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**TVET Colleges:  
Your Vocation starts here**





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TVET Colleges: Your Vocation starts here. Photograph supplied by Majuba TVET College. Photographer Nashveer Nemesar. Students compete in Beauty Therapy at the International WorldSkills Competition held in Abu Dhabi, UAE. The competitor is Tarryn Brown, a former student of College of Cape Town for TVET and her model is Dea Straccia of Italy from the Mixfame modelling agency in Dubai.

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## Your Vocation starts here

With the summer holidays beckoning on the horizon, one might be forgiven for reading 'Vacation' instead of 'Vocation'!

Our eyes are of course focussing on the hundreds of thousands of young people who are applying to TVET Colleges for admission to the 2018 Academic Year. For them, they whom we serve, it is very much about launching into a vocation. A vocation that will set the start of their career-paths.

With that in mind, we have focussed our attention on news and activities from contributors that give us a sound footing. They inspire, motivate and profile best practices, all while keeping us informed and enlightened. For openers, in the Ministerial column, we bid farewell to our former political leadership and welcome the new. Minister Prof Mkhize has a long and illustrious international higher education academic career. She holds an honorary Professorship in Psychology with the University of SA. It should also be reassuring to note that Deputy Minister Buti Manemela is himself, inter alia, a product of the TVET sector. Having studied electrical engineering at the former Mamelodi College.

In Cutting Edge News we celebrate colleges awarded for excellence. We then profile two college faculty Movers and Shakers that have recently been certified as engineers. We have an extended Campus Matters column in

this edition. It opens with WorldSkills competition successes, Artisanry Development and Entrepreneurship Development. The entrepreneurship development discussion leads to its logical conclusion in a profile of Alumni in Business. Then we review initiatives in Partnerships local and international, various Teaching and Learning practices, and The National Debate 2017 Competition. Remaining with Campus Matters, we re-energise the TVET Brand, take it to the youth in Career Guidance Promotions and end the column with a Life-Skills promotion.

In Policy and Operational Shifts, we hear the Director-General of the DHET on the promotion of partnerships, Explore Graduate Pathways into employment through the findings of the Labour Market Intelligence Partnership, and take a look into the African Union Continental Strategy for TVET. In conclusion, we forego the Intellectual Debate to take an in-depth look, through various reports, at the National TVET Imbizo held in early October.

All in all, this edition promises another full and interesting cover to cover read. Enjoy at your leisure. Also, take time to enjoy the vacation and meet us back here in March for what will hopefully be another edifying account of all things TVET. Wishing you all, successful student registration processes and happy holidays from the TVET College Times Team!

#### EXCITING WEBSITE FUNCTIONS SUPPORTS TVET COLLEGES

We are pleased to announce the new TVET Colleges User Access Facility on the website [www.tvetcolleges.co.za](http://www.tvetcolleges.co.za)

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

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

Kind regards WEBTEAM

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## FROM THE MINISTRY

### DHET welcomes Prof Hlengiwe Mkhize and Mr Buti Manamela and wishes Dr Nzimande well

The Department of Higher Education and Training (DHET) has welcomed the appointment of both Professor Hlengiwe Mkhize and Mr Buti Manamela. They are the new Minister and Deputy Minister of Higher Education and Training respectively.

In a statement, DHET Director-General Mr Gwebinkundla Qonde said, the Department's management team and entire staff is looking forward to supporting both the newly appointed Ministers. They will be supported in their capacity as leading the ministry and the entire Post-School Education and Training (PSET) sector. "This is a critical phase for South Africa and the PSET sector. In that light, we warmly welcome both Ministers. We have no doubt that together

we will continue to achieve many things to advance higher education and training in the country," he said.

Prof Mkhize joins Higher Education and Training after a brief stint as the Minister of Home Affairs. Deputy Minister Buti Manamela, joins DHET from the Department of Planning, Monitoring and Evaluation. Mr Qonde also took the opportunity to wish former Minister Dr Blade Nzimande well. He thanked him for his contribution to higher education and training while he was still in office.

"Although the DHET is relatively new, it has achieved many important things under his leadership. I call on all colleagues to stay focused, and to give Prof Mkhize as much support as we did to Dr Nzimande," he added.

### Extracts from the farewell message of former Minister Dr Blade Nzimande



Dr BE Nzimande, MP, Republic of South Africa

Former Minister Dr Blade Nzimande has sent his heartfelt thanks for the support enjoyed during his tenure with the Ministry.

He noted that although DHET was a relatively new department, it had achieved many important things over the past eight years. These were proud accomplishments. He attributed the achievements to the commitment and dedication to duty of so many.

"I really can't thank all of you enough for your support and commitment to the national cause. In that light, I wish my successor, Professor Hlengiwe Mkhize, all the best. I call on all of you to stay focused. Support Minister Mkhize as well as you did me," Dr Nzimande concluded.

### Extracts from the farewell message from former Deputy Minister Mduduzi Manana

I take this opportunity to bid you farewell. I have formally resigned from the position of Deputy Minister of Higher Education and Training.

I wish to personally thank each and every one of you for your support and candour, during the time we worked together. My five-year tenure as Deputy Minister was most fulfilling. I got to interact, on a daily basis, with men and women whose dedication and commitment to the noble goals of advancing education and skills development can never be questioned. Above all, it was a privilege to serve in this portfolio not for its prestige, its titles or its ceremony, but because of its great potential to transform our society.

I wish to bid you a fond farewell. I sincerely hope that you will provide the same support to my successor.



Mr Mduduzi Manana, MP, Republic of South Africa



Prof Hlengiwe Mkhize 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

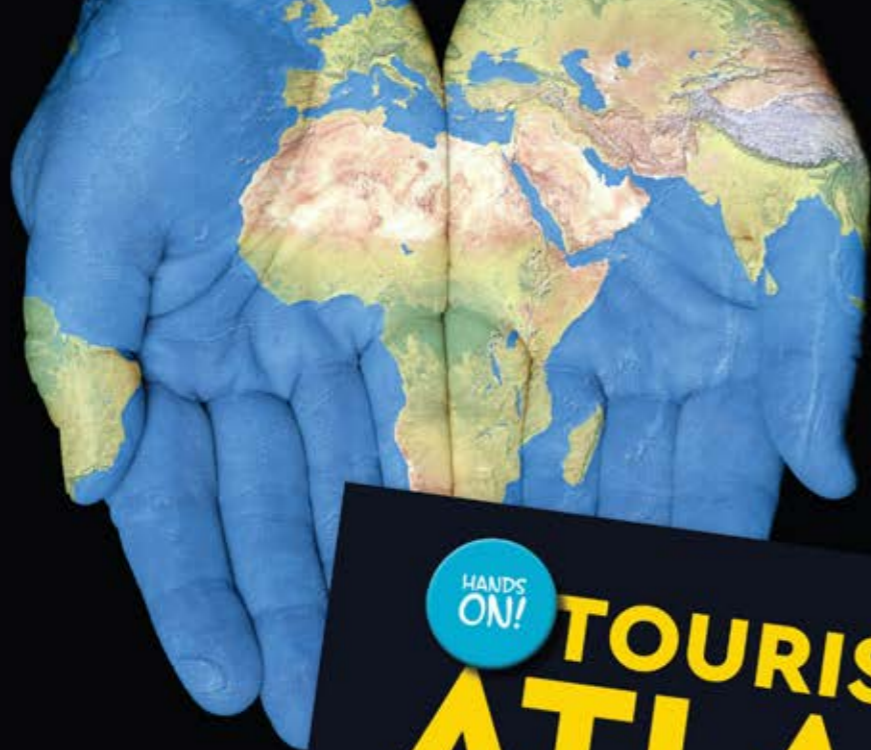
First published in 2005, TVET College Times is an internationally registered Department of Higher Education and Training quarterly publication.

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.

For free online subscription visit the website [www.tvetcolleges.co.za](http://www.tvetcolleges.co.za) and click on the icon.

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# Minister Prof Mkhize on the release of the Heher Report

On 13 November, the President released the Report by the Heher Commission of Inquiry into the funding of higher education and training. I welcome its release.

The Commission makes a number of recommendations across a range of issues. It includes recommendations on how to fund students across universities and TVET colleges, as well as on strengthening institutions and the education they provide to our citizens. The President's press release (right) summarises some of these findings very well and I will not go into them in any detail.

The Inter-Ministerial Committee on Higher Education Funding, led by Minister in the Presidency Jeff Radebe, and the Presidential Fiscal Committee led by Minister of Finance Malusi Gigaba, have been tasked by the President to process the report in detail.

I will work closely with them as we unpack the recommendations of the 752-page document. We welcome the Presidency's decision to release the report to the public. This will provide an opportunity for the academic, the student, and broader communities to study it and to familiarise themselves with the detail of Judge Heher's findings, proposals, and alternative scenarios. This will ensure that comment and discussion can take place against an informed backdrop and not on the basis of speculation.

I want to be clear. The Report received from Judge Heher and his co-commissioners, Advocate Gregory Ally, and Leah Khumalo, provides Government with recommendations on a wide range of issues dealing with higher education and training, including university education and technical and vocational education and training (TVET). The Commission has done considerable work processing information and views from a wide range of sources to inform their recommendations.

However, it is very important that all of us, the public, students and institutions, fully understand that the report does not pronounce on anything. It does not contain decisions.

It provides Government with recommendations only. Decisions still have to be made by government.

Government must have the space to conduct a thorough due diligence. It will weigh up all aspects of the proposals, including their possible knock-on effects.

Only then, will the President announce a way forward which is able to ensure that we empower future generations of young people through knowledge and skills.

Thereby, empowering their families and communities too. The policy decisions we make, having considered the recommendations in the report, must lead to sustainable solutions that will endure for many years to come.

As a country, we have to move from the ad hoc situation which has persisted since 2015, to a situation of greater certainty about these matters going into the future.

In closing, I appeal to all constituencies, especially student leaders and management, to ensure a peaceful end to the academic year. This includes allowing examinations to be

completed without disruption. The security and safety of staff and students on our campuses must not be compromised.

The right of almost a million students across the country to conclude their academic year and to get on with their lives, cannot be sacrificed when we are so close to a resolution of the fees issue.

**Statement released by the Presidency on 13 November:**

*Release of the Report of the Commission of Inquiry into the Feasibility of Making Higher Education and Training Fee-free in South Africa*

On 14 January 2016, I established a Commission of Inquiry into Higher Education and Training. I did this in order to add into the body of knowledge, evidence that will inform government's decision-making process.

A process that is in pursuit of a sustainable solution to the on-going higher education funding matter.

The Commission was chaired by the Honourable Justice Jonathan Arthur Heher. He was assisted by Adv. Gregory Ally and Ms Leah Khumalo. The terms of reference of the Commission was to enquire into, make findings, report on and make recommendations on the following:

- The feasibility of making higher education and training (higher education) fee-free in South Africa, having regard to:
  - ▶ The Constitution of the Republic of South Africa, all relevant higher and basic education legislation, all findings and recommendations of the various presidential and ministerial task teams as well as all relevant educational policies, reports and guidelines;
  - ▶ The multiple facets of financial sustainability, analysing and assessing the role of government together with its agencies, students, institutions, business sector and employers in funding higher education and training; and
  - ▶ The institutional independence and autonomy which should occur vis-à-vis the financial funding model.

The Commission was expected to complete its work within a period of eight months and submit its final report to the President within two months of completing the work.

At the request of the Commission, the working period was extended until 30 June 2017 where-after the report would be due within two months. I received the final report from the Commission on 30 August. I thank Judge Heher and the Commissioners on the work they have done on this challenging matter. I also thank all stakeholders who made presentations to the Commission; and all who co-operated with the Commission to ensure that its work was done and concluded successfully.

I hereby release the Report of the Commission into the feasibility of making higher education and training fee-free in South Africa.



**MINISTRY  
HIGHER EDUCATION AND TRAINING  
REPUBLIC OF SOUTH AFRICA**

**1. RECOMMENDATIONS OF THE HEHER COMMISSION**

*The recommendations of the Commission can be summarised as follows:*

**1.1 FUNDING THE POST SCHOOLING EDUCATION AND TRAINING SECTOR**

The Commission recommended that government increase Block funding to the Post School Education and Training Sector (PSET) as a whole, in line with increased costs for providing quality education and infrastructure needs.

The Commission recommended that government increase its expenditure on higher education and training to at least 1% of the GDP, in line with comparable economies. The Commission further recommended that government pay particular attention to the Technical and Vocational Education and Training colleges as they cannot perform optimally at their current funding levels.

**1.2 STUDENT ACCOMMODATION**

On student accommodation, the Commission found that there is a severe shortage of student accommodation across the higher education and training sector. The Commission recommended that government adopt an affordable plan to develop more student accommodation and that Historically Disadvantaged Institutions be prioritised. The commission further recommended a Public-Private Partnership approach when responding to the student accommodation challenge.

**1.3 ONLINE AND BLENDED LEARNING**

On the option of Online and Blended Learning, the Commission recommended that Government must further investigate the viability of "online and blended learning". This medium could be considered as an alternative in addressing the funding and capacity challenges currently facing the higher education and training sector.

**1.4. FUNDING FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) STUDENTS**

The Commission made the following recommendations regarding the funding of students at TVET colleges:

- That all students at TVET Colleges should receive fully subsidised free education. This would be in the form of grants that cover the full cost of study and that no student should be partially funded.

**1.5 POSTGRADUATE STUDENTS**

- The Commission recommended that the NRF bursaries (based on merit, or other criteria as developed by the NRF) for postgraduate students be retained and expanded when possible.
- The Commission further recommended for Postgraduate students to have access to a cost-sharing model of government guaranteed

Income-Contingency Loans. These should be sourced from commercial banks (ICL).

### 1.6 HISTORIC DEBT

It is recommended that students with debt, who have since graduated, be offered income-contingent loans (ICL) as well.

### 1.7 NSFAS

The Commission recommends that the participation of the National Student Financial Aid Scheme (NSFAS) in the funding of university students be replaced by the ICL system. NSFAS should be retained for the provision of the funding of all TVET students and TVET student support, if such retention is considered necessary.

### 1.8 FUNDING FOR UNIVERSITY STUDENTS

The Commission recommends that all undergraduate and postgraduate students studying at both public and private universities and colleges, regardless of their family background, be funded through a cost-sharing model of government guaranteed Income-Contingency Loans. These would be sourced from commercial banks. Through this cost-sharing model, the Commission recommends that commercial banks issue government guaranteed loans to the students. These would be repayable by the student upon graduation on the attainment of a specific income threshold. Should the student fail to reach the required income threshold, government would bear the secondary liability.

In implementing this model, the Commission recommends that the existing NSFAS model be replaced by a new Income Contingency Loan System.

Should government be opposed to this model, the Commission recommends that government consider the "Ikusasa Student Financial Aid Programme". This is an Income Contingency Loan Funding Model proposed by

the Ministerial Task Team on Funding for Poor, Working Class and Missing Middle Students.

The Commission further recommends that government considers the introduction of a university fee capping mechanism to avoid the 'cancelling-out' effect. Some key points of the ICL model are the following:

- ▶ Repayment only begins when the student reaches a certain income threshold;
- ▶ Repayments only continue until such a time as the loan is paid off;
- ▶ The repayment period could be set to a maximum period so as ensure that
- ▶ payment does not impact on retirement accumulation;
- ▶ Students could be allowed to settle the loan over a shorter period should they be able;
- ▶ Those who emigrate could be required to pay off the loan before leaving;
- ▶ Loans could be made available to all students (Private and Public Universities);
- ▶ No means test;
- ▶ The financing of every university student is achieved through a bank loan offered at a rate favourable to the student. Whether such financing should extend to the full cost of education will depend solely on the choice of the borrower and his need for such an extension;
- ▶ Collection and recovery of the loan will be undertaken by SARS through its normal processes;
- ▶ The state can guarantee the loan or, better still, purchase the loan, so that the student becomes a debtor in its books. Prof Fioramonti, in his model, proposed the inclusion of the banks as lenders to students. This would be with a government guarantee, so as to cover the cost for the initial years;
- ▶ No student is obliged to repay a loan unless and until his or her income reaches a specified

level. At the lowest specified level, the interest rate is at its lowest but will increase in accordance with specified increases in income growth;

- ▶ If the loan is not repaid within a specified number of years, the balance can be written off. The State will repay each student loan to the bank at a given date (say five years from the first advance).

### 1.9 REGISTRATION FEES

The Commission recommended for application and registration fees to be scrapped across the board.

*Presidency Statement continued:*

#### WAY FORWARD

The Inter-Ministerial Committee on Higher Education Funding, led by the Minister in the Presidency Mr Jeff Radebe, and the Presidential Fiscal Committee whose lead Minister is the Minister of Finance, Mr Malusi Gigaba, are processing the report.

I will make a pronouncement on the Report once the Ministers have concluded their work. I have decided to release the Report prior to the conclusion of our work of processing the findings. This is so that the public can have an opportunity to study the report while we continue with the work of processing.

For the full report and executive summary go to: [http://www.thepresidency.gov.za/sites/default/files/commission\\_of\\_inquiry\\_into\\_higher\\_education\\_report.pdf](http://www.thepresidency.gov.za/sites/default/files/commission_of_inquiry_into_higher_education_report.pdf)  
[http://www.thepresidency.gov.za/sites/default/files/commission\\_of\\_inquiry\\_into\\_higher\\_education\\_report\\_executive\\_summary\\_0.pdf](http://www.thepresidency.gov.za/sites/default/files/commission_of_inquiry_into_higher_education_report_executive_summary_0.pdf)

The GCIS website features the report and the DHET will likewise upload the report and share the link.

for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and the appreciation of cultural diversity and of culture's contribution to sustainable development

- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
- By 2020, substantially expand globally, the number of scholarships available to developing countries. In particular, least developed countries, small island developing States and African countries. This is in order to promote enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.

Around the world, governments are looking for ways to raise education levels whilst at the same time trying to co-ordinate the supply of skilled workers. This is in order to match the needs of the economy and society. For instance, in countries like Switzerland and Germany, dual vocational education and training (VET) is the most common type of education at the upper secondary level. Formally, dual VET programmes "comprise both work-based training and formal education at upper-secondary level, and lead to a qualification in an intermediate skill". Admission to a dual VET programme is conditional to finding a contract with a training firm. It is thus considered a market-based mode of education. Early school-tracking is a common feature of countries traditionally oriented towards dual VET. It links the proportion of dual VET students and the age at first tracking in various OECD countries. The median age at first tracking in OECD countries is 15; however, Germany, Switzerland and Austria, all track students from an earlier age.

In our own setting here at home, one of the priorities spelt out in our forward looking planning document, the National Development Plan (NDP), is that by 2030, South Africans should have access to education and training of the highest quality, leading to significantly improved learning outcomes. The graduates of South African universities, and Technical and Vocational Education and Training (TVET) colleges should have the skills and knowledge to meet the present and future needs of the economy and society. Our role as government remains key in addressing the challenge of youth unemployment. Governments operate as an important node between policy and practice, as well as addressing the socio-economic problems impacting youth, such as unemployment.

#### Rights Enshrined in the South African Constitution

In South Africa the right to education and all the associated rights are encapsulated in the Constitution which is the supreme law of the country. Section 29 of the South African Constitution states that:

1. *Everyone has a right:*
  - ▶ To a basic education, including adult basic education
  - ▶ Further education, which the state, through reasonable measures, must make progressively available and accessible.
2. *Everyone has the right to receive education in the official language of their choice in public educational institutions where that education is reasonably practicable. In order to ensure effective access to, and implementation of this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account, Equity, Practicability and the need to redress the results of past racially-discriminatory laws and practices.*
3. *Everyone has the right to establish and maintain, at their own expense, independent educational institutions that: Do not discriminate on the basis of race; Are registered with the state; Maintain standards that are not inferior to standards at comparable public educational institutions.*
4. *Subsection 3 does not preclude state subsidies for independent educational institutions.*

#### Human Resource Development Council of South Africa (HRDC)

The Human Resource Development Council of South Africa (HRDC), makes a valuable contribution in developing the most strategic resource, which is our people, for social and economic benefit. The HRDC has become the engine to strategise on several of the goals articulated in the New Growth Path (NGP) and National Development Plan. These strategies were developed with a view to overcome the challenges of unemployment, poverty and inequality.

The Revised HRD Strategy Towards 2030, was approved by the HRD Council and thereafter by Cabinet on 23 June. The Strategy outlines the five programmes that are implemented to achieve five strategic goals from 2016 to 2020 as follows: Foundation Education with Science, Technology, Engineering, Mathematics, Languages and Life Orientation and Life Skills; Technical and Vocational Education and Training and the rest of the college sector; Higher Education, Training, Research and Innovation; Skills for a

transformed society and the economy using the workplace as a platform; and A Developmental and Capable State.

We understand the challenges that need to be addressed. Through partnerships with the social and private sector, we are hoping that the engagements that have taken place at this Solutions Exchange will lead to the development of a practical, short-term work programme that can mobilise us towards the following objectives:

**Firstly**, enabling the inclusive growth of our economy and growing jobs that can absorb our young unemployed youth.

**Secondly**, increasing pathways for young people, including through increased access and throughput in post-schooling education and training:

1. By establishing public TVET Colleges and Community Education and Training Colleges as credible partners in the delivery of occupational qualifications, including but not limited to artisans.
2. By ensuring that multiple pathways exist for learners in entrepreneurial and/or work placement.
3. By building linkages between colleges and employers in the private sector.
4. By building the capacity of TVET college lecturers and,
5. By strengthening TVET College leadership and management, by improving the capacity of technical high schools and by strengthening the linkage between technical high schools and TVET colleges.

**Thirdly**, producing skills for a transformed society and the economy using the workplace:

1. To build a flexible and responsive skills system which requires closer relationships between the social partners.
2. To expand programmes to address occupations in demand, including considering skills for new economies.
3. To raise skills levels of employed workers and to implement worker and shop steward education that focuses on workplace skills plans that address workplace training.
4. To establish effective structures and systems for achieving quality education and,
5. To acknowledge recognition of prior learning and to ensure that the curriculum includes promoting self-employment with the aim of developing Small Medium and Macro Enterprises as well as entrepreneurs.

Chairperson, TVET colleges in South Africa require collaboration and partnerships in order to respond to the developmental needs of the country. Almost all the TVET colleges are involved in various partnership agreements with Higher Education Institutions, business or municipalities, though some colleges are less active in this regard. Some learners progress from school to TVET colleges and universities and then face academic challenges, which result in high dropout and low graduation rates. This feeds into the challenge we face with respect to the number of young people that are Not in Education, Not in Employment and Not in Training, commonly known as the NEETs.

The HRDC found that these challenges need to be understood in terms of the socio-economic circumstances of students and institutions. Further, the low number of enrolments in programmes at NQF levels 5 and 6 means that an important progression pathway into higher education is being missed by both employed and unemployed people. An expansion of level 5 and 6 programmes could open up opportunities for many more to progress to university. These cross-cutting programmes are addressed through the different HRDC structures.

Ladies and Gentlemen in conclusion, Business has a big role to play in realising the term "from learning to earning". It can do so through the following: Business has to continue to work on commitments within the Skills Accord. Business is needed to implement the CEO Initiative to support the Youth Employment Scheme which aims to place one million young people in internships. Business can help by providing additional funding for bursaries and other skills priorities, over and above the skills levy. Finally, Business should continue to support the employment tax incentive scheme.

Business also has the responsibility of supporting the education sector through the provision of workplace training. This is an intervention which can help both young people and the unemployed to build links with the labour market and gain useful work-related skills. Knowledge clusters, in which companies adopt innovative product market strategies and interact with educational institutions, can foster the creation of skill-intensive jobs and a better match with workforce skills. We must all adopt a "matching skills" approach to providing the right skills needed in the labour market, while generating the necessary economic dynamism to generate new jobs.

**Ladies and Gentlemen, I thank you.**

## Speech by the Honourable Minister of Higher Education and Training, Prof Hlengiwe Mkhize on the occasion of the Harambee Solutions Exchange

### Introduction

The focus of this high level platform is on the foremost important segment in our society, the youth. The importance of this segment is underscored by the fact that this continent, Africa, is so youthful. Youth are the most important and dynamic segment of the population of any country. It is believed that developing countries with large youth populations, could see tremendous growth, provided they invest in young people's education, health and protect and guarantee their rights. They are drivers of innovation, they are creators. The builders and leaders of tomorrow. Our stern conviction therefore remains, "People's Education for People's Power".

Since the dawn of our democracy, we have resolved to transform and align our educational system for improved outcomes. The establishment of the Department of Higher Education and Training in 2009, added a new aspect to the transformative potential in higher education. It is the provision of a single, seamless post-school education and training system that meets the aspirations of young people and adults. Since its inception, a plethora of new policy and legislation has come into effect to steer higher education in the country. These have been introduced to facilitate transition from a disjointed post-school education and training system to an integrated system. Our mandate and priorities are informed by the vision espoused in key government documentation such as the National Development Plan, the 2009-2014 and 2014-2019 Medium Term Strategic Frameworks (MTSF) and the imperatives of the 2013 White Paper for Post-School Education and Training.

### Worldwide Trends on the Importance of Skilling the Youth

In their reports, the International Labour Organisation estimates that 73.4 million people aged 15-24 do not have a job. A figure that represents 43% of global youth. Three times as many young people are under-employed. According to the McKinsey Social Initiative report released in 2015, about

40% of employers report skills shortages for entry level vacancies. Hence, skill gaps have become an issue to both employers and the unemployed. This trend is exacerbated by technological advancements. Such advancements are rapidly replacing manual jobs. Leaving millions of young people unprepared to participate in the 21st-century knowledge economy.

