become familiar with life of the profession. With their modern facilities, TVET institutions can directly involve their students in business life. Indeed, they may be asked to bid for tenders to provide some paid service to companies, often in the field of maintenance.

Establishment and management of a business

In their training course, students will be informed about the classification of companies. They must also understand the procedures for their

establishment. They will be trained in planning and the development of administrative and the financial records required for the creation and management of a company. They will be prepared to deal with, as appropriate, the risks entailed; and, be exposed to relevant human and policy environments within which they must operate. In any case, accompanying measures should be implemented to bring them to take the first step.

Research in the TVET field

TVET development should be placed at the forefront of technical information to keep abreast with technological developments across the continent and the world. TVET itself then becomes an object of research putting production lines at the centre of development in order to acquire the ability to anticipate that which is always needed in the education system. Through such research, TVET teaching will be constantly reviewed.

Training of Trainers

It is important to keep in mind the Lecturer-Student-College triad.

The lecturer is an essential element in the knowledge building and transmission process. Especially when demonstration of daily practice in the profession occurs. The lecturer's example becomes a life lesson for the student. The lecturer's personal success provides reason to believe for those who want to follow. The lecturer's disposition enables students to explore possibilities beyond the immediate lecturer-led learning experience.

This is why the training of lecturers in sufficient quantities to provide the necessary critical mass is as important as the quality. The quality of lecturers is necessary for mobility. Further to producing the right quantity of trainers, is the provision of conditions of service that inspires confidence and professionalism. Apart from well-trained trainers in sufficient quantities, TVET colleges also need appropriately trained managers in TVET. Such should have a sense of business management and an understanding of the business environment. In this respect, a new class of school manager, having received proper training and the skills of business managers, will be trained. This will give them the ability to more easily make meaningful contact with the leaders of the productive sector, ie company CEO's. It is important for TVET pedagogy to promote student participation and the involvement of practitioners from the productive sector in teaching and learning processes.

The Department of Higher Education and Training has published statistics on Technical and Vocational Education and Training, Community Education and Training and Private Colleges Examinations in South Africa: 2015

Editor's Note:

Last year, the Department of Higher Education and Training published the report, "Examination statistics for Technical and Vocational Education and Training, Community Education and Training and Private Colleges: 2015" ISBN: 978-1-77018-833-4.

As an appetiser, TVET College Times publishes extracts of the report as it pertains to TVET Colleges. The full report, as well as those covering the previous five years, are available on the Department of Higher Education and Training's website: www.dhet.gov.za For further information or feedback relating to the report Email: HETIS.Officer@dhet.gov.za

1. Technical and Vocational Education and Training Colleges

1.1 Overview of TVET Colleges

Technical and Vocational Education and Training (TVET) colleges are administered in terms of the Continuing Education and Training Act, No 16 of 2006, as amended. The colleges provide technical and vocational education and training programmes to learners who completed at least Grade 9 at school level. However, there are also opportunities for learners with a Grade 12 certificate. In general, TVET colleges provide three broad categories of qualifications and part-qualifications, namely:

- a) The National Certificate (Vocational) (NC(V)) that is offered at three levels, i.e. levels 2, 3 and 4 of the National Qualifications Framework (NQF). The NC(V) is an alternative vocational learning pathway to the Grades 10, 11 and 12 of the schooling system.
- b) The Report 191 National Technical Education programmes, or commonly known as NATED certificates, are offered at six sub-levels (N1 to N6) for Engineering Studies and three or four sub-levels (Introductory, N4

to N6) for Business and General Studies. These part-qualifications culminate in a National Diploma on condition that students meet the requirements for work experience. Students enrolled for Business or General Studies programmes, require 18 months (2 000 hours) of applicable work experience. Those enrolled for Engineering Studies programmes require a minimum of 24 months (2 670 hours) of applicable work experience or a relevant trade test certificate to obtain the National N Diploma at NQF Level 6.

Note: These two mentioned qualifications and part-qualifications comprise the Ministerial approved programmes and are funded by the State in terms of the National Norms and Standards for Funding TVET colleges.

c) Occupational qualifications and part-qualifications, inclusive of workplace-based learning (WPBL), are closely linked to workplace demands and opportunities. Many of the occupational learning programmes are funded by Sector Education Training and Authorities (SETAs) and the National Skills Fund (NSF) through the levy grant system.

The strategic departmental objective for the TVET colleges sector is to increase access to, and improve success in programmes that lead to intermediate and high-level learning. There are 50 TVET colleges with 266 sites for delivery of the aforesaid qualifications and part-qualifications.

Note: Sub-levels N1 to N3 are equivalent to NQF levels 2 to 4. Sub-levels N4 to N6 are equivalent to NQF level 5.

This section of the report provides information about student performance in TVET colleges.

1.2 Examination Results in TVET Colleges

Table 1:
Number of students in TVET and private colleges who wrote and completed qualifications, by qualification type, 2011 - 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 (%) |
| 2011 | 17 836 | 7 638 | 42.8 | 2 909 | 1 366 | 47.0 | 2 428 | 1 488 | 61.3 |
| 2012 | 15 334 | 6 018 | 39.3 | 9 928 | 3 724 | 37.5 | 8 735 | 2 902 | 33.2 |
| 2013 | 22 470 | 8 346 | 37.1 | 65 788 | 26 186 | 39.8 | 52 052 | 18 584 | 35.7 |
| 2014 | 22 705 | 7 838 | 34.5 | 74 710 | 35 782 | 47.9 | 68 678 | 29 071 | 42.3 |
| 2015 | 26 144 | 10 465 | 40.0 | 73 650 | 43 259 | 58.7 | 89 454 | 53 125 | 59.4 |

Sources: Statistics on post-School Education and Training in South Africa, 2014.
Source National Examinations Database, 2015.

Note 1: The number of students who WROTE and COMPLETED includes only those who were eligible to complete qualifications (part or full) during the respective 2011- 2015 academic years.

Note 2: "Number Wrote" refers to the number of students who wrote the relevant examinations in 2011-2015 and were eligible to complete the relevant qualifications during the respective 2011-2015 academic years. This number excludes students who wrote individual subjects but who were not eligible to complete the relevant qualifications in 2015.

Note 3: "Completion rate" refers to the number of students who successfully completed the relevant qualification in the respective 2011-2015 academic years expressed as a percentage of the number of students who were eligible to complete the qualification and wrote the examinations.

Table 1 shows that the number of students who wrote and completed NC (V) Level 4 and Report 191/N3 and N6 qualifications have increased significantly since 2013. This trend can be attributed to the initial decision to phase out all Report 190/1 programmes which was subsequently reviewed to allow the offering of these programmes to continue. However, the trend of actual completion rates indicates downward trend with NC (V) Level 4 displaying a gradual decline across three years (2012 to 2014), and then returning to the performance achieved in 2011, while N3 and N6 displayed an upward trend across three years (2013 to 2015).

Table 2:
Number of students in TVET colleges who registered, wrote examinations and completed national qualifications, by qualification category and gender, 2015

| Qualification Category | Female | | | Male | | | Total registered | Total wrote | Total completed |
|------------------------|-------------------|---------------|------------------|-------------------|---------------|------------------|------------------|----------------|-----------------|
| | Number registered | Number wrote | Number completed | Number registered | Number wrote | Number completed | | | |
| Report 190/1 (N3) | 20 045 | 19 144 | 12 435 | 30 544 | 28 667 | 18 588 | 50 589 | 47 811 | 31 023 |
| Report 190/1 (N6) | 51 267 | 49 967 | 30 767 | 27 681 | 26 411 | 15 802 | 78 948 | 76 378 | 46 569 |
| NC(V) Level 4 | 18 421 | 16 895 | 7 217 | 9 821 | 8 750 | 3 091 | 28 242 | 25 645 | 10 308 |
| Total | 89 733 | 86 006 | 50 419 | 68 046 | 63 828 | 37 481 | 157 779 | 149 834 | 87 900 |

Source National Examinations Database, 2015.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED includes only those who were eligible to complete qualifications (part or full) during the 2015 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the relevant examinations in 2015 and were eligible to complete the relevant qualifications during the 2015 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the relevant qualifications in 2015.

