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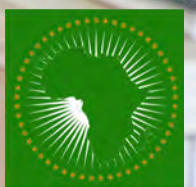
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**TVET Colleges:
Supporting
Entrepreneurship
Development**





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TVET Colleges: Supporting Entrepreneurship Development

In this edition of TVET College Times, we are pleased to present speeches on the topic of entrepreneurship by the Minister, the Deputy Minister and the Director-General of the Department of Higher Education and Training. The message is strong and unanimous. TVET Colleges have a role to play in the promotion and development of entrepreneurial skills.

It stands to reason. TVET Colleges are ideally located to respond to the need. The colleges have excellent professional faculty at their disposal. Our June Movers and Shakers bear testimony to this. Further evidence of the capacity of the colleges and their continually improving alignment with the needs of commerce and industry can be read in Campus Matters, Excellence Awards. The Campus Matters column proceeds to address issues of professional interest in Teaching and Learning. We take a look at the great national shift among TVET Colleges to establish Centres of Specialisation. Students graduating from these Centres, will also have the productive skills required for any business initiative in their respective fields of study and training. Key to the establishment of Centres of Specialisation, are Partnerships, Artisan Skills Development, Work Integrated Learning and of course the logical conclusion, Entrepreneurship

Development. Each of these areas come under the spotlight. We continue with Stakeholder Engagement, before taking a look at our resilient students who persevere in pursuit of success. The column continues with an all-important update on the HEAIDS Campaign, some achievements of our Special Needs Education students and ends with an inspiring item on Life Skills.

Following the Director-General's opening remarks at the Entrepreneurship and Co-operative Development Institute Conference, we note the release of key PSET statistics, before concluding with another look at the African Union strategy for TVET.

May you enjoy this edition of TVET College Times as much as the team has in putting it together. Thanks to our ever increasing and enthusiastic Contributors. Among them is Freddy Mashele, an English First Language lecturer at Ekurhuleni East TVET College, Benoni Campus. He has undertaken to entertain us with a Crossword puzzle and a Sudoku, which we hope you will enjoy. Try not to peep at the solutions on Page 43, before giving them your best shot!

Happy reading and relaxing winter holidays, until we meet again in spring.

Your TVET College Times Team.

The crossword and sudoku puzzles are the work of Freddy Mashele

Freddy Mashele is an English First Additional Language lecturer at Ekurhuleni East TVET College, Benoni Campus.

In addition to his education qualification, he has studied and worked in other fields such as Health and Safety and Monitoring and Evaluation management. In his spare time, he enjoys creating relevant puzzles for publications and participates in health and fitness initiatives. He likes creative writing and reading.

Try the sudoku on Page 12 and the crossword on Page 31 before looking at the solutions supplied on Page 43.



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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



Statement on student funding by the Minister of Higher Education and Training, Naledi Pandor

In 2017 the government announced a significant change to student funding, with effect from 2018.

The academic year got off to a fairly smooth start following strenuous efforts by all stakeholders to ensure that the new funding programme is successfully introduced. I wish to thank all stakeholders for the manner in which they offered guidance and support. There are of course continued difficult challenges that we still need to iron out. These include ensuring that all students who meet funding criteria get the funding due to them. The department is working closely with the National Student Financial Aid Scheme (NSFAS) to ensure that it happens. Before I reflect on progress and challenges, I wish to set out the details of the bursary scheme introduced this year.

Additional government funding of R7.166 billion in 2018 has been allocated to fund bursaries for the children of poor and working-class families entering universities and TVET colleges. An amount of R4.581 billion has been set aside for qualifying university students and R2.585 billion for TVET college students. As a result, the total baseline allocation to NSFAS to support poor and working-class university and TVET students, will increase from the R9.849 billion in 2017/18 to R35.321 billion in 2020/21. This implies a need for improved efficiency and administrative systems at NSFAS. We have therefore allocated an additional R105 million over the Medium Term Expenditure Framework, to assist NSFAS to further develop and strengthen its administrative capacity.

What has changed, is that government will support poor and working-class students through an expanded bursary scheme. This replaces the previous loan and partial bursary scheme. Although first-time entering students will not be expected to pay back the cost of their bursaries, they will be expected to meet certain conditions and expectations. These include those relating to satisfactory academic performance and service conditions. The exact details are being finalised. I am pleased to announce that good progress has been made since the announcement, to ensure that the new bursary scheme is implemented successfully.

In the case of TVET colleges, students in all years of study from families earning a gross combined annual income of up to R350 000, and who are registered (or enrolled) for the National Certificates (Vocational) and Report 191 programmes at any public TVET college, will receive a bursary to cover their tuition fees and learning materials. The increase in funding for 2018/19 will support 458 875 students receiving tuition bursaries. Based on historical data and the enrolment targets for 2018/19, it is estimated that more than 90% of TVET college students will benefit. In addition, enrolled TVET college students, who meet the requirements for travel and/or accommodation and meals, will also be supported for these. Approximately 50 480 TVET college students will qualify for accommodation and food, and a further 82 600 will qualify for transport allowances.

In the case of universities, the full cost of study- DHET bursary scheme, for poor and working-class South Africans, is being phased-in from 2018. Starting with first-time entry students from South African families, with a gross combined annual income of up to R350 000. Each year, a new cohort will benefit from the scheme. All continuing and existing NSFAS-funded university students, will receive their funding in 2018. This will be for the completion of their studies as grants rather than as loans. The new funding allocation for first-time entry university students, is expected to fund approximately 40% (83 200) of the 208 000 spaces for new entrants at universities in 2018. The final number of students funded will only be known later in the year.

We have instructed all universities to keep within their enrolment targets. These determine how many students, and in which fields of study, can be admitted to each university. Over 400 000 potential students applied for NSFAS this year. NSFAS is still in the process of integrating the registration data from institutions with its own funding eligibility data. NSFAS will be able to confirm the final numbers once all registered students, who match the financial eligibility criteria, submit the requisite information. I am concerned at reports that many students who have submitted, are not yet receiving their allocation.

Funding has been advanced to TVET colleges, to ensure that enrolments and tuition continue without delay. Reconciliation of enrolled and funded students is currently underway between TVET colleges and NSFAS. The implementation requires significant co-operation between NSFAS and institutions. My Department has been working closely with NSFAS, Universities South Africa, the South African Colleges Principals Organisation and student representative councils of universities and TVET colleges. This is to ensure the effective roll-out and implementation of the DHET Bursary Scheme in 2018. Again, I wish to thank all stakeholders for their support.

In 2017, NSFAS migrated fully to the new "student-centred model". There are still some challenges with finalising the 2017 intake. Especially where qualifying students have not yet signed their loan agreement forms. I am aware that some continuing senior students, have not yet had their funding finalised for the 2017 academic year. I find this to be unacceptable. I have instructed my Department and NSFAS to work with institutions to deal with the outstanding cases as a matter of urgency. There are still significant challenges with regards to system integration between NSFAS and institutions. This has affected the submission of registration data to NSFAS. The exchange of data is crucial. This data will confirm to NSFAS, that students assessed to be eligible for funding in terms of the means test, are registered at an institution. This data integration also enables NSFAS to generate a bursary agreement form. Such forms must be signed by the registered student before funding is allocated to the student. Once agreements are signed, students receive their funding allocations.

Some institutions report that they have submitted the required data but that students



About TVET Colleges

There are 50 TVET Colleges operating on more than 264 campuses across the nine provinces of South Africa. The colleges serve approximately 800 000 students per annum and the Department of Higher Education and Training employs in excess of 18 000 personnel in the colleges. The colleges offer a large variety of courses in response to the human resource requirements of a diversified economy. The colleges are operated in terms of the Continuing Education and Training Act 16 of 2006 and statutory institutional structures comprise of the Council, the Academic Board and the Students Representative Council.

About TVET College Times

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

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

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

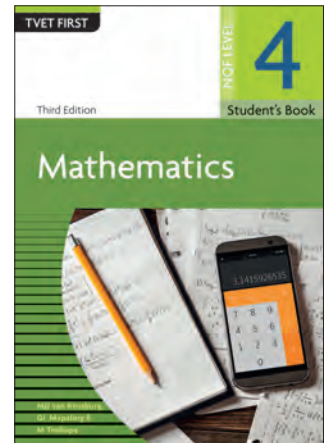
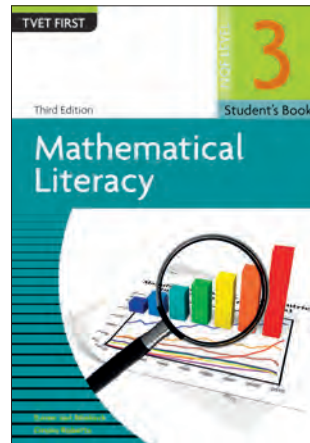
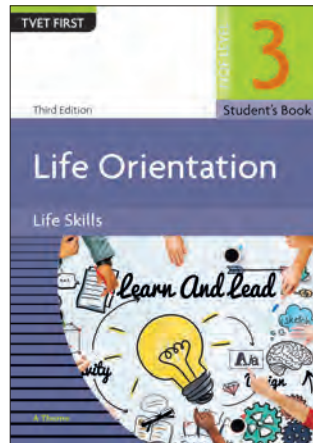
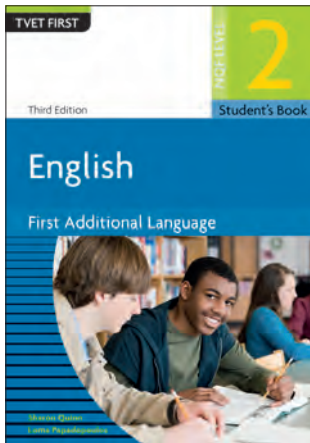
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have not received funds. I have instructed NSFAS to urgently address the integration issues and work with the affected institutions. It is crucial that NSFAS finalises the 2018 funding decisions urgently. We need to ensure that all eligible students are confirmed, bursary agreements are signed, and that students get their allowances.

Student organisations have expressed concerns about allowance payments and these are being addressed. I intend to release data on beneficiaries during my budget speech in May.

I have decided that we must assess all NSFAS processes and systems this year. We need to address all the identified problems that have been brought to our attention. The DHET will ensure that the NSFAS systems are effectively integrated into the colleges and university systems. It will further ensure that NSFAS staff work closely with financial aid offices at institutional level to address any problems. Every single delay has a real effect on students. It impacts on their ability to access accommodation and food, books and ultimately on their ability to succeed. We simply cannot fail to distribute funding to students when it is available.

Students, we are attending to these problems. I urge you to sign your bursary agreements as soon as they are available. Any senior students who have not signed their 2017 loan agreement forms or schedule of particulars, must do so immediately! You have a responsibility to ensure that the institution that supported you, is paid.

Universities and colleges must work with NSFAS and assist with ensuring that their IT systems are compatible. That all data integration issues are dealt with. Doing this will enable you to support your students better and have their fees paid over to yourselves by NSFAS sooner. More will be done to ensure the success of the NSFAS 'student-centred' model. I have directed NSFAS to ensure that the relationship between NSFAS and the Financial Aid Offices at our institutions, is re-established for purposes of ensuring effective implementation. We must enable institutions to have staff who can answer all NSFAS related questions.

TVET colleges and universities have also received an increase in their subsidy allocation

over the Medium Term Expenditure Framework cycle. I will address this in more detail at a later stage. The additional subsidy provides us with an opportunity to grow more student-centred and successful institutions. The success and sustainability of the DHET Bursary Scheme is dependent on foundations, other government departments and the private sector, continuing to offer bursaries and scholarships to students. I would like to urge our partners in government, non-profit organisations and the private sector, to continue their support for students in TVET colleges and universities. Government alone cannot address all the funding challenges and appreciates any augmentation of its efforts in this regard.

Student funding is a critical contributor to the success of students in TVET colleges and universities. As government, we have made an enormous commitment to student support in the form of this new bursary scheme. It is important that we succeed. I call on stakeholders to work together to ensure that we succeed.

GNM Pandor, MP

Minister of Higher Education and Training.

FROM THE MINISTRY



Minister Pandor's remarks to the Black Business Council roundtable, on education and skills, in Johannesburg, Gauteng Province, on 17 April

Entrepreneurship has proved to be a requirement for job creation. What plans does the DHET have to address this within the curriculum?

I cannot speak for the school curriculum, but I can talk about what the DHET does for entrepreneurship in the post-school sector.

A R900 million-a-year earmarked grant, supports the University Capacity Development Programme. Universities apply for funding through this grant. The grant is a resource for seeding development and enhancing capacity. It provides a space for innovation and the testing of ideas to support successful students, staff and institutions. It is used to establish a number of partnerships or collaborations.

One such collaboration is the Entrepreneurship Development in Higher Education Programme. The programme started with assistance of the University of Johannesburg. It has three main focuses. These are namely, entrepreneurial students, entrepreneurship in academia which includes curricula and staff capability, and entrepreneurial universities. The programme was launched at a Lekgotla in March 2017. It formed part of student entrepreneurship week promotion, which was held on all university campuses. The programme is to be expanded this year. It is with a view to bring in all partners, including TVET colleges, CET colleges and SETAs. In doing so, the programme will incorporate the entire PSET system. We see this as a critical programme to ensure the employability of graduates. Universities South Africa, has agreed to host the programme at their offices in Hatfield Johannesburg, Gauteng Province. Processes are currently underway to set up a permanent office that will co-ordinate activities across the system.

I am inspired by the success of young South African entrepreneurs and innovators. Especially those who have taken advantage of the booming tourism industry, the booming mobile industry, the growing market in renewable energy, and the evolving market in cultural and creative industries. It is our local innovators and entrepreneurs who will ultimately create the millions of jobs that we need to grow an inclusive economy. As we know from the Global Entrepreneurship Monitor, our early-stage entrepreneurship development is low in comparison with similar countries. There is much to do. The DHET is not alone in promoting entrepreneurship. Other government departments do so as well. The Departments of Trade and Industry and Science and Technology, in particular. I am thinking of the promotions they have initiated like the Innovation Hub in Tshwane, Gauteng Province or the Cape Information Technology Initiative in Cape Town, Western Cape Province. Recently, the Department of Science and Technology began to build a network of science parks and special economic zones in co-operation with China. A key requirement for us, is for these developments to tackle the spatial legacy left by apartheid planning. This must be undertaken in a rational and sustainable way.

You will know that small and medium-sized companies, contribute 40% of our Gross Domestic Product and account for 60% of all employment. Government provides an enabling environment for small to medium sized enterprises. While business and foreign donors, provide financial and technical

support to motivate social entrepreneurs and NGOs to expand and extend their social innovation activities.

Government agencies have created financial incentive schemes. For example, in 2015, the National Youth Development Agency, Industrial Development Corporation and the Small Enterprise Finance Agency, launched a R2.7 billion Youth Fund. This is aimed at fostering entrepreneurship among South Africa's youth in the age category of 18-35. In areas where the organisation cannot directly reach young entrepreneurs, it builds a presence through micro-finance institutions. Or, it uses the network of its sister agency, the Small Enterprise Development Agency, which provides non-financial support. Such support includes the drawing-up of business plans and the provision of mentorships. A country enhances its prosperity through investment in new ideas, new opportunities, and new jobs.

Update on the SETA landscape post- 2020 and the National Skills Development Plan

The Skills Development Levy (SDL), is currently levied at 1% of payroll and collects R17 billion per annum. SDL collections, unlike other taxes, are earmarked to be spent on skills development only. Today, the spend is administered through the SETA systems and the National Student Financial Aid Scheme (NSFAS).

On the National Skills Development Plan (NSDP), even though I have approved the framework, you will agree with me, that more work still needs to be done on the details. Through your representation both at the



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National Skills Authority and the National Economic Development and Labour Council (NEDLAC), you have been involved in one way or another. To this extent, I have further instructed my Department to commence working, amongst others, on the following issues:

- Further engagements at NEDLAC to seek possible consensus on the practicalities and contributions by all social partners to steer, drive and implement the objectives in line with the National Development Plan and the NSDP;
- Further engage with the Department of Planning, Monitoring and Evaluation on the NSDP, especially relating to socio-economic impact assessment system (SEIAS). You will be aware that Cabinet introduced the need for SEIAS with regards to the proposed policy instruments, legislation and regulations, in February 2007;
- To convene targeted engagements with social partners such as business, labour and training institutions. The aim of these targeted engagements is to enhance the relations, align the priorities of social partners and to consider new proposals that may support the implementation of the NSDP. These engagements will also serve to better align the skills development landscape as a key intermediary between education and the world of work.

My Department was an integral part of the planning processes leading towards the launch of YES, the Youth Employment Service, which took place on 27 March. It is important to state that the key motivation for conceptualising YES, was to seek additional measures over and above what we are doing, to tackle youth unemployment. This essentially means that YES will not replace or substitute any existing programmes. Corporates that are currently funding internships, apprenticeships and other workplace-based learning programmes, whether from levy funds or their own Corporate Social Investment resources, will continue doing so. Over and above that, they will assist by participating in the YES programme.

Another important project I want this Council to take closer note of and interest in, is the Centres of Specialisation for artisans. South Africa needs partnerships that will generate solutions to address our many challenges. One of the critical challenges confronting South Africa, is the large number of young people who have no education, no skills, or occupation. The Centres of Specialisation programme involves employers providing apprenticeships for young people. Colleges provide the training while the DHET lends support through funding and policy.

Fee-free higher education plan to include second and third year students roll out?

The Department has introduced a system of fee-free education. It is being implemented through NSFAS and targets students from low-income families. The funding of fee-free education is deliberately called a bursary scheme, because it has conditions attached. It is important to note, that student tuition fees will remain a critical part of the funding of higher education. There is no intention to implement "free higher education for all". The implementation of the fee-free education

decision, has taken place within a short period of time. While the key policy decision has been made, the policy details will have largely been developed by June. The details that need to be determined include the conditions attached to accepting the bursary. This refers in particular to the academic, service and ethical requirements. The policies on allowances, and in particular, subsidised student housing, also require review and finalisation. Another area that requires clarification, is eligibility for funding. Aspects of this include, admission to an institution and the administration of the means test.

Government's policy on fee-free university education, is an expanded and adapted arrangement for providing financial assistance to students from families earning below the threshold household income of R350 000 per annum. These students will be able to access bursaries and subsidies to fund their full cost of study at universities. The mechanism for this arrangement will continue to be the NSFAS. While the new funding arrangements are being introduced to provide extended financial support for poor and working class students, university education remains a shared responsibility. It is a responsibility shared by government, the private sector and the families of the students. Therefore, all students will continue to pay university fees. The difference now is, that government will pay for those who qualify for NSFAS assistance via the new bursary scheme.

All students will be required to pay registration fees. However, all those who qualify for NSFAS support, whether first-time or continuing students, will have the registration fee paid by the NSFAS. The new threshold of R350 000 gross household income per annum, will only apply to first-time university students in 2018. Students already in the system and funded through NSFAS under current criteria, will continue to be funded. Provided that they meet the household income threshold of R122 000 per annum. The packages for these NSFAS students will be converted from loans to bursaries with effect from 2018. Funding will be made available as a bursary, with conditions, to those who qualify.

But, let me point out that while 90% of households earn less than R350 000 per annum, it does not mean that 90% of university students will receive funding.

The DHET estimates that around 40% of all first-time students, estimated to be in the vicinity of 200,000, will qualify for NSFAS support in 2018. This indicates the importance of developing the other parts of our post-school system. Doing so will ensure that we are able to offer opportunities to young people for post-school education and training, not only within the university system. Commitments to improve support for the Technical and Vocational Education and Training Colleges, are an important part of this process. This is in line with the White Paper on Post-School Education and Training.

How will fee-free education impact on the employability of future graduates?

Universities play an invaluable role in passing on knowledge to the next generation and creating new knowledge, through research. Both these roles set graduates up to contribute to a country's growth. In spite of harsh economic conditions, government has

introduced a substantial increase in funding to the post-school sector. The aim of which is to ensure that students from low-income families are able to access and succeed in universities and TVET colleges. It is about reducing barriers. It is about accessing the advantages that rich students have in going to university. It is about promoting class and gender diversity. This investment in our human capacity will over the long term, assist in moving many families out of poverty. They too, should reap the benefits of having received a university or TVET college education.

The majority of students, estimated at 7 in 10, at public higher education institutions, are black and the majority, 6 in 10, are women. Taken together, these numbers represent a huge step away from the discriminatory education systems that hobbled our country and our people in the past. They represent a massive step forward in the empowerment of our young people. Through them, our communities and economy stand to benefit. While these figures represent good news, the fact is, that we recognise that we must do even more as a country. Higher education and training must be further opened to poor and previously disadvantaged communities.

It is also a problem that our post-school education and training is skewed towards university education. Many young people would be much better off pursuing a vocational education or artisan occupational training. More students enter universities each year than TVET colleges. This is a situation which is neither ideal nor sustainable. If the skills needs of the economy and society are to be met on a sustainable basis, we need to equip those tens of thousands of young people for the world of work. Those thousands of young people whose valuable skills and intelligences are more suited to a vocational or occupational path of study. Another aspect of note, is that of the roughly one million learners leaving school annually. Many do so without a Grade 12 certificate. Often these learners would have performed better in vocational or occupational studies. This is why we are putting ever more emphasis on TVET colleges. TVET colleges need to grow substantially. They need to become much more responsive to the changing labour market. They must be flexible enough to help address the country's skills shortages and developmental needs.

Associated with this, is the fact that schools and post-school institutions should work harder to reduce dropout rates. We need to ensure that the majority of students graduate in the time provided for by the qualification. It is really disconcerting that dropout and throughput rates, still reflect apartheid-era patterns in terms of race, 24 years into our democracy. This requires a responsive, properly planned and effective post-school education and training system. We are hard at work to make this happen. It also means that the synchronisation between basic and post-school education must improve dramatically as well.

Let me leave it there for today. I believe that taking up the challenge is something we all need to think about. To put our hearts into. To master in the interests of those we serve, the young people of our country. Serving them, we serve all our people.

Speech by the Deputy Minister of Higher Education and Training, Mr Buti Manamela, to the Entrepreneurship and Co-operative Development Institute Conference, Riversands Incubation HUB, Gauteng Province

Programme Director,
Chairperson of Services SETA Board,
The Board of Services SETA, Director-General
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College Representatives, Community Education
and Training College Representatives, Organised
Labour Representatives, Business and Industry
Representatives, Skills Development Providers,
Ladies and Gentlemen

Good morning to all. It is my privilege to participate in this Entrepreneurship and Co-operative Development Institute Conference today. We are constantly reminded of school drop-outs that have become successful entrepreneurs. Who, have gone on to starting and leading major global enterprises. What comes to mind immediately is, Apple, Virgin, Facebook and closer to home, Web Africa. These are but some of those companies. Some commentators have even questioned the value of education in developing entrepreneurs.

However, we must remember that global entities like Adobe, Google, Intel and Cisco, were founded by people who finished school and completed their first degree. Education and entrepreneurship can be two sides of the same coin. People need the mind-set, skills and knowledge to generate creative ideas and the entrepreneurial initiative to turn those ideas into action. There are strong inter-connections between education, skills development and entrepreneurship. It is because of this inter-connectedness that the Department of Higher Education and Training takes entrepreneurship and the development of entrepreneurs and co-operatives, seriously.