### United Nations's Sustainable Development Goal #4: Ensure inclusive and quality education for all and promote lifelong learning

The attainment of a quality education is the foundation to improving people's lives and sustainable development. Looking at the United Nation's Sustainable Development Goals, goal no.4 has ten targets encompassing many different aspects of education. There are seven targets which are expected outcomes and three targets which are means of achieving these targets. Let me draw your attention to the following:

- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university education
- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development. This includes, among others, education

## GIVING BACK TO COLLEGES

### Macmillan TVET ECD Scholarship

In August we were pleased to launch the **Macmillan South Africa TVET ECD Scholarship for 2018**. Our aim is to develop future ECD practitioners by providing ECD/Educare students with funding for one year of their studies at TVET institutions in South Africa. After an exhaustive search, 14 lucky recipients have been identified and will be receiving the good news soon.



### Internships

Macmillan has hosted a number of interns from various TVET Colleges and have placed them in our HR and Customer Services departments, as well as in our warehouse. Students from Central Johannesburg College, Ekurhuleni West College and Sedibeng College have gained valuable work experience whilst learning how theoretical knowledge gained in the classroom, translates into practical application in the workplace. One of the students, Nathi Mabaso, studied Marketing Management at Sedibeng TVET College (Vanderbijlpark campus) and has been with Macmillan for over a year.



### Training

Professional development and support for Mathematics teaching, learning and assessment are needs that are constantly flagged by TVET college lecturers. After thorough research and consultation with TVET college experts, we developed a Mathematics Professional Development Programme for NATED lecturers who offer Mathematics N1–N3 as well as for NCV lecturers who offer Maths and Maths Literacy.



### Sponsorships

During the year we responded to numerous requests from colleges for sponsorships. Trophies, tablets and book prizes were presented to deserving award winners at various graduation ceremonies.



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## College awarded for setting standards

THOKOZANI NDHLOVU - Communication Officer

Gert Sibande TVET College has repeatedly proven to be a leading college brand in the country. The College received a PMR Diamond Award as well as two other awards from the Department of Higher Education and Training, in the space of a week.

The PMR Diamond Award ceremony was held in Mpumalanga Province capital Nelspruit, in October. The awards are presented to institutions based on the perception of approximately 160 senior managers in the province. The purpose of the awards is to create a global and unique marketing tool for institutions to enhance excellence in industry. It also sets a benchmark in industry to create an opportunity for companies and institutions, whereby a team or division, can be recognised for hard work. The award ceremony was attended by College Councillor, Ms Dudu Thwala, Acting Principal, Ms Portia Radingwane, Acting Chief Financial Officer, Mr Ebrahim Khan and Student Support Manager, Ms Regina Mampye.

Days later, the College also received the Minister's award in the Category of 'The Most Innovative Curriculum Programme'. The awards were presented by former Minister of Higher Education and Training, Hon. Dr Blade Nzimande, together with the Deputy Minister of Economic



Receiving the awards from former Minister Nzimande are from left standing, Acting Regional Manager for Mpumalanga and North West Colleges Mr Nick Balkrishen, student Bulelani Denzel Dakile, Acting Principal Ms Portia Radingwane, and Communication Clerk Mr John Kubeka. Seated are Curriculum Co-ordinator Ms Sharon Mboweni and Student Support Manager Ms Regina Mampye



Receiving the PMR Diamond Award are Acting Principal Ms Portia Radingwane, Acting Chief Financial Officer Mr Ebrahim Khan, College Councillor Ms Dudu Thwala and Student Support Manager Ms Regina Mampye

Development, Hon. Madala Masuku. The awards were presented at a Gala Dinner during the TVET Imbizo held in Benoni, Gauteng Province. The College was also selected and awarded the opportunity to further establish a Centre of Specialisation for Millwrights in Standerton, at the Centre for Artisan Development. The awards were received by Acting Principal, Ms Portia Radingwane. "Congratulations to the Gert Sibande TVET College team," said Dr Nzimande.

Centre Manager for the Skills Academy and Artisan Development Centre, Ms Monica Swart said, "This is an exciting prospect for the College and its community. Many opportunities will be created for the youth of Gert Sibande Region. We are looking forward to the implementation. The Skills Centre will do its utmost to make it a success. Employers should grab this opportunity to partner with the College. This will ensure that we train quality artisans that are needed in the workplace".

## College awarded for top performance

LAME MORUBANE - Communication Officer

Motheo TVET College has once again been recognised for business excellence based on an intensive independent research survey process conducted in June.

Professional Marketing Research (PMR) Africa recently awarded the College a Diamond Arrow Award at the Annual Free State Business Excellence Award Ceremony. In the Sector of Training Institutions in the Free State Province, Motheo TVET College is highest rated on an overall rating of 4.31 out of a possible 5.00. The results of the surveys were based on the perceptions of the respondents. In 2014, the College received the Golden Arrow Award and in 2015, 2016 and 2017 the Diamond Arrow Awards. The recognition received is only possible through the dedicated efforts of a strong team, who work together towards common goals in the interests of the College.

Ten days later, the College hosted a Gala Dinner to celebrate its achievements. The College claimed sixth place out of the top ten best-performing colleges in South Africa. A great achievement, since there are 50 TVET Colleges across the country. The Gala Dinner was attended by the Deputy Speaker of the National Assembly, Mr Lechesa Tsenoli, College Management and faculty from all campuses. In his address, Mr Tsenoli said that colleges are critical to communities. "They are there to give life to communities". He applauded Principal Phutsisi for steering the College to success. Principal Ms Dipiloane Phutsisi said the achievement was not hers alone, but gave credit to faculty for working with her in taking the College to greater heights.



At the Gala Dinner, Motheo TVET College Council Chairperson Adv. Xolile Xuma presents a token of appreciation to Deputy Speaker of the National Assembly Mr Lechesa Tsenoli.

Looking on are from left, SRC Member Dumisani Mqumzayo, Deputy Council Chairperson Adv. Tsoenyane Pela, College Councillors Mr Andile Sipengane and Ms Lisebo Sefako and behind them, Principal Dipiloane Phutsisi

# College sees two “Government Tickets” awarded

EMILY VAN HEERDEN - Graphic Designer and Copywriter

Eastcape Midlands TVET College awarded two former students with their Government Tickets at this year's Diploma and Certificate Ceremony. A Government Ticket is a professional registration by the Engineering Board of South Africa.

Messrs Darren Woods and Jean Meintjies, both fulfilled the requirements to qualify for the prestigious award. The gentlemen qualified in Engineering and successfully obtained a minimum of two years relevant experience, as stipulated in the list of requirements for this award. After completing their 19 subjects, ranging from N3 to N6, they applied for the final examinations in Plant Engineering and Legal Knowledge from the Engineering Board. In order to obtain the Government Ticket, all subjects needed to be passed with 50% or higher.

Mr Meintjies began his post-matric education journey in 1990 at Port Elizabeth Technikon. He completed the N4 and N6 in Electrical Engineering, and was awarded a sponsorship to study Production Management in Germany for two years. He also took up a post at Spoornet where he completed two years' work experience. Thereafter he was awarded the National N Diploma and completed the rest of the modules required for the Government Ticket. Mr Meintjies completed the Master's Degree in Business Administration and is currently writing a proposal for his Doctoral Studies in Business Management.

In 2006, Mr Woods began his Nated-level subjects at Russell Road Technical College, now a campus of Port Elizabeth TVET College. He then enrolled at Eastcape Midlands TVET College and embarked on a Mechatronics Learnership



Mr Jean Meintjies is awarded the Government Ticket at the Eastcape Midlands TVET College diploma ceremony

Programme at Volkswagen South Africa (VWSA). Mr Woods completed his studies and obtained his first National N Diploma. He also completed his electrical trade test at VWSA. In 2012, Mr Woods obtained his second National N Diploma and took up a post at Welfit Oddy. He then completed the modules required for the Government Ticket. Currently, Mr Woods is registered as a Candidate Certified Engineer with the Engineering Council of South Africa.

EMC is proud of the professional qualifications obtained by two members of its alumni.



Mr Darren Woods receives the Government Ticket at the Eastcape Midlands TVET College diploma ceremony

## WORLDSKILLS

### Extracts from the speech by Former Minister of Higher Education and Training, Dr B.E. Nzimande, on the occasion of the Worldskills team South Africa send-off ceremony

Good day. Today is not the day for long speeches. We are gathered to both support and celebrate our national skills champions as they depart for the international WorldSkills competition in Abu Dhabi.

They have proven their abilities in their respective skills areas at the second WorldSkills South Africa National Skills Competition held in February. On that occasion, 122 competitors were accompanied by their respective competition experts. Over three days, they demonstrated their mental and physical abilities and endurance across 22 competition areas. The competition areas in which they competed, included Electrical, Mechanical, Civil, IT, Manufacturing and Services. These areas form the bedrock of the offerings of the TVET College education and training system. The pressure which you experienced as competitors at national level, will be more extreme at international level. You will be competing with your counterparts from strong competitor countries such as China, Russia, Brazil, India, the USA and many others. The mental strength, character, high levels of discipline, focus, determination, endurance, technical knowledge and abilities, precision, problem solving skills, team work and time-management skills which made you succeed then, will still be among the critical success factors which will distinguish the best of the competitors in Abu Dhabi.

Experts, you will also experience this pressure. Yet at all times, endeavour to support your champions within the observance of the competition rules. Remain ethical, fair and impartial in your important task of coaching.

I must assert that these critical success elements are actually the foundation cognitive and psychological factors which underpin our pedagogy and didactics across our TVET education system. These elements should be developed all inclusively from as early as Early Childhood Development to Post-School Education and Training. The age limit for participation in the skills competition is 22 years. It conveys the message that strategic skills development actually occurs before the period of transition from school/college/university to work. Certainly, the workplace environment refines and integrates these skills sets into producing a productive worker who deserves to earn a living wage. I must say that I am both honoured and humbled to stand before you and officially declare the DHET's support for Team South Africa. I wish you all the success in Abu Dhabi.

Global education and training comparative studies, some conducted by the International Labour Organisation (ILO) and the International

Centre for Technical and Vocational Education and Training (UNEVOC), show that education and training systems which have a strong tendency towards technical, vocational and occupational components in their curricula, have tended to survive the worst economic recessions. Countries which embrace TVET and occupational components in their curricula, have consistently displayed lower levels of youth unemployment.

Such countries also tend to recover more quickly from the negative impact arising from unpredictable global economic downturns.

Studies have convinced us as government generally, and the Higher Education and Training Department specifically, that the expansion and resourcing of the TVET College sector is a critical priority for the massification of mid-level skills. The creation of more workplaces, an onus that largely rests on business, cannot be overemphasised. It is extremely critical. As a united people and a developing country, in our various communities across all provinces, we need therefore to jointly inculcate a new culture of “artisan skills recognition, respect and active participation”.

Participation in the WorldSkills International competition is about being part of this new global movement on skills development, education and training. This new way of doing things, assists us in mapping a new reformed TVET education and training system. A system which promises to improve the supply of requisite skills for industrialisation and digitalisation. A system for a better economic growth path, democratised social cohesion and good citizenry.

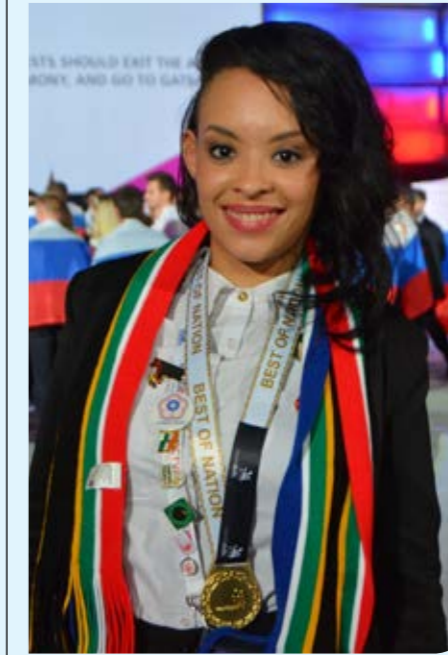
I thank you!

## WorldSkills South Africa makes their mark in Abu Dhabi

NASHVEER NEMESAR



Editor's Note: Article and photographs by Nashveer Nemesar, who is also responsible for Marketing WorldSkills SA.



Monique Dunn, South Africa's Cooking Champion, did the country proud by winning the 'Best of Nation' Award at the WorldSkills Competition in Abu Dhabi

As we bid farewell to Abu Dhabi 2017, our ASA competitors could stand proud of their great performances and accomplishments in the WorldSkills Competition. The competition ran from 15-18 October.

In the end, all 1282 competitors were truly winners. Their efforts will inspire other young artisans in the future to persevere.

WorldSkills SA extends its congratulations to all the participating teams.

Monique Dunn, South Africa's Cooking Champion, did the country proud by winning the 'Best of Nation' Award. She found it an absolute honour to represent the country.

Renier Wepener, South Africa's CNC Turning Champion, also took home a Gold Medal for the CNC Turning Team Challenge.

His team was tasked with building a model of the Burj Khalifa which stands in Dubai and is the tallest building in the World. This task was executed in record time.

Acting Director of WorldSkills South Africa, Palesa Rakometsi, highlighted that, "It was an amazing experience to be part of this prestigious event. Well done to all our young competitors.

We are extremely proud of you. Going forward, we encourage more young South Africans to enter for the WorldSkills Competitions."

## TVET College Times Advertising

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

With an online and print subscription of 25 000, the publication provides a unique cost effective advertising opportunity. It allows suppliers of products and services to reach key stakeholders in the TVET sector.

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China led the medal table with 15 gold medals, seven silver and eight bronze.

Korea came second on medal points with eight gold medals, eight silver and eight bronze.

Switzerland was third on points winning 11 gold medals, six silver and three bronze.

South Africa's competitors should not be forgotten for the manner and pride with which they represented the country. They all showed great determination and character to be ranked up there with the best in the World.

They were amongst 1282 other young people from over 50 nations, who are specialists in 51 different disciplines ranging from hairdressing to welding, and plumbing to mobile robotics.

After the hard work and tension of the Competition, and the elation and tears of the Closing Ceremony, WorldSkills Abu Dhabi 2017 sadly came to an end.

We are sure you will all agree that the 44th edition of the WorldSkills Competition recently held in Abu Dhabi was very special and unforgettable.

A special word of thanks can be extended to the Department of Higher Education and Training Officials, National Experts, Team Leaders, Official Sponsors and the various South African Delegates from the TVET Colleges and Private Companies.

They travelled to the UAE to witness the global showcase of skills. They also provided great support to our young participating artisans.

Thank you for being a part of WorldSkills Abu Dhabi 2017.

See you in Kazan in 2019! #SkillsRuleTheWorld #WS\_AbuDhabi #WorldSkillsZA



Renier Wepener, South Africa's CNC Turning Champion, also took home a Gold Medal for the CNC Turning Team Challenge at the WorldSkills Competition



Young female artisan, Alessandra Manengena, South Africa's Water Technology Champion, showed great determination and character to be ranked up there with the best in the World



DHET Chief Director for Artisan Development Mr Mabusela and Deputy Director-General for Skills Development Mr Mvalo, caught up with the mascot promoting the next WorldSkills Competition to be held in Kazan, Russia in 2019

Watch all WorldSkills videos on the following Social Networks:

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## ARTISAN DEVELOPMENT

### The Dual System Pilot Project: Taking stock of 2017 and looking ahead

TANJA MERENSKY-HARTINGER · Skills Development for a Green Economy Programme - GIZ

**Author's Note:** The Dual System Pilot Project (DSPP) is an initiative of the Department of Higher Education and Training, supported by the GIZ's 'Skills Development for a Green Economy Programme' (SD4GE). It is implemented on behalf of the German Federal Ministry for Economic Co-operation and Development (BMZ). It is a three-year apprenticeship programme. It combines theory and practical training at the TVET colleges with workplace-based training in companies. It is currently offered by Ekurhuleni East, Ekurhuleni West, Port Elizabeth and East Cape Midlands TVET Colleges. The aim is to create employable, competent and confident artisans. The initiative achieves this by equipping the apprentices with trade-specific skills required by the working world.

As an eventful first year of the Dual System Pilot Project (DSPP) draws to a close, it is time to reflect and take stock of what has taken place and been achieved in 2017. Many lessons were learnt, but the DSPP can also celebrate some accomplishments.

Highlights included the electrical apprentices successfully completing Phase 1 of their training; various lecturer capacity building activities increasing competence in technical and pedagogical fields; as well as, overwhelmingly positive feedback from the apprentices and the host employers about their apprentices and the DSPP. The hard work put in to make the first year of the DSPP a success has certainly paid off!

One of the most critical contributing factors to the DSPP's favourable reception, proved to be the carefully conducted selection process of apprentices. Applicants undergo suitability tests which include medical and practical assessments before they are interviewed by host employers. This ensures that only the best candidates are chosen to take part in the DSPP. The exceedingly positive feedback from employers after the first year, reaffirms that this selection process is key to the success of the DSPP. "The quality of our apprentices is very high. They are committed and always eager to learn. I am very happy and request that this high standard be maintained so that the DSPP can continue successfully," says Dirk Jansen of Sun International Carnival City Maintenance, one of the host employers. During their three years of training, apprentices rotate between the companies and the colleges in order to gain real-life work experience. They become employees of the company from the very beginning. They develop their skills under real conditions, which smoothes the transition into the working world. The better the apprentice, the higher the chances are of securing employment upon completion of their training. Overall, there is reason to celebrate. Feedback



Noluphiwa Gcele from Miya Electrical demonstrates the installation of an outdoor socket

from host employers shows willingness to continue engaging in the DSPP. Provided all stakeholders co-operate and keep the approach simple and straight-forward.

Another crucial factor for the success of the DSPP is the TVET personnel. The DSPP has made progress in improving the delivery capacity of TVET colleges to train occupationally competent artisans. Capacity building initiatives were arranged for lecturers. They attended advanced training courses in electrical engineering, pedagogy and didactics both in South Africa and Germany. To help them effectively implement their newly acquired competencies, continuous on-site coaching at the TVET colleges is provided. However, leadership and guidance at TVET college level has to come from college management in order to fully integrate the DSPP into college structures. The DSPP also requires stronger and more co-operative relationships not only between TVET colleges and industry, but also within the TVET college 'world'. Much work has yet to be



Two proud apprentices at work are Sonwabile Mzaydume and Moegamat Isaacs from Graham Clarke Electrical

done in this regard. This close co-operation is essential to ensuring that what apprentices learn in the colleges is aligned with industry standards and 'real-world' practical work.

So what lies ahead for 2018? First and foremost are the challenges! But it promises to be another eventful year. The first plumbing apprentices are set to start their studies in January while the second intake of electrician apprentices are set to start in March 2018. To keep up with technological trends, the logbook will be going digital with an app for smartphones. Additional lecturer capacity building measures are on the cards, as well as TVET college management training. With apprentices spending up to 70% of their time at companies learning from mentors, a mentorship training programme is being developed.

Many milestones were reached and many lessons were learnt. But one thing is certain, the DSPP can create opportunities for apprentices. Feedback from apprentices shows that the DSPP inspires them to work hard and to develop their own career plans. Most importantly, it instils in them hope for a bright future as competent and confident artisans.

#### Some feedback from apprentices:

##### Noluphiwa Gcele, Miya Electrical

I joined the DSPP because I believed that as a woman I could be a competent electrician. Although some people think electrical work is suited for men only, this is not true. I can do what men can do! I would encourage other students, especially the females, to join the DSPP. It is very empowering to be exposed to a company environment whilst still in training. It's great to apply all the knowledge you learnt at college.

##### Sonwabile Mzaydume, Graham Clarke Electrical

After completing both NCV (4) and N5, I realised that my training was still incomplete. I lacked real-life exposure and practical experience. The programmes focussed on theory and there was no opportunity to do real work. I joined the DSPP because it covers everything in one qualification, namely theory, practical and company experience. I also have the opportunity to work for a company during training. In doing so I am getting a lot of exposure to the electrical environment and am learning on the job.

##### Moegamat Isaacs, Graham Clarke Electrical

The DSPP offers valuable exposure to the real-life world of work of an electrician, which an apprentice cannot get while at college. Lecturers prepare us for work by doing practical work and using tools, instead of only theory and calculations. I also have a chance to start working even before I qualify as an electrician. You are exposed to both theory and practice and get to complete a trade test to become a qualified artisan. Other programmes don't offer you all these benefits in one programme. After completion of my training, my dream is to start my own electrical business. I am already saving up and will push towards this opportunity!

# “It’s Cool to be a 21<sup>st</sup> Century Artisan”

NASHVEER NEMESAR - Assistant Director, Marketing and Communications

**Editor’s Note:** Article and photos by Nashveer Nemesar. Nashveer Nemesar is the Assistant Director: Marketing and Communications at Majuba TVET College. He is also the Chief Editor of the Majuba NEWS magazine.

Majuba TVET College rallied behind the DHET’s Decade of the Artisan advocacy programme by hosting a hugely successful event at the Newcastle Training Centre, a delivery site of Majuba TVET College. On the second day, the Campaign was launched at the Dundee Technology Centre Campus.

Both days were well attended by delegates from DHET, SETA’s, Industry, School Principals, Life Orientation educators, unemployed youth and our VVIP’s, the Grade 9 learners. Principal Mlotshwa, highlighted that, “There is a continuous need for suitably qualified artisans to sustain industries and support economic growth

within South Africa. More young people need to be apprenticed into trades to produce the required number of artisans by 2030, as articulated in the National Development Plan (NDP). This Campaign also intends to form mutually beneficial partnerships between TVET Colleges, Industry and SETA’s”.

Speaking at the Decade of the Artisan promotion, Londiwe Mabaso, a young qualified female artisan employed at Elinem Construction, encouraged learners particularly the females, to consider Artisanship as a career choice. She shared the various opportunities available in artisanship such as Health and Safety, Welding,

Boiler-making, among others. “You can work anywhere, for example, in the mines. You can even be a Safety Officer and earn up to R40 000 a month. Join us in the artisan world. It’s beautiful in industry, it is cool and full of opportunities”. Londiwe is a former student of Majuba TVET College now employed as a Boilermaker at Elinem Construction. She has been in the industry for seven years.

The main aim of the campaign was to encourage more young people, particularly high school learners and unemployed youth, to view artisanship as a career choice. This will assist in easing the shortage of skills in our country. It is also seen as a way to further assist SA to produce a greater skilled workforce in the future as well as contribute to our economic growth and development. #ItIsCoolToBeA21stCenturyArtisan #DecadeOfTheArtisan #MajubaTVETCollege



Training Officer at Newcastle Training Centre, Mr Joe Mfaba, provides a detailed explanation in the Mechanical Workshop, to Newcastle High School learners, on how the Cooper Split Bearing works



Nhlosokuhle Secondary School in Osizweni Township, won the ‘Future Artisans Competition’. They achieved this with a beautifully constructed model house which they built using recycled material. The initiative formed part of Majuba TVET College’s Decade of the Artisan campaign promotion. Fifteen High Schools participated and were tasked with building an artisan-related project

## Women Artisans honoured

TSHWARELO SEBELA - Media Liaison and Communication Practitioner

Ekurhuleni West TVET College hosted an inaugural ‘Women in Artisanship’ event to close off Women’s month celebrations in August.

The inaugural event was aimed at honouring and recognising the role played by women in choosing careers in previously male dominated sectors. This is in line with celebrating the strides that women in these areas have already made.

The event was held during Women’s month. An invitation was extended to community leaders and neighbouring school girls in order for them to realise that ‘It’s cool to be a 21st century artisan’. Participants were honoured with acknowledgement certificates.

Former Minister of Higher Education and Training, Dr Blade Nzimande, who is one of

honoured qualified women artisans currently employed in State Owned Enterprises (SOEs), together with female apprentices enrolled at public TVET colleges. The former Minister believed the country needed more women artisans in order to win the war against skills shortages and poverty.

He highlighted the importance of confronting income inequality based on gender bias. “Providing women and girls with equal access to education, health care, decent work, and representation in political and economic decision-making processes, will fuel sustainable economies and benefit societies and humanity at large,” said Dr Blade Nzimande.

Pearl Gamede who is one of



Pearl Gamede at work in the Fitting and Turning workshop

the ten merSETA funded Fitting and Turning apprentices, gave a moving testimony at the event held at the College’s state-of-the-art workshop at the Germiston campus.

Pearl admitted that it is not easy working with men. It draws attention to the female in question. It also ensures that women have to work harder to prove themselves to be just as capable as their male counterparts. The former Kempton Campus student cherishes modern technology workshops. The artisan trades have been transformed through technological advances that reduce the need for masculinity in order to operate machinery. She said physical strength is only an added value in artisanship, and no longer a necessity.

Principal, Ms Hellen Ntlatleng encouraged high school girls to follow the artisanship options. Many employment opportunities are streamlined towards the trades.

## Motorsport Skills Awareness Programme prepares students

BRUCE CLAYTON - Campus Manager

In June, 26 Engineering and Related Design students and three educators from the John Knox Bokwe Campus of Buffalo City TVET College, attended a training session. The training was hosted by Bateleur Motorsport, and offered at the East London Grand Prix Circuit.

The significance of the programme is to give students an introduction to sound planning and record keeping when it comes to preparing a racing car for an event. This profession requires one to have a disciplined approach in several key areas, other than those directly linked to the preparation of a car. Five top students from the training group were selected by College faculty and instructors from Bateleur Motorsport to join the pit-crew in a racing event.

