



higher education & training  
Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

# TVET College Times

Volume 50

September 2017

The Official Quarterly TVET College Newsletter and Journal



## TVET College Times: Special 50<sup>th</sup> Edition





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TVET College Times is supported by subscribers and advertisers.

# TVET College Times: Special 50th Edition

When TVET College Times was planned and first published, little could the growth that has been experienced over the following 12 years, have been anticipated.

Initially, the publication was made possible by a funding grant from the Danish aid programme, Support to Education and Skills Development (SESD). The Western Cape project co-ordinator of the SESD, Christiana Nel, played a very influential role in this regard.

The publication objectives have remained true and consistent over all these years. They are, to provide a community of practice forum for TVET College practitioners and professionals. The publication also serves as a vehicle for keeping college council members, principals, management, TVET practitioners and professionals, 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.

TVET College Times is the product of teamwork.

As a subscriber based publication, it is dependent on the regular submission of material for publication by contributors.

In this edition the material of more than 35 contributors is published. For every edition, much more is received than can be published in the limited available

space. We thank our contributors whose enthusiasm and willingness to submit their stories, is core to the success of the publication.

Since the completion of the SESD aid programme, the publication was opened to paying advertisers to generate a source of income which could assist in meeting the print and print copy distribution costs.

The core band of advertisers are essential components of the TVET sector. As service providers, they are intimately involved with the colleges through partnerships, sponsorships and generally playing a supportive role. They are an essential component of the TVET sector and their support is highly appreciated.

The editorial team featured on this page, ensures that a quality publication is produced and distributed on time and each quarter. Join us in celebrating the success of TVET College Times in this and successive editions by participating as a contributor, advertiser or enthusiastic subscriber and reader.

Our bedrock are the hard-working professionals and practitioners that constitute the South African TVET sector. Join us again for the December edition where, as in this edition, we hope to bring you the stories that define best practice in the TVET sector.

## EXCITING WEBSITE FUNCTIONS SUPPORTS TVET COLLEGES

We are pleased to remind you of the functions available on the website [www.tvetcolleges.co.za](http://www.tvetcolleges.co.za)

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

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

*Kind regards WEBTEAM*

## Invitation to TVET College suppliers to consider conducting exhibitions at the TVET Imbizo - 2017

The Minister of Higher Education and Training will be hosting the Technical and Vocational Education and Training (TVET) Imbizo on 3-5 October 2017 in Johannesburg. The purpose of the Imbizo is to identify the challenges in the TVET system, analyse the underlying causes of systemic problems and collectively formulate mechanisms to resolve these challenges.

The Department invites TVET College suppliers who are interested in conducting exhibitions at the TVET Imbizo to kindly submit their proposals for exhibitions. These should describe in detail the nature of exhibitions that they would like to be considered. Exhibitions will be at the exhibitor's cost.

TVET College suppliers, manufacturers and sponsors are kindly requested to submit proposals within fourteen (14) days of the date of this notice for logistical purposes.

**Ms LC Mbobo** Deputy Director-General: Corporate Services  
 18/08/2017

**Your proposals to conduct exhibitions should be submitted to Mr TH Msipha via email at: [Msipha.T@dhet.gov.za](mailto:Msipha.T@dhet.gov.za) who can also be contacted on 012 312 5105 for further queries.**



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## Curriculum Responsiveness

Many will know that one of my primary objectives as Minister is to elevate the TVET sector. I think that we have had a measure of success in this regard. There is now a better understanding and appreciation of the fact that colleges offer an alternative to universities as an education route. More than ever, people are talking about TVET Colleges. They, and international donors, are asking how they can be of support to TVET Colleges.

With this added interest, come higher expectations. These expectations also resonate with the Cabinet, whose members and their respective departments are also seeking ways of working with this key sector. These expectations centre on responsiveness. It is imperative therefore, that in rising to the expectations, colleges, through their Academic Boards must be highly tuned to labour force dynamics. This means being in tune with the needs of employers by providing skills relevant to the youth. The youth require skills that will enhance their employability, whether these are life-skills or technical skills. On the part of the college, it means having the right lecturers, in the right lecture rooms, laboratories and technical workshops. It means placing the right equipment at the disposal of the teaching and learning experience.

The role of the Academic Board is central to the teaching and learning process. This statutory body has a very central and demanding role to play in the realisation of the national objectives. It is a role that looks broadly at the teaching and learning experience and that works hard to ensure that the highest quality experience is afforded to all students. It is furthermore a role that ensures broad and inclusive access. Every endeavour should be made to accommodate the special needs of students. Colleges who have made progress in this regard are highly commended for their efforts. In our democratic dispensation, no person, regardless of their personal circumstances can be excluded from their right to an education. My Department has also pursued a partnership with the National Institute for the Deaf in this regard. Resounding successes have emerged from this partnership which also involves the National Skills Fund. A part of the teaching and learning responsibility is to educate our youth on matters concerning HIV and AIDS. It is also therefore imperative that colleges participate actively in the HEAIDS programme with a view to the mitigation of health threatening pandemics. Wellness and good health are also key for ensuring student retention and the production of a healthy and capable workforce.

Entities affiliated with this Department share a responsibility to work closely with TVET Colleges in the realisation of the national objectives. A great deal has been achieved in recent years, but a great deal more awaits us. SETA's in particular have a central role to facilitate a closer working relationship between colleges and the various sectors of commerce and industry as represented by SETA's. We are linking colleges to SETAs and the labour market. Of concern is that we have not yet fully established the impact of these changes to the management of the system. It is my vision that when we say that colleges are responsive, it means that they are able to gauge the demand for skills from business and government and respond to these needs. This response should come from Academic Boards working in unison with SETAs, the Quality Council for Trades and Occupations and the Department.

We are well aware of capacity constraints within colleges that may hamper this response. It is for this reason that we have embarked on an extensive programme of Professional Development for Campus Managers. It is also about ensuring that the quality of teaching and learning is consistent between colleges and between the campuses of an individual college. The efficient and effective professional operation of the teaching and learning programme at campus level demands the fullest commitment of professionals at all levels of the system. Campus Managers and their teams, have the added responsibility of being the 'eyes and ears' of the college in terms of responsiveness. This team needs to be fully aware of the opportunities for employment in the service area of the campus. Good campus management is central to breaking the cycle of poverty. Campus Managers have an opportunity to make a significant contribution towards building the country. I see the role of managers of the colleges as major in the economic transformation of our country.

In conclusion, I extend my congratulations to the TVET College Times team on the attainment of the 50th edition milestone. May you long continue to serve the TVET Colleges by showcasing best practice in the sector. I would urge all colleges that are not yet active participants of this initiative to take up the challenge. In order to gain the benefits, participation is key.

I wish all TVET practitioners success in the run-up to the end of the academic year, the examinations, and planning for 2018.

**Dr BE Nzimande, MP**  
**Minister of Higher Education**  
**and Training**



### About TVET Colleges

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

### About TVET College Times

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

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

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

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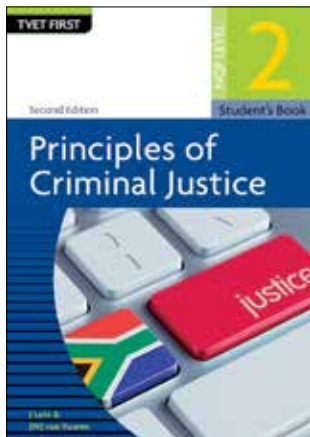
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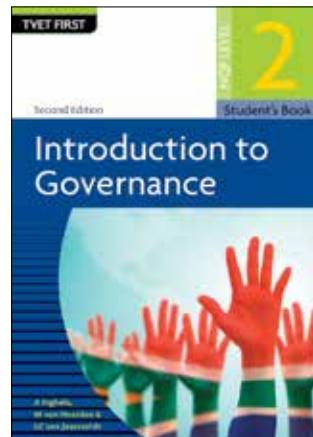
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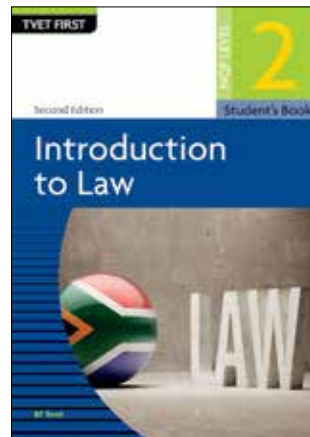
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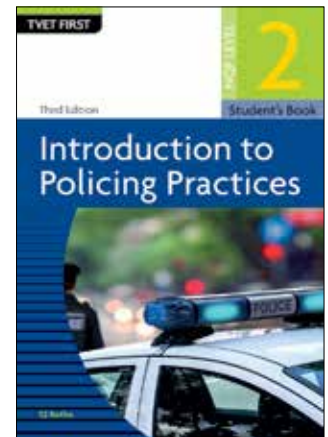
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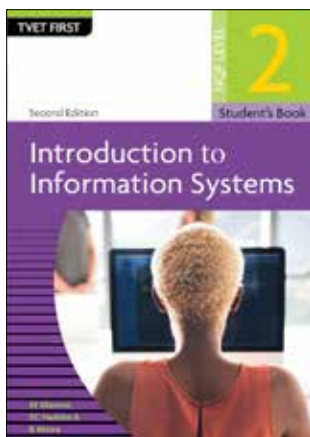
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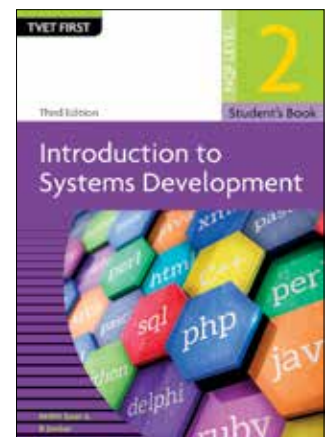
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## The Budget Vote speech as delivered by the Minister of Higher Education and Training to the National Council of Provinces (NCOP) on 23 May



MINISTRY  
HIGHER EDUCATION AND TRAINING  
REPUBLIC OF SOUTH AFRICA

### “Advancing Higher Education and Training in the year of OR Tambo”

Honourable Chairperson of the NCOP  
Cabinet colleagues and Deputy Ministers  
Deputy Minister of Higher Education and Training, Mr Mduzuli Manana  
Chairperson of the Select Committee on Education and Training  
Members of the NCOP  
Director-General and Staff of the Department  
Heads of post-school organisations and institutions  
Honoured guests  
My special guests from Bulumko and Cape Town High Schools, and Oude Molen Technical High School,  
My wife Phumelele  
Ladies and gentlemen  
Comrades and friends

This year we celebrate the year of O. R. Tambo, the longest serving President of the ANC. He had a deep passion for education. He understood that education is a key driver for development. Oliver Tambo was himself, a mathematics and science teacher. He firmly believed that a liberated South Africa would require a well-educated populace to govern the new democratic state.

We deliver this budget vote against the background of very rapidly changing technology. This context includes what is referred to as the 4th Industrial Revolution; a phenomenon which took centre stage in the recently concluded World Economic Forum for Africa. The key challenge for us, and the rest of our continent, is to determine what type of colleges, universities and curricula, we need in order to respond. Such a response must address both our developmental needs as well as these rapidly advancing technological changes.

We have achieved a lot since 2009. Our achievements include the establishment of three new universities. We have developed a vision and policy for the Post-School Education and Training (PSET) system, as expressed in the White Paper. We have incorporated the TVET Colleges into the PSET system, migrating their staff to the department. We continue to strengthen the colleges and provide relevant supporting legislation.

We have approved massive infrastructure development across the system and are improving access, participation and throughput rates. We are developing a TVET college Turnaround Strategy, and recorded significant increases in enrolments in the TVET Colleges. These achievements notwithstanding, one of the biggest challenges is the need to provide adequate financial resources in order to build a vibrant, dynamic TVET college sector. We need a sector capable of absorbing millions of

our unemployed youth thereby providing much needed skills for our economy. In fact, failure to adequately resource the TVET Colleges, may be the single biggest undoing in growing and developing an inclusive economy in our country. TVET Colleges are important vehicles for provincial and local economic development. The National Plan for PSET, which will be completed by the end of this financial year, will further affirm that. The National Council of Provinces (NCOP) needs to pay even closer attention to these institutions. It is also important to note that we still await the recommendations of the Presidential Commission of Inquiry into Higher Education and Training that is looking into the feasibility of fee-free higher education and training for the poor and working classes.

### Student Funding for the Post-School Education and Training Sector

Since its inception as the Tertiary Education Fund of South Africa (TEFSA) in 1991, NSFAS has awarded approximately R72 billion in student loans and bursaries. Despite the cynics, more than two million students studying at South Africa's public universities and Technical and Vocational Education and Training (TVET) Colleges have been funded by the National Student Financial Aid Scheme (NSFAS).

A total of 194 353 University students have thus far been supported in the 2017 academic year. Of these 78 413 were first time admissions and 115 940 returning students. Similarly, 123 332 TVET college students have already received support this year. NSFAS is one of the most significant success stories in the history of democratic South Africa. We are also acutely aware of the administrative challenges facing NSFAS and we are working together with the board to address these as a matter of urgency. I want to state clearly that

there is absolutely no intention to privatize or hand over NSFAS to the banks, contrary to some malicious rumours in this regard. I call upon all stakeholders to engage meaningfully and in good faith with the discussion document for funding the “missing middle” that has been released for public comment.

While significant additional amounts of funding have been injected into NSFAS, there is still insufficient funding to support all students who require financial aid. Hence we are also piloting a scheme for the “missing middle”, which is not yet a final product. We appreciate the contribution of the private sector in this pilot. A total of R138 million was donated and committed to supporting these students until they finish. This is irrespective of whether Government accepts this model or not.

I want to reiterate that Government remains committed to finding the resources to support students from poor, working class and “missing middle” families, in their quest to access higher education and training and better their lives.

### TVET Colleges

We would have loved to ensure that TVET enrolments are equitably distributed among provinces from the uneven provisioning that we inherited. For example, Gauteng Province accounts for 27% of TVET enrolments while North West Province, only 2%. Unfortunately due to fiscal constraints, all enrolments in TVET Colleges have been frozen to the 2015 enrolment figure of 660 000. For which the allocated funding only covers 57% of the costs. The National Development Plan (NDP) targets for the coming Medium Term Expenditure Framework will thus not be reached. Any fiscal growth would have been divided equitably among Provinces.

The freeze in the student national headcount enrolment is primarily attributed to resource related and efficiency factors such as, insufficient funding; inadequate physical infrastructure; a lack of relevant teaching and learning equipment for the provision of occupational programmes and a shortage of student accommodation. The total student headcount enrolment of 710 535, reflects Gauteng Province as having the highest enrolment figure comprising 27% of the total. This is followed by the Province of KwaZulu-Natal with 15%. The Province that has the lowest enrolment figure is North West with only 2% of the total. For the other Provinces, the Eastern Cape is at 11%, Free State at 9%, Limpopo at 14%, Mpumalanga at 6%, Northern Cape at 5% and Western Cape at 11%.

As part of the implementation of the Turnaround Strategy for TVET Colleges, my Department has allocated R5.5 million towards a project for the Professional Development of

Campus Managers over a period of three years. In the 2016/17 financial year, 40 campus managers were selected from all nine Provinces as part of Phase 1 of the training. The majority of the campus managers were from rural areas. They are being capacitated and supported at their campuses in the different provinces through the methodology of sharing best practices. We are beginning to see the emergence of a strong "Community of Practice" across Provinces. In the 2017/18 financial year, this project will expand to capacitate and support 150 campuses across all Provinces.

For the 2017/18 financial year, the R9.3 billion TVET budget is allocated per Province as follows:

● Gauteng	23.12%
● KwaZulu-Natal	18.70%
● Eastern Cape	13.33%
● Western Cape	11.97%
● Limpopo	11.88%
● Mpumalanga	6.86%
● Free State	6.73%
● North West	5.68%
● Northern Cape	1.73%

The baseline growth is 6.11% on the 2016/17 financial year.

In terms of infrastructure development, plans for the commencement of new campus sites and the refurbishments project (pending sufficient budget) in the 3rd quarter of 2017 are underway. These include Balfour in Mpumalanga Province; Giyani in Limpopo Province; Ngqungqushu, Aliwal North, Sterkspruit and Graaff-Reinet in the Eastern Cape Province; and in KwaZulu-Natal Province in Umzimkhulu, Greytown, Msinga, and site B of Nkandla. There are also planned refurbishments at Vryheid, Nongoma and Kwagqikasi in KwaZulu-Natal Province.

## Certification Backlog

Out of the NC (V) certificate backlog of 236,821 that we inherited, only 84 remain unissued. This, including the NATED backlog, will have been cleared by June 2017.

Similarly, the Department is working on the backlog of approximately 17,000 applications for National N Diplomas. During 2017, the Department will be working on fixing dysfunctional elements within the national examinations function.

It will devolve responsibility for institutional-based assessment practices to Principals of TVET Colleges. It will capacitate college officials to better screen applications and provide relevant advice and support to applicants for National N Diplomas.

## Piloting of Community Colleges

The piloting of Community Colleges will progress through the existing Community Learning Centres. In this regard, Community Learning Centres that have been identified for piloting are Mmakau and Good Shepherd in North West Province, Makwarela in Limpopo Province, Bofolo in the Eastern Cape Province, Letjhabile in the Free State Province, DWT Nthate in Gauteng Province, Kwa-Guqa in Mpumalanga Province, St Francis in the Western Cape Province, Inchanga in KwaZulu-

Natal Province as well as Kolomela Mine Training Centre in the Northern Cape Province.

## University Education

The focus now is to improve participation rates by black students. We need to build capacity to transform the institutional culture and curriculum, in line with the calls for the "decolonisation" of our universities. This requires us to produce a new kind of an academic. To do this, we have approved the University Capacity Development Programme (UCDP) which will prioritise historically disadvantaged universities. This programme will allocate R900 million in the first year (2018), to enable the implementation of capacity development activities focusing on student success, staff development and curriculum transformation.

In order to address the paucity of black South African academics, which manifests in 66% (in 2015) of all university professors still being White, I will be setting up a Ministerial Task Team. The task team will investigate the obstacles to the production of black South African academics and how to address those. We have also committed to dealing decisively with the challenges faced by historically disadvantaged institutions (HDIs). This will be done by establishing the Historically Disadvantaged Institutions Development Grant (HDI-DG), whose overall purpose is to enable HDIs to improve quality. Funding of approximately R2.5 billion over a five-year period has been earmarked for this programme.

## Student Housing

The report of the Ministerial Task Team on Student Housing highlighted major challenges. This includes the need to build, in order to provide approximately 200 000 new beds for universities. In addition, we also need to provide accommodation facilities for TVET Colleges.

We are making steady progress in our joint work with the Department of Public Works to identify under-utilised government buildings which can be converted into student accommodation.

We are making steady progress in our joint work with the Department of Public Works to identify under-utilised government buildings which can be converted into student accommodation. Given the large shortages in this area, our universities and colleges still have to rely on privately owned student accommodation facilities.

I will undertake research to establish ownership patterns in this sector. We must ensure that there is meaningful participation by all South Africans, especially Black Africans, the youth and women, including co-operatives.

Government continues to fund publicly owned student housing. At the new Sefako Makgatho Health Sciences University in Ga-Rankuwa, we have allocated R1.2 billion

over the next four years for infrastructure development. Part of this funding will provide decent housing for the students.

We have already started with the first 2 000 beds. From next year, students who are currently bussed daily to accommodation 50km away in the Pretoria CBD, will be properly housed on campus.

The University of the Western Cape will also get a new student village on its Bellville campus. With more than 2 600 beds, its current bed capacity will be doubled through one project.

This new facility will be available at the start of the 2020 academic year.

## Skills Development

The National Skills Fund (NSF), as the largest skills levy institution, continues to invest significant funding towards skills development on an annual basis. Over the past two fiscal years, it has done so with R4.357 billion and R3.107 billion invested towards skills development.

On an annual basis, approximately 63 000 trainees from across the country benefit from the NSF grants. The NSF primarily targets trainees from poor and disadvantaged backgrounds, with a focus on funding those seeking education towards scarce and critical skills areas.

In the 2015/16 financial year, the NSF benefitted 19 039 trainees from Gauteng (30%); 16 976 trainees from KwaZulu-Natal (27%); 8 502 trainees from the Western Cape (13%); 6 598 trainees from Limpopo (10%); 5 479 trainees from the Eastern Cape (9%); 2 902 trainees from Mpumalanga (5%); 1 730 trainees from North West (3%); 1 674 trainees from Free State (3%); and 1 003 trainees from the Northern Cape (2%). More females benefitted from the NSF over the 2015/16 and 2014/15 fiscal years, with 56% of NSF funded learners being female and 44% being male.

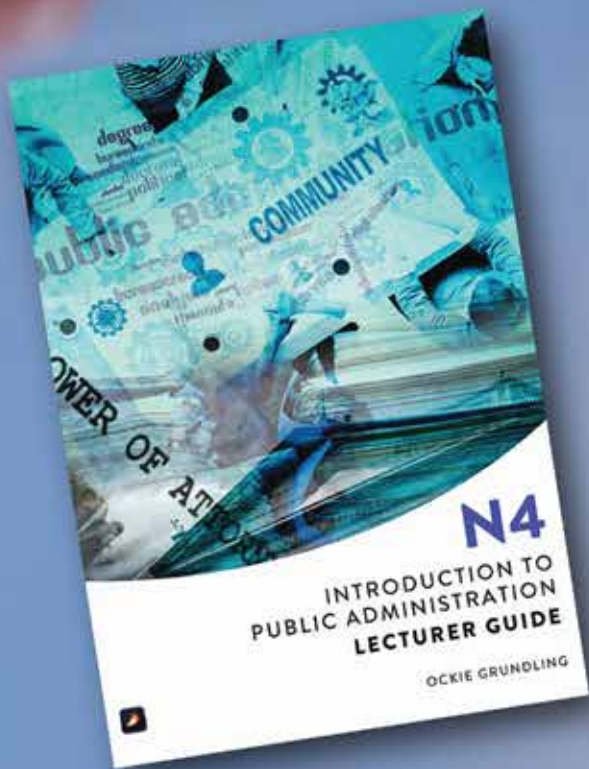
The majority of the learners funded by the NSF are from the Black African (88%) population group, followed by the Coloured population group (7%). An annexure is provided which will give you details on some of the NSF and SETA funded projects in various provinces. Much of our work is about youth skills development. We have a special focus to support the youth.

The Department has initiated a holistic and systematic mechanism to generate a list of occupations that are in high demand. This is with particular regard to the implementation, construction and maintenance of the Strategic Infrastructure Projects (SIPS) that are being undertaken in virtually all provinces. We are engaging the colleges and universities on the supportive role they can play.

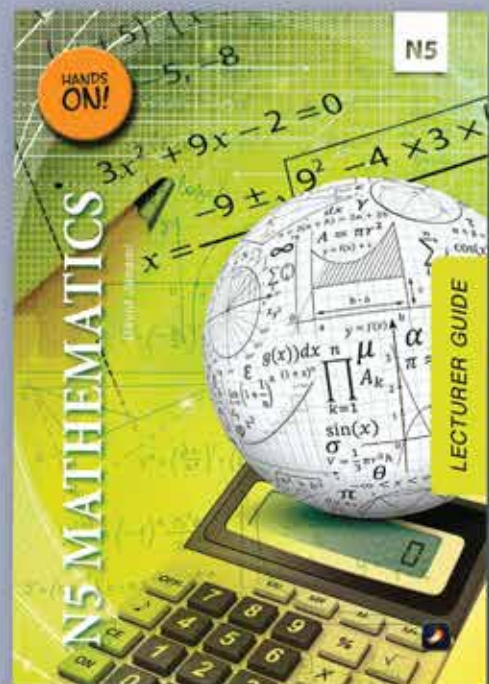
We have also entered into an agreement with all Provinces to roll out the SIPS plan. We are excited to report that the Eastern Cape, KwaZulu-Natal, Mpumalanga, Free State, and North West Provinces have already signed the protocol. Gauteng, Northern Cape, Western Cape and Limpopo Provinces have not as yet signed, but we are engaging with them to move the process forward as fast as is possible.

