



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

TVET College Times

ISSN 2410-6496

Volume 54

September 2018

The Official Quarterly TVET College Newsletter and Journal



Nelson Mandela
Centenary
2018
Be the Legacy

**TVET Colleges:
Celebrating the legacy
of Nelson Mandela**





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Closing date for Volume 55:
 Thursday, 25th October 2018

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Celebrating the legacy of Nelson Mandela

The centenary celebrations of the birth of former President Nelson Mandela and struggle veteran, Albertina Sisulu, have served as an inspiration to TVET College professionals. TVET College Times has accordingly received reports from all over the country. From the Northern reaches of the Limpopo Province to the Southern tips of the Western Cape. They all report the various commemorative activities initiated by Colleges. These range from the educational, to the equally noble causes of providing relief to the poor and those in distress. These Mandela legacy inspired reports, admirably reflect the innate ethos of TVET Colleges. It is nothing less than one of, 'service to the community'.

After a visionary statement from the Minister concerning the future of TVET Colleges, TVET College Times presents the budget speeches of the Minister and Deputy Minister. These speeches present the policy direction of Government regarding TVET Colleges for the financial year and beyond. The policy elements they offer and which translate into funding, remain relevant until amended. College governance, management and faculty, would do well to familiarise themselves with these intentions, and where necessary align college priority objectives. In Cutting Edge News, Minister Pandor appoints a strong Recognition of Prior Learning (RPL) Reference Group and meets with the National Skills Authority. With issues regarding the equality of women in focus, we also feature a report in this column on 'International Girls in ICT Day'. Our Movers and Shakers are a TVET College alumnus who is off to pursue further studies at Oxford University (UK) and a College awarded for excellence. Another Mover and Shaker College, reports on its early start to the WorldSkills preparatory

competitions. These are in preparation for the WorldSkills International competition to be held in Kazan, Russia in August 2019. We start Campus Matters off with a focus on Teaching and Learning. Then we look at reports on the subject of Campus Managers Development. We continue the focus on the core business by considering reports on Work Integrated Learning, Artisan Development and Artisan RPL. One hopes that many artisans will consider opening their own businesses in due time. With this in mind, we consider reports on Entrepreneurship Development. Successful entrepreneurship is often about the skill of forming partnerships. Colleges demonstrate their capacity in this regard and report on Partnerships Local and International. The column continues with the special focus on Celebrating the Nelson Mandela Legacy and concludes with TVET College Promotions.

Policy and Operational Shifts commences with the Director General's announcement of the publication of the National List of Occupations in High Demand. Colleges will hopefully have used this list for steering the responsive programmes and qualifications they plan to offer in the 2019 Academic Year. Our DHET Endorsed Campaign highlights initiatives around HEAIDS. The column closes with yet another extract from the African Union TVET Strategy. Keeping our mind on TVET College responsiveness, we end with a report in Intellectual Debate on the completion of a PhD thesis on "A framework for leading curriculum change". Happy reading and best wishes for a successful Academic Year conclusion. We hope to meet you again, once the dust has settled, just ahead of the summer vacation.

Until then, we remain
Your TVET College Times Team.

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Minister Pandor sketches her vision for TVET Colleges

In her address delivered on 12 July at Capricorn TVET College:

TVET Colleges are a high priority for government. This is because they can play a critical role in addressing our current skills gaps.

Stronger TVET Colleges will expand the provision of mid-level technical and occupational qualifications that will lead directly into paid work for the growing numbers of young people leaving the schooling system. In other words, government wants more young people to attain skills and competencies that will help them find jobs or create their own enterprises. TVET Colleges are able to establish links with Industry so they can increase the employment prospects of students.

I have seen some positive changes in TVET Colleges, but the colleges need more and better support. TVET Colleges cannot be expected to improve capacity and quality without adequate planning, support, and resourcing. There is a long-term plan.

By 2030, TVET Colleges will be strongly differentiated institutions. Offering a range of high quality programmes preparing students for the world of work and entrepreneurship. Colleges will offer qualifications that are responsive, both to the needs of students, to regional and national skills demand. An effective enrolment planning system will be in place to determine the necessary programme-qualification mix for the colleges and to guide appropriate resourcing. In particular, I am looking for better enrolment planning that will allow for better decisions about areas of specialisation in colleges. I am looking for growth over time, of new qualifications, without immediately dropping opportunities that are currently in place.

Employer uptake of students and partnerships with TVET Colleges will have greatly improved. Examination and certification will be streamlined and will be more efficient and effective. There will be more and better qualified lecturers and the lecturer to student ratio will improve. Governance and management capacity will be greatly improved and colleges will be functioning more effectively. Retention and throughput, and exit level outcomes as well as pathways to other post-school institutions will be greatly improved.

That's the plan and I ask all stakeholders to support TVET Colleges.

In her address at King Sabata Dalindyebo TVET College on 18 July, Minister Pandor spoke about resourcing matters:

The 50 TVET Colleges, with an enrolment of 700 000 students, were allocated R10.7 billion this year. An amount of R1.3 billion is earmarked for an infrastructure grant. It is the first time since 2004, that government has earmarked such funding. This is a clear indication of the emphasis we are placing on TVET Colleges.

Moreover, this year, the new DHET bursary scheme for students is being implemented for all years of study. 458,875 TVET College students will receive bursaries for tuition and books. Of these recipients, 50 480 students will receive travel, accommodation, and meal allowances and 82 600 transport allowances.

The additional funding will support increased levels of quality provisioning relating to current enrolment plans. Enrolment plans will be kept stable over the next three years.

I wish TVET College managers and staff well as they finalise their enrolment and academic plans for 2019.



GNM Pandor, MP
Minister of Higher Education 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 700 000 students per annum and the Department of Higher Education and Training employs in excess of 18 000 personnel in the colleges. The colleges offer a large variety of courses in response to the human resource requirements of a diversified economy. The colleges are operated in terms of the Continuing Education and Training Act 16 of 2006 and statutory institutional structures comprise of the Council, the Academic Board and the Students Representative Council.

About TVET College Times

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

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

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

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Minister Pandor introduces the Department of Higher Education and Training's 2018 Budget Vote to the National Assembly on 17 May, 2018

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Chairperson of the Portfolio Committee on Higher Education and Training
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Heads of entities, student leaders and scholars
Honourable Members
Director-General and Staff of the Department
Heads of Post-School Organisations and Institutions
Honoured Guests
My special guests
Ladies and Gentlemen
Comrades and Friends

Introduction

The past three years have been characterised by events that will have a fundamental impact on the Post-School Education and Training (PSET) sector. I wish to signal three features that I regard as a challenge to action.

The first is, the #feesmustfall and decolonisation of higher education protests. The second, is the continuing and urgent imperative for the production of skilled human resources. This is in reference to skilled human resources who are able to play a role in knowledge creation in different spheres of human endeavour. Who can contribute to inclusive economic growth. It means creating opportunities for enterprise development that can intensify job creation. Enterprises that can produce innovative products and services for domestic and international markets. The third feature, is the world's increasing focus on the Fourth Industrial Revolution. This Revolution has implications for business and education as well as other sectors. We are in the age of the pervasive influence of emerging technologies and artificial intelligence. We consequently require responsive skills, backed by a development research focus that is coupled with investment, in order to fully benefit. I intend creating a multi-stakeholder task team to advise us on how we should take up the opportunities of the 4th Industrial Revolution.

The budget

The 2018 budget, marks the beginning of a 'new dawn' for PSET. It is a decisive response to calls for free education. It honours the call by the Congress of the People that, "the doors of learning and culture shall be opened". This is the promise President Mandela and Mama Albertina Sisulu wanted to see realised. We are pleased that this year, we honour them by allocating the most significant increases to PSET since the dawn of democracy.

Through this additional funding, we signal that universities and colleges are expected to make a radical contribution to South Africa's development. University subsidies will increase

by 30%. National Student Financial Aid Scheme (NSFAS) funding increases by 100%. TVET College funding increases by 45% while Community Education and Training (CET) Colleges and skills development levies grow more modestly. The budget totals R89,9 billion. Its major components are, university transfers R38,6 billion, NSFAS R20,5 billion, skills development R16,9 billion, TVET Colleges R10,7 billion and CET Colleges R2,3 billion.

For the first time, we will have fully subsidised bursary funding for poor and working class students in public universities and colleges.

Funding university students

As Honourable members know, first-time entry students from families with an income up to R350 000 per annum, are eligible to apply for the new DHET bursary administered by NSFAS. The scheme will be phased in over five years. The bursary conditions will include academic performance requirements as well as future community service. Very significantly, government has converted the NSFAS loans of returning students to grants. Members will be aware that we have had teething problems with the administration of this new scheme. I wish to assure you that we are working closely with NSFAS to iron out these. We will also continue with the piloting of a public-private partnership initiative known as the Ikusasa Student Financial Aid Programme. The Programme is being offered in 12 universities and one TVET College this year, offering support to over 5,000 students.

TVET Colleges

In the TVET Colleges, students in all years of study will benefit from the scheme. Our intention is to ensure that colleges become institutions of choice for millions of young people. The bursary allocation for colleges is R5.2 billion this year. Over 458 000 college students will benefit. We have begun to attract many more young people into technical and vocational colleges. We will soon have more artisans, more technicians, and more technologists. In line with responding to new technology demands, we are modernising colleges. This will ensure that colleges contribute to employment creation and enterprise development in South Africa.

I am particularly excited by the recently announced Centres of Specialisation in TVET Colleges. We will introduce the project in 26 colleges, offering 13 critical trades and occupations that are in short supply, for our infrastructure and Phakisa projects. This is a two-year pilot that we will use to identify more colleges and significantly expand the specialised college model. We have received committed industry support and partnerships for this project and we hope to build on this. The National Skills Fund has committed R150 million to this project.

We also welcome the completion of the new college campus at Thabazimbi in Limpopo Province. Two more campuses located at Bambanani and Nkandla in KwaZulu-Natal will be completed soon. There will be dedicated attention to infrastructure development and maintenance this year. Our infrastructure management system will train 250 college personnel to develop and implement maintenance projects.

The introduction of the three-stream school model by the Department of Basic Education, has created an opportunity to increase technical skills. We are working together to try and rationalise the number of diverse qualifications in the TVET sector. I acknowledge 12 learners in the gallery from three schools in Gugulethu, Western Cape Province. They are from I.D. Mkhize Senior Secondary school, Fezeka Secondary School, and the Intsukumo Secondary school. I encourage these learners and their peers to set their sights on a TVET education.

Community Education and Training Colleges

One of the most significant and pleasing statistics I am able to share with you today is a significant decrease in the percentage of over 20 year olds with no education at all. There has been significant progress since 1996, when 19% of the population were without education. Now, there are fewer than 5% of adults in this category. This is, not in the least, thanks to our Kha Ri Gude Literacy Programme. This is why we are prioritising the piloting of CET colleges. It is aimed at increasing educational access for those adults who did not finish school. Nine CET Colleges

I am particularly excited by the recently announced Centres of Specialisation in TVET Colleges. (see feature article in TVET College Times Volume 53, June 2018.)

We will introduce the project in 26 colleges, offering 13 critical trades and occupations that are in short supply for our infrastructure and Phakisa projects. This is a two-year pilot that we will use to identify more colleges and significantly expand the specialised college model.

around the country are in operation. They are developing experience on what should be offered and how to reach people wishing to continue their education. I hope to draw on past experience as we develop appropriate curricula for them.

The DHET is putting significant effort into developing a national policy for lecturer development and support for CET Colleges. This year R2,5 billion has been set aside for CET Colleges.

Skills and artisan development

Honourable members, I am pleased to report that the audited numbers of national artisan production, rose during the years 2015, 2016 and 2017. The numbers have increased over this period by 50% from 14 389 to 21 188 in 2017. We believe the country will meet the National Development Plan target of 30,000 newly qualified artisans per year by 2030.

The DHET has released the National Artisan Development Strategy for public comment. Its goal is to energise artisan development. The consultative process with social partners on the National Skills Development Plan is ongoing. Once this is concluded, we will propose legislative changes so that the National Skills Development Plan can be implemented with effect from April 2020.

In 2017, the National Skills Fund (NSF) allocated R886 million for 8 000 undergraduate students pursuing different qualifications in scarce skills, such as accountancy. It also provided R254 million for 3 500 Honours, Masters, Doctoral, and Post-Doctoral fellows. The NSF also hosts the annual Mandela Day Career Development initiative. This is a legacy programme that selects 67 learners annually from a different province in honour of former President Nelson Mandela. It increases the number of high achieving students in scarce skills disciplines.

Funding universities

Honourable Speaker, our universities have experienced difficult challenges in recent years. Several have massively increased enrolments. This was unavoidable as government and universities had to contribute to overcoming the inequities of the past.

This however has put the universities under strain. Institutions able to attract students from better-off homes, offset the decline in subsidy per enrolled student by means of increasing fees. I am pleased that the additional government subsidy that will be phased in over the next five years, will enable a systemic correction of the situation. The increased subsidy will bring relief to at least some of the pressures experienced by universities in recent years. Government has

planned to increase subsidies from 0.68% of GDP to 1% of GDP over five years. The additional allocation for university subsidies, amounts to R2.5 billion in 2018 and R11.3 billion over the Medium Term Expenditure Framework period of three years.

To complement the subsidy increase to institutions, DHET staff will work with all stakeholders to develop a regulatory framework for setting fees across the university system. This should be finalised and ready for implementation next year. The new framework will build on advice from the Council on Higher Education. It will ensure that annual university fee adjustments are justified, and that fees remain affordable.

Historically Disadvantaged Institutions will also receive a support grant of R2,5 billion over a five-year period. The R934 million University Capacity Development Programme (UCDP) starts this year. It is a comprehensive transformative programme that is designed to support academic and management staff at universities, promote student success, and enable curriculum and programme development and transformation in national priority areas. The grant is being allocated to universities to enable them to implement approved university capacity development plans as well as inter-sectoral collaborative projects. There are a number of important partnership programmes funded under the UCDP. The United States - South Africa (US-SA) Doctoral programme is one example. This programme includes a network of 12 US universities and 18 SA universities that will work together to implement 12 doctoral programmes to enable 100 existing academic staff to complete their doctoral qualifications. Funding of R57,2 million has been allocated to this programme.

The Entrepreneurship Development in Higher Education (EDHE) Programme, which we launched last year, is aimed at co-ordinating the development of an entrepreneurship platform within the university education sector in South Africa. We have allocated R17,9 million to strengthen the programme over the period 2017/18 to 2019/20. The goals of the entrepreneurship programme are three-pronged. These are, the development of student entrepreneurship, entrepreneurship in academia and entrepreneurial universities.

The University Capacity Development Programme grant also supports decolonisation initiatives. Decolonisation means different things to different people, but it is possibly primarily a curriculum and an institutional culture issue. Stellenbosch University is, it is reported, decolonising ten programmes, including medicine and law. Johannesburg University has a foundation course on Africa that all students are required to pass. For my part, I commend these efforts, but I agree with former Minister of Higher Education and Training Minister Dr Blade Nzimande when he said in 2015 that, "Building African universities does not mean creating universities that are globally disengaged. They should be globally engaged, but not only by being consumers of global knowledge. They should be producers of knowledge as well. Knowledge that is of relevance locally, continentally, in the South and globally."

I also agree with young leaders in our universities who condemn the continuing vestiges of patriarchy, sexism and inadequate

attention to the safety of all students. More especially female students, workers, and staff. Abuse of LGBT staff and students is prevalent and must be stopped. We will work closely with universities and colleges to develop policies and programmes that will help end this scourge in our institutions. Government is concerned about the governance failures we have seen in some universities recently. I am especially worried about the role of governance structures in creating these failures. The Guidelines for Good Governance Practice for Councils of South African universities were approved and published at the end of 2017. They provide a framework for effective university governance and set out the capacity needed by councils. I am grateful to those who volunteer their services to councils. But I am dismayed by those who see such services as an opportunity to secure tenders and procurement contracts. Or, to gather endless honoraria by convening unnecessary meetings. This year, universities will for the first time report on a set of governance indicators. This data will be the starting point for evaluating governance in the sector.

Chairperson, Honourable Members, I am pleased by the recent appointments of Professor Phakeng at the University of Cape Town and Professor Muthwa at Nelson Mandela University as Vice Chancellors. I am sure they will blaze a path that many other women will follow in the future. I also welcome the appointment of Professor Marwala at the University of Johannesburg. Our work includes deepening our international engagement. South Africa is chairing BRICS this year. We will oversee a number of international activities leading up to the July summit. This includes hosting the BRICS Think Tanks Council and the Academic Forum meetings. BRICS Education Ministers established the BRICS Network through which 60 institutions, 12 from each of the five BRICS countries, engage in a variety of educational and research initiatives across a number of thematic areas. The DHET will be hosting the BRICS Network University conference and the 6th BRICS Education Ministers Meeting in July 2018, in Cape Town.

In closing

In closing, I wish to stress that fully subsidised bursaries for students from poor and working class backgrounds, presents a huge opportunity for all South African universities and colleges to be at the forefront of change and empowerment. Universities and TVET Colleges, can ensure that we overcome the legacy of the past. That we create a more equal, empowered, and productive society for the future. Together we will move South Africa forward through the provision of quality and affordable PSET.

Honourable Chairperson, I thank all the staff of our institutions for their contributions. I am particularly grateful to those employers who open up their workplaces for training. To those NGOs and those in the private sector who contribute to our PSET institutions across the country, whether through bursaries, donations and endowments, practical placements, or practical assistance.

I am also grateful to Deputy Minister Buti Manamela, the staff of the DHET led by Director-General, Gwebinkundla Qonde, and to the Ministry staff.

Honourable members, I am pleased to report that the audited numbers of national artisan production, rose during the years 2015, 2016 and 2017. The numbers have increased over this period by 50% from 14 389 to 21 188 in 2017.

Speech on 17 May in the National Assembly, Parliament of South Africa, by the Deputy Minister Mr Buti Manamela, on the Department of Higher Education and Training budget vote 2018/19

Chairperson
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Deputy Minister of Higher Education and Training, Mr Buti Manamela
Chairperson of the Portfolio Committee on Higher Education and Training
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Honourable Members
Director-General and Staff of the Department
Heads of Post-School Organisations and Institutions
Honoured Guests
My special guests
Ladies and Gentlemen
Comrades and Friends

The gruesome murder of Karabo Mokoena, a student of the University of Johannesburg, enraged our nation in 2017. The grim details of her murder splashed across our television screens and social media. Infuriating us and shocking our consciences. We find some solace in the conviction of her killer Sandile Mantsoe, which we applaud. But we are once again shaken by the murder of Zolile Khumalo, a student of the Mangosuthu University of Technology. Her murder accused, Thabani Mzolo, if found guilty, must likewise be convicted and face the full wrath of the law. Justice must prevail.

Research by the Higher Education AIDS programme, indicates that 10% of the total reported cases of rape across the country were of university students. This figure will likely increase if you take into account TVET Colleges. A further 62% of students surveyed, felt that female students are likely to be sexually harassed on campus. An alarming 55% of male students, think that sexual violence does not include forcing sex with someone you know. The statistics are frightening. We are not revealing these statistics in order to shock the nation. But, we have to confront the reality. Violence against women is a problem that must be rooted out within higher education and training. It is also a societal problem that calls on all of us to act together. Our quest is to make our campuses safer. This is a call to action.