The selected students were Siyabonga Luella, Sinethemba Sobethwa, Alungile Vellem, Siyanda Mdingi and Hluko Fuba. The students joined the pit-crew under the supervision and guidance of the regular team mechanics. They were given the opportunity to work as part of the team throughout an entire race weekend. They were also provided with a platform to perform the required tasks, and to practice until they were comfortable with performing them. All protective clothing and workwear was supplied by the team. The Head of Department for engineering studies Mr Mbiza, visited the students in the training session. He was very impressed by the professionalism of the team and the task exposure that the students enjoyed.



Students joined the pit-crew team in their training

On completion of the race, the Bateleur Motorsport Chief Mechanic, presented each of the students with a set of screwdrivers, which were sponsored by Gedore. The presentation was a token of appreciation from the team for the students’ hard work.

## Ford Motor Company of SA supports Artisan Skills Development

MELISSA BEZUIDENHOUT - Events and Media Co-ordinator

The Ford Motor Company of SA has selected the College of Cape Town for TVET as worthy recipients of two Ford Ranger Double Cab motor vehicles. The vehicles were delivered to the College’s Athlone Campus in August.

Motor Mechanics students, lecturers and College Management waited in anticipation for the arrival of the vehicles. The joy of receiving this donation was visible in the smiles and laughter as the vehicles were driven onto the College’s premises. The vehicles were donated to assist previously disadvantaged students with their skills development and training for the automotive sector. The vehicles will be used in the practical training of students and will enable them to

enter the workplace with experience of the latest motor technologies. This experience is essential in increasing the marketability and employability of artisans in training, once they have completed their studies.

The donation will enable the acquisition of practical skills and knowledge, thereby enhancing the

revised curriculum. Principal Louis van Niekerk said, “We take this opportunity to thank Ford Motor Company of SA, for partnering with the College. Walking the road together with the TVET sector creates even better learning opportunities and experiences for the youth. Through valuable industry partnerships such as this, industry and TVET Colleges can collectively improve the educational

levels and skills competencies of both students and staff.

It is a measure that greatly contributes to the acquisition of scarce skills for the global labour market.”

For more information on the automotive training and trade-testing opportunities available at the College of Cape Town for TVET, contact Mr Rueben Mokotedi on telephone 021 637 9183.



Students and faculty gave the arrival of the two sponsored Ford Ranger Double Cab training motor vehicles, a hearty welcome



# Students team up with Bateleur Motorsport Team

EMILY VAN HEERDEN - Graphic Designer and Copywriter

Experience has taught that the practical side of a course is just as important as the theoretical side. This was especially true for a group of Motor Mechanic students from Eastcape Midlands TVET College. Twenty of them were invited to participate in the 2017 Young Motorsport Engineers Skills Development programme.

The programme took place from 12 to 14 October, at the Aldo Scribante Racetrack in Port Elizabeth, Eastern Cape Province.

It was hosted by the Bateleur Motorsport Team and funded by MerSETA, the Manufacturing, Engineering and Related Services SETA. The programme covered the basic principles of a race car setup, as well as the preparation for races, and maintenance. The programme started with an information sharing session, where the students were given a close-up look at the race car, while learning some of the skills required to engineer this specific type.

This session was facilitated and overseen by the Bateleur team's Chief Engineer, Alan Kernick. Each student was awarded a signed certificate of achievement.

For the day of the race, seven of the 20 students were nominated to form part of the Bateleur team. This gave them the opportunity to get hands-on experience in staffing pit-stops, refuelling the car, changing wheels and participating in any necessary repairs. This was all done under the supervision of Mr Kernick and the Bateleur team.

Two of the students came from

the Charles Goodyear Campus, and five were from the Brickfields Road Campus in Uitenhage.

The College's Assistant Director: Marketing and Communications, Elmari van der Merwe, spent time at the racetrack with the team and thoroughly enjoyed the event.

At the end of the weekend's programme, the seven College students received a gift from the team's associate tool sponsor, Gendore. It was a well-organised event and the College was very thankful to receive the hands-on training.



Eastcape Midlands TVET College students with the branded race car at the Aldo Scribante Racetrack

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# ENTREPRENEURSHIP DEVELOPMENT

## South African start-ups and TVET's: where to from here?

DR JYOTI SINGH

**Editor's Note:** Dr Jyoti Singh is an independent researcher. Her special interests include the intersections between technology and education, and the rise of entrepreneurs of all varieties in the South African context.

Serendipity is both strange and wonderful. My interest in South African entrepreneurs, and particularly startuppreneurs, began a year ago when I needed answers to questions that weren't easily answered or answerable. I was breaking down definitions to make them more palatable for students studying entrepreneurship as a subject in the Technical and Vocational Education and Training (TVET) sector. Frustrated with the literature, I decided to go to the source. I interviewed a total of 27 entrepreneurs, two accelerator representatives, three incubator representatives, and five funding/investing spokespersons.

When Jason Levin's start-up ecosystem discussion paper 'Unicorns, Gazelles and Leapfrogs' was published in June, my interest was understandably piqued. While Levin, an entrepreneur, intrapreneur and director at Elevation Holdings, is emphatic about the fact that his is a non-academic, "from the horse's mouth study", it is simultaneously a "catalyst for conversation" (download it.) Levin is optimistic and generous in his praise of the South African ecosystem and its start-up success stories. The impressive list includes Fundamo, GetSmarter, Giraffe, Gyft, JUMO, KAPA BioSystems, LifeQ, and Yoco. He asserts that even though the country has not (yet) produced a 'unicorn' i.e. a start-up valued at 1 billion USD, it is quite alright. He is, however, aware of the risks and challenges the ecosystem faces, and outlines them in a balanced and well-researched discussion.

The conversations which followed the Johannesburg launch on June the 14th demonstrated a myriad issues needing consideration. One of the most interesting, was the call for 'ego' to be left out of decisions around funding, partnerships, collaboration, and the types of entrepreneurs selected by incubators and accelerators. While bias and self-promotion may influence the ecosystem, their effects are yet to be determined. It was, however, encouraging to see panellist, Standard Bank Incubator Head Jayshree Naidoo, acknowledge the idea as a concern. She called for more collaboration between players in the sector, and expressed her wish to contribute to further market opportunities and resources. Another panellist, Julia Petla, Managing Director and Founder of Amedzo Trading and Projects, expressed her commitment to unlocking business opportunities and increasing the sustainability of start-up ventures. She also articulated concern about access to funding. Startuppreneurs often encounter cash-flow problems and are further beset with stringent measures established by financial institutions.

While conversations around the South African start-up ecosystem continue to evolve and coalesce, what of the startuppreneurs who aren't placed in national and international competitions? The ones who, to borrow Levin's rock music analogy, occupy liminal spaces between 'groupie' and 'rockstar' status? Some of the entrepreneurs I spoke to, drew attention to the fact that many of their applications to incubators or accelerators, as well as requests for funding or mentoring, went unanswered. Of course, the sheer

## Teaching and Learning project inspires creativity and entrepreneurship

HIDAYAT ADAMS - Academic Support Lecturer

The College of Cape Town for TVET Business Studies Faculty held an exciting Marketing Project which culminated in a market at the Atrium on 31 August. The project entitled "Pritty Paper", was part of a practical assignment for the NC(V) Level 2 Management students. The task was to create a product and sell it at a reasonable price. In addition, they were also scored on the presentation of their products and stalls, and the strategies they used to attract customers. The students changed the spelling of "pretty" as a product branding initiative.

The assignment required students to work in teams of four to five members. They had to create greeting cards from scratch, using their own designs and creativity.

The students had to display their cards in an attractive manner at stalls in the Atrium. They also had to use various marketing strategies to attract customers and garner sales.

The pricing of the greeting cards was up to each team. This ensured healthy competition as teams tried to undercut the prices of their competitors. Some teams used incentives such as freebies like chips and sweets, or specials like "buy one, get one free" to persuade buyers

volume of applications must be staggering. But, I decided to see just how difficult it was to get answers myself.

For the purposes of my informal study, I could not reveal what I was interested in discovering. My objective was clear. I wanted an authentic experience. I posed as an entrepreneur looking to start a business in the TVET sector placing graduates in jobs. I made it clear that I was self-funded and needed mentorship and training. I sent out a total of 13 applications to all major incubators and was met with no response.

I attended a few pitching workshops, and while there was some interest in the idea, the judges shut down when they heard that the 'business' was not yet making money. I changed the variables up to see whether that would improve my chances. I said that I had worked out a financial model (which I had) and that a pilot was being rolled out. The verdict was unanimous; 'great idea, but we need to know how this will make money.'

I was also greatly amused to hear a Chief Executive Officer tell me, in front of other participants, that I was dressed too formally to attend a pitching workshop. She suggested that I swap out the business suit for jeans and a t-shirt. I'll certainly keep that in mind.

Incubators, accelerators, funders, and every other party working in this sphere have mandates, priorities, and specific interests. They are businesses after all. There are some committed and passionate people who care deeply about entrepreneurial endeavours in South Africa. As there are many developments which need to be acknowledged and applauded. From the outside looking in though, and from the inside looking out, as my experiment demonstrated, there are always going to be entrepreneurs on the periphery of the ecosystem. Last year, I visited the poverty-stricken township of Zenzele outside Randfontein. I met Ditsebo, a single mother. She lives in a two-room dwelling made of aluminium and plastic, with a dirt floor and no running water or electricity. Despite numerous challenges, she is a community leader. She coaches volleyball and bakes bread with a solar oven she's purchased through a community initiative. She put herself through college with her earnings and plans to sell more bread to uplift her community now that she's completed her studies. People like Ditsebo, should also be acknowledged and applauded. But they need more. They need practical support and effective support structures. The real question is, who's going to provide them?

While we argue about issues like whether a South African 'unicorn' is possible; the role ego plays in the start-up ecosystem; and whether or not our top founders are ambitious enough from the lofty heights of Sandton; we need to remember entrepreneurs like Ditsebo who are 'hustlers'. Who are ambitious, and who are part of this ecosystem. As Anish Shivdasani, CEO and one of the co-founders of Giraffe, so rightly pointed out in the panel discussion, we have to address local issues. "Stop looking to the rest of the world", he urges. "We have enough problems here which need fixing first."

Indeed, perhaps one of the most pressing is that of where TVET Colleges and their graduates fit in this space. During Global Entrepreneurship Week which took place in November 13-19, none of the scheduled events focused specifically on this important sector. If this is the one week a year where "events and competitions in 160 countries inspire millions to engage in entrepreneurial activity while connecting them to potential collaborators, mentors and even investors", isn't it time TVETs got some attention?

to purchase their products. The atmosphere was quite vibrant. Many students milled around the stalls inquisitively while a few lecturers bought cards or supported the teams with words of encouragement. "I liked the idea of the market and the stalls looked great," remarked Wandile Nteyi, a Level 4 Management student. "However, if the students had advertised that they would be having stalls, more students would have supported them," he explained. "Yes," agreed Kwanda Makinana, a Level 3 Management student. "I wanted to buy some of the cards, but because we didn't know about the exhibition beforehand, I didn't bring any money with me,"

he said. Both students agreed, however, that the exhibition was excellent, creative and added spice to an otherwise dull Thursday.

The purpose of the project was to serve as an assessment for Operations Management, Finance and Management Practice. The project was organised by Ms Natasha Ruiters in conjunction with Mr Phineas Dickens and Ms Yanga Mhaga. Although the assignment was a combined project, each subject lecturer had an original rubric for their subject, which was based on the content the students were taught as well as the fact that the assignment was centred on the concept of card sales. The planning of the event was the first Practical Assignment while Practical 2 entailed the execution of the planning.

The students had Term 1 to work on the planning while Term 2 was dedicated to the



NC(V) Level 2 Management students Andisiwe Ganu, Sandisiwe Sulo, Zintle Manyathi and Aviwe Tom, showcase their sale products

execution of the project. Lecturers would assess students individually and as a team, thus each

member had to be an active participant and contributor. The Level 2 students thoroughly enjoyed the experience and were quite excited about making sales. Yonelisa Sipholi in Level 2C, even went so far as to act as 'barker', shouting out to prospective customers what they had on offer and how affordable their prices were. Ms Lauren Watson stopped by one stall and nearly bought a bag full of cards. The students staffing the stall were totally overjoyed, while their competitors threw envious glances. "I love this idea! Now I can stock up on cards for all my family members and not have to run around for greeting cards," said Ms Watson. "And to crown it all, the cards are beautiful and affordable," she concluded.

The project was a great success. It achieved its aim of teaching students a life-skill and how to apply what they are being taught.

## Students encouraged to turn ideas into pay cheques, during Business Simulation Day!

TABITHA KGOSIMORE

Being an entrepreneur means more than just making money. The core purpose of it, is to stimulate early stage investment in human, community and economic development for sustainability.

This is why in September, Goldfields TVET College Business and Human Resources Management N4 students were encouraged to turn their ideas into pay cheques. It was a drive to instil their minds with entrepreneurship thinking. This was the mission of the College Annual Entrepreneurship Day that was organised by Mr Thabiso Die, Head of Department (HOD) for Business Studies at the Welkom Campus.

The event was organised in collaboration with the College Centre for Entrepreneurship and the National Youth Development Agency. Students organised simulated corporates and showcased different business concepts from selling food of different cuisines, to promoting arts and crafts and other business ideas.

The purpose of this annual initiative, is to indicate that entrepreneurship education can make a difference! This is because entrepreneurship education seeks to prepare students to be responsible and enterprising individuals. Individuals who can become entrepreneurs or entrepreneurial thinkers.



Fast food stalls seemed a popular option during Business Simulation Day

The process is one of immersing them in real-life learning experiences. Experiences where they can take risks, manage the results of campaigns, and learn from the outcomes. The College curriculum in both business and human resources management, is all-encompassing with entrepreneurship as a subject. The primary objective is one of developing entrepreneurial capacities and mind-sets. The entrepreneurship programmes have yet to be amply integrated into the student activities. It is deemed

essential to provide entrepreneurial education as an accessible option to all Goldfields TVET College students. Innovative business ideas may arise from technical, scientific or creative studies.

On the business simulation day, the students, including those with disabilities, learnt organisational skills, time management, leadership development and interpersonal skills. All of which are skills sought by employers and necessary for one to become a successful entrepreneur.

## Youth encouraged to make use of Rapid Incubator

LAME MORUBANE - Communication Officer

Deputy Minister of Small Business Development, Ms Nomathemba November, recently officially launched a Rapid Incubator (RI) Youth Centre at Motheo TVET College, Bloemfontein, Free State Province.

Dignitaries attending the event, included the chairperson and members of the College Council, Principal, Broad Management and representatives of the Department of Higher Education and Training (DHET), Department of Small Business Development (DSBD) and Department of Trade and Industry (DTI). The RI is an initiative of the Small Enterprise Development Agency (SEDA) in partnership with the DHET, DSBD and DTI.

Principal, Ms Dipiloane Phutsisi said, "Through enterprise training, we are imparting skills that students can immediately utilise after graduating. Students will be assisted in fields such as clothing production, jewellery manufacturing and design, fashion design and welding". The RI facilities, offer both office space for meetings and a workshop area for manufacturing. Selected students are put through an 18 month programme, which is divided into three semesters. The first semester provides an innovative space which helps graduates to think creatively, conceptualize their ideas, and provide a professional environment for entrepreneurs to interact with each other, clients and potential stakeholders. The next two semesters provide the time and technical space which allows graduates to action their innovative designs. It allows them to further enhance their skills and learn to commercialise their services and products. Also, in the final semester, students are self-mastering as entrepreneurs.

Seed Funding will buy the students basic materials. At this point they would know how to manage and operate the machinery and equipment related to their field of manufacturing.

In her keynote address, Deputy Minister November said, "Government is working hard to ensure that young people enjoy opportunities to start their careers. We are aware of the high unemployment rate among our youth. For this reason, the partnership seeks to deal with unemployment, as well as poverty and inequality in the economy. We want students to be self-sustainable and to become true entrepreneurs". The objective of the RI programme is to encourage and promote an entrepreneurship culture among youth. The initiative strives to provide selected



Principal Ms Dipiloane Phutsisi, Deputy Minister of Small Business Development, Ms Nomathemba November, College Council Chairperson Adv. Xolile Xuma and guests who attended the launch

TVET College graduates with the necessary tools and techniques to start their own SMME's.

This is the sixth RI to be launched in the country, out of a planned nine. Other TVET Colleges which have launched are Esayidi, Northern Cape Rural, Vhembe, False Bay and ORBIT. So far the programme has helped create 30 youth owned businesses. These are run by TVET College graduates, who have also created over 193 jobs. SEDA will help students with business.



Principal Ms Dipiloane Phutsisi and College Council Chairperson Adv. Xolile Xuma at the unveiling of the commemorative plaque



Deputy Minister of Small Business Development, Ms Nomathemba November, SEDA CEO Ms Mandisa Tshikwatamba, Principal Ms Dipiloane Phutsisi and College Council Chairperson Adv. Xolile Xuma at the plaque unveiling

## Former College student now an entrepreneur

BABALWA NTSALAZE - Assistant Director: Marketing and Communications



Tshidisehang Kebe

At the new student orientation and recognition of performance ceremony that was held at Ingwe TVET College Mt Fletcher Campus, a local entrepreneur, Tshidisehang Kebe, donated tablets for the top performing students. The local businessman had also formerly attended such a ceremony. The College took the opportunity to interview the alumnus and got him to share his story of success.

### Who is Tshidi and where does he come from?

I am Tshidisehang Kebe commonly known as Tshidi. I was born 25 years ago in a small village called Setabataba in Mt Fletcher, Eastern Cape Province.

### Tell us about your background

I am the second born in my family. I started my lower grades at Mt Fletcher Village Primary School and completed my Secondary Education at Lehana Senior Secondary School.

During my High School years both my parents were unemployed and were struggling to make ends meet. I opened a tuck shop in order to assist with payment for my studies as well as those of my siblings.

After completing matric, I was employed as a sales representative in a local furniture shop. It was after this that I took a decision to further my studies, because I realised that without a proper education one cannot go far.

### What qualification do you have and what motivated you to study towards it?

At first, I studied Management Assistant so that when I started my own business I could be a good administrator.

I have always carried the dream of being a businessman. Therefore, I needed a qualification so as to capacitate myself in order to fulfil my dream. I later enrolled for Business Management in order to gain extensive knowledge about running my business effectively.

### Which part of Business Management did you enjoy?

I mostly enjoyed Accounting and Entrepreneurship. Accounting has empowered me to manage my own books, instead of

outsourcing the service. Through my love for entrepreneurship, I have acquired the relevant skills required to achieve my business goals.

### I have learnt that you have started your own business, tell us more.

I am a proud product of Ingwe TVET College. I am now the sole owner of Tshidi's Traditional Restaurant which caters for all types of events ranging from meetings to weddings.

I also own Tshidi's Trading Enterprise. The services we offer are the supply and delivery of a wide variety of goods, stationery, tent hire and decoration, sound hire, cleaning material and cleaning services.

I also strive to ensure that I build both my restaurant and Trading Company to be the

preferred brand, as the market I operate in, is very saturated.

### Can you encourage students out there or anyone interested in studying in a TVET College?

All I can say is hard work and determination are vital elements in building one's future and that of the nation. Students, especially the needy, should refrain from undermining TVET Colleges and labelling them as institutions for those who do not perform well academically.

I am a living testimony and a proud product of a TVET College.

I do not consider myself any different from those who have studied at other types of institutions of Higher learning.

# College alumnus a business inspiration

MAUD PITIKOE - Acting Marketing Manager

Meet Itumeleng Molefe. The man with a business mind. Molefe, who is better known as Tumi, hails from Mabopane Block B Township in Tshwane, Gauteng Province.

Tumi studied workshop Plumbing Level 4 from 2013 to 2014 at Tshwane South TVET College, Odi Campus. Today Tumi, a qualified plumber who specialises in heat and pump geyser installation, boasts his own plumbing business. Monakwe Office has been hugely successful for about three years. It was established soon after he completed his studies at Odi Campus in 2014. When asked about the establishment of his company, Tumi elaborated. He had the desire to operate a Small or Medium Enterprise. When the opportunity presented itself, Tumi started his own business. "It did not sit well with me when I saw how

TVET students struggled to get internships after completing their studies", he adds. The company was formed in 2010. It started out as Triple B0 Trading Enterprise. He then registered with Tshwane South TVET College to enhance his practical skills and gain more theoretical knowledge. Then, in 2015 the company was officially registered as Monakwe Office. Tumi mentions that they are now situated in the suburb of Orchards. He undertakes projects with big companies, such as property developers Tawana Business Projects in Sandton. This is a partnership that goes all the way back to 2012. Another partner, FRANK, which is situated in Midrand, has been in business with the company from October 2016. Challenges he has faced include a lack of communication, entrusting students with company resources, which is a huge

risk, and encountering financial problems when he started the business.

Tumi aspires to go global in the medium term. Currently, Monakwe Office employs five staff comprising of one casual, Mpho Kopedi, who is completing the N6 in Civil Engineering; three permanent staff, namely, Tshepo Monakgeng who completed workshop plumbing, and plumbers Keamohetse Matlala and Innocent Chilwaya. Thabang Monyaku is an administrative consultant who has completed the Management Assistant qualification. Four of these staff are from Odi Campus. Tumi says that he will forever be thankful for the contribution made by Tshwane South TVET College, Odi Campus. The College has helped in setting his course which has resulted in his business success.

## Former student now a mentor to his peers

MAUD PITIKOE - Acting Marketing Manager

The name Victor Khoza is popular amongst Tshwane South TVET College students, both previous and current. Victor Khoza served as President of the Student Representative Council in 2015. Less than two years down the line he is the proud owner of a business that employs more of our students. In a recent interview with this writer, he shared what he had achieved since leaving the College.

**Maud (M)** The last time we chatted, you were SRC President. What have you been up to lately?

**Victor (V)** Well, I have been busy running my own business.

**M** What did you study at the College?

**V** Civil engineering.

**M** How did you get to know about the College initially?

**V** From a friend.

**M** At which Campus did you further your studies?

**V** Odi Campus.

**M** You have recently started your own business. What is the name of your business?

**V** Ka-Therisi Projects and Maintenance.

**M** What encouraged you to go solo in business instead of earning a salary?

**V** I personally avoid limiting myself. I know that when you own your own business, you can even work 24/7 and you will be the beneficiary of that effort. I also always wanted to do my bit in reducing youth unemployment by giving others a chance to work with us.

**M** A lot of businesses were funded by well-known companies is your business self-funded or did you seek funding?

**V** Self-funded.

**M** What kind of services does your company render to society?

**V** Plumbing services.

**M** How does it feel to own a business. Please share with us the pitfalls of the trade?

**V** Well it looks easy at a distance, but it comes with a lot of challenges. For instance, you need to compete with well-known and established businesses. You must prove beyond reasonable doubt that a prospective customer

can give you a chance to prove yourself. Once you are given that opportunity, we are under pressure to excel so that the client can refer us.

That is how we get more new business.

**M** Who approached you in terms of taking the College students for internship?

**V** In 2014 in my graduation speech I said and I quote, "When we go out to hold a higher and more influential position we should not forget where we come from. We must come and give back to our brothers and sisters". It was I that approached the College.

**M** How many students have you employed so far?

**V** Four permanent and two internship students to date. Sometimes if we have a lot of jobs, we take on a number of casuals as well.

**M** What do you enjoy about your job?

**V** Giving solutions to plumbing problems. As our logo says, we hate leaks and we simplify plumbing.

**M** A lot of people do not enjoy their careers. Can you say that you are doing a job that you like?

**V** I'm more than happy. My dream was to work with clients.

**M** There are many businesses in plumbing these days. Can you say that competition is toughest when it comes to small businesses?

**V** We like competition. For us it simply means we must be at the top of our game every time. Businesses look for clients. Once clients are unhappy, they look for someone that can make them happy. This means we don't have space for mistakes.

**M** What would your advice be to youngsters who would like to start up their own businesses?

**V** It's very easy when you have these two secret ingredients within you. They are passion and patience. You only have to capitalise on other company's mistakes and make sure that your own customers are always happy. And remember, the customer is always right! You must always anticipate your customer's needs.

# Good Partnerships equals Good Business

COLLEEN BRENNON, FAIKAH BOLTMAN AND STEVE REID

**Editor's Note:** The following partnership promotion strategy, underpinned by sound organisational structures and expertise, provides a commendable good model of practice.