In conclusion, I wish to thank the President and my cabinet colleagues for the ongoing support; the Deputy Minister, the Director-General, staff from the Department and our entities. Without you none of this work would be possible.

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# Minister Nzimande addresses the South African College Principals Organisation in its conference held in May

## Curriculum Responsiveness to Industry

Programme Director

President of the South African College Principals Organisation (SACPO), Principal Ntlatleng

The EXCO and membership of SACPO

Chairpersons and Members of College Councils

Academic Board Members

College Principals and Deputy Principals

Heads of Department for Subjects and Programmes

Campus Managers

Representatives from the Quality Council for Trades and Occupations and Universities

Departmental Officials

Officials of the Department of Small Business Development

Chairperson of the SETAs' Forum

Publishers

Ladies and Gentlemen,

Members of the media

### Good morning.

It is always a great pleasure for me to interact and engage with important stakeholders such as yourselves gathered here today. I also want to take this opportunity to thank the Principal's organisation, (SACPO), for taking the initiative to advance the TVET agenda. If I may say, the theme that you have identified, "Technical and Vocational Education and Training Curriculum Responsiveness to Industry", could not have been more appropriate at this time.

### Placing Colleges at centre stage

Many will know that one of my primary objectives as Minister is to elevate the TVET sector. Looking back, I think we have had a measure of success in this regard. Indeed, more students are flocking to colleges. There is now a better understanding and appreciation of the fact that colleges offer an alternative to universities as an education route. In addition, more than ever, people are talking about TVET colleges, and they are doing so in a less negative manner. Corporates are also increasingly approaching to ask how they can support the colleges. Even international donors, when they are discussing their support to education, are now also focussing on the importance of TVET colleges.

Ladies and gentlemen, it may also be of interest to you to learn that many of my colleagues in Cabinet now also have very high expectations of the TVET sector. My Director-General tells me that his colleagues and officials from other departments are also placing expectations upon TVET Colleges to be part of the solution to many of our current economic woes. Indeed, many Government departments, Provincial Governments and Provincial Departments are looking at finding ways of working with this key sector.

Naturally, and as you might expect, all this places a great deal of pressure on the colleges. It is a pressure of performance and of meeting the understandably high expectations of all these stakeholders. We saw this for example, at the start of the year, when SAFETSA raised a number of concerns around TVETs, while threatening a national shut down.

### Resource constraints

It is of huge concern to me that there continues to be chronic under-funding of the sector. It is a fact that the growth which we have witnessed in the sector has not come from the Fiscus, but from the reserves of colleges, SETA partnerships, the National Skills Fund and other partners. The pressure caused by under-funding has also impacted negatively on enrolments. This has led to larger class sizes, the neglect of maintenance and an inability to improve infrastructure, among many other manifestations. As all of you know, we also require extensive resources to transform the curriculum and to improve lecturers' competencies, both in-service and pre-service.

The migration of TVET Colleges from Provinces to the Department of Higher Education and Training was also not without its complexities. We inherited disparate systems, each with its own significant challenges. In this regard, we have had to either adjust our enrolment targets downwards or keep them constant in order not to overburden an already distressed system.

Ladies and gentlemen, we have advanced beyond the introduction of the National Certificate Vocational curriculum, and we have re-introduced the NATED Curriculum. We are now gearing towards the introduction of occupational programmes. We are linking colleges to SETAs and the labour market. Of concern is the fact that we have not yet fully established the impact of these changes to the management of the system. It is my vision that when we say that colleges are responsive, it means that they are able to gauge the demand for skills from business and government, and to respond to these needs. It is a response that should come through their own structures such as the Academic Boards, working in unison with SETAs, the QCTO and the Department.

Being responsive means ensuring that we are capable of providing relevant skills to our youth. It means providing skills that employers will seek out. Being responsive also means ensuring you have the right lecturers, the right lecture rooms, the right laboratories, the right equipment and

the right supplies around the right curriculum.

All this begs the question: Do we appreciate the fact that some of the jobs for which we are training today may not exist in the not too distant future? Are our processes, therefore, relevant for the new world we are trying to create?

Ladies and gentlemen, this conference must be able to identify what is not working. It must find ways to bring about change so that the sector is indeed responsive to the needs of society, business and government.

Allow me also at this point to thank all our supporters and donors. This includes international donor agencies such as the British Council, the German Development Agency, the Government of the Netherlands, the European Union and many other overseas friends. With financial support from our own National Skills Fund, we have gone some way to developing some of the processes and systems we need. There remains a lot more work to be done at all levels, nationally, provincially and at college level.

### Systematic reform process

In order to systematically tackle the challenges that we face as a nation, the National Development Plan and the White Paper on Post School Education, should provide the necessary guidance. In this light, we are in the process of using these policies to prepare a National Implementation Plan for Post School Education and Training.

While I appreciate SACPO's contribution thus far to the White Paper planning process, I believe that this conference will also provide us with the immediate and simple things that we need to change. I note from the conference programme that the main topics that are to be addressed, include Efficient and Effective Teaching and Learning; Assessment (Examinations and Resulting); Partnerships, Learnerships and Skills Programmes and Curriculum Development.

I understand that you will also be asking Colleges with good 'best-practises' to share these in this conference. I am delighted that as a collective you are focusing on some of the important issues. I am confident that you will come up with concrete suggestions and proposals with which we can engage towards effecting improvements in the system.

### Issues which need to be resolved

As the focus of this conference is on curriculum reform, I will not focus on enrolment numbers. Enrolment of course remains a key funding problem, which is not entirely within your power to resolve. Although I acknowledge the rigour with which some colleges have pursued occupational programmes and secured funding from Setas, the private sector and donor organisations, there are some key issues which I think you must talk about over the next two days. I would really like to get your views and suggestions.



As I prepare to conclude my speech, I would like to pose five key questions to you, in no specific order:

**Firstly, what is the purpose of TVET and who is the audience it should serve?**

In this regard, and considering the fact that the Department of Basic Education is well on its way to implementing a three-stream model, will there be a role for TVET colleges in artisan development?

Considering that universities are unable to cater for the hundreds of thousands of Grade 12 graduates, should we also not be focusing on intermediate skills at levels 5 and 6 of the NQF?

Finally, and while I'm still on this issue, we must think of the technological advances in the world. The 4th Industrial or Digital Revolution is pertinent in this regard. It begs the question as to whether we should not be more focused on this.

**Secondly, are the qualifications we offer relevant?**

As I mentioned, there has recently been an NCV review process. A new qualification policy is out for public comment. I hope that this conference will look at some of the proposals therein and provide substantive comment on the policy. The jury is still out on whether NCV or NATED is more relevant. I sincerely hope that this conference will debate this question and come up with some proposals.

Another question that this conference should

try to address is whether all TVET learning should require compulsory placement in workplaces. Indeed, should we not make workplace experience optional to a workshop providing actual and simulated environments? And, is the criticism, 'NCV's lack labour market relevance', justified? To all these questions I say, you be the judges.

**Thirdly, are we over-examining and running an inefficient examination system?**

I am told that we run more than nine examination cycles per year. It is surely no wonder then that we run into problems of resulting and certification. Is this really the most effective and efficient way to conduct examinations? While centralised examinations provide a single national standard, over centralisation is both cost- and time-intensive. Should we not be devolving more of these examinations to Academic Boards? And, will Colleges be able to deal with a devolved system? What are also the pros and cons of this, and how can we implement or transition this practice as soon as possible?

**Fourthly, what should our admission requirements be?**

I believe that in many colleges we simply admit learners on a first-come, first-served basis. We also like to prioritise Grade 12's for NCV programme admission, as they have a higher chance of passing. However, we must ask ourselves whether this is an efficient use of limited resources, when we admit young

people to re-do three years of education?

The final question I have for you is:

**How can we support you through policy to better enable industry partnerships?**

I believe that there are some systemic challenges which hinder the building of the necessary industry partnerships. We are also reviewing the SETA landscape at this moment. How then do we bring the SETAs and TVET Colleges closer so that we create an environment where sector education and training partnerships can flourish?

There are many more areas into which I could go, but I will allow you to reflect and deliberate on these in your discussions.

For your information ladies and gentlemen, I have requested the Department to prepare for a comprehensive Imbizo in which we can reflect on the TVET system. To look at where we are and where we want to go. This Imbizo should bring together all stakeholders and players, including Parliamentary Portfolio Committees. In the meantime, I firmly believe that this conference is a stepping-stone to the planned Imbizo. In addition, I have also been thinking of initiating an Operation Phakisa (results driven approach) for TVETs. While this will be costly, we need to put resources towards the systemic planning of the TVET system.

**I wish you happy and fruitful deliberations. I thank you.**

## Minister Nzimande addresses the TVET Colleges Professional Development for Campus Managers workshop held in May

The Deputy Director-General, Mr Firoz Patel  
The Principal of False Bay TVET College, Mr Cassie Kruger  
Participants of Phase One of the Professional Development of Campus Managers  
Officials of the Department of Higher Education and Training  
TVET College Principals, Deputy Principals and other College Managers  
Invited Guests  
Ladies and Gentlemen  
Members of the media

### Good afternoon

Firstly, I congratulate all the Campus Managers who have been part of Phase One of the Professional Development of Campus Managers, over the past year. I acknowledge that amongst you, are professionals from the remotest parts of the country. You have the task of managing campus sites in areas where infrastructure that many of us in urban areas take for granted, does not exist.

In spite of the severe challenges in regards to funding, TVET Colleges have managed to keep the system going. Campuses are the beating heart of our system and Campus Managers in particular, are required to manage a myriad of issues and challenges at the coalface. You are truly the work-engine of our system.

As you are aware, we are governed by the CET Act (2006) as amended and we must abide by its prescripts. Given this, the implementation of policies must take into account the local conditions in which your campus operates. The quality of the education a student receives in a rural campus should not be different from

the quality of education received by a student in an urban campus. The programmes that we offer may differ, but the quality of the teaching and learning must be consistent. Regardless of whether a young person is a student in Nqutu, Lusikisiki or Germiston, the quality of the teaching must be equally good. It does not matter at which TVET College or campus a student studies. The student must, for example, receive their learning materials such as textbooks, on the day lectures

A Campus Manager in an area where there are no suppliers at hand has to plan differently from a Campus Manager located in a large city.

commence. All colleges receive resources to enable provision. It cannot be that at a rural campus a student should expect to receive their text books at a later date. A Campus Manager in an area where there are no suppliers at hand has to plan differently from a Campus Manager located in a large city. However, both Campus Managers must have textbooks ready for distribution with the commencement of a course. After all, all students regardless of where they study, write the same examinations. Your students should not be disadvantaged because you did not take the local conditions into account.

I am aware that amongst you are Campus Managers whose campuses are located in areas that do not always have running water. The Centane Campus, in Macibe in the Eastern Cape Province, for example, is located in an area that has not had regular running water since June last year. This is not due to any fault of the Campus Manager, but is due in part to the drought. A hardworking and committed Campus Manager, like many of you present here, does not use such circumstances as an excuse not to deliver quality education. Instead Campus Manager Ms Koboka has put in place innovative measures in the course of these difficult circumstances. She has ensured that quality education continues to be delivered at her campus. She did not sit back and for that siyakubonga lokhu kuzinikela okungaka (we thank you for such dedication). I am sure there are others too who will go the proverbial 'extra mile' under challenging situations.

Young people should not be disadvantaged because of where they were born or where they live. For many of the students in our colleges, they are the first generation of their families to attend a post school institution.

Young people should not be disadvantaged because of where they were born or where they live. For many of the students in our colleges, they are the first generation of their families to attend a post school institution. Their education and employment is their family's only hope of beating poverty. This is particularly so for young people from rural areas. As Campus Managers you have a major role to play in breaking the historical path that is the legacy of colonialism and apartheid. It is a path that condemns another generation to a life of poverty. It would be no different from the path of their fathers and mothers before them. The good management of your campus can play a critical role in breaking the cycle. Your good management gives the poorest of the poor an opportunity to better their lives. Government has provided the resources. With good management by you, you can help end poverty in many families. You have an opportunity to make a significant contribution towards building the country. I see your role as the managers of institutions that have a major role in the economic transformation of our country. You are the people who are able to change the slogans into reality.

Find out what the strengths are in your area. You will find that they exist even in the remotest of areas. Build on them and be creative.

With this in mind I offer some simple advice: Begin with a close examination of the immediate area in which your campus is located. Identify the opportunities for employment in the area. You may find that there are no big industries in the area. However, this does not mean the end. Every community has needs. Identify some of the basic goods and services needed by the community. Determine whether these could be offered by students graduating from your campus. Find out what the strengths are in your area. You will find that they exist even in the remotest of areas. Build on them and be creative.

Determine whether your students can do their work placement in the local community. Do not only rely on text books for the answers. Be innovative. My Department, through this project, will support you in developing links between your campus and the local community. Take the needs of the local community into account when choosing programmes to offer at your campus. These may be programmes which may be new to your college. You may find that you have to motivate to your central office as to why your campus would like to offer certain courses. By doing so, you will be creating opportunities for employment for the students graduating from your campus. You need to ask yourself why most of the students on your campus are enrolled

for 'Office Management', if there are only a few offices in your local area. Make sure that what your campus is offering is relevant to the needs.

Also, be creative about how you can encourage businesses to support your initiatives. One may ask how it is that some of the campuses can afford to have world-class workshops and facilities. Do they get more money from the Department? No, they do not. Speak to the managers who are present here and they will tell you that many companies are willing to sponsor our sector. However, they will also tell you that "no sponsor is willing to fund a poorly managed institution". So Managers, it is up to you to show potential sponsors and partners that you manage a good campus. That if they partner with you, both your campus and their businesses will stand to benefit. Some colleges have cultivated and built networks over many years. Whilst many amongst you might not have been fortunate enough to inherit such networks, you can begin building those partnerships.

During a recent visit to Umgungundlovu TVET College in Pietermaritzburg, I was told by the Campus Manager of Midlands Campus, that she had been approached by the Campus Manager of Ntabozuko Campus of King Sabata Dalindyebo TVET College in the Eastern Cape Province. They had met through this project. The Ntabozuko Campus Manager and his team travelled from his campus which is 50 km past Elliot in the Eastern Cape Province, to share and learn from the experiences of the KZN Campus in regards to the offering of the 'Transport and Logistics' programme. This shows that you do not have to work in isolation, or invent processes from scratch. This sector has a wealth of knowledge and experience. Let us work together and share our knowledge and expertise.

I am told that one of the successes of this project is that it has built a strong Community of Practice amongst you during this first phase. I am further told that you have been sharing resources and experiences, and at times how to respond to challenges.

I suppose it sometimes helps to know that yours is not the only Campus to be shut down by students. It makes you realise that whether you are a Campus Manager of Seshogo Campus in Limpopo Province or Bellville Campus in the Western Cape Province, you have similar issues. This means that you can share strategies. You are not alone.

As part of the second phase of training, 110 more Campus Managers will be added to the Project. This will make for a total of 150 trained Campus Managers. It means that there will be more opportunities to meet, share and work more closely with Campus Managers that are located closer to you. I am not saying that Ntabozuko and Midlands campuses should no longer work together. If anything, I am urging you to meet and support each other across regions and provincial boundaries. For example a Campus Manager of East Cape Midlands TVET College may find it more accessible working with South Cape TVET College, than they may with a college in the distant northern parts of the same

province. It might be that campuses from different provinces where they have a common employer in their midst, such as a mining company, may want to come together and share strategies and practices. The same may apply to campuses offering agriculture for example. Use this project to assist you in making those contacts and for building Communities of Practice. In other words I am asking you not to restrict your 'Communities of Practice' to your province or regions.

Central to this project and what makes it different from many others, is that it is built on experts from within the TVET College sector. I wish to thank all the Principals and Deputy Principals who have headed the different Task Teams. For the hours spent working voluntarily conceptualising and delivering the training. Your commitment to building a stronger TVET College Sector is acknowledged. Siyanibonga kakhulu (Thank you very much).

I would also like to thank the 15 Regional Officials who were part of this Project as well as the Project Team who have been supporting the Campus Managers in implementing their 'Campus Improvement Plans' (CIPs). I am told that the beneficiaries have not only been the Campus Managers, but also my officials. Visiting and supporting you at your campus made them realise some of the challenging conditions with which many of you, in particular those who are required to manage campuses in remote rural areas, are faced. I would also like to thank Ms Patsy Garza, the Project Manager of our Turnaround Strategy, of which Campus Manager Training is a part. Finally, I want to reiterate my request to you.

Be innovative, while adhering to Departmental policies, in terms of providing our young people with opportunities to improve their economic conditions and break out of the cycle of poverty.

As Campus Managers, you have the power to allow our young people to break from the historical path of apartheid that resulted in economic exclusion.

Let us be judged as the men and women who worked in different parts of the country and who were instrumental in transforming our country's economic and social landscape. As Campus Managers, you have the power to allow our young people to break from the historical path of apartheid that resulted in economic exclusion. This exclusion condemned our people to a life of poverty. You can change this by managing your campus effectively and ensuring that there is quality teaching and learning taking place. It is you who through your commitment and hard work will ensure that our young people will no longer be seen as cheap, unskilled labour, but that they receive quality technical and vocational education that gives them the opportunity to acquire intermediate and advanced technical skills.

I wish you well as you enter into Phase Two of the project. Make your Campuses centres that transform not only individual lives, but whole communities.

**Thank you.**



# The Human Resource Development Council secretariat participates in the Third Annual Career and Mentorship Day

BRENDA NTOMBELA - Head of HRDC Secretariat



Hundreds of learners gather at the 3rd Annual Career and Mentorship Day held at the Emshukantabo Secondary School in Pimville, Soweto, Gauteng Province

In May, the Human Resource Development Council (HRDC) Secretariat participated in the 3rd Annual Career and Mentorship Day. The event took place at Emshukantabo Secondary School in Pimville, Soweto, Gauteng Province. The event was organised by the Young Managers Forum (YMF) under the leadership of Captain Mabutho Mthembu. The HRDC Secretariat has been taking part in the annual career and mentorship day events for the past two years.

The Annual Career and Mentorship programme provides much needed career guidance and direction to about 1700 young learners from secondary schools in Gauteng Province each year. This year's event reached Durban and Eshowe in KwaZulu-Natal as well as the Provinces of Mpumalanga and Free State. The event provided an

opportunity for learners to interact with various professionals and final year university students representing different disciplines. It provided learners with the opportunity to obtain information that would assist them in making informed career decisions. The interactions also involved the professionals sharing their own experiences in terms of career path choices and subjects required in order to study for specific careers.

The Secretariat specifically advised learners on post-school and training opportunities, mainly offered through Technical and Vocation Education and Training (TVET) Colleges. The aim was to encourage learners to consider registering at TVET Colleges, instead of only focusing on universities. The Secretariat facilitates partnerships between TVET Colleges and Industry, to assist them in dealing

with their complex challenges of infrastructure, skills and curriculum development, and the capacitation of lecturers.

Information was shared with learners regarding the study options available at TVET Colleges, debunking the myth that colleges are for high school drop-outs. Learners were advised to be mindful of the 'critical' skills that are in demand for the country's labour market when making career choices.

Amongst the frequently asked questions to which the Secretariat responded, were issues relating to

research conducted by the Human Resource Development (HRD) Council. Aspects of the research has focussed on the Status of HRD in the country; and what the Department of Higher Education and Training is doing to improve the state of TVET and Community Education and Training (CET). The Secretariat also shared information relating to skills or trades and occupations critical to the development of South Africa with its young people. This was in order to assist them to avoid pursuing careers that might lead to unemployment.

## The Department of Higher Education and Training publishes its updated research agenda

RAKAL GOVENDER

The Department's Research Agenda has been reviewed to ensure that it reflects new developments in the Post-School Education and Training (PSET) System.

The Research Agenda reflects the Department's approach to research, research priorities and selected themes/topics. It also serves to inform planning processes within the Department; to inform research stakeholders of the Department's research priorities; to signal to funders and development partners what research areas require investment and to assist the Department to guide resource allocation for research.

The full Research Agenda can be found on the Department's website via the following link: [http://www.dhet.gov.za/Planning%20Monitoring%20and%20Evaluation%20Coordination/DHET%20RESEARCH%20AGENDA%20VERSION\\_20170502.pdf](http://www.dhet.gov.za/Planning%20Monitoring%20and%20Evaluation%20Coordination/DHET%20RESEARCH%20AGENDA%20VERSION_20170502.pdf)

Enquiries can be directed to Ms Rakal Govender on email: Govender.R@dhet.gov.za

As an appetiser, TVET College Times publishes an extract from the document which lists Research Priorities:

### Research Priorities

#### 1. Key Themes/Topics on Access to PSET

- 1.1. Barriers and enablers for access to PSET (including free education and student accommodation).
- 1.2. Funding modalities for public and private PSET institutions.
- 1.3. Implications of the National Development Plan (NDP) enrolment targets for funding, infrastructure, equipment, human resources etc.

#### 2. Key Themes/Topics on Quality and Efficiency

- 2.1. The quality of university and TVET College graduates.
- 2.2. Social attitudes of TVET College and University graduates, especially in relationship to citizenship.
- 2.3. Models of good-practice teaching and learning, academic support, mentoring programmes, and pedagogical approaches.
- 2.4. The role of practical work- and simulated learning in promoting student success.

- 2.5. How efficient is the PSET system: Examining the reasons for and effects of dropout, repetition and low throughput in the PSET system.

#### 3. Key Themes/Topics on Education and Work

- 3.1. The extent, nature and character of WBL.
- 3.2. The effectiveness of learnerships, internships and apprenticeships.
- 3.3. Responsiveness of TVET Colleges and HEIs to the social and economic needs of society.
- 3.4. The impact of PSET on poverty, equity and employment.

#### 4. Key Themes/Topics on Analysis of Skills Needs

- 4.1. Skills supply and demand, and the imbalances between these.
- 4.2. Forecasting skills needs.
- 4.3. Panel and longitudinal studies on graduate destinations.
- 4.4. Identification of occupations in high demand and skills gaps.

#### 5. Key Themes/Topics on Governance and Management

- 5.1. Strengthening the governance and management of

HEIs/TVET Colleges/Community Colleges and SETAS.

#### 6. Key Themes/Topics on Staffing at Post-School Education and Training Institutions

- 6.1. Current and projected staffing needs of public TVET Colleges and public HEIs.

#### 7. Key Themes/Topics on Curriculum Programmes and Qualifications

- 7.1. Development and provisioning of African Languages.
- 7.2. Processes followed in developing qualifications in PSET institutions.
- 7.3. Processes followed in developing curricula in PSET institutions.
- 7.4. Decolonisation and strengthening of African-centred curricula.
- 7.5. Review of vocational programmes and qualifications in TVET Colleges.
- 7.6. Information and Communication Technology (ICT) integration in teaching and learning and teacher capacity to use new teaching methods.
- 7.7. Curriculum and programme responsiveness to economic and development needs.

#### 8. Key Themes/Topics on National Qualifications Framework, Quality Councils and Articulation

- 8.1. The quality assurance system for public and private PSET institutions.
  - 8.2. Evaluating the implementation of the National Qualifications Framework (NQF) Act.
  - 8.3. Pathways of students within the PSET system.
- #### 9. Cross-Cutting and Other Key themes/topics
- 9.1. The size and shape of private PSET.
  - 9.2. Evaluation of key policies in the PSET system and system reviews.
  - 9.3. Transformation in Higher Education.

# Department of Higher Education and Training embarks on Student Leadership Training Programme

LEHLOHONOLO MPHUTHI

Unique month-long capacity building sessions for SRC's were recently embarked upon in Durban under the leadership of the Department of Higher Education and Training. It is hoped that the sessions will strengthen relationships between the student body, council members, the academic board and the management of TVET Colleges.

The training programme aims to cultivate effective leadership. It also aims to support students in developing skills that they can apply both immediately and beyond their College days. It is also hoped to provide an impetus to effective leadership. The underlying mantra is that knowledge is the great enabler. In a robust engagement with student leaders, Lerato Msikinya, Managing Director for Naldobase, who specialise in Communication Strategies and Conflict Management, emphasised the need to communicate effectively, listen actively and resolve issues to avoid violence.