The Department of Higher Education and Training (DHET) mandated the Higher Education AIDS programme, to implement a comprehensive prevention, care and support, sexual and gender based violence programme, in the higher education sector in order to mitigate the problem. The goal is to develop an integrated model for managing sexual and gender-based violence at all our campus sites. The programme has specific emphasis on policy interventions that reduce violence against women, improve victim/survivor support services and challenge gender-based violence more broadly in society. We will launch the Gender Based Violence Policy and

Strategy Framework, for the higher education sector, in August 2018. This sectoral policy will open a wide range of programmes to mitigate the problem.

Together with HEAIDS and the Karabo Mokoena Foundation, I will be launching a campaign in June, focussing on violence against women and other safety issues on campuses. We hope that through this campaign, we will excite students into action. I call upon student leaders and student organisations to fully participate in the campaign. We also want students to be healthy and to lead healthy lifestyles. The Higher Education AIDS programme runs across all 400 university and public TVET College campus sites. Through the provision of free mobile health and wellness screening, the First Things First programme has seen a significant increase of students who tested early for HIV, TB and STIs within the sector. Over 203 000 students took up HIV/TB/STI and other general health and wellness services, last year. Using a peer to peer model, HEAIDS mobilised over 600 000 student advocates for its health, well-being and healthy lifestyles, interventions.

Minister Pandor has spoken extensively about the policy and implementation of fee-free higher education for the poor and working class. This policy decision must be viewed within the historical struggles waged by students and communities for free education. As a result of the global economic crisis of 2008, and its impact on social expenditure, there was a push for caution on fee-free higher education. Government has indeed taken a correct decision to make this critical investment for the present and the future generations. We are seeing the effects of mobilising young people to make education fashionable. Fee-free higher education for the poor and working class will have a dramatic impact on our future. It will change individual lives, families and communities. The investment that government is making in

Minister Pandor has spoken extensively about the policy and implementation of fee-free higher education for the poor and working class. This policy decision must be viewed within the historical struggles waged by students and communities for free education.

higher education is not an indication for the private sector to relax and take its foot off the pedal. Rather, we want the private sector to play an even bigger role. In this vein, we call upon the private sector to match government's contribution to higher education and training. We will all benefit from this investment.

A critical part of the Post-School Education and Training (PSET) system are the Technical and Vocational Education and Training (TVET) Colleges. TVET Colleges are at the forefront of providing PSET options for our youth. The DHET bursary allocation for TVET Colleges has increased from R2.437 billion in 2017 to R5.164 billion in 2018, representing a 112% allocation increase. The additional funding will take the programme funding level of TVET Colleges from the current 54% to 69% in 2018/19 with the target of 80% being reached in approximately four years. For 2018/19, an additional R2.5 billion will be made available for student fees including travel and accommodation allowances. This additional funding will ensure that qualifying TVET students will be fully subsidised in terms of student fees and travel or accommodation where appropriate. Considerable investment is being made for the expansion of the TVET sector.

We have heard your call for better quality TVET programmes. Consequently, we are strengthening both programme quality and college performance. TVET Colleges have presented their performance reports with a comparison of the 2016 and 2017 performance, focusing on poor performing subjects. A strategy is being developed to address the nationally identified poor performing subjects. The clear roles of academic boards, academic managers, campus managers and lecturers, will be defined in college improvement and action plans. DHET regional officials are supporting TVET Colleges to implement the teaching and learning improvement plan. We want to see more stable, functional, better governed TVET Colleges that offer high quality programmes.

The low certification rates of TVET students are a concern. With the significant investment that government is making, we must ensure that certification rates improve. In addressing this challenge the DHET has already seen some success and will endeavour to meet the MTSF target of a 65% certification rate for NCV Level 4 as well as N3 and N6 qualifications. We have heard your cries concerning the certification backlogs. Over recent years, the DHET has steadily addressed the problem. While this challenge has largely been resolved, we still receive queries. We will continue attending to, and satisfactorily addressing, all outstanding and unresolved certification issues.

We have heard the call of industry. Our Centres of Specialisation Project is an innovative action to address the demand for

priority trades. We need these priority trades for the implementation of government's National Development Plan in general and its National Infrastructure Plan in particular. Centres of Specialisation contribute towards building the capacity of the public TVET College system to deliver trade qualifications together with employer partners. Following a period of intensive research, we have established thirteen trades that are particularly in short supply. We have contracted with four industry associations, namely the Steel and Engineering Industries Association of Southern Africa, the Retail Motor Industries, the Southern African Institute of Welding and the Institute of Plumbers of South Africa. The intention behind this is to help us to upgrade two colleges per short supply-trade with a total of 26 colleges participating in the initiative. By the end of June 2018, the curricula for each trade will be updated to industry standards. A process in which industry partners have taken the lead. The transformation of the curricula is imperative for greater alignment with industry needs.

As the TVET system expands, we are aware of the governance challenges faced by many TVET Colleges. The DHET is developing a Framework for Good Governance. The DHET will conduct an initial assessment of all TVET Colleges against this benchmark framework. Further training, capacity building and monitoring will take place to improve governance. Good

management and governance will ensure that scarce resources are used optimally. TVET Colleges are community resources and their success is our success. We have heard your pleas for a better TVET College system. Having fixed some of the problems, we will continue to strengthen the system. Parents and youth are encouraged to strongly consider taking up their education and training within our 50 public TVET Colleges. TVET College education and training are our future.

Together with the National Student Financial Aid Scheme, we will launch the Pioneers programme. Over the last 27 years, NSFAS and its predecessor, has assisted more than three million students. Investing a staggering amount of over R60 billion in the process. So the next time that you ask, "what has this government done", think about this human resource investment. We will celebrate NSFAS assisted individuals who are succeeding in their respective professions. The pioneers programme will inspire our current generation to graduate and make a success of their careers. I am delighted that three pioneers of this programme could be here today. Seated in the gallery are Ms Veronica Motloutsi from Soshanguve who is currently the CEO of SmartHome Connect Pty. Ltd.; Mr Aaron Moloisi from Ga-Dikgale whom you may have seen as an SABC presenter of Shift and Take 5 and Mr Laduma Ngxokolo

from Port Elizabeth. He is an accomplished fashion designer and the owner of Maxhosa by Laduma clothing brand. Watch this space for #IamAPioneer

Recently, we saw young people graduate from institutions all across our country. Their elation was captured on #CelebrateGraduate and other social media. They came in their finest fashion cloaked in their graduation gowns. Congratulations to Katlego Masoga, Chrysantha Palan, Zingisa Socikwa, Mamashoabathe Noko, Monene Ramadimetja, Lindelwa Mhlungula and all those who graduated in 2018.

Your graduation did not come easy. It is the result of hard work and progress. A special congratulations goes to 72 year old Dr Delphyne Murray from the University of Fort Hare. She has showed us that you are never too old to learn. Our graduates have truly inspired those who are studying and shown that there is no shortcut to success. They have made the ultimate fashion statement by making education fashionable. As Nelson Mandela said, "Education is the ultimate equaliser". Indeed, it is good to be a graduate.

Honourable Chairperson, I join the Minister in presenting the 2018/19 Budget Vote 15 of the Department of Higher Education and Training.

I thank you.

CUTTING EDGE NEWS

Minister Pandor appoints a strong Recognition of Prior Learning Reference Group

The Minister of Higher Education and Training, Naledi Pandor has appointed a 23 member Recognition of Prior Learning (RPL) Reference Group as part of the implementation of Phase 1 of the Recognition of Prior Learning Co-ordination Policy.

The Reference Group, will be chaired by Professor Ahmed Bawa, and is made up of the following members; Adv. Eben Boshoff; Ms Gerda Magnus; Mr Neil Makhaga; Mr Tsela Moloi; Ms Vuyokazi Patuleni; Dr Shirley Lloyd; Mr Mogamat Shaafig Fredericks; Mr Joe Samuels; Dr Amani Saidi; Ms Busi Langa-Mtsintsilana; Dr Eva Sujee; Prof Alan Tait; Dr Joy van Kleef; Ms Desiree Vardhan; Ms Conti Magdeline Matlakala; Dr James Keevy; Professor Benjamin Anderson; Mr Ernest Lebuso Monyatsi; Ms Lazelle van Kramberg; Mr Ashley Benjamin; Mr Bhabhali Ka Maphikela Nhlapo and Ms Elsie Potgieter.

The Group begins its work today, 20 July 2018, and has been appointed for a period of three years.

The Group's main functions will be to advise the Minister about funding for the Co-ordinating mechanism for RPL in Phase 1; to develop a strategy and implementation plan for Phase 2 of the RPL Co-ordination Policy; monitor and evaluate the progress made in RPL implementation and co-ordination across the education and training sector; and identify

barriers to RPL implementation which may require legislative amendments.

About Recognition of Prior Learning (RPL) Co-ordination Policy

The purpose of this RPL policy is to provide a strong enabling policy environment for the further development and implementation of RPL across the Post-School Education and Training system, and across all levels of the NQF. It seeks to provide a solid policy to ensure that the RPL objectives of the NQF Act are met. It aims to facilitate access to, and mobility and progression within, education and training and career paths, (section 5 (1) (b) of the NQF Act); and accelerate the redress of past unfair discrimination in education, training and employment opportunities (section 5 (1) (d) of the NQF Act).

The RPL Co-ordination Policy will support the development of the Sustainable Development Goals, as well as the Revised Regional Indicative Strategic Development Plan of the Southern African Development Community region related to education and training.

This policy is based on the report and proposals of the Ministerial Task team on a National strategy for the Recognition of Prior Learning (RPL) (2013), and the White Paper for Post-School Education and Training (2013). It also recognises a range of RPL-related initiatives. Some of these have been underway for several years and others are being planned for the future. These will be

part of an integrated strategy for RPL policy implementation, which has been developed by the South African Qualifications Authority and the Quality Councils.

This is a strategic policy and has drawn on international trends in recognition and validation of non-formal and informal learning and workplace-based experiential learning. The key international influences on the policy have been the valuable research of the International Labour Organisation and the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Institute for Lifelong Learning.

The Reference Group has the following terms of reference:

1. Advise the Minister about funding for RPL implementation on an annual basis.
2. Collaborate, co-operate and communicate with the South African Qualifications Authority and the three Quality Councils regarding RPL implementation across the education and training system.
3. Recognise and collaborate with RPL Centres.
4. Provide guidance and support to implementing agencies such as education and training institutions and RPL Centres.
5. Advise the Minister about the Professionalisation of RPL Practitioners.

Minister Pandor meets with the National Skills Authority

The National Skills Authority (NSA) is the skills development advisory body to the Minister of Higher Education and Training. The NSA was established in 1999 in terms of Chapter 2 of the Skills Development Act (Act 97 of 1998). Its primary function is to advise the Minister on matters related to skills development.

One currently urgent area for advice, concerns the National Skills Development Strategy (NSDS). The NSDS is a five-year strategy used as a policy instrument to ensure the implementation of skills development and training priorities. The NSA, in collaboration with the Provincial Skills Development Forums (PSDFs), earlier convened provincial consultative workshops on the strategy beyond 2020. The PSDF's are co-ordinated by the provincial offices of the Premiers. The consultations

were complemented with a national roundtable, aimed at soliciting policy inputs from skills development experts and strategic organisations. Based on the collective inputs received from stakeholders, the NSA advised the Minister to approve the National Skills Development Plan and call for further consultation before finalisation and implementation.

On the 23rd of April, the NSA met with the newly appointed Minister of Higher Education and Training, Naledi Pandor. The NSA provided progress reports on the advisory areas. The reports included a progress report on the appointment of the SETA Chairpersons. The NSA is committed to leading skills development through decisive, proactive, result-driven and ethical conduct towards the realisation of an integrated and differentiated post-school education and training system.



NSA Members with centre front, Minister Naledi Pandor, and on her left, Ms Lulama Nare, Chairperson of the National Skills Authority

The Deputy Minister of Telecommunications and Postal Services celebrates 'International Girls in ICT Day' with a TVET College

TSHEGOFATSO RAPOO - E-Media & Communications Administrator

The Deputy Minister of Telecommunications and Postal Services, Stella Ndabeni-Abrahams, joined ORBIT TVET College on the 3rd of May, to celebrate 'International Girls in ICT Day'. Participating, were young girls and women in Grades 10-12 from neighbouring secondary schools in the Moses Kotane Local Municipality. The event was held at Mankwe Campus.

The event was aimed at making girls and young women aware of the various opportunities that are available and offered by the Information and Communication Technologies (ICT) sector. Addressing approximately 150 young women, the Deputy Minister emphasised the value of investing in techno-girls for the entrepreneurial and economic inclusion agenda. She further committed to training at least 20 internet providers from the Moses Kotane area in domain name reselling. Even though the ICT industry is transforming and becoming more welcoming to women, the lack of young women attracted to ICT studies is still reflected in ICT companies and government agencies around the world. The ICT sector remains male dominated, especially at senior levels. However, there are women and female

stakeholders making their mark in the ICT sector. Some of these were invited to share their personal journeys with the learners. They spoke on how they got to where they are today in the ICT sector.

ORBIT TVET College Deputy Principal: Academic Programmes and Student Support Services, Mr Tumisang Mosito, articulated the point that TVET Colleges can only deliver on their empowerment mandate if they are supported in terms of infrastructure, equipment, machinery and knowledge. These facets can be added through partnerships. "As a public institution, we need partnerships in order for us to do justice to this mandate. We salute the Telecommunications and Postal Services Ministry for allowing us to be their partner of choice. As an institution, we see this approach as a commitment to improving the living and learning conditions in the historically disadvantaged situation", Mr Mosito added.

The event concluded with the Deputy Minister presenting certificates to 25 young women who had completed the ICT training conducted by the Department in collaboration with INTEL SA in 2015. International Girls in ICT Day, is an annual initiative. It is supported



Deputy Minister of Telecommunications and Postal Services, Hon. Stella Ndabeni-Abrahams encouraged approximately 150 girls and young women to consider taking up careers in the growing field of Information and Communication Technologies

by the International Telecommunications Union (ITU) Member States, to create a global environment that empowers and encourages girls and young women to consider studies and careers in the ICT Sector.

TVET College alumnus to continue studies at Oxford University, United Kingdom

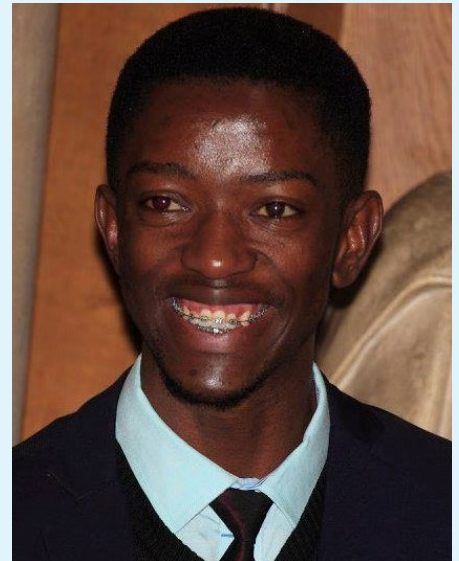
THOKOZANI NDHLOVU AND SINETHEMBA MTHETHWA

It is a dream to study abroad for many South Africans. This dream has become a reality for Sizwe Mkhwanazi (24), Gert Sibande TVET College alumnus.

Sizwe received the news earlier this year that he had been accepted to study towards a doctorate in education at Oxford University in the United Kingdom. Sizwe was raised by his 72 year old grandmother, Poppy Mkwana, in the rural area of Platrand, just outside Standerton in Mpumalanga Province. Like any other child raised in a rural area, he herded cows, fetched water from the river and sometimes cooked for his family. He was known for his excellent grades at school. His clarity of mind featured the great plans he has for his life. He enrolled at Gert Sibande TVET College Standerton Campus in 2007 for the National Certificate (Vocational) (NC(V)) in Office Administration. He had just completed Grade 9 at Qondulwazi Secondary School. Sizwe was a top achiever from his first year at college. In an interview, after he had received a laptop for being a top achiever, he said, "One day I am going to build a mall in Platrand." At the time, we were surprised that such a young man could have such ambitious dreams.

"I wish more parents would encourage their children in Grade 9 to continue their studies at a TVET College. This is the way to improve one's employment prospects and to acquire and develop skills. Schools, often deficient in resources, produce many youth who do not qualify for university

admission", added a concerned Sizwe. Sizwe has maintained high levels of personal discipline throughout the years. In his final year at the College (2010), he applied for admission to the University of Johannesburg for a diploma programme, which he completed in 2013. Joining the University of Johannesburg was not easy. The University told him that they did not recognise his TVET College NC(V) qualification. Gert Sibande TVET College had to intervene. This was disappointing for him, but he saw it as a minor setback instead of an obstacle. The matter was resolved and he was admitted. He continued studying and completed a Bachelor of Technology degree in 2014. In 2015, he was awarded a Mandela Rhodes scholarship to study towards a Masters of Technology degree in Operations Management at the University's Engineering Faculty. He was conferred the degree with distinction in 2017. During 2015 he simultaneously studied for a postgraduate Diploma in Management with the North West University, by correspondence. This he completed in 2016. In addition, while studying, he lectured Business Management at the University of Johannesburg from 2015 to 2017. After being awarded another scholarship, he discontinued the lecturing in September last year in order to pursue a Master of Science degree in Business Management Entrepreneurship at Oxford Brooks University. This he completes this month, September 2018. He begins his PhD studies at Oxford University next month.



Sizwe Mkhwanazi, Gert Sibande TVET College alumnus, is about to commence his doctoral studies at Oxford University, United Kingdom

Photo credit: Courtesy of Sizwe's Facebook account

Sizwe comments, "Being accepted by Oxford University is a step towards building my profile as a fully-fledged academic. My hope is that when I finish, I will have adequately published and supervised enough master's students so that I can apply for a professorship in the field of entrepreneurship education."

College wins two international awards

LAME MORUBANE - *Communication Officer*



Principal Dipiloane Phutsisi and Chairperson of College Council Adv. Xolile Xuma receive the European Award for Best Practices 2018 on behalf of the Motheo TVET College community

The months of April and May this year have proven to be award-winning months for the Motheo TVET College in Bloemfontein, Free State Province.

The college received two international awards. The latest being the European Award for Best Practices 2018. The award was made by the European Society for Quality Research on 12 May in Brussels, Belgium. The College was among various organisations from Europe, Asia, America, Africa and Australia that also received this prestigious award. The purpose of this award is to celebrate excellence and provide solutions to enable organisations from any industry, irrespective of its size and location to learn the tools for managing quality as well as addressing global challenges.

The second award that the College received in late April, was the Platinum Technology Award. This award was made at a ceremony in Berlin, Germany from the Association Otherways Management and Consulting (AOMAC). AOMAC is a company based in France. A research team recommended Motheo TVET College to a selection committee. The selection committee then chose the College on the basis of a voting system. The selection committee considered information that

was available from the media, consultancy and other partners about the College's practices. Aspects such as Total Quality Management and Total Quality Customer Satisfaction Standards are some of the criteria applied in the assessment. The selection committee then made the final decision and chose the College as an awardee.

In his address, the President of AOMAC, Mr Charbel Tabet, lauded the College for its achievements. He referred to Principal Dipiloane Phutsisi and her team as a group of winners who make things happen. Mr Tabet was referring to the quote "Winners make it happen; Losers let it happen" by famous American motivational speaker, Denis Waitley. Motheo TVET College is the only educational institution in South Africa to have received the Platinum Technology Award for Quality and Best Trade Name. This award seeks to recognise learning institutions for good quality teaching and learning practices and for having the best name.

In her acceptance speech, Principal Phutsisi expressed her gratitude to all students, staff, parents, partners, council and all other stakeholders, for dedication, hard work and outstanding performance. It is this that makes Motheo TVET College an institution of choice.