Note 3: "Number Wrote" refers to the number of students who wrote the relevant examinations in 2015 and were eligible to complete the relevant qualifications during the 2015 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the relevant qualifications in 2015.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the relevant qualifications in the 2015 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the relevant qualifications in 2015.

Table 2 shows that almost 158 000 students registered for Report 190/1 (N3 and N6) and NC(V) Level 4 examinations in TVET colleges in 2015 of which just under 150 000 wrote examinations. Out of the students who wrote examinations, just under 88 000 completed a qualification at a TVET college. The highest proportion of students registered for the Report 190/1 (N6) part-qualification (46 569) followed by the Report 190/1 (N3) part-qualification (31 023). In comparison, the number of students who registered for, wrote and completed the NC(V) Level 4 qualification (10 308) was significantly lower than for the Report 190/1 N3 and N6 part-qualifications.

Overall more female than male students registered for and wrote examinations. Consequently more female than male students completed the different qualification categories. The trend for the number of students who registered, wrote and completed Report 190/1 N3 and N6 qualifications differed between the two genders with male students outnumbering the female students for N3 and females outnumbering the males for N6. The number of female students who registered, wrote and completed NC(V) Level 4 also exceeded that of the male students. A significantly large number of students who, irrespective of qualification types and gender, wrote and were eligible to complete a qualification during the 2015 academic year, did not successfully complete the relevant qualifications (35.1% of N3, 39.0% of N6 and 59.8% of NC(V) Level 4 students did not complete).

Table 3:
Number of students in TVET colleges who registered, wrote and completed report 190/1 N1 to N3 qualifications for Engineering Studies, by province and programme, 2015

| Province | Report 190/1 N1 | | | | Report 190/1 N2 | | | | Report 190/1 N3 | | | |
|-----------------|-------------------|---------------|------------------|---------------------|-------------------|---------------|------------------|---------------------|-------------------|---------------|------------------|---------------------|
| | Number registered | Number wrote | Number completed | Completion rate (%) | Number registered | Number wrote | Number completed | Completion rate (%) | Number registered | Number wrote | Number completed | Completion rate (%) |
| Eastern Cape | 4 244 | 3 685 | 2 968 | 80.5 | 4 665 | 4 418 | 2 888 | 65.4 | 4 005 | 3 721 | 2 241 | 60.2 |
| Free State | 3 224 | 2 917 | 2 209 | 75.7 | 4 123 | 3 901 | 2 298 | 58.9 | 2 951 | 2 802 | 1 659 | 59.2 |
| Gauteng | 13 227 | 12 247 | 9 559 | 78.1 | 16 750 | 16 190 | 10 926 | 67.5 | 14 666 | 14 065 | 9 379 | 66.7 |
| KwaZulu-Natal | 6 085 | 5 512 | 4 481 | 81.3 | 10 426 | 9 931 | 6 774 | 68.2 | 8 693 | 8 238 | 5 426 | 65.9 |
| Limpopo | 6 889 | 6 494 | 5 625 | 86.6 | 10 559 | 10 219 | 7 730 | 75.6 | 8 715 | 8 317 | 5 480 | 65.9 |
| Mpumalanga | 3 336 | 3 096 | 2 523 | 81.5 | 5 779 | 5 527 | 4 006 | 72.5 | 4 612 | 4 380 | 3 146 | 71.8 |
| North West | 1 321 | 1 207 | 848 | 70.3 | 1 899 | 1 805 | 1 101 | 61.0 | 593 | 539 | 297 | 55.1 |
| Northern Cape | 2 713 | 2 461 | 2 004 | 81.4 | 4 470 | 4 267 | 2 826 | 66.2 | 3 168 | 2 971 | 1 823 | 61.4 |
| Western Cape | 5 407 | 4 243 | 3 387 | 79.8 | 4 819 | 4 319 | 2 729 | 63.2 | 3 186 | 2 778 | 1 572 | 56.6 |
| National | 46 446 | 41 862 | 33 604 | 80.3 | 63 490 | 60 577 | 41 278 | 68.1 | 50 589 | 47 811 | 31 023 | 64.9 |

Source National Examinations Database, 2015.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 190/1 part-qualification during the 2015 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2015 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2015 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2015.

Note 3: "Number Wrote" refers to the number of students who wrote the 2015 Report 190/1 N1-N3 examinations for Engineering Studies and were eligible to complete a Report 190/1 N1-N3 part-qualification during the 2015 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1/1 N1-N3 part-qualifications in 2015.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N1-N3 part-qualifications in the 2015 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N1-N3 part-qualifications in 2015.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N1-N3 part-qualification in the 2015 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N1-N3 part-qualifications and wrote the examinations (the latter is defined above) in 2015.

Note 6: The number of students who registered for, wrote and completed N1-N3 Engineering Studies part-qualifications includes the consolidated numbers across all three trimesters of the 2015 academic year.

Table 3 shows that in TVET colleges in 2015, the average national completion rate for Report 190/1 N1 to N3 Engineering Studies was as follows: N1, 80.3%, N2, 68.1% and N3, 64.9% indicating that N1 students outperformed those doing N2 and N3 programmes. The largest proportion of students registered for and wrote examinations for the N2 part-qualification and consequently more N2 students completed the part-qualification when compared to N1 and N3 students.

Limpopo performed the best on N1 and N2, while Mpumalanga performed best on N3 and finished a close second to Limpopo on both N1 and N2. All provinces achieved above 50% across the three N levels, with five provinces achieving above 80% on N1, two provinces achieving above 70% on N2 and six provinces achieving above 60% on N3. North West has recorded the lowest completion rate on N1 and N3, and Free State on N2. Gauteng recorded the highest number of students registered, wrote and completed across all three N levels in 2015, while North West achieved the lowest numbers. A fairly significant number of the students who wrote and were eligible to complete a part-qualification during the 2015 academic year did not successfully complete such a part-qualification across the three levels.

Table 4:
Number of students in TVET colleges who registered, wrote and completed Report 190/1 N4 to N6 part-qualifications for Engineering Studies, by province and programme, 2015

| Province | Report 190/1 N4 | | | | Report 190/1 N5 | | | | Report 190/1 N6 | | | |
|---------------|-------------------|--------------|------------------|---------------------|-------------------|--------------|------------------|---------------------|-------------------|--------------|------------------|---------------------|
| | Number registered | Number wrote | Number completed | Completion rate (%) | Number registered | Number wrote | Number completed | Completion rate (%) | Number registered | Number wrote | Number completed | Completion rate (%) |
| Eastern Cape | 2 818 | 2 583 | 2 114 | 81.8 | 2 438 | 2 263 | 1 689 | 74.6 | 1 769 | 1 655 | 947 | 57.2 |
| Free State | 2 343 | 2 170 | 1 515 | 69.8 | 1 617 | 1 514 | 890 | 58.8 | 936 | 867 | 529 | 61.0 |
| Gauteng | 10 703 | 10 203 | 7 593 | 74.4 | 8 372 | 8 020 | 5 462 | 68.1 | 6 192 | 5 860 | 3 514 | 60.0 |
| KwaZulu-Natal | 6 119 | 5 743 | 4 594 | 80.0 | 4 868 | 4 562 | 3 357 | 73.6 | 3 596 | 3 279 | 2 037 | 62.1 |
| Limpopo | 4 730 | 4 467 | 3 502 | 78.4 | 3 770 | 3 610 | 2 530 | 70.1 | 3 001 | 2 825 | 1 657 | 58.7 |
| Mpumalanga | 2 763 | 2 535 | 2 023 | 79.8 | 1 679 | 1 521 | 972 | 63.9 | 840 | 756 | 423 | 56.0 |
| North West | 167 | 154 | 111 | 72.1 | 113 | 106 | 70 | 66.0 | 81 | 78 | 45 | 57.7 |
| Northern Cape | 1 697 | 1 556 | 1 101 | 70.8 | 1 072 | 956 | 684 | 71.5 | 728 | 625 | 388 | 62.1 |
| Western Cape | 2 228 | 2 012 | 1 604 | 79.7 | 1 680 | 1 554 | 1 155 | 74.3 | 1 244 | 1 141 | 737 | 64.6 |
| National | 33 568 | 31 423 | 24 157 | 76.9 | 25 609 | 24 106 | 16 809 | 69.7 | 18 387 | 17 086 | 10 277 | 60.1 |

Source National Examinations Database, 2015.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 190/1 part-qualification during the 2015 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2015 Report 190/1 N4-N6 examinations for Engineering Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2015 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2015.