"You need to be accountable to the people who elected you into positions of power as their leaders. Be a good listener. Work as a collective so that you are able to voice your concerns," said Lerato. She encouraged students to consider negotiation as being pivotal to problem-solving, deal-making and facilitation. Negotiation skills are



Mr Richard Mediroe of DHET addresses SRC leaders during capacity building workshops held in Durban

essential tools to draw upon during any impasse between college stakeholders. Speakers also advised students on how to manage conflict on campuses. Conflict could take place under any circumstances. Leaders should prepare for it by learning to work as a team so as to find mutual agreement in order to move forward.

The nationwide winter sessions which are held in conjunction with the Centre for Education

Policy Development (CEPD), are set to take place in Port Elizabeth in the Eastern Cape, the Provinces of Mpumalanga, Limpopo, Gauteng, North West, Northern Cape and the Western Cape, in the Mother City of Cape Town, throughout July.

The CEPD is a non-governmental education policy organisation in South Africa. It contributes towards building a progressive society in which there is high quality education and training for all.

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# Interview with former student turned successful business woman

NTOMBEKHAYA GWAQA *Assistant Director for Marketing and Communications*

**N**obuhle Msumza is a former Port Elizabeth TVET College student, now successful business woman. She is making a life-changing impact through her career. We asked her to answer a few questions.

### Tell us about Nobuhle Msumza?

I like to believe that I am a young, ambitious, energetic positive thinker with a student mentality. I am originally from a small town in the Eastern Cape, Lusikisiki, the youngest of five children.

### What course did you study at PE TVET College and in which year?

I studied Marketing Management, which I completed in 2008.

### What did you do on completion of your studies?

I worked for various companies in different positions. Basically I started out as a cashier at a Spar Supermarket. Immediately after I completed my studies, the plan was not clear to me at the time. The only thing I knew was that my Marketing Management would open doors for me, but I had no idea of how to get started. Finally I started my journey with Marketing Management when I started working for the KFC head-office. There, I did a lot of voluntary marketing such as market research, coming up with the strategies to win clients over and so on.

I then moved to East London where I worked as a Customer Service Consultant. I was over the moon dealing with people. After a period of three years in the same position, I realised that I had still not pursued my plan of starting my own business. I then began contacting MDA FM where I requested to be part of their team in terms of Marketing. They agreed and then I knew that was it. While I was with them I was also encouraged to take things on myself. I then decided to start my own event private company doing birthday parties, weddings, organising charitable initiatives, fashion and marketing events and the like.

Currently, I am working with various companies and departments, where we do charity work and events. What we do is we pick a school or organisation that needs assistance in the Eastern Cape Province. For example, we are currently assisting a school in East London with painting classrooms and celebrating the 67 minutes initiative of Nelson Mandela day. In this event, I am working with corporates, like Old Mutual and Build-It, to make the day possible. This is a charitable event, so we invite community members to assist. The more hands the better.

I am also working on a huge project linked to the Film Festival that will be hosted in East London. I hope this platform will give us more exposure as we have potential sponsors in Africa and Germany.

### Would you say your experience in the study field you have chosen has given you the advantage in opening your business?

Definitely, I have always known right from my upbringing that I wanted to own a business someday. But without the knowledge, all that seemed impossible. Everything changed when I came across Entrepreneurship and Business Management as a module. I even realised that most of the things that you pay for, such as the Business Plan, Registering your Company and so on, you are capable of doing on your own.

### How have you managed to achieve this goal?

Studying Marketing Management taught me to communicate with people at many different levels. Confidence, fully understanding that success comes from hard work and making the extra effort; that's exactly how I have been doing things. And of course, the famous words, "never give up". Being a go-getter and keeping a positive mentality on a daily basis makes it easy for one to achieve many things.

### What were your challenges during this achievement and what was your improvement?

I have faced so many challenges and still am, which is what keeps me going! I measure success based on the challenges one faces and what one decides to do about them. One of my biggest challenges was the fear



*Former Port Elizabeth TVET College graduate, game changer and successful entrepreneur, Nobuhle Msumza reaches for the stars*

of the unknown with regards to running my own business, as opposed to the comfort of working for someone else. Guess what! Through all that I've learnt, there is a reason why it is called "unknown". I learnt that I should not look at it negatively. I rather embrace the idea of not knowing how successful I will become!

### How do you spend your leisure time?

This is quite an interesting question you know! It has been a while since I have been able to separate work and leisure. I simply love and enjoy what I do. I love spending time with my family. Many of my friends have their own interesting business ideas and positive attitudes and sharing in that is a pleasure.

### What defines you?

Wow, I find the question tricky and yet interesting. I know my worth and the difference I can make with my existence. I believe in taking risks, creativity, adventure and being spontaneous. The desire I have causes a flame in my heart that I hope someday will ignite many other beautiful minds.

### Towns/ Countries you've been to and which one would you like to visit one day?

So far I have travelled most of South Africa. My interest is mainly based on looking at the lives of the poor and under-privileged. Currently, Eastern Cape Province rural is my target for changing lives. I would love to explore Africa and of course would love to visit Amsterdam and Kiawah Island.

### What would be your advice to other graduates that want to achieve a goal similar to yours in the future?

Pray, plan and do thorough research. Just keep going until you get what you want. The sky is not the limit because there is actually no limit. In life you can achieve anything if you apply your heart to it. Believe in yourself.

**The name of Nobuhle Msumza's company is Talaem Pty. Ltd. Ms Msumza can be contacted on email: [buhle.msumza@gmail.com](mailto:buhle.msumza@gmail.com)**

# Success lives up to his name

MASHILO MOJELA *English Lecturer*

One of South West Gauteng TVET College's shining stars in Civil Engineering and Building Construction NC (V) is Success Makama.

Success lives up to his name. He keeps on expanding his horizons. Evidence can be found in his achievements in a number of national and international competitions. At the age of nine, Success already knew that he wanted to become a Civil Engineer. He was determined to travel the length and breadth of the country and beyond in order to realise his dream. Little did he know that such a journey and career path would require a lot of hard-work and self-discipline.

Fast-forward to 2015. Success came to

South West Gauteng TVET College and enrolled for Civil Engineering and Building Construction in order to fulfil his ultimate dream. In a great step towards his destiny, at the end of the same year, he achieved six distinctions. This achievement then secured him a place among the Top 10 Best Achieving students. This elite group were selected to participate in an international student exchange programme. They went to Noordepoort College in the Netherlands. "Going to the Netherlands was such an exhilarating experience for me. Top achiever in my first year, first time on an air-flight, and first time to go overseas, says it all. We really enjoyed our exchange visit and



*Success Makama observes his name on the College Wall of Fame which lists the annual Top 10 Student Results*

learnt a lot from our twin-college, 'Noordepoort,'" said the 20 year old. The old adage that "success breeds success" cannot be nearer the truth for this young man. The following year in 2016, he took part in the WorldSkills Competition and, as might be expected, he won the regional and provincial competitions to qualify for the nationals which were to be held in Durban. Unfortunately he was eliminated at this stage. However, earlier this year, he was nominated as one of two students to represent South Africa in the International TVET Youth Forum. This also happens to be taking place in Abu Dhabi, Dubai in October.

"I want to believe that when you work hard, success is bound to come your way. The trip to Dubai is giving me sleepless nights because I have to be thoroughly prepared. We began the online discussions towards the end of June which lasted through until September. My wish is to do my best so that I can make my country proud and raise the flag on high," said the NC (V) Level 4 student.



*Success Makama, ready to give the doors a gentle push towards achieving his career dreams*

## Small town College graduate now a plant operator for Eskom

THULANI THULARE AND THOKOZANI NDHLOVU

Siphesihle Bongekile Pretty-Girl Nkosi, a 27 year old graduate from Gert Sibande TVET College, is an intelligent woman full of passion and dedication. She grew up in a small town called Dicks Halt in Newcastle KwaZulu-Natal Province.

Siphesihle is currently employed at Eskom Tutuka Power Station as a plant operator. Her journey has not been an easy one as she grew up with many challenges that she

managed to overcome. She was raised by her Grandmother together with her brothers. After completing her matric, she was faced with yet another challenge. "I was happy that I completed my matric, but I did not know where to go or what to do as I did not have money to further my studies," said Siphesihle.

In 2012, she joined Gert Sibande TVET College and enrolled for NCV Electrical Engineering.

"With the help of the NSFAS bursary scheme, I managed to complete NCV and I enrolled for Nated," said Siphesihle. In 2015, her life changed when she was employed at the Standerton Campus as a workshop assistant. She juggled work and her studies. When she was about to complete her N5, she was invited by Eskom to come in for an interview for a plant operator position and she was appointed.

Siphesihle enrolled at Gert Sibande TVET College with no funds

and no hopes for the future. But she found that in the hands of the College, nothing is impossible. She is currently pursuing her N6 with Gert Sibande TVET College.

According to Siphesihle, her dreams came true when she was introduced to a leading College brand in the country.

That made a huge difference in her life. "GS College has made me who I am today, and I will be forever grateful to the College. "The practical lessons I learnt from the college made it easy for me to pass the interview at Eskom," she said.

Siphesihle's advice to young people who think that TVET Colleges do not offer the best education is that "TVET Colleges are the best place to start. GS College has helped me obtain a qualification that is recognised by companies like Eskom," continued Siphesihle. Her motto in life is that 'A journey of a thousand miles begins with a single step'. Her story is one that we hope will motivate other young people who might feel that they are not going to be anything due to their financial predicament. It is never too late to dream because dreams do come true.



*Siphesihle "Pretty-G" Nkosi tells her story of success at a college event*

# Rapid Incubator and Centre for Entrepreneurship student is announced as #YouthstartCT competition Overall Winner

STEVE REID *Manager for the Rapid Incubator and Centre for Entrepreneurship*

**Editor's Note:** Initially, Mr Yandisa Langa began his Management Assistant studies at False Bay TVET College. He has in the interim become a successful award winning entrepreneur. See earlier reports on the successes of Mr Yandisa Langa in TVET College Times Volume 48, pages 10 and 23.

Centre for Entrepreneurship, Rapid Incubator beneficiary, Mr Yandisa Langa walks away as the overall winner for the #YouthstartCT competition. He achieved this accolade for his growing business, Langa's Mountain Enterprise.

An initial 165 entrants from aspiring entrepreneurs were required to have a start-up idea that is already creating sustainable jobs, or has demonstrated the potential to do so. Through a vetting and verification process, the competition's top 100 entries were offered a five-week after-hours GrowthWheel® experience. The next tier of the evaluation entailed that in order to progress, these ideas were pitched. During the progression from 100 to the top ten,

four pitching sessions were held on four Saturdays. The progressing 15 finalists were selected to pitch their final presentation. This resulted in the selection of the top ten with the most innovative and viable business concept to proceed to the final round.

The competition, created by the City of Cape Town, the #YouthStart Challenge, aims to provide young Capetonian entrepreneurs with an opportunity to either grow their business or get it off the ground. The programme supports entrepreneurs in commercialising, expanding as well as monetizing their businesses through their practical training and mentorship programme. The programme was opened to Cape Town residents who are SA citizens



At the award function were Ms Wendy Somlavi, Overall Winner Mr Yandisa Langa, Executive Mayor of Cape Town Patricia de Lille and Darren Campher

and between the ages of 18 and 35.

"A successful business needs more than just a capital injection. Development through training and mentoring is crucial for anyone starting out. Having access to those who have gone before and using their experience as a sounding board or cautionary tale is priceless," said Alderman J.P Smith. On 15 June 2017, the top three winners were announced at a gala event.

All the finalists in the top ten received laptops, printers, access to network partners, and sponsorships for business support and mentoring. The top three received cash prizes

from ABSA, as well as committed mentoring from SEDA, False Bay TVET College CfE&RI, UWC-Centre for Innovation & Entrepreneurship, and the Raymond Ackerman Academy.

Mr Yandisa Langa has, since winning, gone on to reinvest his prize monies into scaling his tunnel business which already has two tunnels and is seeking to increase this to a third. We continue to wish Mr Langa well on his future business endeavours.

For more information on the Centre of Entrepreneurship - Rapid Incubator please visit their website: [www.falsebayincubate.co.za](http://www.falsebayincubate.co.za)

## Former student reaches great heights as Air-hostess

EMILY VAN HEERDEN *Graphic Designer*

Aysha Dolley began her journey to success through Eastcape Midlands TVET College. She enrolled at the High Street Campus in Uitenhage, Eastern Cape Province, in 2009. Her success has since reached new heights- literally.

After matriculating from high school in 2007, Ms Dolley took a gap year to work in order to save up for her tuition fees. In 2009 her goal of studying Travel and Tourism at EMC was reached. While she was studying, she worked part-

time as a promoter in order to gain working experience. She also started saving towards securing a passport. On graduation, she was offered a position at MTN, Uitenhage, as a Sales Consultant. However, she knew she was destined for so much more. She wanted to gain working experience in the field in which she had studied.

Once she had saved up enough, Ms Dolley applied for a Travel and Tourism vacancy in Dubai, in the United Arab Emirates. The most



Former Eastcape Midlands TVET College student, Ms Aysha Dolley is presented with her qualification as Air-hostess, by an Etihad Airways official in Dubai

amazing situation unfolded when Ms Dolley was successfully selected as one of 50 successful candidates, out of a total of 350 applicants.

Initially her high-flying career began as a waitress at one of the Ferrari stores in Dubai. Once she had enough working experience, Ms Dolley was able to apply for a position as Air-hostess for Etihad Airways, Dubai.

Today, Ms Dolley is proud to say that she has travelled to most parts of the world, met many interesting people, all while making unforgettable memories.

## Honourable Speaker

ROSHIN SCHMIDT *Marketing Officer*

Linamandla Deliwe, student ambassador for False Bay TVET College, has taken full advantage of the opportunities presented to him.

Starting his study career with the College as a Safety in Society NC (V) student, Linamandla was elected the 2015 SRC President; became an advocate for MOT SA and; all-round student and community social activist. Currently concluding his National Certificate in Public Management N6, Linamandla is involved in many social programmes. He is a founding member of Vrygrond Young Minds; a youth based movement promoting youth leadership.

Through the established partnership of False Bay TVET College and the Western Cape Provincial Parliament, Linamandla served as Chairperson of one of the Commissions namely, the Commission for Education and Skills Development. On the 10th



Honourable Speaker, False Bay TVET College student Linamandla Deliwe, presides over the Plenary Session of the Western Cape 2017 Youth Parliament

of June, the Commissions for Youth and Social Cohesion, Youth and Economic Empowerment and Youth and Education and Skills Development, met independently to identify key challenges within their respective portfolios which had been flagged by their constituencies. The session provided a speaking platform for Youth-Based Organisations and Higher Institutions of Education throughout the Western Cape. Linamandla Deliwe, was nominated in his capacity as Commission Chairperson, by the Provincial Parliament to sit as the Honourable

Speaker presiding over the Plenary Session of the Western Cape 2017 Youth Parliament.

Linamandla said he found the experience of being the Speaker to be both an honour and privilege. Giving the youth an opportunity to speak their minds is something he is very passionate about. Watch this space. This ambitious 23 year old has aspiration's to become the President of the Republic of South Africa.

To view the session visit <https://www.youtube.com/watch?v=ZdjdHf5qfCw&t=199s>

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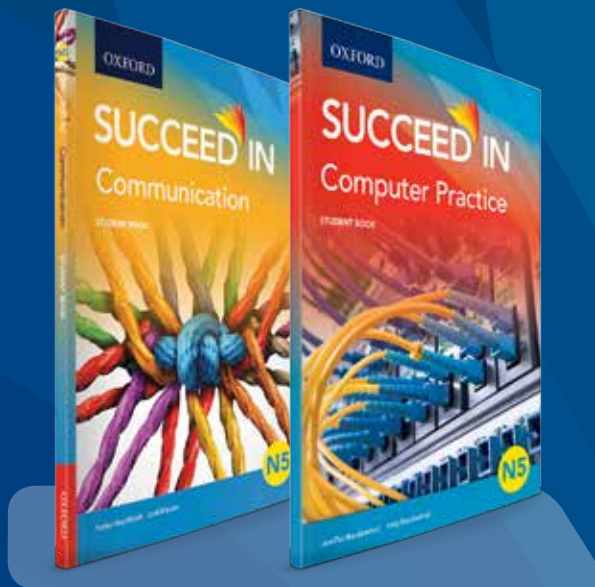
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## College introduces new courses and promotes them at a Career Exhibition held in rural Eastern Cape Province

NONDUMISO KHUMALO *Communications Officer*

The Breard Foundation, in partnership with the Ingquza Hill Local Municipality and Lusikisiki District Department of Education, recently held the fifth Heroes Week career expo.

The expo was specifically aimed at high school learners. The event forms part of the 'skilling the nation' drive. The Heroes Week is celebrated annually in the first semester. The career expo also aims at providing access to information opportunities and awareness of funding mechanisms available for the youth. Particular attention is given to the availability of bursary opportunities in government and its state owned

entities. The exhibition took place over four days. Day one commenced with the 'Humanities and Commerce Career Expo. Day two proceeded with the Science Career Expo. Day three the Business Development Workshop and Day four completed the expo with the Mpondoland Coastal Hike and Sports Day.

King Sabata Dalindyebo TVET College was in attendance and participated by exhibiting the College offerings. We exhibited key programmes and bursaries that the College offers. Expos are one of the opportunities to grow public awareness of the College and its new offerings. We have recently



Thousands of learners attended the Breard Foundation exhibition

introduced new courses at two of our seven campuses. Among the new courses are the NCV programme, 'Transport and Logistics' and the Report 191 course 'Financial Management'. These have been introduced at the Ntabozuko Campus. At Mngazi Campus, we

introduced the 'Water Treatment' programme. This programme will also be introduced to the Ntabozuko Campus in due course.

The introduction of new courses is informed by the education and training development needs of the communities we serve.

## Students attend the Tourism Indaba 2017

JULIA SENOELO *Tourism Lecturer*



Level 4 Tourism students with Senior Lecturer Mr P Gaborone and Lecturer Ms J Senoelo, attended the Tourism Indaba 2017 in Durban from 16-18 May

The three-day Tourism Indaba 2017 commenced on 16 May.

The Indaba saw thousands of exhibitors, travel buyers, visitors and media representatives from all over the world converging on the Inkosi Albert Luthuli International Convention Centre in Durban.

They were there to experience the dynamic African travel industry in all its diverse glory.

The Tourism Department at ORBIT TVET College Mankwe Campus, was determined not to be left out. NC (V) Level 4 students, accompanied by their Lecturer

this writer, and senior lecturer, Mr P Gaborone, embarked on an educational excursion to Durban. In doing so we would become part of the World's biggest Tourism Trade Show. Upon arrival in Durban, the Mankwe Campus team visited the King uShaka International Airport.

Here students learned about airport check-in points, clearing customs, immigration procedures and the different types of airlines amongst other things. On day two and three, we attended the show.

The Indaba was highly educational and informative. Students got to interact with exhibitors from all walks of life. They had the opportunity to learn about different cultures, countries and the tourism industry as a whole.

Among the exhibitors, was the Tourism North West team, who were thrilled to see students from the North West Province attending the trade show. Representatives from Bojanala Municipality have offered to take the five best performing ORBIT TVET College Tourism students to the Bloemfontein Tourism Expo, which is set to take place in October.

## College launches Music Studio

PATIENCE MAKHAPHELA *Head of Marketing and Communications*

In June, South West Gauteng TVET College successfully launched a Music Studio at the Dobsonville Campus.

The facility will provide a valuable resource for music makers within the College fraternity. Furthermore the studio is likely to inspire targeted clients within the community. A local studio will help bridge the gap between "Kasi Business" and Businesses in town. The idea is to attract business from industry professionals such as Musicians, Bands, Producers, Beat Makers in both Hip-Hop and House Music, Music Programmers, Music Sequencers, Churches, Choirs, Voice-over Artists and more.

At the launch, two guest speakers

shared the stage. They were Putlane Timothy Trevor Lengoasa 'Satchmo' a trumpeter, composer and teacher of the music genre, together with Mokale Koapeng, a music lecturer at the University of South Africa. Both guest speakers lamented the fact that the careers of musicians are very short. "Throughout music history, artists have had to deal with various pressures. These are often self-imposed or from fans, the media, recording studio managers and everyone else in general", said Putlane. He further suggested that the College assist in changing this perception by producing musicians of high standards.



At the launch were left, Mr Putlane Timothy Trevor Lengoasa 'Satchmo', a trumpeter, composer and teacher of music and Mr Mokale Koapeng, music lecturer at the University of South Africa

The Music Studio provides the perfect environment in which to learn and bolster the required skills. These skills include producing music, recording, both in studio and live settings, editing, mixing, mastering, dubbing, synchronization and more. In the studio, music students have

access to an array of state-of-the-art equipment such as is used by professionals in the field. This ranges from digital audio workstations to analogue tape machines. The studio is officially open to the public at large to record their albums. The rates will be guided by industry standard rates. Our vision is to have friendlier rates and competitive service delivery. We will have three types of booking rates namely, hourly rates, daily rates, lockdown rates and/or project rates.

The revenue will be used to keep the studio relevant to paying clients. The income will be ploughed-back into the maintenance of both studio equipment and music department equipment and instruments. Stipends of working staff members and or interns will also come from the studio booking fees.

## QUALITY SYSTEMS

# College quality management system independently and internationally accredited

LAME MORUBANE *Communication Officer*

Motheo TVET College has reached its set target for the implementation of a Quality Management System (QMS). This has led to the College achieving International Standard Organisation (ISO) 9001:2015 Accreditation, effective as from May 2017.

This accreditation is focused on ensuring that the College delivers a consistent level of quality to its stakeholders by having well-defined and regularly reviewed processes and procedures.

The certification process started in December 2015. Stage one of the audit was carried out in October 2016, while stage two commenced in November 2016. Implementing a Quality Management System

from start to finish usually takes a minimum of 14 months. However, it should be noted that the size of an organisation like Motheo TVET College, plays a role in the time required to implement such a system. Thus, the larger the organisation and the more complex the process, the longer it will take. Twenty-four months seems to be average time the process takes from start to finish, if organisations or TVET Colleges attempt doing it without the assistance of experts.

The College appointed Vula Services with Mr Mark Elliott as a service provider to assist with the implementation of the electronic QMS. The service provider has years of experience working in the

TVET College sector, assisting with QMS systems. Mr Elliot is a lead Internal Quality Auditor and familiar with the expectations of certification bodies in South Africa.

Activities in the certification process which were facilitated during past few months included meetings with managers individually, to discuss and identify what support should be given.

A meeting with the extended Broad Management of Motheo TVET College to identify and determine the sequencing of core and support processes was held.

The work included the design and development of an electronic management system that meets the requirements of the ISO 9001 standard and reflects the College's current organisational practices.

ISO Accreditation has definite benefits. Productivity and efficiency are improved and must be maintained. Accreditation provides a competitive advantage and increased marketing opportunities. Working to a quality standard ensures consistency of service performance. The QMS also ensures that communication is improved. Another impact of implementing a QMS is higher stakeholder satisfaction levels and improved stakeholder perceptions.

The certification is in line with the Mission and Values of the College. These are, said Quality Manager Nigel Olin, "To be a visionary and innovative provider of excellence; responsive to the needs of the community, and to provide service excellence and adhere to the constitution of South Africa".

# College recommended by the Academic Union Council for European Quality Award in Education

LAME MORUBANE *Communication Officer*

**Editor's Note:** *The Academic Union Oxford is a non-profit academic community founded in 2014 as an initiative of the international scientific and business community. It is an affiliate of the Europe Business Assembly which in turn hosts the Socrates Awards. The recommendation to establish the Academic Union Oxford was signed by Rectors, Professors, scientists, inventors and business representatives from 30 countries. Among its many projects, is to develop a common agenda on education. (Source, LinkedIn: The Academic Union Oxford, 3 August 2016.) The Academic Union organises seminars and conferences, the latest of which (at the time of writing) was held in July in Lucerne, Switzerland. Dr Nzimande addressed the December 2016 Summit in Oxford, UK. The July 2017 conference focus was on role models of excellence with a view to fostering improvement and positive social transformation.*



Quality Assurance Manager Mr Nigel Olin, College Council Chairperson Adv. Xolile Xuma, Principal Dipiloane Phutsisi and Acting Deputy Principal Student Support Services, Mr Brian Madalane with the Socrates Award at the ceremony held in Switzerland

Motheo TVET College has once again been recognised for the quality services it offers which is in accordance with international standards and teaching methods.