College Principal awarded at The Annual Vision 2030 Awards

LAME MORUBANE - Communication Officer

Motheo TVET College Principal, Ms Dipiloane Phutsisi continues to make waves, having recently been given an award at the Vision 2030 Awards.

She was awarded the 2018 Vision 2030 Driver for Change Award. To receive the award, the Principal was accompanied by College Council members, Executive members and Broad Management. The winners were announced and celebrated at the Vision 2030 Awards Ceremony and Summit held on the 21st of June at Emperors Palace, Ekurhuleni, Gauteng Province.

The awards recognise the achievements and success stories of individuals that are actively demonstrating alignment to the government's Nine-Point Plan to boost economic growth and achieve the milestones set by the National Development Plan (NDP). The overwhelming number of nominations for the various categories of the Awards, casts a positive glow on the future of South Africa and showcases the commitment of both the public and private sector to the NDP. Motheo TVET College was also a finalist on the Education



Celebrating the award are Marketing and Communication Manager Channel Africa, Mamolefe Segakweng, Award recipient Principal Dipiloane Phutsisi and College Council Chairperson Adv. Xolile Xuma

Award, which recognises commitment and the significant contribution towards moving the nation forward.

Ms Phutsisi's appointment as Principal of Motheo TVET College came just as the College came out of a period of being under administration from 2011 to 2013. She installed a culture of accountability, punctuality and responsibility amongst faculty. She ensured that students receive study material upon registration, to ensure the prompt commencement of teaching and learning at the start of term. She also created access with success for disabled students. Under her capable leadership, the College attained an accreditation of ISO9001:2015 by the British Standards Institute. The Centre for Entrepreneurship and Rapid Incubator was officially opened on 15 September 2017. She provided leadership in the establishment of the National Artisan Development Academy. This, in order to respond to the NDP target of producing 30 000 artisans annually by the year 2030.

In her acceptance speech, the Principal and Award recipient said, "One is grateful for the Award and for what God has bestowed upon me as a leader. I really treasure the contribution and support of the College Council, Management, staff and students and various stakeholders. I would not be able to achieve so much without their support." Under the leadership of Principal Phutsisi, the College is making a giant leap. The progress is evident to all. Principal Phutsisi as a leader and recipient has rightfully earned the 2018 Vision 2030 Driver for Change Award. Leading by example, the Principal, now showcased by the Award, will inspire sector peers and stakeholders nationwide, to pledge commitment to the NDP.



At the Vision 2030 Award ceremony, were College Council Member and Chairperson of the Finance Committee, Mr Fuluvelo Ntsandeni, Award recipient Principal Dipiloane Phutsisi, Head of HRDC Secretariat Ms Brenda Ntombela, College Council Chairperson Adv. Xolile Xuma and giving a thumbs-up is Deputy College Council Chairperson Adv. Tsoenyane Pela

Not in words alone, but by actions that move the nation forward.

The awards, and the accompanying Vision 2030 Summit, drew together a host of business and government leaders. The crucial representation of key decision-makers is of value in the pursuit of extensive Public-Private Partnerships. We believe, that South Africa by 2030, will have become the country envisioned by the National Development Plan. "The Vision 2030 Summit helps connect business and government. It does so by identifying and sharing the best practices of leading companies and organisations that have implemented successful development and investment projects. These are the organisations that can clearly demonstrate success. It is success with measurable returns to stakeholders in relation to projects aligned to the NDP", said Ryland Fisher, Editorial Director for Topco Media.

College Hotel School hosts Inter-Campus WorldSkills 2018 Competition

MATSATSI KGAMEDI - Public Relations Intern

Waterberg TVET College Hotel School hosted an inter-campus competition for the international WorldSkills competition. The event was held to showcase the skills of the hospitality students, focusing on restaurant and cooking skills.

The cooking skills category had four competitors. They were judged based on their vegetable cutting and prawn preparation. Their skills were meticulously judged according to set standards. The Restaurant Skills Category was judged on four main skillsets of which one was Wine Identification. For this skillset the students had to smell the wine, observe it and be able to identify its origin. Another skillset, Napkin Folds, requires that the students do ten different napkin folds. The other skillsets were Restaurant Table Setting and Silver Service.

Of the four cooking skills competitors, one winner will be heading to the regional competitions. In addition six finalists from the restaurant service skills category will go on to represent the College at the regional competition. The winners of the regional competition will proceed to the national level of the competition to be held in October. Ideally, each province should be represented at the national level of the competition. The culmination of the competitions will be the 2019 International WorldSkills competition, which will be held in Russia this time around.



The top three competitors in the Restaurant Skills Category are from left, Anna Molepo, Merriam Motidi, and Goitsewang Mohale. Behind them is Acting Senior Educational Specialist and overseer of the competition, Ms Maina Mello

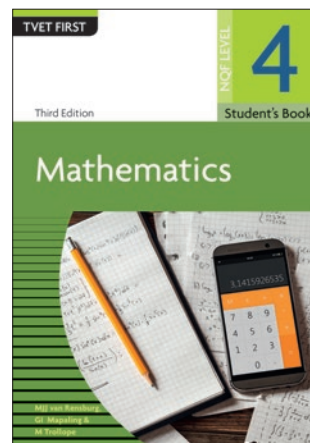
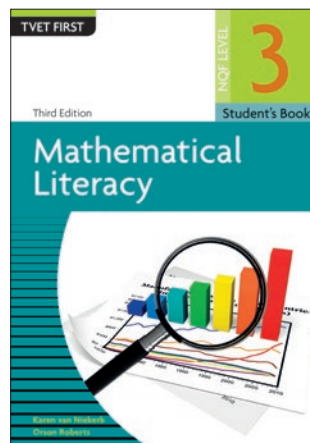
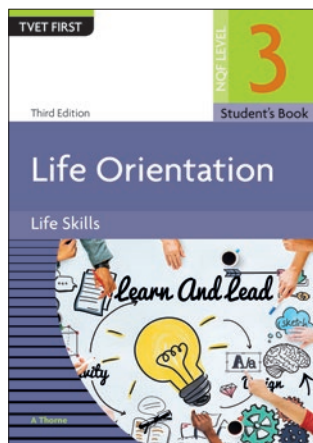
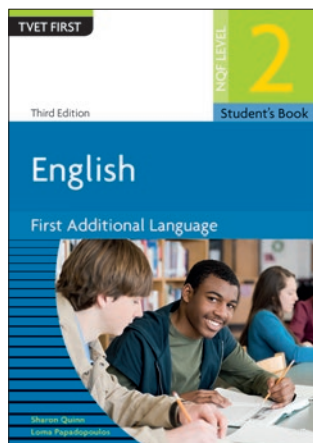
Waterberg TVET College is immensely proud of the students who work hard daily and strive to be at the top of their game. Our hopes and aspirations rest on the students who will be representing South Africa on the world stage in Kazan, Russia.

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TEACHING AND LEARNING

Close on a thousand Practitioners upskilled in Early Childhood Development Training Programme

PETER MATLOU - Business Development and Innovation Manager

In pursuit of its obligation to build capacity and enhance the performance of Practitioners in crèches managed by the Department of Social Development, the Department of Education and Sport Development in the North West Province, has entered into a training agreement with ORBIT TVET College.

The agreement will see the training of 900 practitioners so as to ensure that they acquire ECD Level 4 qualifications. The practitioners, currently volunteering at Early Childhood Development Learning Centres, but having no formal ECD qualifications, have been selected to participate in a 12-month ECD Training Programme. The training will see them acquire ECD Level 4 Certificates and become qualified ECD Practitioners upon completion. This is in accordance with the objectives of the National Development Plan.

The College, in collaboration with the respective government departments, rolled out induction sessions between May and June, throughout the Province. The sessions were, amongst others, aimed at highlighting the roles and responsibilities of the students, before they commence with formal training. Students will be placed at various Training Centres across the Province. They will gain practical experience during the week and attend formal theoretical classes on Saturdays. Training commenced in July in the districts of Bojanala, Kenneth Kaunda, Dr Ruth Segomotsi Mompoti and Ngaka Modiri Molema. The students will receive a monthly stipend. The enthusiasm shown by the candidates enrolled for the programme was quite exciting. This enthusiasm was matched by the full co-operation of the Centres earmarked for the training.



Director Curriculum Development Services for the Department of Education North West Province, Dr Mammen, addresses the ECD Facilitators in an induction session held in Mahikeng

An ECD qualification, prepares one for a career in the formal ECD environment. If you want to work as a pre-school teacher, Crèche Manager, or ECD Centre Manager, then this is the way to go.

Early Childhood Development facilitators trained

LINDA ARNOTT – ECD Project Manager

The Western Cape Education Department recently contracted Northlink TVET College to train qualified Early Childhood Practitioners and educators.

The training is in the new National Curriculum Framework (NCF) for children from birth to four years of age. Several Early Childhood Development (ECD) sites in the Northern Suburbs of the City of Cape Town were invited to attend the training. The training was presented in July at the Goodwood Campus. A total of 180 practitioners were recruited to participate in the training. They received certificates of attendance for the NCF training. The aim of the new curriculum is to standardise the teaching of young children across the country. It will further ensure that age appropriate programmes are implemented in all ECD facilities.

“We are honoured to have been chosen to be part of this training programme. We will continue to support and shape future facilitators and practitioners in the ECD field,” said Clive Solomon, Acting Goodwood Campus Manager. Emphasis is placed on the first 1 000 days of a child. It gives caregivers, parents, community workers and ECD practitioners, a framework for the holistic development of young children.



One of the groups attending the workshop at Northlink TVET College Goodwood Campus, celebrate their achievements with their facilitators

There will be another opportunity to receive the training in October, for those that have missed out on this round. **Interested practitioners are welcome to contact the college on Telephone (0860) 065 465 or Email: info@northlink.co.za**

College hosts first Business, General- and Engineering Studies Colloquium for academic staff

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

“The aim of this Colloquium is to help and equip you, our academic staff, with new insights on the latest developments impacting the education sector. To share with you best practice from your peers. To help improve your delivery in class and ultimately, the throughput rate of the College.” This is how Principal Leon Beech, set the scene for the first Colloquium to be held at Northlink TVET College.

Colloquiums were held the day prior to Trimester 2 registration and then again, before the day of the Second Semester registration. Interesting topics ranged from ‘The 4th Industrial Revolution’ in the Engineering Colloquium, to ‘Smart Apps for Education’ in the Business and General Studies Colloquium. “Modes of delivery cannot stay the same. We

need to change as the student population and their interests change. Students need to be reached and be taught on their level,” added Deputy Principal Corporate Services Neil Maggott, MC for the Colloquiums.

The Colloquiums saw Sello Sethusha, Assistant Director for the Department of Higher Education and Training, addressing the Engineering academic staff. Western Cape Regional Co-ordinator for CATHSSETA, Martha Collett, spoke to the Business and General Studies academic staff. Both speakers spoke to the current engagements of their respective organisations. They touched on what they foresee as the changes that would need to take place in the future, to improve the delivery of education and training.



Principal Beech, in exchange with Western Cape Education Department Dr Gerald Vollenhoven and Sello Sethusha of the DHET, at the Engineering Studies colloquium



Principal Beech thanks CATHSSETA Western Cape Regional Co-ordinator Martha Collett, for her contribution to the Business and General Studies colloquium

Perseverance wins the crown for students

VELISILE BUKULA - Public Relations and Communications Officer

When enthusiasm and eagerness meets opportunity, a life is changed for the better. Six Level 4 Primary Health students from West Coast TVET College are in the process of having their lives changed for the better. They are currently being moulded in a programme offered by the PathCare Academy. Chantal Kordom, Ambesa Zenzile, former 2017 Student Representative Council President Asanda Mbolekwa, Megan Meyer, Nokubonga Mbanjwa and Aviwe Tywaku are all students from the Vredendal Campus. They are busy with a Phlebotomy Technician Learnership and the Student Laboratory Assistant Programme, respectively.

These students endured strenuous personal circumstances. However, they have pulled through to be where they are today. When they were still at the College, there was concern amongst students regarding the credentials of the Primary Health course. The concern was that it was 'not registered and not recognised' by the Health Professions Council of South Africa (HPCSA) or the Department of Higher Education and Training. A number of students dropped out in light of these assertions, but these students formed part of the group that stayed on and persevered.

PathCare Academy offers the programme for the training of Phlebotomy Technicians in the form of the Further Education and Training Certificate: Phlebotomy Techniques, NQF Level 4. It is a two-year course offered with the support of the Health and Welfare Sector Education and Training Authority (HWSETA). The qualification is approved and authorised by the South African Qualifications Authority (SAQA) and the HPCSA and is run as a learnership under the auspices of the HWSETA. The Learnership consists of a structured learning component as well as workplace experience. The training is outcomes-based according to the unit standards that make up the qualification. Trainees are taught anatomy and physiology, medical ethics, laboratory safety, including HIV infection prevention, and how to safely collect blood and non-blood samples for medical pathology and blood transfusion purposes. The theory component of the programme is offered in Cape Town, but



West Coast TVET College students hired in Learnerships and the Student Laboratory Assistant Programme offered by PathCare Academy with Debi Moolman from PathCare, second right, are from left Chantal Kordom, Asanda Mbolekwa, Ambesa Zenzile, Aviwe Tywaku, Nokubonga Mbanjwa, and Megan Meyer

the practical component is offered at numerous locations across South Africa and Namibia. The programme commences annually in February. Selection includes pre-interview testing and panel interviews. Successful candidates are paid an allowance and are employed on a two-year contract for the duration of their studies at the Academy.

Chantal is a 25 year old young woman from the town of Springbok in the Northern Cape Province. She started the Primary Health course at West Coast TVET College in 2013 completing Levels 2 to 4. After completion, she had to look for a job to make ends meet due to family circumstances. She could not find a job for the entire year and consequently only started working in 2017. "Life was very difficult for me knowing that I had studied Primary Health and yet I could not find a job", she said. She later found a job at Namaqualand Pharmacy and also worked as a Merchandiser for Imperial. Chantal said her mother told her she had wasted her time by going to college. However, she says the Lord was on her side as she received a call to start at PathCare in February 2018.

Ambesa Zenzile is a 32 year-old student from Worcester. She started her Primary Health training in 2015. She matriculated in 2005 and could not study further as the situation at home made it impossible. "We were struggling at home financially. My mother is a single parent, so I had

to sacrifice my ambitions as my brother had also had to pass Grade 12", she explained. Ambesa had to look for a job to support her struggling mother. She worked for different companies like Golden Valley, Old Mutual Call Centre, a pharmacy and eventually for the National Health Laboratory Services. This is where she fell in love with the medical environment. She applied for the Primary Health course at the College and was accepted. "I told my lecturers that they must bear with me as I had not been in a classroom environment for a long time", she said. "When I was told that the course was offered at the Vredendal campus, I was alarmed as I had not heard about such a place before in my entire life. We were taken by a bus and there were many of us. When we got there life was difficult for me, as it was not easy to relate to my younger peers. I could not even make friends with them," Ambesa said. Her 'can do' attitude has helped Ambesa to be where she is today. She always aimed for a 90% pass mark. "I want to be a Pathologist one day. I do not care if it takes me 20 years to achieve that", she added. Aviwe could not make the cut for the Phlebotomy Technician programme. Instead, she was placed on the Lab Assistant Programme.

The PathCare Academy Section Head for Foundation Programmes and Recruitment, Debi Moolman, noted that the Academy is impressed with the students. They are achieving the required 70% pass rate. "The students have recently completed a two-day job shadow in the PathCare depots. They have completed a workbook and received positive written feedback from the senior staff in the workplace. These are well presented and well-mannered students. They are punctual for classes and follow procedures regarding sickness and transport problems. PathCare is helping to build a skills base in areas of South Africa and Namibia where there are greater skills shortages", she said.

Upon successful completion of the two-year course and a Board Examination set by the HPCSA, the students will be able to register with the HPCSA as qualified Phlebotomy Technicians. This will ensure that they are able to work in pathology laboratories, such as PathCare or blood transfusion services. Debi said that the PathCare Academy trainees had consistently achieved exceptionally high pass rates in the examinations. PathCare Academy trainees achieved the prized 100% pass rate in 2016, for the sixth consecutive year.

The students expressed their gratitude to the Vredendal Campus Manager, Absalome Chimuka, and lecturers Oliver Chivende and Zukile Mtongana for the assistance and support they have given them.



Megan Meyer checks the blood pressure of PathCare's Adthraa Singh to find that it reflects her satisfaction with the West Coast TVET College trainees

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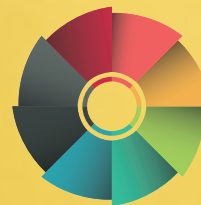


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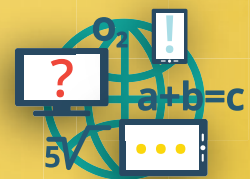


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CAMPUS MANAGERS DEVELOPMENT

Professional Development of Campus Managers project includes the physical maintenance of campus facilities

OWN CORRESPONDENT

As part of the Campus Managers Project, Campus Managers from 164 sites received training on leadership and management. The training included two assessments.

One assessment was to undertake a project where they would improve the 'look and feel' of a campus. The term 'infrastructure' was deliberately avoided, as not all colleges had funds available for large-scale infrastructural development. The second, focused on Building Partnerships between the SRC and the Local Community. The training took place in August 2017. The following feedback, serves as evidence of what had already been achieved within three months, namely, by the end of November 2017.

From the Centane Campus of King Hintsa TVET College in rural Eastern Cape Province, the Student Representative Council undertook to repair the gravel road leading to their campus. The outcome was a road free of potholes, the respect of the local community, and a personal sense of achievement in the knowledge that individuals can make a positive difference in their wider environment.

While at the King Sabata Dalindyebo TVET College, Ngcobo Campus, students undertook the

preparation and repainting of surfaces in need of redecoration.

At the Belhar Campus of Northlink TVET College in the Western Cape Province, faculty undertook the ambitious task of stripping and completely refitting the male student's toilets. They only requested that the college supply the material required for the job. The upgrade included repairs, plumbing, tiling and painting.

In Free State Province, the Campus Manager for the Bonamelo Campus of Maluti TVET College, initiated the cleaning and renovation of a long disused and run-down facility to create a state-of-the-art kitchen. The kitchen will be used to provide students and faculty with low-cost, high-nutrition warm meals. The Campus Manager noted, "High nutrition meals are now available to students and faculty at affordable prices. The facility brings a food service to within easy access of all, negating the need to leave the campus for meals".

In KwaZulu-Natal province, students and faculty of the Nqutu Campus of Mthashana TVET College, installed a water tank.

In Gauteng Province, Roodepoort West Campus, South West Gauteng TVET College, cleared and redecored



Ms Nqwenelwa Koboka, Campus Manager for the Centane Campus of King Hintsa TVET College, leads the road repair initiative

a disused room to create a sick-bay for students.

The positive response of campus managers to the training, is physically evident in the improvements undertaken at many

campuses across the country. It is further playing a significant role in fostering positive attitudes among students and faculty towards their education and training facilities, which are often taken for granted.

Minister Naledi Pandor opens new TVET College residences

LEHLOHONOLO MPHUTHI

More than 570 students who were not living on campus are now moving into new state-of-the-art units at King Sabata Dalindyebo TVET College outside Mthatha, in the Eastern Cape Province.