Note 3: "Number Wrote" refers to the number of students who wrote the 2015 Report 190/1 N4-N6 examinations for Engineering Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2015 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2015.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N4-N6 part-qualifications in the 2015 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2015.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2015 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N4-N6 part-qualifications and wrote the examinations (the latter is defined above) in 2015.

Note 6: The number of students who registered for, wrote and completed N4-N6 Engineering Studies part-qualifications includes the consolidated numbers across all three trimesters of the 2015 academic year.

Table 4 shows that in TVET colleges in 2015, the average national completion rate for Report 190/1 N4 to N6 Engineering Studies was as follows: N4, 76.9%, N5, 69.7% and N6, 60.1%. The largest proportion of students registered and wrote examinations for the N4 part-qualification and consequently more N4 students completed the part-qualification when compared to N5 and N6.

Eastern Cape performed the best on N4 and N5 and Western Cape on N6. All provinces achieved above 50% across the three N levels, with two provinces achieving above 70% on N4, five provinces achieving above 70% on N5 and five provinces achieving above 60% on N6. All provinces with the exception of Free State and Northern Cape performed incrementally worse across N4 to N6, with Free State showing a slight improvement from N5 to N6 and Northern Cape a slight improvement from N4 to N5. Gauteng recorded the highest number of students who registered, wrote and completed across all three N levels in 2015, while North West achieved the lowest numbers. A fairly significant number of the students who wrote and were eligible to complete a part-qualification during the 2015 academic year did not successfully complete a part-qualification across the three levels.

Table 5:
Number of students in TVET colleges who registered, wrote and completed Report 190/1 N4 to N6 qualifications for Business studies, by province and programme, 2015

| Province | Report 190/1 N4 | | | | Report 190/1 N5 | | | | Report 190/1 N6 | | | |
|---------------|-------------------|--------------|------------------|---------------------|-------------------|--------------|------------------|---------------------|-------------------|--------------|------------------|---------------------|
| | Number registered | Number wrote | Number completed | Completion rate (%) | Number registered | Number wrote | Number completed | Completion rate (%) | Number registered | Number wrote | Number completed | Completion rate (%) |
| Eastern Cape | 12 361 | 10 992 | 8 230 | 74.9 | 9 931 | 9 594 | 5 681 | 59.2 | 7 023 | 6 854 | 4 254 | 62.1 |
| Free State | 9 785 | 8 907 | 6 371 | 71.5 | 7 886 | 7 587 | 4 693 | 61.9 | 5 580 | 5 470 | 3 567 | 65.2 |
| Gauteng | 24 782 | 22 688 | 16 929 | 74.6 | 16 829 | 16 339 | 10 481 | 64.1 | 12 946 | 12 683 | 7 958 | 62.7 |
| KwaZulu-Natal | 21 057 | 18 986 | 11 394 | 60.0 | 16 173 | 15 746 | 9 192 | 58.4 | 13 839 | 13 584 | 7 727 | 56.9 |
| Limpopo | 11 704 | 11 153 | 8 224 | 73.7 | 10 944 | 10 773 | 6 004 | 55.7 | 7 749 | 7 670 | 4 491 | 58.6 |
| Mpumalanga | 4 491 | 4 041 | 3 090 | 76.5 | 3 263 | 3 163 | 1 973 | 62.4 | 2 508 | 2 448 | 1 440 | 58.8 |
| Northern Cape | 2 543 | 2 149 | 1 505 | 70.0 | 2 006 | 1 894 | 911 | 48.1 | 1 366 | 1 324 | 677 | 51.1 |
| North West | 4 320 | 3 953 | 3 079 | 77.9 | 4 728 | 4 490 | 2 502 | 55.7 | 3 168 | 3 070 | 1 990 | 64.8 |
| Western Cape | 11 998 | 10 565 | 7 576 | 71.7 | 8 680 | 8 222 | 5 426 | 66.0 | 6 382 | 6 189 | 4 188 | 67.7 |
| National | 103 041 | 93 434 | 66 398 | 71.1 | 80 440 | 77 808 | 46 863 | 60.2 | 60 561 | 59 292 | 36 292 | 61.2 |

Source National Examinations Database, 2015.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete a Report 190/1 part-qualification during the 2015 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2015 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2015 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2015.

Note 3: "Number Wrote" refers to the number of students who wrote the 2015 Report 190/1 N4-N6 examinations for Business Studies and were eligible to complete a Report 190/1 N4-N6 part-qualification during the 2015 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2015.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N4-N6 part-qualifications in the 2015 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N4-N6 part-qualifications in 2015.

Note 5: "Completion rate" refers to the number of students who successfully completed a Report 190/1 N4-N6 part-qualification in the 2015 academic year, expressed as a percentage of the number of students who were eligible to complete the Report 190/1 N4-N6 part-qualifications and wrote the examinations (the latter is defined above) in 2015.

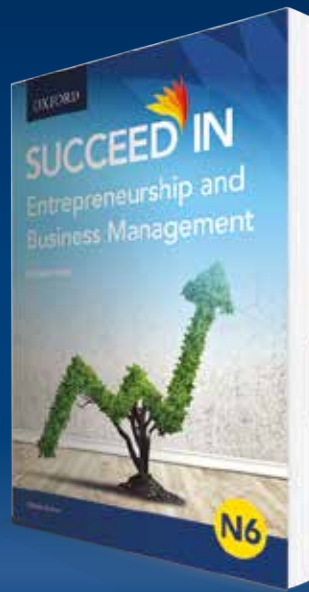
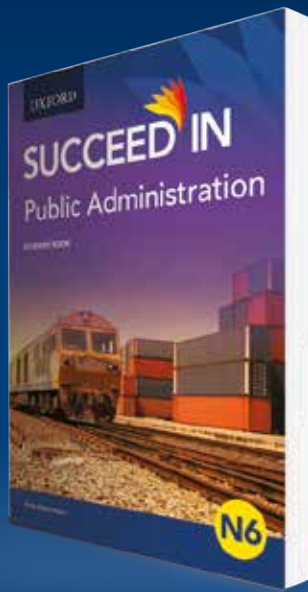
Note 6: The number of students who registered for, wrote and completed N4-N6 Business Studies part-qualifications includes the consolidated numbers across both semesters of the 2015 academic year.

Table 5 shows that in TVET colleges in 2015, the average national completion rate for Report 190/1 N4 to N6 Business Studies was as follows: N4, 71.1%, N5, 60.2% and N6, 61.2%. The largest proportion of students registered and wrote examinations for the N4 part-qualification and consequently more N4 students completed the part-qualification when compared to N5 and N6. A fairly significant number of the students who wrote and were eligible to complete a qualification during the 2015 academic year did not successfully complete a qualification across the three levels.

North West performed best on N4 and while Western Cape performed best on both N5 and N6. All provinces achieved above 50% across the three N levels with the exception of Northern Cape on N5. All provinces except KwaZulu-Natal achieved a completion rate above 70% on N4, four provinces achieved above 60% on N5 and five provinces achieved above 60% on N6. Northern Cape recorded the lowest completion rate for N5 and N6 programmes, while KwaZulu-Natal recorded the lowest completion rate for N4 programmes.