The White Paper (DHET, 2014e) recognises the importance of partnerships. Particularly, those between educational institutions and employers. Partnerships capitalise on the resources of both the private and public sector as drivers for deepening and transforming the entire post-school system. The White Paper supports the DHET in pursuing more effectively, the goals of inclusive economic growth and development. Partnerships contribute fundamentally to reducing unemployment and poverty in line with the National Development Plan (NDP), the New Growth Path (NGP), the Industrial Policy Action Plan (IPAP) and the Human Development Strategy for South Africa. **Source: TVET Colleges Technical Task Team Final Report 2014.**

It's not just about getting the student in the door. It's about giving the graduating student the best chance at finding gainful employment once they complete their studies. In the case of self-employment, it is a matter of providing the young entrepreneur with market linkages and support to ensure business sustainability. False Bay TVET College recognises the value of growing partnerships between the public and private sector. Likewise, public and private sector industries are starting to see the benefits of partnering with TVET Colleges. In doing so, they are able to bridge the gap in the market of demand for- and the supply of, readily available talent developed by the TVET Colleges. With this in mind, the Innovation and Development Department, comprising of Linkages and Partnerships, Work Integrated Learning (WiL) and the Centre for Entrepreneurship Development, embarked on a 360 degree strategy. The strategy was centred on initiatives to acknowledge and engage College industry partners. The three units consequently launched the following:

### Career and Internship Fair October 2017: Co-ordinated by the WiL Department

This event took place across all five campuses of the College. Informed by the Campus programme offerings, suitable companies were invited to engage with exit level students in a 'speed-dating' style. The five day exercise saw a total of 42 host employers, engage with an estimated 586 students. Jaco van den Heever of Melomed said, "We were spoilt for choice in terms of the



Geraldine Nicol of Rotary International District 9350, receives the Certificate of Partnership from Principal Cassie Kruger and College Council Chairperson Ms Zoliswa Lonja

number of potential candidates who could take up internship opportunities as soon as January 2018". Anneke Roodman, of the Department of the Premier's office, also indicated that they were impressed with the level of the Public Management candidates that had been trained at the Fish Hoek Campus. Peggy Moonsamy of Netcare, said that they were impressed with the training facilities of the Westlake Campus and that they saw an opportunity for their own staff to be trained and up-skilled. "It is through shared experiences and understanding of the sector, that a collaborative approach to new trends and



Thalia Southgate of De Beers Marine receives the Certificate of Partnership from Principal Cassie Kruger and College Council Chairperson Ms Zoliswa Lonja

training developments can be lobbied. Resulting in a better qualified student being shaped by a current facilitator and curriculum. Above and beyond student placement, the College is looking at ways for employers to up-skill and re-invest in the existing workforce. Through student placements, deserving permanent members of staff could be relieved to participate in training opportunities. This could in turn improve staff retention and job satisfaction rates. It could also create business marketing opportunities, as well as raise the business profile as a preferred employer," said WiL Manager Faikah Boltman.

### Networking for Entrepreneurs: Co-ordinated by Centre for Entrepreneurship/Rapid Incubator

The Centre for Entrepreneurship/Rapid Incubator (CfE/RI), hosted an intimate cocktail evening. The purpose of the evening was to introduce external industry and business to the work of the Centre and more importantly, expose its Beneficiaries to these external stakeholders. One of the key functions of the Centre, is that of Market Linkages. It is imperative that aspiring entrepreneurs build their business ideas and model with a real market in mind. Consequently, the CfE/RI introduced Beneficiaries to such markets through as many marketing opportunities. The event hosted ten businesses with possible linkages in mind. The value and purpose offered to those businesses attending were, possible Enterprise and Supplier development linkages where investment in the Centre could be leveraged and recognised within its BBBEE codes. Qualifying Beneficiaries could step up from enterprise development to supplier development and plug in to the supply chain of the Company. The Centre could also act as a hub where vexing problems within the Company may be offered bespoke solutions through the creativity of the Centre's Beneficiaries.

Additional value was also added through the presence of the College's WiL and Partnerships functions. On the evening, four Beneficiaries presented themselves and their businesses to the audience. Consequently, two of the CfE/RI Beneficiaries were given media opportunities to share their story on a local community radio station. This was well received by its audience. It is in building the ability to present oneself and one's product, that the connection with external parties is strengthened.

False Bay TVET College has five campuses situated in the Southern Peninsula and offers programmes in a wide variety of study fields including Business, Engineering, Hospitality, Educare and Information Communication Technology.

### Business Breakfast: Co-ordinated by the Linkages and Partnership Department

False Bay TVET College hosted a Business Breakfast in October. The value of Public-Private partnerships for student employability, business growth and development in the Western Cape, was the central focus.

The relationship-building and networking event was attended by 95 stakeholders representing 44 Companies. The College has strong relationships with companies from a number of sectors. These include ACSA, Eskom, SAMBRA, Master Builders Association and the City of Cape Town. Guest speaker, Mr Solly Fourie Head of Department for the Western Cape Provincial Department of Economic Development and Tourism (DEDAT), spoke on the Western Cape Apprenticeship Game Changer. Companies were honoured with a Partnership Certificate by Principal Cassie Kruger and College Council Chairperson, Ms Zoliswa Lonja. "We appreciate the College's recognition of industry role-players as they contribute significantly," said Faith Kolala, City of Cape Town. "Excellent morning. Great networking opportunities. Delighted to receive this beautiful certificate which we will share with all the participating clubs and then hang it in our District Rotary office in pride of place. Learnt so much about the history and more importantly, the future plans. Identified additional partnership opportunities, in addition to current support for young entrepreneurs. We could also find ways to help with apprenticeships and potential links to the new Swartklip campus," said Geraldine Nicol, Rotary International District 9350. Geraldine Nicol is also Chairperson of the Rotary District Entrepreneurship Committee. Deputy Principal Innovation and Development, Christiana Nel elaborated on the purpose of the breakfast engagement. "False Bay TVET College understands more than anyone, the importance of employers in providing workplace experience, internship and employment opportunities for College students and graduates. What's positive to see, is that both private and public organisations are now recognising that engaging a diverse range of young people and opening up workplace opportunities is the only way to assist young people in gaining work experience and thus increasing their employability. This is being supported by collaboration with industry. We thank all our partners for continued support and commitment."

For more information visit [www.falsebaycollege.co.za](http://www.falsebaycollege.co.za)



Western Cape Provincial Government Head of Department: DEDAT, Mr Solly Fourie addresses the Business Breakfast partners



Business Breakfast partner companies were honoured with a Partnership Certificate

## From humble beginnings to greater heights

VELISILE BUKULA - Public Relations and Communications Officer

From humble beginnings in rented buildings all over Malmesbury in the Western Cape Province, West Coast TVET College was established as a Further Education and Training institution in 2002. When the College first started, it had an enrolment of a mere 357 students and was formed from pre-existing satellite campuses.

The College's early stages were characterised by limited infrastructure. To a great extent it had to rely on its own resources to become an institution that can hold its own in the education and training sphere. "As a College we were relentless in our pursuit of offering excellent education and training to our communities and the non-availability of adequate buildings did not hinder us. If anything, it propelled us to work even harder", said Osma Jooste-Mokgethi, Principal and Chief Executive Officer.

The College now boasts five campuses,

namely Atlantis, Citrusdal, Malmesbury, Vredendal and Vredenburg all located within the West Coast Region of the Western Cape Province. The College serves a total population of almost half a million from Dunoon in Cape Town to the far-flung reaches of the Namaqualand. The College excels academically, having surpassed its 2 000th graduate mark.

It has placed more than 700 graduates in the workplace and 900 engineering learnerships and apprenticeships have been offered in the last two years. The Malmesbury campus first opened its doors in 1995.

New buildings for the campus commenced in 2013, after all the planning was put in place for all other campuses.

The College invested R48 million over the last three years in the new build which includes Malmesbury Campus, the Central Office, and upgrades to the Loedolf Street facilities as

well as effecting bulk electricity supply to the Malmesbury campus. It is the College's vision that the new campus will become a centre of excellence in the field of hospitality. A total of R9,7 million, of which R6 million came from the Western Cape Department of Education, was spent on the development of buildings.

Principal Jooste-Mokgethi acknowledged the role played by the Swartland Municipality in making the land available at a reasonable price. "Today we occupy a whole street in the prime central business district of the town.

We could not have asked for a better location. All this was achieved through perseverance and hard work" she said.

The new building was officially opened in September. Guests were treated to entertainment from the singing sensations Robin Pieters of, The Voice SA, fame and 2015 Idols SA winner, Karin Kortjie.

## Technical Education for Communities (TEC) programme established

FHEDZISANI MASHAU - Assistant Director: Marketing and Communication

Industry, Government and Civil Society are concerned about global education and employment trends. Communities around the world are suffering from widening gaps in wages and income. This is due in part to skill set disparities, which place significant pressure on families and the communities in which they live and work.

A Memorandum of Understanding (MoU) between Cummins South Africa (PTY) Ltd, Komatsu South Africa (PTY) Ltd and Sedibeng TVET College, seeks to establish a partnership to form a post-school vocational education programme at the College. The programme aims to improve industry relevant technical skills training in basic mechanical, electrical and computers. It further aims to promote access to good paying jobs. It seeks to develop a replicable model that will lead to a stronger, growing employment base in communities across the globe.

Parties to the MoU, acknowledge that success will require a comprehensive approach. It should provide students with the environment necessary to learn industry relevant technical skills. The campus provides a strong basis for the programme and as a result, parties agree only to supplement current practice.

South Africa is reportedly the third site in Africa to host the Cummins TEC programme. As part of the TEC programme, Cummins and Komatsu are seeking to develop partnerships with local colleges to deliver industry-relevant skills training to students. Sedibeng TVET College is pursuing a strategy of developing training programmes that are in line with the needs of the youth.

This is in response to market requirements or demands. TEC programme collaboration will be achieved by building technical capacity in the form of continuous, industry relevant technical training with practical skills and workplace experience. It will also enhance soft-skills training, such as language, external communication, and values. The ultimate goal is to see TEC improving the access of youth to industry relevant skills training and to good paying jobs. The purpose of the MoU is to begin discussions between the parties to determine how



Acting Principal Sedibeng TVET College, Jacqueline Moseki, Cummins Africa Middle East, Carole Wanjau and Johan Chatwind of Komatsu, tour a Vereeniging Campus workshop

they might achieve this goal. Potential areas of collaboration will include Curriculum and Equipment, Effective Trainers, Workplace Learning, Soft-Skills, Career Guidance and the Representation of Women.

The project will be implemented in 2018-2020 at the Vereeniging campus, Gauteng Province. The programme will ensure that students earn credentials that are recognised by the relevant qualifications authorities.

Upon completion, students will obtain an accredited qualification. In order to achieve the desired results, the parties may hire graduates of the programme.

Such recruitment however, will be determined by the operational requirements of the business at that time. In addition, in the spirit of co-operation and collaboration, the Industry Partners agree that an open and level process must be developed that will allow graduates appropriate exposure.

This may include on site

company presentations and inviting students to company facilities.

Parties to the MoU have one goal in mind. That is to promote education and create development programmes that offer training to previously disadvantaged

youth that enable them to be competitive in a corporate world. The partnership with business has proved to be one of the crucial elements in aligning student's theoretical knowledge with the skills to address market requirements.

## College launches the UNISA Articulation Programme

NTOMBEKHAYA GWAQA - Assistant Director: Marketing and Communication

In August, the UNISA Articulation Programme was launched by Port Elizabeth TVET College. The initiative centres on a Banking and Accounting Science undergraduate Higher Certificate (Level 5) programme. The development of the programme was funded by the National Skills Fund (NSF). Honoured guests included delegates representing UNISA, College management and faculty.

The initiative was led by NSF Project Manager Ms Amanda Mayo. The project co-ordinator at the College's Dower Campus, was Mr Andrew Matima. Principal Matiso welcomed the project partners to the launch. Deputy Principal Ms Figg highlighted what the opportunity meant for students. Project Manager Mayo, facilitated the ceremony of opening the project's new IT venue.

The launch concluded with an input by Prof Oosthuizen of UNISA, who lauded the new learning and career pathway for college graduates.

## INTERNATIONAL EXCHANGE

# College partners with United Kingdom college group in The Leadership Exchange Programme

TUMELO MOROBE - Public Relations Officer



Leaders in international exchange are, Vice-Principal Warwickshire College Group Sharon Bell, Capricorn TVET College Deputy Principal Academic Services Mr Allen Riba, and Acting Principal Mr Amos Thema

In October, Capricorn TVET College had the pleasure of hosting Sharon Bell, a delegate from the Warwickshire College Group. This formed part of the Leadership Exchange Programme. Ms Sharon Bell is Group Vice-Principal (Commercial and International) for the Warwickshire College Group as well as being College Director for Malvern Hills and Pershore Colleges in the United Kingdom (UK).

The initiative is supported by the British Council. It aims to explore possibilities for collaboration between Colleges in South Africa and England. The leadership exchange programme seeks to benefit both college staff members and students by sharing best practices. In the Programme, presentations were made by Sharon and College representatives. Presentations covered the topics of governance, student leadership, programme and qualification mix, funding models, infrastructure, student support activities and stakeholder relations. There was also a tour of the Polokwane, Seshego and Ramokgopa Campuses. "We are excited by this project. We believe that the project is a good basis for building a relationship between our Colleges. This will positively benefit all the stakeholders of the College, particularly our students," said Acting Principal Mr Amos Thema.

Sharon expressed that "the concept of a long-lasting relationship between the two institutions of higher learning, is very important and will bring mutual benefits". She further said that understanding more about the student population and culture in South Africa, would greatly assist them as they too have students from South Africa studying in the UK.

Ideas were shared among the stakeholders present, including SETAs and student host employers, on how to take TVET colleges further, turning them into Colleges of First Choice. Mr Sam Mabotja, Council Member, emphasised that the College should go all-out in ensuring that its offerings are in line with employment market needs.

## Lecturers learn best practises in Work Based Experience international exchange

VELISILE BUKULA - Public Relations and Communications Officer

Ms Marissa Francine de Wee, a hospitality lecturer for West Coast TVET College, Malmesbury Campus, was selected to participate in the Western Cape Chef Exchange programme in June. She was part of a delegation of three colleges that visited Lycee Le Castel Vocational School in France as part of a continuing professional development programme.

The programme aimed at exposing lecturers from both countries to international culinary art training and relevant industries, in order to gain international workplace based experience. At the Malmesbury campus, there was notable capital investment, with a focus on kitchen facilities. The programme taught delegates that the professional development of staff is key for effective teaching and learning. Marissa followed a kitchen course in traditional French cuisines, and a bakery and patisserie course presented by chefs, Ramone Gerouville and Eric Cêtre. "We thoroughly enjoyed the programme. We were shown how to make the world-famous French macarons and croissants", said Marissa. The programme included a visit to a sparkling wine establishment.

Here the lecturers were shown the process of making sparkling wine and the proper etiquette for the tasting. A visit to a local produce market was a highlight of the programme. The market offered a wide variety of foods, ingredients, and fresh produce. Marissa and other lecturers engaged with students and cooked with them. They also observed the front of house students preparing for their service exam. This entailed preparing a silver service to invited guests under the watchful eye of industry professionals. All of this contributed to them experiencing a well-run hospitality department and getting a better idea of what it takes to accomplish this.

"Some of the benefits of the programme are exposure, learning new management styles, personal improvement and long term creative inspiration. My morale has improved. My love of gastronomy, culinary practices and hospitality has been rejuvenated. An added outcome was the establishment of an international network of professionals to whom the college team now has access", added Marissa.

## Managers and experts in TVET College Sector visit China

ZAKES NKOMO - Mankwe Campus Manager

A Delegation of 17 managers and experts in the TVET College sector, including ORBIT TVET College, Mankwe Campus Manager Mr Zakes Nkomo, jetted off to China in June to participate in an intensive capacity building and reform training programme.

The programme was initiated and commissioned by the Ministry of Commerce from the People's Republic of China, in collaboration with the former Minister of the Department of Higher Education and Training (DHET), Dr Blade Nzimande. The seminar essentially comprised of lecturers, accomplished academics, and experts who shared best practices and also conducted field surveys and case studies.

Presidents of the Chinese demonstrative vocational colleges, as well as educational experts who are actively involved in the Chinese vocational education system, were also invited to share their

knowledge with delegates. The following topics were covered. An overview of the development of China's vocational education; Policy, curriculum and reform of vocational education; Best practices and achievements in school-enterprise collaboration; Global challenges faced by TVET Colleges and Sustainable development of vocational institutions. The visit to China included a tour of vocational institutions around Chengdu, as well as a study of the construction and development of Shanghai, amongst others.

Delegates were based at Ningbo Polytechnic, a full-time public higher polytechnic educational institution located in Beilun, New Zone. It is one of the 1388 Vocational Education Institutions in China. It has an enrolment of 10 000 full time and 20 000 part time students. The institution also boasts a state-of-the-art hotel.



ORBIT TVET College Mankwe Campus Manager, Mr Zakes Nkomo at West Lake in Hangzhou, China. The place is also known as 'Paradise on earth'. It is one of the most famous tourist attractions in China

# College receives endorsement for its renewable energy centre

RHAZIA HAMZA - Deputy Principal and Chief Executive Officer Innovation and Development

Over the last few years, significant potential for growth has been projected for the South African Photovoltaic (PV) market. Particularly when it comes to small and medium-sized roof installations for private households and commercial self-consumption.

The South African Photo-Voltaic Industry Association (SAPVIA) has acknowledged the current lack of skilled labour in the PV industry as a key issue. The development of Solar PV installer skills will assist to improve the quality of Solar PV Installations. It is recognised that education and training are the key requirements to a suitably qualified workforce. This ensures adherence to best practise, thereby safeguarding the future of the industry. In December 2016, the Solar PV Service Technician Qualification was approved by the South African Qualifications Authority. The qualification had been developed by the Quality Council for Trades and Occupations in partnership with merSETA. The qualification provides a national curriculum and presents four part-qualifications, one of which specifies the required skills to become a PV installer. The required skills are defined by specific exit outcomes.

Based on the "Solar PV Installer" part qualification, and with the support of GIZ and DGS Berlin, a five day reference training course has been tailored for PF installers.

In designing and drafting this course, international experts worked for over a year to assist with the training outline and material. These were developed in line with the national Solar PV Service Technician Qualification. Faculty attended training and were introduced to the newly developed "Solar PV Installer Course". West Coast TVET College has been formally recognised as a SAPVIA endorsed centre to provide the Solar PV installer training. A common sight around the West Coast, is its many wind turbines. It is therefore, important that our students are exposed to this type of technology. Upon exit, they should be able to access employment in related fields. With the support of GIZ, wind turbines were installed at the Citrusdal campus. These provide live installation examples for students studying Renewable Energy Technology.

"We believe that being one of the front runners in Renewable Energy is a great achievement for our College. We always strive to deliver more opportunities to students and stakeholders" said Principal Osma Jooste-Mokgethi.



## Beauty and Hair Care students excel

LAME MORUBANE - Communication Officer

Motheo TVET College is slowly but surely paving its way to the top. In doing so, it is able to showcase the talents and skills of its students.

Recently, the Warwickshire College Group, a College group in the UK, and Motheo TVET College, entered into a new partnership. The 'Foundation Partnership' is a partnership with the subject area Hair and Beauty, as its focus. The aim of this partnership, is for these two colleges to share best practices, knowledge, develop skills and leadership exchanges with regards to Curriculum development, Curriculum deliverance and Commercialisation. As a result of the newly formed partnership, a two-day Hair and Beauty event was held at Motheo TVET College in the Saayman Hall. The purpose of the event was to inform the UK partners, what the College had achieved since the inception of the partnership. The outcome could be observed through the Hair and Beauty students displaying and demonstrating on stage, what it is they do. One by one, models walked the stage with out-of-this-world hair style creations and make-up, displaying the skills acquired

by the students through the partnership. Learners from various schools were invited to the first day of the event. It was hoped that this would trigger their interest while they witnessed the launch of the new "Motheo TVET College Hair Care and Beauty Technology" programme. It is hoped to increase student numbers within this faculty in response to the demands of the labour market. The second day of the event was intended for the employers in the industry and employees of the College.

Principal Ms Dipiloane Phutsisi welcomed the guests. She said that the partnership meant a lot to the institution as a whole. As the head of the College, she was appreciative of the interest displayed by those present and their attendance. She continued by telling the partner representatives how proud she was to have them in the College. "I feel honoured by the fact that you flew all the way to South Africa to participate in this way." Turning to employers, she said, "I make the plea to you tonight, that you open your doors and allow our students the opportunity to be part of your work force. You are critical in terms

of skills development. As a TVET College, we would like you to be our associates." Principal Phutsisi told the visitors of the achievements and growth of the College. She modestly boasted of the new Artisan Academy which will have Hair Care and Beauty Technology as fields of study. She continued by saying that she hoped that the UK partners would assist the qualifying students to reach optimal employability at an international level. The College is intent on honouring its vision of being "A gateway to employability".

UK partner representatives were requested to judge and evaluate the programme. While they had been part of the delivery, the feedback and advice would be most welcome towards effecting further improvement and refinements. Mr Steve Catchpole, UK partner representative, was so pleased with the entire event. He was amazed by the student's work, their hair creations and make-up techniques. He said that from what he had observed, Motheo TVET College was on track to be a number one College at which to study. He indicated his happiness to be associated with such talent.

## TEACHING AND LEARNING

### Getting to grips with STEM teaching and learning in TVET colleges

DR JYOTI SINGH

**Editor's Note:** Dr Jyoti Singh is an independent researcher. Her special interests include the intersections between technology and education, and the rise of entrepreneurs of all varieties in the South African context.

In terms of her involvement in the TVET sector, she has worked in the higher educational publishing industry for the last 10 years. She has focused almost exclusively on TVET for the last seven. She spends time in colleges meeting with academic staff and forging partnerships between colleges, industry, business and community-led initiatives. She has a particular interest in the role played, or the potential, for social entrepreneurship in the sector. Dr Singh was shortlisted for her ideas around creating partnerships between TVET Colleges and industry by the Gordon Institute of Business Science in 2016. She was a finalist in two related competitions, one convened by the Branson Centre for Entrepreneurship in partnership with Nedbank, and the other, by the British Council (SA). Dr Singh currently writes academic articles focusing on TVET in SA and its contribution to the economy and society at large. The following item examines the teaching and learning of science, technology, engineering and mathematics (STEM) in colleges.



Mr Asokgan Archary, a lecturer who has capitalised on lengthy professional experience



Mr Simamkele Danny Somerset applies simple technologies to enhance his teaching and facilitate enthusiastic learning

Over the past few years, TVET colleges and STEM teaching and learning practices have come under the spotlight for all the wrong reasons. Colleges are trying to accommodate school leavers who are not really equipped for the rigours of the National Certificate (Vocational) (NC(V)) and Report 191 National Technical Education (Nated) curricula. The examinations are being leaked via social media and messaging apps such as WhatsApp, while student strikes and violence over funding issues, have been the order of the day. These issues cannot be denied or wished away. They are among the very real problems lecturers, institutions and government deal with daily.

Apart from this context, the mere mention of subjects such as Mathematics and Physical Science is enough to send many students into a state of panic. It is as if South Africans are pre-programmed to believe that these subjects are 'too difficult' for most to study. Many of us can relate to the 'stigma' associated with Maths. It is difficult, too challenging, it requires hard work. Some of us have concluded that we are either born with the talent for it or are not. Veteran Mathematics teacher Lielzel Blom, founder of SA Teacher, Maths4Mommies, and one of the most prolific Mathematics authors in South Africa, with more than 300 titles under her belt, cites the practice of teaching students to become good examination and test writers as her greatest concern. Instead of teaching students to regurgitate concepts in parrot-fashion, she makes a plea for teaching them foundational building blocks. These blocks defy compartmentalisation. They actually gear students towards life-long learning.

While South Africans often face a barrage of doom and gloom reports about looming crises in the STEM sector, this article celebrates two lecturers committed to preparing their students for success. Mr Asokgan Archary and Mr Simamkele Danny Somerset are two passionate and dedicated individuals devoted to bringing about innovation in the manner in which subjects like Mathematics are approached. Both strive to ensure that students leave their classrooms invigorated, enthused and ready to face the challenges presented by the world of work. They are both set on challenging debilitating, and false, beliefs about STEM subjects. They do so by demonstrating how teaching can be transformed into palatable, bite-size chunks for even the most reluctant student or teacher by applying creative and empathetic techniques. Mr Somerset is attached to False Bay TVET College, and Mr Archary, Coastal TVET College.

Interestingly, both lecturers chose to use tools readily available to them in order to make a success of their respective methods. Mr Archary has been teaching Mathematics for nearly two decades. He decided to apply his skills in a manner befitting both his students and the college's infrastructure. Having very limited access to technological teaching aids, he decided to develop an interactive method that would encourage his students to tackle the subject. To this end, he has compiled a series of interactive study guides, with exercises and notes that enable him to communicate better with students. The material invites them to connect with him around topics they do not understand. Rather than relying solely on one textbook and expecting some of the already impoverished students to carry the financial burden on their own, his study guides ensure that all students leave his classroom with the same content knowledge. At which point, they are able to work through problems together. Mr Archary understands that a major problem is a lack of understanding caused by language barriers. He realises that he needs to break down topics in a way that encourages students to see for themselves

how easy Mathematics is to learn as a 'language' in and of itself. His aids and examples lend interaction, with a strong visual focus, to an otherwise overwhelmingly theoretical subject. A subject that students simply would not understand, given long-winded explanations in complicated English.

Mr Somerset has been teaching for five years. He has taken a route that many lecturers who favour traditional teaching methods would balk at, namely digital learning. His approach is not novel, however. South African educationalists have been exposed to the notion of 'blended' learning, the combination of traditional classroom methods with digital media in an educational programme, since at least the early 2000s. Armed with his smartphone, a whiteboard and a makeshift-rig to keep the phone steady while he works through solutions, Mr Somerset started making videos to assist his students and later uploaded them to his own YouTube channel. It is here that students who need difficult concepts explained to them, particularly those who do not have regular contact with lecturers, find the support they need.

A self-defined 'creative-thinker', Mr Somerset credits his natural curiosity as one of his main teaching assets. For him, changing his teaching approach and methods was a necessity because students were bored. He focuses on empowering the student and fostering learning freedom through what he refers to as a 'continuous learning experience'. As he explains, "Students needed an alternative. They need to be listened to. I wanted to bring curiosity into the learning process, and maintain it. Student-centred learning is key to me. I decided to 'go digital' because I wanted to involve students. I want to change things for the better by empowering them and changing their perspectives about the learning experience."