Minister Naledi Pandor and Mandla Makupula, MEC for Education in the Eastern Cape at the official opening of the female residence which has been named after veteran struggle icon, Albertina Sisulu

Jali Lapumlo (24), a first year Engineering female student is one of them. She has been living in a privately rented share-house, or student commune, with four roommates. She has had to commute the two kilometers daily to campus. "I'm extremely excited," Lapumlo said. I was ecstatic when I received a call from the College informing me that I will now be living on campus. As a result, I will be able to use the R300 monthly rental for my other study needs. Another, third year Engineering student, Anelisa Mbooi (22), whose parents had been paying a monthly rental of R500, said that living on campus is useful. This is particularly so when it comes to studying, making friends and engaging with your roommates about examination and course subject matter. Off-campus accommodation varies widely. This applies in particular to costs, location and the type of property. Many students are living in appalling conditions which are not conducive to academic study.

Speaking at the official opening of the new student residence, Minister of Higher Education and Training Naledi Pandor, said the completion of the building took place at a time when government was signaling that it took TVET Colleges very seriously. The Minister appealed to prospective students to consider enrolling at Vocational Colleges before considering studies at universities. "The best economies in the world are using vocational skills," said the Minister.

The College aims to partner with local businesses. It has also identified local municipalities for workplace experience, namely, Engcobo Local Municipality, Port St John Local Municipality and OR Tambo District Municipality. It is hoped that Workplace Experience will also pave the way for graduates to be more readily absorbed into the labour market.

The Professional Development Of TVET College Campus Managers Project: A response to capacity building in a developmental state

Background and rationale for the project

One of the critical reasons for low academic success of students at TVET Colleges is the gap that exists in leadership and management at the site of delivery of teaching and learning i.e. the campus. If the Department of Higher Education and Training (DHET), is to meet its targeted outcome, TVET College campuses must be effectively managed and function well.

Campuses vary greatly. Not only in terms of size and geographic distance from their central offices, but also in their historical constitution. Prior to the merger and establishment of the 50 colleges in 2002, the campuses functioned as individual institutions. They delivered vocational education at different levels and were established for different purposes. Vocational and technical institutions which catered for African people, and to a lesser extent those catering for Coloured and Indians, had little or no autonomy. Hence, institutional governance and management, the capability, norms and culture, developed differently in the different institutions. Despite the merger of technical colleges and skills centres into 50 TVET Colleges, many colleges have campuses that are still marked by their past.

Although there has been significant development in many areas of the TVET College system, leadership and management remains a challenge. Leadership and management is a critical area for institution building and hence the need for capacity development. Without a capable and committed leadership and management at both college and campus levels, the performance of colleges in producing a skilled and capable workforce will be severely hampered. Most Campus Managers have little or no training in the management of campuses. The position of Campus Manager, for most incumbents, is their first real management role. Currently, there is no initial or continuous professional development programme dedicated to the training of Campus Managers.

Poorly resourced campuses, particularly those located in rural areas, are faced with management challenges that are significantly different from those in historically well-resourced campuses. A generic management training course for Campus Managers will be limited in its impact in transforming the management of campuses. It is against this backdrop of significant challenges within the college subsystem, and taking into account the context of the campuses, that the "Professional Development of TVET College Campus Managers Project", was developed.

The project

The central aim of this Project is to build the capacity of Campus Managers. The aim is further, to simultaneously build the capacity of college and department managers and officials. This Project, while capacitating Campus Managers, also brings about sustainable improvement in campus performance. This Project aims to professionalise the roles and functions of a Campus Manager. As the training is context

based, an experiential learning pedagogy that fosters problem-solving and the sharing of good practices, was employed. All training and capacity building is voluntarily undertaken by practitioners from the public college sector. This practice is assisting in the development of strong 'Communities of Practice'. The Project aims to ensure sustainability by developing capacities within the system and institutionalising processes and practices.

This three-phase Project was planned to run over three years. It began in April 2016 and will terminate in March 2019. The Project is currently in its final phase. The numbers of Campus Managers targeted in each phase are in Phase One, 40, mainly rural based Campus Managers; in Phase Two, 150 Campus Managers representing all 50 colleges, and in Phase Three, a further 264 Campus Managers.

Report on the phases

Phase One: Induction Phase (April 2016 - March 2017)

Forty Campus Managers from all provinces received intensive training in nine critical areas. The training took place in three residential block training sessions over year one. The training sites used were a semi-rural campus, a campus in a metropolitan urban location and a campus in a predominately informal settlement. The training venues were located in three different provinces. All three sites were chosen on the basis of evidence of good campus management.

Following the training, Campus Managers, developed individualised Campus Improvement Plans (CIPs). Each of the 40 Campus Managers were mentored and supported at their campus sites by regional officials and the Project team. During this phase, capacity was built at different levels within the TVET College system. Three young post graduates were, trained as Research Assistants and as trainers, as part of the Project team. Fifteen regional officials were trained in coaching and mentoring, as part of a process to move to a more supportive role when monitoring and evaluating. Seven College Principals, one Deputy Principal: Academic, and one Campus Manager, trained as the Heads of Task Teams in experiential pedagogy. Twenty-eight college managers with good practice were trained as trainers in pedagogy and in materials development.

In terms of training material, a set of nine training manuals were developed and distributed to the participants. Soft copies of legislation, policies, regulations and guidelines were also included. Although colleges were made aware that the materials were a 'work in progress', many colleges have been using them for their in-house training. Strong 'Communities of Practice' were built using ICT facilities.

Phase Two: Training (April 2017- March 2018)

The training and support was extended to

174 Campus Managers representing all 50 Colleges. The Project only received funding for training 150 Campus Managers. However, several principals requested that the Project include 24 additional managers.

Trainees were clustered into seven groups based on the location of their campuses. The seven clusters were centred on TVET colleges in Polokwane, Limpopo Province; Rustenberg, North West Province; Majuba, KwaZulu-Natal Province; Port Shepstone, KwaZulu-Natal Province; Port Elizabeth, Eastern Cape Province; Witbank, Mpumalanga Province; and Kimberley, Northern Cape Province. Training took place simultaneously in these seven clusters at the locations indicated. All trainers were trained by the DHET. The co-ordination and logistics is done voluntarily by a college administrator at each of the seven training points. The co-ordinators were trained by the Project team.

Three residential block training sessions took place during this phase. Block 1 (Phase 2) took place from 23-25 August 2017. The training focused on 'Campus Leadership and Management' and comprised of seven units. There were two assessments based on practical improvements. These were, Building Partnerships between the SRC and the local Community and, Improving the Physical Environment of the Campus.

Block 2 (Phase 2) took place at Mankwe Campus from 4-6 December 2017. The training focused on 'Managing Effective Teaching and Learning' and comprised of five units. The assessment focussed on, 'Improving Academic Performance'.

Block 3 (Phase 2) took place at the Springs Campus and was held from 17-19 April 2018. The training focused on, 'Building Student Centred Campuses', and comprised of nine units.

Significant achievements over the second phase included the training of trainers of seven teams of college managers at principal and deputy principal level. Seven college administrators trained as cluster co-ordinators. Three manuals consisting of a total of 21 units have been developed. Fifty line managers who are principals and deputies trained as Assessors. Eighteen Regional Officials trained as moderators. Evidence has emerged of strong 'Communities of Practice' amongst cluster members.

Phase Three: Training (April 2018 - March 2019)

In this phase the training is extended to all 264 Campus Managers. The training itself is consolidated, with the view to developing accredited courses. Assessments are aligned to the quality assurer's (QCTO/HEIs) requirements and work begins towards the development of a Professional Qualification for 'TVET Campus Managers'

WORK INTEGRATED LEARNING

Address by the Deputy Minister of Higher Education and Training, Mr Buti Manamela, to the 2018 WIL Africa Conference

Programme Director,
The President and Members of the Southern African Society for Co-operative Education; International and regional delegates
Representatives from our Higher Education Institutions
Senior Officials from Government
SETA CEOs and Officials,
Technical and Vocational Education and Training College Representatives,
Community Education and Training College Representatives,
Organised Labour Representatives,
Business and Industry Representatives,
Skills Development Providers,
Ladies and Gentlemen

Thank you for inviting me to address you at this 2018 WIL-Africa Conference on Work Integrated Learning. The conference comes at the time when our country has a renewed focus on finding solutions to a range of issues confronting our growth and development agenda.

Beginning with the 2008 economic crisis that affected us and the rest of the world, it would appear that a decade later we have been slow to recover. A look at the current socio-economic scenario would suggest that economic growth rates have remained suppressed and at times have regressed. Employment numbers have remained largely flat, implying that very few new jobs have been created. Our unemployment rate is rising to unacceptable levels. These challenges have inflicted deep economic pain on our people. Leading to rising levels of dissatisfaction that manifested themselves in people taking to the streets asking government to do something. As you might recall, student protests over the last two years were a message to government and society that the costs of higher education are becoming unaffordable to the majority of our people. The solution, when it was eventually found, came at a cost to other areas of our growth and development. We had to sacrifice or scale down other education and training programmes to ease the burden on society.

Our problems are far from over. For me there are still three challenges our post-school education and training institutions must help us resolve. The first, is the problem of our young people not completing their qualifications on time. Each additional year spent repeating some aspects of the programme of learning, represents a cost to society. This makes our education system expensive and inefficient. There are many arguments as to where this problem stems from, but regardless of this, we owe a debt to society to show that we are doing something about it. The second problem relates to young people who are unable to complete their qualifications, because of an inability to find workplaces, where the curriculum specifically requires

workplace learning. This problem is prevalent in selected programmes offered by Universities of Technology and TVET Colleges. A search for answers or causes of this problem often leads to finger-pointing in different directions, or a lack of funding and unwilling employers and so on. More than 20 years into our democracy, we appear far from finding the right connections between institutions of learning and workplaces/industry to make Work Integrated Learning possible. It also appears, that some of our institutions are even considering dropping Work Integrated Learning altogether from qualifications. I would urge that this decision is not taken lightly or in haste. It has consequences for the future of our youth and the country at large. It is encouraging that a number of employers like Bosch, Tsogo Sun, Bidvest, Siemens and Sappi are also participating in this conference. This is perhaps testimony that employers are willing to partner with us to make education more meaningful to the student/trainee and the economy. The third problem relates to young people with qualifications finding it difficult to land their first job. For some it may take as many as five years to find the first job. Even then the job has little to do with the qualification they possess. One dominant narrative seems to be suggesting that industry does not consider the skills they have relevant to the job at hand- implying the post-school system is training for the wrong jobs.

We do not have the time to examine and confirm or refute the merits of this argument. But suffice to say that the problem of graduate unemployment concerns all of us. Industry, education institutions, civil society and government; we must find a solution. As I suggested, government has called for a renewed focus on getting our growth and

The business constituency lies at the heart of job creation. The private sector is responsible for over 60 per cent of all jobs in South Africa. On this basis Government and Business have committed, over the next three years, to provide one million youth with paid workplace based learning opportunities through the Youth Employment Service (YES) programme.

development agenda back on track. I want to cite three areas where government will need the involvement of all of us. Government, Business and Industry have finally agreed to do something about the rising tide of unemployed youth. The figure now surpasses six million, and spans both rural and urban communities, young men and women. The burden is hardest for those who have failed to complete matric or study further. The longer young people remain unemployed, the harder it is for them to find work.

Structural factors, such as spatial marginalisation and resultant high transport costs; disappointing educational outcomes and poor matching of training and skills to demand; are often cited as reasons for the high unemployment experienced in country. Their impact is particularly large on poor black youth, who lack the networks and know-how to access jobs. The business constituency lies at the heart of job creation. The private sector is responsible for over 60 per cent of all jobs in South Africa. On this basis Government and Business have committed, over the next three years, to provide one million youth with paid workplace based learning opportunities through the Youth Employment Service (YES) programme. The programme intends to provide a young person with a one year quality work experience with training – technical and as well as on the job support. The call is on all of us to support this programme. It may also offer a partial solution to the problem of young people not finding workplaces to complete their qualifications.

Government intends to convene a Job Summit later this year as announced by the President during the State of the Nation Address. This Summit intends to look at areas of our economy that can be given the required push to unlock growth and jobs. A key component that is likely to emerge from this Summit, is a renewed focus on education and training and a call to do things differently. We will be turning to our educational institutions and asking them to make sacrifices in their programme offerings. To deliver those skills that the economy requires now, in the medium and long term. Government has pledged to raise \$100 billion (R1.3 trn) over the next five years. Recent reports suggest that we have already received pledges totalling in excess of \$35 billion (R455 billion) with indications that the investments might be in renewable energy. The question we should ask ourselves is “How ready are we with the skills required by these investors?”

I have raised a number of issues relating to our economy and the socio-economic conditions in our country. Not to detract this conference from its set agenda, but to provoke your thoughts as you go back to your respective institution. I want you to take these issues back with you and think hard about how you are able to support Work Integrated Learning.

We want you to open up your workplace so that every workplace becomes a training space.

I thank you.

College hosts a Recruitment Day in pursuit of Job Placement for former students

MACHAA TSHWARELO SEBELA - Senior Marketing Officer

Scores of excited Ekurhuleni West TVET College students, braved the cold weather to gather at the College's Germiston Campus for a Recruitment Day.

The event was organised by the College's Business Unit responsible for linking former students with employment opportunities, in both the public and private sectors. The Recruitment Day held on 10 July, was attended by former students from across all six campuses. Youth job placement organisations such as Jump-start, the NYDA, Lulaway, ProServe, Harambe and The Department of Labour, collected Curriculum Vitae as part of the learnerships and internships recruitment drive. This initiative is in line with The Department of Higher Education and Training motto of 'turning every workplace

into a training space'. Organisations presented Work Based Experience opportunities which are available across various sectors to the hundreds of attendees. The emphasis was on encouraging students to aim for personal career growth paths when granted a chance of employment.

Deputy Principal: Academic Affairs, Mr Nyelisani Mudau, opened the programme with words of wisdom. Mr Mudau referred to the students as the fortunate generation. This, as opportunities are brought directly to them in many ways. He said it is up to former students to ensure that they grab every opportunity presented to them. He illustrated the point quoting the analogy of a horse through the idiom: "You can take a horse to water, but you cannot make it drink". Deputy Principal Mudau advised those in attendance to avoid accumulating debts during internship tenures as that would defeat the purpose of development and training.

Jump-start Training Officer, Alumnus Cindy Mbalo, is a Human Resource Management graduate from the Germiston Campus. Cindy shared her personal growth story with the audience which was about taking a first step to employment. She began her career journey in retail with the Foschini Group as an intern. This was until she was given an opportunity with Jump-start as a trainer. This story was related to inspire confidence



Excited students ready for a jumpstart to the world of work

amongst job seekers. Job seekers should not only apply for jobs for which they have studied, especially on entry level. Those with successful applications participating in the Youth Employment Organisation, will be placed at different workplaces. The objective will mostly be one of gaining work experience and not the earning of stipends. Career Development offered at these entities consist of amongst other things, Life Skills Training, Job Hunting Skills, Networking, Self-Presentation, and tailoring a Curriculum Vitae, just to mention a few.

Ekurhuleni West TVET College was represented by Phanel Chauke at the event. He enticed former students to participate in an envisioned Alumni programme. He outlined the importance of participating in the College's activities and of contributing where possible.



Cindy Mbalo shares her experiences of pursuing a career growth path

South African graduates depart for year-long internship

ROSHIN SCHMIDT - Marketing Officer

False Bay TVET College, friends and family bade farewell to eight students who departed on a year-long exchange programme in collaboration with the Chinese Culture and International Education Exchange Centre and MerSETA.

The Centre is a leading official Chinese Educational Institution in South Africa that focuses on education collaboration between countries. The relationship has been ongoing over the past five years. It has, with great success, brought together the efforts of Higher Education Institutions, the MerSETA and international counterparts.

The initiative focuses on selecting students for an international internship programme. This includes six months in a training institution and six months within the workplace. The aim is to obtain the Chinese National CNC Certificate. The selection of workplace practical training is specifically related to the critical shortage of technical skills as identified in the MerSETA Sector Skills Plan. Students, Monray Julius, Banele Mtebele, Nomvuyo Citi, Bukelwa Wili, Velencia Bukwana, Avela Nkompela, Sakhumzi Mavithana and Ashley Ndzena, left for China on 13 June. They will be based at the Changzhou College of Information Technology.

Ashley Ndzena, a 30 year old Khayelitsha, Western Cape Province resident, who studied Electrical Infrastructure Construction NC(V), was eager to go. When asked how she felt about the adventure prior to leaving she said, "This is my first time on an aeroplane. It is also my first time to travel abroad, so I am very excited. My parents are so proud of me, but they are also sad to see me leave for such a long time. I know this is the best for me, but it's also scary because I will have to be responsible for myself. Our hosts will be watching out for us to do well." Several preparatory briefing sessions were held under the leadership of Work Integrated Learning Manager Ms Dominique Meyer. Dominique adds, "We will continue to keep in contact with the students. We will ensure that they are performing well and adapting as much as possible to the new lifestyle." Acting Principal Karin Hendricks addressed the students in the send-off briefing. "You will work harder than you have before. Chinese culture is committed to excelling academically and working optimally. You

have been selected and you need to make this experience a significant shaper of your future." Among the positives, is the fact that this initiative will assist in maintaining and promoting relationships between the two economies. At the same time it will develop the graduates for the benefit of Chinese companies operating in South Africa as well as South African industry. The students will return after a year, mature and experienced. Ready to plough back and share their newly learnt skills and abilities!

Chinese students are required to complete a specialised exam (Gaokao) after concluding secondary school. This is in order to obtain admission into the Higher Education system. This is much like the recommended requirements of the South African Higher Education system. It encourages potential students to complete a Performance Assessment of Competency. The Chinese state also governs education and certification processes for both basic and higher education. Much like the South African system. See also <https://www.oecd.org/china/Education-in-China-a-snapshot.pdf>



False Bay TVET College graduates with Faculty and senior managers before departing for a year-long internship programme in China



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ARTISAN DEVELOPMENT

Launch of Technical Education for Communities programme in South Africa

FHEDZISANI MASHAU - Assistant Director: Marketing and Communication

The new Technical Education for Communities (TEC) initiative was recently launched during a ceremony hosted at the Sedibeng TVET College, Sebokeng Campus in Southern Gauteng Province.

In attendance were officials of the Department of Higher Education and Training and the merSETA. Engine, Filtration, and Genset manufacturer, Cummins Africa Middle East, in conjunction with earthmoving, mining, construction, and utility equipment supplier, Komatsu Africa Holdings, have been instrumental in inaugurating the TEC programme. Through the partnership, Cummins and Komatsu will enhance the standard education platform to help develop a market-relevant curriculum. Further aspects of the partnership include, lecturer/trainer training and career guidance, and the provision of the practical experience needed by students.

The TEC programme forms part of a global initiative that targets the technical skills gap in South Africa. It aims to do so through local vocational education programmes. It is the realisation of an agreement signed in October 2017 by Gino Butera, Vice President and Managing Director of Cummins Africa Middle East, and Mike Blom, Managing Director, Komatsu Africa Holdings. Mr Butera noted at the event that, globally, employers are

experiencing critical shortages of skilled technical workers. Around 10 million manufacturing jobs worldwide are unfilled owing to a shortage in technical capabilities and soft skills.

The TEC initiative seeks to plug this gap. It aims to do so by providing education and training institutions in South Africa with the necessary tools to equip students with market-relevant skills that prepare them for the world of work. This is against the background of the Fourth Industrial Revolution, or Industry 4.0. "It is fantastic that Komatsu is part of the TEC initiative. This programme is driven by our shared values to give back to the continent. To ensure that young people can learn in-demand skills that will help them find employment," Mr Blom commented. Since the global launch of the TEC initiative in 2012, 19 schools in 11 countries, two of which are in Morocco and Nigeria, have been established. Sedibeng TVET College is the twentieth institution to fall under the auspices of the programme. "Through the TEC initiative, students will develop a comprehensive set of tools to improve their job prospects in the technical industry. It is exciting that Cummins and Komatsu have seized the opportunity to provide a local community-based solution to a global workforce problem," Mr Butera remarked.