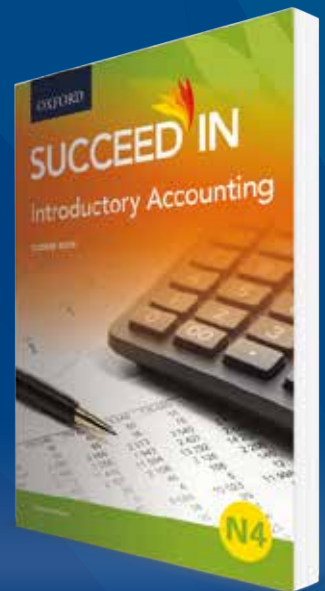
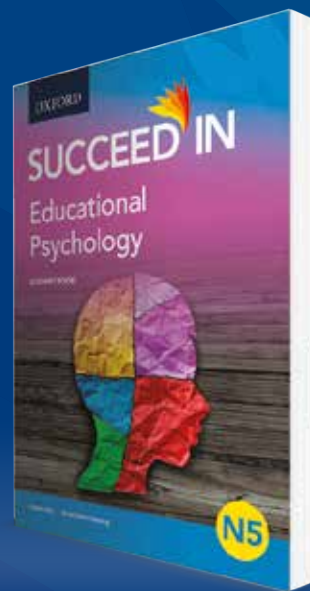
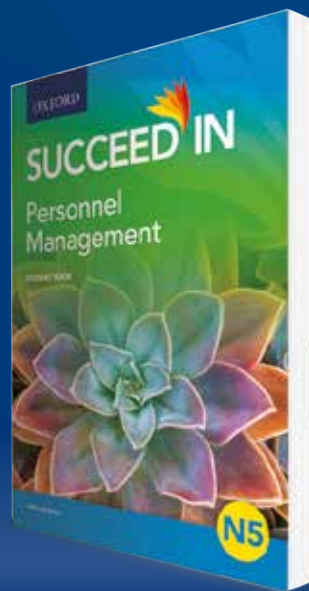
Gauteng recorded the highest number of students registered, wrote and completed across N4 to N6 except for the number registered and wrote on N6 where KwaZulu-Natal recorded the highest numbers, while Northern Cape achieved the lowest numbers. A fairly significant number of the students who wrote and were eligible to complete a qualification during the 2015 academic year did not successfully complete a part-qualification across the three levels.

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Table 6:
Number of students in TVET colleges who registered, wrote and completed the NC(V) Level 4 qualification, by programme and gender, 2015

| NC (V) Level 4 Programme | Female | | | Male | | | Total registered | Total wrote |
|--|-------------------|---------------|------------------|-------------------|--------------|------------------|------------------|---------------|
| | Number registered | Number wrote | Number completed | Number registered | Number wrote | Number completed | | |
| 1. L4: Civil Engineering and Building | 802 | 722 | 182 | 891 | 770 | 196 | 1 693 | 1 492 |
| 2. L4: Education and Development | 494 | 466 | 259 | 47 | 45 | 25 | 541 | 511 |
| 3. L4: Electrical Infrastructure Construction | 1 289 | 1 206 | 359 | 1 526 | 1 414 | 450 | 2 815 | 2 620 |
| 4. L4: Engineering and Related Design | 872 | 809 | 246 | 1 809 | 1 619 | 445 | 2 681 | 2 428 |
| 5. L4: Finance, Economics and Accounting | 1 557 | 1 430 | 486 | 579 | 508 | 154 | 2 136 | 1 938 |
| 6. L4: Hospitality | 1 331 | 1 218 | 468 | 345 | 302 | 134 | 1 676 | 1 520 |
| 7. L4: Information Technology and Computer Studies | 676 | 622 | 102 | 703 | 633 | 121 | 1 379 | 1 255 |
| 8. L4: Management | 850 | 789 | 432 | 375 | 327 | 159 | 1 225 | 1 116 |
| 9. L4: Marketing | 919 | 833 | 304 | 517 | 440 | 143 | 1 436 | 1 273 |
| 10. L4: Mechatronics | 99 | 95 | 23 | 116 | 114 | 34 | 215 | 209 |
| 11. L4: Office Administration | 6 463 | 5 914 | 2 920 | 1 365 | 1 229 | 536 | 7 828 | 7 143 |
| 12. L4: Primary Agriculture | 499 | 454 | 160 | 276 | 251 | 101 | 775 | 705 |
| 13. L4: Primary Health | 462 | 437 | 251 | 44 | 39 | 19 | 506 | 476 |
| 14. L4: Process Plant Operations | 64 | 54 | 4 | 20 | 15 | 4 | 84 | 69 |
| 15. L4: Safety In Society | 707 | 638 | 274 | 575 | 496 | 255 | 1 282 | 1 134 |
| 16. L4: Tourism | 1 085 | 978 | 664 | 514 | 435 | 252 | 1 609 | 1 413 |
| 17. L4: Transport and Logistics | 242 | 230 | 83 | 119 | 113 | 63 | 361 | 343 |
| Total | 18 421 | 16 895 | 7 217 | 9 821 | 8 750 | 3 091 | 28 242 | 25 645 |

Source National Examinations Database, 2015.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete an NC (V) qualification during the 2015 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2015 NC (V) Level 4 examinations and were eligible to complete an NC (V) qualification during the 2015 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the NC (V) Level 4 qualification in 2015.

Note 3: "Number Wrote" refers to the number of students who wrote the 2015 NC(V) Level 4 examinations and were eligible to complete an NC(V) qualification during the 2015 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the NC (V) Level 4 qualification in 2015.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the NC (V) Level 4 qualification in the 2015 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the NC (V) Level 4 qualification in 2015.

Note 5: NC (V) Level 4 is a full qualification.

Table 6 shows that in TVET colleges in 2015, above 28 000 students registered for examinations for the NC(V) Level 4 qualification of which the majority of students were female. Most female students registered for the Office Administration programme (6 463) followed by Finance, Economics and Accounting, Hospitality and Electrical Infrastructure Construction whereas the majority of male students registered for Engineering and Related Design programme (1 809) followed closely by the Electrical Infrastructure Construction and Office Administration programmes respectively. Consequently most students registered for and wrote examinations for Office Administration programme followed by Electrical Infrastructure Construction, and the highest number consequently completed the Office Administration programme, followed by Tourism programme. The Process Plant Operations, Mechatronics and Transport and Logistics programmes were least popular among both female and male students.

Table 7:
Number of students in TVET colleges who registered, wrote and completed the Report 190/1 N6 part-qualification, by programme and gender, 2015