South Africa's development blue-print, the National Development Plan (NDP), targets GDP growth of 5% and unemployment reduction to 6% by 2030. This is expected to be achieved through the creation of 11 million jobs, the majority of which is expected to be contributed by small and expanding businesses. However, our current reality is different. The World Bank forecasts growth of 1.1% in 2018, higher than the country's average year-on-year growth of 0.8% in 2017. Consequentially, the unemployment rate stands at 26.7% as of the last quarter of 2017. SMMEs are a crucial part of South Africa's economic growth. It is estimated that SMMEs contribute more than 30% to South Africa's GDP. With regard to employment, SMMEs in South Africa absorb about 70% to 80% of the employed population and contribute less than 4% to export earnings, leaving a large margin for growth.

According to the Global Entrepreneurship Monitor South Africa Report of 2016/17, South African societal entrepreneurship attitudes substantially improved over the past decade and are above the average for efficiency driven economies. In contrast, entrepreneurial perception and competencies in the adult population fall below the average for efficiency driven economies. This shows a disjuncture between attitudes and skills.

The inability of the youth to engage in economic activity and find employment, suggests that

young people may not be receiving the necessary skills and work experience to drive the economy forward. This situation cannot be allowed to persist. The challenge of inculcating a culture and spirit of entrepreneurship and self-employment, lies not only in making funding available, but in developing the skills and competencies of the youth and potential entrepreneurs in general. South Africa's policy on SMME development and support, is anchored on the National Development Plan's aim of eliminating poverty and reducing inequality. According to the NDP, South Africa can realise these goals by drawing on the energies of its people, growing an inclusive economy, building capabilities, enhancing the capacity of the state, and promoting leadership and partnerships throughout society. The Government's Nine-Point Plan, recognises the SMME sector as one of the critical sectors that can foster economic growth and create job opportunities to eradicate poverty. Point 7, of the 9 point plan, is: Unlocking the potential of SMMEs, co-operatives, townships and rural enterprises. This is regarded as a major job driver.

The vision of the National Skills Development Strategy III, is a skilled and capable workforce that contributes to economic expansion and inclusive growth. Goal 4.6 speaks to encouraging and supporting co-operatives, small enterprises, worker-initiated- NGO and community training initiatives. The strategy recognises that "skills development is not just about training people for employment; it must also empower people to create opportunities to make a living for themselves". Similarly, the White Paper on Post-School Education and Training recognises the need for the education and training system to cater for people who will not, in the foreseeable future, be able to find formal employment in existing enterprises, who will have to create employment opportunities either by starting small businesses in the informal or formal sector, or by establishing co-operatives, community organisations or non-profit initiatives of various types.

Rural Development, that seeks to create vibrant, equitable and sustainable rural communities, underpinned by enterprise development to stimulate the rural economy and jobs creation and human development - through increasing and diversifying the rural skills base; is a key priority. Additionally, the promotion of Co-operatives as an effective vehicle that contributes to the development of rural and peri-urban areas of the economy, and improves, primarily, the economic and social well-being of black people, women, the youth and people with disabilities, should be targeted.

Support and growth of township enterprises, operated by township entrepreneurs to meet primarily the needs within and beyond the township, requires a targeted and co-ordinated strategy. One that removes barriers and promotes thriving local economic activity.

The vision and objectives of our national policies and strategies remain relevant. What is lacking is integrated and co-ordinated action. It requires innovation to address the diverse needs of targeted beneficiaries, equity in terms of access and the scale of demand.



The Post-School Education and Training system, offers formal entrepreneurial education at all levels including Universities, TVET Colleges and private Skills Development Providers. The Entrepreneurial Ecosystem offers specialised support services including Business Development Services and Business Advisory Services aimed at promoting access to information, access to markets and access to finance.

Entrepreneurial education and skills development, whether formal or informal, applied or observational, is imperative in building the competencies and capabilities of the SMME sector, entrepreneurs and co-operatives. Shared National goals and objectives and corresponding mandates of the Department of Higher Education and Training and the Department for Small Business Development, enables mutually beneficial and reinforcing contributions and partnerships.

The University Branch of the Department of Higher Education and Training, in March 2017, developed a Framework and Action Plan for Entrepreneurship Development in Higher Education aimed at co-ordinating and mobilising universities to achieve three primary goals. Namely, Entrepreneurship in Academia through the curriculum and research; Student Entrepreneurship through practical application; and Entrepreneurial Universities through commercialisation.

The Small Business Development Agency (SEDA) in 2015, established a programme partnering the TVET Colleges to establish Centres for Entrepreneurship (CfEs), and Rapid Incubation Centres. These Centres provide an innovative space for creating viable business ideas and concepts, and technical workspace for product development, respectively. Key objectives, included fast-tracking and developing youth and graduate entrepreneurs and creating new and sustainable small businesses. The project was initiated in one TVET College per province. The impact of this programme should be evaluated jointly to strengthen design, implementation and access. The cost of establishing, maintaining and expanding these centres, necessitates consideration of a broader partnership framework and models for self-sustainability.

All 21 Sector Education and Training Authorities (SETAs) have targets to support small businesses, co-operatives and non-profit organisations aligned to the goal of the National Skills Development Strategy. It is recognised that Small Business Development including New Venture Creation, and Business Advisory Development qualifications fall

under the scope of the Services SETA but the demand for skills amongst entrepreneurs, small businesses, and co-operatives, span across all sectors and SETAs. Investment in such training and development has therefore been made across SETAs. The nature and impact of these investments on the establishment and sustainability of beneficiary enterprises, requires due consideration. It may not be adequate on its own. Highlighting the need for collaboration and partnership.

Community Colleges, located in townships and rural areas, also offer opportunities to provide support services for targeted

entrepreneurs, structurally and historically marginalised and the economically excluded.

The complexity and variable needs of SMME, entrepreneurs and co-operatives is acknowledged. The Programme of Action should consider different types of enterprises, their size, and stages of development, location, access to technology, markets and competency requirements. It is understood that entrepreneurial, managerial and technical skills are required for business success. Quality, adequacy and relevance of supply-side services, are as imperative as funding. Within the South African context, growth in terms of GDP and jobs will not be achieved by a small minority of high

growth, high innovation and high risk entrepreneurs. Government programmes need to support those most vulnerable and marginalised in addition to those most prosperous.

I am excited to learn more about the Programme of Action that the Services SETA has facilitated. This programme of action has the massive potential to shift reality as we know it. We are committed to collaborative action and partnerships and wish you fruitful engagements throughout today. We hope that the engagement will have outcomes that change the lives of South Africans.

I thank you.

Address by the Deputy Minister of Higher Education and Training of the Republic of South Africa, Mr Buti Manamela, to the African Forum, held in Tunis Tunisia, on Youth Skills and Enterprises in the Digital Age

His Excellency,
Mr Faouzi Abderrahmane, Minister of
Vocational Training and Employment in Tunisia,

Ministers and Deputy Ministers from the
Cameroon, Democratic Republic of Congo,
Egypt, Kenya, Niger and Sudan.

Ambassador Sahbi Khalfallah,
Ambassador of the Republic of Tunisia to the
African Union.

Prof Sarah Anyang Agbor, Commissioner,
Human Resources Science and Technology,
African Union Commission;

Mr Shem Okore Boda of ADEA
Ambassadors of member states;
Distinguished International and local
delegates; Programme Director;
Ladies and gentlemen.

Dumelang, Sanibonani, Good Morning, Bonjour, Sabalheri, Bom Dia, Salaam

It gives me great pleasure to address you today at the start of this important 'African Forum on Youth Skills and Enterprises in the Digital Age'.

It is significant that we hold this important forum in Tunisia. Tunisia is our member state that has just recently been honoured as the 'Most Innovative Economy in Africa' and overall 43rd in the world, according to the 2018 Bloomberg Innovation Index. I congratulate the Government of Tunisia on this achievement.

Africa is moving rapidly into the world innovation scene. Africa is no more the place for merely receiving handouts, but a continent that is increasingly taking its rightful place. We are well aware, that although over the past two decades the economies of our continent have been expanding and creating substantial wealth, Africa also has the fastest growing youth population in the world. This growth places significant emphasis on the continental approach to skills development and youth employment. South Africa has much to learn, and to contribute, to the social and economic development of our continent. I say this in particular reference to Agenda 2063. In South Africa, we see Technical and Vocational Education and Training as critical to the advancement of skills development,

innovation and youth employment. We are firstly here to learn from our brothers and sisters in Africa. But, we also want to share what we are doing. Allow me to highlight a few innovative developments.

We are focussing on skills development. We have declared 'The decade of the Artisan (2014 – 2024)'. Through this declaration we are encouraging and promoting youth development in the trades, including those in engineering, service industries and business studies.

In the last financial year, our Institute for the National Development of Learnerships, Employment Skills and Labour Assessments (INDLELA), qualified 21 188 new artisans. In this financial year, a further 22 188 new artisans will qualify.

In order to give skills development its rightful place in terms of social value, we are focusing on career advice and guidance. Our Khetha Career Development Service provides career development services for all, through a free helpline, radio programmes, and the offering of training and support, to name but a few media. We have a free online portal called the National Career Advice Portal (NCAP). This portal introduces youth to all 1 437 registered occupations in South Africa. We would like to share this portal structure and content, with interested countries should you wish to operate such a portal.

In collaboration with industry, we have introduced new innovative curricula and qualifications called the National Occupational Qualifications. In these, we emphasise holistic and integrated occupational development through programmes that includes theory, practice and work experience. This is closely linked to projects such as the establishment of Centres of Specialisation. For this purpose we identified 26 colleges covering 13 priority trades. This initiative is being offered in collaboration with industry who are assisting by building infrastructure and the capacity of participating colleges. In doing so, the colleges are able to deliver highly innovative and technological advanced teaching and learning opportunities to our youth. This initiative is aligned with the introduction of a dual-system approach in training in collaboration with German partner, GIZ, and other industry partners. Lastly, we have embarked upon a large scale drive towards lecturer, facilitator and mentor development and training.

In today's learning environment, we cannot teach and learn without technology. In 2004, we devised a policy on eLearning. This policy has six

strategic objectives. These include infrastructure development; content development and sharing; teacher development; technical and pedagogical support; research and community involvement. We have initiated a connectivity initiative where we are connecting all TVET College campuses to uncapped broadband connectivity for the purposes of administration, teaching, learning and assessment. This will be integrated into an eAdministration initiative, eLearning and lecturer development across the country.

We are furthermore initiating a National Open Learning System. Through this system, it is intended that everyone will have free access to high quality self-directed learning materials and opportunities to obtain recognised qualifications. We are progressively sourcing and developing interactive learning materials and open textbooks in all the 13 priority trades. I am hopeful that this initiative will become an Africa-wide asset for quality TVET teaching and learning material. We are giving open learning its rightful place in South Africa. We are prioritising the application of information and communication technology (ICT) in addressing issues of access, equity, redress and equality, through open learning.

We are living in a time where our youth are exposed to more innovation, new high level skills and technological advancements than ever before. It is unfortunately the same world where there are not enough places in post-school education and training to absorb all the prospective students. Where students exiting the system are not assured of finding a place of work. I hope that in this forum, we will be able to find some answers to the question "Are we preparing young people for the world that they are living in and the future that we don't know?"

We need to address these challenges urgently. I hope that this forum will provide a much needed injection of creativity to help governments and development partners in education and training, to address these critical issues. We have to share common strategies, appropriate models and innovative approaches to teaching, learning and skills development.

I wish you a successful forum. I hope that we are able to come forward with constructive and implementable ideas that will ensure that we maintain the rapid development momentum of our Continent.

I thank you.

FUTURE MANAGERS WAS VERY PROUD TO BE THE PLATINUM SPONSOR OF THE 1ST MAJUBA TVET MATHEMATICS CONFERENCE

Future Managers was very proud to be the Platinum Sponsor of the 1st Majuba TVET College 2018 Mathematics Conference held at the Blackrock Casino in Newcastle on the 11th and 12th of April 2018.

The theme of the conference was **Deflating the Doldrums of Mathematics Education.**

The goal of the conference was to Empower Mathematics lecturers to integrate methods and principles of educating youth and adults, in order to enhance the performance of students in the college sector. There were approximately 160 delegates who attended the conference. These delegates included the Majuba TVET College Principal, Deputy Principals of Majuba, other Deputy Principals, Campus managers, Umalusi Moderators, delegates from other KZN TVET Colleges, Mathematics lecturers and Heads of Department.



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Process Plant Operations Lecturer presents paper to Global Congress

FIONA MCFARLAN

Process Plant Operations Lecturer at Ekurhuleni East TVET College, Mr Nampe Majoe, was invited to present a paper based on his Master's thesis at the 14th Global Congress on Progress Safety. The conference was held in Orlando, Florida, USA. His trip was sponsored by the National Research Fund.

Mr Majoe, and his thesis supervisor at UNISA, Prof Cornelius Masuku, were the only South Africans attending this international conference. Mr Majoe's thesis subject is Oxy Dehydrogenation of Paraffins to Olefins using Co5MgAlO Catalyst. For the uninitiated among us, the thesis provides an exploration into the much more cost-effective manufacture of polymers such as polyester, polythene, and polyethylene. All are used in the manufacture of clothing, rubber, imitation leather, plastic, packaging, insulation and so on. He made his presentation to the session on Developments in C3-C5 Petrochemicals. Mr



Ekurhuleni East TVET College lecturer Nampe Majoe, with colleague Ms Sello and Process Plant Operations students, as he was leaving to present his Master's thesis conference paper in Orlando, USA

Majoe explained that the basis of his thesis is how oxygen can be introduced into paraffins. Thereby, generating its own heat, which makes the manufacturing process much more cost-effective.

Describing himself as a "Free State boy'tjie", he credited Mr Chona, his Maths and Science teacher at the Oziel Selele Comprehensive School in

Bothaville, Free State Province. "It was he that was responsible for igniting my passion for Maths and Science. This prepared me for my studies at the Durban University of Technology and subsequently for the Master's degree in Chemical Engineering at UNISA".

This is a passion which he tries to engender in his own Ekurhuleni East TVET College

students. He has been a Process Plant Operations lecturer at the college since 2013. Principal Happy Sibande commented, "We are very proud of Mr Majoe's achievement. Of the contribution that he is able to make, ensuring that our Process Plant Operations students receive exposure to the latest developments in this field".

When passion meets excellence. A 95% pass-rate and over 50 distinctions is the result

MATAU MANYE - Marketing Manager

When a lecturer has dedicated her life to ensuring that her students pass, and goes over and above what is expected of her as an educator, that lecturer is an asset to her institution and a true blessing to the students she gets to lecture.

Ms Winnie Moroke, is one such lecturer, working at Sedibeng TVET College. With over 14 years of experience in lecturing, she believes teaching was her calling. "The life of a lecturer is unpredictable. In my experience one seldom offers the same subject each year or semester. Sometimes one has to move from offering subjects in NC(V) (National Certificate Vocational), to offering subjects in Nated studies the following year. Course content is not the same and so it is with the age group that is going to attend".

Ms Moroke prides herself in the manner in which her students are performing. She says that, it doesn't come easy. "At the beginning of each semester or each year, I explain to

my class how I work, what type of attitude will enable all of us to perform better and excellently", said Ms Moroke. She alluded that she tells her students that she will not read a text book to them. She encourages them to get acquainted with each chapter in advance, as there will be a class discussion on the subject, before she introduces it. This method assists the students to ask relevant questions and to be able to have a fruitful discussion. This learning approach becomes exciting for students instead of deadpan lecturing. "My student pass rates have excelled since 2009. It is because of the type of discipline I instil in them from the first time we meet. It comes down to the fact that we do not only write scheduled tests. After every module or section, we write a test to ensure that they have understood the work properly", adds Ms Moroke.

She also reiterates that proper classroom management is key to

ensuring that students understand how important it is for them to do their part as well. She said that as a lecturer, students have to trust you. You have to lead by example. Things like coming to class on time. Always attending your classes and

proper preparations for lessons are pivotal. "Students can see if you are not sure of what you are trying to impart to them. That can also discourage them from attending your class, or coming on time", she added.



Getting down to the brass tacks of effective teaching and learning practices, are from left, Campus Manager Vanderbijlpark, Ms Manini Radebe, Lecturer Ms Winnie Moroke and Head of Department Business Studies, Ms Eurica Dalton



EXCELLENCE AWARDS

Colleges Awarded by PMR Africa

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

Northlink TVET College has been awarded the Diamond Arrow Award for the third consecutive year.

The awards were made by PMR.africa, a Professional Market Research company, at the recently convened 2018 Awards ceremony. In addition to the last three Diamond Arrow Awards, Northlink TVET College has also previously been awarded the Golden Arrow and Silver Arrow Awards. The Diamond Arrow is the result of the past year's survey that was conducted in the Western Cape Province. The survey of 142 respondents included CEO's, MD's, Business Owners and various Company Directors and Managers as well as Senior Government Officials. Northlink TVET College was scored 4.2 out of the 5 scale rating. The Diamond Arrow Award is the highest award in its category. Damelin College (private) came in at second place with a Golden Arrow Award.

"The dedication and hard work of our staff has made it possible for Northlink TVET College to be top of mind in this province. We will not cease, or even relax, our endeavours to continue being



Sister colleges awarded for excellence. Collecting on their behalf were, for Northlink TVET College, Acting Marketing Manager Una Finnucane. For College of Cape Town for TVET, Acting Deputy Principal: Innovation and Development Deon Halls and for Boland TVET College, Acting Marketing Manager Grethe Conradie

a leading provider of education and training," said Principal Leon Beech. The College was one of the three sister TVET Colleges honoured at the event. Boland TVET College

won a Diamond Arrow Award for the Boland Region and College of Cape Town for TVET won the Golden Arrow Award for the Cape Peninsula region.

These awards bear testimony

to the role that the TVET College sector has secured in education and training. More specifically, the impact that TVET Colleges have in the business sector.

Golden Arrow Award for highly rated college

DEON HALLS - *Academic Manager*



Deon Halls proudly displays the College of Cape Town for TVET Golden Arrow Award

In April, the College of Cape Town for TVET received the Golden Arrow Award in the category Colleges and Training Institutions.

The 2018 Western Cape Provincial Survey Business Excellence awards, were hosted by PMR Africa. The results of a survey of 170 companies, was based on business sentiment. This was with specific reference to effectiveness, excellence, leadership, resilience and indications of customer service and customer satisfaction. The award is an indicator of the College's core competencies as measured within the Technical and Vocational Education and Training sector. It furthermore indicates its contribution to the stimulation of economic growth and development in the Western Cape. The respondents rated the College on various attributes. These

include, adaptability; attitude; competence; confidence levels; innovation; knowledge of advisers; quality and speed of processing, amongst others. Another criteria is that of reputation. This is measured in terms of perception of the company's brand, integrity, and corporate social investment.

These ratings were based on the perceptions of the respondents. Apart from industry recognition and sector benchmarking, the purpose of the award is to enhance excellence, to recognise hard-work and service delivery and to value the contributions of personnel in achieving the status of excellence. Principal Louis van Niekerk, expressed his pride on receiving the award. He attributes the recognition to hard work and the dedicated service of college staff.

College secures glittering Thuthuka Awards



Shining in the Thuthuka Awards, were Motheo TVET College N6 student, Frank Picoyagae and Motheo TVET College lecturer Mr Johan Slabbert

LAME MORUBANE - Communication Officer

Motheo TVET College recently participated in the Annual Thuthuka Jewellery Awards Competition. The award ceremony was held on 15 March at the Faculty of Art, Design and Architecture (FADA) Gallery, located at the University of Johannesburg, Gauteng Province.

The annual competition, is supported by a partnership between the Department of Arts and Culture and the Thuthuka Jewellery Development Programme. The exhibition presented jewellery designed by students from community jewellery schools, TVET Colleges and Universities across the

country. Competing, were students from the Provinces of North West, Free State, KwaZulu-Natal and Western Cape. Also competing, was an institution working with hearing-impaired groups.

Mr Johan Slabbert and six of his top N6 students represented Motheo TVET College at the event. Motheo TVET College student, Frank Picoyagae, won the overall prize in the category for "Most unique idea". Motheo TVET College lecturer Mr Johan Slabbert, received second prize in the open category. All professionals in the industry compete in this category. Motheo TVET College Executive Management and staff is very proud of their achievers.

Lecturer wins 1st prize in jewellery-making competition

CLAUDIA ALBRECHT - Lecturer in Art and Design

Over the last decade, the Thuthuka Jewellery Awards has proved itself to be a valuable part of the local jewellery training landscape.

This year's theme of heritage, was one that clearly demonstrated the solid foundation of believing in the development of individual creative talent. Over the years, the Thuthuka Jewellery Development Programme and the Thuthuka Jewellery Awards, has gained a reputation among institutions and training facilities. It serves as a benchmark for excellence, innovation and technical skill. The Jewellery Department of the College of Cape Town for TVET, is proud to

be part of it! For four years in a row, their students have entered as young designers, stimulating their self-confidence, their drive to succeed and a powerful competitive spirit. This holistic approach, has enabled the students to excel. It has served to foster their research skills, their ability to work independently and build strong foundational practical skills. We are proud to announce that each year, the Jewellery Department, has brought to the foreground the gains of nurturing and growing new talent. The success of this approach, is that it bears testimony to the inherent creativity, enthusiasm and commitment of



students. This is vividly reflected in the award-winning work they bring home each year. Awards that recognise conceptualisation, technique and depth of potential, have shown this training to be competitive on all national industry levels. This benchmark ensures that the Jewellery students are employable by industry.

The College provides hands-on teaching and mentorship in a spirit of lifelong learning. It is an approach that maximises student potential, reinforcing a positive self-image. Personal identity and inner strength were the motivators behind my own participation in the competition. It is a matter of learning to transcend one's own barriers. If one learns this for oneself as a teacher, one immediately uses the same frame of reference for one's students. "She who believes that she should have high expectations for every learner, will expect the best of her students and will go out of her way to support them to meet those high expectations." (Palmer, 1998:10).

One needs to dig deeper, deeper into the core of who we are as a person. What we are capable of and what our ultimate purpose is in life.

Being inspired and then inspiring others, comes from finding our own personal identity and improving our own personal strengths. Combating our individual weaknesses, becoming the only but authentically best individual we possibly can. As we develop and discover our own life-path, we cross paths in society, and start experiencing life in all its complexity. Forcing the cultivation of those significant human qualities that transcend barriers and limitations. Our search for belonging has therefore drawn us to a place where we search for meaning to transform the human being, i.e. the self and others. Inevitably, this extends to the external non-human environment because internally, we all have an inescapable moral obligation towards the quality of those relationships. This is the essence of improving the quality of the entire system. Our own consciousness is therefore our existence and the source of all meaning, values, and the purpose of our own lives. None of us are really complete, really whole and really enlightened, until we have found a creative way of following our deepest life intention. That is the message Thuthuka has bestowed on us.

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Sudoku solution p43

TEACHING AND LEARNING

The importance of involving the parents of TVET students

JENNIFER ESAU – *Life Orientation Lecturer*

Editor's Note: Jennifer is currently working towards a Master's degree in Educational Support at the University of Stellenbosch.

Involving parents in the education of their children is welcomed across cultural, national and international boundaries. The significance of having involved parents transcends the boundaries of the learner's emotional, intellectual and social development. It too, promotes the holistic development of essential skills like good and acceptable values, resilience and a sense of self-efficacy. Such skills are needed especially when children are faced with responsible decision making or when they strive towards achieving personal and academic goals. An international study conducted by Hoover-Dempsey (1997 & 2005) suggests that parents make conscious decisions to become involved in the education of their children. It too, advocates that for any educational institution to function effectively, parents should be actively involved in their children's learning processes. This surely means that their involvement should be past the scope of serving on the school's fundraising committee or the School Governing Body.