The Academic Union Council nominated Motheo TVET College to be part of a special session devoted to Quality in Education: Trends, Strategies and Practices, at the Excellence in Quality and Management Conference which took place in Lucerne, Switzerland in July. The College has been selected for the high level of the learning

process it provides, as well as the teaching capacity of highly qualified specialists in accordance with the latest international educational standards. Motheo TVET College was subsequently recommended by the Academic Union for the European Quality award in Education sphere.

This is in recognition of the quality services offered by the institution, in accordance with international standards, exemplary educational management and teaching methods.

## INCLUSIVE EDUCATION

# National Institute for the Deaf celebrates six years of DHET partnership

DEON DE VILLIERS *Executive Director National Institute for the Deaf*

*"If I have seen further than others, it is by standing upon the shoulders of giants" - Isaac Newton*



On 18 October 2013, the new occupational training building is inaugurated by Dr Nkzimande, Minister of Higher Education and Training. With the Minister is Deon de Villiers, Executive Director: National Institute for the Deaf



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The National Institute for the Deaf (NID) has been proudly serving the Deaf since 1881, a total of 136 years. It has done so through training and caring for persons with different degrees of hearing loss and multiple disabilities.

### Partnership delivers successful projects

A partnership between NID, the Department of Higher Education and Training and; the National Skills Fund, commenced in 2011. The first project to flow out of the partnership was a fully equipped computer laboratory at the NID College. A second project followed in the period 2012-2015. This project focussed on Occupational Skills Development Programmes. The project included the delivery of occupational skills training for the Deaf; Deaf-accessible

content development and programme facilitation and; physical facilities required for the delivery and the facilitation and support of the training.

The third project was implemented between 2015 and 2017. This project focussed on the training of unemployed Deaf youth.

The project outcomes include the facilitation of Deaf-accessible blended learning material; training and enterprise development; the provision of training support services through a multi-disciplinary team; work placement and community training; mentoring support and training facilitation support. Other facets of the project focussed specifically on enterprise development; entrepreneurship; business units for artisans covering different occupational trades and; the facilitation of experiential training.

### Work Placement and overall performance

The Work Placement focus of the third project has delivered exceptional returns. The following statistics speak of the successes achieved in the placement of the Deaf beneficiaries in jobs:

Prior to the commencement of the third project: 2009 - 2014 = 68%

During the implementation of the third project: 2015 - 2016 = 97%.

The benefits of the partnership are also reflected in throughput rates. In 2015, NID Training delivered a student pass rate of 98% at its main campus and 92% at its training units all over South Africa.

The overall performance of the NID has been widely recognised. NID training received recognition from AgriSETA as a leading private provider. NID has consequently been awarded the AgriSETA Skills Development Recognition Awards 2014/2015 for Best Practice Skills Development Provider in the category: People with Disabilities.

### Pioneering Programmes for Deaf teaching and learning

In 2015, NID was awarded a silver accolade for the Youth Excellence Awards: Youth Education, Training and Skills, for the development for its Foundational Learning Competence Certificate programme (Links4Life).

### Job creation for the Deaf

NID has established seven business training units on its main campus. These serve as experiential training sites while offering job creation opportunities for the Deaf and persons with hearing loss. NID is decidedly

proud of its current 97% work placement rate.

### The way forward

The partnership continues with a further focus on accessible occupational and artisan skills training and work placement for unemployed youth with hearing loss and other disabilities within a national footprint.

This project includes the recruitment, training development, particularisation and connectivity of occupational and artisan skills development programmes. It further includes student support services and the blending (DVD production) of particularised Deaf-accessible learning material.

The project also provides for residential costs for Deaf students. It includes meals, water and electricity, laundry, healthcare, and more. An overall objective is one of training the Deaf better so that they may be respected as equals in society.

By combining technology with virtual facilitators and interpreters, we are able to offer wider access to our programmes and services. This ensures reaching even more disabled beneficiaries throughout South Africa.



NID Chancellor, Dr Mavis Naidoo and Mr Eubert Mashabane, Directorate Strategic Projects, National Skills Fund, confer an award on one of the students at the National Institute of the Deaf Training Award Ceremony

# Student reshapes his future in the face of challenges

FIONA MCFARLAN

Until a fateful 14 February, Maripane Mmaladithomo Miltaffer was a typical TVET College student at the Brakpan Campus of Ekurhuleni East TVET College. He was following the Nated Report 191 N5 Financial Management programme.

Traditionally a day of love, on that fateful Valentine's Day, Maripane learnt in a single, tragic moment just how fragile life is. How life as we know it, that life that we take so for granted, can be changed irrevocably in an instant. Returning home by train from an Induction Day at the campus, he was seated next to an open window at the Delmor station when a passer-by snatched his cap and ran off with it. When Maripane chased after him down the platform to retrieve his cap, members of the community misinterpreted the situation and,



Student Maripane Miltaffer with Campus Social Worker Ms Nomkhosi Molopyane

thinking he was the one who had stolen the cap, pulled him off the moving train as he tried to re-board it. He lost his footing and fell onto the tracks where both his legs were amputated 20cm above the knee.

Miraculously he survived

his initial horrific injuries but this marked the start of a long, hard road to physical and emotional recovery which Maripane is still travelling. He has a wheelchair and has been fitted with prostheses which he is learning to use. But coming to terms with his disability and finding a belief in his future, is harder. "But" says Maripane "it was through this experience that I also learnt the true meaning of care and support. Care and support has flowed from my family and also from the College Principal, Ms Happy Sibande, my Campus Manager, my lecturers and student friends. Campus Social Worker, Ms Nomkhosi Molopyane has maintained constant contact with me since the accident and made herself available for one-on-one and telephonic trauma counselling. My lecturers prepared work for me throughout the academic year and either delivered it themselves or couriered it via my classmates".

With the assistance of Mr de Villiers from DHET, Campus Manager, Ms Mamono Mofokeng arranged a concession for him to write the N5 and subsequently N6 exams at his home where he was supervised by one of his lecturers, Mr Stoltz or a Campus SSS Officer. In spite of the trauma and enormous emotional adjustment he has had to face, Maripane passed all his N5 and N6 Financial Management subjects.

Securing a suitable internship placement to enable him to complete his Diploma and graduate is proving a challenge for the College because of his special needs. However, he remains positive and optimistic and, as such, is an inspiration to others. "I have learnt that I have to apply my own unique ABC in my life," he says. "My attitude and my belief in myself and my future are what will make the difference. With God's help, I am the only one who can choose how I wish to face my future and live my life."

## Unpacking Universal Access

JUDITH DE JAGER *Occupational Therapist: College Inclusive Education Department*

A seminar on "Unpacking Universal Access, Universal Design and Universal Design for Learning" was held on 20 and 21 June. The seminar provided an opportunity for universities, TVETs and disability sector role-players to engage around these critical topics. The seminar was hosted by Stellenbosch University (SUN) and co-ordinated by Dr Marcia Lyner-Cleophas of the SUN Centre for Student Counselling and Development (CSCD), which includes SUN's Disability Unit. Dr Lyner-Cleophas is also the vice-chairperson of the Higher and Further Education Disability Services Association (HEDSA), the national association and forum for disability services in higher education.

Dr Lyner-Cleophas is therefore strongly aware of the importance of making higher education institutions accessible for people with disabilities. This is both in terms of built environment and technology, and in relation to teaching and learning strategies and content. Universal Access/Design (UAD) takes environmental accessibility several steps further. It does so by advocating for design that inherently supports the optimum use by all potential users. It goes far beyond the practice of simply adding ramps and special parking facilities to existing buildings. Instead, it advocates a universal approach at the design stage. Universal Design for Learning (UDL) similarly goes beyond adding innovative teaching practices to the existing curriculum. It advocates a new mind-set at the stage of curriculum development.

Delegates from the University of Cape Town, Cape Peninsula University of Technology, False Bay TVET College, College of Cape Town for TVET, and Boland TVET College, participated in the seminar. Colleagues from several SUN Departments also made use of the knowledge development opportunity. This included staff from Student Affairs, Administrative departments and Facilities Management, as well as academic staff. It is encouraging as these departments are in a position to advocate practically for the implementation of UAD. Presenters included Mr Jeremy Hazell of Universal Design Africa, Dr Judith McKenzie of the University of Cape Town (UCT) Disability Studies Unit (DSU), Dr Elizabeth Dalton of the University of Rhode Island, U.S.A., and Ms Jacqueline Lenting and Ms Judith De Jager, of False Bay TVET College Inclusive Education Department. Delegates described the seminar as "a real eye-opener", well-organised, insightful and stimulating. Another delegate said, "What I take from the seminar is the importance of including everyone in your mind when designing infrastructure, like access to bathrooms or to top floors for people or students who are wheelchair users (without lifts). In fact, it is said that it is cheaper to do that from the onset than having to do renovations after the build".

Dr McKenzie spoke on contextualising the disability policy landscape and inclusive education research in South Africa. She provided a broad overview of what is happening in inclusive education in the post-school context across

South Africa. She also shared a recently-published journal article in which she and colleagues reflected on the success and learnings of a workshop recently offered to a group of teachers by UCT, on implementing UDL. Dr Lyner-Cleophas then spoke on the SUN policy shift from a "Disability Policy" to a "Universal Access Policy". She explained the shift in understanding and overall approach that had made the change necessary and how this will impact on practices and service delivery by the CSCD. Mr Jeremy Hazell then spoke on UAD, providing current South African examples and illustrating the benefits of such a design approach, for all users.

Ms Lenting and this writer explained the role of TVET Colleges in the post-school education and training landscape, and the importance of inclusive education in the TVET context. Current successes and challenges at False Bay TVET College were explored, with reference to the principles of UAD and UDL. Audience members who were previously not familiar with the TVET role found the presentation added to their understanding. Other delegates, who were themselves from TVET, commented on the lack of resources and structure available at TVET Colleges, to enable effective support of students with disabilities or special learning needs. False Bay TVET College is one of very few TVET Colleges to have a specialised Inclusive Education Department with dedicated professional staff. Delegates also commented that while there is a far way to go in terms of successfully implementing Inclusive Education at TVETs, the False Bay TVET College Inclusive Education Department has achieved a great deal with limited staffing and resources.

On the second day of the Seminar, Dr Dalton spoke on UDL. She explained the relationship between UDA and UDL as concepts, and how UDL can be used to achieve optimal teaching and learning. Dr Dalton then presented the Rhode Island Modified UDL Educator Checklist, a tool for planning teaching using UDL. Delegates were able to take part in a practical exercise to explore using the Checklist, and then to share their learnings in an open forum discussion. It was a privilege to participate in a discovery of UDL, guided by such an experienced and passionate researcher and educator as Dr Dalton.

Presentations were followed by a stimulating and in-depth question time on both days, as well as the opportunity to network with colleagues and topic experts. It is hoped that delegates will be able to advocate for UDA and UDL implementation at their home campuses, and spread awareness of these practical and comprehensive approaches to achieving genuine inclusive education for all.

**Readers interested in learning more about UDA or UDL can visit or contact the following links:**

Mr Jeremy Hazell, [www.universalaccess.co.za](http://www.universalaccess.co.za)

Dr Marcia Lyner-Cleophas, [www.sun.ac.za/cscd](http://www.sun.ac.za/cscd) or [www.hedsa.org.za](http://www.hedsa.org.za)

Dr Judith McKenzie, [www.dhrs.uct.ac.za](http://www.dhrs.uct.ac.za)

Ms Judith De Jager, [judith.dejager@falsebay.org.za](mailto:judith.dejager@falsebay.org.za)

# Trailblazing student's experience of inclusive education improves access to higher education

JACKY LENTING *Occupational Therapist: Inclusive Education*

**Editor's Note:** This article offers inspiration to all colleges in their quest to provide inclusive education opportunities for special needs students. It is a model of best practice on many levels.

**'He who learns, teaches'.** The Ethiopian proverb resonates in a fascinating experience at False Bay TVET College Khayelitsha Campus, where Nandipha Gcora has become the first blind student to study at the campus.

The College had previously enrolled two blind students who completed the NCV Office Administration course at its Fish Hoek Campus, as well as a number of students with other disabilities. The commitment to inclusive education has been concretised in several ways.

The College has adopted a formal Inclusive Education Policy. All opportunities have been taken to reduce physical barriers to learning. The College has invested in software and hardware to aid students with disabilities and has acquired a range of learning materials to use with the technology. Appropriate training is provided to staff and campuses have dedicated Inclusive Education Officers to assist students with disabilities.

In 2014, the College received the Department of Social Development's National Disability Higher Education Institution Award, for supporting the advancement of people with disabilities. The Deputy Minister of Social Development, Hendrietta Bogopane-Zulu, also

handed over a donation of a Braille printer and Duxberry software. The College is finding the experience of accommodating Nandipha's needs useful for interrogating the efficacy of the policy and the College's capacity to service the needs of blind students. It is in that sense that the student is indeed teaching the College.

The assistance offered to Nandipha, a Khayelitsha resident who completed her schooling three years ago at the Athlone School for the Blind, began with an initial evaluation by this writer, followed by an assessment of her needs in terms of assistive technology, human support and access to learning materials.

The assessment was conducted by Shauwn van Staden, Programme Manager for NATED Business Studies, Mr Klaas from Athlone School for the Blind and Michelle Botha, a Career Development Practitioner at the Cape Town Society for the Blind (CTSB). Due to Nandipha's three-year gap since schooling, she was advised to first complete a refresher training course in terms of orientation and mobility training as well as computer skills at CTSB. In January 2017, after completing the free training, she commenced the three-year NATED Certificate in Public Management

at False Bay College. Retail giant, Shoprite Checkers donated a laptop for Nandipha's use. IT staff loaded the laptop with Jobs Access With Speech (JAWS) screen-reader software and fully networked it with the campus, enabling WiFi connectivity, email and access to learning materials on the student shared drive.

At this point the goodwill and value of long-term partnerships kicked-in with a vengeance. The publisher, Future Managers, assisted Nandipha with free prescribed electronic textbooks. Bruno Savaria from Sensory Solutions facilitated training for this writer in the use of the Braille machine and the software required to enable the conversion of learning materials to accessible formats for JAWS and Braille. The League of the Friends of the Blind assessed Nandipha's orientation and mobility skills on campus at no cost and volunteered assistance with accessibility of learning materials.

CTSB also provided free student desensitisation training in handling guidelines for blind persons. A staff information session was hosted by the Inclusive Education Office to advise on Nandipha's support needs and suitable teaching strategies. An NSFAS bursary award enabled the procurement of assistive technology for Nandipha's use in the classroom and at home, including a voice recorder, a PEARL camera with conversion software and a 4-in-1 printer/copier/scanner.

During her first semester Nandipha's determination to

succeed overcame all technological challenges. She not only proactively helped the Inclusive Education Office to review challenges to her support needs, but managed the academic requirements well. Thanks to Nandipha's presence, a longstanding issue with examinations for visually impaired students was resolved. Chief Examination Officer, Leandre Alexander, secured the assistance of the DHET to provide all external examination papers in Braille for the June 2017 examinations.

This was a breakthrough for the College. Examination papers were moderated by DHET to ensure questions were not prejudicial to a blind student.

Nandipha was allowed extra time and the use of a scribe to transcribe her answers in the exams. With the appropriate support, Nandipha proved that she could do as well as her sighted peers in the June examinations. "When I applied in May 2016, they said the College would need time to assess my needs and get everything I need. I didn't think they would do everything that they said they would until they called me back and told me I could come to register. I am very happy with the whole experience, because I feel supported," says Nandipha.

In summary, the successful integration of a blind student required no curriculum adaptation, but rather a combination of good preparation, sound partnerships, appropriate assistive technology, IT support and infrastructure, and empathetic and sensitised staff and students.

## Student rises above his personal challenges

NKEKO MOTLOUTSI *Communications Officer*

Thumbs up and hats off to this genius! Student, Sydney Jesaya Shabangu, is studying Financial Management at Tshwane North TVET College, Pretoria Campus, Gauteng Province.

He completed the three-year National Certificate Vocational, (NC (V), Finance, Economics and Accounting course in record time, attaining a total of nine distinctions in the process. He obtained, among others, three for New Venture Creation, two for Life Orientation one for Applied Accounting and another for Economics. The interview we had with Sydney confirmed his strong character. "I regard Tshwane North TVET College as my second home. After all, this is where I spend most of my time during the week, building my education.

There are many people who support me, lecturers, general workers, administrative staff and students.

When I first arrived at the College, I looked confident but inside I was wondering if I would

cope. I felt intimidated by being around physically abled people every day for the first time in my life, as I was previously attending a college for the physically impaired.

As time went by, I observed that when you have a positive attitude towards others, they will accept and support you throughout your journey. Hard work, determination and support pushed me beyond my thoughts and dreams.

I have also learnt that the tougher something gets, the more valuable it becomes. I am currently enrolled for N5 Financial Management. The most exciting day for me was on 29 June this year at the annual graduation ceremony. I ascended the stage for the first time to have my NC (V) qualification officially handed over to me.

To my resounding joy, I was announced as the Best Achiever in NC (V). I received a laptop, tablet and a trophy for my performance. I would like to express my sincerest gratitude to my College family, my Mother and to God."



Bestowing the awards at the graduation ceremony was College Councillor Ms Nandi Madiba. Proud Top Achiever NC (V), Finance, Economics and Accounting, recipient is Sydney Shabangu

# Opportunities for people with disabilities

LAME MORUBANE *Communication Officer*

In June, the former Deputy Minister of Higher Education and Training Mr Mduzuzi Manana visited Bartimea School for the Deaf and Blind in Thaba Nchu near Bloemfontein, Free State Province.

The visit was part of his nationwide campaign to promote post-school opportunities for people with disabilities. Under the theme "Opportunities for people with Disabilities", the purpose of the campaign is to encourage learners to take up career opportunities along critical and scarce skills lines. The campaign would contribute to Government's intention of mainstreaming persons with disabilities in the post-school education and training sector. Different entities were present at the event. They included Free State TVET Colleges, University of the Free State, SETA's and NSFAS. NSFAS officials advised learners on ways to apply for available funding targeted for people with special needs. The learners were also encouraged to apply as soon as possible in order to secure funding. Applications for the 2018 intake commenced in August 2017.

Motheo TVET College Principal Ms Dipiloane Phutsisi told learners that the College has the capacity to accommodate and take care of students with disabilities. "They also form part of the SRC. The College has different sporting codes for students with special needs". The College has a total of 102 disabled students registered for the 2017 academic year. There are 16 deaf students, 11 blind students, 64 partially sighted students and 11 physically disabled students.

In his address, former Deputy Minister Manana urged learners to have confidence and not to underestimate their potential. "We truly care about you and we want you to succeed and stay the course of education". Former Deputy Minister



Former Deputy Minister Mr Mduzuzi Manana and dignitaries arrive for the event

Manana highlighted the fact that cabinet has two differently abled Ministers. They are Advocate Tshililo Michael Masutha who is the Minister of Justice and Correctional Services and who studied at Siloe School for the blind. Deputy Minister Hendrietta Bogopane-Zulu, is responsible for the Department of Social Development. She is a disability rights, gender, children, youth and HIV &

AIDS, activist. "You can become a leader, but the ball is in your court," said Mr Manana.

He also urged learners to enrol at TVET Colleges. TVET Colleges offer Vocational and Artisan skills. Former Deputy Minister Manana concluded his speech by encouraging learners to look for scarce skills that are required to boost the economy of our country

## APPEAL

### Girlology Programme statistics support sponsorship appeal

FIONA MCFARLAN

**Editor's Note:** TVET College Times proudly endorses this appeal for a sponsor of the Girlology Programme. Over many years and editions of this publication, we have been enthralled by the uplifting articles and reports submitted by TVET Colleges across the country related to the Girlology Programme. It is clearly a programme that has found great resonance among students and TVET professionals alike.

Persons or parties concerned for the future of this programme and who may offer sponsorship solutions are requested to contact programme facilitator Karen Burt.

She can be contacted on email [karen@planetproductions.co.za](mailto:karen@planetproductions.co.za).

According to criminologist, Ms Anni Hesselink and WITS University Gender Activist, Ms Lisa Vetten, every day in South Africa three women die at the hands of their intimate partners.

That is one woman every eight hours. South Africa has a femicide rate four times higher than the global average. Yet acts of violence against women in all forms are among the most under-reported crimes. Deeply entrenched patriarchal attitudes make violence against women and children an almost accepted phenomenon. A 2016 report by the Centre for the Study of Violence and Reconciliation states that along with inequality and the acceptance of violence, "social constructions of manhood also play a role in driving gender based violence (GBV). This is because the masculine identity is intertwined with the notion of power,

another major driver of GBV. It affirms men's superiority over women and feeds into societal perceptions of what it means to be a man".

As recently as March, the Department of Justice launched a national programme for a dialogue on intimate femicide with the aim of implementing changes in policies which will give hope to women in abusive relationships. It is in the context of such a society that the Girlology programme, fully sponsored by KOTEX since 2012, has been rolled out to over 16 000 female students at universities and colleges across South Africa. Karen Burt, Claire Mawisa and Patience Lusengo together formed a dynamic, highly experienced team who shared their wealth of experience and phenomenal personal stories to empower and inspire the young women who attended their workshops. The interactive three hour workshops covered a broad spectrum of feminine issues ranging from HIV infection, rape, domestic violence, teenage pregnancies, peer pressure, substance abuse, societal demands, abusive relationships and the self-image and self-esteem of a 21st century woman.

Most unfortunately Kotex have recently indicated that they are no longer able to continue their sponsorship of this very worthwhile programme. Surely there is someone out there in the TVET College Times readership who can take up this very worthy cause? Support and sponsorship of the Girlology programme can make a meaningful contribution to constructively eliminating the plague of femicide in our country. It is my sincere hope that through the medium of the TVET College Times or DHET, a sponsorship will be found which will enable future students to also benefit from this powerfully facilitated journey of healing and empowerment.

## The Dual System Pilot Project in Action: Creating employment opportunities for youth

TANJA MERENSKY-HARTINGER *Skills Development for a Green Economy Programme*

South Africa's unemployment rate has hit a 13-year high with youth unemployment now considered to be chronic. One of the biggest contributing factors to these staggering statistics, is a clear mismatch between the skills employers are looking for and the skills with which the education system equips college graduates.

This is where the Dual System Pilot Project seeks to make a difference. It combines theory and practical training offered by TVET Colleges with paid workplace-based training in companies, just as in an apprenticeship. This approach aims to create employment opportunities for the youth. It can achieve this by equipping youth with trade-specific skills and attitudes geared towards the world of work.

GIZ (Gesellschaft für Internationale Zusammenarbeit), on behalf of the German Federal Ministry of Economic Co-operation and Development (BMZ), supports the Department of Higher Education and Training (DHET) in the implementation of the Dual System Pilot Project. It does so specifically through Ekurhuleni East



*The ten lucky lecturers who were sent to Germany participate in a four week advanced training course on subject didactics for electrical engineering. From left are Joseph Timba, Luncendo Snyman, Luvoyo Maloni, Frederik Petrus Barnard, Thulani Msibi, Marota Tala, Gideon Gouws, Johannes Mogale, Dibuseng Totetsi, and Raeq Brood*

fact, apprentices spend up to 70% of their training at the workplace gathering practical experience. This gives them the edge over other job-seekers as they are not new to the labour market. They already have the necessary practical skills. They also have the all-important 'soft skills' acquired while working in a team and communicating with colleagues and clients. These are invaluable skills for gainful employment. For the employer, the Dual System Pilot Project is an ideal opportunity to develop loyal and high-quality artisans. Employers are then able to hire them permanently if opportunities for employment exist.