Teaching via digital media does not necessarily mean that a college or lecturer needs to be equipped with the latest technologies. Students use the resources already at their disposal, such as smartphones, tablets, and TVs (with DVD/USB players), to create an independent learning experience. The lecturer can simply record content on their smartphone and share it on a platform like YouTube, or choose to share it exclusively with their students. For Mr Somerset, the key is collaboration. Not just collaboration between student and lecturer, but also between lecturers and their colleagues. "We need recorded lessons. Collaborate and share your videos with your network. Particularly if someone you know is an expert in a specific field, or is able to explain a particular concept really well. Create an inter-college collegial network to empower and encourage each other. Passion is key. Your passion will motivate others to learn and develop their own teaching skills."

Although both lecturers represent two different approaches to teaching and learning, they agree that change in the sector is a pressing need if students are to succeed. Collaboration between colleges is one of the options that can be explored in terms of effecting change. We live in a connected world. If a dialogue between institutions with similar interests or challenges is started, it may afford that all-important spark of innovation and creativity. We can all learn from Mr Somerset's sage advice. "In education, we cannot be isolated. Treat your challenges as learning curves and embrace them. Be willing to make mistakes. Ask your students and colleagues for support in order to improve what you're doing in the classroom. Most importantly, be patient with yourself. Archive and spread the skills you have."

Thank you for your contributions in- and outside the classroom Mr Archary and Mr Somerset. You are assets to your students, and an inspiration to us all.

## 'Safety in Society' Day Celebrated

TUMELO MOROBE - Public Relations Officer

In September, the Capricorn TVET College's National Certificate Vocational (NCV), Safety in Society students celebrated a Safety in Society day at the Polokwane Campus. The event was intended to foster career awareness amongst the students on the course, and for potential employers to see the great work being done by the College.

The event was divided into two segments. Physical training demonstrations were performed and presentations made by professionals from the South African Police Services. The students also dazzled the



Safety in Society students demonstrate the physical fitness levels required for the demands of active policing

crowd with a short dramatisation which reflected on how the country's judicial system worked. Students were afforded an opportunity to experience real-life training similar to that conducted by the National Police Academy in Pretoria. They also interacted with experts from the South African Police Services' forensic unit. "Maintaining a good



Safety in Society students of Capricorn TVET College on Parade

relationship between the College and its stakeholders, does not only assist in readying the students for employment and furthering their studies, but it also helps potential employers in the recruitment of efficient employees," said Mr Ekwane Ramaphakela, Senior Education Specialist for the Polokwane Campus.

Mr Allen Riba, Deputy Principal Academic Services, said in his address "we are grateful to the South African Police Services for their support. They ensure that the College remains relevant and becomes the best in the delivery of the Safety in Society Programme. The College is the only one in the Limpopo Province that is offering this programme". He also encouraged students to take good care of themselves as the work of active policing is not for the physically infirm.

Guest speaker of the day, Colonel Shubane of the Tshwane SAPS Academy, Training Division, mesmerised the students and everyone present as he delivered a powerful speech. He spoke on how students should conduct themselves if they wanted to be efficient in the South African Police Services. In attendance were members of the South African National Defence Force, the Commission on Gender Equality, the Office of the Public Protector and the Polokwane Campus Community.

## Diesel Training Centre equips students

EMILY VAN HEERDEN - Graphic Designer and Copywriter

Eastcape Midlands TVET College is moving forward in their Diesel Mechanics programme. This is being achieved with the support of Ford Motor Company of Southern Africa. Students of this programme, studying at the Brickfields Road Campus in Uitenhage, have been awarded the opportunity to work on two brand-new Ford Ranger 2.2 diesel bakkies, donated by Ford.

Three years ago, the College received their first donation from Ford, in the form of a left-hand drive single cab bakkie. However, the latest donation could not have come at a better time. The College is currently establishing their motor mechanics workshop as a diesel training centre. This training centre is directly linked to 'Operation Phakisa', a government initiative which aims to boost economic growth and job opportunities in South Africa. 'Operation Phakisa' was launched in 2014 by the Department of Planning, Monitoring and Evaluation. The programme aids in the implementation of the National Development Plan. It aims to increase job opportunities and thereby improve the performance of the economy. The specific focused environment requires diesel mechanics. "Although the bakkies are roadworthy, the College is not permitted to use or register them on our public roads. Their sole purpose is for the training of our apprentices," said Mr Klasie Claassen, Registrar: Institutional Development, who secured the donation.

As newer vehicles use software-driven mechanical technology in order to operate, the Diesel Mechanics students will enjoy working on the latest top-of-the-range technology that the Ford bakkies offer. This provides a better opportunity for the Diesel Mechanics students to do exactly as Ford's slogan states, namely, Go Further.



Eastcape Midlands TVET College Principal, Mr van Heerden views two of the Ford bakkies donated for training purposes

## Students attend hospitality and tourism Career Expo

JULIA SENOELO - Tourism Lecturer and  
TSHEGOFATSO RAPOO - E-Media and Communications Administrator

Eight ORBIT TVET College, Mankwe Campus Tourism students were invited by the Bojanala District Municipality to participate in the ninth National Tourism Careers Expo. The Expo took place at the Performing Arts Centre of the Free State Province in Bloemfontein in September. The students formed part of the 45 students and learners from 22 schools across the North West Province who were selected to attend.

Under the theme "Tourism alive with opportunities", the Expo was aimed at driving South Africa's National Tourism Strategy's goal of creating 225 000 tourism job opportunities by 2020. Over 9 000 learners, tourism students, graduates and educators from across the country attended the exhibition. The Expo showcased various exciting career opportunities available in the tourism and hospitality sector. Among the guests in attendance was, the Deputy Minister of Small Business Development, honourable Lindiwe Thabathe. She encouraged learners and students to focus on building their careers. North West Tourism MEC, Ms Desbo Mohono was also in attendance. She pleaded with the youngsters to make the most out of the information they acquired at the Expo.

Mankwe Campus Tourism Lecturer, Ms Julia Senoelo, who accompanied the students to Bloemfontein, says the event was very informative. It was an eye-opener for the students, who realised how important the Tourism sector is in the country. Some of the highlights included a Speakers Corner, where tourism entrepreneurs and industry experts could share their success stories. Learners and students were allowed to interact directly with the speakers. There was also a job placement and recruitment service. Private sector companies exhibiting, provided interactive, edutainment experiences for the Expo attendees. They also showed their commitment



Mankwe Campus Tourism students at the National Tourism Careers Expo held in Bloemfontein, Free State Province in September were from left Mr Paul, Tourism Lecturer Ms Senoelo, Mr Tiholwe, Mr Lethoko, Ms Ditsele, Mr Matlapoto, Mr Seitei, Ms Mokgosi and Ms Chauke

to skills development by offering a number of bursaries, learnerships and internships to learners and students.

The annual event is the result of a collaboration between the Free State Tourism Authority, the National Department of Tourism, the Provincial Department of Economic Development, Tourism and Environmental Affairs, the Department of Small Business Development and the Culture, Arts, Tourism, Hospitality and Sport Education and Training Authority (CATHSSETA).

## NATIONAL DEBATE 2017 COMPETITION

### Student leader wins Best Male Speaker award at National Debate

MELISSA BEZUIDENHOUT - Events and media Co-ordinator

The Department of Higher Education and Training (DHET) hosted the National Debate 2017 competition in East London in August.

In 2008 the Department introduced the Student Support Services Framework (SSSF). This was an effort to streamline and integrate student support initiatives in college curricula. The SSSF focuses on three different components that ensure that students are provided with holistic services. These are, Pre-entry Support, which includes Selection and Placement into appropriate programmes; On-course Support, which refers to Tutorial systems, performance monitoring and more, and Exit Support which includes Work placement and self-employment. To improve written and oral communication, and reading comprehension of the Language of Teaching and Learning, the Department more recently introduced an annual National Debate for TVET College students.

The debate competition followed on studies that indicated a marked improvement in a wide variety of academic skills as a result of participation in such initiatives. It is hoped that debating will not only instil confidence in the students in communicating in the English language, but also spark their interest in reading and research. All 50 TVET colleges across the country, were required to each send two students to represent their respective colleges and who would participate in the National Debate. Aviwe Mvoko and Keitumetsi Masuge represented the College of Cape Town for TVET. They formed part of the Western Cape Provincial team. The team also consisted of student representatives from Boland, West Coast,

and Northlink TVET Colleges. The students were judged on various criteria. These comprised students' knowledge of the topic field and awareness of opposing positions on the issue; information imparted; and the ability to integrate evidence into a coherent and well-structured argument; unique or different styles of delivery or any notable failures to get points across; good arguments, flaws in arguments or the instances of fallacious reasoning. The judging panel consisted of DHET representatives Ms Aruna Singh Acting Chief Director: Programmes and Qualifications, Ms Vuyokazi Mafilika Director: Student Development and Support, Ms Nozipho Khumalo Deputy Director: Academic Support, and representing the ETDP SETA, Ms Nkhesani Mabunda Chief Operations Officer.

Aviwe, stood proud saying, "I stand here with my team to argue robustly and fearlessly, the topic "Can Government realistically afford to provide allowances, considering the current economic status of the country and limited bursary funds". His argument referred to the State, which in 1994 created expectations at the dawn of democracy. A consequence of this was the expectation widely held by citizens, that every improvement will happen within a short space of time. He stressed the fact that Government caters for over 40 departments within their budget. That each department is allocated funds which should be used wisely. Aviwe concluded his speech with a call to students. "We should think of alternative means and self-sustaining measures and refrain from being dependant on government funding."

Principal Louis van Niekerk, praised the



Ms Aruna Singh, Acting Chief Director: Programmes and Qualifications for the DHET congratulates Best Male Speaker, Aviwe Mvoko

participants. He congratulated Aviwe on being a true brand ambassador for the College. "We are proud of Aviwe's achievement. We believe that these opportunities provided to TVET students can certainly benefit the development of a well-skilled workforce. Which in turn has the potential to develop a sustainable economy."

## Students talk their way to the top

EMILY VAN HEERDEN - Graphic Designer and Copywriter

"It was overwhelming and exciting all at the same time. The teams from the other Colleges had great personalities, and we could work together very well". This was the response by Eastcape Midlands TVET College student, Pamela Ngamlashe. Pamela participated in the final rounds of the National TVET Debating Competition, hosted by DHET. The Competition took place on 29 and 30 August in East London.

Pamela and Asanda Mcence, a Report 191 student, paired up with students from King Hintsa and Port Elizabeth TVET Colleges. They argued the negative side of the topic, "Are Student Representative Councils effectively representing the interests of the student population?" The team did exceptionally well under pressure. Even though there were a few nerves, they held their own, and were placed third in the finals! Pamela and Asanda are both very happy with the result and had a lot to take away from the competition. "It was both of our first times. It was very competitive. There were other Colleges there that brought in a competitive front. But, I believe we did a rather excellent job with the team with which we were paired," said Asanda. "What I took from the competition, is that 'you can do anything!' Never would I have thought that I would end up at National level in terms of debating. What I learnt, is that you can actually achieve anything. You're not better than anyone else, and no one is better than you. It comes down to how you present your argument," Asanda went on to say.



Pamela Ngamlashe and Asanda Mcence smile after being placed third in the National TVET Debating Competition

Competitions such as this are very important. It prepares students for the world beyond studying and academics.

## Best female national TVET debater awarded

MASHILO MOJELA - English Lecturer

Nyakallo Mokoena, a student of South West Gauteng TVET College, scooped the best female debater award at the second annual TVET College students' national debating competition recently held in East London.

The debating competition is one of the highlights of August TVET Month. The first national debating competition for TVET College students was hosted in Durban last year. Each college was requested to be represented by two students and a mentor. South West Gauteng TVET College was represented

by Nyakallo Mokoena of Molapo Campus, Bridgette Vilakazi of Dobsonville Campus and their mentor, this writer. The Colleges in attendance, were grouped according to regions and provinces. South West Gauteng TVET College was grouped with Gauteng Province TVET Colleges, Central Johannesburg, Western, and Tshwane South. This grouping competed against Eastern Cape Province TVET Colleges Ikhala, Ingwe, Lovedale and Buffalo City. The motion under debate was "Academic support programmes should be compulsory to all bursary recipients". Team Gauteng was in opposition to the motion.

When Nyakallo Mokoena took to the podium as the second opposing speaker, she soon had the audience eating out of the palm of her hand. The energy she radiated in the hall, her stage presence and the level of confidence, set her apart. It made her a unanimous winner deserving of the Best Female Award. When the judges announced their results, it was a mere formality. Nyakallo could not hold back her tears of joy as she was called to receive the award. "This is indeed a dream come true for me. The level of debating and standard was so high that you needed to be the best to beat the rest. I love debating and public speaking. It is therefore with passion that I give my all when called upon. However, I cannot take all the credit for my victory. It was a collective group effort. The award goes to Team Gauteng for their tireless hard work and selfless efforts. I also want to thank my College team-mate, Bridgette Vilakazi. Thanks for all her endurance in the preparation for the event. I must also thank all the college faculty for unleashing our talents and making our dreams come true. My plan is to start a debate and public speaking academy soon to create a platform for all aspiring debate students", said the elated award winner.



Best female debater Nyakallo Mokoena, with her mentor Mr Mashilo Mojela



Nyakallo Mokoena

Other categories, namely, Best Male Student and Best Team awards went to College of Cape Town for TVET and Team North West, respectively.



Pearson

# Deliver *inspiring lessons*

## Lecturers at King Sabata Dalindyebo (KSD) TVET college inspire learning with DigiKit

With their motto “Conquering through Technology” the King Sabata Dalindyebo (KSD) TVET college in Mthatha, Eastern Cape has embraced the changing landscape of South African education in order to improve the results of their students and the teaching and learning methods at the college. KSD TVET college participated in a pilot project, in April 2017, at their Mthatha campus to implement DigiKit, an offline

digital content library of curriculum-aligned assets. 150 students, 10 lecturers, IT support staff and college management took part in the project. During the project, KSD Lecturers used a laptop and projector to bring DigiKit into the lecture room. DigiKit was also accessed by students on their cell phones, as well as on desktop computers in the computer labs on campus.



Image by Christof van der Walt

“ I would rate DigiKit 9 out of 10 because it is aligned to the curriculum from the department of Higher Education and Training. ”

- KSD lecturer

The lecturers at KSD TVET college implemented DigiKit across the Fundamentals subjects – Mathematics, Mathematical Literacy, English and Life Orientation. Before using DigiKit, lecturers used the question and answer method to help students get to grips with work. They found that students would often fail to understand the questions, which led to missed learning opportunities and confusion.

After implementing DigiKit, KSD lecturers would begin by introducing the content to students, then playing the videos in DigiKit to students, and finally they would ask students to explain what they have seen, testing their understanding of the content covered. DigiKit provides lecturers and students with visually rich material and resources that give clear insights and make it easier for students to understand concepts they find challenging. Lecturers at KSD reported that DigiKit helps to address the gap between the equipment for workshop practicals as required by the curriculum, and what is available in the workshop.

### DigiKit

DigiKit™, from Pearson, is an offline digital content library of curriculum aligned digital learning resources created to assist lecturers in delivering theory and practical components of the NC(V). It is designed to help you prepare engaging lectures by providing you with high quality digital learning resources. DigiKit provides the resources you need and will help you

to gain greater insight into the material you have to teach, ultimately aiding you in becoming a more confident lecturer. The high-quality learning resources in DigiKit are designed to help your students visualise and understand how to apply what they learn, improving performance and preparing them for the workplace. Since DigiKit is an offline resource, it can be accessed from a mobile classroom content unit used in the classroom or through your college’s Local Area Network (LAN) – no Internet connectivity or data required.

### DigiKit resources include:

- learning material – videos, interactive drawings, scenarios, and practice sheets.
- a how-to-guide to help you teach topics effectively.
- formative assessments to help you test student understanding.

### Why use DigiKit?

- DigiKit provides easy access to curriculum aligned, high-quality digital learning resources that will allow you to deliver effective teaching and engaging learning.
- DigiKit improves access to content because resources can be accessed on Wi-Fi-enabled devices, including desktop, laptop, tablet and smartphones.
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# The TVET Brand Evolution

COLLEEN BRENNON - Marketing Manager

**The TVET brand has come of age. TVET Colleges are part of the education institutions considered by Youth.**

TVET Colleges were acknowledged as COOL in the Sunday Times Youth Generation Next Survey. Out of the 10 top colleges voted as cool, False Bay TVET College was voted 6th overall followed by two other TVET Colleges who made the cut.

Creating positive perceptions of TVET Colleges has been a long challenge. There is also very little research published on current perceptions and attitudes of the youth towards TVET Colleges. The Sunday Times Generation Next Study is the leading annual youth brand preference and consumer behaviour survey which tracks how youth interact and respond to brands.

The Generation Next Study is in its thirteenth year, and this is the first time college brands have been measured; which included both private and public colleges. The youth included in this study

**“FET Colleges First”.**

From as early as 2004, Minister Naledi Pandor called for FET colleges to be “First choice” institutions and not “last resort” places of learning. The FET Colleges Act, which was passed in Parliament in 2006, also gave substance to the Minister’s call for “FET Colleges First”. FET policy has argued that FET colleges need to rebrand themselves as ‘institutions of choice’ (Nzimande, 2010). At the launch of the departmental “White Paper on Post-School Education and Training” on 15 January 2014, the Minister of Higher Education and Training, Dr Blade Nzimande, announced that all FET (Further Education and Training) colleges are to be renamed to TVET (Technical and Vocational Education and Training) Colleges. The shift to TVET was, in large part, meant to align our national educational system with an international trend in post-school education. The 2014 DHET White Paper places great emphasis on the growth of TVET Colleges. “The DHET’s highest priority is to strengthen and expand the public TVET

education. While higher education will always be right for some, this bias could lead to many young people discounting vocational routes prematurely and unfairly,” Chris Jones Director-General City and Guilds of London Institute.

A study was commissioned by the General City and Guilds of London Institute, ‘What young people think about education in South Africa’ Needham and Papier, FETI Institute 2011. In 2011 the study showed that there is little or no guidance at schools regarding vocational education offered by TVET Colleges as shown in the following quote. “Interviewer: Are any of you planning to go into – shall we call it – to an FET college? Student: A what?” (P:25). A number of learners from urban schools noted that they saw vocational education as a ‘dead end’. None of them intended to study at FET colleges.

**Positive image and positioning of colleges**

The tireless efforts of the former Deputy Minister of Higher Education, Mduzuzi Manana and the former Minister Blade Nzimande, have made great strides in positioning TVET Colleges as institutions of choice. This has been achieved through various initiatives such as the KETHA Apply now campaign and the “It’s Cool to be a 21st Century” artisan campaign and the TVET turn-around strategy. Notwithstanding the relentless and collective efforts of College marketing departments, the Youth brand survey confirms that TVET Colleges are now top of mind in the youth of South Africa. Six years on from the Needham and Papier study, the TVET brand equity is at an all-time high and is favourably considered alongside popular private education brands who have large advertising budgets.

**What is Brand equity and how is it measured**

Brand equity is the value that a consumer attaches to a certain brand. Given this foundation, brand equity is an important factor when evaluating a product, service, or institution. It can provide a useful strategic function to guide future management as well as consumer decisions, thus creating a common denominator. Although universities and colleges are rarely exposed to this type of evaluation, there undoubtedly exists an intangible value associated with a college’s brand name. (Gold and Moler: Measuring and Comparing the Brand Equity of Pomona College and the 5-C Colleges.)

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The Influence of Marketing Communication on Students’ Decisions to Enrol At Technical Vocational Education and Training Colleges in Kwazulu-Natal: Freedom Clement Vezi, 2016

# Western Cape TVET College Marketing and Advocacy Forum: Building the TVET Brand in the Western Cape Province

IVAN SWART - For the Western Cape TVET College Marketing and Advocacy Forum

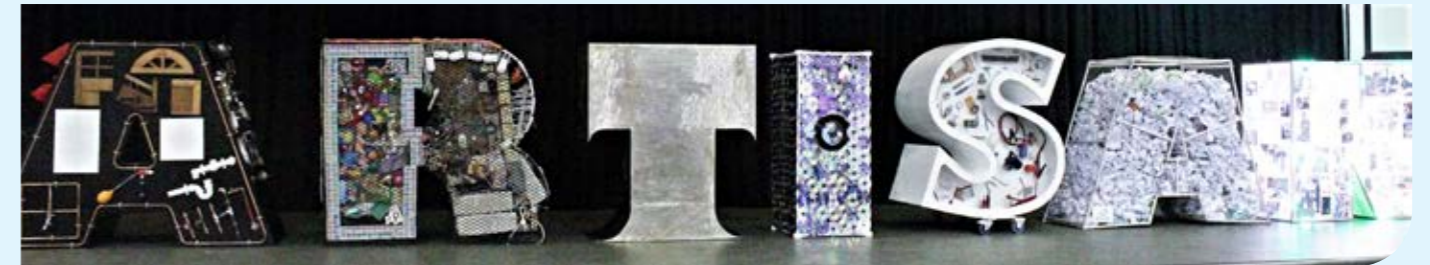
Boland, College of Cape Town, False Bay, Northlink, South Cape and West Coast TVET Colleges are leading TVET Colleges in the sector, each with their own unique Marketing and Communications Strategy and organisational ethos.

These Colleges are achieving great things in the sector. Such as winning awards at the TVET Imbizo hosted by DHET, being awarded Centres of Specialisation status in various industry fields and preparing their students to participate in the local, national and international WorldSkills Competitions. Apart from growing individual college brands, the Colleges work together to build the community, grow the economy and elevate the TVET Sector. This has been evident in the number of projects on

which the Forum has collaborated during the years following the amalgamations and mergers. Past and current collaborative projects include, Joint Open Days; TVET Month; Decade of the Artisan launch at College of Cape Town in 2014; Decade of the Artisan launch at South Cape TVET College in 2015; Western Cape TVET Colleges Fact File; WorldSkills SA Western Cape Team Announcement and WorldSkills SA Western Cape Competitors departure to WorldSkills International.

Over the past year, the Forum’s focus has been on the sharing of best practice from both external service providers as well as from its own members. This allows colleges to gain insights which could enhance operations. Rhazia Hamza,

Western Cape Marketing and Advocacy Forum Chair notes, “Overall the sharing of practices also creates a platform to review and learn from mistakes. It is however, difficult for anyone to admit failure. Especially in a very competitive space. Since more understanding is gained from failures than successes, it is important to build a climate of trust and collaboration.” Through the sharing of best practice and the assistance of members, the lessons learnt from each other and external service providers, the Forum helps in building the TVET College brand in the Western Cape Province. It contributes to the national brand through the promotion of the quality education and training the TVET Sector has to offer.



Promotional material jointly developed by the Western Cape TVET College Marketing and Advocacy Forum for the promotion of the Decade of the Artisan

## College rebrands

NTOMBEKHAYA GWAQA - Assistant Director for Marketing and Communication

After a lengthy consultation with all the stakeholders, Port Elizabeth TVET College finally launched its new corporate image.

During the consultative process, all faculty and students were encouraged to participate. The first phase was the road show. This was organised by the marketing and communications department. The college community was provided with all the information and the process was explained thoroughly to everyone. The roadshow was undertaken in order to ensure participation from all levels in the institution. There were many competition prizes to be won. The marketing and communication department worked hand in hand with an outside advertising agency, to ensure a smooth running of the process. Every week the College community had to vote and give input on colours, slogan, and the College logo. The College has added more vibrant colours to its corporate colours. There was a buzz of excitement when the new College slogan was revealed. The College has changed its slogan from ‘Get Ahead, Get an Education’ to ‘Your Future Starts Now’. The change was welcomed by the entire College Community.

The College is also thrilled to announce that in 2018, The College Shop will be up and running. All items sold in the College Shop will further strengthen the image. Currently, the College uses SRC members to market all the items that will be sold in the College Shop. The College is very excited about this project and sees it as one that will promote the brand effectively.

All the campuses have a new welcome board with the new slogan. The rebranding will continue in phases.



Assistant Director: Marketing and Communications Ms Ntosh Gwaqa behind a newly branded reception desk

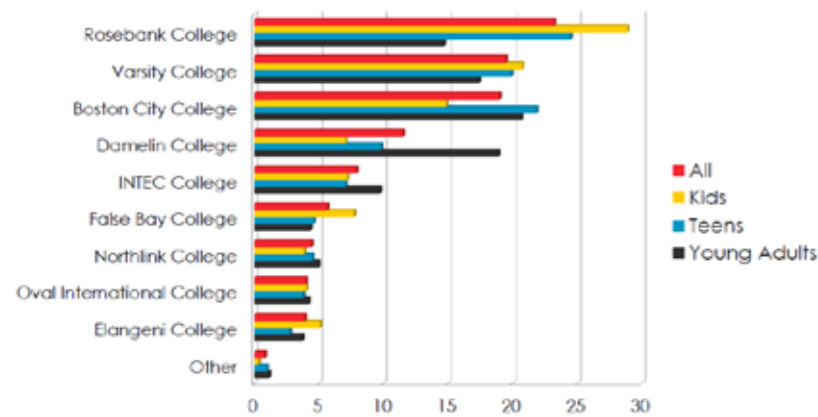


Officially opening the College Shop are Assistant Director: Marketing and Communications Ms Ntosh Gwaqa and SRC representative Nthabiseng Grootboom



Unveiling the new welcome boards are Iqhayiya Campus Head Mr Clifford Jonas, Campus Head: Russell Road Campus Ms Kim Matikina, Head of Division Business Studies: Dower Campus Ms Winnie Kiewiets and Principal Khaya Matiso

## COOLEST COLLEGE BY AGE



Graphic credit - Sunday Times Generation Next Survey 2017 HDI Youth Marketeers

are from urban and peri-urban communities, as the youth polled in this study must be exposed to the media and have access to media channels. There are two components to the overall study, the first, focuses on brand preference and the second, focuses on lifestyle and consumer behaviour.