However, how do Technical and Vocational Education and Training (TVET) colleges benefit from involving the parents of their enrolled students? In a study conducted by Msila (2012), a South African educationalist, emphasis is placed on the importance of involving parents of early adolescent and college students. His research findings show a correlation between parental involvement, student attendance and retention (students who successfully complete a course or programme). According to an international study (Desforges, 2003), the research results suggest that parents are most supportive when their children reach school going age and that

their involvement diminishes as the child grows older. So, for instance, it is a constant struggle at high schools and TVET colleges to get parents of learners/students at risk of repeating a grade/level in the Further Education and Training (FET) Band, to attend a teacher-parent discussion or meeting. When students at one TVET college in the Western Cape Province were asked when last their parents were seen at the college, this researcher made the deduction that very few parents are seen after the successful enrolment of their children. Such assumptions present serious implications for vulnerable, older students. In particular, those found in TVET colleges who are still of high school going age and who are in need of support from both the college community and their parents, in order to succeed in their second time around at completing a Matric level qualification. In a recent study conducted at the College of Cape Town for TVET, Gugulethu Campus, one researcher found that the students studying at this particular college campus had dropped out of school for various socio-economic and institutional reasons. The study also revealed that with the support and collaboration of parents, family and community partnerships, students stood a greater chance of succeeding. Three of the five participants that I interviewed in 2017, shared stories of how they had to relocate from different provinces in search of a high school where they could finish Grade 12. They shared stories of how educational institutions turned them away. Or, did not want to accept them because they were "too old" and had been "too long out of school." The disappointment that both child and parent felt, made the "bond stronger between them". When the College had successfully enrolled them, they were "overwhelmed with feelings of joy".

My 2017 findings correspond with those of Ratelle (2005). These explore how parents who listen to their adolescent child, affirming beliefs such as his/her uniqueness and valuing

the decision to return to school (after dropping out of mainstream school for various reasons), can serve as an important catalyst to overcome personal barriers and environmental issues like community violence. In my 2017 study, I applied qualitative research methods and allowed five NC(V) Level 2 students to share their experiences of how their parents had been, or were not, involved in their first year of studying at a TVET college on the Cape Flats. I collected rich descriptions of how parents, within their marginalised circumstances, placed great value on their children having a matric qualification. This was viewed as an opportunity for a "28-year-old child to contribute to the household income." I followed the story of how the College of Cape Town for TVET staff worked closely with the parent of an NC(V) Level 2 student who was a Lupus disease sufferer. The student explained how the campus manager accommodated her. Her guardian (aunt) would collect work that could be brought to her in hospital. The lecturers and Student Support Officer went the extra mile so that she could complete all the prescribed assessments. This collaboration ultimately led to the student achieving four distinctions in her first year of studying at the college. I have learnt that it is not fair to say that parents don't support their senior grade children. Rather, parental involvement should be viewed in the many different forms it takes to support an adolescent child studying at a (TVET) college. The type of involvement that I was introduced to is one which is more enabling. It is an emotional deposit where a parent risks everything and says, "Take this money, go to college and make something out of your life." At times, this child is not even within kinship, but the family, community and cultural values allow that we accept greater accountability for addressing barriers to children's learning.

College addresses the shortage of skilled Early Childhood Development practitioners

MZWENKOSI MANCOTYWA - *Learnership Officer*

Generally, there is a countrywide shortage of Early Childhood Development (ECD) practitioners with relevant skills. The process to offer accredited, relevant programmes that alleviate this scenario, is not an easy one.

Ingwe TVET College has managed to secure programme approval for the ECD learnership. After struggling to get the programme accredited, the Health and Welfare and ETD SETA's came to our rescue. The SETA's have awarded the college funding for the training of ECD L4 practitioners. This was the result of cross-sectoral collaboration and high-level engagements between the SETA's and the College. In offering the learnership, the College is trying to respond to the National Skills Development Strategy (NSDS) III. The

strategy provides the basis for college mandates in the development of skills and for making its contribution to the capacity building of the South African workforce.

Funding for the learnership has allowed for more than 240 unemployed young people to be trained. The College has responded by contracting 35 practitioners to be trained on ECD L5 from the Mvezo region in Mthatha Eastern Cape Province. This aspect of the programme was funded by the ETD SETA. I am proud to say, that out of 35 trainees that were registered in that programme, 34 have completed and are waiting to be certificated. Thirty-two of these trained practitioners are currently awaiting their final results after verification by the SETA. The verification took

place over two days in March. The college has also secured a HWSETA grant for another ECD L4 programme funded initiative to train a further 186. These trainees will be recruited over three district Municipalities namely OR Tambo, Alfred Nzo and Chris Hani. The College was compelled to open six centres in these Municipalities. These centres are in Lusikisiki, Mthatha, Ngcobo, Mvezo, Butterworth and Qumbu.

The College is honoured by the contribution of these SETAs. They play a role in skills development that improves the future of the country's workforce. The programme is in the final stages. Upon completion, the College will have produced more than 200 ECD practitioners, whom it is planned will graduate in September.

College practically produces lecturer 'in-house'

THOKOZANI NDHLOVU

Carlie Cronje, 25 years old, is the first trainee to complete the Gert Sibande TVET College Lecturers-in-Training programme. She graduated from UNISA in April.

The Lecturers-in-Training programme began in 2012. The intention was to assist in the recruitment of TVET College lecturers who can be trained according to a tailor-made TVET programme. The aim is to address the teaching need for the production of scarce skills required nationally in fields such as Technology, Mathematics, Engineering Sciences and Physical Science.

The programme has two components. The theory component is offered by UNISA and the other part, being the practical experience gained from lecturing sessions. This component was achieved under the guidance of mentors who are experienced lecturers. The lecturers in training are also given support to ensure the successful completion of their studies. At the same time they gain valuable experience in the

classroom. The programme enjoys wide demographic representation. Students are from different population and gender groupings and are posted to the various campuses of the college.

So where did it all begin? Carlie was born and raised in the town of Kriel Mpumalanga Province. After matriculation, she started studying for a Bachelor's Degree in B.Com Law. "I only pursued the B.Com Law for a year before embarking on a Teaching Degree with Mathematics, Psychology and Computer Applications Technology as my major subjects". She continued, "Teaching has always been my passion from a very young age. I think that B.Com Law was never my true calling." Carlie said that she joined the programme by chance. She had applied for a lecturing post that was advertised at Evander Campus in 2016. She was offered the lecturer in training position because she had not completed her teaching degree. Four months later, she was teaching full-time in the position for which she had applied since no one had been

appointed to the post in all that time.

Carlie is passionate about teaching. She is loved by her students. "I want to be a successful lecturer. I want to teach my students to be better people". Mathematics is a difficult subject. Many students fail the subject. Not because they do not understand it, but because they do not have an interest in the subject. "Mathematics has been perceived as a thorn in the flesh of many students. I help them understand it by simplifying it for them. I believe that once they understand it, they will gain an interest in the subject". Her advice to the new lecturers that joined the programme is, "Start studying from the beginning of the year. Always be ahead with your assignments. It is a great feeling once you have completed your qualification". She concluded by thanking Campus Management for believing in her. For giving her the opportunity to enjoy the benefits of the programme. She also thanked her fellow lecturing staff for their support and guidance during her time as a lecturer in training.



Carlie Cronje, Gert Sibande TVET College lecturer in training, graduates

Evander Campus Manager, Zwelethu Mthethwa was so proud of Carlie's dedication and discipline. He continued, "She is a beacon of hope that inspires students. She worked liked a qualified lecturer before she became one. I promise to support her because of her respect and love for everyone. This makes her one-of-a-kind and a keeper as a staff member."

Breaking perceptions: Distance learning can work!

ROSHIN SCHMIDT - Marketing Officer



Siphumeze Ngxukuma

Umntu ngumuntu ngabantu. A person is a person through other people. It's the indigenous version of mentorship. Siphumeze Ngxukuma, aged 24, not only believes in it, he is proof that it's true.

Siphumeze hails from Zolani near the town of Ashton in the Western Cape Province. As a boy, he loved to try to repair broken appliances. He dreamt of becoming an electrician. His parents took him seriously when he told them and they encouraged him to pursue his dream. In an impoverished community, even with such great role models, his dream might

have been permanently deferred, but for the encouragement of his supportive friends. "My friends, Andile Tom, who is a qualified pharmacist and Esethu Kewana, a fitter and turner apprentice doing the N5, always believed in me. They gave me the encouragement needed to push forward. Because, although young, they had already managed to accomplish a lot in their lives. That was a great motivation to me to keep on doing good things."

Siphumeze, who says he managed to avoid substance abuse and crime in his youth by focusing on sports and culture, developed a healthy regard for education. Thanks to these peer mentors. After completing matric, his grades were not good enough for him to be accepted for electrical engineering at a university. Instead, he registered for the national diploma in public management at the Cape Peninsula University of Technology (CPUT), which he completed in 2014. Thereafter, he was selected for an internship as part of the Expanded Public Works Programme. He was placed at the Supply Chain Management (SCM) unit at the Langeberg Municipality. When his

internship expired after 15 months, the hardworking young man received a 12-month contract as an SCM clerk. He was subsequently permanently appointed.

Although happy to be working, Siphumeze was determined to become an artisan. While completing the internship, he discovered, through another friend and peer mentor, who was pursuing full-time studies in Electrical Engineering at False Bay TVET College, that the College had a distance learning option in his dream field.

Distance learning seemed the perfect option for him. It was affordable, allowed him to learn from home and most importantly, it would allow him to continue earning a living while studying. Soon thereafter, after guidance from the distance learning administrator, he began what was to be one of the biggest challenges of his young life. Undertaking N1-N3 courses in Electrical Engineering studies. Siphumeze attained nine distinctions out of the 12 subjects for Electrical Engineering N1 – N3.

After completing the N3 level last year, Siphumeze proudly says, "I consider that a huge achievement in my life. It's not easy to study

by distance learning. It requires effort, sacrifice, commitment and a lot of time to be spent on your study guides, previous question papers and learning to follow instructions correctly from the distance learning lecturers."

His next goal is to obtain a Nated Diploma in Electrical Studies (N4-N6). In order to accomplish this, he needs to find an apprenticeship. Humble and confident, he is not daunted by this obstacle. He feels he has already accomplished the most difficult part of his journey. In the spirit of Ubuntu, Siphumeze acts as a mentor and informal tutor to several friends that he has persuaded to also try distance learning. Although two opted out for financial reasons, three are progressing well with their studies.

Note: Siphumeze is currently looking for an apprenticeship opportunity. If you know of any company who could give this bright spark an opportunity, please feel free to contact him directly on his cell: 0796602864 or e-mail: siphumezengxukuma@gmail.com

Process Plant Operations. A qualification for the future!

FIONA MCFARLAN

The average person in the street probably has only a very vague idea at best as to what a qualification in Process Plant Operations involves. Advances in technology and industrial expansion, however, are going to make this an increasingly crucial qualification. The recent outbreak of listeriosis, has given the whole country a scary foretaste of just what can happen when Process Plant Operations are not competently implemented or rigorously applied.

Matshidiso Hazel Khobela and Innocentia Maseko are two Process Plant Operations students on the Kwa-Thema Campus of Ekurhuleni East TVET College on the East Rand of Gauteng Province. We posed them some questions. This is how they responded:

What do Process Plant Operators do?

As Innocentia explains it, a qualification in Process Plant Operations essentially trains one in how to work in any factory which runs a process plant. For example, the manufacture or production of paper, beer, food, cold-drinks, and sweets. Coca-Cola, McCains, SA Breweries, Sappi and similar producers, all utilise different processes as required for the production of their products. As a student, you would learn how to set up a process, maintain it, and ensure that it is functional. Once employed as a Process Plant Operator, it is your job to oversee the process and ensure it runs smoothly. It is your responsibility to control, maintain and monitor. You have to take

samples to check that these are within specification. You need an intimate knowledge of the process and the machinery. Production costs are very high and any interruption of the production process can be extremely costly.

What made you choose Process Plant Operations as a career?

Matshidiso knew after five years working as a Financial Administrator with an Educational Training company, that finance was not for her! Researching alternative career possibilities, she was struck by the wide variety of employment opportunities and options which a qualification in Process Plant Operations offered. She became intrigued with finding out how things were manufactured. Studying a course in Process Plant Operations at Ekurhuleni East TVET College became a viable option for her. She believed that students holding this qualification would have an advantage over matriculants straight out of school, when it came to applying for a position.

What are some of the challenges you have faced in your studies and what do you find most satisfying about this occupation?

Strangely enough, it is the lack of public awareness, even among some companies, about what we have to offer and what is involved. Some people even think it has to do with planting and agriculture! Companies need to be made more aware of this training. The ideal would be constant interaction with companies and a building up



Process Plant Operations students, Innocentia Maseko and Matshidiso Hazel Khobela from Ekurhuleni East TVET College, in action

of close contacts, so that students can gain as much exposure as possible to the equipment. We do have a Work-based Experience period in industry, but I think it would be better if this was longer. It is becoming a course which is more popular among women. It may be because many of them like to be thorough! Certainly being precise and thorough must be important to you. You also have to be able to do calculations.

Who has been most helpful to you on your career path to date? How did they help you?

We are blessed at Ekurhuleni East TVET College to have great lecturers who actually know what happens in the industry. Ms Sello, Mr Malaka, Mr Majoe, Mr Malema and Mr Mokone, have all come from industry. They are admirably qualified to relate to what happens there. This prepares us for the workplace. They give us a real picture of what it is like and how resilient we have to be. This is from people who have found their calling in lecturing at a TVET College. It is safe to say that we have exposure to up-to-date methods and technology. In fact one of our lecturers, Mr Nampe Majoe, has only recently been invited to present a paper at an international congress on Progress Safety in Orlando, Florida in the United States of America.

What are the entrance requirements and how long does this course take?

You have to have passed Grade 9 and be good at Maths and Science. Maths and Physical Science are your major subjects. It is a National Certificate (Vocational) course which takes three years. In our College it is only offered by the Kwa-Thema Campus.

What are your subjects?

Maths; Physical Science; English; Pulp and Paper Making; Process Technology; Process Control; and Life Orientation. Classes run from 8:00 to 15:00 every day. There is lots of practical training in that we have to carry out experiments in the Physical Science workshop. We also have a day each week in the mechanical workshops. I would like to see us having more exposure in industry though. We need to be familiar with the most current equipment. Ideally, 40% of the course should be theoretical and 60% practical.

Where could you be employed on completing a Process Plant Operations qualification?

We could work in any factory where there is a manufacturing process. There is a wide variety of options. These include the petrochemical industry (Sasol for example); in pulp and paper making (Sappi and Impact for example); with food and beverages; in the mining industry or in waterworks. We will have been trained in the basic components that feature in the industry competency tests.

What qualities do you think you need to be successful in this field?

I do think it is a demanding career. One has to be prepared to work long hours. You have to be resilient. As a woman, I think one needs to be prepared to prove yourself. It does have a physical side to it, in that you may have to move pumps or other machinery. You do have to be someone who is meticulous and thorough. Taking short cuts can be very, very costly, or even crippling for a company. You must be reliable and responsible and be able to establish good working relations with others. You must be able to work as part of a team.



Process Plant Operations students, Innocentia Maseko and Matshidiso Hazel Khobela accompanied by their lecturers, Ms Sello left, and Mr Nampe Majoe



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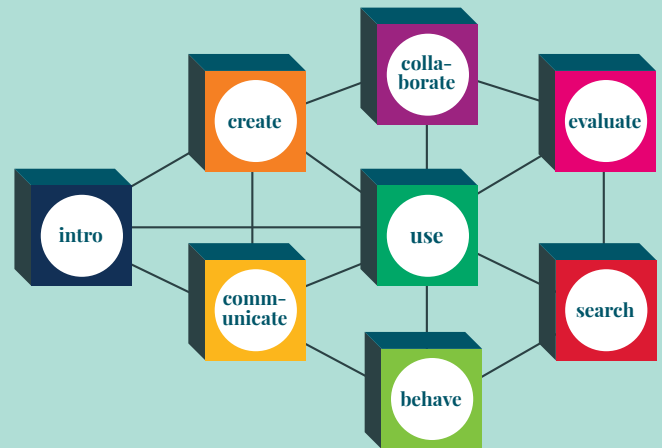
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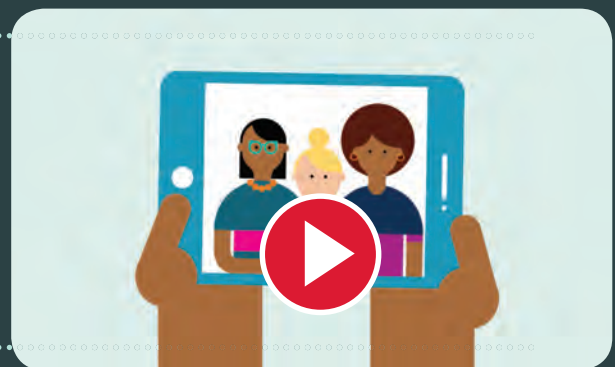
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CENTRES OF SPECIALISATION

What is needed to be a TVET centre of specialisation?

DR ANDRE VAN DER BIJL - Faculty of Education, Cape Peninsula University of Technology and
MS ADELE EBRAHIM - Faculty of Health Sciences, University of Cape Town

For quite some time Technical and Vocational Education and Training (TVET) colleges have, incorrectly, been seen as inferior to other higher education institutions. However, due to recent developments in the higher education sector, particularly the recently released Fees Commission Report, there is now an intention that TVET colleges become institutions of first choice for young South Africans. To this end, there is an expectation for TVET colleges to produce graduates that are competent and employable. Parents, students and potential employers therefore expect high levels of competency from colleges. In particular, from the teaching staff employed at these colleges.

The current focus on colleges as areas of specialisation, is indicative of the need for colleges to produce competent and employable graduates. It reflects an international trend in education and training. A trend in which, governments and funders are encouraging improved productivity by encouraging specialisation. In higher education, the focus tends to be associated with research. In basic education, the focus is on improvements in teaching and learning. In South Africa, TVET specialisation has historically speaking, its own points of origin. Currently, there is a need for qualifying artisans which will absorb millions of unemployed youth while providing much needed skills to the economy of the country. One way of promoting specialisation by TVET colleges, is the establishment of Centres of Excellence.

A number of lessons were learnt from the establishment of Centres of Excellence, some of which were encapsulated in published research projects¹. Research conducted at the time, indicated that specialisation in TVET has particular characteristics. These differ from specialisation characteristics applicable to university education and schools. The research identified the following as excellence determinants. Excellence determinants can be regarded as the characteristics of TVET specialisation.

- Determine object of quality and identify purpose
- Accreditation
- A nurturing environment
- Staff ownership
- Effective planning and implementation
- Trans-disciplinary operations
- Allocation of sufficient funds
- Existence of a champion.

Determine object of quality, specialisation and identify purpose

Clarity of aim is a core quality indicator. The core of the object of specialisation must be clearly identified and defined. The object of specialisation could be a product, or service supplied to a community. A specialist product could be a physical product. Like special-purpose retaining blocks, or a germ level monitor. Alternatively, an object of quality could be a service supplied to a local community or an educational programme. This is a vital starting point for all activities that will be linked to the object of specialisation. The object will determine the

organisational structure, human resources, market and financial requirements.

Education specialisation objects are commonly centred on a community need or shortage. Specialisation in schooling, is commonly based on a subject and the improvement of teaching. In the United Kingdom, these are known as centres of excellence in teaching and learning (CETLs). In South Africa, the term focus schools is used. In higher education, specialisation is commonly established as research centres. Such centres are commonly called research centres, research chairs or centres of excellence. Over the past decade, units of specialisation have emerged at some TVET colleges. Some emerged from college practice, others were kick-starts by national and international funders. The units tended to offer locally needed specialist skills training.

Accreditation

Accreditation of qualifications, institutional accreditation and association with respected bodies is a socially perceived quality indicator. Accreditation bodies have developed their own levels of social credibility standards. These are then transferred to a programme, site or institution, by the act of bestowing accreditation status. Similarly, a business transfers its credibility to a college by associating it with a laboratory, workshop or site of productive training.

Emphasis on people through a nurturing environment and fostering staff ownership

The extent to which an institution invests in its human resources is commonly seen as a mark of quality. The higher the level of human investment, the higher the perceived level of quality. The importance of good management and motivated faculty is a strong indicator of quality. Managers of centres of excellence are commonly seen as champions, promoting its existence, working on improved operations and generally motivating faculty.

Effective systems in planning, implementation and fostering trans-disciplinary operations

Vocational centres of excellence are commonly associated with a form of production or a production process. The production process or machinery used, needs to elevate a unit or centre from other, similar or competitive places of production. Educational centres of excellence commonly bring together specialists from verifying fields. In doing so, they promote inter-disciplinary co-operation and, as a result, trans-disciplinary operations.

Allocation of sufficient funds

No production plant or service unit can operate without sufficient funding. Insufficient funding, commonly has a negative effect on operations. Conversely, a mark of effectiveness and by implication, specialisation, is the existence of sufficient funds for the effective operation of a production or service unit.

Negative influences on college operations requires a champion to ensure success

An inevitable negative result of allocating resources and energy into centres of excellence, is that it often occurs at the expense of other, more established, elements of the college. Research on Centres of Excellence at universities in the United Kingdom, report instances of conflict between newly established centres of excellence and existing, traditional or mainstream structures.

The White Paper on Post-School Education and Training calls for an integrated, but differentiated, system where there is a focus on demand-side responsiveness. This incorporates outstanding learning and teaching practices as no-one College can do everything. A degree of specialisation is inevitable, if not desirable. Once recognised, employers and SETAs will be encouraged to work with such a Centre. They may do so in multiple ways to help it grow into a Centre of Excellence or specialisation over time. The intention of Centres of Excellence, or specialisation, is to allow graduates an improved prospect of employment. For this reason, the training that will be needed, must be of high quality and up-to-date. Simultaneously, TVET Centres of Excellence will help the country to ensure that the skills required for its growth and development, are available.

In conclusion, as was noted by the study in 2012, some TVET colleges in South Africa's Western Cape Province, have long used a Centre of Excellence focus. This, as part of the realignment with the new institutional environment and concomitant curriculum changes. Unlike the view held in higher education, marketization and a secular focus, is perceived as a positive orientation in the TVET sector. In TVET, institutions with Centre of Excellence determinants, appear to contribute to the rebuilding and maintenance of local-level credibility. The excellence focus in the TVET sector, when compared with the rest of the higher education sector is different. While the university sector's focus is on the creation of focussed pockets within the institution, the TVET focus is on the development of institution-based social credibility with one or more strategic directions.

The measure, furthermore, is not on the production of knowledge outputs, but on the development of credibility in labour market relationships and labour market entrants. Professional excellence is difficult to achieve outside of a good organisation. Conversely, flourishing organisations are difficult to develop without good people. It is imperative that organisations and institutions realise that the domain in which the professional and organisational intersects, is particularly important. It is after all one of sharing of knowledge. Sharing knowledge means more than developing new technology for transmitting and receiving information. It is about collaboration in the pursuit of knowledge, excellence or its application. TVET institutions, students and communities, need to understand the importance of effective knowledge sharing as they strive for excellence.