Minister Naledi Pandor addresses the launch

The latest addition to the TEC initiative in South Africa, stems from a global corporate responsibility agreement that was signed by Cummins and Komatsu in June 2016. The global agreement established general guidelines and a framework for Komatsu and Cummins to form, co-develop, and implement, late secondary school or post-secondary vocational education programmes at global sites. "This programme, therefore, is an example of how such a partnership can help offer quality programmes in TVET Colleges. The most pressing concern is the curriculum. If our industry partners are prepared to take ownership of the qualifications and curriculum design, I am confident that we will be able to train skilled people ready for employment" said Minister Pandor.

In her speech the Minister indicated that it is clear that the best way of building a vibrant TVET sector is to secure industry involvement in the process. She further stressed the importance of encouraging other businesses to invest in the Centre. Its development will boost the support, making the project sustainable and ensure that Sedibeng TVET College is better aligned to industry and the community it serves.

"As government we're immensely pleased that TEC is supporting one of our colleges. We hope that this is just the start to a long-term programme," Minister Pandor concluded.

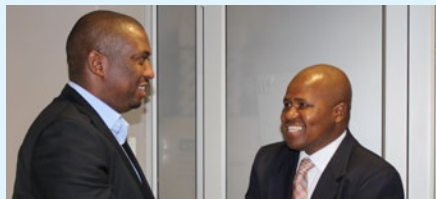


Unveiling the TEC Plaque were Komatsu Managing Director, Mike Blom, Cummins Vice President and Managing Director, Gino Butera, Minister of Higher Education and Training, Naledi Pandor, Acting Principal Sedibeng TVET College, Jackie Moseki and Senior Manager: Quality Assurance & Partnerships at merSETA, Naphtaly Mokgomotse
Photo credit: Siyabonga Nxumalo

Deputy Minister monitors progress on the building of a National Artisan Development Academy

LAME MORUBANE - Communication Officer

The Deputy Minister of Higher Education and Training, Mr Buti Manamela, visited Motheo TVET College on Wednesday 4 July. The purpose of the visit was to monitor the progress of the construction of the new National Artisan Development Academy, which was launched by the College earlier this year. The building of the new Academy is in response to the continuous need for suitably qualified artisans to sustain industries and support economic growth in the country.



Deputy Minister Buti Manamela is welcomed by College Council Chairperson Adv. Xolile Xuma

The academy is more than 49 000m² in size. It has three workshops with simulation areas, student accommodation for 372 beds and trade-testing centres, an admin block, kitchen, dining



Deputy Minister Buti Manamela, College Council Chairperson Adv. Xolile Xuma and Motheo TVET College CFO Mr Eugene Ntzieng, conduct an in loco inspection of the new National Artisan Development Academy

hall and recreational facilities. The facility has a capacity of 1 000, with provision for computer labs a multipurpose hall, and a student centre with convenience shops. The construction commenced on 1 October 2015 and the envisaged completion date is the end of this month, September.

Deputy Minister Manamela promotes the Decade of the Artisan in the Eastern Cape

Programme Director
District Mayor Councillor
Xolile Mehlomakhulu
Local Mayor Councillor Bulelwa Mabhengu
Ingwe TVET College Council Chairperson Ms
Yvonne Mbane
Ingwe TVET College Acting Principal Mr
Bheki Nkonyane
Ingwe TVET College SRC President Mr
Thabo Makonxa
AgriSETA Senior Manager for Quality
Assurance Mr Fanny Phetla
Distinguished Guests
Learners and Students from Schools and
TVET Colleges



Deputy Minister Manamela views demonstration points set up in the Ingwe TVET College workshops by faculty and students. These were used for informing learners attending the promotion, of the artisan trades on offer

Good morning.

It gives me a great pleasure to address you today, on the 13th leg of the Decade of the Artisan promotion. The Department of Higher Education declared 2013 the "Year of the Artisan". This vision was informed by the realisation that the country experiences a shortage of qualified artisans to sustain our economy. In consolidating the campaign, we saw it fit to extend the programme from 2014 to 2024 and named it the "Decade of the Artisan".

Through this advocacy campaign, youth development is promoted and prioritised. Specifically the development of artisan skills in engineering - electrical, civil and mechanical and in hospitality studies. As the Department of Higher Education and Training (DHET), we pursue closer collaboration with Industry. We encourage employers to open their workplaces for TVET College students and trainees. One must have workplace experience to qualify as an artisan. During the past decade there has been less emphasis, particularly at school level, on technical, vocational and occupational career guidance. It is important to remedy this so that the youth may be assisted to focus on mid-level skills acquisition of an artisanal nature.

However there is a misconception out there in society about technical skills and artisans. These skills and jobs are regarded as of a lesser prestige, because we may have to wear a suit and tie, with a large corner office, as the top jobs. Through unwarranted peer pressure, we even see young people going to study programmes that are of no value to anyone or to the labour market. Either because there is no longer a demand for the competencies or the market is saturated with such skills. We must correct this. In fact, this campaign is about correcting this misconception. Artisan careers are in demand

in the labour market and will remain so as the economy becomes increasingly technologically driven. TVET Colleges are the best equipped institutions to offer artisan directed programmes. In 2015 a research study conducted by the Swiss-South African Co-operation Initiative on the employability of graduates with artisan skills, it was found that 76% of artisan graduates are able to find employment after qualifying. Further, 6% become self-employed as entrepreneurs.

Youth unemployment and poverty can be reduced through the training of more artisans through the TVET College system. The entire skills development system must dedicate the necessary resources to support technical, vocational and occupational career development and guidance. This has indeed proven to be a critical component in successful skills development initiatives. In December 2017, the government took a policy decision to provide fee free higher education to the poor and working class. This policy decision, which will be phased in over a five-year period, entails extending and strengthening government's support for poor students to enter public universities and TVET Colleges. More importantly, more than two million students studying at South Africa's public Universities and TVET Colleges, have been funded through the National Student Financial Aid Scheme from 2013 to date. Surely, there is absolutely no excuse for anyone not to study, especially at a TVET College. The need for the development of qualified artisans to support the economy remains a high priority. Especially when one considers the fact that a large number of qualified and competent artisans are required for the government's strategic infrastructure projects, like building roads, schools, ports, universities and power stations. Our National Development

Plan (2030), targets the production of 30,000 artisans per annum by 2030 and moving forward.

A pro-longed artisan advocacy programme to create awareness and share information with our young people about artisan development and available careers within the artisan system is therefore necessary. In spite of the gradual rise in the number of artisan produced by the country indeed, we are still worried as government. Our data still reflects a dire shortage of skilled individuals in the country. Despite all the opportunities opened to the youth. Furthermore, a number of employers are joining the call for more artisans, by creating more workplaces as training spaces for TVET College students and trainees. We need more employers to come on board. To further consolidate this public-private-partnership, the DHET in partnership with the Human Resource Development Council for South Africa, has unveiled a massive plan of launching an "Adopt a TVET College Campaign". This is aimed at promoting collaboration between Industry and TVET Colleges. Through these partnerships, colleges will be able to determine which skills are needed in the labour market and be able to positively respond by increasing the supply in an appropriate manner. In addition, the curriculum of TVET Colleges will be enriched through joint review exercises and be aligned to the needs of the workplace to ensure a smooth transition from college-to-work. Technological advancement in the modern workplace, requires technically skilled workers at entry and middle occupational levels. Out of 50 TVET Colleges, 24 of these have been adopted by companies. On the 5th March, the DHET kicked off a campaign to launch 26 Centres of Specialisation. This is aimed at prioritising 13 occupational trades in high demand in order to curb trade skills shortages as well as reduce unemployment and poverty in the country.

We all remember SA hosting the World Cup 2010. We built beautiful stadiums. However, we were forced to spend more money importing skills from other countries because of the shortage of these skills in our country. Over and above, we imported skills during the construction of the Gautrain rail network. The country needs more technical skills. I implore you, choose a technical career. Go to a TVET College. Become an artisan. Contribute to the growth and development of your country.

Indeed "It is cool to be a 21st Century Artisan".

I thank you.



Hundreds of learners attended the Decade of the Artisan promotion

ARTISAN RECOGNITION OF PRIOR LEARNING

Artisan Recognition of Prior Learning aims to standardise practice

YASIN JOHNSON - Programme Manager Boiler-making

About the author

Yasin Johnson, a qualified boiler-maker artisan and lecturer, started teaching Metalwork and Welding at one of the few technical high schools in the Western Cape in 1989. Ever since, he has had the passion to be involved with youth, inspiring them to higher levels. His teaching experience in England gave him a different perspective on teaching delivery in the classroom.

After working for four years as the Work Placement Manager for Northlink TVET College, he moved back into the workshop environment at the Bellville Campus where he works in the Boiler-making Division. In 2016, he became Programme Manager for the Boiler-making Division. This has afforded Yasin the opportunity to grow the Boiler-making Division, aligning the curriculum closer to industry needs and pursuing closer partnerships with employers in the process.

Artisan Recognition of Prior Learning is a programme aimed at qualifying technicians as Artisans on the basis of their prior learning and experience in their respective trades. The South African Qualifications Authority defines "Recognition of Prior Learning (RPL)" as "the

principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or for further learning and development".

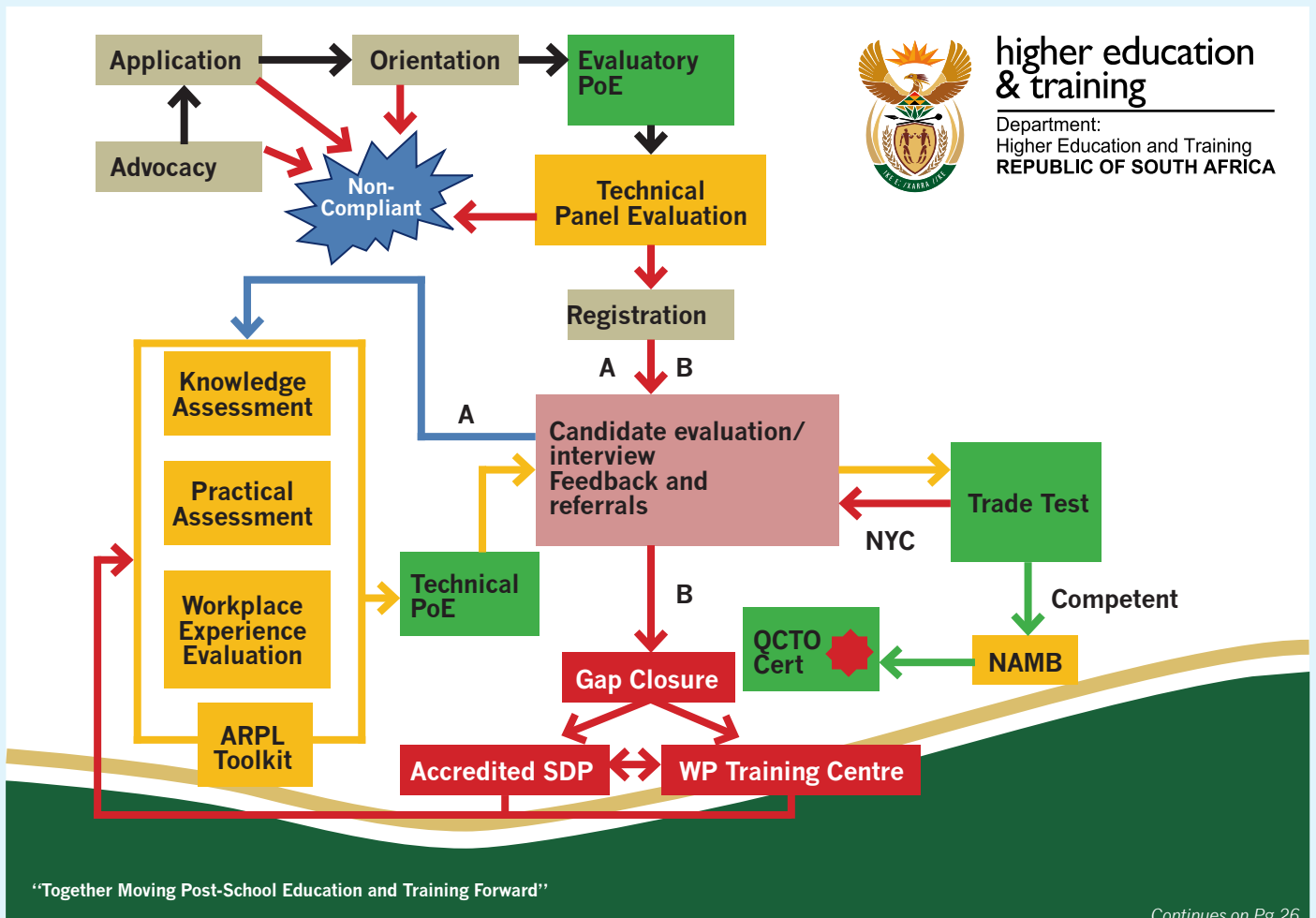
The Quality Council for Trades and Occupations, similarly describes RPL as "the principles and processes through which the prior knowledge and /or skills of a person are made visible and are assessed for the purposes of certification, alternative access and admission and future learning and development".

The Department of Higher Education and Training (DHET) describes RPL as "an evaluation and process conducted at an accredited trade test centre which measures a candidate's meaningful level of related work experience, integrated conceptual knowledge and work related technical and personal skills in order to facilitate access to a process that leads to access to a trade test and certification as artisan". The objective is one of redressing past imbalances while providing an access pathway to a Trade Test. The intention, is to establish a single standardised practice for ARPL across all sectors of the economy.

The DHET has graphically illustrated the route for Artisan Recognition of Prior Learning as follows:



Candidate artisans participating in the Artisan Recognition of Prior Learning programme are from left, Wade Green, who is unemployed and self-funded. Fadiel Rycliff of 3 C Metal, Mzwawupheli Mavuma who is employed but who is self-funding his participation in the programme and Rashaad Hendricks of 3 C Metal



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Continues on Pg.26



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The implementation of the new ARPL process in October 2017, by the DHET has seen TVET Colleges implementing the process within the following approved trades: Boiler-making, Welding, Motor mechanic, Diesel mechanic and Fitter.

Prior to the TVET Colleges administrating these trades, the Seta's managed what was known as the Section 28 applications. This clause in the Manpower Training Act, 56 of 1981, made provision for persons who had never started or finished an apprenticeship but who, as a result of years of experience had obtained the necessary knowledge and skill in practice (but without any formal training), to undergo the trade test. As from 10 July 2014, competence building, evaluation of trade test readiness and trade testing procedures are done according to Section 26 of the Skills Development Act.

The journey thus far within the Boiler-making Division at Northlink TVET College, has been a very interesting one. With our interaction with the candidates during the evaluation process, we heard and learnt more about the current trends within industry. In the Boiler-making trade environment, many companies apply aspects of the Boiler-making trade differently. Certain companies only assemble pre-manufactured components. While others do general engineering, ship repairs, steel structures and pipe work. The training plan articulates from the evaluation. It equips the candidate to achieve 'qualified artisan' status within the relevant trade.

The current group of 40 ARPL candidates at Northlink TVET College have commented on their experience to date. The candidates are overall pleased to have the opportunity to be able to qualify as an artisan in their trade. Candidates are of the opinion that the learning content offered by TVET Colleges needs to be more aligned with industry needs. The current environment in industry however does not provide enough exposure to the ARPL candidate. The ARPL process gives the candidates a more positive outlook on career prospects. The candidates can achieve recognition for years of work industry experience via the ARPL route. The candidates indicated that they would have a different approach to the work environment once back at work. The knowledge which they have gained within the ARPL process, will be utilised more effectively in the workplace.



Fadiel Rycliff, an ARPL candidate and employee of the company 3C Metal, operates a press brake machine. A press brake is a machine pressing tool. It is used for bending sheet and plate material, but usually sheet metal. It is utilised for forming pre-determined bends by placing the workpiece between a matching punch and die or a V Block and Bending Blade. The high-tonnage hydraulic press brake featured here, forms part of the top-end training equipment used by the college. Candidate artisans practice their practical tasks using this, and related, specialised equipment

This ARPL process also comes with its fair number of challenges. Companies are reluctant to allow candidates to sign up for the ARPL process. This is evident even though some candidates are prepared to fund themselves. Companies tend to be too production- as opposed to training, orientated. This puts the candidate at a disadvantage, not having the opportunity to attempt the ARPL process. Companies are aware of the fact that they have to increase the candidate's salary level once the candidate has qualified as a boiler-maker. Companies are quick to send the candidates for the ARPL process when faced with impending retrenchments or a slack in the workload. Retrenchment packages usually incorporate an upskilling requirement component. The private sector also needs to move closer to institutes of higher education. Closing the gap is a two-way process. Closing the gap between companies and TVET Colleges will help to absorb the student trainees who are completing their training. Funding needs to be made available to assist those candidates who are currently unemployed, but who do meet the requirements as set by DHET for participation in the ARPL programme. The SETAs on the other hand, need to align themselves with the new processes of this ARPL implementation.

Having qualified as a boilermaker myself, at the age of 22, it is difficult to understand the range of age groups that currently manifest among the ARPL candidates. A recent survey of the candidates that successfully passed their trade test for Boiler-making in 2017, revealed the following in terms of the age of the candidates:

- Candidates under 25 years old - 2 candidates
- Candidates under 35 years old – 35 candidates
- Candidates under 45 years old – 42 candidates
- Candidates over 45 years old – 1 candidate

If we as a country are to succeed in reducing youth unemployment rates, more should be done to foster employment through apprenticeships and learnerships. There is a common goal to be achieved within the ARPL process. That is too afford all those candidates who have been employed as semi-skilled artisans, to become fully qualified artisans. Doing so will allow the candidates to gain new personal self-respect. Furthermore, it will improve their living conditions and those of their family and dependants. Ultimately, they will be making a positive contribution to the economy of this country on many different levels.

Age range of qualifying ARPL boilermakers in 2017 raises questions

YASIN JOHNSON

The South African definition of youth identifies those between the ages of 18 and 35. This therefore, generally determines the age group for participation in apprenticeships in the various trades.

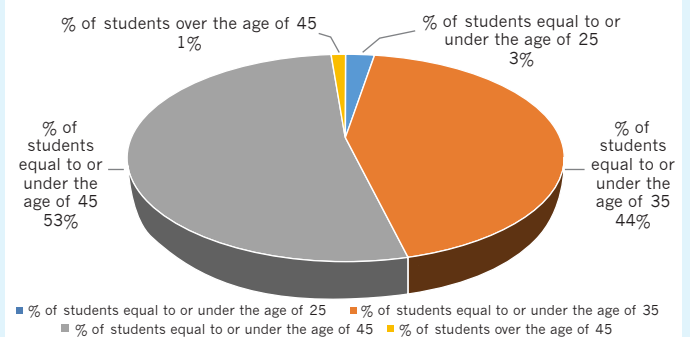
The numbers in the pie chart on this page, reflect the success rate for those candidates under the age of 35 years and those over 35 years. The question arises, are we effectively addressing the high rate of youth unemployment in our country or are we missing the mark? While there is a case to be made for artisans to qualify at any age, surely the proportion should weigh in favour of those at the much lower end of the youth age range.