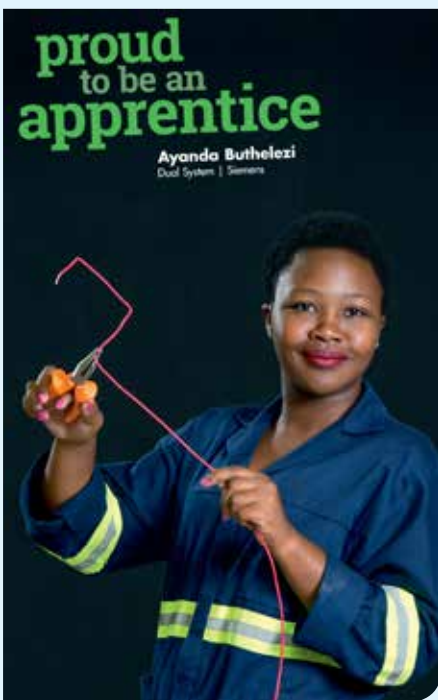
The Dual System Pilot Project truly offers excellent opportunities. Apprentices earn a salary while they are in training. By the time they complete the trade test, they have not only gained solid work-experience, but might also secure full-time employment within the company. "We know them, they know us. We build up a relationship over three years. I would be happy to permanently employ them after their training if there is a vacancy," says Takalane Nethenge from Sun International Carnival City Training Division. Takalane Nethenge was commenting at a recent employer feedback session which was held at Carnival City in Boksburg. "It is always challenging to find people with the right skills and attitude, people that fit into our company," says Kasavan Govender, Operations Manager at Imfuyo, another host employer. "When we take on apprentices, their exposure is limited to theory. Their practical knowledge comes from their time spent with us in the company. As we invest in these apprentices, we get the skills we need. Once they are qualified and pass their test, we may want to hire them. We would gain an employee who already knows the company and our workflow. In my opinion the dual system works well."

It is not only the apprentices who benefit from the dual system arrangement. "The time they spend at our workplace also increases the productivity of the company, as we essentially have extra staff working. It is a win-win situation for both parties," says Deon Richards from Southern Star Electrical. This kind of feedback is crucial to making the Dual System Pilot Project a success. Maintaining meaningful relationships with host employer companies is therefore essential. James Mogale, Deputy Director for the DHET reiterates

this. "It is important for companies to give us regular feedback so that problems, if any, can be sorted out in the early stages." The participating TVET Colleges and companies are working hard to co-operate and communicate effectively to ensure that the theory the apprentices learn at their colleges is up to industry standard. It ensures that it is closely linked to the practical work they do at the companies. Siphon Nkosi, the Dual System Pilot Project Manager from Ekurhuleni East TVET College expressed his gratitude for the commitment shown by employer companies Sun International Carnival City, Impact, Imfuyo, Dunlop, Siemens, Ekurhuleni East Metro Municipality and Southern Star Electrical. "Without the support and participation of companies, the Dual System Pilot Project would not be possible. The feedback we received from employers is very encouraging. It shows us that we are on the right track. Our apprentices are doing us proud." Siphon explained that the students are selected through a rigorous process. The process ensures that only the best were selected for this programme. It is no wonder, therefore that companies are full of praise for the apprentices. "I am very impressed by the apprentices. They are enthusiastic and keen to learn. They deliver high quality work and work smartly and independently," says Takalane Nethenge.

To continue on this path to success, the colleges have committed to giving their apprentices the best possible start. They will do so by providing them with exposure to newly purchased state-of-the-art training equipment and tools and upgraded facilities to match the high standards of industry. In addition, one must not forget that great lecturers help create great students. The colleges therefore focus on continuous capacity building for lecturers. In light of this, ten lecturers from all four TVET Colleges were sent to the Hesse Institute for Advanced Training in Technology in Groß-Gerau, Germany. There they took part in a four-week advanced training course for electrical engineering. With such top-of-the-range equipment and competent lecturers, the colleges can ensure that the students receive a high standard of education in their three years of enrolment in the programme.

The Dual System Pilot Project not only creates employment opportunities for apprentices.



*Ayanda Buthelezi is a proud Dual System Pilot Project apprentice at Siemens*

*Photo courtesy of Dörthe Boxberg*

and West, Port Elizabeth and East Cape Midlands TVET Colleges. The Dual System Pilot Project comprises a three-year occupational programme to become either an electrician or a plumber. It ends with a trade test whereupon apprentices will be fully qualified, confident and competent artisans, equipped for the 21st century. During their three years of training, apprentices rotate between the colleges and companies in order to gain as much real-life work experience as possible. They essentially become employees of the company. They are assigned a mentor who provides structured training at the workplace. In



It also inspires personal growth and encourages apprentices to take pride in- and ownership of- their work. During the training, apprentices learn that, just like in the real working world, their success of finding employment depends solely on their own attitude, commitment and hard work. While the Dual System Pilot Project

currently focuses on the electrician and plumber trades, experiences gained can be used by DHET for other programmes, including the Centres of Specialisation Programmes. So while the South African unemployment figures paint a bleak picture, the companies and TVET Colleges implementing the project are quietly changing

this very picture. They are giving the youth a new and more encouraging outlook when it comes to finding employment in the working world. With such an innovative approach, the Dual System Pilot Project is expected to make an important and long-lasting contribution to youth employment in South Africa, one apprentice at a time.

## Auto-electric and Mechatronic students placed with Volkswagen South Africa become artisans

KLASIE CLAASSEN Registrar Institutional Development

Being in the hub of the Motor Industry of the Eastern Cape Province, Eastcape Midlands TVET College is very fortunate to maintain a synergistic partnership with Volkswagen South Africa (VWSA).

Dayimani Dyantyi and Angelaé Vaaltyn, who have both completed levels two to four of the Autotronics learnerships, were sent to VWSA in Uitenhage, Eastern Cape Province.

There they received additional training in the field of Auto Electricians. After completion, they were trade-tested as Auto-Electricians

and subsequently qualified as Artisans.

Collin Simon and Julius Reghaudson completed levels two to four in the Mechatronics Learnership. They then completed six additional electrical unit standards at VWSA. They were also sent through to VWSA where they underwent their trade tests and were able to qualify as Electrical Installation Artisans.

These are just a couple of the many success stories of this dedicated "School of Occupational Training", Eastcape Midlands TVET College.



Proud artisans Julius Reghaudson and Collin Simon with their trainer, Mr Cliffy Ryan

## Academic Innovation: Preparing for the World of Work

HIDAYAT ADAMS Academic Support Lecturer

As part of the Academic Support Programme at the College of Cape Town for TVET, students are assisted with interview tips and techniques. At the Athlone Campus in early May, a group of students from the Competency Based Modular Training (CBMT) programme attended a short presentation. Here they could learn how best to conduct themselves prior to, and during job interviews. They had the benefit of this exposure before starting their job placement period. Thereafter, a "Mock Interview" session was arranged. Four students were randomly selected to participate in the interviews. The participating students were Joshua Hart, Belinda Mosito, Thembela Mzayiya and La'eeq Klein.

The four students were each given the same job advertisement for which they had to prepare. They were interviewed by a panel of three interviewers. The interviewers were all College employees from the Athlone Campus and comprised Ms Shaamela de Kock, Rueben Mokotedi and an intern, Ms Naeema Rhodes. The interviewers were not informed that one of the students, La'eeq, would intentionally give a bad interview, arriving dressed in casual clothes and not having prepared for the interview. This caused some confusion amongst the interviewers. It also amused the students observing the interviews, as they were pre-warned of the plan. When Ms Rhodes asked the student what about the position appealed to

him and he replied, "Nothing," she was visibly confused and said, "Then why did you apply for the job?" When it was Ms de Kock's turn to interview the student, she said in response to his reaction to one of her questions, "I suppose you prefer not to answer this question, too?" The panel only caught on that it was a setup when they noted the observing students giggling at the student's responses.

Asked about the interview session afterwards, Mr Mokotedi said, "It was a very fruitful and valuable exercise. The students suddenly realised the reality of their situation. It seemed a switch had been turned on in their minds." Ms de Kock was impressed by Joshua Hart's responses, but she cautioned him on giving lengthy replies. "Sometimes it is better to be succinct and concise rather than verbose," she advised. "If you give long responses, you might start to ramble and in effect, start veering off the topic." Thembela was reminded to dress appropriately. He had worn three-quarter pants because he thought it was only an interview for the position of a mechanic, so he didn't have to dress formally. Belinda was advised to relax and to offer more informative and no informal replies.

The "Mock Interview" session was quite successful. As a result, we hope to have more of these sessions in future to assist, prepare and enable students to be successful in their job interviews.

## NARYSEC students give back

HESTIA ORCHARD

West Coast TVET College trained 274 youth on the National Rural Youth Services Corps (Narysec) Programme in Thaba Nchu, Free State Province during the second quarter.

Narysec focuses on skills development and employability of the youth. It is a flagship programme of the Department of Rural Development and Land Reform. It also forms part of the Comprehensive Rural Development Programme. The training exposes students to aspects of self-discipline, patriotism and service delivery in rural communities. During their stay at the Thaba Nchu College, the students were expected to get directly involved with community projects. These included refuse cleaning in the

town, visiting the elderly, feeding the poor and raising awareness for the prevention of HIV and AIDS. Food parcels were distributed to families identified by the town council. Initially nine families were identified, but as the participants walked



NARYSEC students participate in a fun walk to create HIV/AIDS prevention awareness

through the community, they were touched by the level of apparent need. They decided to include two homes they had earlier identified as marginal and the total number of homes visited then came to 11. A fun walk was planned to create awareness on the prevention of HIV and AIDS. The participants carried posters and distributed pamphlets to the community. Thirty elderly people

from the Barona Community Based Care Organisation were invited to the College to spend the day with the participants. Included in the programme of the day, was the handing out of gifts to each of the elderly, entertainment and simply sharing experiences with each other. Lunch was catered for by the programme participants themselves.

The impact of the Youth Leadership Development Programme has been very positive, both for the community and the participants. On reflection, it was heartening for participants as they saw themselves as agents of change. They expressed how humbled they were, being able to share the little they had with others. The clear expression from all parties was that issues affecting communities can only be addressed through collaboration, compassion and team work!

# Placement of students helps to confront unemployment

EMILY VAN HEERDEN *Graphic Designer*

Eastcape Midlands TVET College (EMC) saw an increase of its successes in the 2016 academic year. The success was primarily evident in the placement and employment rates of graduated students. This was achieved through the College's recruitment and placement programmes.

In 2014, EMC attained a placement rate of 56.76%. This percentage went up slightly in 2015 to 59.24%. However, these rates improved drastically in 2016 when a total of 77.48% of students were successfully placed. Ms Rozanne von Gordon, Manager of the Career Development Centre (CDC) at the Brickfields Road Campus in

Uitenhage, Eastern Cape Province, says that they find many ways to ensure placement for students. These include submitting proposals to various SETA's; making contact with external funders and assisting them with student CVs for possible internship opportunities; creating partnerships with private companies and government institutions, as well as advertising in newspapers and conducting online searches.

When students come to the CDC, they are provided with a CV consultation. During this consultative process, the student's areas of development are identified and captured on a

consultation form. Work readiness workshops are then arranged for the students to assist them with the areas of development.

The CDC also provides assistance in preparing students for interviews, and they assist students in drafting a professional CV.

Through these programmes, and because of the success attained, the CDC has identified the characteristics that businesses seek in potential employees. This includes, inter alia communication skills; following instructions; meeting deadlines; punctuality; telephone skills; listening skills; and the ability to take initiative.

The CDC works hard to ensure that the students are equipped with these necessary skills.

## College changes lives

RHAZIA HAMZA *Deputy Principal and CEO Innovation and Development*



Graduate, Sarlien Willemse of West Coast TVET College Vredenburg Campus, secures her career through a sponsored Work Placement initiative

After completing their studies, many students struggle to find employment. This is as a result of many employers looking for graduates with work experience.

At West Coast TVET College, assisting graduates to acquire the necessary experience has become a big focus. A Placement Unit was established in 2015 under the leadership of Mr Lumkile Ralarala who is based at the Central Office. His primary objective is to find host employers to place the students

in internship programmes that complement their studies. However, without funding, many students would not be able to commute to their workplaces.

For one Business Management N6 student, Sarlien Willemse from the Vredenburg Campus, the hard work paid off. With funding received from the Chemical Sector Education and Training Authority, who paid her a monthly stipend, she was able to complete an 18 month internship programme at Hoedjiesbaai Lodge, West Coast. This gave her the necessary practical exposure and experience for her programme of study. Furthermore, and most importantly, she is now eligible to

apply for the National Diploma. She was recently permanently appointed by the South African Police Service in an administrative position in the West Coast town of Hopefield, Western Cape Province. Sarlien says, "Studying at West Coast TVET College was the best decision that I could have made regarding my future. I am grateful for the opportunities, and the doors it has unlocked for me."

This is only the beginning! Sarlien would like to encourage people to go the extra mile and study further. She maintains that it is the only means of empowering yourself. Congratulations Sarlien, West Coast TVET College is truly proud of you!

## Students reap the benefits of the ABSA 'ready-to-work' programme

REGINAH MAMPYE *Academic Support Co-ordinator*

One hundred and twenty eight students from ORBIT TVET College Brits, Mankwe and Rustenburg Campuses, North West Province, attended the ABSA Ready-To-Work Programme workshops in May, which were held at the Rustenburg Campus. The initiative, spearheaded by the Student Support and Academic Programmes Unit, in conjunction with ABSA, aimed at providing students with insights that will prepare them for the world of work.

Participating students were trained on the following modules:

**Work skills:** Students received guidance and were taught how to find their dream jobs. The skills needed to prepare them for work and job applications included interview and CV writing skills.

**Money skills:** Students learnt how to manage their money and the importance of financial skills. They were taught how to deal effectively with credit, debt management and the management of their financial future.

**Entrepreneurial skills:** Students received an overview of how to start, setup and grow their own businesses.

**People skills:** The module focused on the skills students needed to know in order to work well with others in the workplace.



An Inlook Development Company facilitator conducts a session during one of the workshops held at the ORBIT TVET College Rustenburg Campus

This included stressing the need for understanding, and consistently applying and improving interpersonal skills.

The co-ordinators of the programme, ORBIT TVET College Vocational Programmes Manager, Ms M Maja and Academic Support Co-ordinator, Ms R Mampye; CEO of Inlook Company, Mr C Nkabinde and ABSA Public Sector Relationship Manager, Mr Brian Bogopa, went out of their way to ensure that the workshops held over

two days were a great success. The programme was concluded with each student receiving four certificates in entrepreneurial skills, people skills, money skills and work skills respectively.

The ABSA Ready-To-Work programme is an initiative started by ABSA in 2016. The partnership between ORBIT TVET College and ABSA dates back to July 2016. At that time, 50 Financial Economics and Accounting (FEA) students were placed at various ABSA branches for a week. This was to enable them to gain Work-Based Exposure (WBE).

# ENTREPRENEURSHIP DEVELOPMENT

## Centre for Entrepreneurship chalks up the successes

MASILO CHAUKE Centre for Entrepreneurship Facilitator

**ORBIT TVET College Centre for Entrepreneurship is raking in the successes of beneficiaries of the programme. We are honoured to share the following stories.**

**Entrepreneur:** Ms Carla Mosibi  
**Business Name:** Ngale Projects  
**Business type:** Feminine Accessories Manufacturing

*Carla Mosibi is a 25 year young woman from Boitekong in Rustenburg North West Province. She is also an ORBIT TVET College Electrical Engineering N6 alumnus.*

Carla came to the Centre for Entrepreneurship in August 2016 to register a construction company. After a briefing with the Centre facilitator regarding the requirements of starting a construction company, she found that she did not have the necessary skills to venture into construction. She then informed this writer of her passion of making traditional accessories for women. Carla then registered her company, Ngale Construction and Projects, now trading as Ngale Projects. She is a crafty, creative individual. She has produced head-wraps, earrings, bracelets and clutch bags, using different traditional materials.

She was faced with a number of challenges, including of course a lack of funds; a lack of appropriate business and financial management skills and insufficient marketing material. However, thanks to interventions by the Small Enterprise Development Agency (SEDA), the Centre for Entrepreneurship (CfE) and the Department of Trade and Industry (DTI), Carla's small business, Ngale Projects, could exhibit at the Rustenburg Showgrounds in May. Her business is growing from strength to strength. The young entrepreneur is now able to introduce products to her target market through social media and other means of communication.

With all the necessary training she received in order to operate and manage her business, Carla will soon be in a position to open a stall at a nearby shopping complex. She and four other entrepreneurs, who are in the same line of business, are planning to open a Co-operative which the CfE believes will thrive due to the business market they are penetrating.



*Ms Carla Mosibi, owner of Ngale Projects, with her products at an exhibition at the Rustenburg Showgrounds*

**Entrepreneurs:** Karabo Molantwa and Tshepiso Lerotholi  
**Business Name:** My Own Design  
**Business type:** Clothing Design and manufacturing

*Karabo Molantwa is a 22 year young gentleman from Boitekong in Rustenburg North West Province. He is currently a student of ORBIT TVET College, studying Business Management N5. .*

Karabo and his business partner Tshepiso, visited the Centre for Entrepreneurship in March to register a company called 'My Own Design'. Their business specialises in selling customised clothes for both men and women. They are currently running the business from home, which hampers accessibility by their target markets. Karabo and Tshepiso were presented with an opportunity to exhibit their products at the Rustenburg Showgrounds in May. Karabo attended the Facebook Youth Enterprise Day, and learnt more about how to market a business online. He also completed a short course on how to create business adverts using social media.

As a student and entrepreneur, Karabo looks forward to completing his studies so that he can concentrate full-time on his business.



*From left is Karabo Molantwa with his business partner, Tshepiso Lerotholi and Mr Masilo Chauke, CfE Facilitator*

**Entrepreneurs:** Mr Karabo Maloisane and Mr Baitshepi Maimane  
**Business Name:** Svpfen Clothing  
**Business type:** Clothing design and manufacturing

*Twenty four-year young, Mr Karabo Maloisane and Mr Baitshepi Maimane (22), own a clothing design and manufacturing company, Svpfen Clothing. The business was started in 2016.*

The budding entrepreneurs soon realised that the technical skills and passion they possessed, could earn them a proper living. Through the National Youth Development Agency, they came to the Centre of Entrepreneurship to enquire about the services offered. The two entrepreneurs were assisted in registering their business and were offered other business support services. These included the compilation of a business profile and entrepreneurship start-up training.

The entrepreneurs opened a business bank account, and became South African Revenue Services compliant. They were then referred to a Small Enterprise Development Agency (SEDA) branch office for assistance with marketing materials such as business cards, signage and posters to build their shop's brand identity. The entrepreneurs also attended the Facebook Youth Enterprise Day and learnt how to advertise and market their business on different social media platforms. This was an intervention of the CfE.

At present, their business is operating successfully. SEDA (Rustenburg branch) is mentoring the entrepreneurs on how to manage their finances and monitor the daily operations of the business. The business received a sponsorship of marketing material. The sponsorship includes a pull-up banner, business cards and flyers from SEDA. The entrepreneurs were exhibitors at the Launch of the Rapid Automotive Incubator in March and again at the Rustenburg Showgrounds in May.

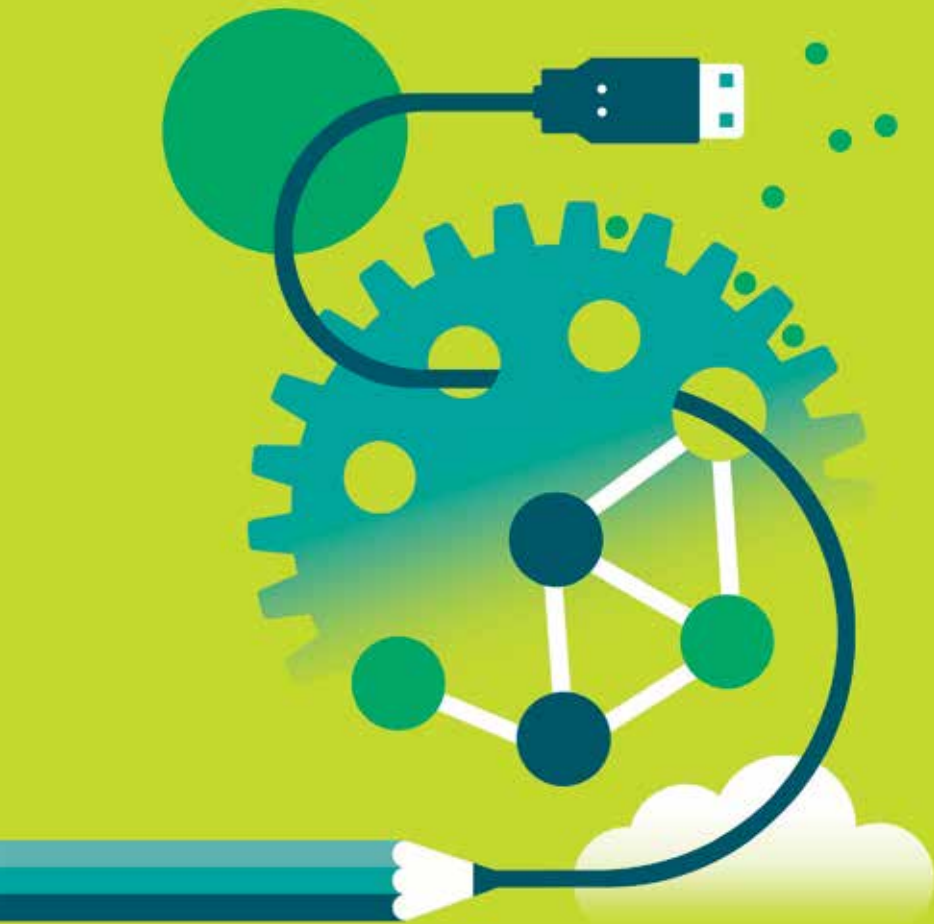
To date, they have enrolled for a sewing training programme. This will equip them with more skills for expanding their product range. Since the majority of their target market is technologically inclined, the company is pushing educational marketing and brand awareness via social media platforms.



*The Svpfen Clothing stall at the Rustenburg Showgrounds exhibition*



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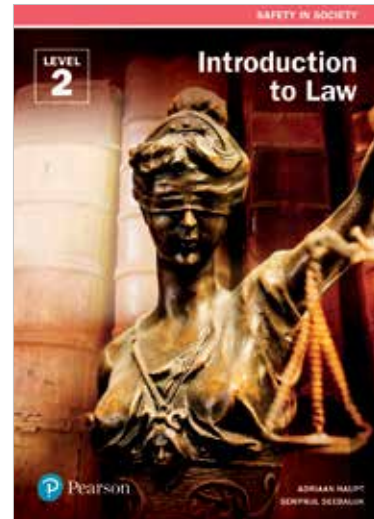
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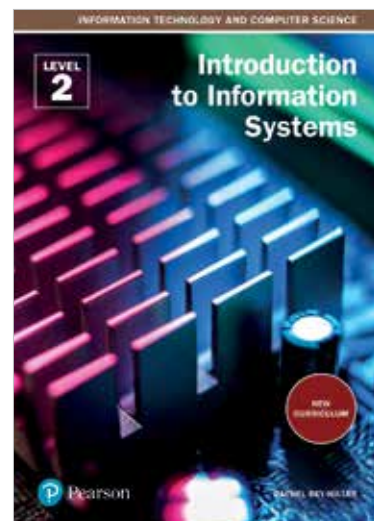
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# MOT South Africa convenes 8th Annual General Meeting: Youth Leading Change

JULIA DUMINY *MOT SA Advocacy and Social Media Manager*

Youth leading change was the theme for MOT South Africa's 8th Annual General Meeting (AGM), held in June at the College of Cape Town for TVET, Pinelands Campus.