1. The content of this article was first published as Van der Bijl, A. & Ebrahim, A. 2012. "Centres of excellence within the context of further education and training in South Africa" in *Industry & Higher Education*, Vol 26

Dual System Apprenticeships are putting employers in the driver's seat

COLLEEN BRENNON - Courtesy of *Lifting Africa*, the official publication for the Lifting Equipment Engineering Association of South Africa (LEEASA)

False Bay TVET College recently hosted a roadshow to launch the establishment of two Centres of Specialisation (CoS). One in Mechanical Fitting and the other in Rigging.

The event, held at the Westlake Campus, was attended by industry representatives, DHET, SETA, and TVET College representatives. This significant development for False Bay TVET College, is also an important step towards addressing skills shortages in the country. CoS in the TVET College sector, are a new concept. It is a programme that is fast gaining traction. These centres are an initiative of the DHET. "They have been designed to meet two objectives simultaneously. Firstly, it is the intention to address the demand for priority trades. These trades are required for the implementation of government's National Development Plan in general and more particularly its National Infrastructure Plan. Secondly, it is intended to contribute towards the building of the capacity of its public TVET College system", said Karin Hendricks, Acting Principal False Bay TVET College.

Speaking at the launch, she said artisan development was a critical element in the strategy to boost the manufacturing and engineering components of the economy and to support job creation. "The CoS will see industry in partnership with TVET colleges drive a strategy aimed at increasing the pool of available artisans to meet the needs of the 18 major Strategic Integrated Projects (SIPs). These are located across 13 priority trades in engineering fields, which have been selected for the CoS project" she said. "Currently, the average age of an artisan in South Africa is about 54. It therefore comes as no surprise that there is a critical shortage of qualified artisans that threatens economic growth. The past

few years have seen a sharp focus on the return to artisanship," says Acting Principal Hendricks.

The CoS approach

Through this programme, 13 trades will be trained at public TVET colleges in partnership with the private sector. Industry will provide the practical training side allowing for trainees to graduate from the programme with an improved understanding of the workplace. Most importantly, with relevant and up to date knowledge. These trades include those of bricklayer, electrician, millwright, boilermaker, plumber, mechanic, diesel mechanic, carpenter and joiner, welder, rigger, fitter and turner, mechanical fitter and pipe fitter.

Eugene Vermaak, of the Steel Engineering Federation of South Africa, is of the opinion that the programme will deliver a far more skilled and capable workforce.

"The dual system approach combines an apprenticeship in the workplace with a technical education at a TVET college. Not only are the trainees exposed to high quality theoretical training and practicals, but it is combined with authentic work experience," he said. "This is a single integrated learning programme, presented through a re-iterative process, with employers in the driver's seat."

While most TVET colleges in the country also offer all the approved programmes in support of the trades that the CoS focusses on, many utilise curricula that are outdated. In addition, qualifications are often not linked to occupational competence in such training. The new approach, says Mr Vermaak, is that employers partner with TVET institutions through their apprenticeship programmes. In doing so, they effectively address the artisan skills shortage.



Karin Hendricks, Acting Principal False Bay TVET College, speaks at the opening of the Centre of Specialisation for Mechanical Fitting and Riggers

He said selecting certain colleges to focus on particular trades in this programme was purposeful. It lays the foundation for differentiation in the college system.

Whilst some colleges may later specialise in the same trades, it is desirable that others develop expertise in different trades and occupations so there is reduced duplication and increased quality specialisation.

At False Bay TVET College, mechanical fitters and riggers will be trained under the CoS. "We have been training fitters for many years. We have built strong relationships with industry players in this space. We are confident that industry partners, old and new, will take hands with the college to build a state-of-the-art world-class CoS for Mechanical Fitting," said Acting Principal Hendricks. "Rigging is completely new for us, but we are excited by the challenge to grow the CoS Rigging from scratch, in partnership with our industry role-players. One does not often have the opportunity to build something from the ground. It is a journey from the spatial design of the centre, to sourcing the right tools and training equipment. Ensuring the relevance of the curriculum content and course-design under the QCTO,

to the actual course roadmap."

This year, the college is developing its new campus, Swartklip, along Swartklip Road. The campus bridges the communities of Mitchell's plain and Khayelitsha. This campus will grow to see up to an anticipated 3000 engineering students enrolled at any one time. The focus of the training at the Swartklip campus will be on artisan development. "Our CoS for Rigging will be established at the Swartklip campus in January 2019. This is a campus that will be built on partnerships with SETA's, government departments, community linkages, but most importantly, business and industry. Carving and shaping a new campus, a new programme for our college namely Rigging and a new CoS, in the process" she added. In total, 30 riggers will be trained under the auspices of the CoS in 2019, as part of the piloting of this programme.

Companies called to participate

Mr Vermaak holds that there is much benefit for companies to get involved with the CoS. "Skills training can be a money-maker and not a money-taker," he said. Indicating that industry was often sceptical of apprenticeships. They are often perceived as costly to a business. "In the United States, employers receive an average of \$1.47 back for every \$1 dollar invested in an apprenticeship."

Changing the mind-set around apprenticeships is critical if South Africa is to successfully address the artisan skills shortage. Mr Vermaak said, a three-year apprenticeship costs around R507 435. "By our calculation, the net cost to a company is around R212 000, but the value of the apprenticeships is R290 000. That is without the grants that the employer receives, or the BBBEE points that are scored, or the SARS rebates. There are major financial benefits for industry to apprenticeship programmes such as these."



Eugene Vermaak of the Steel Engineering Federation of South Africa, presents the importance of training artisans to industry representatives

Centre of Specialisation launch to serve priority trades

GIVEN SEBASHE - Assistant Director: Communication



At the launch were from left, Convenor of the Centre of Specialisation Programme Christo Basson, Melani Mulholland of SEIFSA, Principal Baloyi and Pumla Mkele of the Local Government Seta

Mopani South East TVET College hosted several local companies at its successful launch of its Centres of Specialisation in February, at the Sir Val Duncan Campus.

The launch formed part of the implementation plan after

being awarded the two Centres of Specialisation. These Centres will serve the Diesel Mechanic and Pipe Fitting trades. The Centres of Specialisation awards were conferred by the Department of Higher Education and Training in October in 2017. These awards

confirm that this College is one of the higher learning institutions that delivers quality education and training. It further recognises the College's ability to deliver the much-needed specialised industry training. Addressing delegates at the launch, Ms Melani Mulholland of the Steel and Engineering Industries Federation of Southern Africa (SEIFSA), emphasised that Industry is in dire need of artisans. This project is aimed at addressing that aspect of the workforce. "The College is ideally placed for supporting the trades in Diesel Mechanics and Pipe Fitting. The College is equipped to ensure the delivery of this programme," said Ms Mulholland. She further encouraged employers present and those willing to partner with the TVET College, to work towards increasing the supply of skills required by Industry. Highlighting the importance of the launch, the Principal Levy Baloyi, indicated that Mopani South

East TVET College, is dedicated to implementing the Centres of Specialisation in partnership with Industry. The College strives to deliver qualified artisans in Diesel Mechanics and Pipe Fitting through the accredited Quality Council of Trades and Occupational programmes. Principal Baloyi indicated that the actual programme would be implemented in 2019. Several Sector Education and Training Authorities (SETAs) and Industry representatives in the partnership, were in attendance.

The Centre of Specialisation programme has been created to address the demand for skills in the priority trades. These are needed for the implementation of government's skills development plan and more particularly, to contribute towards the building of the capacity of TVET Colleges to deliver the required skills to the labour market. The partners will work together to deliver trade specific qualifications.

Launch of Centres of Specialisation promotes artisan development partnerships

TSHEGOFATSO RAPOO - E-Media & Communications Administrator

Two Centres of Specialisation (CoS), one in Diesel Trade and the other in Electrical Trade, were launched in February by ORBIT TVET College, Mankwe Campus.

The launch of the CoS, is in effect, a partnership between the Department of Higher Education and Training (DHET), various businesses and industries focusing on Artisan Development, and the College. The CoS will provide selected students in Diesel Trade an opportunity to participate in an apprenticeship. The apprenticeship will see them completing theoretical work and gaining practical training and authentic work experience, under the guidance of an employer.

Key stakeholders from DHET, various SETAs, including the Quality Council Trade Organisation (QCTO), the Retail Motor Industry Organisation, Steel and Engineering Industries of South Africa (SEIFSA), Manufacturing, Engineering and Related Services Education & Training Authority (MerSETA), and potential industry partners, were all in attendance. President of the Retail Motor Industry (RTI) Organisation, Ms Esterhuizen, outlined the important role that artisans play in promoting growth and development in the country. "The two industry sectors present here today, need artisans. This need extends to the 18 Strategic Integrated Projects (SIPs). In the engineering space, artisans install, maintain and repair equipment, which is fundamental to the production process. In the communities, artisans can be self-employed, thereby servicing the basic maintenance needs of ordinary households. The infrastructure projects will therefore assist with work opportunities", Ms Esterhuizen said. She also added that the CoS launched at ORBIT TVET College is ideally placed and has been identified as a partner of choice in the development of these required artisans.

Mr Chetty, Project Manager for the Steel and Engineering Industries of South Africa (SEIFSA), took attendees through the main objectives of the Centres of Specialisation project. He also urged more industry partners to get involved with the CoS at TVET Colleges. Through this programme, and with the support of the participating industry representatives,



At the launch were Senior Manager ETQA and Partnerships for MerSETA Mr Basson, Executive Manager for EWSETA Ms Mokotedi, Project Manager for SEIFA Mr Chetty, Principal Marais, President of the Retail Motor Industry Ms Esterhuizen and Regional Manager for MerSETA Mr Geldenhuys

stakeholders and SETAs, the DHET is looking to empower TVET Colleges to develop a standard of skills delivery in order to become the "providers of choice" in Occupational Programmes for the Sector.

The Centres of Specialisation National Programme is aimed at producing a skilled and capable workforce to support inclusive economic growth. The CoS are intended to increase the availability of intermediate-level technical skills. They will furthermore increase the number of qualified artisans in 13 priority trades. Another key outcome is that there will be a legacy of improved capacity at TVET Colleges that find themselves in a better position to provide training in skills that are in demand by industry. The programme will ensure a closer working relationship with industry, training centres and the Post-School and Training Sector, while also benefiting students and staff. The curriculum offered will consist of occupational qualifications designed by industry, for industry and registered with the Quality Council for Trades and Occupations (QCTO). The delivery of programmes will take

place through a dual system apprenticeship that will see the apprentice being exposed to both the workplace for the practical component of the qualification, and the college for the theoretical component. TVET College staff in these respective fields will experience an enrichment of their skills by being afforded access to the latest technology in industry, as dictated by the new curriculum. The workshops at identified CoS, will be refurbished and adequately equipped to deliver on the practical skills development, as required by the curriculum.

Principal Marais, thanked the DHET and various partnering SETAs, for identifying ORBIT TVET College as an ideal College to serve as a training centre. Principal Marais added that, with the support of employers, the programme had the potential to contribute immensely to the skills level of the country as a whole. Another CoS, focusing on the Electrical Trade, has been established at the Brits Campus. Students participating in both the Diesel Trade apprenticeship at Mankwe Campus and the Electrical Trade apprenticeship at Brits Campus, will be the first recruits of ORBIT TVET College for the new QCTO qualification in 2019.



Potential partners in the Diesel and Electrical trades, honoured the invitation to attend the launch and explore a possible working partnerships with the Centres of Specialisation

College launches Bricklaying Centre of Specialisation and spells out employer benefits from the programme

LANSON MUTANDWA - Marketing and Communication Officer

Enthused employers could not wait for the good news at the launch of the South Cape TVET College Centre of Specialisation (CoS) in Bricklaying.

The launch was held in February at the Mossel Bay Campus. This was the opportunity for which both employers and the College were waiting. Employers located on the Garden Route, Western Cape Province, were invited to attend the launch. Employers were curious to know their role, where they fit in, and how they stand to benefit from the programme. Principal Elsie Potgieter opened the ceremony and welcomed everyone. She presented a promotional overview of the college. The first presentation was by Mr Xavier Jantjies, Office Manager for RK Sauer Construction. He encouraged fellow employers to participate in the initiative. Mr Jantjies is a stalwart in the construction industry, which provided the necessary gravitas to convince his fellow employers. His motivational presentation opened the eyes of employers. They saw the vision and the importance of the CoS programme. He urged relevant employers to participate and enjoy the benefits which flow from CoS.

Paulos Mahlangu, Occupational Team Convener, made a presentation. His presentation sought to answer all employer questions. He defined CoS as "A national programme aimed at producing a skilled and capable workforce to support inclusive economic growth, increased availability of

intermediate-level technical skills and improved capacity of TVET Colleges to offer training in skills in demand by industry". He further explained that the programme works in a Dual System apprenticeship approach. It is an approach that combines theoretical technical education at a TVET College with simulated practical training and



Faculty of South Cape TVET College and employers in the Bricklaying trade, gather to join forces

lots of authentic work experience in a single integrated learning programme. It is a partnership between the Department of Higher Education and Training and business associates from the private sector. The CoS are focusing on 13 priority trades.

He encouraged construction employers to change technical skills training in their companies from a money-taker activity into a money-maker activity by

benefiting through a Centre of Specialisation. The questions resounded from employers, "But how"? Mr Mahlangu analysed employer benefits in terms of the value that is derived. In responding, it was explained that the employer, during apprenticeship, enjoys the productive value of the

employees, trained to industry standards, and acculturated to their company. This means, immediately productive, lower-risk and lower-cost in recruitment, and enhanced employee retention.

For employers to participate in the CoS programme and enjoy the benefits, they must be located within 25km of one of the CoS. They must be willing to host at least one apprentice in the trade assigned to the selected CoS for a three-year apprenticeship from 2019 up to 2021. The employers are further required to participate in a limited number of planning and monitoring meetings between employers, the college and the Department of Higher Education and Training.

Paul Dhlamini of SETA, explained the application process in his presentation. Employers must apply to be part of the apprenticeship. In order to qualify, the employer must have Apprenticeship places where the apprentice must be able to be trained. There must be qualified Artisans to supervise the apprentice and employers must participate in consultative processes. Artisans have to be trained mainly on the job. Since learning a trade is like learning to ride a bicycle, where cyclists learn by doing, that's where the employers play their role.

The delegation embarked on a site visit to the workshops where the CoS is to be located. Everyone was impressed by the workshop, which has already undergone refitting with new equipment.

apprentice's work. The SETA provides a grant towards the training costs; there is a tax-break from SARS in the form of an ETI rebate; and all of this is topped with an opportunity to shape college curricula, thereby improving the quality of the future supply of suitable workers. The employer is still on the winning side. Especially after the apprentices qualify. The employer then has at their disposal, skilled

Centre of Specialisation for Millwrights launched

THOKOZANI NDHLOVU

Once again, Gert Sibande TVET College gets the opportunity to have another programme added to our Skills Academy and Artisan Development Centre in Standerton, Mpumalanga Province. In February, the Department of Higher Education and Training (DHET) launched a Centre of Specialisation (CoS) for Millwrights. The CoS is located at Gert Sibande TVET College Skills Academy and Artisan Development Centre.

The launch followed the DHET's campaign to launch 26 CoS that are aimed at prioritising 13 occupational trades that are in high demand. The initiative is designed to curb trade skills shortages as well as to reduce unemployment and poverty in the country. The CoS is a national programme aimed at producing qualified artisans. The programme will equip students with theoretical and practical training as well as work experience. High profile personalities from Industry and different sectors of Government, participated in the launch. Those in attendance included Steve Clarke from New Denmark Colliery, Carlien van der Merve representing Industry, Homera Kadwa from the Quality Council for Trade and Occupations, Tshepo Tsotetsi from the Mining Qualifications Authority, Robert Mukhari from Skills Education Training Authorities and College Councillors.

Acting CEO and Principal, Portia Radingwane, was excited that the College was chosen to host the CoS. "We are a leading College brand in South Africa. We aim to lead and make an impact not only in the country, but the world". She continued, ensuring Industry that working with the college will have wide benefits. The CoS are located at 26 TVET colleges across the country. The colleges have been selected through a rigorous process undertaken by teams of education and industry experts. They have identified trades that are in demand to support infrastructure programmes as well as for strategic programmes such



Acting Principal Portia Radingwane addresses delegates at the launch of the Centre of Specialisation established at the college's Skills Academy and Artisan Development Centre

as the ocean economy programme. The selected colleges will be provided with resources to upgrade workshops and equipment. This will ensure that they can deliver effectively on these much needed skills. The CoS are also positioned to prepare students for the workplace or self-employment. This is supported through the maintenance of close working relationships with employers in their areas of study. Partnerships between colleges and employers will assist institutions to locate opportunities for work-integrated learning and help them to place students when they complete their qualifications.

The priority trades which are in high demand to grow the economy include Electricians, Millwrights, Boilermakers, Plumbers, Diesel mechanics, Fitters and turners, Pipe fitters and Welders, Riggers and Mechanical fitters among others.

College hosts Fitting and Turning Centre of Specialisation Roadshow

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

Northlink TVET College, hosted its Centre of Specialisation Roadshow at the Wingfield Campus in March. It was the initiative of the Department of Higher Education and Training to pilot a project (2019-2021) in which it is the intention to develop and implement a new curriculum for 13 identified priority trades.

The Wingfield Campus of Northlink TVET College has been identified as a Centre of Specialisation for the Fitting and Turning trade. This step will see the College recruiting the first group of students for the new QCTO qualification in 2019. In the process, it is the College's aim to strengthen its relationship with industry. This was already evident in the many prominent and influential stakeholders in the business and construction sectors, attending the event. "We, business and industry, need to ensure active partnerships in the Post-School Sector for the development of skills. These partnerships include healthy relationships with the relevant SETAs, the Department of Higher Education and Training, and our TVET Colleges. By ensuring an integrated ecosystem, industry is of the opinion that this will contribute to the skills level of the country as a whole," said Janine Myburgh, President of the Cape Chamber of Commerce and Industry, during her keynote address at the Roadshow. Eugene Vermaak, the Steel and Engineering Industries Federation of Southern Africa representative,



At the Centre of Specialisation Roadshow were Principal Leon Beech, College Council Chair Alana James, President of the Cape Chamber of Commerce and Industry Janine Myburgh, Deputy Principal: Corporate Services Neil Maggot, Deputy Principal: Academics Rulaine Cunningham and Wingfield Campus Manager Mark Corneilse

briefed delegates on what the DHET envisages to achieve with these Centres of Specialisation projects.

"Northlink TVET College is honoured to have so many interested partners willing to take this journey with us. The College believes that this Centre of Specialisation project will allow us, as an Education and Training provider, to deliver graduates with skills that are relevant to the current needs of industry," said Principal Leon Beech.

College launches Centres of Specialisation

SHARON GROBBELAAR - Corporate Communications & Marketing Manager



In attendance at the event were from left, Academic Manager Occupational Frikkie O'Connell, Training Manager for IOPSA Nick Joubert, Acting Water Sector Manager for EWSETA Nora Hanke-Louw, CEO, merSETA Dr Raymond Patel, Managing Director, AVTS Roadworthy Stations Ferose Oaten, CEO, EWSETA Errol Gradwell, Principal Louis van Niekerk, Deputy Principal Academic Services Tilly Reddy, National Director Training RMI Louis van Huyssteen and Executive Manager EWSETA Tshofelofelo Mokotedi

The College of Cape Town for TVET, in proud association with the Department of Higher Education and Training (DHET), the Retail Motor Industry (RMI) and the Institute of Plumbing South Africa (IOPSA), launched the Centres of Specialisation for Automotive Motor Mechanics and Plumbing at their Pinelands Campus in February. The event was attended by more than 100 representatives from the plumbing and automotive sectors, TVET College principals, officials from the City of Cape Town and provincial government departments. There were also representatives of the DHET, as well as the CEOs of the merSETA, EWSETA, RMI and IOPSA.

Speaking at the event, Dr Raymond Patel, CEO of the merSETA, and Mr Errol Gradwell, CEO of the EWSETA, encouraged industry partners to participate in the Apprenticeship Programme via the Centres of Specialisation.

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Eastern Cape Province partnership with German Chamber of Skilled Crafts to give automotive training a boost

EMILY VAN HEERDEN - Graphic Designer & Copywriter

In February, the German Handwerkskammer (Chamber of Skilled Crafts) Erfurt, hosted a formal information session on its Eastern Cape partnership. The partnership involves eight TVET colleges and one high school, all located in the Eastern Cape Province. The event took place at the Eastcape Midlands TVET College, Brickfields Road Campus, in Uitenhage.

The partnership was conceived to fulfil a need for upgrading the practical skills of vocational education and training lecturers. The lecturers concerned, are practitioners in the automotive sector in the Eastern Cape. The training will include contemporary motor vehicle diagnostics. The training is in line with industry requirements. It is aimed at improving the employability as well as the income potential of graduates of the sector. The partnership project is funded through the German Federal Ministry for Economic Co-operation and Development.

Handwerkskammer (HWK) Erfurt, is a leading training institution for high-tech skills training. Twenty lecturers, from nine TVET institutions in the Eastern Cape, have been invited to attend the automotive training. The training will be offered in Germany, at the training workshops located in Erfurt.

The lecturers, who will be attending the four-week training course, were formally presented with written invitations at the function. The first group of 11 lecturers will leave in July, while the second group will attend later in 2018 or early 2019. As a follow-up, lecturers from HWK will visit South Africa to continue skills enhancement training locally for TVET lecturers. In preparation for this training, the project has assisted the college by providing three state-of-the-art Bosch FSA 740 hi-tech vehicle system analysers. In addition, a hybrid-car engine and a stand-mounted petrol engine, have been provided in terms of the



Mr Barnes representing Lovedale TVET College, Ms Tunyiswa of the DHET, Principal van Heerden, Managing Director of HWK Erfurt, Mr Malcherek and Project Manager Mr Rehbein, inspect one of the three Bosch vehicle system analysers. These analysers have been sponsored by HWK and the German Federal Ministry for Economic Co-operation and Development

partnership. Other vital equipment has been supplied to the college. The equipment will ensure continuous training by German and South African experts, throughout the project.

Dignitaries in attendance of the prestigious event, included delegates from the South African Department

of Higher Education and Training, the German Embassy, local government, TVET colleges, SETAs and the Office of the Premier. The Managing Director of HWK Erfurt, Mr Malcherek and Project Manager, Mr Rehbein, presented the equipment as well as the formal invitations.

Long-standing international partnership continues to bear fruit

SABELO TSHABALALA - Public Relations Officer

Tuesday the 24th of April, marked more than just an official presentation of four Hydroponic Tunnels, sponsored by Noorderpoort College in the Netherlands to the Dobsonville community and South West Gauteng TVET College (SWGC).

It signified the power of what true partnerships can achieve.

Noorderpoort College has been a partner to SWGC for over 14 years. Noorderpoort College continues to play a major role in the growth of SWGC and its service to the community. At the official proceedings, a former student of SWGC and beneficiary of the initiative, Kgotso Khumalo, invited Dr Rob Schuur, Chairperson of the

Board of Noorderpoort College and Principal Dan Nkosi, to be the first to plant seedlings.

Mr Christian Toerien, Agri and Tourism Manager for SWGC, played a very important role. He trained members of the community on how to plant and grow vegetables using the hydroponic tunnel farming system. The vegetables that will be

planted in the hydroponic tunnels to start with, will include spinach, cabbage, and spring onion. Later in the summer, tomatoes will be grown to be sold by the community.