In doing so, the funding of apprentices would be more lucrative in terms of return on investment. In terms of years of productivity in companies

this would also augment productive capacity and quality standards, thereby improving competitive advantage for employers. In that way, greater participation pressure could be exerted on companies. Companies would be encouraged by the potential outcomes to participate and support artisan training. Ultimately, the stats would reflect a much more favourable outcome for the investment in training.

The SETAs have a role to ensure that the artisan development funding is allocated/invested in an informed and strategic manner. It is a role of assisting companies to understand the benefits of proportionally prioritising trainees at the lower end of the youth category. SETAs could lead a concerted promotion which, based on the benefits, advocates for participation in the ARPL programme. In this way,

The age range of the 43 candidates who participated in the 2017 ARPL programme at Northlink TVET College:



The pie chart shows the age range of candidates that successfully passed their Boiler-making trade test in 2017 at Northlink TVET College.

Note: Percentages have been rounded for indicative presentation

member companies could assist in achieving the best strategic outcome for all. Early indication from the ARPL programme being offered by Northlink TVET College are that candidates are dedicated and eager to learn. Some

are even self-funding their participation in the absence of employer or SETA funding. The programme would attract far greater numbers if SETAs/ employers could extend the funding to cater for additional candidates

We are not Girly Girls

SINETHEMBA MTHETHWA - Media and communication studies, experiential student in training from University of Zululand

Women are often under-represented in the fields of engineering. Both in academia and in the profession of engineering. Yet many have contributed historically and currently to the diverse fields of engineering.

A group of six women who graduated with the Gert Sibande TVET College, Evander Campus in Mechanical Engineering Automotive Repair and Maintenance, want to change these norms. It was this that motivated them to start their own business called Izimbokodo Primary Co-operatives. The business was established on the 17th of November 2016. The business is based in Gert Sibande TVET College Skills Academy. These women, began Izimbokodo Primary Co-operatives, with the aim of creating jobs in the community and to empower women. The business revolves around car repair and maintenance. They offer the following services: minor services, suspension, wheel balancing, wheel alignment, fault detection and car wash. The women are a product of Gert Sibande TVET College Centre for Entrepreneurship Rapid Incubator (CFERI). The CFERI is trying to reduce the number of unemployed graduates through helping them develop their business skills. The CFERI invited other organisations to partner with them in fighting the battle of unemployed youth. The College signed a Memorandum of Understanding with MerSETA to incubate 30 engineering students for a period of 18 months.

This programme officially started on the 2nd of November 2016. It consists of a total of three phases of incubation. In phase one, the 30 students embarked on a new venture creation training programme where they got equipped with all the necessary skills to run a business. Parallel to that, they studied organisation establishment. Phase two, is where they received exposure to industry. During this phase, they also learnt about legal compliance and attended conferences to gain a better understanding of the sector. Phase three, is where the organisations they established in phase one, get to operate. They get financial support from MerSETA. Their focus now is sales, creating a clientele and running a sustainable enterprise. The CFERI is planning to put these students, who have completed their 18 month training period, into incubation for an accelerator programme. Here they will get to access the market, grow their clientele and access finance for another period of 18 months. This will provide for a total of three years in incubation.

Often people who come from different upbringings have difficulty in getting along with each other. However, the Izimbokodo women have found a way of putting differences aside and forming a united force. Metrol Mahlangu (26), one of the women said, "I have always wanted to own my own business from a very young age. After I graduated from Gert Sibande TVET College, I went back home and tried applying for employment without any luck. One day, I attended a Work Based Experience workshop where I was trained in relation to what I studied. The workshops helped me see my life in a different light. MerSETA and Gert Sibande



Izimbokodo women do not need to conform to societal standards of what it is to be female in order to succeed. In the picture are from left, Marry Khoza, Metrol Mhlangu, Constance Radebe, Yolanda Nkabinde, Donation Ndlovu and Sindi Nkuna

TVET College gave me the opportunity to bring my dreams to life."

Sindi Nkuna (25) was reunited with her classmates when she applied for an internship programme with MerSETA. She had been staying at home doing nothing for some time. Sindi, who graduated in Mechanical Engineering, gave an insight into how she joined Izimbokodo. "I got motivation from the project manager, MerSETA Co-operatives Enterprise Development. Amanuel Garza, who always motivated and encouraged us to start a business, also helped us in the execution of Izimbokodo Primary Co-operatives," recounted Sindi. The majority of these women had a common dream of starting their own business. This has therefore had a positive impact on them. They are individually committed to their business. They are all working towards the same goal. "I joined Izimbokodo Primary Co-operatives because I wanted to change the lives of black South Africans. I want to assist in creating jobs for them. Most of my peers are unemployed graduates. We all know that black families expect you to get a job after you graduate and relieve them of some of their responsibilities.

"I got motivation from the project manager, MerSETA Co-operatives Enterprise Development. Amanuel Garza, who always motivated and encouraged us to start a business, also helped us in the execution of Izimbokodo Primary Co-operatives,"

In reality, things do not always work out as planned for all of us," stated Donation Ndlovu (26), who is a graduate in Mechanical Engineering Automotive Repair and Maintenance.

It is unlikely for people who do not see eye to eye, to work well together and achieve something without quarrels. This is what Yolanda Nkabinde (25) came across when she ventured into the business world. But, the universe favoured her. She got the chance to join the Izimbokodo Primary Co-operatives. Yolanda was never really into starting her own business, even though her mother was a self-employed woman. Her feelings changed when she joined Izimbokodo. "I was never really interested in venturing into business until I was introduced to these wonderful partners. We have similar values in life and we are all working towards achieving the same goal," she said. Marry Khoza (24) and Constance Radebe (25), who have always wanted to own a business together are grateful for the opportunity. Even though they never imagined themselves doing all the work. "We are happy that we are starting somewhere because we all have to start somewhere," they added.

Like any other business, these women also have their own challenges. In spite of the challenges, they have greater plans for their business. They have plans of leaving the Skills Academy premises to find their own space for running the business. They are looking into distributing car tyres in rural areas and hopefully one day have their own brand of car tyres. Their dream is to open a Mechanical Engineering Academy. These women are an inspiration to other women. They do not conform to society's stereotypes of what a woman should be doing. "My wish is that other women out there can learn from what we doing. Stop being dependent on men. We all have potential, we need to stop undermining ourselves. We can do everything that men can do," concluded Donation.

Incubate to eradicate unemployment

VUYISILE MASIMULA - Marketing and Communication intern

The Gert Sibande region has a 38.4% unemployment rate. The number of unemployed graduates in the region continues to escalate. However, unemployment is a country-wide problem.

Gert Sibande TVET College Centre for Entrepreneurship Rapid Incubator (CfE/RI) will bring enterprise development agencies closer to young entrepreneurs and communities with limited- to no access, to small enterprise development services. These much needed services and support services, will be made accessible to young people in particular. Gert Sibande TVET College Skills Academy and Artisan Development Centre apprentices, are amongst the beneficiaries of the services and support programmes offered by the Centre. Mafarafara Electrical and Fitting Trade Enterprise was one of the companies established under the guidance and support of the CfE/RI. It was established on 17 November 2016 after the college signed a Memorandum of Understanding (MoU) with MerSETA to incubate 30 engineering graduates from the college for a period of 18 months.

The programme officially began on the 2nd of November 2016 and consisted of three phases of incubation for the 30 participating students. Six graduates, Martin Bafedile (42), Glenn Mojalefa (25), Cavin Mohlala (30), Rebotile Mabilu (35), Happy Mashau (25), and Paledi Mohlala (30) are all from poor backgrounds. They are destined to create a sustainable enterprise through Mafarafara Electrical and Fitting Trade Enterprise that will positively contribute to financial freedom. They all joined the programme by chance when they applied for an apprenticeship that was offered by the College's Skills Academy and Artisan Development Centre. These apprentices of the College said the main purpose of starting a business together was to improve their standard of living and to create employment opportunities for their peers. "We want to leave a legacy for future generations. We want to set an example to young people that it is possible to be something even if you come from nowhere," said Martin. Martin Bafedile is the eldest member of the group and he works as a welder. He completed his matric



Cavin Mohlala working hard to create an aluminium frame

in 1994 and got a learnership to study tourism with the hope that he will get employment after obtaining his NQF Level 4 qualification. The universe had its own plans because he ended up working as an operator at a local mine. He then worked as a ranger in the Kruger National Park. In 2011, he applied for an apprenticeship at the Skills Academy and Artisan Development Centre. He graduated in 2015 as a qualified artisan welder.

Glenn Mojalefa is an aluminium welder, Human Resource Manager and an innovator networker in the business. He graduated with Gert Sibande TVET College, Evander Campus in 2015 with an NQF Level 4 in Mechanical engineering and further enrolled for the Nated Mechanical Engineering programme. He did not complete his Nated qualification because he was accepted to join an apprenticeship programme in which he was successful. Cavin Mohlala is an electrician in the business. He always wanted to be an electrician, but ended up enrolling for Civil Engineering and Building Construction at Mopani South East TVET College because the Electrical Engineering classes were full. He did not complete his Civil Engineering qualification because he was accepted to join an Electrical Apprenticeship programme offered by the Skills Academy and Artisan Development Centre in the College. He joined the programme in 2011 and graduated as a qualified artisan in 2015. His future plans include opening his own company on the side. "I want to see myself running a successful company and through hard work and dedication, anything is possible," said the determined Cavin. Rebotile Mabilu, a female member of the business, is also an Artisan Welder. She enrolled for Civil Engineering and Building Construction at Ehlanzeni TVET College in 2009. She left the programme in 2010 and joined an Apprenticeship programme that was offered by the College Skills Academy and Artisan Development Centre. The apprenticeship in construction was over an 18 month period. She graduated as an artisan welder in 2015. She then applied and was accepted to join the CfE/RI programme and was introduced to her business partners. Happy Mashau, is a passionate administrator in the business. She graduated from the College with Engineering and

Related Design at Evander Campus. She is a strong proponent of the importance of education. "Education is a ticket that can take one out of poverty and can pave a way to success," she alluded. She graduated in 2016. Paledi Mohlala, an electrician, marketer and a safety manager in the business, shares the same sentiments with Happy. His plans after completing matric were to become a Programme Technician. Due to financial difficulties, he secured a bursary and enrolled for Electrical Engineering at Nkangala TVET College in 2008. He registered for Electrical Engineering and he only completed levels 1, 2 and failed to complete his Level 3. He then applied for an Apprenticeship at the College Skills Academy and Artisan and Development Centre where he graduated in 2015. His advice to young people is "embark on business for self-reliance because dedication and commitment is the only way to financial freedom."

The dedication and commitment of these young people is impressive. Their shared background is reflected through their dedication and commitment to take the business to greater heights. They recently invested in one of their partners, Glenn who they sent for aluminium welding training with Wispeco Aluminium. The training took two weeks to complete. "The training with Wispeco aluminium helped us a lot because we have added another service that will bring cash flow to the business," said Glenn.

Mafarafara Electrical and Fitting Trade Enterprise offers the following services: aluminium frames (door and window frame), welding, electrical (heavy and light current), painting, house wiring, paving and carpentry. According to Martin "our future plan is to have workshops all over the country. At the moment we are saving money to buy our own transport because it is our biggest expense."

Gert Sibande TVET College Centre for Entrepreneurship Rapid Incubator, supported by the Small Enterprise Development Agency (SEDA), provides support to these young entrepreneurs to ensure a profitable business. Mafarafara Electrical and Fitting Trade Enterprise offers services that are of a high quality. **You can contact them on 082 258 3338 or Email them at mafarafara6@gmail.com**

Gert Sibande TVET College Centre for Entrepreneurship Rapid Incubator (CfE/RI) will bring enterprise development agencies closer to young entrepreneurs and communities with limited- to no access, to small enterprise development services. These much needed services and support services, will be made accessible to young people in particular.

Platinum Incubator gets state-of-the-art facelift and is re-launched

TSHEGOFATSO RAPOO -
E-Media & Communications Administrator

After enjoying more than a decade of being the only small business start-up hub in the world devoted to encouraging budding entrepreneurs to develop world-class products and applications using Platinum Group Metals (PGMs), the Small Enterprise Development Agency (SEDA) Platinum Incubator, situated at ORBIT TVET College, Rustenburg Campus, North West Province, was re-launched on 26 April.

Established in 2006, in partnership with the North West government and the private sector, the Incubator has for the past 10 years, helped aspiring goldsmiths build careers in the design and manufacturing of jewellery. They have done so using South African platinum, gold, silver, diamond and semi-precious stones. The Incubator also offers a graduate training programme. Young aspirant jewellers can come and learn and perfect their skills. They can enjoy hands-on experience in working with the precious minerals, metals and stones.



Exhibiting their jewellery during the re-launch were incubatees Carlos Goncalves of 'Seliana Jewels' and Lydia Kalosane, owner of 'Bottle Jewellery Design'

Deputy Minister of Small Business Development, Cassel Mathale, delivered a keynote address. He highlighted the role of government in developing effective Platinum Beneficiation Initiatives in South Africa. Mr Mathale said that government initiated the Business Incubation Programme, in order to promote economic development and growth within specific communities or regions. "Even though South Africa is endowed with a wealth of mineral resources, there has been very little beneficiation taking place within the country. It is for this reason that SEDA and its industry partners, established the Platinum Incubator. The objective is to drive the beneficiation of platinum group metals and develop South African world-class jewellery enterprises", said Mr Mathale. He further added that government will continue to make a significant contribution to ensuring that it creates a market for these products. "Since we have over 80% of the world's platinum reserves, it is our responsibility as the source country, to make sure that we develop the new state of platinum beyond what it is currently known to



Unveiling the plaque at the re-launch of the SEDA Platinum Incubator were from left Ms Kgaagelo Modise of the SEDA Technology Programme, Deputy Minister of Small Business Development Mr Cassel Mathale, CEO and Chair of the Platinum Incubator respectively Ms Sibongile Shongwe and Ms Wilma Swarts, Manager SEZ: North West Province Mr Davis Sadike, Mr Ofentse Kombe of the Rustenburg Municipality, Chairperson of Phenomenal African Woman SA Ms Sylvia Leabile, Platinum Incubator Board Member, Ms Miranda Motlogeloa and former Principal ORBIT TVET College Ms Maryna Marais

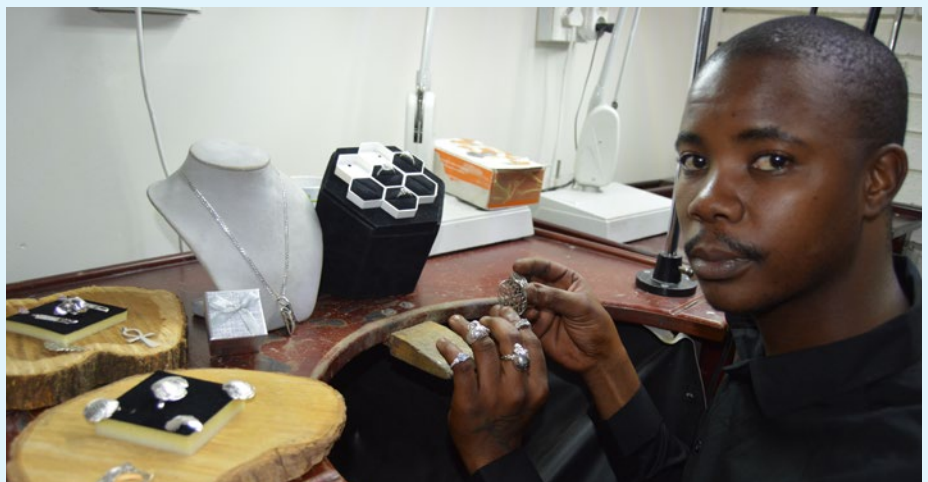
be. There is no better way of doing that, except to work with institutions of learning, such as ORBIT TVET College. Here we have the young people who are able to lead the processes of further diversifying what platinum can be used for", he concluded.

An elated Ms Sibongile Shongwe, CEO of the Platinum Incubator, gave the background of the Incubator. As she did so, she reflected on the journey from as far back as 2006, when the Platinum Incubator came into being. "Today is all about spreading the love of Platinum. As the Incubator, we look forward to hosting chemical engineers, metallurgists and some of those mavericks that are serial entrepreneurs. These are the people who can make any product work. They can come up with ideas that are going to be ground-shedding, in a way that our platinum makes a mark in the global village," Ms Shongwe said. Ms Shongwe's sentiments were echoed by the Chairperson of the Platinum Incubator, Ms Wilma Swarts. Wilma said that they were looking forward to entering a new era of incubation. "We believe that in giving platinum a voice in South Africa. By actively promoting and encouraging young inventors, chemists and engineers, scientists, designers, and entrepreneurs to use PGMs in new and exciting ways, this will ultimately benefit all stakeholders. Not only will we reclaim PGMs as a South African mineral of strategic importance, but we will also expand the economic value for all South Africans", Ms

Swarts added. The Incubator makeover includes fully branded and improved protocols and level one security. This, according to Ms Swart, symbolises a new beginning for the technological innovation that we would like to see taking place at the Incubator and in the country at large.

Former Principal Ms Maryna Marais, rendered a message of support. Highlighting how the Incubator has benefitted and supported SMMEs, especially College students. "Being a public TVET College, our sole purpose is to train young people so that they can have the necessary skills to enter the labour market or self-employment. We have no doubt that this Incubator will become a South African flagship initiative. We affirm our pledge, that ORBIT TVET College will provide continued support to the Platinum Incubator team and all potential and young entrepreneurs," Ms Marais said. The launch concluded with the unveiling of a plaque by the Deputy Minister. A fashion show, in which exquisite jewellery pieces could be presented, was choreographed by the emerging entrepreneurs.

To date, the Incubator has mentored and assisted 135 talented young people from previously disadvantaged backgrounds. They have been able to realise their dreams of becoming jewellery designers and manufacturers. They have benefited by gaining access to materials, equipment and machinery while being provided a support framework for budding entrepreneurs.



Incubatee, Lulu Khesa of 'Lulu Khesa Creations' displays a selection of his jewellery pieces at the re-launch. Mr Khesa completed his studies in Jewellery Manufacturing at ORBIT TVET College earlier this year

Minister Zulu officially opens Centre for Entrepreneurship Rapid Incubator

DAVID MULEELE

The Minister of Small Business Development, Lindiwe Zulu, officially launched the Centre for Entrepreneurship Rapid Incubator in Katlehong Township at the Kathorus Campus of Ekurhuleni West TVET College in June.

Young entrepreneurs and small business owners from Katlehong and surrounding communities will now have access to infrastructure, networking and mentoring through the Centre for Entrepreneurship Rapid Incubator (CfERI). The Centre seeks to assist up and coming entrepreneurs. It hopes to overcome barriers identified in their entrepreneurial journey as well as ultimately reduce youth unemployment. "Through this Centre, we seek to provide students and participants with the theoretical knowledge and entrepreneurial skills that will enable them to start and run successful enterprises," said the Minister.

In her opening speech, Principal Hellen Ntlatleng said that the benefit of access to this incubation programme lies in the difference and the impact that it makes in one's life. Ultimately, success or failure lies in the hands of the beneficiary. She furthermore reminded the audience, and in particular the youth and young entrepreneurs, that government does not create jobs. The role of government is but to

put enablers in place that lead to job creation. "The establishment of the CfERI is one of the contributing initiatives of Vision 2030 as outlined in the National Development Plan", said Principal Ntlatleng. She emphasised the fact that the College enterprise hub is a source of hope for people. It is a tool with which to fight unemployment, poverty and inequality, which is a serious problem within this country.