| Report 190/1 N6 Programme | Female | | | Male | | | Number registered | Number wrote | Number completed |
|--------------------------------------|-------------------|---------------|------------------|-------------------|---------------|------------------|-------------------|---------------|------------------|
| | Number registered | Number wrote | Number completed | Number registered | Number wrote | Number completed | | | |
| N6:Art And Design | 135 | 134 | 89 | 209 | 204 | 97 | 344 | 338 | 186 |
| N6:Business Management | 7 784 | 7 584 | 4 284 | 3 517 | 3 413 | 2 064 | 11 301 | 10 997 | 6 348 |
| N6:Clothing Production | 158 | 156 | 138 | 35 | 35 | 27 | 193 | 191 | 165 |
| N6:Educare | 2 642 | 2 592 | 1 888 | 105 | 100 | 75 | 2 747 | 2 692 | 1 963 |
| N6:Engineering Studies | 7 241 | 6 804 | 4 082 | 11 146 | 10 282 | 6 195 | 18 387 | 17 086 | 10 277 |
| N6:Farming Management | 329 | 329 | 139 | 305 | 305 | 115 | 634 | 634 | 254 |
| N6:Financial Management | 5 738 | 5 647 | 3093 | 2 422 | 2 369 | 1 424 | 8 160 | 8 016 | 4517 |
| N6:Hospitality And Catering Services | 1 108 | 1 093 | 636 | 387 | 377 | 205 | 1 495 | 1 470 | 841 |
| N6:Human Resources Management | 9 516 | 9 380 | 5 593 | 3 456 | 3 361 | 2 058 | 12 972 | 12 741 | 7 651 |
| N6:Interior Decorating | 8 | 8 | 1 | 1 | 1 | 0 | 9 | 9 | 1 |
| N6:Legal Secretary | 29 | 29 | 27 | 11 | 10 | 6 | 40 | 39 | 33 |
| N6:Management Assistant | 8 163 | 8 000 | 6 826 | 1 843 | 1 793 | 1 518 | 10 006 | 9 793 | 8 344 |
| N6:Marketing Management | 2 987 | 2 914 | 1 162 | 1 852 | 1 816 | 726 | 4 839 | 4 730 | 1 888 |
| N6:Popular Music: Composition | 1 | 1 | 0 | 3 | 3 | 2 | 4 | 4 | 2 |
| N6:Popular Music: Performance | 28 | 28 | 9 | 28 | 28 | 3 | 56 | 56 | 12 |
| N6:Popular Music: Studio Work | 5 | 3 | 1 | 63 | 61 | 28 | 68 | 64 | 29 |
| N6:Public Management | 3 510 | 3 421 | 1 433 | 1 513 | 1 487 | 717 | 5 023 | 4 908 | 2 150 |
| N6:Public Relations | 865 | 846 | 640 | 308 | 303 | 220 | 1 173 | 1 149 | 860 |
| N6:Tourism | 1 020 | 998 | 726 | 477 | 463 | 322 | 1 497 | 1 461 | 1 048 |
| Total | 51 267 | 49 967 | 30 767 | 27 681 | 26 411 | 15 802 | 78 948 | 76 378 | 46 569 |

Source National Examinations Database, 2015.

Note 1: The number of students who REGISTERED, WROTE and COMPLETED included only those who were eligible to complete an N6 part-qualification during the 2015 academic year.

Note 2: "Number Registered" refers to the number of students who registered for the 2015 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2015 academic year. This number excludes students who registered to write individual subjects but who were not eligible to complete the N6 part-qualification in 2015.

Note 3: "Number Wrote" refers to the number of students who wrote the 2015 Report 190/1 N6 examinations and were eligible to complete a Report 190/1 N6 part-qualification during the 2015 academic year. This number excludes students who wrote individual subjects but who were not eligible to complete the Report 190/1 N6 part-qualification in 2015.

Note 4: "Number Completed" refers to the number of students who were eligible to complete and successfully completed the Report 190/1 N6 part-qualification in the 2015 academic year. This number excludes students who may have passed individual subjects but were not eligible to complete the Report 190/1 N6 part-qualification in 2015.

Table 7 shows that in TVET colleges in 2015, almost 80 000 students registered for examinations for the Report 190/1 N6 part-qualification of which the majority of students were female. Most female students registered for the Human Resources Management programme (9 516) followed closely by Management Assistant and Business Management whereas by far the majority of male students registered for the Engineering Studies programme (11 146) followed by the Business Management, Human Resources Management and Financial Management programmes respectively.

Consequently the most students registered for and wrote the Engineering Studies programme followed by Human Resources Management and Business Management, and while the highest number consequently completed the Engineering Studies and Management Assistant programmes.

The Popular Music: Composition, Interior Decorating, Legal Secretary, Popular Music: Performance and Popular Music: Studio Work programmes were least popular among both female and male students. The least number of students per gender and collectively registered for, wrote and completed the Interior Decorating programme.



A new academic journal for vocational, adult and continuing education is launched!

Editor's Note:

Professor Joy Papier was recently appointed as the new South African Research Chairs Initiative (SARChI) Chair for TVET studies at the University of the Western Cape.

SARChI was established in 2006 by the Department of Science and Technology and the National Research Foundation (NRF). It is designed to attract and retain excellence in research and innovation at South African public universities through the establishment of Research Chairs at public universities in South Africa with a long-term investment trajectory of up to 15 years. Since inception, 150 Research Chairs have been awarded to 21 public universities across the country in open and directed categories; priority research areas; science and technology for poverty alleviation; innovation, engineering and technology development; and within the national science and technology missions. (Source www.nrf.ac.za)

The research chair for TVET Studies at the University of the Western Cape is the first such NRF Chair in South Africa.

Comment or enquire regarding the new academic Journal for Vocational, Adult and Continuing Education and Training by contacting the Institute for Post-School Studies at the University of the Western Cape, on telephone (021) 959 9595 or Email: Ms Lydia Steer at: lsteer@uwc.ac.za

On 28-29 November in Cape Town, an exciting and ground-breaking event took place. The Institute for Post-School Studies (IPSS) at the University of the Western Cape (UWC), launched its new Journal for Vocational, Adult and Continuing Education and Training (JOVACET). The launch took place at an event that brought together an array of renowned scholars from South Africa, the African continent, and abroad. The theme of the conference was 'Researchable Issues in Vocational and Continuing Education and Training'. The theme allowed established scholars and researchers to put forward the many research questions that still need to be investigated in the African context.

Why the need for a new academic journal in the TVET and Adult Education space?

The IPSS hosted a consultative workshop at the end of 2016. The workshop came to a number of conclusions about the need for a new journal to be established, as follows:

Despite its importance to the development of human resource capacity across the African continent and being a necessary focus for critical engagement and thinking, vocational, and continuing adult education and training, remained underdeveloped and marginalised as areas of scholarship across the continent. Hence a substantial need exists for a 'space' or 'platform' where new knowledge can be shared. New ideas, research and practice debated and interrogated. An academic journal of this nature provides such a space or platform, it was held. It could thus be an important site for knowledge production and intellectual rigour within the field;

The creation of such a space or platform is not only critical to the African continent itself but is also essential to building and strengthening the voice of the continent and the global south within international debates on vocational education and

PROF JOY PAPIER – Director of the Institute for Post-School Studies, University of the Western Cape

training. It was recognised that insights into what is happening within the global south and the new knowledge that is emerging out of such complex contexts, has significant value within the global knowledge space. This new knowledge needs to be showcased and shared beyond existing geographical and associated political boundaries;

If the journal is to provide this space or platform, it must seek to play a role in building new scholarship. This means that included in its overarching purpose, must be a commitment to supporting the development of emerging researchers by providing them with a space to present and defend their work within a broader network of global scholars;

The underdevelopment and marginalisation of vocational and adult continuing education and training scholarship, is further reflected in the limited recognised academic spaces that presently exist for scholars to publish their work and share their ideas. This is particularly the case in South Africa, where there are few opportunities in existing accredited academic journals for scholars to publish;

And lastly, within these post-school domains, particularly on the African continent, substantial literature exists that may be regarded as 'grey literature'. For example, research projects undertaken towards the development of new policy and reflections on policy implementation; studies and reflective overviews of initiatives towards new practice; and analysis of policy gaps and needs assessments. The journal could provide an important vehicle for the translation of this important work into academic knowledge and reflection and thus create a space for enhancing the value of this work.

Presenters at the conference echoed these critical concerns and shared their thinking on how to take the journal forward. An important goal of the journal is to become accredited by the Department of Higher Education and Training. It will have to satisfy rigorous criteria in order to achieve this. A first step was to establish an Editorial Advisory Committee who will oversee the development and advocacy of the journal. The first call for articles which have to be subjected to a peer review process, was made at the end of the conference. It is hoped that the excellent presentations made at the two day event, will be turned into papers that can be published in the first edition of the journal scheduled for 2018.

A selection of abstracts from the conference presentations is provided below, and these indicate the many areas of research and issues in TVET and Adult education that were highlighted. It is evident that the new Journal for Vocational, Adult and Continuing Education and Training has a huge domain within which it can stimulate much needed research and debate into the future.