The purpose of MOT SA's AGM is to comply with legal requirements applicable to a public benefit and non-profit organisation. This also entails the presentation of the audited financial statements and the appointment of board members and auditors. The AGM was opened by MOT and False Bay TVET College Alumnus, Nathan Hendricks. He gave a beautiful rendition of the South African National Anthem. MOT SA Chairperson, Professor Eltie Links, welcomed delegates and

thanked all lecturers, principals, youth, sponsors and auditors for their support. Delegates enjoyed the opportunity of listening to heart-felt testimonies presented by six youth on their understanding of the role youth play in leading change in our country and how MOT has prepared them for their roles as leaders, culture-builders, and active citizens in society. "After MOT and the MOT youth camps, I can't just see a need and not do something about it," said Young MOTivator, Adrolene Witbooi from False Bay TVET College, Mitchell's Plain Campus.

A welcome twist to the MOT SA AGM agenda was guest performer comedian, Dalin Oliver. Dalin



At the AGM were Mauricio de Faria from auditors RSM South Africa, MOT SA Ambassadors, Heavenly Quartez, MOT SA Chairperson, Professor Eltie Links, comedian Dalin Oliver and Young MOTivators from TVET Colleges Cape Town, Northlink, False Bay, Boland and COSAT high school in Khayelitsha  
Photo credit: Gavin Withers Photography

entertained delegates with light-hearted and humorous memories of his days as a Mathematics teacher. "One of the key elements of MOT which excites me is that the organisation is providing youngsters, who often come from tough socio-economic backgrounds, with a platform. It is a platform built on numerous life-skills vehicles which develops self-confidence. It helps the youth to know their worth, to achieve academically and ultimately become better human beings", said Dalin.

MOT Ambassadors, Heavenly Quartez, and youth from the Centre Of Science And Technology (COSAT)

sang the MOT song, ending proceedings on a high note. The youth are the ones who will lead the change in our country," said MOT SA CEO, Wanda Möller. In 2017, MOT SA aims to equip and strengthen 15 000 vulnerable youth with courage and awareness in order to face their challenges and become robust, strong and confident. The Organisation will train an additional 100 MOT coaches and 120 Young MOTivators to help facilitate the MOT programmes with the youth.

To find out more about MOT and how you can get involved, visit [www.mot.org.za](http://www.mot.org.za).

### About MOT South Africa

MOT South Africa is a registered and leading public benefit and non-profit organisation, specialising in life-skills development among the youth.

MOT was introduced to South Africa in 2006 through a partnership between the College of Cape Town for TVET and the Haugaland Videregående Skole in Norway. Lecturers from the College of Cape Town for TVET identified the need to address the high drop-out rates and additional skills that would prepare students for the workplace and how to deal with everyday life challenges. MOT has become the foundation for life-skills education at TVET Colleges in the Western and Eastern Cape and in high schools. The Robust Youth 16 – 35 programme, targets youth at TVET colleges. "Our youth are faced with daily challenges and difficult situations, such as poverty, broken families, bullying, physical- and substance abuse from a very early age. Through the MOT programmes, the youth are empowered with self-awareness, courage, resilience and life skills to make good life choices for them to develop to their full potential and become leaders and positive role models in their communities.

## Mentorship programme for boys and young men

REFILWE MOLUSI

In March, South Cape TVET College launched a motivation and mentorship programme in conjunction with Solid Ground Men. The programme targets boys and young men.

The endeavour aims to usher in future leaders by empowering them in various aspects of life through coaching and mentorship. The launch kicked off with Dr Mabaso and Mr Molefe Poe presenting the topics. These included Traits of a Man and Four Pillars of Personal Success. The topics covered areas such as commitment to studies; studying techniques, career guidance, business plan development, and substance abuse.

The men involved in the programme, run it free of charge. They seek to build lifelong rewarding relationships with young men who express the need for a mentor in the form of a father figure.

The mentors advise them on various issues of life. The mentees are made up of young men aged between 18 to 30 years. The participants are enrolled at the Mossel Bay Engineering Campus. The mentors are a network of men including business persons, motivational speakers, lecturers, artisans, engineers, doctors and policemen. Motivational speeches will be

held quarterly while the mentorship programme for the 31 learners continues throughout the year. The programme goes a long way in demonstrating how South Cape TVET College believes not only in the academic excellence of its students but also in the building of leaders. The programme is being facilitated by Lewis Nzira, an Electrical Engineering Lecturer at South Cape TVET College.

The mentees have welcomed this initiative whole heartedly. The end result of the programme is to build a well-rounded leader in all aspects of life.

Solid Ground Men in collaboration with South Cape TVET College hopes to sustain a healthy relationship for the benefit of the young men of Mossel Bay.

## College hosts Life Orientation Educators Workshop

NTOMBEKHAYA GWAQA *Assistant Director for Marketing and Communications*

Higher Education institutions struggle to accommodate school leavers. So many school learners aspire to study at universities even though they are not fully suited to the fields of study offered by universities.

Port Elizabeth TVET College is keen to assist schools in their preparation and enlightenment of learners, educators and parents concerning the programmes offered by TVET Colleges.

These include career study options that

can potentially set up young people for life. The College therefore invited one Life Orientation educator per school to a workshop.

The primary objective of the workshop was the enlightenment of Life Orientation educators concerning the programmes offered by the College. The College invited guest speakers from the universities in the Eastern Cape Province to inform as to further study options after the completion of TVET College studies.

The College would like to thank all district Life Orientation educators who attended the workshop.

Much positive feedback was received.

A special word of thanks was extended to the partners, Nelson Mandela Metropolitan University, University of Fort Hare, Rhodes University, NSFAS and Capitec Bank for their sponsorship of gift-packs for the Life Orientation educators.

## FACULTY ON THE MOVE

### Manager on the move

NTOMBEKHAYA GWAQA *Assistant Director for Marketing and Communications*

The Department of Higher Education and Training (DHET) has appointed Mr Simphiwe Xalipi as the Deputy Principal Registrar at the Buffalo City TVET College in East London.

Mr Xalipi joined Port Elizabeth TVET College in 2009 as a Mathematics lecturer on a temporary contract. In 2010 he was appointed permanently as Language and Mathematics lecturer for NCV and Report 191 at the Iqhayiya Campus. He was then appointed as Campus Manager at the Dower Campus in 2013 and immediately made an impact improving the infrastructure

and development of the campus; the student registration process; the examination process; staff and student engagement, all while maintaining harmony and stability on the campus. Mr Xalipi was one of 40 Campus Managers to be trained in the Professional Development of Campus Managers. He completed the first phase of the training and was awarded a certificate by Minister Blade Nzimande in Cape Town.

His open door policy and sincerity in dealing with both students and staff enabled him to reach all. He maintained a disciplined yet vibrant campus



*Mr Xalipi and his former secretary Ms Anna Anneke Prinsloo, who was less than jovial at the thought of losing her favourite manager*

through his warmth and approachable attitude. Mr Xalipi has achieved a lot in a short space of time in the TVET sector through his hard work and dedication. "A word of thanks goes to Port Elizabeth

TVET College for affording me the opportunity to showcase my talent. I grew in leaps and bounds and all staff and students contributed to my success," said Mr Xalipi at his farewell.

## College salutes a stalwart and welcomes the new

CHESLYNN JOHNSON

**Editor's Note:** *Charl Coetzee was the person who interviewed and recommended the appointment of this Editor to the TVET Sector in 1983. Thanks for playing such a key role in my career. Go well!*

Charl Coetzee has been in the education sector for more than 41 years and was employed at five educational institutions. He has 17 years' experience as a Principal at three Colleges in different provinces. Charl was the youngest Principal at a Technical College at the time when he was promoted to Principal of Kroonstad College at the age of 33. He has the ability to manage any College and has a very impressive and successful track record as a leader and manager. Under his leadership, all the Colleges at which he worked more than doubled their student numbers and programme deliveries



*Charl Coetzee, TVET sector stalwart retires*

during his term. Charl believes that staff members must take co-responsibility and make decisions which will cultivate loyalty, coherency, pride and trust within the institution. "Work smarter, not harder," he says. He managed to work through the educational ranks from post level 1 to 6, and was always speedily promoted.

The NBI case study report of 1999 regarded Charl as follows: "An effective and well-respected Manager and Administrator. His manner is formal but cordial. He has a strong presence, sets high standards and equally high expectations. He is the main motivator in the College and has an open door policy and is participative. Charl Coetzee was an Executive member of the Committee for Technical College Principals for nine years, and was chairman of various Standing Committees for Non-Formal Programmes, Business Studies Programmes, Marketing and Corporate Affairs, Finance and Staff Establishment of the College. He served on the National Curriculum Committee for the Education Department developing the then new Nated N4 – N6 Business Studies Programmes, which replaced the earlier Secretarial one-year programmes. He also served on the Education Department Standing Committee which developed the Full-Time Equivalent (FTE) system for Technical Colleges and was an Examiner and Moderator for Marketing Management N4 – N6 for many years.

His vision for Northlink TVET College was to strategically eliminate duplication and establish Centres of Excellence for the seven Campuses and the various departments. The NCV programmes have also been allocated accordingly to campuses to enhance this vision. He is a strong believer in Centres of Excellence for both staff and students.

"I would like to see Northlink TVET College as the most innovative, creative and responsive College in South Africa; a College that can service all stakeholders to the benefit of all.

Furthermore, Northlink TVET College should operate differently from the traditional TVET College by being innovative and creative in the offering of programmes. This should be achieved through virtual learning/ E-learning, utilisation of staff specialists and modern equipment and adequate and state-of-the-art training facilities,"



*Rulaine Cunningham, Deputy Principal: Academic for Northlink TVET College*

said Charl. In retirement he would like to travel. He also mentioned that he would like to pursue his erstwhile hobby of woodworking.

In the resulting vacancy of Deputy Principal Academic, Northlink TVET College is pleased to announce the appointment of Rulaine Cunningham. The college wishes her well in this new capacity in which her deep and illustrious experience may further strengthen the academic performance of the College.

## Corporate partnership leads to Centre for Energy Training

SHARON GROBBELAAR

Schneider Electric, a global specialist in energy management and automation, has partnered with Sedibeng TVET College, College of Cape Town for TVET and the Cape Peninsula University of Technology.

The partnership has seen the recent launch of a French South African Schneider Electric Education Centre (F'SASEC) at each of these institutions. Partners in the project include the Schneider Electric Foundation and the French Ministry of Education, Higher Education and Research. The primary objective for the establishment of these centres is to invest in the education of youth in the field of energy, in a manner that positively contributes to the economy and skills development. "Schneider Electric and the Schneider Electric foundation are very proud of the F'SASEC network as it forms part of our sustainability strategy to create access to education for poor and marginalised youth that should ultimately lead to the employment of electrical artisans", said Eric Leger, Country President of Schneider Electric South Africa, at the launch event. "We have realised that there is a large need for practical training in higher education. The state-of-the-art Schneider Electric didactic benches that are donated to the various training centres, through the Schneider Electric Foundation, will provide an opportunity for practical experience. This in turn will allow students to prepare themselves for the



At the launch were Prof Alexandre Sebastiani of the French Ministry of Education, Higher Education and Research, Principal Louis van Niekerk, College of Cape Town for TVET, Arunah Singh, Acting Chief Director: Programmes and Qualifications in the Department of Higher Education and Training, Eric Leger, Country President, Schneider Electric South Africa and French Consul General Representative Olivier Buchbinder

work environment. Through the use of the didactic equipment, combined with intensive vocational training, junior and senior technicians in the field of electricity, energy and automated system controls will now enter into the work environment with advanced practical skills," he added.

Principal Louis van Niekerk, emphasised the role of the TVET sector in ensuring the delivery of high quality training and skills development on current and new technologies in use in industry. "This level of partnership between TVET Colleges and industry stakeholders is critical for the delivery of well-qualified graduates to the workplace to ensure that industry needs are met. Through the links developed as a result of such partnerships, our graduates are better equipped to find gainful

employment in the workplace, as they will have the required skills. Whether students qualify as electricians, welders or hairdressers, the quality skills developed through close partnerships with industry, and training closely linked to industry needs, equips graduates for employment in the global village. Partnerships such as this international one, ensures that South African artisans are skilled to not only compete but also to work at an international level," said Principal Louis van Niekerk. "These training centres represent our commitment towards sustainable development and making a positive impact to create access to education in the countries in which we operate," said Zanelle Dalglish, Sustainable Development Leader for Schneider Electric Southern Africa.

## International partnership between colleges targets uplifting a local community

IVAN SWART

Northlink TVET College and SOTS (Stavanger Offshore Technical School) Kurscenter, along with Hustle Dog Foods, have embarked on a Private Public International Partnership (PPIP).

The College has received 40 bicycles from SOTS that will now, with the help of Wendell Petersen, entrepreneur, food truck owner and owner of Hustle Dog Foods, be refurbished and distributed to role-players within impoverished communities. This will enable them to use the bicycles to make their daily lives better.

"We at the College are happy that we are making an impact within the community. We are doing so not only with our education and training, but by making these bicycles available to community role-players who support us in building and improving the lives of the community," said Leon Beech, Northlink TVET College

Principal. Wendell Petersen will be donating 20 of the 40 bicycles to worthy recipients in the poorest communities. The remaining 20 bicycles will be sold at affordable prices to people in these communities in order to cover the costs incurred in fixing and refurbishing the bicycles. The latest bicycle was handed to local B-Boy (Break-dancer) Benny Burgess by SOTS and Northlink TVET College representatives.

Benny showcased some of his break-dancing skills to College management and the international visitors when he received the bicycle. "SOTS is proud to be associated with this project. We hope that in supporting community role-players to be more mobile, they can make a bigger impact in their communities. It is an impact that could resonate around country and the world," said Stella Aguirre from SOTS.

## Partnership brings German engineering to the Eastern Cape

KLASIE CLAASSEN Registrar Institutional Development

In an attempt to improve regional employment prospects, and the employment eligibility of individuals graduating in automotive engineering, German engineering was called upon. In July 2015, Vuswikoti Development Agency approached the Chamber of Crafts in Erfurt, Germany to bring German engineering expertise to the Eastern Cape. The idea behind the partnership between the German Handwerkskammer (Chamber of Crafts) and TVET institutions is to improve the automotive engineering sector's income and employment prospects in the Eastern Cape by practice-oriented advanced training.

The project aims to support TVET Colleges in the Eastern Cape, starting with two Colleges, namely Eastcape Midlands and Lovedale TVET Colleges. Port Rex Technical High School in East London was also included in the initiative. The need for technical training of both lecturers and students was identified as a priority. Funded by the German Ministry of Co-operation and Development as well as Sequa, a private project management firm, the project was launched through a workshop held in March. Representatives of TVET Colleges, Local Councillors representing various political parties, student representatives, the Chamber of Crafts in Erfurt and the Vuswikoti Development Agency, all attended the two day workshop.

Strategic vision was placed on effective communication, planning as well as roles and responsibilities. This all took place under the guidance and mentorship of the President of the Handwerkskammer, Mr Lobenstein, and Managing Director, Mr Malcherek.

The project's target is to access the knowledge possessed by the partners. It also aims to understand the requirements and responsive methods which are required for implementing up-to-date Advanced Vocational Training measures in automotive engineering. This is being done in a South African context, taking into consideration our socio-economic needs. An understanding of vocational training as provided by schools was also prioritised.

In the South African context, the more highly skilled and trained people there are, the less unemployment there is likely to be. It is in this context that the importance and benefits of training as a Craftsman needs to be communicated to potential trainees, public institutions, the private sector, as well as large components of the population.



# Samsung Electronics launches a state-of-the-art Engineering Academy at TVET College

THOKOZANI NDHLOVU

Samsung Electronics recently launched and handed over a Samsung Engineering Academy to Gert Sibande TVET College Skills Academy and Artisan Development Centre in Standerton, Mpumalanga Province.

Samsung Electronics did so as part of the company's corporate citizenship drive. The celebratory launch and hand-over ceremony was attended by many dignitaries including the former Deputy Minister of Higher Education and Training, Mduduzi Manana, President of Samsung SA, Mr Sung Yoon and Principal and CEO Nick Balkrishen. The Gert Sibande TVET College Samsung Engineering Academy is an initiative that resulted from a partnership between Samsung Electronics South Africa, merSETA, Gert Sibande TVET College, MICT-SETA and the Department of Higher Education and Training. This public-private alliance strives to reduce poverty and dependency by providing the youth from South Africa's underprivileged communities with an opportunity to acquire engineering skills. It also seeks to tackle the shortage of technical and engineering skills in the Province of Mpumalanga, and ultimately South Africa.

This partnership was formed in an attempt to provide the youth with access to teaching and learning facilities with the vision of transferring skills and creating employability for the country's youth. Samsung Electronics also understands that in order to create a sustainable future, it is vital to invest in education and training in South Africa. The Academy will provide the youth with an opportunity to be up-skilled in engineering sciences. This will improve their chances of employment or to start their own businesses and thereby grow their respective communities.

According to the former Deputy Minister of Higher Education and Training, Mduduzi Manana, an initiative such as this is a key component of the national strategy. It is a strategy of inter alia, ensuring that a labour force is developed to fulfil the Government's vision of developing the manufacturing sector. "The manufacturing sector is by its nature, labour intensive. It should provide more job opportunities for our youth, whilst at the same time, building the productive capacity of the country,"



*The President of Samsung Southern Africa, Sung Yoon, the former Deputy Minister of Higher Education and Training, Mduduzi Manana and Gert Sibande TVET College CEO and Principal, Nick Balkrishen, unveil the plaque officially declaring the Samsung Academy at the Skills Academy and Artisan Development Centre in Standerton, open*

said former Deputy Minister Manana. The former Deputy Minister was elated with the Gert Sibande TVET College Samsung project, which was the first of its kind in Mpumalanga Province. It highlighted the importance of forging closer partnerships with industry. Forging partnerships with industry is the cornerstone of the Department's White Paper on Post-School Education. The White Paper calls for the TVET sector to develop partnerships with industry to ensure labour market relevance.

The Academy was designed and equipped by Samsung according to international standards. Students who qualify at the academy can work at any of Samsung's service centres world-wide. Consequently, students from the Gert Sibande TVET College Samsung Engineering Academy will be given an opportunity to compete for employment opportunities at any one of Samsung's various service centres across the country and internationally. In doing so, they will put the skills learned at the academy to practical use for Samsung customers. Currently, Samsung has employed over 100 graduates from academies similar to this one.

According to Samsung Electronics President for Southern Africa, Mr Sung Yoon, the programme will provide students with the necessary engineering acumen. Samsung will help give the graduates a head start in the workplace, making them attractive recruits for Samsung, Samsung partners and other industry players. "This initiative strives to transform communities through education and skills development. In return, it is hoped it will open up skilled, well-paying job opportunities for individuals and tap into the youth's natural interest

in electronics. Samsung will equip underprivileged students attending government technical schools with the skills and practical experience required to make them competitive in the job market", said Mr Yoon. College CEO and Principal, Nick Balkrishen was delighted with the Samsung initiative. In his welcome address, he emphasised the importance of the College providing training that is relevant and responsive to the needs of the labour market. He added that "We are excited about the launch of this Gert Sibande Samsung Engineering Academy as it will extend the basket of programmes offered by the Gert Sibande Skills and Artisan Development Academy. This Academy will provide training that will feed directly into the labour market". Principal Balkrishen indicated that partnerships such as this one with Samsung, ensures that training in scarce skills such as refrigeration and air-conditioning, repairs to house-hold appliances and cell phones, benefit the community greatly.

He concluded by saying "We remain indebted to Samsung for providing this opportunity. "As a College, we are committed to utilising the Gert Sibande TVET College Samsung Engineering Academy optimally, for the benefit of the community, especially the unemployed".

College Council representative, Mr Marthinus Loots, delivered a message of appreciation on behalf of the College Council. "Our gratitude goes to Mr Sung Yoon and his team for the establishment of the Samsung Engineering Academy and incubation hub," said Mr Loots. He continued, stating that the Academy will bring transformation and empowerment to the youth of the Gert Sibande Region and beyond.

## International skills partnership fosters exchange of best practices

NONDUMISO KHUMALO *Communications Officer*

King Sabatha Dalindyebo TVET College has joined hands with United Kingdom (UK) island college, Isle of Wight College. The partnership of the two colleges officially started in Johannesburg in July 2016 through an initiative of the British Council. This forms part of the International Skills Partnership initiative.

In November the partners gathered again under the theme 'Bringing Resilient Young People by Enhancing their Employability'. Its focus was to explore strategies for building the resilience of young people by enhancing their employability. Another objective was to exchange inter-cultural ethics, not only between the colleges but also between the two countries.

This, it was anticipated, would also highlight cultural diversity between the partner countries.

The British Council is already working with TVET colleges in 100 countries through 20 partnerships. A 2016 conference, for example, was attended by Jordan, UK, Indonesia, Pakistan, Egypt, Kazakhstan and South Africa. Isle of Wight College representative, Paul Buckland visited the College last year.

Mr Buckland arrived at the College administrative centre where he was welcomed by Principal Zola Ndodana. During the exchange visit, Mr Buckland visited the Zimbane Campus where he met with campus management.

This was followed by a visit to Mthatha Dam, ending the day with a visit to the Nelson Mandela Museum and his Homestead at Qunu.

The second day of his visit started with meeting the college's management at Mapuzi Campus.

This presented the opportunity to introduce Mr Buckland to the College's cultural activities. Hospitality students served typically African dishes and gave a cultural rendition. Mr Buckland also engaged with faculty of the Student Support Services unit, and the Occupational School, with the intention of getting an overview of the College.

Things like the funding model were discussed. A visit to Nelson Mandela's birthplace at 'Mvezo' was also arranged.

"An opportunity of learning about overseas cultures is being presented. It is an exciting challenge for exchange students.

Aspects of the partnership include a review of business policies, international market relations and aspects of socio-economic growth and stability" said student Mbali Nguba.

# Life-changing international student exchange programme equips former student

PATIENCE MAKHAPHELA *Head of Marketing and Communications*

Former South West Gauteng TVET College student Tumelo Mosweu served the Student Representative Council as President in 2013. He completed his internship in Roodepoort West before moving to the Technisa Campus. Here he was employed on a temporary basis as the Student Support Services Officer. This was before jetting off to Bunker Hill College in the United States of America where he participated in an exchange programme.

The United States Community College Initiative (CCI) Programme is intended to build technical skills, enhance leadership capabilities, and strengthen English language proficiency. The programme also provides opportunities for professional internships, in-service learning, and community engagement activities. Participants spend one academic year in the United States and may earn certificates in their fields of study. After completing the programme, participants return home with new skills and expertise to help them contribute to the economic growth and development of their country.

"I was based in Bunker Hill College. I studied Entrepreneurship for a qualification that is internationally recognised", says Tumelo. Tumelo is confident that the knowledge he gained in this programme he will be able to share with other students back at home. The programme focused on three aspects, namely Education Service Learning which is a full accredited qualification; Professional Internship and Community Engagements activities.



*Tumelo Graduating on an Entrepreneurship Exchange Programme at Bunkers Hill Community College in the USA*

As soon as Tumelo learnt that part of the Community College Initiative Programme included participating in an internship, he started searching for companies in which to work. In fact, his search began before he even set foot in the United States. Before coming to Boston for his exchange year with CCI at Bunker Hill College, Tumelo thought about how his connections might help him find an internship. He reached out to City Year South Africa, an organisation he had volunteered with in 2012. After explaining his opportunity to study

abroad, City Year South Africa wrote a letter of recommendation to help him get an internship with a City Year organisation in the U.S. At the time, City Year Boston was not looking for an intern, but Tumelo knew he could be useful and reached out anyway. After a couple of months of volunteering with them, Tumelo secured an internship with City Year Boston in October 2016.

He served 125 hours on his internship and his responsibilities included but were not limited to, donor database administration, research and event planning assistance. Tumelo says that he was intrigued by the culture shock. All the participants of the programme came from different countries. However, all had learnt to live with people of different cultures and backgrounds. "Cultural boundaries were broken", says Tumelo. "I studied the college's business model as to how they raise funding and how they operate their business. This is the very same business model I used in the City Year branch while in the Internship. I wanted to ensure that my experience would also benefit the organisation", says Tumelo Mosweu.

His future plans are on the co-operative side and strengthening his entrepreneurship skills that he learnt while at Bunkers Hill Community College. Tumelo maintains that were it not for the College's assistance, he would not have achieved this goal. He thanks South West Gauteng TVET College for its contribution towards his life and this once in a life time opportunity. Students who are interested in the programme may contact the US Embassy for further information.