"This launch is yet another milestone in our collective effort to create a nation of entrepreneurs. It is indeed, a significant milestone towards meeting the objective of pushing back the frontiers of poverty and unemployment within our country," said Small Business Development Minister Lindiwe Zulu. The Centre is the product of a joint partnership between the Small Business Development Department through its agency Seda and the Ekurhuleni West TVET College, Centre for Entrepreneurship.

The Centre is furnished with state-of-the-art equipment, an ideas lab and a MakerSpace. It is aimed at providing support to youth owned enterprises, who often have little to no capital or funding. "The model that we launch today has some unique support instruments. These include idea pitching and polishing, and a dedicated seed fund for viable ideas or business models



Minister for Small Business Development Hon. Lindiwe Zulu unveils the plaque at the official opening of the Centre for Entrepreneurship Rapid Youth Incubator

with sound market traction," said Minister Zulu. While the Rapid Incubator will focus on the College, it will also service all sectors and small businesses in the Katlehong catchment area. It will look to unearth new ideas and business ventures operated and owned by the youth. The Rapid Incubator is a bid by government to curb the high failure rate of small businesses.

Incubators are seen by government as both a powerful tool for supporting SMME growth and a variety of socio-economic needs. These include job creation, technology transfer, reviving economic activities at local and regional level, poverty alleviation and economic integration of previously disadvantaged groups. The executive Mayor of the City of Ekurhuleni, Clr Mzwandile Masina congratulated the College for investing its own money in ensuring that the living conditions of people are improved. He further indicated that the City will be looking at mechanisms with which they can interact and partner the Centre so that the Centre's ideals may not perish.

Ms Ruth Bhengu, Chairperson of the Portfolio Committee on Small Business Development, welcomed the launch of the CfERI during a sitting in Parliament. She indicated that government strongly believes that incubators of this kind could contribute meaningfully to curbing the rate of SMME and Co-operative mortalities. The Centre for Entrepreneurship and Rapid Incubation is an instrument to promote and inculcate a culture of entrepreneurship as well as for promoting emerging entrepreneurs. Which, it is hoped, will eventually lead to a reduction in unemployment amongst youth.

The College built the Centre to the value of R14m. The Department of Trade and Industry and Department of Small Business Development, collectively contributed R5,4m. SEDA was responsible for the design and set-up of both the Innovation Space and the MakerSpace, which are located within the facility. Moreover, SEDA is responsible for continuous support in terms of the monitoring and evaluation of the Centre. The Department of Small Business Development covers the operational costs of the Centre, which includes staff salaries, programme costs, development of entrepreneurs and more.



Principal Hellen Ntlatleng cuts the ribbon with Minister for Small Business Development Hon. Lindiwe Zulu while Executive Mayor of Ekurhuleni Clr Mzwandile Masina expresses his approval



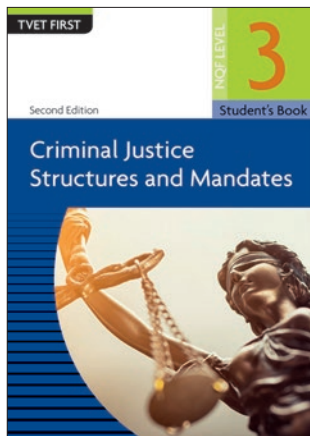
Minister of Small Business Development Hon. Lindiwe Zulu, Executive Mayor of Ekurhuleni Clr Mzwandile Masina and Principal Hellen Ntlatleng in discussion

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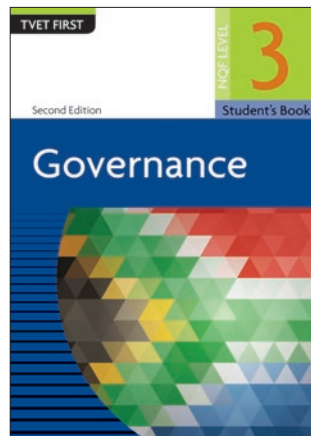
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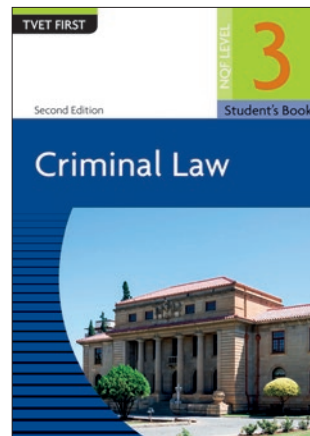
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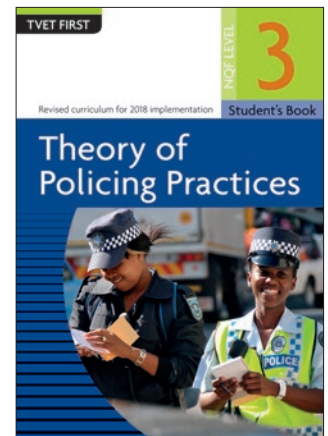
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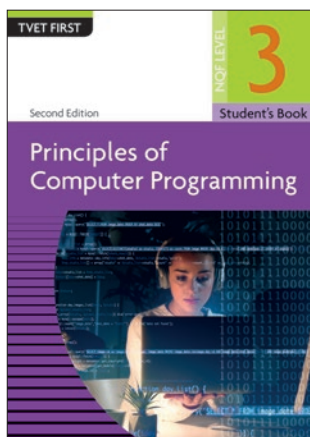
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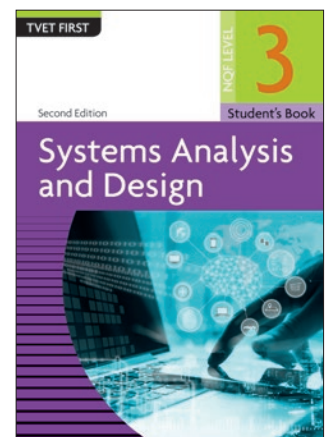
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PARTNERSHIPS LOCAL AND INTERNATIONAL

Deputy Principal attends Apprenticeship Spotlight Seminar in the UK

TSHEGOFATSO RAPOO - E-Media & Communications Administrator

In March Deputy Principal Academic Programmes and Student Support Services, Mr Tumisang Mosito, along with representatives from eight other countries, attended an Apprenticeship Seminar hosted by the British Council in Wales, United Kingdom.

The event was aimed at introducing delegates to the apprenticeship system in Wales. The Seminar explored the concept of work-based learning and how apprenticeships can deliver better outcomes for students and trainees and so improve the economy. Representatives from various institutions in the UK, South Africa, India, Indonesia, Nepal, Nigeria, Pakistan, Italy and Uzbekistan, shared

best practices. The focus dwelt on the roles of employers, service and training providers, quality assurance bodies and the part played by government, in the rolling out of an apprenticeship programme.

Principal of Cardiff and Vale College, Mr Kay Martin, as the conference partner to the British Council, gave a brief overview of the Welsh skills system. He also outlined that the College is one of the largest high quality apprenticeship providers in Wales. It provides training programmes for the Welsh government. Delegates were also introduced to the role of the British Council in promoting the Technical and Vocational Education and Skills Sector.



Deputy Principal Academic Programmes and Student Support Services, Mr Tumisang Mosito, outside the Cardiff and Vale College in Wales

Students to sharpen their electrical skills, in China

VELISILE BUKULA

Public Relations and Communications Officer

In May, eight West Coast TVET College Engineering & Related Design, Electrical Infrastructure Construction, and Electrical Engineering and Automotive students departed for China. They left in order to participate in a one-year Chinese Culture Centre & merSETA Internship Programme. The aim of the programme is to provide the students with on-the-job experience. They will spend the first six months with a university for the theory component and the second, with various Chinese companies for the practical component.

Participating students are Simpiwe Sinkempele, Mzimasi Jilingisi, Dillon van Niekerk, Onodwa Jako, Marshal Jooste, Inga Sicetshe, Marthinus Beukes and Zannevan Cowan from Atlantis, Vredendal and Citrusdal campuses, respectively. The College held a send-off event for the students and their parents at the Central Office in Malmesbury. They were given background information on the programme and on China's cultural do's and don'ts. Deputy CEO for Innovation and Development, Rhazia Hamza shared her own travel experiences with the students, giving them booklets and guideline documents. She explained that the programme was a result of a fruitful partnership between the College and merSETA. "Our mission is to see you successful because when you succeed, we also



Deputy Chief Executive Officer for Innovation and Development, Rhazia Hamza, chats with Onodwa Jako and Inga Sicetshe ahead of their departure

succeed. You must learn new things over there. You also need to write down your expectations and goals beforehand so that when you come back, you are in a better position to reflect on what you have achieved and the experience that you have gained," she added.

Twenty-one year-old Dillon, who hails from Delft, a crime-ridden area of Cape Town, said this was a great opportunity for him to be able to change his circumstances back home. "I feel that this is a great opportunity for me. When I come back from China, I want to be able to better myself and help those around me to also achieve greatness as well," he said. Inga, who is from a small administrative area called Bhaziya, near Mthatha in the Eastern Cape Province, said she first thought this was a scam. "I only believed it when we went for the induction. My parents are very excited for me. I am over the moon because it will be my first time on board a plane and my first

time going beyond the borders of the country," she said. Onodwa's father, Luvuyo Matshisi, said he was excited for his daughter. She would learn to be independent. He said there was a lot of Chinese know-how. His daughter would be in a good position to be able to bring that experience home. He was however worried about Onodwa's spiritual life as they were told that churches were not allowed in China. "I am very concerned about her spiritual journey, but we will always keep her in our prayers. We know that the Lord will go with her. I am very grateful to the College that it is able to create such opportunities for our children, as we never had them," he said.

Acting Principal Mbulawa, told the students to not undermine themselves. "Always know that you were specially selected to participate. Learn as much as possible and do not forget that you are ambassadors of the College, the Western Cape Province and the Country at large".

"I feel that this is a great opportunity for me. When I come back from China, I want to be able to better myself and help those around me to also achieve greatness as well,"

College builds partnership for bursary opportunities

UNA FINNUCANE – Acting Marketing Manager

At the Hosken Consolidated Investment (HCI) Foundation Bursary Office Institution workshop held in July, Northlink TVET College Principal Leon Beech, delivered an inspirational address.

In the audience were 22 students who had been selected to receive bursaries for their studies at the Tygerberg, Bellville, Goodwood, Belhar and Wingfield Campuses. The HCI Foundation is the corporate social investment arm of HCI, a black empowerment investment company that has its origins in the South African Clothing and Textile Workers' Union. The Foundation will be funding 75% of their course fees and the funding will be allocated to 11 students following the PC Technician course at Tygerberg Campus; three Hospitality students at the Tygerberg Campus; three Mechanical Engineering students at the Bellville and Goodwood Campuses, and five Electrical Installation Rules students at the Belhar and Wingfield Campuses.

Principal Beech encouraged them to strive towards their goal. He shared his own challenging upbringing with them. He made reference to the fact that he started out by sweeping workshops. This inspired him to become competent in a trade. He said that not having the certified papers kept him behind and he started studying part-time. This was not easy, but he persevered to complete his qualification. "So take care of this opportunity. Take the steps now to see that you and your skills are in demand. Most importantly, succeed," added Principal Beech. "A student needs to address one's soft skills. How you present yourself, how you speak, are all very important. We need you to be ambassadors for Northlink," he concluded.



A group of 22 bursary students will be benefitting from the partnership between Northlink TVET College and the HCI Foundation

Jamala Safari, General Manager: Development and Bursaries at HCI Foundation, thanked Principal Beech for making time to address the students. He told the students, "You should be very privileged to have a Principal of such a prestigious institution address you. It is a rare occurrence." The College looks forward to expanding and strengthening this new-found partnership with the HCI Foundation.

The journey of a life-time as students head East

SABELO TSHABALALA – Public Relations Officer

In the words of the Chinese philosopher Laozi, "A journey of a thousand miles begins with a single step".

This is as true today as it was 2 500 years ago, for students Zaza Delani, Thamsanqa Mkgadi, Refiloe Mmola, Enolda Morifi, Musinahaya Mabilu, Thabelo Makatu, Emily Ndou, Siwakhile Vilakazi, Busisiwe Mazibuko and Tumelo Mthupi.

The former South West Gauteng TVET College Electrical Engineering students from the Roodepoort West Campus have embarked on their new journey of learning.

It all began when the students submitted their CV's to the College New Business Development Unit. This is a unit which has solely been created to connect the college with Business and Industry. It ensures that the college students are exposed to Workplace Based Learning. Their CV's were then sent to the Chinese Culture and International Exchange Centre, having been selected from the many others that were received by the Unit. Out of 20



Students heading off to China are inducted into the programme

students selected and sent to the Centre, only the ten aforementioned students were selected to participate in the Mechatronics Internship

programme. The programme is hosted by the International Education Department at Zhejiang Institute of Mechanical & Electrical Engineering. On the 25th June, the ten travelled all the way to Hangzhou, Zhejiang Province in China for the 12-month internship programme.

The Roodepoort West Campus held a formal farewell programme for the students. The students were encouraged to show how disciplined they are. "Hard work, willingness to learn and most of all the grace of God got you this far," said Ms Mvinjelwa. Guest Speaker Mr Synders touched on arrogance and humility, advising the students not to be arrogant but rather humble. He encouraged the students to work towards building their own legacies by acquiring the necessary skills abroad to apply back in South Africa.

Representing the College at the farewell event was Mr Stanley Matende and Mr Siphwe Tshabalala.



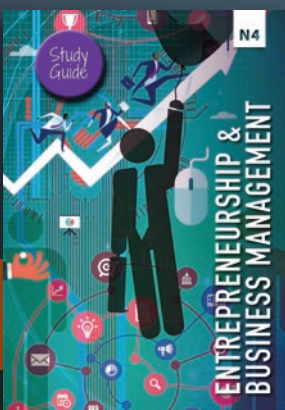
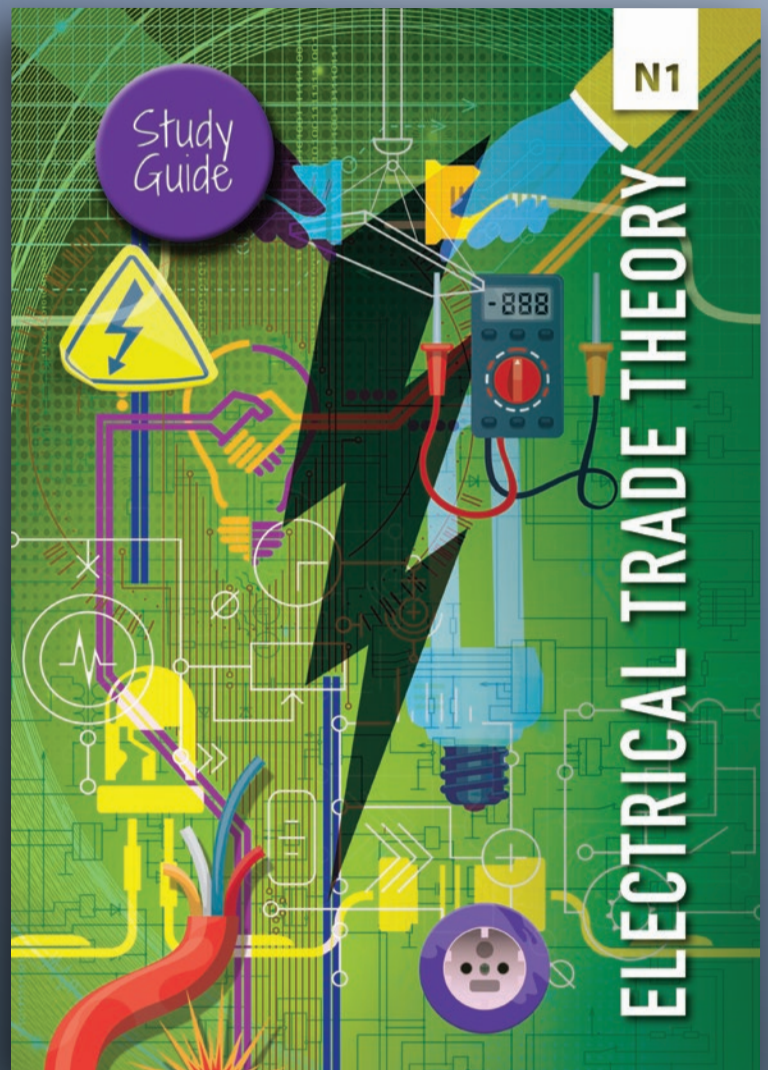
Students at OR Tambo International Airport on the day of departure

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CELEBRATING THE NELSON MANDELA LEGACY

Mandela Centenary Celebration sees College assist the needy

LAME MORUBANE - Communication Officer

As part of the centenary celebrations of former President Nelson Mandela, who would have turned 100 years on 18 July 2018, Motheo TVET College celebrated this day by hosting a special programme on Friday 27 July.

Faculty, led by the College Council Chairperson Adv. Xolile Xuma and Principal Dipiloane Phutsisi, dedicated time to the needy children of Heidedal Youth Mission Centre. Heidedal Youth Mission Centre houses 58 children ranging from the age of two years to 18. Children were prepared lunch by College faculty. They were also given blankets which had been donated by various stakeholders. Faculty painted the dining hall of the Centre. The College registered seven children from the Centre, who had completed matric, for any programme of their choice. They were further assisted with NSFAS applications for the necessary financial support for their studies. These new students have commenced their studies for the second semester. Ms Francinah Stofel,



Motheo TVET College faculty gather about Principal Phutsisi and the Founder and Marketing Director of Heidedal Youth Mission Centre, Ms Francinah Stofel, as a donation of blankets are presented



Motheo TVET College Council Chairperson Adv. Xolile Xuma, centenarian beneficiary Mr Piet Lejara and Principal Dipiloane Phutsisi cut the ribbon to his new fully furnished and equipped home

Founder and Marketing Director for Heidedal Youth Mission Centre, welcomed Motheo TVET College faculty. "I am excited. This is a prayer answered. We depend on a government subsidy. As the subsidy is insufficient for the need, what Motheo TVET College has done for us and the children is really great".

On the same day, the College Council and Executive management also handed over the keys to a fully furnished house, to the total value of R300 000, to a 109 year old gentleman in Caleb Motshabi Street, Mafora. The house was built by Motheo TVET College students who are on a Building and Civil Construction Learnership. They were under the supervision of the contractor, Diteboho Group. The centenarian beneficiary, Mr Piet Lejara, said, "I bless the day Mr Mandela was born. If it wasn't for him, this would not be happening". Thanks to Motheo TVET College and generous donors, the old gentleman has a fully furnished house.

Nationally, the centenary is a major milestone in the incredible story of Nelson Mandela and our nation's journey.

College serves communities in celebration of the Nelson Mandela legacy

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

Commemorating the Mandela Centenary, Northlink TVET College thought it appropriate to "up their own game" and attempt to do more than ever before in celebration of Mandela Day.

"Last year was so rewarding. However, we thought about what we could do more and better than last year. So we encouraged the campuses to do more and to give more than ever before," said Candice Johnathan, organiser for this year's Mandela Day community projects at the College.

Campuses responded positively and did do more. Protea Campus started a knitting project. The initiative even included some of our suppliers. The task was



Belhar Campus faculty and students with Oasis School staff, show off their sporting gear



Central Office crew dish-up soup for a long queue of hungry souls in Elsies River

to knit beanies and scarves that could be distributed to those in need. Bellville Campus took the rainy weather of Cape Town into consideration. Volunteers designed and produced weather resistant raincoats to give to those living in informal homes as added protection. Belhar Campus made a donation of sporting gear to the Oasis School in Belhar. The sporting gear was donated by faculty and students. Learners were also treated to snack packs, the contents of which were purchased and prepared by faculty. Central Office personnel visited various settlements of the Epping and Elsies River community. Armed with ladles and cups, they provided hearty soup and bread made by the various departments.