Dr George Afeti (Ghana): Revitalisation of TVET in Africa: From policy to practice

Many countries have developed policies and strategies to revitalise their TVET systems. At the continental level, the African Union has produced a TVET strategy to foster youth employment, while the Human Capital Strategy of the African Development Bank makes a strong case for TVET. This paper presents a brief overview of the TVET landscape in sub-Saharan Africa. It discusses

some policy shortcomings that have stifled the rapid revitalisation of national TVET systems. It is argued that policy learning and experience sharing, rather than blind policy borrowing from different national contexts, provides a better framework for the formulation of appropriate national TVET policies and strategies. Business-friendly investment climates and economic policies that promote the establishment and expansion of enterprises, are key drivers of skills innovation and employment creation. The mere acquisition of skills is not a sufficient condition for employment. Raising the skills demand side is important. The paper concludes that the revitalisation of TVET systems in African countries, would require a good understanding of the dynamics of the national labour and employment market. This includes the influence of global trade practices on domestic workforce development.

Prof John Aitchison (University of KwaZulu-Natal): Not grasping the nettle - dilemmas in creating and funding a new institutional environment for Community and TVET Colleges

In spite of constitutional guarantees, great policy promises, some initial enthusiasm for adult basic education and a well-run literacy campaign; South Africa has signally failed to construct a viable and vibrant adult and community education system. One that would parallel and enhance existing schooling and technical and vocational education systems (not that they do not also have their own severe problems). This presentation looks at the current recommendations in the recently released report of the Ministerial Committee on the Funding of TVET and Community Colleges and evaluates their resonance with reality and the necessities for our future.

Prof Antje Barabasch (Switzerland): Entering, going through and leaving VET in Switzerland

The large majority of young adults in Switzerland pass through vocational education and training programs and collect their first work experience during their apprenticeship. In order to ensure the provision of higher qualified workers with the skills needed for jobs with more responsibilities, the vocational education and training system offers a large variety of possibilities for higher VET qualifications. The highly permeable educational system, with an emphasis on VET pathways and work experience as well as sufficient job opportunities at the labour market, enable individuals to master job transitions successfully. The presentation introduces the VET system in Switzerland with a particular emphasis on its permeability. Issues, such as the systemic architecture, welfare, recognition of prior learning, career guidance as well as costs and benefits, are addressed in order to provide a deep insight into the school-to-work transition of young adults.

Prof Ann-Marie Bathmaker (Birmingham University, UK): Only for other people's children? Why vocational education matters for society and jobs in the 21st century

Vocational education forms an important part of the educational landscape in countries across the globe.

In Anglophone countries such as England, Australia and the USA, vocational education has a long history of being seen as second best to academic education, providing for 'other people's children'. In England, the problems and challenges of vocational provision have resulted in persistent reform and change over the past forty years. Which can often seem like re-arranging the deckchairs on the Titanic. This presentation will consider what can be learned from England about the evolution and uses of vocational education that can contribute to wider thinking about why vocational education matters for society as well as jobs in the 21st century.

Prof Liesel Frick (Stellenbosch University): Perspectives on leadership development in the TVET sector: what does research tell us?

The Technical and Vocational Education and Training (TVET) sector has faced multiple changes and challenges over the past two decades. Many such changes have happened at policy level which has had notable implications for practice. Particularly the leaders within the sector, who have been challenged to cope with and implement these changes. Often with little prior consultation with, or buy-in from, the sector itself. Over the course of the past seven years, various postgraduate students at the Centre for Higher and Adult Education (CHAE) at Stellenbosch University have studied leadership development within the TVET sector. This paper draws on their work to provide an overview of their findings. It offers insights on what we might learn from these studies in helping TVET leadership deal with the challenges they face.

Prof Peliwe Lolwana (Wits University): Skills Development for the Informal Sector in South Africa and India

As countries grapple with rising unemployment, there has been a growing interest in studying informality. More studies are looking at how the informal sector can provide alternate work for the unemployed. However, most of the informal work can be described as 'subsistence' work with limited possibilities for breaking through the poverty threshold. Some of the key restricting factors for informality are: the availability of capital funding, and low or narrow skills levels. There are however individuals who choose informality instead of formal work, but these are in the minority. However, many of the informal sector workers tend to be locked in low productivity activities, with very few opportunities for economic mobility. This study looked at informality in the construction sector in two countries, namely India and South Africa. It examined the incidences of informality, policies of skills development for informality and interviewed individuals who work in the construction sector as informal workers. Our main interest was to explore how the informal sector could be supported through skills development in improving its performance and making a difference in people's lives. In this scoping study, we found that more understanding needs to be gained about the informal sector in each country. Studies like these will begin to contribute to the body of knowledge about this type of employment, instead of simply transferring knowledge from the formal sector to the informal.

Prof Simon McGrath (Nottingham University, UK): What might an African approach to vocational and continuing education research look like?

As we come together to celebrate the launch of JOVCET, I hope to provide an 'outside' perspective on the question laid out in the title of this presentation, which has three sub-questions nested beneath it:

1. What is the state of research in the field by Africans or on Africa?
2. What are pressing issues for an African research agenda in the field?
3. What might be distinctively African at the epistemological and methodological levels?

Prof Stanley Mpfu (Zimbabwe): The "universalisation" of continuing education and the non-formalisation of traditional vocational skills

For many years conventional University programmes have been beyond the reach of most of the adult population. Accordingly, the provision of continuing education was, till recently, a prerogative of professional associations, private colleges and non-governmental organisations. Similarly, the certification of artisans has largely been a preserve of polytechnics and vocational training centres. The rebranding of adult learning at CONFITEA V (1997) as an integral component of human resource development for sustainable development, paved the way for greater flexibility and innovation in education provision. This submission will illustrate how this development has facilitated the transformation of traditional methods of teaching and learning. Accordingly, the presentation shall show-case two major trends that have emerged, namely, the "universalisation" of continuing education and the non-formalisation of traditional vocational skills. The "universalisation" of continuing education is evident in the adoption by universities of many continuing education programmes that were traditionally beyond their scope. And, traditional vocational skills have been non-formalised via trade-testing of informal artisans such as carpenters and builders.

Profs Martin Mulder (Netherlands): Competence research in vocational and professional education

There are many theories and models of competence which are being used as a foundation for the implementation of competence-based vocational and professional education. Different approaches have different strengths and weaknesses. What research has been conducted worldwide to support the development of competence-based education? What theoretical contributions have been given as underpinnings of competence-practices? What arguments have been brought forward to contend that competence-based education actually is a no-brainer? Is the competence-based educational theory indeed a fallacy, as some state it is? What about alternative concepts such as capability, capacity or expertise? What research has been done by the chair group of Education and Competence Studies to support the debate on competence-based vocational and professional education? What are the lessons from those studies and from the recently published edited volume 'Competence-based Vocational and Professional Education' (Springer, 2017)? As editor of this volume and former department head of the chair group Education and Competence Studies at Wageningen University, Netherlands, Martin Mulder goes into these questions, and presents his research on competence-based education, within a European and global perspective. Key factors are the European Qualifications Framework and the National Qualifications Frameworks of EU member states, and the global trend towards competence- and outcome-based education.

Prof Ephraim Nuwagaba (Uganda): Lifelong learning, youth and work in Uganda: Rethinking the strategy

The Uganda National Population and Housing Census estimated that 78% of the working age population (14-64 years) were predominantly in the informal employment sector (UBOS, 2014). The majority of these (72%) were engaged in subsistence agriculture while 22% were not. The unemployment rate for youth (18-30 years) in Uganda was given by UBOS as 64% and according to Actionaid, it is the highest in Africa. Some of the educational factors contributing to this state of affairs were highlighted by Education Sector Strategic Plan 2010-2015 as failures in primary education, inadequate preparation in secondary schools for the workforce or tertiary education and limited access to tertiary education by students from disadvantaged backgrounds. And yet, UNESCO (2014, p.8) recognises that, "Young people are not only agents for economic growth, but also a force for social transformation and progress" and then proposes an "education system to foster high quality and inclusive lifelong learning for all" (p.17). In response, Uganda Government has put in place policy and institutional frameworks for improving learning and work opportunities. This paper discusses the efforts of the UNESCO Chair to build meaningful partnerships on lifelong learning, youth and work in Uganda in the context of these policies and frameworks. The thesis is that the Government policies are not robust enough to address the challenges, and that current collaboration partnerships do not facilitate quality and inclusive lifelong learning, youth employment and work in Uganda. It is recommended that there should be a rethink of strategy in the sector.