It takes not only generosity, but a true belief in people, understanding their needs and creating opportunities for them, to achieve greatness and success.

College international exchange programme focuses on eco-tourism

PHANUEL CHAUKE

Ludwig Erhard-Schule (LES), La partner college in Germany, recently visited Ekurhuleni West TVET College. This was part of the exchange programme between the two colleges. The visit further served to enhance the partnership. The delegation was led by Principal Mr Ortwin Mihatsch. Lecturers and students from LES visited to experience Technical and Vocational Education in general, cultural diversity, and more specifically, eco-tourism in South Africa. In the course of their stay, the delegation visited our six campuses. In doing so, they were exposed to campus life, joined classes and visited workshops. The visit assisted the

delegation in understanding the TVET sector in South Africa. With regard to eco-tourism, the delegation got an opportunity to visit a number of popular tourist attractions such as Soweto, the Kruger National Park, Maruping, Rhino Park, the Apartheid Museum, Sun City and other places of interest.

The partnership between the two colleges dates back to the 1990s. This partnership has been well nurtured. The mutual agreement continues to bear fruits for both colleges. In appreciation of the hospitality and reception they received, Ludwig Erhard-Schule, hosted a gala dinner to thank college management and the



Ekurhuleni TVET College Tembisa campus hosts, and visitors from Ludwig Erhard-Schule, on campus

college at large. Principal Mihatsch, presented Principal Ntlatleng with a collage that features the Ekurhuleni West College delegation that previously visited LES.

This exchange programme takes place annually. The college visits LES in Germany to continue

learning and experiencing first-hand the operations of the Dual Vocational Education System. In return LES visits to experience our Technical and Vocational system, cultural diversity and eco-tourism. A delegation from the college will be visiting LES this month.

French partnership builds best practices

EMILY VAN HEERDEN - Graphic Designer & Copywriter

Eastcape Midlands TVET College has embarked on a partnership with Lycée Rosa Parks. Lycée Rosa Parks, is an institution of higher education situated in La Roche-sur-Yon, in western France. In March, the partnership commissioned local training on Building Information Modeling (BIM). The current stage of the programme continues until 23 July. Mr François Lagleize, Associate Professor for Building Construction Engineering, working for the French National Education Ministry, has been stationed at the college to coordinate and oversee the training. Mr Lagleize does not only train students, but also the lecturers. Participants learn more about making use of

the programmes required to design models of buildings and facilities.

The BIM is a graphic and digital representation of the physical and functional characteristics of a building or facility. It provides shared knowledge resources for information of facilities during the building's lifetime. It does so on a continuous basis from the conception of the building or facility until its ultimate demolition. For the first stage of the partnership, lecturers and students are focussed on two projects. One project, is on the internal re-organisation of the Alliance Française building. The other, is on a shipping container housing project. The partnership entails one Skype session per week



Project co-ordinator Mr Lagleize, Eastcape Midlands TVET College lecturers Mr Olivier and Mr Mzileni and students in a training session

between the French and the South African lecturers and students.

Later in the year, a French group will visit the college to collaborate on operational targets. The visit will provide an opportunity to strengthen the relationship. It will also serve as

preparation for a reciprocal visit of Eastcape Midlands TVET College staff and students to France in 2019. The Eastcape Midlands TVET College students and faculty will be engaged in courses at the Lycée and visit industry in the course of the exchange.

Student ambassadors off to China for Work Integrated Learning

THOKOZANI NDHLOVU

On the 1st of March, Gert Sibande TVET College, Evander Campus, held an induction session for 20 NCV level 4 students who will be going to China for a work integrated learning programme for a period of 12 months.

Acting Principal and CEO, Ms Portia Radingwane, outlined the purpose of the day. "Today we are here to celebrate the opportunity that has been given to you to go to China. I expect all of you to remember that you are ambassadors of the college. You will be representing the country." Ms Evelyn Peters, a senior lecturer at Zaozhuang University, gave a

brief presentation to the students. The presentation was insightful as it gave the students and their parents a background to China as a country. The Chinese Cultural Centre is one of the leading Chinese Educational institutions in South Africa. The institution focuses on educational collaboration between the two countries. Their main goal is to create opportunities for students to integrate theory with work experience. This is done by the transferring of skills. The 12 month programme is sponsored by MerSeta.

Programme co-ordinator, Ms Matseleng Motsoeng, stated, "The benefits of the internship programme are that students will spend a year in China. In this time, they will experience the culture and a once in a lifetime opportunity for living on another continent. The students will not only receive a stipend of 600 yen but also a return flight ticket, visa fee, accident, death and medical benefits. Transport, meals and accommodation are also included. The programme entails spending six months in a university for the theory component and another six months with the manufacturers for

the practical component." Dr Zhilei Lu, of the Chinese Cultural Centre, encouraged students to work and study hard. "In China, you will not only be the ambassadors of the college, but ambassadors of South Africa as a whole".

Parents were excited to see their children grabbing the opportunities that were presented to them by the college. "It is with great excitement as parents to see our children participating in such a wonderful programme," Mr Adlay Mogale articulated on behalf of all the parents that were present.

Students to receive valuable water treatment training abroad

TUMELO MOROBE - Public Relations Officer

On the 23rd of April, twenty-six water and waste treatment students from Capricorn College for TVET left for China.

They will be taking part in a one year Chinese Culture Programme for water treatment. Funding has been provided by the Energy and Water Sector Education and Training Authority.

The aim of the programme is to give students experience in water treatment. The students will be receiving on-the-job training in Water Treatment. Training will take place through participation in a structured programme. The programme includes studying at the Yellow River Conservancy Technical Institute for four months

and work integrated learning for six months.

Student exchange programmes, both foreign and domestic, provide students with opportunities that they simply could not have had anywhere else. Whether students want to travel in order to broaden their horizons, or experience a new culture, there are plenty of benefits

to be had. Acting Principal, Mr Amos Thema, congratulated all the students. He wished them all the best on their journey. "You are ambassadors of the College. Go out there and show the world what you are made of. You are still young. Take good care of yourselves and make all of us proud," he concluded.

College Lecturers learn from Chinese counterparts

TANIA HYMAN - Admin Clerk: Trade Testing

The merSETA has sent 45 lecturers on a three-week lecturer development programme to China.

Two Lecturers from Northlink TVET College Wingfield Campus, namely, Ronald Murray and Donna Williams, were fortunate to join the delegation. The training, which took place in September 2017, was aimed at up-skilling

TVET College and University of Technology lecturers in areas of Advanced Manufacturing (3D Printing), Robotics, Mechanics and Computer Numerically Controlled (CNC) turning.

Facilitated through, and co-funded by the merSETA and the Chinese Culture and International Education Exchange Centre, the training took place at Zhejiang

Institute Mechanical and Electrical Engineering, Wenzhou Vocational and Technical College and the Changzhou College of Information Technology. The programme aims to align the lecturers with the latest international standards in future skills areas. Through 30 years of sustained economic and industrial development, China has established a high level integrated

manufacturing system. We can only improve if we open ourselves up to new learning opportunities.

"What an experience it has been for us! Learning from leaders in the international industrial sector. We can now take this experience and use it to develop our students to be more appropriately industry ready," said Ronald Murry, CNC Turning Programme Manager.

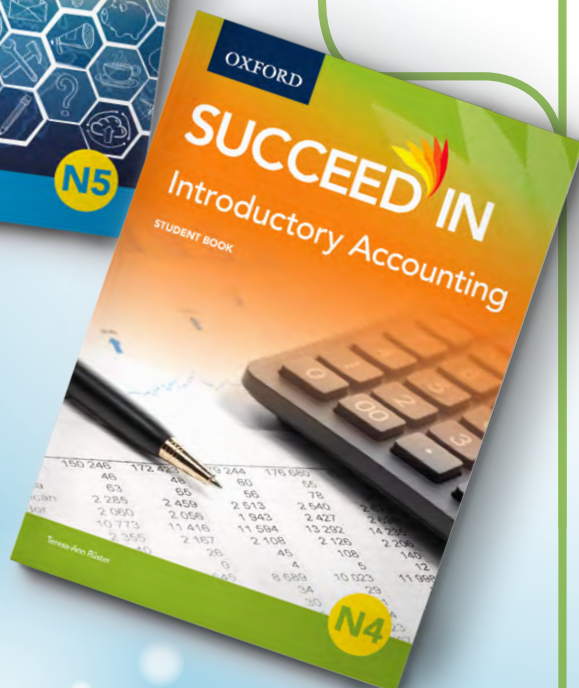
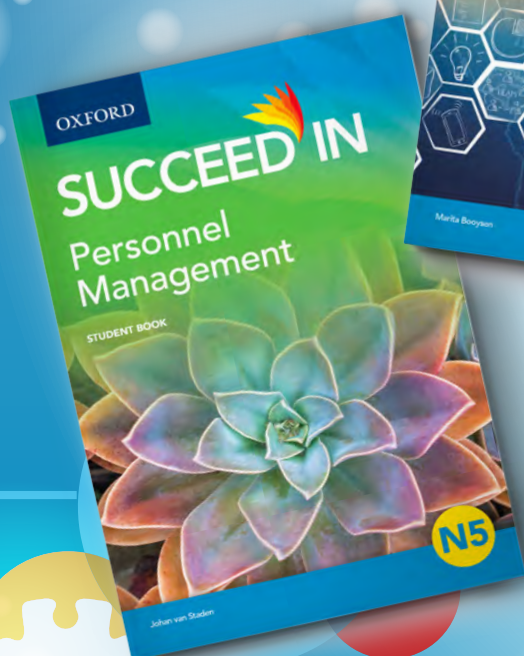
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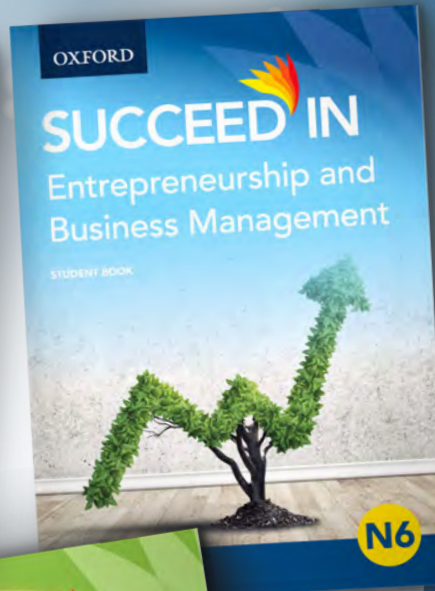
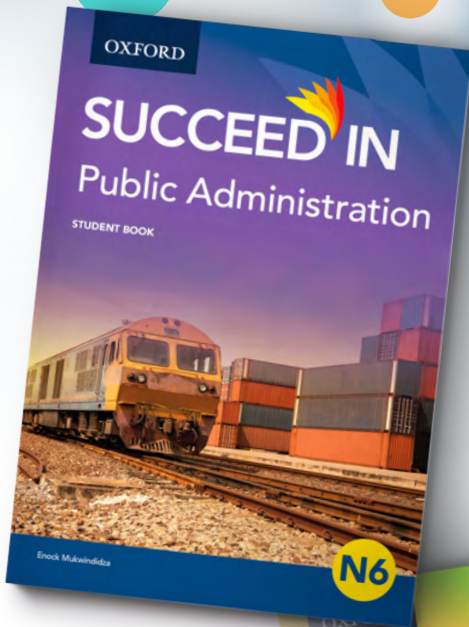
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Students off to China

DAVID MULEELE

Ekurhuleni West TVET College recently bade farewell to 17 students who jetted off to the Peoples Republic of China.

The students are participating in an exchange programme tailored for skills development training in the artisanship trades. The training is aimed at preparing them for participation in WorldSkills competitions, as well as providing for enhanced opportunities in job placement. The training will also enhance the competencies required to meet the increasing demands of leading South African-Chinese companies. This, it is anticipated, will ultimately benefit both countries' economies and the students personally. The training

programme stretches over a year.

The students will spend the first weeks at Wuxi Institute of Technology. Later, they go to various manufacturing companies specialising in Solar systems. The programme which they will be following, will cover curricula in Solar Manufacturing Panels; Establish Solar Power Stations; Maintenance of Solar Power Stations and Switch Gear Manufacturing. According to Project Representative Ms Evelyn Peters, students will be trained on the trades that are related to what they were studying at the college. It is planned that five universities will participate in training the students in these trades. Students who are participating in the



Ekurhuleni West TVET College management with the student group that are participating in the exchange

training programme, were inducted by Evelyn in March. Evelyn is a senior lecturer at Zaozhuang University. Mr Jiacheng Lu, is the Project Manager, acting on behalf of the Chinese Culture and International Education Exchange Centre.

In the induction, apart from the programme overview, students were

introduced to Chinese life, discipline and social taboos. Students will receive stipends, accommodation, meals and tuition in terms of the sponsored project deliverables. The exchange programme is underwritten by the Chinese Culture and International Education Exchange Centre and the EWSETA.

College welcomes home their graduates from China

THOKOZANI NDHLOVU

On the 16th of February, Gert Sibande TVET College held a prize-giving ceremony in honour of the 12 graduates who successfully completed a twelve month internship programme in China. The ceremony was held at the Waterfront Lodge in Standerton, Mpumalanga Province.

The programme was initiated in 2017, after MERSETA and the Chinese Culture Centre, established an International Student Exchange Pilot Programme. In terms of the agreement,

200 South African graduates from TVET Colleges and Universities were to be placed in Universities and TVET Colleges in China for a period of one year. The programme had two components. These included spending six months doing theoretical learning and six months practical training in various industries.

According to Acting Principal Portia Radingwane, there was an 80.9 % overall success rate of South African institutions of Higher Learning

that participated in the programme. However, "Gert Sibande TVET College achieved a 92.3 % success rate in the programme for the 2017/18 financial year". The Internship programme for 2018, requires another ten participating students from the College. These would be graduates in Mechanical, Automotive and the Electrical Engineering trades. "A Mandarin lecturer will be assigned to the College to teach Mandarin language to the students who will be selected to participate in the programme. This will help them with the language barrier while taking part in the internship. Mandarin is the official language in China," added Acting Principal Radingwane. Participants of the project could not contain their excitement and appreciation expressed to the College Council and Management for affording them the opportunity. "This was the opportunity of a lifetime. We got to experience different cultures. The knowledge we acquired at the College has assisted us a lot. We had the basics of the theory but what we learnt in China was

very helpful," Simphiwe Hlophe said, speaking on behalf of the graduates. Kutshane Mabelane, an Engineering Design and Manufacturing graduate, said with a smile, "I learnt to design different tools from start to finish. I did so using a manufacturing design software programme which I learnt in China," His future plans include continuing with his studies with hopes for majoring in Mathematics. Ayanda Dube, an Electrical Engineering graduate said he also learnt a lot in China. "I was given an opportunity to design an electrical scale. I designed it from scratch and it is in perfect working condition. They gave me the scale as a keepsake," he said with a big smile. His future plans include using the experience he gained in China to start his own company that will specialise in electrical equipment.

Acting Principal Radingwane announced that two of the graduates will be placed in a Chinese manufacturing company in Cape Town. The graduates were given certificates for successfully completing the internship.



Returning graduates and dignitaries back left are Simphiwe Hlophe, Thabo Rathaba, Kutshane Mabelane, Siyabonga Dube, Sandile Sibiya, Nkululeko Mhkwanzani and Siyabonga Nsele. In front are Fikile Khosa, College Councillor Ms Fikile Mtshali, Acting Principal Portia Radingwane, College Councillor Mr Linda Shabalala and Eunice Ngcobo

Energy, Water and Sanitation students head for China

EMILY VAN HEERDEN - Graphic Designer & Copywriter

Eastcape Midlands TVET College has been identified as one of 15 TVET Colleges to send eight students to China. The students will participate in a 12-month funded international training/internship programme in two streams of studies, namely, Energy and Water & Sanitation.

The programme is fully funded. It is supported by the Culture and International Education Exchange Centre of China together with South Africa's Energy and Water Sector Education and Training Authority (EWSETA). The main purpose of the programme is to create opportunities

for participating students to gain work experience. The programme achieves this by integrating the participants into a real-work learning methodology that has the participation of the top 500 Chinese companies. The programme aims to promote investment opportunities in South Africa. It also supports job creation in South Africa. The programme exposes TVET students to international standards, enhancing the students' work ethics in order for them to become global citizens. In doing so, it provides the students with a competitive advantage.

Exposure to international standards and machinery helps participating students to showcase their talents in WorldSkills competitions.

The eight students who left for China in April are from the Electrical Engineering programme. They were selected on the basis of results, attendance, attitude and overall conduct. This is a great opportunity for the students. They will not only receive systematic and scientific training in a University or College, but they will also be exposed to the Chinese language, culture and skills. On completion of their internship

and the completion of their studies at the Wuxi Institute of Technology in Shanghai, they will work at Chinese manufacturing companies. They will return with an internationally recognised certificate from both the institute and the employer. This certificate will strategically place them in the job market with relevant internationally recognised work skills.

China has made rapid advances in areas such as education, infrastructure and high-tech manufacturing. The country is a world leader in various fields of technology.

ARTISAN SKILLS DEVELOPMENT

Sixteen students qualify as artisans

JOSEPH TOBA

The mandate of the Department of Higher Education and Training to all TVET Colleges, as announced by former Minister of DHET, Dr Blade Nzimande, is to produce 30 000 artisans annually by 2030.

This goal is in line with the National Development Plan. To accentuate his view point, Dr Blade Nzimande said, "It is of a paramount importance that TVET Colleges should drive the effective execution of skills development and ensure that artisanship is the surest route to finding a career." It was in response to this clarion call, that Tshwane North TVET College took its first steps in 2014 by enrolling a total of 30 apprenticeship students in electrical engineering, bricklaying and fitting and turning. Regrettably one of the fitting and turning students, Boy Kgareng passed away. May his soul rest in peace. It is with jubilation that the project team can announce that we have 16 apprenticeship students who have passed the trade test. They are nine electrical

engineering and seven bricklaying students. The fitters are still completing their experiential learning and that should further boost the total. In the 2019 - 2020 academic year we have a cohort of 100 students who are expected to complete the artisanship programme and become the artisans.

In his address for the 2016 academic year, former Acting Principal Mr Sello Sethusha, appealed to all faculty and stakeholders. He urged them to assist in accelerating the achievement of the vision to be an "Innovative TVET Hub committed to empowering, being responsive, and to improving our throughput". Indeed, the college has, through the collective efforts of stakeholders and faculty improved its throughput in producing artisans. In a similar tone, incumbent Principal, Ms Tsibogo has persistently advocated for team work, change of attitudes, and sharing values. The tones of these two leaders, share common goals of team-work in bringing about the Hub of Innovation College.

Amongst the artisans, we recently managed



Electrical engineering apprenticeship students at ZEST WEG workshop, Robertsham are left Sibongile Tebele, Tiisetso Tshandeni, and their ZEST supervisor

to catch up with two. It was a great joy for us to establish that Prudence Fakude bricklayer artisan, has established her own large-scale construction company. It is prospering and growing very well in North West Province. Another, Jan Masango, an electrical engineering artisan, was employed at a power station in Limpopo Province.

The College is very proud to have made strides in contributing towards the National Development Plan and promoting young women in the fields that were predominantly perceived as male strongholds. May all women see you as mentors and potential partners in promoting women empowerment and upliftment.

Partnership with National Skills Fund sees the refurbishment of facilities to serve learnerships and skills programmes linked to entrepreneurship development

NADINE MOODAEALY – Marketing Practitioner

Project Manager Amanda Mayo has done it again! She has overseen the completion of the revamped E-block at the Russell Road Campus of Port Elizabeth TVET College. The facilities will be utilised for offering learnerships and skills programmes that promote entrepreneurial skills.

The renovated unit will be utilised by Hairdressing and Craft Enterprises (jewellery and ceramics) with sewing projects in the pipeline. It took close on two months to complete the refurbishment. All the work was sponsored by the National Skills Fund (NSF). Project Manager, Amanda said that, "I would like NSF to extend the grant. Interior Decoration and Hospitality was not included in the original project. But it would help to standardise the status of the building and its

surroundings". Recruitment for the programmes benefitting from the grant, started in 2017. The venues can accommodate up to 30 trainees each per session. Once trainees exit these programmes, they will have been trained to be fully operational in their own businesses. Indeed, they are being funded by NSF, to register their companies. The purpose of the revamping of the E-Block, is to train people to become entrepreneurs and to encourage business development and growth.

Principal Khaya Matiso thanked Amanda for a job well done. He noted that the old spaces had been transformed. He commended her for her hard work in sourcing the funding and maintaining excellent College relations with the NSF. Principal Matiso stressed the fact that maintenance should



Marking the inauguration of the newly refurbished facilities was Principal Khaya Matiso, Head of Department David Velaphi, Project Manager Amanda Mayo and Deputy Principal Academic Ms Jessie Figg

be a priority. "We must maintain the standards, as future generations will benefit and enjoy the legacy history has created. Deputy Principal Academic, Ms Jessie Figg, encouraged the full and optimal utilisation of the revamped workshops. "Training entrepreneurs and encouraging business growth, is a key deliverable of this project", she added.

Bridging the skills gap

ZUKILE NCAPAYI -

Senior Admin. Clerk Marketing & Communication

The pronouncement relating to "Free Higher Education and Training" by former President Jacob Zuma, has meant that more students have qualified for funding from the National Student Financial Aid Scheme (NSFAS).

However, this pronouncement does not mean that all students enrolled at Institutions of Higher Education and Training will be funded for the 2018 academic year. The Mining Qualifications Authority (MQA) a Sector Education and Training Authority responsible for the administration of skills development programmes for the mining and minerals sector in South Africa, also offers bursaries for University and TVET College students. This service alleviates some of the strain on the NSFAS. The MQA empowers young people through

education and skills development. Their programmes are diverse. They currently fund students from TVET Colleges and Universities throughout the country.

In February, the Buffalo City TVET College welcomed MQA representatives to St Marks Campus. They came to formally award bursaries to 30 selected Electrical and Mechanical Engineering students. This represented an improvement over the five awarded in previous years. The College invited the parents/guardians of the students to attend the awarding of the bursaries and the agreement-signing event. The MQA Bursary covers tuition, accommodation, textbooks and meals. The 30 students were selected from a pool of thousands of students that applied for the MQA funding. The students are expected to adhere to the strict conditions of the bursary by maintaining the standards set by the MQA and fulfilling their individual responsibilities. These have been detailed in the bursary contract/agreement undertaken between the two parties. The MQA planned to return in May to assess the students' academic progress.

Representatives then ascertained whether the bursary beneficiaries had any problems or required any additional assistance with their studies.

The MQA encourages the students to find employment in the mining sector/minerals industry for at least one year after completing their studies. However, this is not a compulsory requirement. This requirement also does not form part of the bursary agreement between MQA and the students. The MQA has a Suspension Policy. Should a student fail 50% of their modules, the agreement and therefore the funding, terminates. Students, in this instance, would be required to pay for the failed modules themselves. In addition, such students would be suspended by the MQA for a trimester. They would need to re-apply for funding after completing the failed modules.

The College wishes the 30 students the best of luck with their studies. It is expected that they will make us proud by working hard and achieving good results.

College launches National Artisan Academy in a bid to reach artisan targets

LAME MORUBANE - Communication Officer

Motheo TVET College, in partnership with the Services SETA, officially launched the Motheo TVET College National Artisan Academy, under the theme “Developing the Economy and changing lives through Artisanship”.