# DHET NSFAS bursary student delivers the results

RHAZIA HAMZA *DEPUTY PRINCIPAL AND CEO INNOVATION AND DEVELOPMENT*



*DHET NSFAS bursary holder Maurida Landers, receives the CEO's Top NC(V) Student Award 2017, at the West Coast TVET College graduation ceremony. Left is Principal Osmo Jooste-Mokgethi and right, Zandile Nyawo, ABSA Provincial Manager Public Sector Business Coverage, Western Cape*

With a staggering 17 out of 21 distinctions over the three years of her National Certificate in Office Administration studies, Maurida Landers (24) from West Coast TVET College Malmesbury

Campus, was the CEO's Top NC(V) Student Award 2017 winner. Maurida, who hails from the West Coast town of Saron, has shown that regardless of your circumstances, if you work hard, you can

rise above them. She beat 325 candidates in the final year to receive the award. The award comes with prizes which included a laptop, laptop bag, prize money deposit in an ABSA Gold account and a trophy, sponsored by Cape Book and College Supplies, ABSA Bank and SAYDBUC Academic Attire. Over the three years of the course, Maurida fully immersed herself in college life.

She was the chairperson of the Student Representative Council for the Malmesbury Campus. As an executive member, she sat on the Academic Board which deals with the core activity of the institution, the academic delivery.

She was also part of a group of five students and two lecturers from West Coast TVET College, who participated in a cultural exchange programme in 2015. The exchange formed part of the College's partnership with Kirkeparken Upper Secondary School in Norway. Maurida proved to be a great brand ambassador. So much so, that she was recently invited to attend the DHET Budget presentation in parliament.

Maurida is a DHET TVET bursary recipient and is showing how a bursary can change one's life. She is currently completing an internship at West Coast TVET College in the Administration Department to solidify her NC(V) training.

We are confident that this is only the beginning and that we have not yet heard the last of Maurida's achievements.

# Student embraces Chinese internship opportunity with both hands

FIONA MCFARLAN

Shortly before he left for China on a one year internship, Ekurhuleni East TVET College Engineering student, Kabelo Seolwana was interviewed on what studying at a TVET College had meant for him in his career.

## What made you choose Fitting and Turning as a career?

*I had heard about the Decade of the Artisan promotion, and the slogan, "It's cool to be a 21st century artisan," appealed to me. I realised that there was a shortage of artisans in South Africa and that if I became one, I would be in demand. Many students think they have to go to a university to get equipped for a career. But actually, a TVET College can prepare you much better to be an artisan. This is so because you gain practical experience in the course of your studies. That is one of the reasons I was so thrilled to be selected for this internship in China. In the beginning it seemed unbelievable! But what an opportunity it has been for me in my life!*

## What do Fitters and Turners do?

*Fitters maintain machinery, for example, couplings, valves, pumps while Turners manufacture the components which are used for a whole variety of purposes for example, gears, cars, key holes, door handles. Many of the things we take for granted in our homes. For example, key-locks or the gears of cars are the work of Fitters and Turners.*

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

*I think that applying my mathematical knowledge in the workshops was challenging. You have to be technically minded and be able to work with figures and importantly, know how to apply your knowledge. It's not enough to just know the theory. A lot of one's work as a Fitter and Turner involves having to take accurate measurements. You also have to be able to work with your hands. However, while it is challenging, I find completing a machine component to the exact specifications very satisfying. I would have had to measure it exactly and ensure that I got the threads right. It gives me a thrill to know that I got it exactly right!*

## Do you think that studying at a TVET College has prepared you for the workplace? And if so, how?

*Definitely. My time at Ekurhuleni East TVET College has prepared me well. We have exposure to modern machinery in the workshops and we have workshop days throughout our training. We learn how to operate the machinery in the workshops and the safety principles to apply so that we are familiar with them when we are sent on our Work Based Exposure (WBE) in the companies. I think it is very important that*



Fitting and Turning student Kabelo Seolwana honing his skills

*all TVET College students have to undertake a period of WBE. Some students are also selected to participate in learnerships where they have greater exposure to the industry.*

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

*I was fortunate to have an excellent Fitting and Turning lecturer, Mr Toke at Ekurhuleni East TVET College. He was a very good lecturer because he did his own research with companies and shared the manuals he had obtained from them with his students to keep us up to date with modern developments in the industry. He also developed his own study guides to help the students better understand the trade. All his lectures were interesting and you wanted to listen to him even though he kept his relationship with his students on a professional level. He always encouraged us to ask questions. This has in turn prepared me well as a professional Fitter and Turner.*

## What has your experience on the Chinese internship meant for you?

*I was very excited to have been considered for participation in this internship. I owe a big debt of gratitude to the Placement Office of the College for all they did to assist me in obtaining all the necessary certificates, my passport etc. to get me on my way. Our one year internship in China*

*is divided into two parts. The first six months are spent at an institution and the next six months with a company. My first six months at CCIT (Changzhou College of Institute Technology) has been a very full and intense learning experience. Thus far I have learnt how to operate a three axis CNC machine and how to use NX 7.5. NX 7.5 is the software used to draw the 3D components which are then manufactured on the CNC machine. So far we have manufactured a VW badge, a spirit level and I am currently busy manufacturing a pneumatic system.*

## How do you envisage your future?

*I intend to make the very most of this wonderful opportunity that has come my way! In the future I see myself working for any manufacturing company in South Africa that uses CNC machines. Initially, I would settle for a position operating these machines and drawing the components that have to be machined. Subsequently though, I would hope to work my way up in the company and move onto 5-axis or 9-axis CNC machines.*

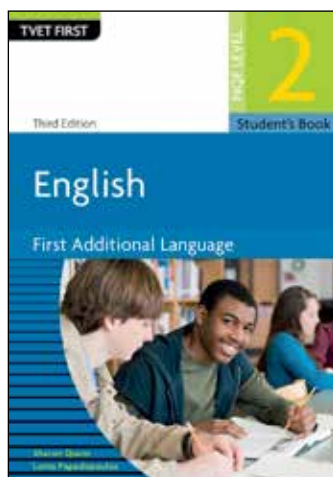
*I see myself being able to make a meaningful contribution in South Africa. The skilled operation of CNC machines is a scarce skill. That is why I am so privileged to be able to be trained on an internship like this. China is considered more technologically advanced than South Africa.*

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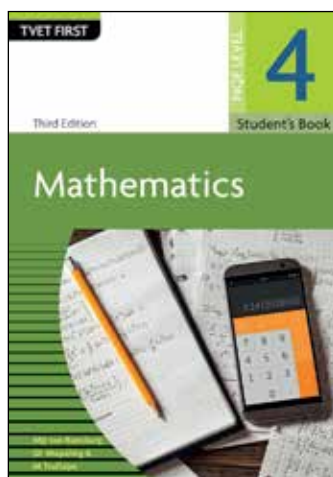
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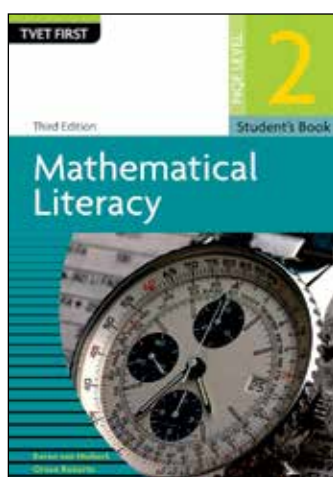
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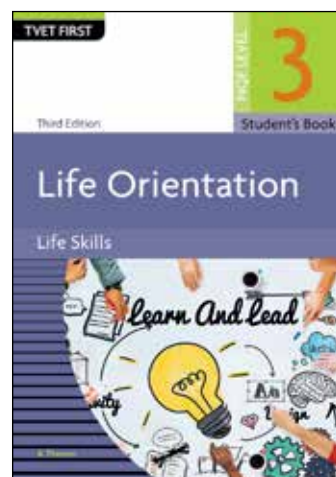
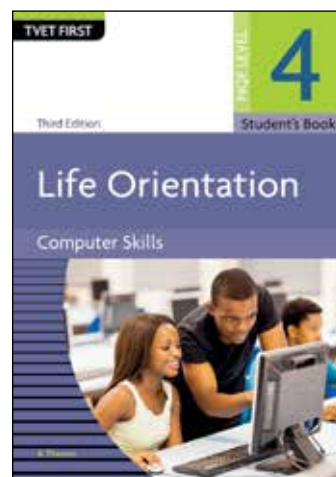
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## TVET IN THE AFRICAN UNION

*TVET College Times presents the fifth part in a series of edited extracts from the African Union (AU) strategy for Technical and Vocational Education and Training. In this section we review the Vision and Mission of the strategy as well as the paradigm shift that is required. In December we will publish a further extract from the strategy.*



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



### Vision and Mission of the Strategy

*The strategy will ultimately be guided by the vision of the African Union. It will be framed to respond to the proposed normative mission of TVET that involves a paradigm shift.*

### Vision of the African Union

The vision of the African Union (AU) is that of “an integrated, peaceful and prosperous Africa, driven by its own people to take its rightful place in the global community and the knowledge economy”. It is a major advantage that this vision is therefore based on the development of the human resources of the continent.

### TVET Mission

In recent years, given the rapid technological advances taking place in the labour market, it has become necessary to integrate flexibility and adaptability with apprenticeship training. One of the most important developments in the TVET sector has been the paradigm shift that results in a more holistic policy. It is a shift in favour of the sector adopting and recognising the need for the acquisition of skills at all levels of education and training be they formal, informal or non-formal, as noted earlier.

TVET should be a coherent system. The purpose of which is to meet the continent's economic development demands. It must do so in terms of skilled human capacity both in sufficient quantity and quality, in order to attain collective social welfare. TVET should not be considered as a simple combination of service provider structures. These structures currently comprise: Public and Private Technical and Vocational institutions which offer programmes from basic to higher education levels in accordance with prescribed rules; Private vocational training institutions with their own organisational and operational rules and their own certification systems. (They are not calibrated to standards at recognised national or international levels. Often these institutions respond spontaneously to a specific labour market demand); and various traditional learning structures.

The main objective of Technical and Vocational Education and Training is not only to provide skills for gainful employment, but also to encourage and support creativity, innovation and entrepreneurship development. This is in order to develop the ability to create jobs and employment opportunities. TVET in Africa has to be linked to employability or self-employment. This is at the heart of all the best practices and strategies observed worldwide in TVET.

### Strategy Mission

The *first* mission of this strategy is to build a unified general framework. A framework is envisaged that can serve as a continental platform around which AU Member States will cluster. Member states will be invited to build coherent and integrated TVET systems at national, regional and continental level through the development and implementation of national and regional plans. This will be done to ensure a network that enables the establishment of common quality standards; the standardisation of TVET; mutual recognition and the harmonisation of training among countries and across formal and informal systems; and ensuring the mobility of players, especially trainers and lecturers.

The *second* mission of the current continental TVET strategy is to position TVET within the education system as a tool for the empowerment of African people. The youth especially, should be targeted as the focus of all the training needed for the socio-economic development of the continent.

The main objective of the strategy is to promote skills acquisition through training. Such training should be focused on responding to the demands of the socio-economic milieu. Features of that response should include employability tests, sustainable livelihoods and responsible citizenship. The response should be one of building capacity to create and innovate, anchored in a spirit of entrepreneurship and inventiveness.

The major objectives of the strategy can be summarised as, promoting an efficient and cost-effective system of quality Technical and Vocational Education and Training; ensuring the relevance of training and the employability of trainees; Developing creativity, innovation and entrepreneurship; Improving the legislative and political environment as well as coherence and management of training provision; Promoting apprenticeships; and Strengthening the status and attractiveness of TVET.

### Paradigm Shift

Making the paradigm shift in TVET in essence means developing the idea that TVET prepares young people to become job creators rather than job seekers. This will put an end to the perception that, it is the under-performers and

drop-outs of general education that will be found in TVET. Putting an end to this notion can begin by showing that all qualifications, including the most sophisticated, require preliminary training. They are part of the extended framework of Technical and Vocational Education and Training, as mentioned in the framework of this continental strategy. An illustration of vocational education can be found in various liberal professions which emerge with qualifying training.

These include lawyers, architects, and others. It is evident that many liberal professions commence with skills training.

### State Responsibility

The primary role of the State will be to advocate the understanding that, an education system that ignores the trades, and offers no assurance of professional qualifications, is simply unfinished. The second is to have the political will to act accordingly, by providing an environment that is conducive to the provision of TVET.

As much as it is necessary to stop the brain drain to developed countries, there is another related responsibility. It is equally important to avoid the phenomenon where many of the most attractive jobs created in Africa are occupied by imported and more qualified human resources. This expertise and corporate know-how is especially sought by private entrepreneurs.

The frustration increases when one realises that the training could have been conducted locally and benefitted local employment.

### Responsibility of Parents and the General Public

The need for attitudinal change towards TVET relates, largely to parents, benefactors and the general public. It is up to parents and the African family as a whole to build around them all the confidence young people need regarding the perceptions of TVET.

They must be on hand to support their children when making the decision to enrol in the TVET system to learn a trade, regardless of the type of training chosen. All must therefore be provided with the relevant information that validates the high value and prospects offered by TVET, through well targeted public education.

### Responsibility of the Productive Sector

The productive sector has to understand that its own development depends largely on local TVET quality. It has a responsibility to that end to set an example by fully partnering in the development of TVET. It can give a strong signal by among other things, opening its doors to students during and after their training. It is through partnerships that the productive sector will contribute to enhancing TVET and improving the quality of the labour they eventually will employ.

### Responsibility of students

Whatever the level, TVET is a guarantee for the future. The workshop training image could be

remodelled to galvanise students and trainees. Indeed the dream of the young apprentice who enters the expert practitioner's workshop, should be to one day become the expert or master trainer themselves.

The qualification and accompanying status should provide the incentive.

It provides the student trainee entering TVET with the ambition, if not the dream, of becoming their own boss after training.

The ambition itself would be new. Such ambition would help to widely inculcate the TVET paradigm shift of "Entering the school with the idea that on leaving, you will become Your Own Boss".

In this way the TVET student trainee actually changes their identity and gains self-confidence.

### The place of young girls and women

Special attention should be paid to the issue of school attendance rates and non-discrimination against females on the basis of TVET programme content.

The devaluation of the role of women in any job should be actively combated.

The above responsibilities form a broad collective basis from which incentives and corrective advocacy can be drawn, towards the promotion of Technical and Vocational Education and Training.

## DHET ENDORSED CAMPAIGNS

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

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

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

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

## Former Deputy Minister of Higher Education and Training, Mr Mduduzi Manana, addresses the HEAIDS National Youth Conference held in Durban in June

Conference Chair Dr Yogan Pillay and Co-Conference Chair Ms Andile Mthombeni  
HEAIDS Director and Organiser of the Conference, Dr Ramneek Ahluwalia;  
UNFPA Country Director, Dr Esther Muia  
South African National Aids Council Deputy Chairperson, Ms Steve Letsike  
Senior Government Officials;  
Higher Education Sector Leaders and University Representatives;  
Development Partners and NGOs;  
Distinguished Guests and HEAIDS Private and Government partners;  
Youth Leaders and Youth Speakers;  
And above all, the young delegates from universities, TVET colleges, schools and out-of-school youth, for whom this conference has been organised.

### Good Morning.

It is a special honour for me to be opening the HEAIDS National Youth Conference today. As the first of its kind, this conference provides an important milestone, not only for the Higher Education and Training sector, but for the country as a whole. Never before, have we had the opportunity to bring together youth from schools, universities, colleges and those out of school, to share their experiences of working in the field of HIV and to discuss challenges and best practices. I am proud to be standing in front of you today and saying that it is the Higher Education and Training sector that is putting into practice the vision of bringing our youth together.

Ladies and gentlemen, students, peer educators, and youth, although we certainly have come a long way as a country, we have to admit that South Africa still has significant social problems that we need to address. I am constantly

confronted by these in my work in the higher education and training sector. I am reminded of the intersectionality of the issues that young people face.

The most important challenge is probably that of poverty. A significant number of students come from impoverished families and communities. Many female students find themselves in financially unstable situations. They have to balance the fees for their education while finding funds to cover their accommodation and other living expenses. These students often have the added burden of caring for their families. A large number of graduates are the first ones in their families to obtain a college or university degree.

These pressures lead vulnerable students to engage in sex-work or relationships with older men in a transactional quest to cover their study fees and living expenses. How often have we heard reports of so-called "Blessers" or

"Sugardaddies". We have not taken sufficient time to openly discuss these relationships with young women. The fact that we shy away from talking about the problems in our society, because they make us feel uncomfortable, leaves our female students in relationships of dependence on men.

This often leads to young women feeling disempowered to negotiate condom use and take care of their own health.

Distinguished guests, we have to acknowledge that the 2016 nationwide student protests on issues of Gender Based Violence in South Africa, have called for action and leadership. In October 2016, I had the honour of working with the HEAIDS programme team on the establishment of a Technical Task Team to address issues of Gender Based Violence in the higher education sector. The aim was to develop a policy framework that provides practical guidelines for all universities and colleges on the prevention of Gender Based Violence at all higher education institutions. I am grateful that important members of the Technical Task Team are joining the HEAIDS National Youth Conference 2017 and will be able to engage with you, the youth, on the crucial issue of Gender Based Violence. What can we do better? What do you need in order to feel safe on your campus, or your school? We want to engage with you on these questions.

Colleagues, I would like us to acknowledge that there are also a number of other difficult and important social issues in our sector that we need to jointly address. Besides the afore-mentioned issues of transactional sex, Gender Based

Violence and the financial struggles of students, we need to look at the challenges of drug and alcohol abuse; the stigma and discrimination against people living with HIV and members of the LGBTI community; as well as the lack of youth friendly services in some of our health care centres and clinics, amongst many others. These social drivers make our youth enormously vulnerable to HIV, TB and sexually transmitted infections. This is why we need to look at HIV as a social problem and a challenge that needs all our commitment.

The HEAIDS programme is built on the belief that it is empowered and educated youth that will bring about the change in this country when it comes to lowering the rate of new HIV infections. This is why we have taken the decision as a sector to organise this conference as an opportunity to bring together various government departments, academics and youth from all walks of life to build on our experiences and the lessons learnt. It is a quest to find new ways of dealing with the issues of HIV and the social drivers of the pandemic.

What makes this conference unique is that it does not only focus on biomedical research and new innovations in the field of HIV testing, treatment and care, but has a specific focus on the social and structural drivers of the pandemic. National and international presenters and workshop facilitators will look at emerging good practices in the fields of peer education and community engagement programmes. They will also speak to academic initiatives and curricula, issues of ethics and the protection of Human Rights. The conference specifically aims to look at issues of stigma and discrimination against marginalised groups such as the LGBTI community and; the use of modern technologies and interactive methodologies, such as theatre, radio, drama and social media. Broadly, the focus aims to address the related challenges of human rights and social justice.

The next two- and a half days should be a learning curve for all of us. Academics and political leaders should first and foremost listen to the youth and their challenges. But it is also you, the youth, who should have the opportunity to listen and critically engage with the people that have worked hard in their fields of research, health care and government department administration, to bring about the change and reduce new HIV infections, so that your children won't have to worry about this epidemic called HIV.

I want to remind all that the next two- and a half days are your chance to raise your voice about the challenges and injustices you face every day. It is an opportunity to discuss dreams, visions and ideas and to question your leaders. We are grateful that the Honourable Deputy President of South Africa, Mr Cyril Ramaphosa, will be joining the conference tomorrow. He has committed to an open conversation with the youth. So to all young people who are joining us for the event this weekend, I say, this is your opportunity to talk directly to the Deputy President. Do not miss the chance. It might be a once in a lifetime opportunity!

I acknowledge the Higher Education and Training HIV/AIDS Programme (HEAIDS), which is designed to eradicate the impact of HIV/STIs/TB and is also aimed at strengthening general health and wellness in the higher education sector. As part of increasingly comprehensive HIV/TB/STIs and other health care and support mitigation programmes in the post schooling sector, HEAIDS currently implements various comprehensive health, wellness and prevention projects and programmes. It does so in partnership with a range of strategic public and private role players.

We are incredibly proud of the success of this unique programme. It has shown that dedication and leadership can lead to results that are one-of-its-kind in the world. In 2016 alone, the HEAIDS

First Things First HIV Counselling, Testing and General Health and Wellness programme offered more than 165,000 students the opportunity to participate in testing and screening for HIV, TB, sexually transmitted Infections and General Health and Wellness.

Furthermore over 1,500 academics and university and TVET staff have been trained in the curriculum programme. No fewer than 192 campus and community radio station journalists have participated in the unique HEAIDS Future Beats Radio and Social Media programme. This has reached more than 720,000 young people in six Provinces with regular HIV prevention programmes. It is now 16 years since the HIV/AIDS programme (HEAIDS) was established in the Higher Education Sector.

It was established as South Africa's nationally co-ordinated, comprehensive and large scale effort designed to develop and strengthen the capacity, systems, and structures of public universities and, for the past two years, also TVET colleges. Being one of South Africa's leading HIV prevention programmes,

I believe that HEAIDS is perfectly equipped to lead this first National Youth Conference.

I wish all of you fruitful and honest discussions. I wish that you come out of this important conference with new and inspiring ideas. I am excited to hear your vision for the future, and in particular of course, the Higher Education and Training sector. I express my sincere gratitude to all who took their time to travel to the ICC in Durban; for the sacrifice of weekend family and friends time to contribute to building this country. Your work is not unseen and your leadership is highly appreciated.

Ladies and Gentlemen, again, I thank you for this opportunity to be here today and wish you a wonderful HEAIDS National Youth Conference.

## Recently launched 'First Things First' campaign encourages students to make their sexual health their First Priority

FIONA MCFARLAN

Ekurhuleni East TVET College recently hosted the launch of the First Things First campaign spearheaded by the Department of Higher Education and Training and HEAIDS on the College's Daveyton campus, Gauteng Province.

With slogans such as, "Man up! Raise your finger," "Make your health your first priority," "Take responsibility to know your health status," "Get tested" and "Test today. Own your Tomorrow", the First Things First campaign aims to encourage students to mitigate the impact of HIV, TB and STIs (sexually transmitted infections) through regular testing and screening. The HIV testing is painless, involving only a finger prick test, and is free and confidential. Pre- and post-test counselling is offered by qualified personnel.

An initiative of the former Deputy Minister of Higher Education and Training Mr Mduzi Manana, the First Things First campaign aims to reach the more than 400 campuses of 76 universities and TVET Colleges countrywide. Principal Happy Sibande stated at the launch, "Our students, particularly our female students, have never needed such an intervention as much as they do now. They are our future. Yet statistics prove that it is they who are most at risk of infection during this pivotal



*Dr R Ahluwalia, former Deputy Minister Mr Mduzi Manana and Deputy Principal for Corporate Services, Dr MM Muswaba together with students outside a mobile HIV testing unit. HIV tests are free, requiring only a finger prick test and results are confidential*

period of their lives. The national HIV infection rate peaks at the age of 25 with the prevalence among South African women nearly twice as high as men of the same age. This campaign aims to reduce the spread of HIV infections within our sector and in the broader community. To know one's HIV status is

the basis of caring for oneself, one's loved ones and the broader community. Through supporting First Things First, the College wishes to instil the habit of regular testing and screening in our young people and encourage them to adopt a lifestyle of health-seeking behaviour."



# TVET College partnerships and linkages: Responding to changes in the policy, business and education environment

GLENDA KRUSS, IL-HAAM PETERSEN AND JENNIFER RUST

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

In a changing policy landscape, TVET colleges are asked to improve their responsiveness to skills needs and align closer with key stakeholders in their local settings, such as firms and local government. As part of the process of strengthening and expanding the public TVET College system, DHET is keenly promoting partnerships and linkages between TVET colleges and its stakeholders. Partnerships can provide opportunities to enhance teaching and learning, improve graduate employment, and are seen as essential for preparing 'students for the workplace and/or self-employment'.