For more information regarding the study and the methodology used, visit [www.hdiyouth.com](http://www.hdiyouth.com).

Data collection took place between January and March 2017. Concentrating on urban and peri-urban environments in six provinces, namely; Eastern Cape, Free State, Gauteng, KwaZulu-Natal, North West, and the Western Cape.

The Northern Cape was excluded because of the almost non-existent urbanised youth in the province, as was Limpopo Province.

Each year, the study alternates between the North West and Mpumalanga Provinces, so as to include three inland and three coastal provinces. The intense research process was conducted by HDI Youth Marketeers. The capturing, analysis, and validation of the results, are conducted by external third parties that specialise in statistical analysis and validation. Highlights were published by media partner, Sunday Times.

Colleges and turn them into attractive institutions of choice for school leavers.” TVET Colleges are expected to increase student enrolment up to four million by 2030 (South Africa 2012: 15).

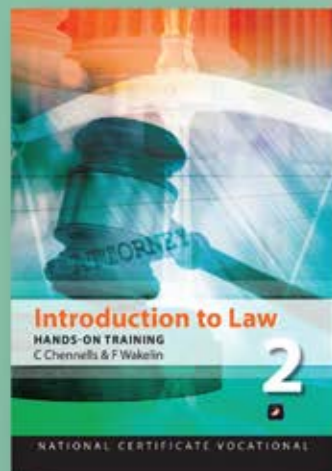
**Changing Perceptions**

The greatest challenge faced by TVET Colleges, is how to position themselves and their programmes as viable education options for all learners and to attract the required student enrolment numbers. According to UNESCO, increasing the appeal of TVET has been noted as a significant policy challenge, both nationally and globally. Internationally, there are policy documents suggesting that TVET continues to struggle for parity of esteem with other forms of education. (UNESCO, 2012).

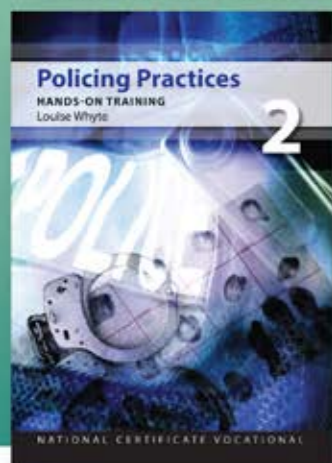
Many prospective students fear that TVET qualifications will not open the doors to jobs that offer good pay (Nkosi 2013:02). “We do know that vocational education can help people to realise their potential and achieve fulfilling and well-paid employment, but in the eyes of the media, some policy makers, and a large number of parents and teachers, there is a heavy bias in favour of higher education and against further and vocational

# SAFETY IN SOCIETY

These titles have been revised and updated to the new 2018 curriculum.



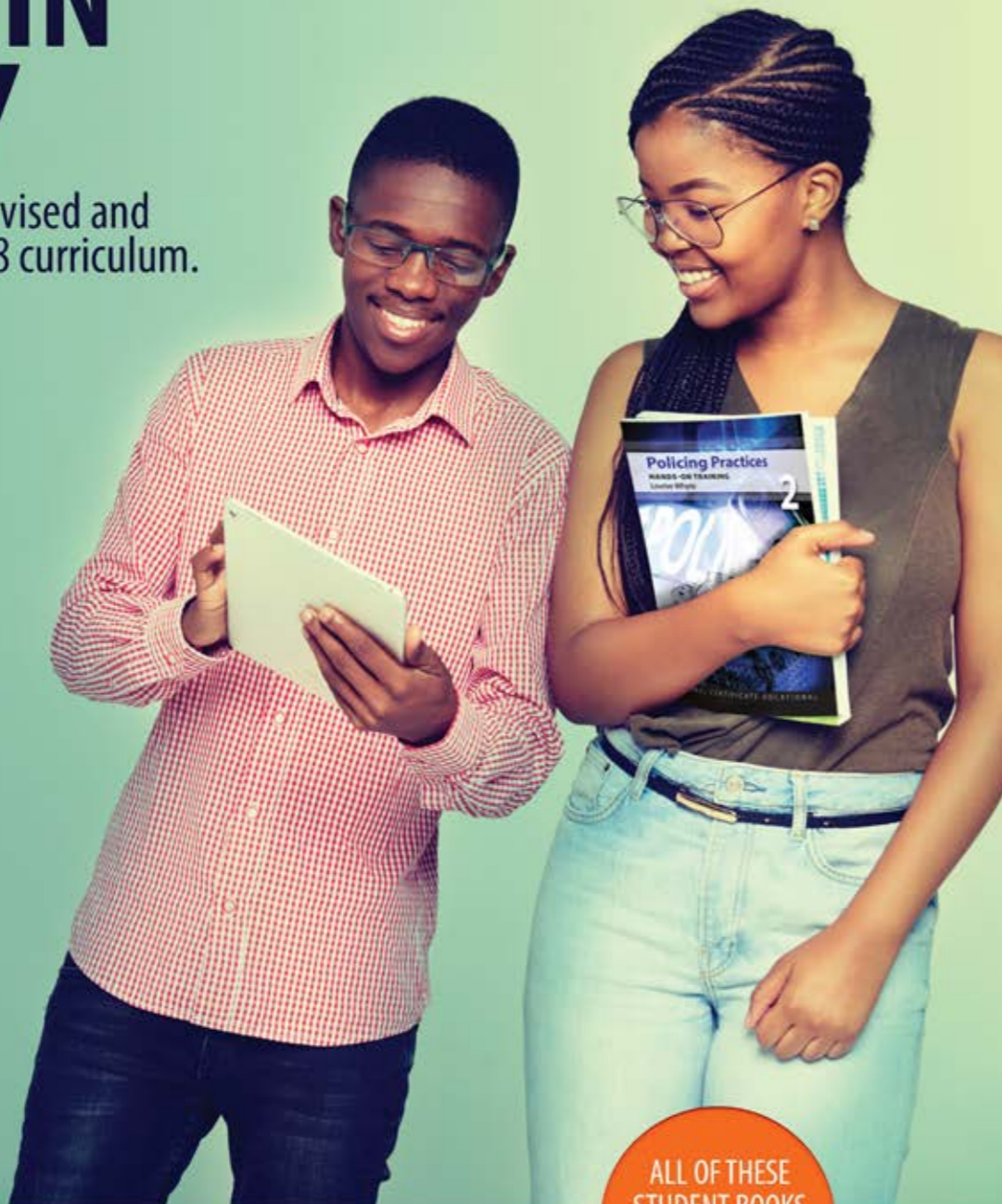
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## CAREER GUIDANCE PROMOTIONS

### Department of Higher Education and Training embarks on Student Support Services for the 2018 Academic Year

LEHLOHONOLO MPHUTHI

The Department of Higher Education and Training (DHET) looks set to strengthen its support services for Technical and Vocational Education and Training (TVET) colleges. The motivating driver is to increase graduation rates and prepare students for employment opportunities.

The programme is set to provide support services on career guidance, best programme choices, access to financial assistance, academic development, the ability to think critically and includes providing a support structure for students living with disabilities, among other services, said Richard Mediroe, Deputy Director for Student Development Support at the DHET.

He added that students with special education

needs, will be accommodated and supported in TVET colleges that have the necessary infrastructure. Special assistive devices would assist and motivate special needs students towards the completion of their studies.

The DHET, together with college stakeholders such as the principal, council, lecturers and college management, will enhance academic support through mentoring and tutorials.

These would specifically target low performing subjects. Amongst them are languages, maths, maths literacy and engineering studies. "Student enrolment at public TVET colleges has expanded considerably in the last few years.

As a result, the programme will attempt to improve academic and social integration. This would enable students to make new friends and

learn about the services offered by the institution. The programme would also assist in avoiding social isolation," said Mr Mediroe.

On sports, he said that colleges should facilitate and encourage students to participate in various recreational activities. Doing so, could improve academic performance, ensure a healthy lifestyle and impart a feeling of well-being and cohesion within the campus community.

He added that college management should create opportunities for dialogue with student leaders as a pathway to enhance student life on campuses. Students should participate in leadership structures and learn organisational skills.

Their participation would assist them in being equipped with knowledge and skills. This would in due course enable them to provide leadership.

### SASOL awards College with the best learning institution award at careers exhibition

THULANI THULARE - Marketing and Communication Intern

Gert Sibande TVET College was awarded the 'Best Learning Institution Award' at the Sasol Techno X careers exhibition that was held in late July and early August in Secunda, Mpumalanga Province.

The College won the award after College exhibitors ensured that the exhibition stall and presentation was brilliant. The stall encouraged interaction with learners and visitors. The Learning Institutions category consisted of eight TVET Colleges from across the country. The College was assessed as the best in terms of presentation and practicals. The criteria that was used to judge the stalls included, Look and Feel, Content, Interactivity, Enthusiasm and Career Information. The score was rated from 1 (low) up to 5 (high). Gert Sibande TVET College scored high on all criteria. A total of 213 schools from five provinces namely, Mpumalanga, Gauteng, North West, Free State and Limpopo, attended the exhibition. This year's event brought together just over 26 000 visitors. Learners made up 23 874 and teachers 823 of the visitors. Neighbouring countries of Mozambique and Lesotho also participated.

Deputy CEO: Corporate Services, Mr Jannie Pretorius, expressed his gratitude. "Winning the award shows that as a College, we are outstanding. We are the best out of all eight institutions that exhibited". He commended the College Marketing and Communication Department for striving for excellence. "I am extremely proud of the marketing department, led by Ms Jabulile Mhlabane, and the Skills Academy, for such an



Bulelani Dakile, a student of the Skills Academy and Artisan Development Centre, explains to learners at the exhibition

outstanding event. He added that with the marketing department, the College has the best tool to reach higher levels, ensuring that it remains one of the best in the country. Skills Academy Centre Manager Ms Monica Swart, said "We all felt proud winning the Learning Institution Award. Especially the Skills Academy, since it was their first time exhibiting. We are very proud that we did well together." Learners received important information about the scarce skills fields to arm them with information. "The exhibition was amazing and we worked together with other stakeholders to assist learners," concluded Communication Clerk, Mr Kubeka. The Buddies (marshals),

stakeholders, educators, judges, Sasol representatives, the Executive Mayor of Govan Mbeki Local Municipality, Cllr Flora Maboja-Boltman, all visited the College stall. They listened to presentations and observed the practicals. Ms Lynn Barnard, a Facilitator from the Skills Academy, observed that students from the Academy made it easy for learners to understand, because they relate better to people who are almost their age. Ms Barnard further added that she is proud of the students because they proved that they can do these things on their own. Skills Academy Millwright student, Dimakatso Selepe, shared her experience. "It was the

best experience to share with learners what I have been taught. I was blown away when the learners responded in the way they did. They were interested and kept asking for more and more information. I am glad that I could meet their expectations".

The exhibition ended on a high note. Ms Rethabile Ndjibu, Senior Manager of Communication, Branding and Events for Sasol, concluded, "To all our partners, the Mpumalanga Provincial Department of Education, Osizweni Science Centre and Gert Sibande TVET College, as well as all the exhibitors, I thank you all for making Sasol Techno X 2017 such a great success".

## LIFESKILLS EDUCATION

### “First Things First”

RHONA FINLAYNSON - Student Support Services: Health Centre Practitioner

Buffalo City TVET College held six HEAIDS “First Things First” Campaigns in 2017. Two events were hosted at each of the three College campuses. The services offered through these Campaigns included pre- HIV Test Counselling, HIV Testing, TB and STI Screening, Blood Pressure and Blood Sugar Testing, Pap Smears, Family Planning and Health Education on various applicable topics. The Health Education topics included, Substance

Abuse, Women Empowerment, and Condom Demonstrations. A total of 1527 students attended the campaigns while 1194 students were tested for HIV.

Each year, the College trains students to become Peer Educators.

This serves to extend Health and other related services to their peers who are fellow students. The College held a Certificate Awards Ceremony for all 24 Peer Educators who were trained in 2016. Thirty new students



An HEAIDS First Things First facilitator addresses students in the Campaign

### MOT Youth event inspires courage and leadership

JULIA DUMINY

In 2017, MOT South Africa has trained 129 youth as leaders and active South African citizens. These students, who are 18 to 35 years old, are from five Technical and Vocational Education and Training (TVET) Colleges in the Western Cape Province.

MOT SA is a registered and leading public benefit, non-profit organisation. It specialises in life-skills development among the youth.

MOT has become the foundation for life-skills education in participating TVET colleges. “The Norwegian word “mot” denotes both the ability to show courage, and the ability to take a stand against something.

In this instance, against the prevalence of violence, peer pressure and substance abuse”, explains MOT South Africa CEO, Wanda Möller. “Through the three-day MOT youth leadership camps, students were equipped with awareness, tools, knowledge and leadership skills, to be able to deal with the challenges that they face. These skills also

enable them to become youth leaders and MOT peer educators at their colleges.”

MOT SA hosted its annual Young MOTivators’ Inspiration Event in October at Northlink TVET College, Tygerberg Campus.

The youths’ presentations showcased their passion, energy and potential to bring about positive and lasting change in their communities.

Starting proceedings on a high note, Springbok Rugby player and MOT brand ambassador, Siya Kolisi addressed the Young MOTivators. Siya offered encouragement and motivation, “My dream was to be a rugby player. I had a tough upbringing, but I knew that someone was always worse off than I was. I remained focused on that dream and surrounded myself with friends who had the same values as I do. My message to you is don’t be afraid to be different. Stand up and say no. Surround yourself with people who will support you, lift you and build

you.” The students provided feedback on their community outreach projects and their facilitation of the MOT life-skills programmes with their peers.

Some of the projects that they took to their communities included HIV/AIDS and health care awareness campaigns; clothing and book drives; food and toiletries donation campaigns and volunteering their time at various retirement homes, orphanages and primary schools in disadvantaged areas.

“MOT moulds us to lead, love and motivate others at our colleges and in our communities”, said Goodman Zolile, a student and Young MOTivator from College of Cape Town for TVET, Gugulethu campus. “Being a Young MOTivator means that I must add value to my life and to the lives of others by giving back and motivating the youth.

Before the MOT youth leadership camp, I had a low self-esteem. The camp strengthened my courage, self-worth and my ability to care for and love others.” said Nawaal Isaacs, a student and Young MOTivator from

False Bay TVET College, Fish Hoek Campus. Professor Eltie Links, MOT SA Chairperson, gave the keynote address and focused on “leaving the right legacy”, “When you are part of the MOT family, you have the tools to meet your expectations, goals and dreams. Each youth here today is a role model. That is the importance of life; leaving a legacy of which you will be proud.” Wanda Möller added, “We are proud of our youth and their courage to lead positive change and for being role models to others.”

“MOT aims to empower the youth with awareness and courage; courage to live, courage to care and courage to say no. We have the privilege to witness MOT youth take responsibility for their own lives and take care of others. This year, MOT SA aims to impact 15 000 youth through the programmes. Events like this is what motivates MOT to continue creating robust, strong and confident young people,” she concluded.

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

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Young MOTivators Goodman Zolile and Aesha Raphael of College of Cape Town for TVET, Gardens Campus, provide feedback on their community outreach projects

Photo Credit: Kirsten Dyason

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## Address by the Director-General of Higher Education and Training, Mr GF Qonde, at the King Sabata Dalindyebo TVET College partnerships promotion event held in September



### higher education & training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

and Vocational Education and Training (TVET) Colleges. This signalled a new era for our colleges. The importance of integrating formal education with practical training and the requirements of occupations has since become pivotal.

An emphasis needs to be made for strengthening partnerships with employers, both at the systemic and individual college level. These partnerships will assist colleges to locate opportunities for work integrated learning. It will facilitate the placement of students when they complete their studies as well as provide workplace exposure for staff enabling them to keep abreast of industry developments. Employers must also not shy away from advising colleges around issues of curriculum. Experts from industry could be made available to teach at colleges on a part-time or occasional basis. Aligning colleges and their programmes to the world of work, is no longer negotiable. Colleges and employers need to work collaboratively in partnership for the prosperity of our students and the development of the economy.

Recent studies conducted by the Centre for Development and Enterprise (CDE) and published last month, show the rapid increase of NEET students. These students are Not in Employment Education or Training. The numbers are estimated to be as high as 7.5 million between the ages of 15 – 34. This is approximately 40% of all our young people. The CDE argues that the plans that government has put in place, simply does not meet the severity of the problem.

The report then continues to express the need for structural changes to the economy and a range of other possible solutions. Of importance to us today, is the need for workplace learning opportunities. Sector Education and Training Authorities (SETAs) have an important role to play in promoting and facilitating the linkages between colleges and employers.

As a country, we are known for developing policies and striking accords, but on the implementation, in some instances, we are found wanting. In July 2011, we signed the National Skills Accord whereupon we committed all parties at NEDLAC, which includes government, business and labour, to make internship and placement opportunities available within workplaces.

In April 2013, we signed the Youth Employment Accord, Commitment 2 which deals with work exposure, emphasising that Government, State Owned enterprises and the private sector need be encouraged to provide a range of work exposure programmes especially targeting our TVET Colleges.

Research has found that if students were given workplace experience, their chances of finding employment could be enhanced by over 80%. It is therefore evident that the placement of students enhances their ability to find employment. I believe that it is particularly rural based colleges and students who are worst affected by the unemployment crisis. We have to acknowledge that workplace opportunities in places such as Umtata are much fewer than what they are in Durban, Cape Town or Johannesburg. It is for this reason that this meeting today is even more significant.



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

levels of education and decreased levels of poverty. A better education clearly opens the door to better economic prospects. Education alone cannot eradicate poverty, rather education coupled with greater job opportunities in the economy will provide the roadmap out of poverty.

The Department of Higher Education and Training, continually promotes the establishment of collaborative partnerships. The initiative of King Sabata Dalindyebo TVET College, is further demonstrated by the third year of its partnership with the Isle of Wight College in the UK. The partnership was facilitated by the British Council. The aim of this international partnership is to share and exchange best practices between the colleges in the fields of Hospitality and Business Studies thereby enhancing the employability of students. Similarly, this event celebrates the partnership between the British Council; the Manufacturing, Engineering and Related Services Sector Education and Training Authority (merSETA); King Sabata Dalindyebo TVET College and the Mining Qualification Authority (MQA). The partners are hoping to come up with solutions to address the employability of students under the theme, "Skills for Employability: Collaborate to conquer".

The National Skills Development Strategy III singles out the TVET College system as a central delivery mechanism for skills development. Without an adequately skilled population, we cannot achieve the vision. The absence of a systemic link between vocational education and workplace experiential learning has been recognised as a major contributor to the disjuncture between the education and training system, and the needs and requirements of industry. You may recall that in November 2014, the Department hosted a TVET Conference, where it was announced that Further Education and Training (FET) Colleges had officially become Technical

The Principal, King Sabata Dalindyebo TVET College  
College personnel  
Representatives of business, industry and communities  
Honoured guests  
Ladies and gentlemen

It is truly a great pleasure for me to join you here today at this partnership promotion event. Partnerships are central to addressing the skills for employability challenge.

The National Development Plan highlights that by 2030, all South Africans should have access to education and training of the highest quality. This should lead to significantly improved learning and training outcomes. It is envisaged that the education and training system should play a significant role in building an inclusive society. It provides equal opportunities and helps all South Africans to realise their full potential. In particular, it helps those previously disadvantaged by apartheid policies, namely black people, women and people with disabilities.

Technical and Vocational Education and Training plays a pivotal role within all of these outcomes. TVET Colleges contribute by developing a knowledgeable and skilled citizenry. This effectively leads to the social and economic development of the country. Key government plans, strategies, accords and the White Paper for Post-School Education and Training, all recognise the central role of TVET Colleges. Addressing skills shortages contributes to advancing economic growth. The TVET College sector is central to the delivery mechanism for skills development, as it equips young people with the technical, business, administrative and other skills as required by a modern economy. Without an adequately skilled population, we cannot achieve the vision, which has been mapped out by the National Development Plan and related policies.

The timing of this event is significant given the report recently released by StatsSA on Poverty Trends in South Africa. This report highlights the challenges we as a collective need to address. This needs to happen through the formation of partnerships, as individually, it will be difficult to make inroads into resolving the challenges. The StatsSA report highlights the Eastern Cape as the poorest province. An unemployment rate of 34.4%, and by the expanded definition, 44.5%, has been recorded in this province. The key driver of poverty is unemployment.

The National Development Plan identifies the potential of the TVET College sector to play a critical role in South Africa's development by reducing unemployment. It sets a target of 2.5 million enrolments per annum in TVET Colleges by 2030.

There is also a strong link between increased

Rather than sitting back and lamenting the obstacles faced by rural colleges, I am encouraged by this event, which aims to engage stakeholders in discussions which address unemployment, improve self-employability and access to jobs for graduating college students. These objectives are embedded in the National Skills Development Strategy III, which "seeks to encourage and actively support the integration of workplace training, with theoretical learning, and to facilitate the journey individuals make from school, college or university or even from periods of unemployment, to sustained employment and

in-work progression". This is what we envisaged in the White Paper on Post-School Education and Training. Creating a single, coherent, differentiated, highly articulated and yet diverse and non-racial post-school education and training system. A system in which all sectors play their role as part of a coherent but differentiated whole. In essence, this is part of the broader strategy of the Department of Higher Education and Training. It is one of creating a seamless transition from institutions of learning to workplaces. To create decent jobs in today's world, it is essential that we have a skilled and capable workforce. A workforce which can use

the latest technology for producing the goods and services required to compete effectively nationally and globally. I would like to emphasise our call of making TVET Colleges, institutions of choice. Government expects TVET Colleges to become the cornerstone of the country's skills development system. You will realise that this is a mammoth task and requires partnerships and dialogue such as is being demonstrated here today.

The Department looks forward to a successful event. An event which provides solutions and creates mutual benefits for TVET students, employers and stakeholders. **I thank you.**

## DHET ENDORSED CAMPAIGNS

### Exploring graduate pathways: from NATED programmes into employment

PROF JOY PAPIER, DR LESLEY POWELL, TIMOTHY MCBRIDE, AND SEAMUS NEEDHAM

**Author's Note:** This report is published by the Labour Market Intelligence Partnership (LMIP). A research consortium led by the Human Sciences Research Council (HSRC) and funded by the Department of Higher Education and Training (DHET). The ideas, opinions, conclusions or policy recommendations expressed in these reports 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 the DHET.

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

Graduate employment is one of the important outcomes of public TVET colleges. It is surprising, therefore, that little is known about the pathways of TVET students through college and into employment. Are students finding employment or not?

New research focuses on the N3 Engineering and N6 Business and Engineering programme graduates of public TVET colleges. The results show that just over half of the total 2013 graduates (52.3%) were employed at the time of the survey, thirty months after graduation. Of those employed, 34.4% were in internships or apprenticeships, 50.2% were in permanent employment or long term contracts, and 15.4% were in short-term contracts. A telephone survey of 4050 TVET graduates who completed their qualifications in 2013 across the 50 public TVET colleges nationally was conducted. Of the sample surveyed<sup>1</sup>, 42.5% of the respondents were female and 57.5% were male. The majority of students were Black African (96.2%), with smaller proportions being Coloured (2.1%), White (1.5%), and Asian (0.3%) graduates.

52.3% of the total 2013 cohort of graduates were employed at the time of the survey (see table 1). While White and Coloured graduates constituted very small proportions (1.5% and 2.1% respectively) of the study cohort, their employment rates were significantly higher. N6 graduates had higher employment rates (60%) than N3 graduates (51%).

Not all graduates who are not in employment can be considered 'unemployed' (see Table 2). At the time of the survey 47.7% of the respondents indicated that they were unemployed. However, out of the 47.7%, 10% said that they were studying. The main reason provided for studying further was in order to achieve a higher qualification or to further careers. Almost all of these (93%) indicated that they were looking for a job and a very small proportion (7%) said

that they were not looking for a job. 75% have been unemployed for 12 months or longer of the 30 months since completion. In total about 33% could be considered 'not in employment, education or training' (NEET).

One of the main purposes of the post-school system is to prepare workers for the labour market. All individuals should have the skills to enable them to enter formal employment, but also to earn sustainable livelihoods through self-employment. The low numbers of self-employed graduates could suggest that self-employment is not treated as a serious option for TVET college learners while they are still in college where preparation for such an option could be provided.

This could be investigated further. Further

research is needed to better understand the inter-relationship between TVET Colleges and formal and informal economies.

This research contributes to the small body of knowledge (Cosser, 2003 and Gewer, 2009) on the absorption of TVET graduates in general, but NATED graduates specifically, into employment. Anecdotal reports are conflicting about the value of the NATED qualification within industry: while some hold that employers value the N-qualifications above the NCV, others contend that the NCV is finding purchase with employers as the qualification becomes more generally understood and is bedded down within college provision. The aim of the research is to provide more data on graduate pathways and destinations, so that more is known about how students move from education either to employment, entrepreneurship or further study and so forth.

Findings from the report, Survey Analysis of the Pathways of Public TVET College Learners Through NATED Programmes by Prof Joy Papier (IPSS, UWC), Dr Lesley Powell (CIPSET, NMMU), Timothy McBride (IPSS, UWC) and Seamus Needham (IPSS, UWC).