The launch took place on 15 March at the Motheo TVET College National Artisan Academy Centre, Bloemfontein, Free State Province. Dignitaries in attendance included the MEC for Education Mr Tate Makgoe, Director-General in the Free State Provincial Government, Mr Kopung Ralikontsane, Services SETA Board, Management, Motheo TVET College Council and Executive Management.

Principal Dipiloane Phutsisi first tabled the concept of establishing an Artisan Academy some years ago. The intention behind the establishment of an Artisan Academy is one of fast-tracking the development and

provision of artisanship training in line with the National Skills Development Strategy (NSDS) III. The NSDS III, targets the production of 30 000 qualified artisans annually by 2030. In order to realise this dream, Principal Phutsisi first shared this vision with the College Council and Management. Students were consulted during the 2013 and 2014 Academic Conferences, the Student’s Policy Summit as well as the Student Parliament. The concept received the endorsement of all stakeholders and attracted generous funding from the Services SETA, which was approved by the Services SETA Board. This well received grant aligned fully with the vision of the College to provide “The Gateway to Employability”. It is seen as a ‘Turn Key’ project of historical significance for the institution.



At the media briefing announcing the launch of the academy were Services SETA Chairperson Mr Themba Mhambi, MEC Free State Education Mr Tate Makgoe, Motheo TVET College Council Chairperson Adv Xolile Xuma and Principal Dipiloane Phutsisi



Symbolically launching the academy were Services SETA Chairperson Mr Themba Mhambi, MEC Free State Education Mr Tate Makgoe and Principal Dipiloane Phutsisi



Principal Dipiloane Phutsisi and MEC Free State Education Mr Tate Makgoe unveil a commemorative plaque

In his speech, MEC Tate Makgoe applauded Motheo TVET College and the Services SETA on the establishment of the academy. He was a proud participant of the prestigious event which was noted as the first centre of its kind in the Province. “South Africa is a country that has great wealth and potential. However, for us to tap into that wealth, we need people with the right skills. This College provides a step in the right direction. It will produce the kind of skills this country needs,” said MEC Makgoe. He indicated that the R500 million newly established state-of-the-art National Artisan Academy, will allow the College to cater for at least a 1 000 students per year. At the same time, the Academy will improve the quality of education and skills development for priority trades.

Service SETA CEO, Mr Andile Nongogo, said the building of the new academy is the result of the continuous need for suitably qualified artisans. These artisans are required to sustain industries and support economic growth. He noted that the academy measured more than 49 000 m² in size. It has three workshops with simulation areas; student accommodation with 372 beds; trade-testing centres; an admin block; kitchen; dining hall and recreational facilities. The facility has a capacity of 1 000 trainees in total. There is provision for

computer labs, a multipurpose hall, and a student centre with convenience shops. Greater numbers of young people need to be apprenticed into trades to produce the required number of artisans by 2030, as articulated in the National Development Plan.

Trades/ Programmes to be offered at the academy, include Hair Care & Beauty; Nail Technology; Goldsmith; Bricklayer; Plasterer; Wall and Floor Tiler & Painter; Carpenter and Joiner; Plumber; Electrician & Renewable Energy; Welder and Boilermaker. There will be Trade Test centres for all these trades and various Learnerships. There will be an ICT Hub that will offer training in the latest IT Technology. The college has worked with the University of the Free State (UFS) as well as the Central University of Technology (CUT) on determining which courses would be suitable for the centre.

The construction of the academy commenced on 1 October 2015. The construction is currently at 89% complete and the college will have taken full delivery by June. The official opening will take place once the academy is fully completed and fully furnished and equipped. The facility has been designed to accommodate people with physical disabilities. The precise date of the official opening will be announced soon.

WORK INTEGRATED LEARNING

College student delighted by College Work placement Programme

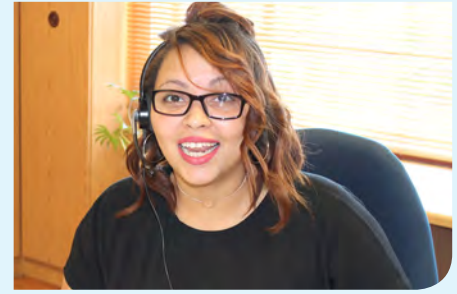
VELISILE BUKULA – Public Relations & Communications Officer

Tanielle Humphreys is a 25 year-old Management Assistant student from West Coast TVET College's Malmesbury Campus.

She hails from Worcester, Western Cape Province. She has been hired by the Swartland Municipality as a Switchboard Operator, effective from February. Tanielle was an energetic student in college. She showed initiative by tutoring N4 students. She has been taught good communication skills and telephone etiquette, which makes her suitable for the position she currently occupies.

"I am grateful for the support I received from the College from the first day I entered. Campus

Manager, Phumzile Nkuzo and the rest of his staff were very helpful. That is why I believe that they deserve a reward for sheer awesomeness. Exit support and placement programmes are also wonderful. I would also like to thank the Placement Administrator, Wandile Ngxongxela and his Manager Lumkile Ralarala. They were extremely helpful and very understanding of student issues beyond the theoretical part of studying", she said. Tanielle dreams of becoming a manager in her field of study or in Public Relations. She believes she has been well equipped by the college for such future endeavours.



Newly appointed Swartland Local Municipality Switchboard Operator and former West Coast TVET College student, Tanielle Humphreys launches her career aspirations

Ready to work

ZIYANDA MARONGQILE - Marketing Intern



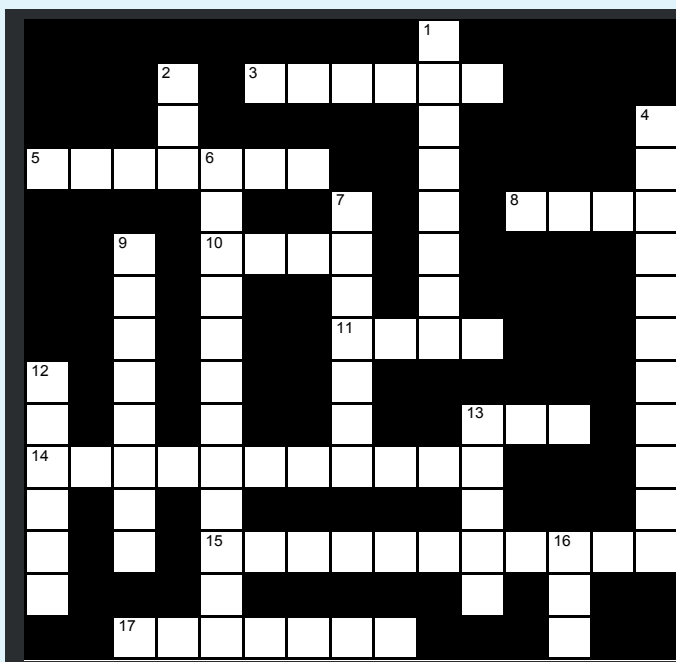
Finance, Economics and Accounting students with Programme Head, Ms Pakade at the ABSA Bank Ready to Work certification ceremony
Photo credit - Yoliswa Matwa

Award ceremonies make people feel happy, valued and appreciated for their hard work and achievements. The ABSA Bank Ready to Work certification ceremony was no different.

In February, ABSA Bank and Buffalo City TVET College held an Award Ceremony to honour 28 National Certificate Vocational NC(V) Level 4 Finance, Economics and Accounting students with certificates. This was after they completed the ABSA Bank Ready to Work One Week Training Programme. The initiative was part of the Work Based Exposure programme. The students were enrolled in the ABSA Bank Ready to Work Programme and placed at ABSA Bank Branches around East London in June 2017, successfully completing the programme. The NC(V) Level 4 students completed the Work Based Exposure programme in December 2017.

Principal Singh commended the students on their achievement. He advised them on getting ready to work, as well as to how they should utilise their skills. "We therefore want to express our gratitude and respect to all of the students for working so hard and showing us that they are capable of making a success of anything that they may encounter". He further thanked ABSA Bank for granting the students the opportunity to work, gain experience and for the opportunity of getting to know and understand the banking sector. ABSA representatives came all the way from Port Elizabeth to thank and acknowledge the efforts of the students. The representatives acknowledged the students' willingness to learn and applauded their good behaviour throughout the training.

One of the students, Kholisa Qutywa responded on behalf of the others saying, "We would like to express our sincere thanks to ABSA for grooming and exposing us to the world of work. I am grateful for the experience. We were taught many things that will serve us well in the future".



- | | | | |
|---|--|---|--|
| Across | 14 An abstract science of number, quantity and space (11) | 2 First Additional Language (3) | 16 Information and Communication Technology (3) |
| 3 Ideas intended to explain something (6) | 15 Assessment of a person's knowledge or proficiency (11) | 4 A grade denoting excellence (11) | |
| 5 Providing higher education (7) | 17 An obstacle that prevents access (7) | 6 A person who sets up a business (12) | |
| 8 Be successful (4) | Down | 7 Learner at a place of higher learning (7) | |
| 10 Technical Vocational Education and Training (4) | 1 Successfully completed course of study or training (8) | 9 Enrol (8) | |
| 11 Department of Higher Education (4) | | 12 Grounds and buildings of a college (6) | |
| 13 National Certificate (Vocational) (3) | | 13 National Student Financial Aid Scheme (5) | |

Crossword Puzzle solution p43

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Student today, business owner tomorrow

ZUKILE NCPAYI - Senior Admin. Clerk Marketing & Communication

The Awethu Project recently held a second round TVET Entrepreneurship Programme Roadshow at Buffalo City TVET College. The purpose of the roadshow was to introduce the Awethu Project App, or Virtual Incubator, to students.

The initiative was designed to encourage students to venture into entrepreneurship, achieve financial freedom and to be financially independent. The App was nominated as the MTN Business App of the year. The project shows dedication to the micro-business space and assists ambitious entrepreneurs to meet their full potential. Awethu Project has worked with thousands of Micro Businesses in South Africa. The project wants to help students start and grow their businesses.

The roadshow was aimed at introducing students to the lighter version of the App which incorporates the virtual incubator and features ABSA sponsored prizes. The project presents an opening opportunity to students who would like to learn how to start or grow a business through the utilisation of tools and resident expertise. The App itself is but one of the tools. Participating students are assisted through the programme to realise their potential to run a business. It caters for all students, even if they don't have an idea of how to get started.

College students displayed eagerness and many started using the APP for their small businesses. Two students were selected at the Eastern Cape Turbo TVET Competition. They represented the Eastern Cape TVET Colleges at the finals of the Competition held in Johannesburg, Gauteng Province. Eastern Cape TVET Colleges were represented by Nathi Mduywa of Buffalo City TVET College and Ayanda Maqoma of Lovedale TVET College. They were flown to Johannesburg in January to join other students from across the country, for the official prize-giving and where the overall winners were to be announced.

Buffalo City TVET College's own pride and joy, Nathi Mduywa who was studying the National N6 Certificate in Financial Management at the time of the competition, came home with a R10 000.00 runners-up cheque, achieving 2nd place. "I was introduced to the Awethu Projects Competition in 2017 when they visited our College. Awethu Projects explained to us that they are a company that helps small businesses and young entrepreneurs to operate sustainable small businesses. They teach you how to make it grow, how to maintain the business and how to look after your finances. They provided an App to simplify the process. So, as I would love to operate a successful business, I was interested. I come from a family where my mother has never been employed all her life. But, she has been selling food at school. Effectively, she was self-employed, and technically, in business. So my love of business comes from my upbringing," said Nathi.

Nathi received the surprise phone call telling her she was one of 18 finalists out of 6000 TVET students that participated in the competition. The competition was nationwide and open to students from all 50 TVET Colleges. The finalists visited the Johannesburg Stock Exchange, ABSA Bank and the Constitutional Court of the Republic of South Africa, where they learnt about the history of the Constitution of the Republic of South Africa. "The whole experience taught me to always trust God and his promise. It restored my confidence. It has given me a sense of personal value and purpose. Now I know that I have the potential of doing anything I put my mind to and work hard. I would like to thank the College for offering me and other students this opportunity. In particular, I thank Ms Gqodo for always supporting me through this journey. I thank you from the bottom of my heart. I completed the National N6 Certificate in Financial Management last year and I am awaiting graduation. I am currently looking for an In-service Training internship while continuing with my small business which entails selling shoes, bags and wallets", said Nathi.

Buffalo City TVET College is committed to moving the standards of Post-School Education and Training forward and to creating an improved quality of life for the youth.



Buffalo City TVET College's pride and joy is Awethu Projects 2017 Competition, national runner-up winner, Nathi Mduywa. Here she is being congratulated by Principal DR Singh
Photo credit: Zukile Ncapayi

Entrepreneurs Graduate

STEVE REID - Centre of Entrepreneurship & Rapid Incubator Manager

The False Bay TVET College Centre for Entrepreneurship (CfE) recently celebrated its first graduation. Sixteen beneficiaries received certificates in acknowledgement of their entrepreneurial journey. It is a journey which culminates in the completion of the GrowthWheel programme and engagement activations.

GrowthWheel is a tool for decision-making in start-up and growth companies. It helps entrepreneurs and advisers get focused, set agenda, and take the next steps. As a visual toolkit, it assists both new and existing entrepreneurs by building their businesses through a simple action-oriented process. Determining which areas require their immediate focus. GrowthWheel is outcome oriented: Make Decisions, Take Action.

The celebration was attended by the key partners that have made the journey of CfE beneficiaries possible. The College's strategic commitment was evidenced in the attendance of Acting Principal, Ms Karin Hendricks and the Deputy Principal for Innovation and Development, Ms Christiana Nel. The mentoring support provided by Rotary International, and the financial support of business, was also seen in the representatives of these two key partners. A keynote speech was delivered by a member of the Centre for Entrepreneurship/Rapid Incubator Advisory Committee, Mr Jonathan Jacobs. Mr Jacobs is an entrepreneur and leader in his own right. He talked about starting from the bottom. Rising through the journey and raising a key team. His presentation left an indelible mark on all beneficiaries and those attending the event. Most of the graduating beneficiaries also enjoyed the presence of family and friends; vital support to budding entrepreneurs. Each CfE beneficiary has achieved significant milestones, individually and collectively. In the light of high unemployment figures in South Africa, it is gratifying to note that these young people collectively helped establish a total of 43 jobs in 2017.

The CfE has enjoyed good traction and success in 2017. We thank all of the partners and individuals who have helped to serve the beneficiaries in this manner. Lessons from 2017 will stand us in good stead to increase the impact in 2018.

STAKEHOLDER ENGAGEMENT

TVET sector stakeholder engagement and awareness promotion alters perceptions

WELHEMINAH MODISANE -
Marketing and Recruitment Officer

In February, a promotion engaged approximately 82 Department of Basic Education (DBE) Life Orientation Educators teaching in the Moses Kotane and Rustenburg Sub-districts, North West Province.

The meeting was convened to make preparatory plans for the Annual District Careers Expo. The opportunity presented itself to introduce the new DHET Admission Policy. At least 70 Secondary Schools from within the umbrella Bojanala Region were represented. A 20 minute presentation was made, reminding DBE stakeholders of the mandate of the TVET College Sector. As the TVET College serving the region, a strong focus fell on ORBIT TVET College and what it can offer in terms of Post-School Education and Training opportunities. The College strives to contribute towards the National Development

Plan by bridging skills gaps and focusing on artisan development. To this end, educators were made aware of the type of curricula offered by TVET Colleges. Delegates were alerted to their value in terms of skills development and improved employability. The roles and functions of a university education were compared and clarified.

One would think that by now, many of our stakeholders would be well informed and aware of the TVET College Sector mandate. But the reality is that there are still many grey areas in the public's understanding! This is the main reason why Colleges need to constantly keep in touch with schools. It is necessary to engage them at all possible levels in order for them to prepare and inform their learners correctly. During the interaction it became clear that some educators still have a number of misconceptions about TVET Colleges and the programmes on offer. However, the record was set straight with uncertainties being cleared.

It was also very interesting to see the

surprising reactions of educators when they were shown interactive pictorials of our very own students in action during their workshop/practical training. Some educators even alluded that they will in future guide their family members and relatives to study at TVET Colleges.

Most importantly, Subject Specialists and LO Educators were made aware of the new application criteria that was announced late last year. The house was rattled when they were informed that TVET Colleges are now making use of the Admission Point Score (APS) system as Universities and Universities of Technologies are doing.

In closing, the Subject Education Specialist for Life Orientation (FET) for Moses Kotane Sub-district, Ms Alfreda Ramasodi pleaded with the Educators to work hard at empowering learners to improve their results. This is key, in order for them to pursue envisaged career studies at the Post-School Education and Training level.



Ms Wilheminah Modisane, Marketing and Recruitment Officer for ORBIT TVET College, addresses the LO Educators and Subject Specialists of the Moses Kotane and Rustenburg Sub-districts in North West Province

Celebrating and cementing partnerships for sustainable employability of TVET graduates

STANLEY MATENDE - New Business Development Acting Manager

South West Gauteng TVET College hosted its Annual Partnerships Breakfast event in April.

Approximately 200 invited guests from industry, representing various organisations including banking giants ABSA and FNB, private enterprises Planet Fitness, the Dr Richard Maponya Institute, Kofifi Media Group, Future Managers Publishing, MTN, government departments, SETA's WRSeta and INSeta, to mention but a few, graced the event. The occasion presented an opportunity to honour our long-standing partners that continue to support the college. It also provided an opportunity to solicit new partners for additional support. It furthermore provided an opportunity to market the college and its activities. The college was presented as the

value offering it is to our core mandate. It is a mandate of supporting the development of the local economy. Our areas of co-operation include the college supplying business and industry with a talent pool of post-school students. In doing so, making it easier to recruit new employees. The college achieves this through the recruitment of trainees for internships and workplace based exposure opportunities. It strengthens this through guest lecturing, sponsorships, student enterprise development support initiatives and more.

Through an annual sponsorship of R30 000.00, six students with the best business ideas are honoured in the event. Awards were made to the students ranging between R3 500 to R5 200. These were for

entrepreneurial initiatives in clothing/shoe production; vegetable and herb farming; events management and chicken farming. Honouring our partners, the following organisations were presented with the prestigious Bokamoso Partner Award Certificate: ABSA for its intake of trainees for WIL/WBE; Future Managers for its annual sponsorship of LSM and SMME and Noordepoort College, Netherlands for its outstanding contribution as an international partner.

The college prides itself on hosting this prestigious annual event. It brings together government, private and other organisations under one roof. The college council and management thank all our valued partners for their continued support. Halala.....

PERSEVERING STUDENTS

It's never too late to learn

NADINE MOODAELY – Marketing Practitioner

Petronella Jacobs is a 46 year old Safety in Society (SIS) NCV level 4 student at Port Elizabeth TVET College, Dower Campus.

She could be one of the “oldest” students thus far registered in the NCV programmes at the institution. This is great testimony to the fact that it's never too late, and, you are never too old, to learn. When Petronella came to enrol her daughter in 2016 for the SIS programme, she took a keen interest in the programme herself. Particularly following the overview provided by College faculty. Previously, with no qualifications to offer, she was forced to accept employment in very low-paid jobs. This bright student started her working career as a young girl in a clothing factory in Port Elizabeth. When the industry closed their doors, many workers were left destitute. This was the only thing they knew how to do best. Obtaining her Matric was a dream to which she aspired. Most decent jobs require that you have a matric certificate. Her last job was at Pick n Pay as a cleaner.

SIS lecturer, Mr Bloemiers motivated Petronella to take up the challenge and study three years full-time. Leaving her job and enrolling for the course, has given Petronella hopes for achieving her dreams. Studying further is now definitely on the cards in Petronellas future. She plans using the SIS qualification as a stepping stone to studying towards a Law Degree next year. Petronella obtained three distinctions in Level 2, and two distinctions in Level 3. She is working towards obtaining five distinctions in Level 4. This is not the end of the road for this student who studies with her daughters. One of whom, has completed a Nated programme at the College and another, is enrolled at the Nelson Mandela University. Petronella does not mind when her classmates refer to her as “auntie”. She is getting along very well with SIS faculty and students.

Hopefully this story will inspire many others to study further at a TVET College. A qualification



Safety in Society Student, Petronella Jacobs determined to achieve great heights in her studies

and a skill, make a huge difference in someone's life who never had them before. College management and faculty wish that Petronella achieves her dream goal for this year of obtaining five distinctions.

Rural student changes course for an international career, against all odds

VELISILE BUKULA – Public Relations & Communications Officer



Kifoue Alicia Beukes is smiling all the way to Europe

Hospitality student NC(V) level 4, 23 year-old Kifoue Alicia Beukes from Paarl, Western Cape Province, studied at West Coast TVET College's Malmesbury Campus.

In February, she was employed by MSC Cruises as a Buffet Attendant. MSC Cruises is the world's largest privately-owned cruise line. It is a brand market leader in Europe, South America, South Africa and elsewhere. Kifoue will sail all year-round in the Mediterranean and Caribbean seas. In season, she will also go to Northern Europe, the Atlantic Ocean, South America, South Africa, China, the United Arab Emirates and India. Kifoue says that this is a dream come true for her. She has an extrovert personality with an insatiable love for fine wines and traveling. It was not easy for her to realise her dreams. She failed Grade 12 and the supplementary examinations twice. She took

a gap year to do introspection and re-muster her energies. Initially, Kifoue wanted to study Nursing but was not able to proceed with that dream.

On arrival at the Malmesbury Campus, she was received with warm motherly love by the lecturers. She quickly forgot that she was doing Hospitality by default. “The lecturers would go the extra mile, trying to make us understand what they were teaching us. They would share their practical experience and teach us the theory. That is what ultimately made me fall in love with Hospitality,” she said. When the opportunity presented itself for Kifoue to work for MSC Cruises, she had to sacrifice time to work as a promoter for Play Station games. Her grandmother and mother had to give their bonus and pension money, respectively, towards a fund to cover the costs of vaccination, training, visas and acquiring a passport. “When I was undergoing my medicals, I had a chance to see

what blood type I am. I also discovered that I have a problem with distance vision, so I had to acquire spectacles,” she added. “It has not been an easy three years. There was a time when I was always late for class because I was not focused. However my lecturers were my pillar of strength throughout. They showed me that I could be a better person,” she explained.

Kifoue expressed her gratitude to the college. She says that she is ready to fly the College flag high wherever she goes. She says the college opened her mind and guided her towards realising her dream. “I love travelling, good food and fine wine. I can tell the vintage of a wine just from one sip. I will be doing my work and yet I will be enjoying my hobby”, she said.

The ever-smiling Kifoue said she plans to continue her studies towards a diploma before she fully settles into her international career.



Kifoue Alicia Beukes with her Hospitality Lecturer, Erroleen de Kock

NSFAS Bursary helps an orphan to study and achieve success

THOKOZANI NDHLOVU – Communication Officer



Top Achiever Nelisiwe Bester. Acting Deputy CEO Student Support Services, Ms Regina Mampye and Acting Standerton Campus Manager, Mr Tiaan Adendorff, congratulate Nelisiwe. Nelisiwe was the recipient of a laptop for her excellent academic performance in the NC (V) November 2017 examinations

Nelisiwe Bester (21) who was orphaned as a child, enrolled to study at the Standerton Campus of Gert Sibande TVET College. She has now emerged as the top achiever, after completing the Office Administration qualification.