How can colleges gather information on their current partnerships, and understand their potential for future partnerships? The LMIP research team is developing a guide that college strategic planners can use to inform their skills planning processes. The guide will be practical and provide templates to help colleges to gather information on existing partnerships and capabilities.

To adapt to changes in the policy, business and education environment, colleges should aim to develop 'interactive capabilities'. This includes the capacity to form relationships with other organisations and learn through interaction, and 'dynamic interactive capabilities'. It means to sense change in the environment and take effective action through strategic management.

To improve responsiveness, TVET Colleges should aim to improve their understanding of the skills needs in their local settings. Gathering

information on existing partnerships that college management, lecturers and other college staff may be engaged in, as a start. Monitoring these partnerships with key stakeholders such as business is important for developing such an understanding.

The guide proposes a bottom-up approach to skills planning and development based on an innovation systems framework. It describes how to analyse the local economic context of the college, identifying the main industries, employers and drivers of changing skills needs. Planners will be able to create a visual map of the main actors in their local economic context. Lastly, it shows how a college could analyse partnerships and linkages to identify key partnerships and missing partnerships, as well as monitor existing partnerships.

This kind of analysis of college interaction with employers, SETAs and other stakeholders is useful for identifying strengths and gaps to inform targeted interventions. In undertaking this research, colleges may identify partnerships that need strengthening, gaps in the college structure such as the need for a new routine or unit, or the need to improve co-ordination across units. College management could use this kind of information to build the competency to sense and effectively respond to changes in the environment moving forward, rather than mainly being reactive.

The TVET College guide is one of a set of research guides aimed at building an understanding of interactive capabilities in the post-school education and training system (PSET).

The full guide is forthcoming<sup>1</sup> on the LMIP website repository at [www.lmip.org.za](http://www.lmip.org.za)

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Matric marks - good indicator of uni access, but only weakly related to eventual uni success. See report: [tinyurl.com/y8whqnxl](http://tinyurl.com/y8whqnxl) @HSRCza

<sup>1</sup>The ideas, opinions, conclusions or policy recommendations expressed in this report are strictly those of the author(s) and do not necessarily represent, and should not be reported as, those of the HSRC-led consortium or DHET. The HSRC-led consortium and its funders take no responsibility for any content or syntax errors, omissions in, or for the accuracy of, the information contained in these reports.

## SETA-College leadership development initiative supports campus management

NICK BALKRISHEN *Principal Gert Sibande TVET College*

A leadership development programme for TVET College middle managers in Mpumalanga Province was held on 19 July in Witbank, Mpumalanga Province.

The programme was sponsored by the Mining Qualifications Authority (MQA) as part of their mandate to support TVET Colleges and especially the development of leadership and governance in TVET Colleges. More than 60 campus managers, HODs, education specialists and curriculum managers from across the province attended the programme. The MQA elected to fund a leadership development programme linked to the book 'Effective Campus Management'. The MQA Mpumalanga Manager, Mr Tshepo Tsotetsi approached the author, this writer, to facilitate a programme for all Mpumalanga Province TVET College management staff.

The objectives of the workshop was to use the contents of 'Effective Campus Management' as a basis for exploring how teaching and learning can be improved, with an emphasis on practical strategies. The programme was organised in two



More than 60 TVET College campus middle management staff from Mpumalanga Province, attended the workshop

phases. Phase one took place on 19 July. Phase one included a discussion of the critical leadership roles campus managers' play in improving student achievement. The roles of the HOD's and Education Specialists of supporting the campus manager were also discussed in detail.

Ms Zine Beku, Gert Sibande TVET College Balfour Campus Manager, indicated that the clarification of roles and responsibilities was the

biggest benefit for her and her management team. Ms Thembu Magagula, acting campus manager of Nkangala TVET College Middelburg Campus, was excited by the cross-pollination of ideas between the management of campuses from across the Province. She remarked that the sharing of best practices really inspired attendees. Ms Magagula was looking forward to implementing some of the strategies that she had learnt from the workshop.

## DHET continues to roll out Campus Manager Development programme

ROSHIN SCHMIDT *Marketing Officer*

Dr Blade Nzimande has challenged TVET College campus managers to take responsibility for quality teaching and learning at their campuses.

The Minister was speaking at a two-day workshop held in May at the Khayelitsha Campus of False Bay TVET College. The workshop was part of the Professional Development of Campus Managers Programme, an initiative of the Department of Higher Education and Training. The objective of the programme is to address the operational and strategic challenges commonly encountered in the management of campuses in the TVET College sector. With more than 267 campuses and in excess of 700 000 students, the 50 public TVET colleges are making a huge impact on higher education and training in South Africa.

However, for historical reasons, there is a wide disparity of resources and management skills between institutions. This even occurs between campuses within the same college. Many colleges have battled over the years to overcome these inequities, citing lack of funding and poor infrastructure. Emphasising that the programme forms part of DHET's Turnaround Strategy to improve the quality of teaching and learning at TVET colleges, Minister Nzimande stressed that parity was non-negotiable. "Regardless of whether a young person is a student in Nquthu, Lusikisiki or in Germiston, the quality of the teaching must be equally good. It does not matter which TVET College or campus a student studies at, he or she must receive his or her learning materials such as textbooks, on the day that lectures commence," declared Dr Nzimande.

While acknowledging that certain campuses faced challenges such as a lack of running



Dr Nzimande takes a moment with the False Bay TVET College Khayelitsha Campus Choir who provided entertainment at the Professional Development of Campus Managers Programme workshop

water due to drought, Dr Nzimande insisted that challenges should not become excuses for non-delivery of quality education. Campus managers should be creative and should encourage businesses to sponsor initiatives. Some campuses had done this with great success and had secured world-class facilities. However, he warned campus managers that no business would sponsor a poorly managed institution. "It is up you to show potential sponsors and partners that you manage a good campus and that if they partner with you, both your campus and their businesses will benefit," said the Minister.

The Professional Development of Campus Managers Programme, which is funded by the National Skills Fund, is intended to roll out nationally in three phases.

Campus managers from all nine provinces, including the most challenged sites and rural campuses, were selected to participate in the

first phase. Fifteen regional officials selected from each of the six regions were also provided with ongoing support and capacity building throughout this phase. As part of Phase One, 40 campus managers were provided with training, support and monitoring tools. The training and support materials utilised in this initiative were conceptualised and produced by task teams comprising TVET College Principals and practitioners within the TVET sector. In Phase Two, 110 more campus managers will be included in the project. By the end of Phase Three, all campus managers from all 50 public TVET colleges nationwide will have participated in the training provided.

In closing, Minister Nzimande urged participants to use the project to form local "communities of practice", and to work with Campus Managers close by, regardless of institutional, regional or provincial restrictions.

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# Experiences of TVET College lecturers who participated in WIL Findings from the SSACI-ETDP SETA WIL for Lecturers' Project

VANESSA TAYLOR *Swiss South African Co-operation Initiative*

**Editor's Note:** Vanessa Taylor is a project manager for the Swiss South African Co-operation Initiative (SSACI). SSACI is a non-profit, public-private partnership aimed at strengthening the public skills development system in South Africa thereby opening new pathways to skilled employment for young South Africans. Work-integrated learning (WIL) is the unifying theme of all SSACI projects

## INTRODUCTION

This article presents the findings from the evaluation of the Work-Integrated Learning (WIL) for Lecturers Project. The project was funded by the ETDP SETA and implemented by SSACI between 2014 and 2016. Twenty-eight colleges participated nationally. The project aimed to improve teaching and learning in colleges through a systematic WIL programme for lecturers. Participating lecturers were required to complete a period of time in a workplace. It was intended that through this, they should learn about industry practice and requirements and update their knowledge and skills accordingly. They were also required to incorporate their learning from the workplace into their teaching practice.

The target was for 280 lecturers to complete the WIL programme, but this target was exceeded by far. By the end of 2016, over 700 lecturers had completed SSACI's training on WIL. At least 500 had completed a period of actual WIL. More were expected to complete WIL placements during 2017.

The evaluation of the project was carried out by JS & Associates using DMSA (Data Management and Statistical Analysis). It included a quantitative component consisting of two online questionnaires. One of the questionnaires was

for college project co-ordinators and the other, for participating lecturers. It also included a qualitative component consisting of a series of in-depth interviews with selected lecturers and other key role players.

This article includes the findings from the lecturer survey and interviews. The survey was completed by 211 lecturing staff members, who completed the WIL programme through the project. This article first provides the context for WIL for lecturers in the TVET sector and then presents the evaluation findings.

## CONTEXT FOR WIL FOR LECTURERS

The Department of Higher Education and Training (DHET) has identified the professional development of lecturing staff as central to improving the quality of teaching and learning in public TVET Colleges. Additionally, professional development seeks to bridge the gaps with industry. Research indicates that lecturers visiting industry, is one of the best ways of improving the quality of their teaching and brings the classroom curriculum into closer alignment with the skills needs of industry<sup>1</sup>. It can also provide the basis for colleges to use industry experts as guest lecturers or to enter into staff exchange arrangements. This would further boost the competence and morale

of lecturers. Very importantly, lecturer engagement with industry promotes long-term co-operation between colleges and employers.

Government policy has long advocated industry placement for college lecturers as a way to update their knowledge and skills and improve the quality of their teaching. A key policy document, the White Paper on Building an Expanded, Effective and Integrated Post-School System, states:

- "Close partnerships between colleges and employers will assist colleges to locate opportunities of work-integrated learning and help them to place students when they complete their qualifications. In addition, arrangements should be made for college staff to get regular workplace experience so as to keep abreast of developments in their industries" (DHET, 2013: 16).
- Workplace experience required by lecturers will also be prioritised over the next few years to ensure that their training is up-to-date with workplace needs and to provide lecturers with a better understanding of the needs of employers in their field" (DHET, 2013: 17).

To meet policy objectives, the DHET requires colleges to arrange workplace exposure for their lecturers and to report on this on a quarterly basis. Furthermore, college educators are expected to spend up to 80 hours a year on continuing professional development activities, including industry-based WIL.

The DHET has also made the completion of a period of industry-based WIL a requirement for the new TVET lecturer qualifications in the Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training. The new qualifications ensure that new entrants to TVET teaching as well as current lecturers, who seek to improve their qualifications, spend time in industry as part of their studies.

## WIL FOR LECTURERS PROJECT EVALUATION FINDINGS

The findings commence with demographic information on the 211 lecturing staff members who completed the lecturer survey. The demographic information provides a profile of the lecturing staff who participated in the WIL project. It indicates how they came to be part of it, the employers visited, and the nature of the WIL completed.

**Table 1. Demographic information on lecturer survey respondents**

Gender	Slightly more respondents were male (53%) than female (47%).
Occupation	Most respondents were lecturers (81%). Senior lecturers represented 23% and HoDs, 9%. Four per cent were staff in other categories.
Qualifications	Respondents had a range of qualifications. Nine percent only had an N3 to N6 and 26% had an N6 with a diploma. Forty-four percent had a post-school certificate, bachelor degree or B Tech, and 2% had a masters' degree. A small majority (57%) had a teaching qualification.
Previous industry experience	61% of respondents had previous industry experience.
Lecturing experience	Most had been teaching a fairly long time. A third had more than ten years' experience and 2% had less than two years.
Qualifications taught at college	Most lecturers (43%) were teaching only NC(V) programmes, 41% were teaching both NC(V) and Report 191, 14% were only teaching Report 191, and 2% were teaching skills programmes.
Programmes taught by lecturers	Most respondents taught engineering (37%) and business (37%) programmes. The breakdown in other programmes was: <ul style="list-style-type: none"> <li>• 6% hospitality, tourism and transport</li> <li>• 10% IT, primary health and primary agriculture</li> <li>• 9% fundamentals.</li> </ul>
Rural-urban location of college	Slightly more of the respondents were from urban than rural colleges. The spread was 37% urban, 31% rural and 24% township-based.

<sup>1</sup> For example, Bukit (2012) and Clayton (2012).

**Table 2. Information on respondents participation in WIL and host employers**

How selected for WIL	Most respondents (62%) were selected to participate by their colleges. Twenty-six per cent volunteered and 12% were selected by their colleges, but given a choice.
When did WIL take place	Most followed the WIL programme during recess time (53%). Some combined recess and term time (17%) and 16% did it only in term time. Seven per cent completed their WIL during exam time and 7% went at other times.
Placement days	Most completed at least five days in a workplace (54%). Sixteen percent completed one to four days, 20% completed six to ten days and 10%, more than ten days.
Type of employer visited	Most went to private companies (62%). Government departments and state-owned enterprises accounted for 23% and 7% respectively. Non-government organisations hosted 7%.

### The findings from the lecturer survey and interviews now follow and are presented under the following headings:

- Benefits of WIL for lecturers
- Integration of learning from the workplace into teaching
- Relationship between student WBE and WIL for lecturers
- Lecturer placement in workplaces
- College systems and support
- Lecturer motivation to do WIL.

#### Benefits of WIL for lecturers

Lecturers were overwhelmingly positive about the value of their WIL experience. It has helped them to update their subject knowledge and they feel more confident and motivated. They have a better understanding of employer requirements and are more able to identify gaps between industry and the classroom.

They have also developed their own relationships with employers.

Lecturers who were interviewed were asked to describe the benefits of WIL for them. Bongoletu Gwiba, an information technology lecturer from Buffalo City TVET College, who came straight from university into teaching, said that his WIL helped him to see the practical side of the knowledge he has.

*"I am now not doing what I researched or have seen on the Internet, or what I was taught, I am teaching something that I know...Now instead of always talking about something you think you know, I really know.*

*It helped to identify what I know and what I don't. It is very broad...*

*The college complains that guys from industry don't know how to lecture. We know how to lecture, but we don't know the industry. It helps to bridge the gap. We do get training on how to teach and that stuff but we have never been into the factory, or the companies."*

(Bongoletu Gwiba, Buffalo City TVET College).

Another participant of the WIL programme, Gerhard Coetzee, an engineering HoD at West Coast TVET College, noted that WIL helps lecturers identify gaps between the classroom and industry practice. It also improves the understanding of what employers require.

*"WIL is a big bridge between the company side and college side. We must know both sides. It can help us to change things curriculum wise, and to inform students what really happens in the workplace."*

(Gerhard Coetzee, West Coast TVET College).

Ruth Shokane, a process plant operations lecturer at Capricorn TVET College, noted that she benefited from being exposed to new machinery in the workplace.

*"We have a new machine in our department worth R500 000. It's only two months old. The college got that machine for us. As a process controller, as in all companies, it is computerised. You can control the process from a screen. So that is what we have now, a simulator that is controlled by computer. Through the WIL experience, we saw a machine like that in use. So it was easy for us"*

(Ruth Shokane, Capricorn TVET College).

The main benefit of WIL for Pat Phakade, an accounting lecturer at Buffalo City TVET College, was updating herself on what is happening in industry. She noted that students who have been on WBE are often better off than lecturers. Lecturers are just in class and don't know what is happening out there.

*"That is what is very important for lecturers. The information we impart to students needs to be current. Even though the curriculum has been updated for some courses, when students go to industry, they need to know how it is done."*

(Pat Phakade, Buffalo City TVET College).

There were many things that Jan Mabitsi, a primary agriculture HoD at Waterberg TVET College, learnt on his WIL experience with a local farmer. It drove home the demanding nature of agriculture.

*"Agriculture is a 24/7, 365 days a year operation. You don't have the luxury of time-off or comfort. Sometimes when we were digging trenches for the irrigation system it was very hot. You work when it is raining, and when it is very hot. That is what we tell students. If you opt for this course, you must be prepared to be hands-on. If you are working in a farming environment you must know that you don't have a knock-off time. It can be late in the evening and the water in the chicken house spills, so you have to wake up, you can't say it's not my time to report for duty."*

(Jan Mabitsi, Waterberg TVET College).

WIL also exposed lecturers to some of the soft skills and discipline required in the workplace, as well as to a holistic understanding of processes that take place.

*"We concentrate on the welding, for example, but not on the holistic, or soft skills. If I go to a company, this is what my pay-cheque means, what UIF means, pension provident funds, overtime, labour problems, sick leave etc.*

*We need to inform them about it, and how to plan with their money...Those soft skills are so important because if students don't understand them the employer gets frustrated, and doesn't understand that students don't understand. It is those soft skills that help students find work...*

*...in the engineering field, there is a huge shift from just having skills to having holistically developed artisans who can think for themselves, are creative, or can even run their own businesses. I think the TVET Colleges could prepare people for that. A lot of lecturers also lack these soft skills. I think WIL can help with that kind of development as well. As an HOD, I will try to use it a lot in my in-house training and development of staff."*

(Gerhard Coetzee, West Coast TVET College).

Jan Mabitsi stressed the need for lecturers to develop both practical skills and soft skills, and that WIL helped him achieve this.

*"I have realised that theoretical work not backed up by practical, is null and void. We need to equip our students with recent knowledge, and also to emphasise the importance of human relations. If you meet new faces out there, you meet new attitudes as well. You must realise that you are living in a dynamic world where people's personalities are not the same. Especially at my level as an HOD, I am working with different lecturers and students. I need to know how to handle different people."*

(Jan Mabitsi, Waterberg TVET College).

Lecturers also used the opportunity of their WIL to enlighten host employers about what the colleges are offering.

*"They see us as a college or a high school. I don't know what they think, but they don't think that people from here can help them. They were surprised to hear that this is what we are teaching."*

(Bongoletu Gwiba, Buffalo City TVET College).

#### Integration of learning from the workplace into teaching

The survey found that WIL has improved lecturers' teaching. Lecturers rated the changes in this regard highly. They are using material collected from workplaces in their classrooms, give more relevant examples to students and explain concepts better. They also have a better understanding of the types of jobs available to students.

Wanda Swart, a primary health care lecturer from Waterberg TVET College, said:

*"I use examples of blood pressure measuring, sugar diabetes tests, and am able to provide examples of developmental behaviour... Students like it. They know I am readily available with examples. That is the way I teach."*

(Wanda Swart, Waterberg TVET College).

Pat Phakade explained how she uses what she learned during WIL in her teaching.

*"I have worked with students in class, telling them this is how it is done. Students do accounting manually, and Pastel only at Level 4. So in a way I can prepare those at lower levels, like level 3. This is what you will do in industry, stressing things that*

*the curriculum tends to overlook, like the terminology they will come across. They may be doing it manually now but won't in industry, but they have to understand the principles."*

(Pat Phakade, Buffalo City TVET College).

Gerhard Coetzee is bringing elements into his teaching that support a more holistic approach to teaching engineering.

*"There are a lot of things that we somehow neglect. Like the safety things that need to be in place before the job can take place... Those types of things, and the logistics were interesting. I have tried to incorporate it into my lessons as well. I took quite a lot of photos of jobs they are doing."*

(Gerhard Coetzee, West Coast TVET College).

### Relationship between student WBE and WIL for lecturers

Lecturer workplace experience impacted positively on student WBE. Lecturers have a better understanding of the purpose and value of student WBE. Their credibility with students has been enhanced and they are more able to incorporate what students learn during WBE into their lessons. They also feel better equipped to monitor students during WBE and to assist them in finding placements.

For instance, Lynette Pieterse, a finance and IT programme manager at Northern Cape Urban TVET College, was able to help students find WBE placements. She also helped them to cope with these placements by sharing her own WIL experiences.

*"I told them that I felt exactly the same way. If I hadn't done my WIL, I would not have been able to relate to the students or guide them in their next steps. It broadened my vision totally of what they are facing."*

(Lynette Pieterse, NC Urban TVET College).

### Lecturer placement in workplaces

Lecturers were positive about the relevance of the exposure they received. Lecturers placed in government departments, private companies and NGOs were equally positive about their WIL experiences. But private companies seem to offer the most benefit.

Many lecturers would like to spend more time in the workplace to broaden and deepen their learning. Lecturers found their interaction with their workplace supervisors valuable. Although safety and confidentiality were an issue in some workplaces, these did not present too much of a problem. Finding suitable placements presented a significant challenge but, to a large extent lecturers managed to overcome these. Many would like more support from their colleges with this though.

Looking for local employers, at SSACI's suggestion, often provided the opportunities that large organisations did not. Jan Mabitsi eventually looked to a local farmer after trying larger companies.

*"I didn't succeed in getting placements there (the first employer approached) because of the red tape involved. I was pushed from pillar to post, from person to person. I was very disappointed."*

(Jan Mabitsi, Waterberg TVET College).

In some programmes, like IT, finding a suitable local host employer can be extremely difficult. Bongolethu Gwiba, noted that there is a small pool of IT-related employers in the Eastern

Cape. Government also tends to outsource almost all their IT departments. It is possible to find host employers who do technical things like fixing computers. But if lecturers or students need work experience in programming, they might have to go outside the province for this. This is what Bongolethu did.

### College systems and support

College system-level support for lecturer WIL placements and the integration of the learnings from this into teaching is fair, but can improve. Greater support in this area in the longer-term will be one of the indicators of the successful institutionalisation of WIL for lecturers in colleges. Lecturers generally believe that there could be more feedback and engagement from their seniors. WIL for lecturers does not appear widely on the agendas of various college and campus meetings.

Ruth Shokane reported that her College was very supportive in her case and enabled WIL to happen. She did her WIL during college time and during the examinations when it was easy for the college to get alternative invigilators. The college organised transport for Ruth and the other lecturer that accompanied her, taking them in the morning and collecting them at the end of the day.

*"We really got good support from the WIL co-ordinator. She came to see us when we were at our WIL placement. Our campus manager also gave it a thumbs-up. We never had problems when we had to go. We even got transported. I also think that if you are determined, and they see that you are determined, they will always be willing to help you."* (Ruth Shokane, Capricorn TVET College).

College capacity to support WIL is affected by the heavy workload of senior lecturers and HoDs, who already face challenges of monitoring lecturers effectively. Involving seniors in WIL can improve their capacity to support lecturers by helping them to understand the benefits. The evaluation found that senior lecturers and HoDs, who participated in WIL, were more positive about it and the benefits than lecturers.

### Lecturer motivation to do WIL

Strong motivators for lecturers to do WIL are that it can develop them professionally. WIL will form part of the new TVET lecturer professional qualifications. While, some lecturers need training in specific areas, they understood that the purpose of short WIL placements is more about exposure than training.

This did not demotivate them. Instead many wanted to do additional WIL placements for longer periods of time so as to become practically involved and bring in the training element. Finding a convenient time for lecturers to complete WIL

placements presented a challenge and was a demotivating factor. It is difficult to release lecturers from class but lecturers would prefer not to use recess time.

Lecturers were also demotivated by colleges not reimbursing them for expenses incurred during WIL. The distance to a placement, especially for lecturers from smaller towns, creates logistical challenges around the use of college vehicles. It also adds to the time required of lecturers and their costs.

### CONCLUSION

Even though they had challenges, overall, lecturers were positive about the WIL programme and reported substantial benefits. Most importantly, it updated their subject knowledge and they have a better understanding of employer requirements. They have also been able to bring their learning from WIL into classroom practice. Their credibility with students has improved and they understand the value of, and can support student WBE. The benefits of WIL for lecturers, addresses key needs in the TVET sector namely, to improve the links between college curriculum and industry requirements. It also improves lecturers with knowledge and the ability to link theory to practice.

Lecturers made the following recommendations on how to increase lecturer motivation to participate in WIL and ensure greater benefits:

- Colleges should promote WIL among the lecturers more as lecturers are unaware of the benefits.
- The time and frequency of WIL for lecturers needs to be increased. More time would give lecturers an opportunity to actually do some of the work and build skills rather than simply observing. It should also not be a once-off thing.
- WIL for lecturers should be part of the college calendar, along with student WBE. This would make it easier to manage and create pressure for lecturers to participate.
- Each college needs to establish a formal forum for lecturers from across programmes to share their WIL experiences. This should include both lecturers who are involved and those who are not involved. The more lecturers that get involved, the better the platform to share practices will become. This would help to integrate WIL for lecturers into the college system.
- One participant, Jan Mabitsi, recommended that WIL should be compulsory for colleges and lecturers. He said, *"The WIL programme has been of benefit to me, and it should be cascaded to all lecturers. It must be a condition imposed on all colleges that all lecturers should be exposed to WIL."*

(Jan Mabitsi, Waterberg TVET College).

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