The full report will be available soon on the LMIP Repository at <http://www.lmip.org.za>

Table 1: Employed graduates from the 2013 cohort

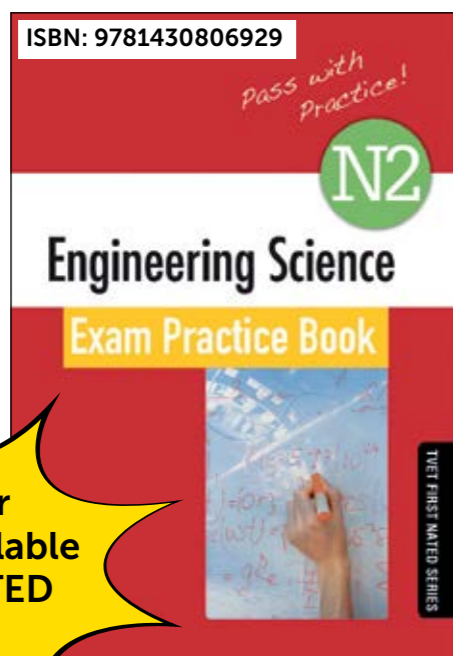
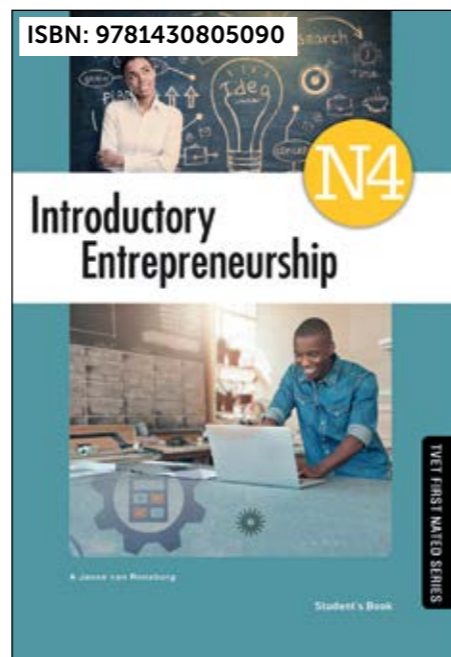
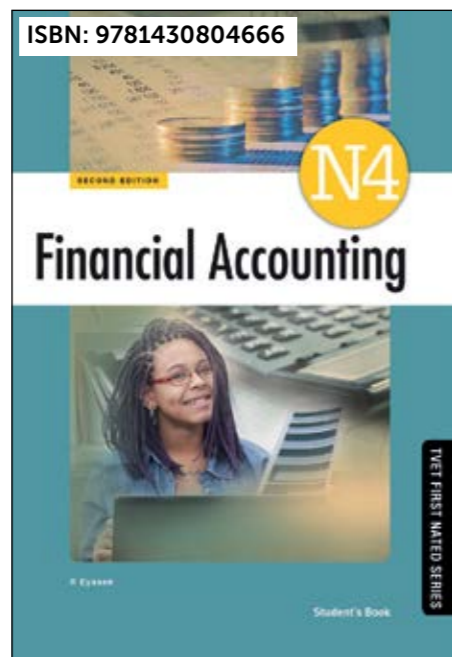
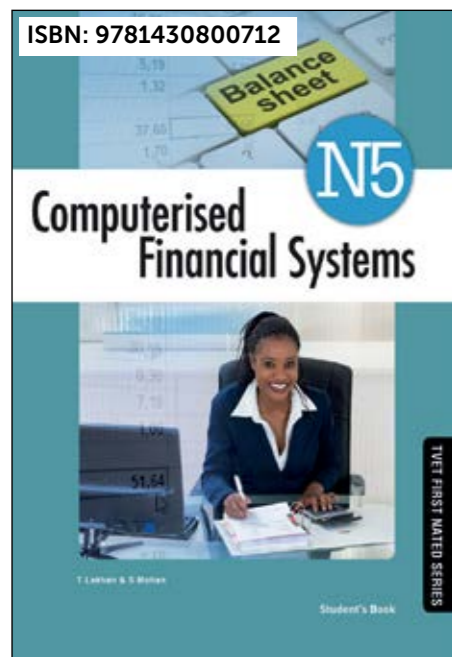
Employed graduates = 52.3% of graduates				
Gender of employed	Male	54.2%	Female	49.8%
	Internships/ apprenticeships	34.4%	Permanent employment	26.5%
Type of employment	Long term contracts	23.7%	Short term contracts	15.4%
	Earning	Between R1,000 to R3,000 per month	33.2%	Between R3,001 to R5,000
Between R5,001 and R10,000		19.9%	More than R10,000 per month	14.6%
Duration until accessing first job	Over six months to access their first job	58%	Over a year to access their first job	32%
	Using the skills learnt in their NATED programme in their job?	Using the skills	67%	Using their skills only to some extent
		Not using any of the skills	6.1%	

Table 2: Graduates from the 2013 cohort not in employment

Not in employment	Unemployed (NEET)	33%	Self-employed	3%
	Studying	10%	Inactive	1.7%
Total				47.7%

<sup>1</sup> The telephone survey aimed at a 20% sample stratified by college, and achieved 4050 respondents. The data was later further cleaned and weighted, resulting in 3013 respondents.

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

### Approach Based on a Paradigm Shift

#### General scheme

The demand (or need) for TVET training is as important as the supply of the training. It is also clear that the supply has had its challenges. Producing inadequately trained graduates who are then unemployable, as a case in point. The starting point for attending to this dilemma, has to be from the demand side for TVET skills. Where the starting point has been the supply of training, these approaches have proved inadequate. The main problem being found in the production of graduates that are unemployable. The crux of the matter rests in the skills that are required for economic activity. This can be further defined per economic sector. These sectors are ultimately the engine of any country's economy.

The intention here, is to present a strategic framework and a set of practical recommendations that will inform policies, strategies and action plans. Such approaches must be aimed at appropriately promoting the quality and usefulness of TVET training. Diagrammatically (not included here), one can show the basis for the development of a coherent national or regional TVET plan. One of the most important developments in the TVET sector in recent years, has been the paradigm shift that has been made towards a more integrated and holistic policy. The approach is one that recognises and adopts the acquisition of skills in all learning frameworks, whether formal, informal or non-formal. The example of the production of vegetables was chosen to illustrate various sets of skills that may be required. This analogy was deemed appropriate on the basis of recent developments, which included the introduction of agricultural skills training. The skills are honed on the full agricultural value chain from input supply, to food production.

This TVET strategy opens the possibility of exploring further new opportunities.

There are opportunities that arise from globalisation, advances in technology and production systems.

Furthermore, agricultural food production is the largest employer in Africa.

The chain includes primary plant care and elements such as irrigation, harvesting, packaging, transportation, marketing, energy supply, food processing and many more.

To illustrate the path taken by the vegetable, the image of the pyramid from the wide base to the peak summit is not used. This is to avoid giving the impression that the one at the end of the chain receiving the vegetable on the plate, is the most important element of the journey. Arguably, the chain does not end there but could include the vegetable's journey at the dining table. Think of the hospitality skills required for setting the dining table with cutlery and crockery, providing quality cuisine, clearing the table and washing the dishes. So many skills are attached to the value chain, when it is analysed.

This same analogy can be applied to the many areas of production. Think of mining, engineering and manufacturing and the service industries. This structure demands the revisiting of training objectives and learning programmes.

It necessitates redefining the role of training institutions and centres and all stakeholders involved. The entire skills value chain from design to the implementation, including its funding and institutional management, needs to be analysed and defined for implementation.

As the end user of the TVET graduate, the productive sector should be involved in the full training process. This involvement should commence at the stage of defining the need in terms of skills, competencies and knowledge required for the performance of the skill and therefore employment. It includes the development of the programmes and the delivery methodologies.

#### Trades

##### Trade Determination

It is appropriate to remember that there are no inferior trades. What occurs is inferior

perspectives held by the ill-informed. Every human activity that forms part of a legitimate skill set or profession, gives value and meaning to life. With regards to the observation of unemployed graduates, one often hears the exclamation, "One leaves the university without a job". In terms of occupations, trades are defined by their purpose. A trade is unique in terms of its tools and expertise requirements. There is no difference between a trade and a profession in terms of securing a livelihood and economic independence.

Professions traditionally command higher levels of remuneration and this provides a basis for determining a greater or lesser prestigious social position. Both trades and professions subscribe to guilds or professional bodies.

These play a role in determining the professional standards required by each. Individuals aligned to such bodies are the beneficiaries of a collective of ethics, skills and professionalism. Such bodies nurture common collective goals and standards. It serves to create a sense of solidarity within the respective affiliates.

#### The Quest for Socio-Economic Development and the TVET response

Socio-Economic development raises the challenge of matching training and employment. The articulation of the quest for socio-economic development should occur in both qualitative and quantitative terms. Such planning should be flexible and indicative. Doing so will assist and promote the trades of the future and facilitate the assessment of training needs.

It takes into account the frequency and duration of the planning required to avoid unnecessary job market saturation.

In terms of the TVET response, the identification, definition and description of trades, remains essential to the identification of training needs. The expression and development of the content of courses and the relevant curricula required, follows. Such work also requires establishing the distinctions



between trades, careers and the professions they comprise.

To enhance the attractiveness of TVET and the trades for which people are trained, the work of defining and describing such trades must involve personnel of the college and university, career guidance services, for which people are trained. This work must be supported by stakeholders and representatives of all the relevant productive sectors. This information should then be relayed through all communication networks, indicating the following elements:

- i. The importance and necessity of each trade according to its place in the production chain and how the skills can be acquired;
  - ii. Careers and opportunities for career advancement within companies through continuing training.
- Qualifications required for specific training opportunities, should be articulated in terms of years of education/training required as well as the possibilities for advancing from one occupational level to the next as listed below, for example;
- i. Labourer
  - ii. (Highly) skilled worker
  - iii. Foreman
  - iv. Executive and/or design engineer
  - v. Manager.

With such an analysis, the profiles and the related programmes should easily ensue.

# TVET IMBIZO

## Address by the former Minister of Higher Education and Training, Dr B.E. Nzimande, at the opening ceremony of the Technical and Vocational Education and Training (TVET) Imbizo on 3 October

I warmly welcoming you to this key Technical and Vocational Education and Training (TVET) Imbizo. It takes place at a momentous time for South African Higher Education.

We meet against the backdrop of two previous gatherings of a similar nature. Namely, the Further Education and Training (FET) Roundtable which was held on 9 April 2010, and the Technical and Vocational Education and Training (TVET) Conference which was held on 18 and 19 November 2014. The FET Roundtable was convened under the theme "Towards finding solutions in partnership with stakeholders". The TVET 2014 Conference was entitled "Together forging a vibrant Technical and Vocational Education and Training system in South Africa". With this background, today's Imbizo very appropriately takes place under the theme, "Defining a shared vision, removing obstacles and charting a roadmap to our destination".

Indeed, many changes have taken place in our complex system following the 2014 TVET conference. While some of the changes were planned and are a product of our engagements, as we collectively continue to strive to overcome the many challenges which confront us, others emerged simply as a consequence of how events unfolded in the sector. This Imbizo can be considered as a necessary, perhaps even critical, pause in our endeavours to deliver an effective and efficient TVET system. Let us use it to reflect on our achievements to date, and to tackle issues that still need to be resolved so that the path is clear going forward.

We also use the opportunity to take into account other relevant processes that are currently unfolding. Such as the development of the White Paper on Post School Education and Training Implementation Plan, and the review of the National Skills Development Strategy 3. Doing so, will allow us to craft an integrated approach towards achieving a common vision for the TVET Sector. Indeed, the roadmap to our desired vision should not be an isolated or independent process. It should be an integral part of all the initiatives currently under way, as well as those in planning. To underline this point, we need to avoid the duplication of efforts and the risks of working in silos. Particularly, considering the limited resources available to the sector. At the heart of the challenges facing the TVET system, is the rupture that occurred between colleges and employers. A fissure which commenced with the introduction of 'private students' well before the dawn of our 1994 democracy. Some of you may recall that prior to that, all students had apprenticeship contracts before they enrolled at the colleges. Today we look back to this bygone era with some nostalgia as employers help to keep qualifications and programmes current, and ensure that adequate workplace learning is provided. This effectually lays the foundation for apprentices' subsequent employment. But it is not all bad news. Since my Department was established in 2009, the chasm between colleges and employers has been narrowing, albeit slowly. The SETAs have played a significant role in making this happen. I must recognise them for the work that they have done in this regard.

Allow me at this point, to turn to the critical issue of funding. In October 2013, the National

Student Financial Aid Scheme (NSFAS) introduced a new administrative model for managing NSFAS bursaries known as the new student centred model.

The new model, initially piloted at a limited number of institutions, was rolled out in all 50 TVET colleges in the 2017 academic year. In this model, the responsibility of administering funding for TVET college students has shifted to NSFAS. It incorporates a range of processes aimed at improving the administration of the scheme. There is no doubt that the new NSFAS systems and processes were severely challenged this year. It necessitated the putting in place of emergency management capacity so as to enable the disbursement of funding. But, like any new system, it will take some time to adjust and optimally provide the results we seek. It is important that we all work together to ensure that the system is improved. We must ensure that eligible students receive the funding required to enable them to succeed.

Following the African National Congress NEC meeting and NEC Lekgotla held from the 27th to the 30th of July 2017, a statement was released on 31 July resolving to introduce a measure of free higher education in 2018. If the proposed resolution is to be adopted as government policy, meaning that all eligible students with a combined family income of R150 000 and below should be provided with fully subsidised grants by 2018, one wonders if the increased threshold would not accommodate all TVET sector students becoming eligible for grant funding.

Actually, and if you think about it more deeply, we are already to a lesser extent providing free education in our TVET colleges. What we have not determined as yet, is the number of students that can be categorised as 'the missing middle'.

I thank all the institutions which have gone out of their way to ensure that they assist students.

We provide for tuition fees and allowances to poor students through the NSFAS. In the meantime, and as some of you may know, there is a Ministerial Task Team which was established in early 2016 to develop a funding and support model for poor and missing middle students. We are piloting the model. The model recommends funding through a public-private partnership between government and the private sector.

I thank all the institutions which have gone out of their way to ensure that they assist students. They provide support services to students irrespective of the funding mechanisms. It shows that these institutions have really managed to make the link. It is a link between the important role of student support services and reducing student dropout rates and increased throughput. In this regard, a plan for ensuring sufficient student

housing for university and TVET students will be developed for implementation over the period 2018 to 2028. The length of time to get to the ideal level of accommodation will be dependent on the funding available, both public and private.

You will also realise colleagues that I make time to engage with student leaders very often. I believe they are an important stakeholder in the sector. Without doubt, students should sit at the centre of everything we aspire to in colleges.

I believe that the more we engage with young leaders, the fewer protests and misunderstandings we will have in our various institutions. On this score, I have always been impressed when engaging with students. They raise matters that are critical to teaching and learning. These are relevant to skills production, the availability of text books and the quality of the campus workshops and laboratories, among other things. This bodes well for the South African economy, as well as for the future of our young democracy. TVET colleges are vital national assets which empower the next generations with practical skills and knowledge. They make a crucial contribution to the competitive ability of our economy. This, despite the fact that they currently face a number of real challenges.

Ladies and gentlemen, I am also happy to note that although 2017 has been yet another challenging year for the higher education system, there were minimal disruptions to study programmes at TVET colleges. It is important for me to emphasise at this point that while students have the right to protest and to bring their issues to the fore, they should always do so responsibly. This means, without violence and intimidation and without disruption of the study programme. Ladies and gentlemen, we cannot make the public TVET colleges institutions of choice until they begin to develop more meaningful opportunities for young people. Opportunities that lead to further study and employment opportunities.

There is an urgent need for collaborative planning with the Department of Basic Education to resolve the overlap and articulation issues between schools and TVET colleges. Similarly, the critical issue of lecturer development deserves the close attention of this Imbizo. As I conclude, may I urge employers, be they public or private, to ramp up their partnership with us. Let us re-build a strong and vibrant TVET system. This is something which we must do together if you are to get the skills you need, and we are to assist students to acquire the skills needed by the economy.

To summarise our agenda today, among some of the issues which I strongly feel this Imbizo should grapple with are, Enrolment and funding gaps; Conditions of service of lecturers; Lecturer development; Curriculum review for relevance and responsiveness; Governance and management roles and responsibilities; Funding for the severely underfunded TVET system and Industry partnerships. This Imbizo will, I trust, pronounce, with a collective voice, how these intractable issues can be prioritised. How we can work smarter and more innovatively together. I wish you robust, honest and constructive discussions that will take this sector forward.

I thank you.

### CONFERENCE DECLARATION

5 October 2017, Benoni, Gauteng Province  
TVET Imbizo 2017

We, the community of the TVET sector, our partners, officials, stakeholders, students, organized labour and business, recognizing our past shortcomings, strengths and gains with specific reference to our current underfunding crisis and the related challenges and success:

**Met** from 3-5 October 2017 at The Lakes Hotel, Ekurhuleni, Gauteng for the TVET Imbizo 2017 under the theme: "Defining a shared vision, removing obstacles and charting a roadmap to our destination".

**Motivated** by the vigor to serve and the will to turn TVET colleges to be institutions of first choice and excellence.

**Noting** that the TVET sector was migrated from provincial management to the newly established Department of Higher Education and Training in 2009. A number of interventions have been put in place, amongst others a TVET round table, a TVET Conference, the national Development Plan, the White Paper on the Post School Education and Training, the Human Resource Development Strategy towards 2030 and the National Skills Development Strategy.

**However**, day to day issues have been identified by role players such as TVETCGC, SACPO, SAFETSA, organised labour, organised business and others. The obstacles in reaching our destination required us to pause and reflect on our journey. This has brought us together at this Imbizo.

**Acknowledge** that the dire economic conditions as well as the demands for free education by university students had shifted the focus of society away from prioritizing TVET as the instrument of driving economic growth through the production of skilled workers as well as expansion of the sector to provide opportunities to young people that are not in employment, education or training.

**Note** that any inability to deal with this funding crisis will put the TVET college system at risk of being destabilised and will have further led to dire consequences for our much-needed economic growth.

**Expect** that the TVET sector must receive greater attention in regards to increased funding failing which the reprioritization of existing fiscal funding of government towards the TVET sector must be undertaken as a matter of utmost urgency.

**Therefore**, we make a strong call on both government and the private sector to urgently rally together and mobilise funding towards the TVET sector.

This public/private partnership is in the interest of government, the private sector and society as TVET Colleges play a critical role in the development of the required skills that are key enablers of economic growth.

### Resolve as follows:

1. To review the specific sections of the Continuing Education and Training Act and propose review of specific sections of related legislation (i.e. the Public Finance Management Act) through consultations on detailed areas that need amendment or additions with affected stakeholders.
2. Improve effectiveness and efficiency of controls and systems to support college governance and management.
3. Establish statutory forums in terms of the CET Act for councils, principals and for students.
4. Build the capacity of all governance structures as well as develop guidelines for the assessment of their performance.
5. Consider TVET council members appointment to other entities managed by the Minister of Higher Education and Training. Noting that the appointments into such bodies is at the discretion of the Minister. Reprioritize the distribution of funding according to factors including provincial population and geographic location and others.
6. Research and classify or grade TVET colleges for resourcing purposes.
7. Align the planning cycles for SETAs and TVET colleges.
8. Align the various funding streams for all programmes
9. Earmark funding for infrastructure development and maintenance, student support services, students with special needs and Information Communication and Technology for TVET colleges.
10. Improve the processes of disbursing funds to the TVET colleges by SETAs, NSF and the NSFAS.
11. Develop standard policies and procedures for the utilization of SETA funding.
12. Need for SETAs to unlock workplaces for workplace-based learning.
13. Explore the utilisation of levy funds for workplace-based learning.
14. Review TVET curriculum every 3 years to adapt to changing industry sector requirements through the establishment of curriculum teams led by the QCTO and made up of SETAs, organized labour, employers, universities, University of Technology, TVET colleges as dictated by the need.
15. Establish partnerships which are imperative to implement quality TVET curriculum through improving the capacity of colleges to manage partnerships, linkages, curriculum leadership and change.
16. Place greater emphasis in driving the PQM of colleges on the delivery of occupational qualifications.
17. Support the delivery of PQM in colleges by allocating adequate and appropriate resources and infrastructure.
18. Conduct demand and supply research in lecturer development as a matter of urgency;
19. Develop a plan for recruitment, training and development of new lecturers (initial lecturer development) be developed;
20. Make an intervention to fast-track the development of quality qualifications in line with the new Policy.
21. Provide a dedicated bursary fund similar to Funza Lushaka or additional funding to Funza Lushaka to cater specifically for training new TVET college lecturers;
22. Funding of continuous professional development (CPD) through the skills levy funds.
23. Provide dedicated bursaries funded through the NSF for training artisans to become lecturers and upgrading of qualifications of serving lecturers
24. Revise/develop a new improved market related remuneration structure suitable for TVET college lecturers and related benefits inclusive of a competitive remuneration structure for qualified artisans serving in the public TVET colleges.
25. Investigate and develop a performance management and development system linked to a CPD point system to strengthen lecturer performance and recognise excellence

27. An RPL framework for lecturer development.
28. Conduct an in-depth investigation on the post provisioning norms for college staff.
29. Develop norms and standards for TVET college lecturer development.
30. National award system to inspire good teaching and share good practices
31. Develop a model/criteria to define the best lecturer.
32. The Department to collaborate with the ETDP SETA for research and skills planning for the sector.
33. Build-in applied research into College Lecturer training.
34. Develop a Policy guideline on the conduct of research at TVET Colleges by TVET Lecturers.
35. Investigate possibilities for education/ training with production (not simulation but real projects).
36. SAIVCET in collaboration with SACE on lecturer registration and managing the CPD system. It is therefore, recommended that SAIVCET should be established as a separate legal entity to serve the TVET lecturer development mandate.
37. Development of a framework on the utilisation of retired artisans, industry specialists and professional staff.
38. To initiate a dedicated Research Journal for the TVET sector.
39. Building the credible assessment system for the TVET sector.
40. Need for the department to prioritise TVET sector lecturer qualification development.
41. Need for the sector to invest in institutional and regional capacity (assessment practitioners)
42. Collaboration with the international exam bodies
43. There is a need for improvement of public perception towards TVET sector qualifications.
44. Review the current NC (V) and report 191 (engineering) in order to align to the semester system.
45. Ensure that the TVET qualifications lead to employability, entrepreneurship and the full personal development of the learner.
46. Therefore, articulation for TVET colleges includes articulation to the world of work, employability and self-employment and life-long learning.
47. The department must develop an action plan to ensure that articulation is ensured/enforced through the official structures SAQA and the Quality Councils.
48. Ensure that TVET qualifications will comprise learning outcomes that allow for seamless progression into qualifications offered in the higher education institutions such as advanced diplomas and post-graduate certificates.
49. Policies around articulation must be enforced through the structures available within the NQF system.
50. TVET colleges must emerge as unique, strong, independent and quality institutions which enable the skills development agenda of the country.
51. Integrate the TVET system into the national system of innovation.
52. Ensure that the development and review of the TVET qualifications is endorsed by business and professional bodies.
53. Significant advocacy is required of TVET qualifications and their purpose.

It should be noted that the Department of Higher Education and Training will draft a detailed implementation strategy out of the Imbizo Declaration as well as the detailed reports from the commissions.

We the signatories commit to ensure the successful implementation of the Imbizo Declaration.

For NAPTOA  
Veronica van Aardt



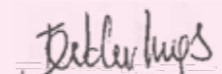
For TVETCGC  
Errence Vilakazi



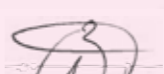
For SAFETSA  
Nomazizi Mzizi




For SAOU  
Ilse-Marie Geldnhy



For SACPO  
Samuel Z Zungu



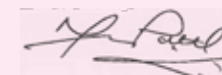
For NEHAWU  
Takalani Ratshilumela



Signed on this 5th of October 2017 at The Lakes Hotel Benoni

For the Department of Higher Education and Training

Firoz Yusuf Patel



## MINISTER'S EXCELLENCE AWARDS WINNERS

Award category	Winners	Award category	Winners
The best performing College in NC (V) programmes	South Cape TVET College	The most innovative College in the area of ICT	College of Cape Town for TVET
The best performing College in NATED programmes	King Hintsa TVET College	College with the most meaningful partnerships with industry and/or SETAs	Majuba TVET College
The most innovatively governed and managed College	College of Cape Town for TVET	The most progressive College in the Artisan development field	Ekurhuleni West TVET College
The College with the best student governance practices	Ekurhuleni East TVET College	College with the most innovative lecturer development programme	Umfolozo TVET College
The best financially managed College	Ekurhuleni West TVET College	College with the most innovative curriculum management programme	Gert Sibande TVET College

## Innovation inspires Minister's awards

SHARON GROBBELAAR - Corporate Communications & Marketing Manager

The Department of Higher Education and Training (DHET) recently hosted a TVET Imbizo.

The conference was attended by senior representatives of all 50 public TVET Colleges, senior officials of the DHET and representatives of industry and Labour. Hosted by former Minister B.E. Nzimande, the conference included an awards ceremony. The awards recognise TVET Colleges for excellence in delivery across a number of categories. The College of Cape Town for TVET, received two very prestigious and highly acclaimed awards, namely the Minister's Awards for the Most Innovative College in the area of ICT, and The Most Innovatively Governed and Managed College. Principal, Louis van Niekerk also received a Heads of Trainers Certificate for his role in leading a team of trainers on the Professional Development of Campus Managers Project. Further to these awards of excellence, the College was awarded Centre of Specialisation status for Automotive Motor Mechanics and Plumbing.

These awards were made in conjunction, and based on consultation with, the Retail Motor Industry organisation (RMI) and the



The management team receiving the awards are from left, Basil Naicker, Acting Deputy Principal Corporate Services, Mr Wilfred Jackson CFO, Principal Louis van Niekerk, Ms Tilly Reddy Deputy Principal Academic Services and Achmat Gafieldien Deputy Principal Innovation & Development

Institute Of Plumbing South Africa (IOPSA), respectively.