She achieved six distinctions, obtaining an average of 83%. She was awarded a laptop at the March Award Ceremony that was held at the Standerton Campus. Nelisiwe and her six siblings were raised by her unemployed aunt. Her aunt became her legal guardian after her parents passed away. The family lived in the town of Perdekop, Ermelo, Mpumalanga Province. She completed matric at the Perdekop Agricultural School in 2014. "Life was not easy at home while growing up. We are

dependent on foster care and a pension grant," she says.

She joined Gert Sibande TVET College in 2015 when she saw an opportunity to better her life and those of her family. "I heard that the College offers bursaries to needy students. I told myself that I would grab the opportunity with both hands," she added. She knew that it was not going to be easy, but she decided to do it anyway. "I had to make sure that I work hard and focus on my studies in order to change my poor background," she added. "I am so proud of her excellent achievement. I was not expecting her to be the top achiever. It was a good surprise. I hope she will be an example to her siblings," said her aunt, Ms Sibongile Bester.

Student qualifies after ten years of perseverance

EMILY VAN HEERDEN - Graphic Designer & Copywriter

Beauty Nompumelelo Boyce, began a Fitting Learnership at Eastcape Midlands TVET College in 2008. She did so with the end goal of obtaining a qualification and then trading in her field. She thoroughly enjoyed the course but faced some issues in terms of the external funding required to complete the trade test.

In 2016, she decided to complete the qualification at Volkswagen South Africa. This was to be by means of a six-week training programme. By November 2016, she had completed her first trade test. Unfortunately, Beauty failed one of the eight components, namely, Flanging. Consequently, she could not receive the qualification for which she had worked for five years. "After receiving my results, I re-assessed where I went wrong and tried to fix that. I wanted the qualification. That was the main thing." She repeated the trade test in February 2017, and passed. However, her struggles were not over. Before awarding the certificate, MERSETA required confirmation letters from the companies where Beauty had completed her in-service training. This now having been a few years back. Many of her mentors at these companies were no longer employed there. Beauty could not be assisted. She then approached Mr Clifly Ryan, Learnership and Apprenticeship Manager at the college. He willingly assisted by writing the confirmation letter on behalf of the companies, which MERSETA was prepared to accept. In April, Beauty was awarded the Quality Council for Trades and Occupations Certificate.

There are many students around the country who are not able to pass examinations or obtain their qualifications on the first attempt. Beauty's story serves to inspire those going through similar struggles, to persevere. "Keep going. Don't give up. Keep trying and see where you went wrong. Reassess, and fix your mistakes. I plan to apply my qualification now to further myself. It's all thanks to Mr Ryan and Eastcape Midlands TVET College."



Beauty shows off the certificate she worked so hard to achieve for ten years

STUDENT MANAGEMENT

STUDENT MANAGEMENT

- Online Student Application and Enrolment
- Residence Management
- Class Attendance
- Student ICASS/ ISAT, Exam Time Table and Exam Marks Interface with DHET
- Work Placement (Skills Accord)

STUDENT FINANCIALS

- Student Debtors
- Bursaries and Loans Interface with NSFAS

FINANCIAL MANAGEMENT

FINANCIAL MANAGEMENT

- General Ledger
- Accounts Receivable
- Income and Expenditure Budgeting
- Finance Self-Service
- Asset Management
- Procurement Management

CASH MANAGEMENT

- Counter System
- Banking Interface

HUMAN RESOURCE MANAGEMENT

- Personnel and Payroll System
- Personnel Self-Service

MIS AND REPORTING

- Jasper Reporting Tool for Ad-hoc Reports
- Management Reports via JasperSoft
- DHET TVETMIS Reporting
- Monitoring and Evaluation
- Quarterly and Annual Submission
- Asset Compliance in terms of Asset GRAP Reporting
- Caseware Seamless Data Integration for GRAP AFS
- TNT Financial Data

CORE SYSTEM

- User Access Control
- Identification Card Interface
- Electronic Communication, Letters, E-mail and Bulk-SMS

MANAGING THE STUDENT LIFECYCLE WITH ITS INTEGRATOR

SUPPORT

- Dedicated TVET Helpdesk
- TVET Website



HEAIDS CAMPAIGN

Deputy Minister of Higher Education and Training, launches HEAIDS First-Things-First college campaign

TUMELO MOROBE – Public Relations Officer

Deputy Minister of Higher Education and Training, Buti Manamela, launched the HEAIDS First-Things-First campaign on the 26th of April, at the Seshego Campus of Capricorn College for TVET.

The First Things First campaign supports an objective of the National Strategic Plan for HIV, STIs, and TB. That is, to maximise opportunities for testing for HIV. The campaign also seeks to promote sexual health. Thereby, reducing the number of new HIV and TB infections in the country's higher education institutions.

Deputy Minister Buti Manamela alluded to the fact that the future prosperity of the country depends on the students currently in the country's higher education institutions. Therefore, it is critical that they are equipped with the skills and knowledge to remain HIV-negative and healthy. "The future of this country is in your hands. So please abstain from sex. If you can't, then at least condomise and be faithful to your partner", he said. The Deputy Minister also announced the opening of 16 new on-site health clinics. These will be staffed with nurses who will work from Monday to Friday. They will provide on-site testing and screening for HIV, TB and STIs, as well as family planning and basic healthcare services, to college students and staff.

The Deputy Minister further explained that the sites for these clinics have been strategically positioned in areas where there is limited access to other healthcare services. "Students who come from impoverished backgrounds, often do not



Deputy Minister of Higher Education and Training Buti Manamela, Councillor Jara Masubelele and National Director of the HEAIDS campaign, Dr Ramneek Ahluwalia visit the testing stations

have access to, or knowledge of, how to access primary healthcare. We need to advocate and help students realise that they need to make, looking after their health, a priority," he said. Partners that participated in the success of the event included, Love Life, the Department of Health, and the Foundation for Professional Development, the University of Limpopo's Health & Wellness unit and Venda Victim Empowerment Organisation.

Dr Phophi Ramathuba, MEC of Health in Limpopo, spoke of the perils of irresponsible lifestyles. It seems that these have been adopted by many students. She appealed to students to love and respect their bodies. Addressing students she said, "Irresponsible sexual behaviour cannot be attributed to a lack of resources on the part of students. See how most have expensive weaves, clothes and gadgets", she observed with a smile.

Peer Educators empowered

THOKOZANI NDHLOVU

Student health is taken very seriously at Gert Sibande TVET College. With that in mind, Peer Educators from all campuses namely Balfour, Evander, Ermelo, Perdekop, Sibanesetfu and Standerton convened for a health training session in January.

The purpose of the three-day training session, was to educate and empower peer educators. The peer educators were provided with educational toolkits, skills in facilitation techniques as well as guidance in general health and wellness issues. Peer education entails an approach to a healthy lifestyle. Where members of the community and College students are supported and encouraged to promote health awareness as well as enhance change amongst their peers. Peer educator's supervisor, Mr Tasariroona Masamha set the rules and regulations for the training. This was followed by an outline of the aims and objectives by Student Support Officer of Ermelo Campus, Mr Mduduzi Nkambule. Mduduzi indicated that the aim was to increase the capacity of peer educators. To offer them education, care and support. Student Support Officer for Evander Campus, Ms Gugu Mahlangu, further alluded that peer educators deal with very sensitive matters concerning the students. Confidentiality is one of the key qualities required of a peer educator. The role should be taken seriously. Peer educators started the training with a module entitled 'First things first'. Mr Dumisani Zwane, a Student Liaison Officer of Balfour Campus warned peer educators about the myths and misconceptions surrounding Tuberculosis (TB). On the second day of the training, the students were divided into four groups. In the groups they could discuss issues around Women's health, Men's health, Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI), Alcohol and drug abuse. This was followed by presentations on the subject. From the discussions, it was clear that peer educators understood the importance of Men's health, especially regarding male circumcision. They were all of one voice in relation to the treatment of the LGBTI



Gert Sibande TVET College 2018 peer educators

community in our communities and agreed that they needed to accommodate as well as accept the LGBTI community at the campuses. The highlight of the training was when peer educators were tasked to perform short skits on the third day of their training. The skits were based on the group discussions that they had had the previous day. These performances entertained and brought clarity on all the issues discussed during the training. The training ended on a high note.

Ms Zama Ngwenya, a peer educator from the Standerton Campus, thanked all the college officials for organising the educational training. The training enlightened all peer educators on so many issues that they would otherwise ignore or deem unimportant. Ms Ngwenya added, "The training will help us educate our peers on health related issues". Student Support Services Manager, Ms Regina Mampye advised Peer Educators to use social media for educational purposes. It was helpful for equipping themselves with information that enriched their minds. She also insisted that students should know their purpose in life. She thanked the student support officials for organising such a successful Peer Educator's training. Ms Regina Mampye concluded by acknowledging the commitment and hard work of the student support officials who worked tirelessly to make the training a success.

Sixteen on-site health clinics launched on sixteen TVET College campuses to give students more access to free healthcare



TIFFANY MAC SHERRY

Author's Note: South Africa's TVET College sector has struggled with a lack of facilities. Most notably a lack of on-site health services for continual access by students. HEAIDS and the Deputy Minister of Higher Education and Training, Buti Manamela, launched 16 new on-site health clinics as part of the 'First Things First' Limpopo Provincial activation held at Capricorn TVET College.

On 26 April, the Deputy Minister of Higher Education and Training, Buti Manamela, addressed students at the official launch of 16 new on-site health clinics at 16 TVET college campuses in Limpopo. The announcement was met with applause at the Higher Education and Training Health, Wellness and Development Centre's (HEAIDS) 'First Things First' Limpopo Provincial activation, held at Capricorn TVET College.

These new clinics are a direct result of the response to the need in the area by MEC for Health in Limpopo, Dr Phophi Ramathuba. The clinics are staffed by nurses from Monday to Friday and provide on-site testing and screening for HIV, TB and STIs. They also offer family planning to college students and faculty. The sites have been strategically positioned in areas where there is limited access to other healthcare services. Deputy Minister Manamela appealed to students to become agents of change in their communities. A recent study indicates that youth in Limpopo between the ages of 15 and 24, have one of the highest incidence of early sexual debut in the country*. Early sexual debut increases an individual's risk of contracting HIV and other sexually transmitted diseases.

"Our experience shows that it takes a combination of permanent and mobile interventions to combat the spread of HIV, TB and STIs," said Dr Ramneek Ahluwalia, CEO of HEAIDS. "By providing routine access to basic essential services to our students, we are moving closer to our target of reaching the United Nations Sustainable Development Goals. In 2017, we provided HIV testing and counselling to more than



Deputy Minister of Higher Education and Training, Buti Manamela, emphasises the importance of access to primary health care for TVET students at HEAIDS' First Things First Limpopo Province activation in April

ABOUT HEAIDS

The Higher Education and Training Health, Wellness and Development Centre (HEAIDS) is a non-profit company under the leadership of the Department of Higher Education and Training that aims at:

- Developing HIV/ TB/ STIs/ SRH prevention programmes for students and staff of post-school education and training systems. It further aims to support the development of institutional capacities and facilities for the treatment, care and support of students and staff living with HIV/ TB/ STIs/ SRH. Including, those suffering from some other related disease or condition falling within the broad sphere of public health.
- Educating and equipping students in the post-school education and training system to make a contribution to the national HIV/ TB/ STIs/ SRH response. As well as those related to other diseases and health conditions identified from time to time, encountered in their future career fields.
- Conducting research and investigative studies that will, through its emphasis on the post-school education and training system, strengthen society's ability to resist and ultimately overcome the HIV/ TB/ STIs/ SRH pandemic. As well as successfully overcome the other public health related conditions as identified from time to time.
- Assisting the post-school education and training system in providing HIV/ TB/ STIs/ SRH services. As well as services related to other conditions in the field of public health. To communities related to these institutions, through outreach projects and practical training programmes.

HEAIDS works in partnership with Universities South Africa and the South African College Principals Organisation. As part of an increasingly comprehensive HIV/ TB/ STI mitigation programme in the higher education and training sector, HEAIDS implements the following projects in partnership with a range of public and private sector role players:

- First Things First HIV/TB/STI General Health & Wellness Programmes
- Men's Health and Empowerment Programme
- Women's Health and Empowerment Programme
- Alcohol and Drug Abuse Prevention Programme
- MSM and LGBTI Programme
- HIV Curriculum Integration Programme
- Future Beats-Radio and Social Media Programme.

ABOUT FIRST THINGS FIRST

First Things First is the HEAIDS flagship programme. It provides HIV/ TB and STI testing and screening services through mobile clinics. These are accessible to universities and colleges on a regular basis. First Things First also allows for the provision of general health and wellness services. Including, non-communicable diseases. To mobilise students to get to know their status and provide platforms for dialogues, peer educators are trained across the country. Free, scented condoms, are provided by the National Department of Health.

The women's health and men's health programmes further support the objectives of First Things First. They do so through the provision of cancer screenings and voluntary medical male circumcision, as well as women empowerment programmes.

The First Things First Programme contributes to an objective of the 2017-2022 National Strategic Plan for HIV, STIs and TB, by maximising opportunities for testing for HIV and STI, and TB screening. The programme provides for the testing of large numbers by using HIV rapid finger prick tests and screening initiatives with appropriate pre-test and post-test counselling and education programmes. University based counsellors and testers are trained as required.

200 000 students in universities and TVET colleges across South Africa through our First Things First Programme." he noted.

"The approach seems to be working. Our clinics have exceeded all football targets since they opened their doors. We hope this best-practice model can be replicated in other provinces and continue making a positive difference in young South African's lives. This is another step in our journey towards an HIV-free country," Deputy Minister Manamela concluded.

For more information on HEAIDS and campaigns like First Things First, visit <http://heids.ac.za/>.

Footnote reference: * South African National AIDS Council, Incidence of Early Sexual Debut in Youths aged 15-24

<http://ivizard.org/sanac/viz/?YXBwaWQ9NTQmaW5kaWNhdG9yaWQ9Mjc4>

Nothing beats determination

MATAU MANYE – Marketing Manager

There are obstacles in life that can make it impossible for an individual to ever dream of achieving anything better. Particularly when they observe their surroundings.

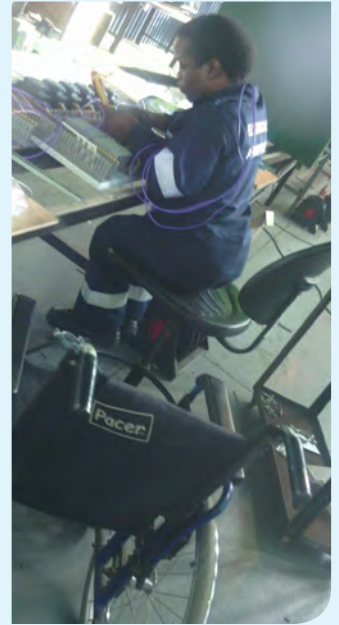
These obstacles are never really proven to be obstacles, they are only limitations. Therefore, they are never big enough to hinder an individual from achieving what might seem impossible, particularly if they have the right attitude. Teboho Frans Mogothoane, was born in 1993 in Polokwane, Limpopo Province. He is an Electrical Engineering student at Sedibeng TVET College. He has been living with a medical condition called Hypophosphatemic rickets, which is a disorder that is characterised amongst others by growth abnormalities. Teboho was diagnosed with this disorder at the age of three. Since then he has been in and out of hospitals. His mother was a cleaner at one of the local schools. He used to go with her to work, as she could not find a suitable school for him to attend.

At the age of eight years he was enrolled at Ellen Franz special school where he completed Grade 12. He came to live with his aunt in Everton, a township in

Sebokeng, Gauteng Province. It was here that he was told about Sedibeng TVET College. Because he was a Maths and Science student, he decided to register for N1 in Electrical Engineering. "It was very interesting to see how surprised the other students were when they heard that I wanted to study electrical engineering. They kept looking at how I walk," said Teboho. Teboho has never asked for any special treatment at any point in his life. He acknowledges that he is aware that his condition makes people want to treat him differently, but he has always been blessed to have supportive friends and class mates throughout his journey. He reiterated that he was particularly pleased that while attending college, he never received any preferential treatment either from lecturers or the campus manager. One of the interesting things about Teboho's journey, is that as a disabled student, he is entitled to more time during exams. He made a conscious decision when he got to the college, that he would not be applying for concessions owing to barriers to learning to which he is entitled. Instead he pushed as hard as the other students and finished the examinations at the stipulated time. He has always

passed and now he is almost done with his N6 qualification.

He is currently following an apprenticeship at Wenko Electrical in Vanderbijlpark. He has been allocated a wheelchair for ease of movement within the workshop. Teboho's story is one of courage and determination. He is adamant that nothing is going to hinder or deter him from becoming an artisan. He had companies that were impressed with his academic performance for apprenticeship, but upon seeing his condition, rejected him. He says that he did not take that personally. He understood that the nature of his condition would not allow him to work at heights, carry his own tool box etc. "Sometimes you have to understand that no one owes you any favours as a physically challenged person. I am not the only one that gets rejected. Even abled students get rejected, so it happens and I move on", said Teboho. He is also a volunteer at the Gallery of Academic Leaders (GOAL) in Polokwane. GOAL is a non-profit organisation that helps learners with homework and assignments. They also run exhibitions to give exposure to learners in high schools. The support that he gets from his family, lecturing staff



Teboho at the workbench

at the college and his current employers, fuels him to work even harder, despite the physical challenges that he has. "I would like all the physically challenged students at higher education institutions to understand that nothing beats determination and the right attitude. Yes, there are challenges, but they should not deter you", said Teboho.

Track records fall at National Championships

FIONA MCFARLAN

Neo Richard Ndlovu is an NSC Level 3 student in ICT, studying at the Springs Campus of Ekurhuleni East TVET College. He recently broke the South African 200 meters track record at the 2018 National Championships for the Physically Disabled, held in Bloemfontein, Free State Province.

He added this accolade to his already considerable achievements. He won five gold medals and one silver at the 2017 and 2018 South African Sports Association for the Physically Disabled (SASAPD) Championships previously sponsored by Standard Bank. This is a particularly noteworthy achievement. Particularly when bearing in mind that Neo only started running in 2013 while in Grade 10. It was only when he met

his coach, Mr Aubrey Mathibela, at the Kwa-Thema Sports Club in October 2016 that he began to realise his full potential. An athlete himself, who excelled in the 1000 meters before an accident confined him to a wheelchair, Mr Mathibela encourages disabled young people to join the club. Here he trains and inspires them. A former athlete and paraplegic, he is able to tailor their training to their disability.

Neo credits the way in which he was brought up. He has never viewed himself as being disabled and has always made friends easily. One of his staunchest supporters is Christiaan Botha, the Sports Co-Ordinator for the Springs Campus Representative Council. Christiaan, has made it his brief on the SRC this year, to promote



ICT Level 3 student, Neo Richard Ndlovu, shows the gold and silver medals he was awarded at the South African Sports Association for the Physically Disabled Championships

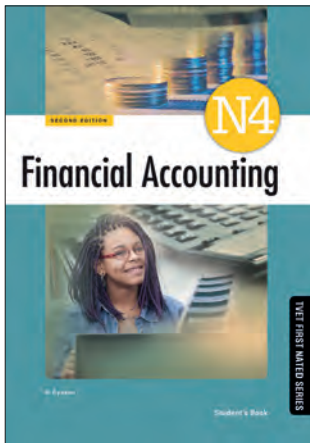
the talent that there is among the students on the campus.

Neo acknowledges that he still has a lot of work to do to build up his upper body strength

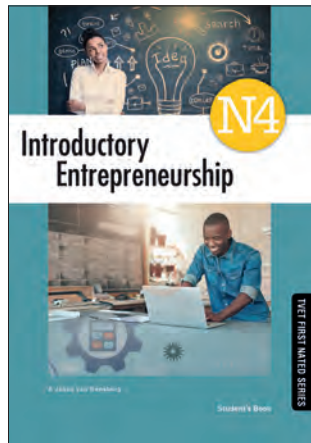
if he hopes to qualify for the world championship trials. Success at these trials, would enable him to participate in the 2020 Summer Paralympics in Tokyo.

TVET FIRST

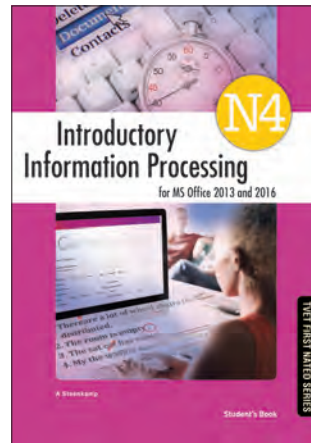
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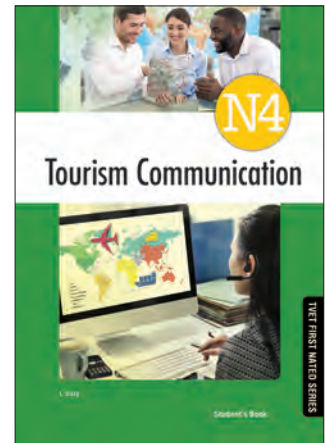
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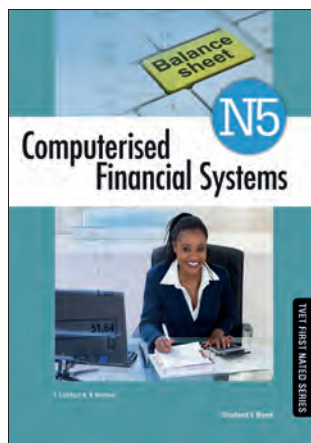
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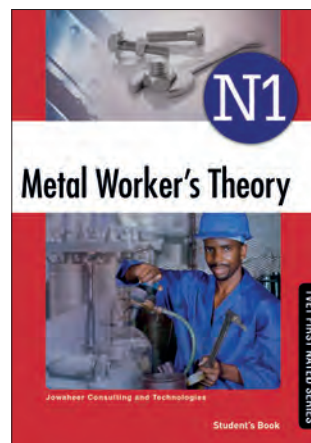
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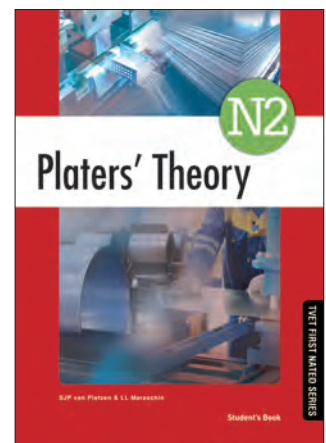
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Campus adopts an orphanage

PHANUEL CHAUKE

Ekurhuleni West TVET College, Kempton campus, recently adopted a Tembisa orphanage. Holy Hands Care Givers, as the orphanage is affectionately known, provides care and food for orphans living around Tembisa.

A College support team comprising the Campus Manager Mr Willington Mudau, Student Representative Council members and marketing officials, selected 12 learners from the orphanage for mentoring and support. Mentoring and career guidance for the learners was provided for two months starting in April. Following the mentorship programme, the centre is routinely visited by the college support team. The objective of adopting the orphanage is to create opportunities for, and offer career guidance to, the orphaned learners who are currently

in grades 9 -11. Selected learners will be exposed to a range of TVET study options through the use of workshops in both the Kempton and Tembisa campuses. They will also be assisted with fundamental subjects such as Mathematics, English and Life Orientation.