Prof Felix Rauner (Bremen University, Germany): Shaping Competence – the paradigm of modern Vocational education and training

For decades, the international VET community has been striving towards achieving a new understanding of vocational/professional competence. This was triggered by the structural change in companies towards lean and flat organisational structures. The change in work organisation was accompanied by a shift of competences and responsibility to direct value-adding work processes, and hence to an upgrading of vocational education. Since then, the new guiding principle for a shaping-oriented vocational training has been: empowerment for participation in shaping the world of work and society. The development of vocational/professional competence and occupational work ethics form an inextricable link in a shaping-oriented vocational education and training. The basis for this modern concept of competence is based on the insight that occupational tasks have to be analysed and developed in their complexity, and always have to be completely solved. The concept of complete (holistic) task solving is a central feature of multiple (shaping) competence.

Prof Eureka Rosenberg, Lotz-Sisitka, H. and Ramsarup, P. (Rhodes University): Researching Skills and Sustainability: A South African Perspective

The post-school system in South Africa has many challenges. One such challenge, not unique to this country, is the alignment between the skills produced in educational contexts, and the skills required in workplaces, economies and society. Research into skills supply and demand is aimed at improving this alignment and the quality and relevance of skills produced (Wedekind, 2015). Alignment between 'supply' and 'demand' is not a straightforward

matter, however, given low-growth conditions and the decreasing number of jobs associated with what growth is taking place in late-capitalist economies (Streeck, 2016). An exploratory study of green jobs in South Africa (IDC, DBSA, TIPS, 2011) suggested that 460,000 new jobs could be created by greening the economy and investing more strongly in the protection of the country's natural resources. In a review of environmental qualifications, Ramsarup (2017) showed that most of the formal skills currently produced for green work are at levels 6 and above on the National Qualifications Framework (graduates and post-graduates). While all South African universities offer environmental courses and qualifications, accredited 'green skills' are much more limited at levels 5 and below, and there are far fewer environmental training programmes with a technical or vocational focus. This has implications for employment, entrepreneurship, access and pathways into further study and work. Research is needed to understand this phenomenon and how best to address it. In this paper we argue that studying vocational and technical skills for environmental and social sustainability needs a transformational approach, and describe the possible features of such an approach.

Dr Lesley Powell (Nelson Mandela University), Prof Simon McGrath (Nottingham University), Prof Joy Papier (UWC)

South African TVET College Success Rates: The Situated Experience of College Learners

A recent report by the South African Treasury described South Africa's public Technical Vocational Education and Training (TVET) colleges as 'dysfunctional' (DNA Economics, 2015). Just months later, an article in the Business Day argued that the TVET colleges which "should be the answer to unemployment and [South Africa's] economic woes" are instead simply a waste of public resources (Kahn, 2016). Against the backdrop of enormous political concerns with the low success and throughput rates experienced at public South African TVET colleges, this paper presents a theoretical framework applied in a larger study that focusses on college success and throughput rates. The study (still in progress) 'Student Success Rates: The Situated Experience of College Learners' supported by the MerSETA in partnership with the ETDP Seta, is a collaborative project between the Institute for Post-School Studies at the University of Western Cape, the UNEVOC Centre at the University of Nottingham and the ETDP Research Chair for Youth Unemployment, Employability and Empowerment at Nelson Mandela University. The study attempts to understand low college throughput rates by examining the way(s) in which the 'situatedness' of learners in their communities, homes and families affects the way(s) in which learners understand, engage with and 'take up' the opportunity provided by the TVET college(s) and how, in turn, this affects college success rates. It will further examine the way(s) in which the TVET colleges understand, or fail to understand, the 'situatedness' of students and how, in turn, this shapes students' success or failure at the college.

Prof Peter Rule (Stellenbosch University): What makes adult learning centres work? A multi-case study from South Africa

Adult learning centres have an important role to play in educating and enabling adults in South Africa, especially in the context of over three million young people (18-24) not in employment, education or training. New policy has established the basis for

Community Learning Centres. However, very little is known about what makes adult learning centres function effectively in South Africa. This multi-case study investigated 12 exemplary centres in four provinces regarding the factors that contributed to efficacy in teaching and learning, governance, and community engagement. It found that knowledgeable and committed educators, relevant and holistic curriculum, student support and an enabling culture were crucial for teaching and learning; visionary leadership, efficient systems and effective processes were keys to good governance; and proactive advocacy and recruitment, strong local networking, sharing the message and using local resources contributed to effective community engagement. The article concludes by arguing that six cross-cutting values contribute to efficacy in adult learning centres: commitment; care; community; collaboration; core of instruction; and connected curriculum.

Prof Shirley Walters (Emerita Prof, UWC): Adult Learning and Education in a 'post-truth society'

Questions about the roles and effectiveness of adult learning and education (ALE) are being raised sharply, particularly in the light of the political developments in both the United Kingdom (UK) with the BREXIT vote to exit the European Union and the USA's presidential election. The Oxford Dictionary in November 2016 chose "post-truth" as its word of the year, defining the adjective as "relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief". There are many contemporary examples in addition to BREXIT and the USA elections, for example, amongst AIDS or climate change denialists. Some scholars warn that the internet is helping propagate ignorance as it's a place where everyone has a chance to be their own expert where we are prey for powerful interests wishing to deliberately spread ignorance. The rise of populist authoritarianism is also seen as a direct threat to adult learning. This is also a time when the Global Report on Adult Learning and Education (UIL 2016) reports on powerful data and practical examples showing that adult learning and education help individuals become and stay healthier, improve their economic prospects, and be more informed and active citizens, no matter where in the world they live. As scholars, activists and practitioners, what do we believe and how should we respond? This presentation encourages critical conversation about these issues.

Prof Volker Wedekind (Nottingham University, ex Wits Univ): Gaps, agendas and prospects: Reflections on research in vocational education in South Africa

This paper reflects back on a review of literature on the vocational education and training sector in South Africa undertaken by the author in 2008. Almost a decade on, this paper asks what have been the developments in the field in the intervening period, and how has the field of knowledge production changed? While there has been progress in strengthening the institutional arrangements for vocationally focused research, and the dearth of research noted in the 2008 review is no longer as critical, there remain a number of gaps in our understanding. These include analyses of the history of the sector, policy analysis, understanding the teachers and students in the system, curriculum, the private system, practice based research and work based training amongst others. With the possible exception of the sociology of knowledge, there is also little impact of South African vocational research on global debates. The paper concludes with a discussion of some of the issues and agendas that have a direct impact on the future of vocational

education that need sustained research attention, and looks at the mechanisms and resources required for the research community to address these gaps and new directions.

Dr Andre van der Bijl and Vanessa Taylor (CPUT): Mapping articulation between places of work and places of learning from TVET college lecturers' industry workplace experiences

The State's policy framework for teacher education requires that the work integrated learning element of programmes aimed at certifying TVET lecturers, include teaching practice at TVET colleges, as places of learning, and work integrated learning in appropriate 'industry settings'. Some institutions, including the ETDP SETA, SSACI and the CPUT Research Chair for WIL and RPL have embarked on a number of projects aimed at determining the nature of industry WIL for TVET lecturers. Participant reports from the ETDP SETA funded SSACI lecturer workplace exposure project, potentially provides a significant amount of information that be used to inform the nature and content of the industry-based WIL component of the qualifications currently being developed. Information gleaned from what has become known as the SSACI WIL for lecturers programme, could also contribute towards the international discourse on teaching industry placements and the articulation between the worlds of work and education. In addition discourses on teaching practice provide a body of knowledge that can inform college lecturer WIL. The presentation provides an analysis of models to map and analyse content gleaned from the SSACI WIL for lecturers project. Models discussed in the presentation include the communities of practice model of Lave and Wenger (1991), and its adaptation by Schüller and Bergami (2008; 2011) and Engeström (2007), as well as the teaching practice model used by Shulman and Shulman (2004).