In his opening address, former Minister Nzimande emphasised the appropriateness of the theme for this year's event. The theme was "defining a shared vision, removing obstacles and charting a roadmap to our destination". The former Minister indicated that the Imbizo could be considered as a necessary, perhaps

even critical, pause in the endeavours of the DHET to deliver an effective and efficient TVET system. Such delivery would be informed by the White Paper on Post-School Education and Training Implementation Plan, as well as the review of the National Skills Development Strategy 3. "It will allow us to craft an integrated approach towards achieving a common vision for the TVET Sector," he said. He also stressed that the roadmap to the DHET's desired vision, should not be an isolated or independent process. Instead, it should form an integral part of all the initiatives currently under way, as well as those that are still being planned. He noted that, "TVET colleges are vital national assets. They empower successive generations with practical skills and knowledge. They make a crucial contribution to the competitive capacity of our economy."

Highlighting the critical importance of industry partnerships within the TVET sector, former Minister Nzimande urged employers, be they public or private, to ramp up their partnerships with the DHET and TVET colleges. This is required in order to re-build a strong and vibrant TVET system. "It is something which we must do together if you are to get the skills you need, and if we are to assist students to acquire the skills needed by the economy," he concluded.

On receiving the awards, Principal van Niekerk, thanked the College Council, industry partners, with whom the College has developed strong relationships over the past years, and College faculty for their commitment, dedication and passion towards students. "It is only through the continuous efforts of our staff, that we are able to achieve the success for which we have been acknowledged this evening. Partnerships with industry ensures that our curriculum delivery meets the skills requirements of employers. Their investment of resources (including time), in our training environments, ensures that we are able to provide training using the latest technology. The passion of our faculty ensures that their own subject knowledge remains current. The support of each and every faculty member, ensures that our students are well prepared for the workplace. It further ensures that they are equipped with the necessary skills to meet the needs of modern industry and to be placed productively therein upon graduation," he said. "These awards inspire us to continue pursuing innovation in a way that ensures that we actively support government's National Development Plan 2030 vision. The Centre of Specialisation Awards further forms a guarantee to be of excellent service to the RMI and IOPSA as well as our students."

## College awarded for excellence

NASHVEER NEMESAR - Assistant Director: Marketing and Communications

**Editor's Note:** *Nashveer Nemesar is the Assistant Director: Marketing and Communications at Majuba TVET College. He is also the Chief Editor of the Majuba NEWS magazine*

In keeping with its motto, Majuba TVET College continues to soar to greater heights. This most recent manifestation occurred when scooping two coveted awards at the TVET Imbizo and Ministerial Awards Ceremony. The event was attended by the who's who of business and industry, as well as representatives of the 50 TVET Colleges countrywide.

The College has been greatly humbled, but honoured to have received the Minister's Award for the

TVET College with the most meaningful Partnerships with Industry and/or SETA's. This is in recognition of the sterling work undertaken by the College in promoting Learnerships and Apprenticeships as envisaged by the National Development Plan. The College has engaged Industry and Business throughout South Africa. It has acquired numerous partners that will take on trainees in all Trades as apprentices. These business entities will also provide Work Integrated Learning and in-service training, to Majuba trainees. In addition, they will provide Workplace-Based Exposure (WBE) to faculty to ensure the currency of their knowledge and skills.

At the Ceremony, the College was also officially awarded the honour of being declared a Centre of Specialisation for the Boiler-making Trade. This award recognises the excellent training provided to

its trainees, and makes the College an institution of choice for the training of Apprentices. Ms Zandile Nkabinde, Deputy Principal: Academic Services, pronounced a proud message. "Congratulations to our Occupational and Placement Unit together with the Newcastle Training Centre. You have reaped the results of your hard labour. Continue to raise the Majuba flag up on high." The College extends its appreciation to the dedicated faculty who work tirelessly to ensure that the College remains at the forefront, and by whose efforts thousands of skilled artisans are supplied to industry. In doing so, with the additional benefit of employment creation and poverty alleviation in many sectors of the economy.

Majuba TVET College is committed to maintaining excellence in its training practices and looks forward to similar recognition for its other Engineering and Civil Trades. #MinistersAwards #TVETImbizo2017

## Ministerial Awards: The Best performing college in NCV in terms of Certification Rate

LANSON MUTANDWA

South Cape TVET College scooped the Award in Category A, for the Best Performing College in National Certificate Vocational (NCV) Level 4 in SA, at the First Annual Ministerial Awards, hosted by the former Minister of Higher Education and Training, Dr Blade Nzimande.

The winner was selected based on the 2016 NCV Certification results, as well as continuous and consistent performance out of all fifty TVET colleges in the country. The Imbizo objectives included the identification of challenges in the TVET system; analysing the underlying causes; and collectively formulating mechanisms to resolve these challenges. CEO and Principal Elsie Potgieter and the Deputy CEO Academic, Ms Tercia Terblanche, were in attendance. Also in attendance, was guest speaker Prof

Edward Kieswetter. Prof Kieswetter is renowned as a life-long leadership scholar and practitioner. The two senior managers, could not conceal their emotions on receiving the Award. It was a dream come true for College faculty. The achievement was a direct result of their hard work and dedication. Principal Potgieter has congratulated all staff. "Congratulations to all teams who worked hard towards our success." This recognition has encouraged faculty to continue working hard to maintain the standard. It also serves as a motivation to win more awards in future. In his speech, Dr BE Nzimande encouraged the TVET Colleges to cement their relationships with employers. "We cannot have TVET colleges without them having relationships with employers. The purpose of training students, is to



Campus Heads of South Cape TVET College with Deputy Principal Academic Tercia Terblanche and Principal Elsie Potgieter centre front, are from left Kholeka Webber, Mazi Gumbi, Zelda Coetee, Siseko Tyumze, Zunel Abrahs, Felicity Scholtz, Cobus Smit, Theresia Boshoff, Vernalda Hartnick, and Colleen Snyders

equip them with the necessary skills, ensuring that they are ready to be worthy employees and future employers".

South Cape TVET College was also honoured by being certified as a Centre of Specialisation in Brick

Laying. This is a resounding accolade for South Cape TVET College. It goes without saying that prospective students, who are in pursuit of high quality education and training, should act now to ensure their space in the College for the 2018 Academic Year.

## It started as a spark...

EMILY VAN HEERDEN - Graphic Designer and Copywriter

Eastcape Midlands TVET College is filled with many hard-working and dedicated faculty and students. There are rewards to be had through all that hard work.

On 3 October, the College had its Welding Centre recognised as a 'Welding Centre of Specialisation'. The original Welding Centre of Excellence was launched in 2006, and funded by MerSETA. This was undertaken after welding was identified as one of the critical skills needed in South Africa. The Centre subscribed to and helped to promote, the College vision of being a "first class brand". Since the Centre's inception, several milestones have been achieved. The two most notably being the first ever group of welding apprentices to be trained at the College, and that; twice, this Centre has produced the best young welder in South Africa. Both of these students participated in the WorldSkills competition. Through the funding partnership with MerSETA, many apprentices and welding trainees on learnerships have been trained through this Centre.

The award of 'Centre of Specialisation', puts the Welding Centre in a league of its own. It will compete with the best-equipped welding centres in the country. The ultimate beneficiaries will be the apprentices whose employability will increase exponentially as a result.

## Centres of Specialisation announced

ROSHIN SCHMIDT - Marketing Officer

False Bay TVET College has been awarded the Titles of Centres of Specialisation in Rigging as well as Mechanical Fitting, by the Department of Higher Education and Training (DHET). The announcement was made at an Awards Dinner hosted by the former Minister of Higher Education and Training, Dr Blade Nzimande. These Titles acknowledge the College as one of the Higher Education institutions that delivers quality education and training. It further recognises the College's capacity to deliver much needed specialised industry training.

Created to serve the Strategic Infrastructure Projects (SIPS), the Centres of Specialisation Programme is a DHET initiative designed to meet two objectives simultaneously. These are firstly, to address the demand for priority trades needed for the implementation of government's National Development Plan in general, and it's National Infrastructure Plan, more particularly. Secondly,

to contribute towards building the capacity of its public TVET College system in order to deliver trade qualifications with employer partners. The latter is in line with the White Paper for Post-School Education and Training sub-title: "Building an Expanded, Effective and Integrated Post-School System". Thirteen priority trades were identified to serve the SIPS. The aim being one of ensuring that the SIPS projects are constructed and maintained by highly qualified staff. These trades include Bricklayer, Electrician, Millwright, Boilermaker, Plumber, Mechanic including automotive mechanic, Diesel mechanic, Carpenter and Joiner, Welder, Rigger, Fitter and turner, Mechanical fitter, and Pipe fitter. Ms Christiana Nel, Deputy Principal Innovation and Development said, "False Bay TVET College is dedicated to implementing the Centres of Specialisation in partnership with industry and to deliver qualified artisans in Mechanical Fitting and Rigging through QCTO accredited occupational programmes. Over the years, the College has

developed sound partnerships with industry for work integrated learning and employment opportunities for its students. It will indeed strengthen and build on these partnerships for the Centres of Specialisation."

A multi-phased vetting approach served as precursor to the identification of the Centres of Specialisation. This manifested in a rigorous review process. The National Oversight Structure for the Centres of Specialisation programme and the DHET Director-General Mr Gwebs Qonde, provided the final endorsement. The College is exceptionally proud of this acknowledgement. One of the Centres of Specialisation will be housed on the new Swartklip, False Bay TVET College Campus.

For more information about False Bay TVET College and its programme offerings, please visit the website [www.falsebaycollege.co.za](http://www.falsebaycollege.co.za). For more information on the DHET Centres of Specialisation, you may download the proposal on <http://www.dhet.gov.za/TVET%20Conference/TVET/Centres-of-Specialisation-in-the-TVET-College-Sector.pdf>

# Centres of specialisation for trades announced

SHARON GROBBELAAR - Corporate Communications & Marketing Manager

Tuesday, 3 October 2017, proved to be a significant day in the history of Technical and Vocational Education and Training (TVET) Colleges in South Africa. Especially so for the College of Cape Town for TVET. On this day, the Department of Higher Education and Training (DHET) announced the official Centres of Specialisation. The announcement was made at an Awards Dinner hosted by former Minister of Higher Education and Training, Dr Blade Nzimande. The awards ceremony formed part of the TVET Imbizo which took place from 3 to 5 October.

The College of Cape Town, the oldest TVET College in the country, with a proud history dating back to the beginning of the 20th century, has again proven its ability to not only deliver on the current needs of industry through quality education and training, but also to ensure that students are skilled to meet these needs upon completion of their studies. This capacity was confirmed when two of the College's campuses were named as Centres of Specialisation for specific trades on the critical list, as identified in 2016. Thornton Campus has been declared a Centre of Specialisation for Plumbing, whilst Athlone Campus has been declared a Centre of Specialisation for Automotive Motor Mechanics. The selection of these Centres of Excellence was made by the DHET in partnership with the Institute of Plumbing South Africa and the Retail Motor Industry Organisation, respectively.

## Where did the concept of Centres of Specialisation start?

On 9 February 2012, the President announced government's plan to initiate a massive infrastructure investment programme. The programme consisted of 18 Strategic Integrated Projects (SIPs). Each SIP is a fusion of projects which sets out to address a particular socio-economic opportunity or challenge within the country.

In April of the same year, Dr Nzimande established a Special Projects Unit (SPU) in the Department of Higher Education and Training (DHET). The mandate of this unit was to promote the development of the skills required for the construction

and maintenance of the SIPs. A list of 94 occupations were identified as being in high demand across all of the 18 SIPs nationally. During 2016, this list was consolidated to a total of 13 priority trades which were targeted for intervention.

## What is a Centre of Specialisation?

A Centre of Specialisation is a department located within a public TVET college campus. It is dedicated to successfully training quality artisans in partnership with employers. It does so in one or more of the listed priority trades. The aim is to train sufficient numbers so as to meet the needs of the SIP and other strategic projects.

It is intended that this goal will be attained through the provision of trade qualifications and apprenticeships under the auspices of the Quality Council for Trades and Occupations' (QCTO). The delivery of the programmes will be implemented using a South African adaptation of the dual system approach. Both quality standards and quantity targets are to be set for each trade. These are to be maintained and achieved respectively, over the lifespan of the Centre of Specialisation Programme, which runs until 2022.

## Why are Centres of Specialisation Important?

The focus on trades in high demand aims to ensure that strategic, government initiated projects, will be constructed and maintained using high quality skilled South African artisans. This, it is hoped, will simultaneously contribute to job creation and poverty alleviation goals. These goals are set out in the National Development Plan - 2030.

The public TVET college system is ideally placed to answer and respond to the call from industry and the state for skilled artisans. The core mandate of TVET colleges to train skilled artisans via Centres of Specialisation, provides the DHET and its partners with the opportunity to develop sites of good practice which others can emulate in due course. The Centre of Specialisation model sets out further to motivate industry stakeholders and employers to build a quality apprenticeship system. Partnerships with TVET colleges across both the public and private sectors, are central to the success of the initiative. These partnerships, coupled with the good quality of vocational education and training provided, will provide a boost for society's confidence in the TVET sector. It is hoped that the TVET colleges will grow and become both, institutions of choice for students, and partners of choice in training, for industry employers. The DHET is also applying the model of selecting certain colleges to focus on particular trade niches. This will lay the foundation for differentiation in the college system. Whilst some other colleges may later specialise in the same trades, it is desirable that others will develop

expertise in relation to other trades and occupations. This will ensure that there is reduced duplication and increased quality in specialisation.

The importance of Centres of Specialisation lies in the fact that the centres will implement the new trade qualifications registered on the National Qualification Framework (NQF) by the Quality Council for Trades and Occupations (QCTO).

These qualifications have been developed to overcome the historically uneven spread of Sector Education and Training Authority (SETA) trade qualifications. It will provide a single national standard, per trade, which can be easily understood in the labour market. The College has been actively involved and instrumental in, the development of the new curriculum for these qualifications by the QCTO. The overriding intention is one of meeting industry needs. The College has for many years, operated an accredited trade test centre for various priority trades.

This prestigious acknowledgement by both the DHET and Industry, was achieved as a result of extensive attention to innovation and development; close relationships and partnerships with industry across numerous sectors; and the passion and dedication of College faculty.

Principal Louis van Niekerk, lauded faculty for their role in this prestigious achievement. "Our success is based on the invaluable efforts of all our staff. Each member plays a critical role in the development of our students. Their efforts are evident in the success rate we achieve. Not only in the academic field, but also in the development of work-ready, employable graduates who are sought after by industry. Our entire business focus is student-centred, and for that reason we strive continuously to innovate and improve. We strive to deliver holistically developed graduates that meet the skills needs of, not only the Western Cape, but of the country and continent. We have made a tremendous investment in time and effort to build strong relationships with industry partners. Not only to ensure that our curriculum delivery meets the needs of industry, but in order to capacitate our students and enable a higher rate of employment amongst our graduates. We extend our appreciation to our College Council, the leadership of the DHET, our industry partners and all other stakeholders who encourage us to continue 'inspiring minds'", he said.

*For more information on the Centres of Specialisation in Plumbing or Motor Mechanics, or any of the sought after engineering trade qualifications offered by the College, please contact Mr Frikkie O'Connell on email foconnell@cct.edu.za or by telephone on 021 531 2105/6/7.*

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	Science
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	Plumbing
	Power Machines
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	Chemical Plant Operation
	Electronics
23 – 26 APR	Electrical Trade Theory
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College Name	Principal	Telephone	GIS Longitude	GIS Latitude	Websites for contact
<b>EASTERN CAPE</b>					
Buffalo City TVET College	Mr Peter Hing (Acting)	043 704 9218/777 5453	27,89925	-32,99622	<a href="http://www.bccollege.co.za">www.bccollege.co.za</a>
Eastcape Midlands TVET College	Mr Charl van Heerden	041 995 2000	25,41401	-33,7898	<a href="http://www.emcol.co.za">www.emcol.co.za</a>
Ikhala TVET College	Mr N (Ntozeliwe) Tom	047 873 8843	26,967009	-31,909785	<a href="http://www.ikhalacollege.co.za">www.ikhalacollege.co.za</a>
Ingwe TVET College	Mr B Nkonyane (Acting)	039 940 2142	28,993766	-30,899758	<a href="http://www.ingwecollege.edu.za">www.ingwecollege.edu.za</a>
King Hintsas TVET College	Ms Noluthando Balfour	047 401 6400	28,173981	-32,327206	<a href="http://www.kinghintsacollege.edu.za">www.kinghintsacollege.edu.za</a>
King Sabata Dalindyebo TVET College	Mr CZ Nodana	047 505 1000/1/2	28,79726	-31,59508	<a href="http://www.ksdcollege.edu.za">www.ksdcollege.edu.za</a>
Lovedale TVET College	Mr L Ngubelanga	043 642 1331/604 0700	27,388953	-32,872	<a href="http://www.lovedalecollege.co.za">www.lovedalecollege.co.za</a>
Port Elizabeth TVET College	Mr Khaye Matiso	041 509 6000	25,61098	-33,96098	<a href="http://www.pecollege.edu.za">www.pecollege.edu.za</a>
<b>FREE STATE</b>					
Flavius Mareka TVET College	Mr TS (Thabo) Letho	016 976 0815/0829	27,84178	-26,82456	<a href="http://www.flaviusmareka.net">www.flaviusmareka.net</a>
Goldfields TVET College	Mr FF Mahlangu	057 910 6000	26,775073	-27,983566	<a href="http://www.goldfieldsfset.edu.za">www.goldfieldsfset.edu.za</a>
Maluti TVET College	Mr VE Mabena	058 713 3048/6100	28,800244	-28,52702	<a href="http://www.malutifet.org.za">www.malutifet.org.za</a>
Motheo TVET College	Ms MD Phutsi	051 406 9300/1	26,221243	-29,123384	<a href="http://www.motheotvet.co.za">www.motheotvet.co.za</a>
<b>GAUTENG</b>					
Central Johannesburg TVET College	Mr DJ April	011 484 2738/351 6000	28,04902	-26,1749	<a href="http://www.cjcc.co.za">www.cjcc.co.za</a>
Ekurhuleni East TVET College	Ms H (Happy) Sibande	011 736 4400/730 6600	28,40908	-26,28894	<a href="http://www.eec.edu.za">www.eec.edu.za</a>
Ekurhuleni West TVET College	Ms H M Ntlatleng	011 323 1600	28,40556833	-26,28864167	<a href="http://www.ewc.edu.za">www.ewc.edu.za</a>
Sedibeng TVET College	Ms Jackie Mosesi (Acting)	016 422 6645	27,67743	-26,186935	<a href="http://www.sedcol.co.za">www.sedcol.co.za</a>
South West Gauteng TVET College	Mr DL (Dan) Nkosi	086 176 8849	27,93093	-26,67825333	<a href="http://www.swgc.co.za">www.swgc.co.za</a>
Tshwane North TVET College	Ms Thembi Tsibogo	012 401 1950	27,87456333	-26,21410667	<a href="http://www.tncc.edu.za">www.tncc.edu.za</a>
Tshwane South TVET College	Mr J (Joseph) Chiloane	012 401 5000/6/73	28,18225667	-25,75030667	<a href="http://www.tsc.edu.za">www.tsc.edu.za</a>
Western TVET College	Mr LSD (Louis) Coetzer	011 692 4004	26,101455	-27,423622	<a href="http://www.westcol.co.za">www.westcol.co.za</a>
<b>KWAZULU-NATAL</b>					
Coastal TVET College	Mr K Naidoo (Acting)	031 905 7000	30,013321	-30,512409	<a href="http://www.coastalkzn.cao.za">www.coastalkzn.cao.za</a>
Elangeni TVET College	Ms TJ Aryetey	031 716 6700	30,869651	-29,823295	<a href="http://www.efet.co.za">www.efet.co.za</a>
Esayidi TVET College	Mr CJ De Koker (Acting)	039 684 0110	30,441208	-30,271051	<a href="http://www.esayidifet.co.za">www.esayidifet.co.za</a>
Majuba TVET College	Mr S (Sanele) Mlotshwa	034 326 4888	27,45537	-29,56385	<a href="http://www.majuba.edu.za">www.majuba.edu.za</a>
Mnambithi TVET College	Mr Chris J Ndlela	036 631 0360	28,33459	-29,464080	<a href="http://www.mnambithicollege.co.za">www.mnambithicollege.co.za</a>
Mthashana TVET College	Mr G (Gabriel) Dimba	034 980 1010	27,46265	-30,48376	<a href="http://www.mthashanafet.co.za">www.mthashanafet.co.za</a>
Thekwini TVET College	Mr NE Mchunu	031 250 8400	20,493264145	-30,591159195	<a href="http://www.thekwincollege.co.za">www.thekwincollege.co.za</a>
Umfolozu TVET College	Mr S (Sam) Zungu	035 902 9503	28,764461	-32,076087	<a href="http://www.umfolozicollege.co.za">www.umfolozicollege.co.za</a>
Umgungundlovu TVET College	Ms Patricia Ntombi Ntshangase	033 341 2102	29,36765	-30,22546	<a href="http://www.ufetc.edu.za">www.ufetc.edu.za</a>
<b>LIMPOPO</b>					
Capricorn TVET College	Mr AM Thema (Acting)	015 230 1800	29,272943	-23,533024	<a href="http://www.capricorncollege.edu.za">www.capricorncollege.edu.za</a>
Lephalale TVET College	Mr Lekau Mamabola	014 763 2252/1014	27,692889	-23,68407	<a href="http://www.lephalalefsetcollege.co.za">www.lephalalefsetcollege.co.za</a>
Letaba TVET College	Mr Pule Patric Mashela	015 307 5440	30,162697	-23,835698	<a href="http://www.letabafet.co.za">www.letabafet.co.za</a>
Mopani South East TVET College	Mr L (Levy) Baloyi	015 781 5721/5	31,138969	-23,946732	<a href="http://www.mopanicollege.edu.za">www.mopanicollege.edu.za</a>
Sekhukhune TVET College	Mr TJ (Tebogo) Kekana	013 269 0278/9000	29,24244	-25,094191	<a href="http://www.sekfetcol.co.za">www.sekfetcol.co.za</a>
Vhembe TVET College	Ms BR Hlekane (Acting)	015 963 3156	29,91086	-23,03779	<a href="http://www.vhembefet.co.za">www.vhembefet.co.za</a>
Waterberg TVET College	Ms Selaelo Lekoane	015 492 9000	29,016409	-24,179973	<a href="http://www.waterbergcollege.co.za">www.waterbergcollege.co.za</a>
<b>MPUMALANGA</b>					
Ehlanzeni TVET College	Dr JT Dhlamini	013 752 7105	30,97926	-25,47313	<a href="http://www.ehlanzenicollege.co.za">www.ehlanzenicollege.co.za</a>
Gert Sibande TVET College	Ms Portia Radingwane (Acting)	017 712 1458/9	29,143304	-26,565954	<a href="http://www.gsccollege.co.za">www.gsccollege.co.za</a>
Nkangala TVET College	Mr C (Cain) Maimela (Acting)	013 690 1430/3824	29,216164	-25,877663	<a href="http://www.nkangalafet.edu.za">www.nkangalafet.edu.za</a>
<b>NORTHERN CAPE</b>					
Northern Cape Rural TVET College	Mr P (Percy) Sago	054 331 3836	21,21337	-28,43616	<a href="http://www.ncrfet.edu.za">www.ncrfet.edu.za</a>
Northern Cape Urban TVET College	Dr AC Mashele (Acting)	053 839 2060/2061	24,76622	-28,74503	<a href="http://www.ncufetcollege.edu.za">www.ncufetcollege.edu.za</a>
<b>NORTH WEST</b>					
ORBIT TVET College	Ms M (Maryna) Marais	014 592 7014/597 5500	27,77632	-25,63787	<a href="http://www.orbitcollege.co.za">www.orbitcollege.co.za</a>
Taletso TVET College	Mr STG (Sello) Mabathoana	018 384 6213/2346/7/9	25,615548	-25,828351	<a href="http://www.taletsofsetcollege.co.za">www.taletsofsetcollege.co.za</a>
Vuselela TVET College	Ms DJ Smith (Acting)	018 406 7800	26,665427	-26,86347	<a href="http://www.vuselelacollege.co.za">www.vuselelacollege.co.za</a>
<b>WESTERN CAPE</b>					
Boland TVET College	Mr U Gelderblom (Acting)	021 886 7111/2	18,85666666	-33,92666666	<a href="http://www.bolandcollege.com">www.bolandcollege.com</a>
College of Cape Town for TVET	Mr Louis van Niekerk	021 404 6700	18,272587	-33,55421	<a href="http://www.cct.edu.za">www.cct.edu.za</a>
False Bay TVET College	Mr CJH (Cassie) Kruger	021 787 0800	18,26246	-34,62674	<a href="http://www.falsebaycollege.co.za">www.falsebaycollege.co.za</a>
Northlink TVET College	Mr Leon Beech	021 970 9000/18	18,512228	-33,553627	<a href="http://www.northlink.co.za">www.northlink.co.za</a>
South Cape TVET College	Ms E (Elsie) Potgieter	044 884 0359	22,27944	-33,57562	<a href="http://www.sccollege.co.za">www.sccollege.co.za</a>
West Coast TVET College	Ms Osma Jooste-Mokgethi	022 482 1143	18,7296	-33,4621	<a href="http://www.westcoastcollege.co.za">www.westcoastcollege.co.za</a>