The college support team will visit the organisation on a continual basis in order to facilitate career guidance for the learners. As future leaders, the SRC will demonstrate their leadership skills when facilitating the movement of the children to the campuses for their classes. Current registered college students will have the opportunity to provide support and create interest for the learners in their class and workshop visits. Students will show their skills by displaying and demonstrating to the learners, the



Kempton Campus Manager Willington Mudau, assists orphaned learners as part of the college initiative

experience that they have gained through theoretical and practical training offered at the campus.

The adoption of the Holy Hands Care Givers Orphanage, will provide

a link and learning path for the career choice of these learners. It will also ensure that the learners remain focused throughout their educational path.

Rural Campus launches TVET Radio

THOKOZANI NDHLOVU AND PROMISE NGEMA

Sibanesetfu Campus of Gert Sibande TVET College, continues to bring light to the community of Dundonald, Mpumalanga Province. It is doing so through innovative ideas geared to uplift the youth of the area.



Sibanesetfu Campus Manager, Ms Joan Dibakoena, delivers a message of support at the Campus TVET Radio Launch

In February, the Campus held a function to launch an Online TVET Radio, Soup Kitchen as well as taking the opportunity to introduce the Boys and Girls Educational Movements (BEM and GEM). The campus hall was packed to capacity with excited community members. Also in attendance were representatives of the Chief Albert Luthuli Municipal Council as well as representatives of the community. The initiative fostered hopes of development in the area among students and the wider community. Mr David Alifoe, an ODP lecturer at the campus and member of the organising team, said that the purpose of the projects is to empower local youth. "Due to limited access to certain resources, because of the geographical location of Glenmore, it has become a necessity for us to come up with initiatives that uplift the community and its surroundings."

The good news is that the Online Radio platform does not require an operating licence. Content will be uploaded and maintained regularly at an average cost of R3 000 a month. According to Mr Alifoe, the platform is not regulated like the usual frequency radio stations. "We only need a licence from the South African Music Rights Organisation (SAMRO) to be able to continue playing music online." The team behind these initiatives, took the opportunity to show everyone how to access the radio broadcasts. They also expressed the wish to make TVET Radio a National initiative, serving all 50 TVET Colleges in the country. The second project launched on the day, was the 'Soup Kitchen'. The idea of a soup kitchen came about as a result of the desperate socio-economic background of many of the students on campus. "The campus used to hand out meal tokens on a daily basis to needy students. Especially to those who had the courage to approach us. We are presently assisting about 150 of the 1 800 NATED and NCV students," added Mr Alifoe. A number of potential donors were approached to fund the

project. In February, the first contribution of R10 000 was received for the soup kitchen. This was from local businessman Mr Mduduzi Mhlanga. "We also would welcome and wish more donors to come on board," he added.

The purpose of the projects are not only to improve the socio-economic state of the community, but also, through the wellness programmes to instil discipline among young men and women. On the day of the launch, they also introduced the members of the BEM and GEM movement. This initiative was originally implemented by the United Nations Children's Fund (UNICEF). GEM and BEM is about being my 'brother's keeper', if you are male, and being 'my sister's keeper' if you are female. The BEM will concentrate on issues around male circumcision and abuse, while GEM will focus on female hygiene and sanitary pad distribution.

"We are also pleased that the Executive Mayor of Chief Albert Luthuli Municipality also donated sanitary pads for distribution to students. This act of kindness was most commendable. We also thank our dedicated staff members and students for making these projects a success. The main aim of the launch was to give it publicity and in doing so, to bring more donors and funders on board," concluded Mr Alifoe.

Campus Manager, Ms Joan Dibakoena, was pleased to see everyone in support of the campus initiatives. "Unemployment is rife in this area. These initiatives will bring hope to this community. Children are our future and if we are to empower them, they will be able to bring about change in the community". She continued that they are planning to provide students with breakfast as well as lunch as part of the Soup Kitchen project.

She concluded by saying that the Soup Kitchen and the distribution of sanitary pads will help lift the weight off the shoulders of so many needy students. It will also alleviate absenteeism.

A Decade of MOT-ivating Youth in SA

JULIA DUMINY – Mot SA Advocacy and Social Media Manager

Allan Clarke, a Tourism student at False Bay TVET College, joined the MOT programme in 2015.

Allan was raised by his mother and step father in Namibia. They moved to Cape Town when he was two years old. Allan's mom suffered from alcoholism. Her addiction worsened after her divorce which led to him, his mom and his two sisters having to live on the streets of Salt River in Cape Town, Western Cape Province. As one can only imagine, Allan faced many challenges and hardships in his life. What sets him apart, is the fact that he has always remained positive and focused on his goals and dreams. This focus is what gave him purpose and direction.

When Allan was introduced to MOT three years ago, he was immediately attracted and enticed by the values and principles it promoted. He made them his own. MOT gave him courage, words and tools to express himself. Allan used the MOT tools to motivate and inspire himself and other students to become the best version of themselves, no matter their background. He became aware of his own values, his role in society and his responsibility to take care of others. Allan is a true example of a robust MOT youth, who

faced his challenges head-on. Someone who takes responsibility for his own life and future. Today, Allan is in his final year at college and facilitates MOT with his peers at every chance he gets.

On 9 March, MOT South Africa, along with Allan, TVET college students and educators, painted the town red and black at the MOT Enthusiasts' Gathering held at Ratanga Junction in Century City. It was a celebration of ten years of MOT and youth development in South Africa. The theme was "Courage 2 Conquer". Guests were treated to an array of beautiful artistic performances, great speakers and sincere and heart-warming feedback from Young MOTivators and MOT coaches. TVET College leadership and management were among the 170 MOT enthusiasts in attendance representing all five MOT countries, namely, Norway, Denmark, South Africa, Latvia and Thailand. The highlight of the event was the presentation of the MOT Awards to TVET college MOT coaches who completed the full programme over a cycle of three years. Congratulations to False Bay, West Coast and Northlink TVET Colleges' MOT coaches on securing Bronze, Silver and Gold awards.

TVET College Young MOTivators successfully ran the on-stage programme. Proving that the youth use MOT in their own way. "MOT youth have fully embraced the MOT values and philosophy. They use it to positively influence others and drive change in their college environments and in wider society. Our brave Young MOTivators, including Allan Clarke, took our guests on a journey of self-reflection with their compelling life stories. Each youth leader spoke of how MOT had changed their lives. How it had taught them the importance of having courage to be who you are despite your upbringing and daily challenges," said MOT Programmes and Training Manager, Andiswa Makha.

MOT Ambassadors Simon Ekin, Carl Wastie, Ayanda Dlamini and soulful singer/songwriter, Janice, contributed to the prestigious event and inspiration-filled programme. "MOT SA thanks our courageous college youth for sharing their personal stories and their MOT journey with us. A big thank you to our passionate and dedicated TVET College MOT coaches for sharing their best practices and passion for the life-changing life-skills programme. We truly appreciate your time and efforts," said Mrs Makha, "We are so proud of all of you for being courageous role models and leaders of change in society".



At the MOT Enthusiasts Gathering, celebrating ten years of MOT in South Africa, were MOT Brand Ambassador and radio presenter, Ayanda Dlamini, Young MOTivators Pumela Mahleza, Allan Clarke and Goodman Madikane from False Bay TVET College and College of Cape Town for TVET

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

Crossword Puzzle and Sudoku Solutions

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9	5	6	3	7	4	8	1	2
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SAVE THE DATE



9th PAN AFRICAN TVET COLLEGES CONFERENCE

18 & 19 October 2018

OPENING KEYNOTE ADDRESS SPEAKER:

Minister GNM Pandor – MP, Minister of Higher Education and Training

Conference Theme: “Educating for the Fourth Industrial Revolution”

“TVET Colleges need to educate students with 21st century habits of mind and have managers to reach higher levels of leadership and governance required for transition into the new world economic context of the Fourth Industrial Revolution”

To REGISTER contact: Chris Brink at chris@iacsouthafrica.co.za



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Educational, Scientific and
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Opening statement by the Director-General of Higher Education and Training, Mr GF Qonde, at the 2018 ECDI Conference on 1 March 2018

Today represents the start of something new, something ground-breaking, dare I say something revolutionary.

As we mark this occasion, we draw inspiration from the 2018 State of the Nation Address delivered by President Cyril Ramaphosa. He reminded us of the importance of celebrating the legacy of the late Dr Nelson Mandela. This the centenary year of his birth and we remember him in particular as the First President of Post-Apartheid South Africa. President Ramaphosa aptly encapsulated the prevailing mood in the country as informed by recent political and economic developments. He noted, "There is a greater sense of optimism among our people. Our people are hopeful of the future. Business confidence among South African companies has improved. Foreign investors are looking anew at opportunities in our country. Our task as South Africans, is to seize this moment of hope and renewal. To work together to ensure that it makes a meaningful difference in the lives of our people". The President committed the state to supporting small business. "We will work with our social partners to build a small business support ecosystem that assists, nourishes and promotes entrepreneurs. Government

will honour its undertaking to set aside at least 30% of public procurement to SMMEs, co-operatives, and township and rural enterprises. We will continue to invest in small business incubation".

This vision was bolstered by the 2018 Budget Speech. The then Minister of Finance, committed R2.1 billion over the medium-term to benefit small and medium enterprises during their early start-up phase. The Entrepreneurship and Co-operative Development Institute (ECDI), is primed and ready with a joint programme of action. It is a programme that is directly aligned with these calls and our national goals. Recent Cabinet changes, which continue to invoke a spirit of hope among South Africans, have also spurred us to double our efforts in the service to our people. Each and every one of us needs to ask, "What can we do to lend a hand, to be part of this action".

Therefore, today we announce a joint Programme of Action. The aim of which is to integrate the mandates and workings of government departments responsible for Post-School Education and Training and Business Development, along with their respective entities. This joint Programme of Action presents opportunities for new partnerships

and collaboration. So, what is in store for today? Today's conference programme is structured in four sections. These are,

1. Expectations of Action:

It is intended that this part of the programme will provide the contextual background. The focus is with particular reference to mandates and objectives. Also under the spotlight will be public policy imperatives and national growth goals. This growth, it is envisaged, will be largely achieved through the development of small, micro and medium enterprises and co-operatives. Ladies and Gentleman, I will be the moderator for this session.

2. Programme of Action:

The Programme of Action will highlight the work that the Services SETA has been co-ordinating over the past 12 months. It has been working in collaboration with the Department of Small Business Development.

3. Beneficiaries of Action:

This conference focus area will facilitate discussion around the different approaches required to support and simulate small, micro and medium enterprises

and co-operatives. It will highlight both implementation requirements and the various approaches.

4. Call to Action:

This session will seek to identify opportunities for action across sub-sectors. Priorities in implementation will be discussed. We will explore how to ensure successful partnerships. We will review critical success factors and consider the requirements for meaningful impact.

In essence, this inaugural Entrepreneurship and Co-operative Development Institute (ECDI) Conference, represents a shift. The intention is to present feedback and call upon stakeholders to step up and actively participate in this initiative. The future requires the sharing of knowledge, data and expertise. Doing so will ensure the continuous improvement required to achieve real impact.

By way of concluding, I hope that through this conference we will be in a position to identify formal and informal learning pathways that will achieve this growth. This, while defining the role of inter-governmental and multi-sectoral partnerships in attaining the overall objectives. I wish all delegates clarity of vision and the attainment of the conference objectives.

Statistics on Post-School Education and Training 2016: Released March 2018

Editor's Note: *The foreword to the publication, by the Director-General of the Department of Higher Education and Training, is reproduced here. The full report is available on the Department of Higher Education and Training's website: www.dhet.gov.za Comments and suggestions for improvement on the contents of the full report, can be emailed to: HETIS.Officer@dhet.gov.za*

The Department of Higher Education and Training presents to you its seventh issue of Statistics on Post-School Education and Training (PSET) in South Africa. The report includes: 2016 enrolment and graduate statistics obtained from public and private Higher Education Institutions (HEIs); Technical and Vocational Education and Training (TVET) colleges; private colleges, and Community Education and Training (CET) colleges. The report also includes financial and work-place learning data for the 2016/17 financial year, obtained from National Student Financial Aid Scheme (NSFAS), National Skills Fund (NSF) and Sector Education and Training Authorities (SETAs), respectively.

The statistical data provided in this report excludes institutions managed by other government departments and state entities. Previous statistical reports of a similar nature have been published by the Department since 2010. They can be found on the Department's website at www.dhet.gov.za. Statistics pertaining to HEIs, TVET and CET colleges that cover the decade prior to 2010, can be found in statistical publications available on the Department of Basic

Education's website at www.education.gov.za, and those pertaining to SETAs, on the Department of Labour's website at www.labour.gov.za.

The Department seeks to improve on the quality of data collected from different PSET institutions. The 2016 data for TVET colleges was collected using the Technical and Vocational Education and Training Management Information System (TVETMIS) for the first time. The system collects information for each individual student and staff member as opposed to aggregate information, which was provided to the Department in the past. Access to high quality post-school education and training, which is responsive to the needs of society and the economy, remains the main focus for South Africa, as outlined in the National Development Plan. However, expanded student access to PSET remains a challenge. This is owing to, inter alia, the capacity of PSET institutions to absorb higher levels of student enrolment. This in turn, is owing to inadequate funding, and the inability of large numbers of students to pay fees as a result of high levels of poverty.

Currently, students are supported financially through the National Student Financial Aid Scheme (NSFAS). In addition, the Funza Lushaka bursary scheme, provides for students enrolled in the Education field of study. During the 2016 academic year, 451 507 students were awarded NSFAS bursaries/loans. A total of 14 136 students received Funza Lushaka bursaries. Although the number of NSFAS student beneficiaries has increased dramatically since 2010, recent shifts in government

policy are likely to result in a significantly greater number of beneficiaries in 2018 and the future.

The Statistics on PSET report, provides statistical information on student enrolments, which is a key measure of access. The statistics also reflect graduation and staffing levels at post-school education and training institutions, as well as other relevant information in the PSET system. This includes Workplace-Based Learning, over which the Department has oversight. It also includes key financial statistics pertaining to NSFAS, the skills levy fund, and funds allocated to key components of the post-school education and training system.

The report serves as an important resource for planning and the allocation of budgetary resources in the post-school education and training system. It is a reference document for reporting purposes in government. Including, the monitoring and evaluation of post-school education and training. In addition, it provides statistics for use in research, policy and decision-making at different levels within the system, and by the public. It therefore makes a crucial contribution towards the achievement of the goals of the post-school education and training system.

The Department strives to make this report accurate and responsive to stakeholder needs. Therefore, feedback on the report, including suggestions for improvement, can be emailed to: HETIS.Officer@dhet.gov.za.

Mr GF Qonde
Director-General: Department of Higher Education and Training, Pretoria, South Africa

TVET IN THE AFRICAN UNION

TVET College Times presents the eighth part in a series of edited extracts from the African Union (AU) strategy for Technical and Vocational Education and Training (TVET). In this section we continue with a review of the Paradigm Shift that is required. Following that, we begin to look at the elements of Governance. In September we will publish a further edited extract from the strategy.

Approach Based on a Paradigm Shift

Infrastructure, Equipment and Consumables

As previously reported in the review of the current situation, in many AU member states, where modern TVET institutions exist, they are often in disrepair and without adequate equipment. In this instance, one of the visible manifestations of adopting the paradigm shift called for by this strategy, has to be that of a commitment to new TVET infrastructure. In the current configuration of most AU member states, it is naturally the State that should take the initiative and lead the way. In doing so, the standards that will be adopted in the implementation of the new TVET policy will be followed by all, indiscriminately. Such standards would foster pride and provide for the concrete recognition that is needed so much by the TVET sector. The point can be illustrated schematically by the equation: TVET = Trade; Trade = Practice; Practice = Equipment and adequate teaching materials. The importance of infrastructure with equipment and adequate teaching materials for TVET must be realised. There is the argument that TVET often requires equipment, the use of which is less than optimal with very low rates of return. Indeed, the return on investment may not be clear. However, optimisation and even immediate return on investment, could be realised through the pooling of such resources among TVET institutions. In addition, the usage of such specialised equipment might also be leased, in downtime periods, to industry. This is the approach of some African TVET institutions and the experience should be replicated. Furthermore, it strengthens partnerships with industry; contributes to the development of entrepreneurship, a spirit of co-operation and

good management practice in a manner which could simultaneously benefit students.

Such co-operation might transcend regions and foster continental integration. A single country does not need to establish, within its borders, all the infrastructure that is required for the national response to the development of human capital. This is especially true when we realise that the utilisation can be managed and scheduled. Collaborative partnerships can be formed to reduce costs and promote return on investments. One of the main elements relating to TVET cost drivers is consumables. Various machines have stopped working owing to the absence of consumables. Of course, special attention should be paid to this issue. It requires a strong sense of creativity and management skill from TVET managers. Economy and optimal utilisation through recycling measures should be developed.

Governance

To ensure that this TVET strategy is assimilated, implemented and the ensuing TVET performance monitored, it is essential to clearly identify the roles of key stakeholders.

Role of the Africa Union Commission (AUC)

The African Union Commission will play the following role vis-à-vis member states:

- i. Raise awareness among governments on the transformational role of TVET for socio-economic development;
- ii. Invite member states to develop national plans where they do not exist;
- iii. Provide technical assistance

- iv. Develop regional policies, particularly regarding the training of trainers; and, accreditation and qualification frameworks; by liaising with national plans and technical institutions;
- v. Promote TVET as a vector of regional integration;
- vi. Actively play an advocacy role for TVET within the international donor community;
- vii. Co-ordinate the development and piloting of appropriate indicators through the AU Education Observatory, and strengthen the position of TVET through continental education management information systems;
- viii. Supervise the implementation of the strategy at continental level.

Role of Regional Economic Communities (RECs)

Regional co-ordination calls for action by the Regional Economic Communities (RECs), which will include:

- i. Creating a platform to help co-ordinate the activities of institutions active in TVET in States of the Region;
- ii. Sharing the TVET Strategy Paper with Member States in the Region;
- iii. Encouraging intra-African and regional co-operation in the field of education and training;
- iv. Appealing to the African Diaspora to support TVET in Africa;
- v. Identifying, documenting and disseminating best practices in Member States;



- vi. Serving as AUC relay and continuing to raise awareness of governments on the transformational role of TVET for socio-economic development;
- vii. Boosting communication and constant and active advocacy efforts in support of TVET in the international community of donors;
- viii. Providing technical assistance to States as required and in partnership with the AUC;
- ix. Promoting TVET as a vector of regional integration;
- x. Monitoring the implementation of the regional strategy and reporting to the AUC;
- xi. Conducting a review and peer analysis of national TVET systems.



Announcement by the Department of Higher Education and Training on 16 March in regards to the passing away of the Deputy Director-General for the TVET Branch, Mr Firoz Patel.

It is with great sadness and heavy hearts that we inform you of the passing of one of our colleagues, Mr Firoz Yusuf Patel. Mr Patel was the Deputy Director-General for the TVET Branch.

The Minister, Ms Naledi Pandor, Deputy Minister, Mr Buti Manamela and Director-General, Mr Gwebs Qonde and the whole DHET family as well as the Post-School Education and Training sector, extends heartfelt condolences to Mrs Firoza Patel, their children, grandchildren and the entire extended family and their friends during this difficult time.

Mr Patel served the Education sector with absolute distinction and dedication for many years both as an educator and an administrator. He contributed immensely to the transformation of the education system in the country. His love and passion for education as well as his organisational depth of knowledge will be sorely missed by the entire education sector.

May his soul rest in eternal peace.

Ms Gerda Magnus has been appointed as Acting Deputy Director-General: Technical and Vocational Education and Training Branch for a period of six months.

Tel: 012 312 5755

Email:

Magnus.G@dhet.gov.za

Location:

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College Name	Principal	Telephone	GIS Longitude	GIS Latitude	Websites for contact
EASTERN CAPE					
Buffalo City TVET College	Mr DR Singh	043 704 9218/777 5453	27,89925	-32,99622	www.bccollege.co.za
Eastcape Midlands TVET College	Mr Charl van Heerden	041 995 2000	25,41401	-33,7898	www.emcol.co.za
Ikhala TVET College	Mr N (Ntozeliwe) Tom	047 873 8843	26,967009	-31,909785	www.ikhalacollege.co.za
Ingwe TVET College	Mr B Nkonyane (Acting)	039 940 2142	28,993766	-30,899758	www.ingwecollege.edu.za
King Hintsas TVET College	Ms Noluthando Balfour	047 401 6400	28,173981	-32,327206	www.kinghintsacollege.edu.za
King Sabata Dalindyebo TVET College	Mr CZ Nodana	047 505 1000/1/2	28,79726	-31,59508	www.ksdcollege.edu.za
Lovedale TVET College	Ms Juanita Verster (Acting)	043 642 1331/604 0700	27,388953	-32,872	www.lovedalecollege.co.za
Port Elizabeth TVET College	Mr Khaye Matiso	041 509 6000	25,61098	-33,96098	www.pecollege.edu.za
FREE STATE					
Flavius Mareka TVET College	Mr TS (Thabo) Letho	016 976 0815/0829	27,84178	-26,82456	www.flaviusmareka.net
Goldfields TVET College	Mr FF Mahlangu	057 910 6000	26,775073	-27,983566	www.goldfieldsfset.edu.za
Maluti TVET College	Mr VE Mabena	058 713 3048/6100	28,800244	-28,52702	www.malutifet.org.za
Motheo TVET College	Ms MD Phutsi	051 406 9300/1	26,221243	-29,123384	www.motheotvet.co.za
GAUTENG					
Central Johannesburg TVET College	Mr DJ April	011 484 2738/351 6000	28,04902	-26,1749	www.cjc.co.za
Ekurhuleni East TVET College	Ms H (Happy) Sibande	011 736 4400/730 6600	28,40908	-26,28894	www.eec.edu.za
Ekurhuleni West TVET College	Ms H M Ntlatleng	011 323 1600	28,40556833	-26,28864167	www.ewc.edu.za
Sedibeng TVET College	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.tnc.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 SB Ndlovu	031 905 7000	30,013321	-30,512409	www.coastalkzn.cao.za
Elangeni TVET College	Ms TJ Aryetey	031 716 6700	30,869651	-29,823295	www.efet.co.za
Esayidi TVET College	Mr CJ De Koker (Acting)	039 684 0110	30,441208	-30,271051	www.esayidifet.co.za
Majuba TVET College	Mr S (Sanele) Mlotshwa	034 326 4888	27,45537	-29,56385	www.majuba.edu.za
Mnambithi TVET College	Mr Chris J Ndlela	036 631 0360	28,33459	-29,464080	www.mnambithicollege.co.za
Mthashana TVET College	Mr G (Gabriel) Dimba	034 980 1010	27,46265	-30,48376	www.mthashanafet.co.za
Thekwini TVET College	Mr NE Mchunu	031 250 8400	20,493264145	-30,591159195	www.thekwincollege.co.za
Umfolozo 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.lephalalefetcollage.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	Ms Maryna Marais (Acting)	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.taletsofetcollage.co.za
Vuselela TVET College	Ms DJ Smith (Acting)	018 406 7800	26,665427	-26,86347	www.vuselelacollege.co.za
WESTERN CAPE					
Boland TVET College	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	Ms Karin Hendricks (Acting)	021 787 0800	18,26246	-34,62674	www.falsebaycollege.co.za
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South Cape TVET College	Ms E (Elsie) Potgieter	044 884 0359	22,27944	-33,57562	www.sccollege.co.za
West Coast TVET College	Mr Lungisa Mbulawa (Acting)	022 482 1143	18,7296	-33,4621	www.westcoastcollege.co.za