Dr Kathija Yassim (Nelson Mandela University): Overcoming a culture of silence: Re-imagining responsive and sustainable vocational pedagogies at the intersection of a capabilities and humanising pedagogy approach

The overarching purpose of this paper is to re-contextualise and deliberate on what would be responsive and sustainable vocational pedagogies within an expanded human capabilities approach appropriate for a developing world context. An exploration of the intersection of Sen's Capabilities Approach framework, the educational ideas of Paulo Freire together with how inclusive spaces through decolonisation and Africanisation is created with the purpose of embracing and strengthening the human condition. In this way, humanising and re-imagining vocational pedagogies that contribute to a better understanding of how to overcome the poverty of information, and what Freire has termed, "the culture of silence", through pro-active educational and pedagogical practices. These provide tools for the success of students who are now able to see new possibilities and develop productive changes in their life trajectories. Pedagogical occurrences that build democratic values and create the types of teaching and learning contexts both physically and virtually, that allow the recognition of a wide array of human capabilities, is described through a humanising pedagogy lens. A curriculum framework based on this philosophical alignment is described and the principles upon which the Advanced Diploma TVET at NMMU was conceived, is used as an example through which sustainable vocational pedagogies are explored.

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| Ekurhuleni East TVET College | Ms H (Happy) Sibande | 011 736 4400/730 6600 | 28,40908 | -26,28894 | www.eec.edu.za |
| Ekurhuleni West TVET College | Ms H M Ntlatleng | 011 323 1600 | 28,40556833 | -26,28864167 | www.ewc.edu.za |
| Sedibeng TVET College | Ms Jackie Mosesi (Acting) | 016 422 6645 | 27,67743 | -26,186935 | www.sedcol.co.za |
| South West Gauteng TVET College | Mr DL (Dan) Nkosi | 086 176 8849 | 27,93093 | -26,67825333 | www.swgc.co.za |
| Tshwane North TVET College | Ms Thembi Tsibogo | 012 401 1950 | 27,87456333 | -26,21410667 | www.tncc.edu.za |
| Tshwane South TVET College | Mr J (Joseph) Chiloane | 012 401 5000/6/73 | 28,18225667 | -25,75030667 | www.tsc.edu.za |
| Western TVET College | Mr LSD (Louis) Coetzer | 011 692 4004 | 26,101455 | -27,423622 | www.westcol.co.za |
| KWAZULU-NATAL | | | | | |
| Coastal TVET College | Mr K Naidoo (Acting) | 031 905 7000 | 30,013321 | -30,512409 | www.coastalkzn.cao.za |
| Elangeni TVET College | Ms TJ Aryetey | 031 716 6700 | 30,869651 | -29,823295 | www.efet.co.za |
| Esayidi TVET College | Mr CJ De Koker (Acting) | 039 684 0110 | 30,441208 | -30,271051 | www.esayidifet.co.za |
| Majuba TVET College | Mr S (Sanele) Mlotshwa | 034 326 4888 | 27,45537 | -29,56385 | www.majuba.edu.za |
| Mnambithi TVET College | Mr Chris J Ndlela | 036 631 0360 | 28,33459 | -29,464080 | www.mnambithicollege.co.za |
| Mthashana TVET College | Mr G (Gabriel) Dimba | 034 980 1010 | 27,46265 | -30,48376 | www.mthashanafet.co.za |
| Thekwini TVET College | Mr NE Mchunu | 031 250 8400 | 20,493264145 | -30,591159195 | www.thekwincollege.co.za |
| Umfolozu TVET College | Mr S (Sam) Zungu | 035 902 9503 | 28,764461 | -32,076087 | www.umfolozicollege.co.za |
| Umgungundlovu TVET College | Ms Patricia Ntombi Ntshangase | 033 341 2102 | 29,36765 | -30,22546 | www.ufetc.edu.za |
| LIMPOPO | | | | | |
| Capricorn TVET College | Mr AM Thema (Acting) | 015 230 1800 | 29,272943 | -23,533024 | www.capricorncollege.edu.za |
| Lephalale TVET College | Mr Lekau Mamabola | 014 763 2252/1014 | 27,692889 | -23,68407 | www.lephalalefetcollege.co.za |
| Letaba TVET College | Mr Pule Patric Mashela | 015 307 5440 | 30,162697 | -23,835698 | www.letabafet.co.za |
| Mopani South East TVET College | Mr ML (Levy) Baboyi | 015 781 5721/5 | 31,138969 | -23,946732 | www.mopanicollege.edu.za |
| Sekhukhune TVET College | Mr TJ (Tebogo) Kekana | 013 269 0278/9000 | 29,24244 | -25,094191 | www.sekfetcol.co.za |
| Vhembe TVET College | Ms BR Hlekane (Acting) | 015 963 3156 | 29,91086 | -23,03779 | www.vhembefet.co.za |
| Waterberg TVET College | Ms Selaelo Lekoane | 015 492 9000 | 29,016409 | -24,179973 | www.waterbergcollege.co.za |
| MPUMALANGA | | | | | |
| Ehlanzeni TVET College | Dr JT Dhlamini | 013 752 7105 | 30,97926 | -25,47313 | www.ehlanzenicollege.co.za |
| Gert Sibande TVET College | Ms Portia Radingwane (Acting) | 017 712 1458/9 | 29,143304 | -26,565954 | www.gsccollege.co.za |
| Nkangala TVET College | Mr C (Cain) Maimela (Acting) | 013 690 1430/3824 | 29,216164 | -25,877663 | www.nkangalafet.edu.za |
| NORTHERN CAPE | | | | | |
| Northern Cape Rural TVET College | Mr P (Percy) Sago | 054 331 3836 | 21,21337 | -28,43616 | www.ncrfet.edu.za |
| Northern Cape Urban TVET College | Dr AC Mashele (Acting) | 053 839 2060/2061 | 24,76622 | -28,74503 | www.ncufetcollege.edu.za |
| NORTH WEST | | | | | |
| ORBIT TVET College | Ms M (Maryna) Marais | 014 592 7014/597 5500 | 27,77632 | -25,63787 | www.orbitcollege.co.za |
| Taletso TVET College | Mr STG (Sello) Mabathoana | 018 384 6213/2346/7/9 | 25,615548 | -25,828351 | www.taletsofetcollege.co.za |
| Vuselela TVET College | Mr DJ Smith (Acting) | 018 406 7800 | 26,665427 | -26,86347 | www.vuselelacollege.co.za |
| WESTERN CAPE | | | | | |
| Boland TVET College | Mr U Gelderblom (Acting) | 021 886 7111/2 | 18,85666666 | -33,92666666 | www.bolandcollege.com |
| College of Cape Town for TVET | Mr Louis van Niekerk | 021 404 6700 | 18,272587 | -33,55421 | www.cct.edu.za |
| False Bay TVET College | Mr CJH (Cassie) Kruger | 021 787 0800 | 18,26246 | -34,62674 | www.falsebaycollege.co.za |
| Northlink TVET College | Mr Leon Beech | 021 970 9000/18 | 18,512228 | -33,553627 | www.northlink.co.za |
| South Cape TVET College | Ms E (Elsie) Potgieter | 044 884 0359 | 22,27944 | -33,57562 | www.sccollege.co.za |
| West Coast TVET College | Ms Osma Jooste-Mokgethi | 022 482 1143 | 18,7296 | -33,4621 | www.westcoastcollege.co.za |