"In the words of Madiba "A fundamental concern for others in our individual and community lives, would go a long way in making the world the better place we so passionately dream of". "We are already planning for next year. We know what we need to do to make a difference in the lives of the people that are struggling in our communities," added Candice.

Mpumalanga and North West Provinces TVET Colleges battle it out for the 'Regional Mandela Centenary Quiz Competition Winner' title

TSHEGOFATSO RAPOO - E-Media & Communications Administrator

In the spirit of celebrating the historic milestone that is the late Nelson Mandela's centennial birthday, six teams from TVET Colleges in the Mpumalanga and North West regions, competed against each other at the first ever Regional Mandela Quiz Competition. The Quiz Competition was hosted by ORBIT TVET College, Rustenburg Campus on 17 July.

Eighteen participants, comprising of three students per team, from Ehlanzeni, Gert Sibande, Nkangala, ORBIT, Taletso, and Vuselela TVET Colleges, went head-to-head during four exhilarating rounds of the inaugural Regional Mandela Centenary Quiz. All questions were based on the life and times of the iconic Madiba. Acting Regional Manager, Mr Nick Balkrishen welcomed guests. He highlighted that the purpose of the event was to celebrate and promote the unending legacy of Mandela. The audience was treated to a special surprise, as celebrity actor in the popular TV 'soapie', Scandal, Mr Kagiso Modupe graced the occasion with his presence. He played the role of 'Quiz Master' and co-hosted, alongside this writer.

After Round 1, the True and False Round and Round 2, the Multiple Choice Round, teams Ehlanzeni and Taletso were the first to be eliminated. The level of difficulty increased as the remaining four teams advanced to the next rounds. In Round 3, participants were given 67 seconds each to answer as many questions as possible, posed to them by the Quiz Master. At the end of the "67 seconds" round, Team Gert Sibande was eliminated. By this stage the tension amongst the remaining participants and the audience was palpable.



The 18 quiz participants from the Mpumalanga and North West Region representing Ehlanzeni, Gert Sibande, Nkangala, ORBIT, Taletso and Vuselela TVET Colleges



Quiz Master, Mr Modupe, Programme Director, Ms Rapoo, Acting Regional Manager, Mr Balkrishen, Acting Principal of Ehlanzeni College, Ms Marais and Principal of ORBIT College, Mr Mokoena, award the medals to the top three teams, ORBIT, Nkangala and Vuselela TVET Colleges



Acting Regional Manager for North West and Mpumalanga Provinces, Mr Nick Balkrishen, congratulates the winning team from Nkangala TVET College

It was up to Teams ORBIT, Nkangala and Vuselela to prove which team was the most knowledgeable about Tata Madiba's life. They battled it out in the final round - the 'Buzzer' round'. After a nail-biting round of tough questions, Team Nkangala won the coveted '2018 Regional Mandela Quiz' trophy. Team ORBIT clinched position 2, while Team Vuselela was the 2nd runner up. The three winning teams were awarded medals and walked away with exciting prizes. The Chairpersons of the College Councils presented certificates to all participants. Team managers were also recognised for their efforts in ensuring that the



At the pre-Quiz briefing were from left, Ms V Tloubatla (Mr Modupe's Manager), Mr K Modupe Celebrity Quiz Master, Acting Regional Manager Mr N Balkrishen, Mpumalanga CET College Principal Mr KM Mokone, Ehlanzeni TVET College Acting Principal Ms M Marais and E-Media and Communications Administrator for Orbit TVET College, Ms T Rapoo

students were well prepared for the competition. Students of the participating colleges and Acapella group, Sent Vocals, kept the audience entertained with their renditions of poetry and songs about the 'Father of the Nation'. The captain of Team Nkangala, indicated to SABC news that his extensive research of Nelson Mandela, in preparation for the quiz, was "life-changing". He learnt the intricate details of the numerous sacrifices that Nelson Mandela and many other 'freedom fighters' had to make to attain the democracy that we now enjoy.

Among the distinguished guests in attendance, were Chairpersons of College Councils, Principals, and Deputy Principals, officials from the Regional Offices, Regional Mandela Quiz Working Committee members, ORBIT TVET College Nelson Mandela Centenary Committee members, Student Support Officials and selected students from participating Colleges. The event was covered and aired on the SABC 2 TV news channel.

Nelson Mandela Centenary Poster Competition

TSHEGOFATSO RAPOO - E-Media & Communications Administrator



The winning Nelson Mandela Poster was designed by Rustenburg Campus Jewellery Manufacture & Design N5 student, Ms CK Ernest. It is being used as the official College Centenary Celebrations poster

As part of the Nelson Mandela Centenary 2018 celebrations, ORBIT TVET College ran a poster competition. Participants included students from all three campuses. The challenge was to design a Nelson Mandela poster, inspired by the themes "Make a difference" and "Be the legacy".

From the many entries received, each campus was then tasked with selecting the posters that would be presented to the Mandela Centenary Committee. The winning poster would be used as the official College Mandela Centenary celebrations poster. The Committee was faced with the difficult task of having to select only one poster from the creative designs submitted.

The winning poster was produced by Rustenburg Campus



Winners of the Mandela Poster Competition are from left, 1st runner up, Mr S Tukani, Rustenburg Campus - Mechanical Engineering N5. Winner, Ms CK Ernest, Rustenburg Campus - Jewellery Manufacture & Design N5 and 2nd runner up, Mr P Marumole, Rustenburg Campus IT Level 3

Jewellery Manufacture & Design N5 student, Mr S Tukani (1st runner-up) and Rustenburg Campus Mechanical Engineering

N5 student, Mr S Tukani (1st runner-up) and Rustenburg Campus IT Level 3, Mr P Marumole (2nd runner-up).

College leads holistic intervention at Special School in celebration of the Nelson Mandela legacy

MATSATSI KGAMEDI - Marketing Officer

Waterberg TVET College recently visited Lebone Special School as part of its 67 minutes for Mandela initiative.

The School which is located in the Moshate district in Mokopane, Limpopo Province, caters to the special educational needs of learners from around the area. Lebone Special School is a fairly small school with 77 learners. The School has vast needs which the teachers and staff try their best to satisfy. This is why the College decided that this would be the best place to visit. Not only for the 67 minutes Mandela initiative, but to start a beneficial longstanding relationship between Waterberg TVET College and the School.

The day began with a small welcoming ceremony by the School's staff. The learners delighting the guests with an impromptu dance session. Waterberg TVET College Principal Ms Selaelo Lekoloane, addressed the learners. She quizzed them on Nelson Mandela and what he meant to them. The learners all had heart-warming words to describe Madiba. Mr Ngoako Mabe, a teacher at the School, addressed the visitors. He mentioned how special children are no different from everyone else and that all



Addressing the learners is Waterberg TVET College Principal Selaelo Lekoloane. Seated are Lebone Special School teacher Ngoako Mabe and Principal Theto Ledwaba



Lebone Special School learners entertain the visitors



Lecturers and students of the Waterberg TVET College Engineering and Skills Training Centre, made sorely needed repairs to the lighting in the school yard

people are both able and disabled. The School Principal, Ms Theto Ledwaba thanked the College and faculty for taking the time to spend with their learners.

Waterberg TVET College faculty then proceeded to the order of the day. They cleaned the school classrooms and grounds. Making sure to do just as good a job as the School's staff usually do. Lecturers and students of the Engineering and Skills Training Centre, made sorely needed repairs to the lighting in the school yard. The College also arranged for

a computer to be donated to the School as well as to send Primary Agriculture students and their Lecturers to assess the vegetable garden. This, with a view to expand and invigorate it so that it helps to feed more people than it already does.

The day concluded with a much needed lunch, supplied by the Waterberg TVET College Hotel School. The meal was served to learners and staff of the School as well as to College faculty who needed the energy-boost after their hard work.

TVET COLLEGE PROMOTIONS

College Peer Ambassadors promote Higher Education learning in rural areas

MATSATSI KGAMEDI – Marketing Officer

Access to higher education in rural areas is undoubtedly scarce, with most universities being hours away.

This is where TVET Colleges play a major role in higher education and training in the country. It is without doubt that TVET Colleges are earmarked to combat challenges facing youth unemployment and skills shortages. Waterberg TVET College has, in its striving for youth empowerment, targeted learners in rural areas for its advocacy programmes. The College was invited to a career exhibition at

the Faith Mission Church in Ga-Maja. It is a rural village in Limpopo Province which is affected by many of the socio-economic ills that plague most rural areas in the country. Learners present on that day were briefed by the Colleges' Peer Ambassadors, respectively representing Hospitality, Engineering and Primary Agriculture.

In its 2018 Apply Now campaign, the College has adopted a Peer Ambassador modus operandi to engage learners on a personal level. The Peer Ambassadors gave a brief overview of their respective fields. What triggered great interest is when demonstrations of table setting, cocktails and vegetable servings were set. Primary Agriculture student Lerato Lesufi, engaged with

the learners. She encouraged them to consider agriculture as a field of study. She informed them of how it teaches one to think beyond being employed. It presents opportunities for entrepreneurship and the creation of employment opportunities for others. David Madubanya, who is an Electrical Engineering student, informed the learners how much he has already learnt through the Work Based Exposure programme organised by the College. "I repair my neighbours' and family's electrical appliances for a fee," he added.

Representatives of the Marketing Department informed students on the NSFAS bursary scheme and the importance of applying now to avoid stampedes and disappointments in January.

TVET Month promotion sees college reflect on its attributes that make it a First Choice Institution of Post-School Education and Training for the 2019 Academic Year

TABITHA KGOSIMORE

As we celebrated National TVET Month during August, it was our mission to position the College as an institution of choice among all school leavers. Goldfields TVET College showcased ten reasons why school leavers should choose this college for pursuing post-school studies in the 2019 Academic Year. They are:

1. Retention, Student Support Services and Outcomes

The College has a good retention rate. We support our students in making sure that they receive the best Academic Support. We encourage them to perform their best in their studies. Students are encouraged to participate in co-curricular activities such as sport, arts and culture. This ensures that they are exposed to other fields of learning which could be advantageous to them as they pursue career opportunities.

The College Student Support Services advances health and counselling services. It educates students and faculty encouraging all to take responsibility. It falls to everyone to ensure that we participate in the eradication of HIV/AIDS. Goldfields TVET College is one of the Top 10 Colleges which was awarded the TVET College Governor's Council Award nationwide. This was for best academic performance in the National Certificate Vocational NC(V).

2. Internationalisation

The College makes sure that it benchmarks with the top performing colleges internationally. Doing so ensures that we are well positioned to meet the demands and needs of 21st century occupations and skills requirements. We have achieved this in the past by collaborating with Dudley College in the United Kingdom. This partnership has focussed on research for Renewable Energy.

3. Teaching Excellence

The College continually seeks to improve teaching and learning by ensuring that lecturers receive the required support. This is achieved by hosting Lecturer Workshops. In addition, lecturers attend conferences that ensure that they benchmark with other institutions of

higher learning. These include universities and Universities of Technology. The sharing of best practices improves teaching methodologies and consequently increases the success rate of students.

4. Widening Access and Outreach

The College continually ensures that it serves all people with dignity. This includes those who are not South African citizens by birth and others seeking asylum. It allows those with the required study permits to access South African TVET College education. This includes citizens of neighbouring countries. This confirms Goldfields TVET College as being a college of international standing and as maintaining quality education standards.

5. Employability and Entrepreneurship

Goldfields TVET College is weaving employability and entrepreneurship together to teach students to both find and create jobs for themselves. This is done as part of the curriculum. It is an approach that is reinforced during their Experiential Learning and Internship Programmes and again after graduation. The College is very passionate about these aforementioned concepts. It is the intention of the College not to have graduates who are inexperienced upon leaving the College. The College Centre for Entrepreneurship assists as a driving tool to meet the expectations and needs of Commerce and Industry.

6. Business Collaboration

Goldfields TVET College is committed to further strengthen links with all of its stakeholders. These include students, business, industry and the surrounding communities as a whole. The College constantly collaborates and shares resources with the community. The aim is to become a centre of excellence in teaching and learning. The College aims to promote a culture of life-long learning, which will be transferred from one generation to the next. Various partnerships and linkages have been established with Department of Labour, Lejweleputswa District Municipalities and various SETAs. This enables the College to focus on new programmes that will be fit for purpose. The importance of continuous access

to education and training, the acquisition of new skills or qualifications and adult education and training, can be considered necessary elements in any strategy for improving the lives of disadvantaged populations.

7. Research Impact

The College established a Research Committee in 2015. The aim of which is to conduct research on student academic performance. This includes looking at challenges affecting students and faculty. This approach ensures that any phenomena that may cause the College to be viewed in a negative light are mitigated.

8. Marketing and Communications Campaigns

The College embarks on marketing and communication campaigns such as the Campus 2 Campus Free State Champions initiative. This is undertaken with the aim of strengthening relationships with all College stakeholders and promoting good health throughout the communities of Matjhabeng Local Municipality.

9. Course/Programmes and Curriculum Design

The College is endeavouring to improve its strategies and affect bottom lines such as course/programme and curriculum design. This will assist the College to introduce and recognise innovative ways in which re-imagining how the youth see the TVET sector can occur. Education and training as offered by the College is designed for a diverse student community. Innovative initiatives such as digital classrooms and flexible learning environments are aimed at improving student confidence in their fields of study and inspiring them to succeed.

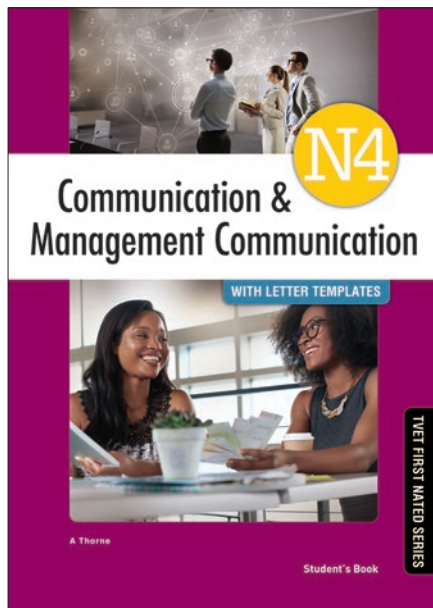
10. Student Experience

The College endeavours to improve the student experience by ensuring that it comes up with innovative methodologies attuned to the demands of an inclusive, diverse, and digital world. Media centres on all the College campuses, are designed in a way that inspires students to learn and become innovative thinkers.

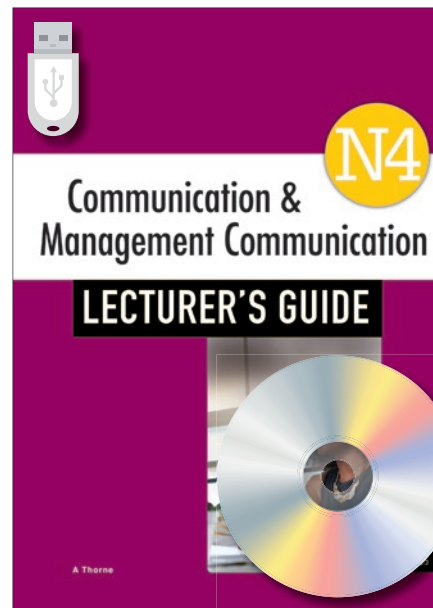
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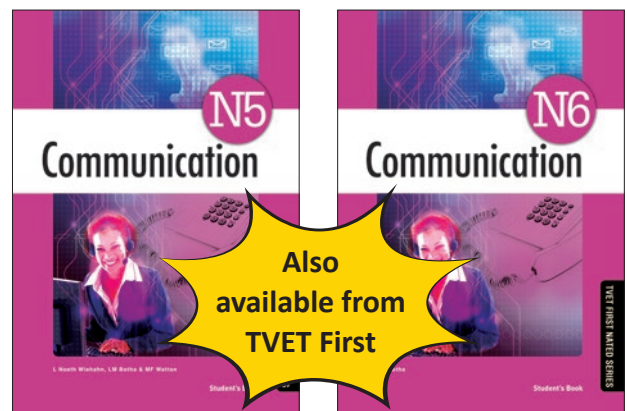
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Subject to DHET approval



The National List of Occupations in High Demand: 2018, published in Government Gazette



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

The Office of the Director-General, Mr Gwebs Qonde announces that the Minister of Higher Education and Training has gazetted the National List of Occupations in High Demand: 2018 (Gazette no. 41728).

The gazette provides a list of occupations that have been identified as being in high demand nationally. It is intended to inform decision-making in relation to a wide range of issues. These pertain to, inter alia, education and training. The accurate identification of current and future occupational demand is imperative in order to ensure that the goals of the National Development Plan, the New Growth Path and the Industrial Policy Action Plan, are achieved.

The primary purpose of the National List of Occupations in

High Demand: 2018 is to improve the responsiveness of the Post-School Education and Training System (PSET) to the needs of the economy and to the broader developmental objectives of the country. The list supports planning processes in the PSET system. Particularly in relation to enrolment planning, decision-making on the prioritisation of resource allocations, qualifications development and career information and advice. In addition, public and private employers, employer organisations, professional bodies, trade unions and research organisations are encouraged to use the list of Occupations in High Demand to support the provisioning of their own education and training programmes.

The List of Occupations in High Demand is reviewed every second year, unless it is deemed necessary to do so earlier. The next List of Occupations in High Demand is scheduled to be published in 2020. The following link to the document is for the full Government Gazette.

<http://www.dhet.gov.za/Information%20Systems%20Coordination/GAZETTE.pdf>

The list itself, is published here for ease of reference. Enquiries can be directed to the Director-General, DHET, for attention Mmaphake Ramasodi, Directorate: System Monitoring and Economic Analysis,

Email: Ramasodi.m@dhet.gov.za
Remove this page to keep a handy reference.

The table below shows the List of Occupations in High Demand for 2018 at three levels of demand, namely, highest, higher and high. The level of demand indicates that all occupations have high demand but that there is variation in the extent of demand among them. For instance the group of occupations that scored the highest points in the statistical index are described as being at the highest level of demand.

National List of Occupations in High Demand: 2018

| Occupation | OFO Code | Level of Demand |
|---|----------|-----------------|
| General Manager Public Service | 111202 | Highest |
| Senior Government Official | 111204 | Highest |
| Senior Government Manager | 111207 | Highest |
| Chief Financial Officer | 121101 | Highest |
| Finance Manager | 121101 | Highest |
| Management accountant | 121101 | Highest |
| Payroll Manager | 121102 | Highest |
| Credit Manager | 121103 | Highest |
| Internal Audit Manager | 121104 | Highest |
| Corporate General Manager | 121901 | Highest |
| Corporate Services Manager | 121902 | Highest |
| Physical Asset Manager | 121903 | Highest |
| Contract Manager | 121904 | Highest |
| Programme or Project Manager | 121905 | Highest |
| Labour Recruitment Manager | 121907 | Highest |
| Quality Systems Manager | 121908 | Highest |
| Sustainability Manager | 121909 | Highest |
| Sales and Marketing Manager | 122101 | Highest |
| Sales Executive | 122102 | Highest |
| Sales Manager | 122102 | Highest |
| Director of Marketing | 122103 | Highest |
| Interactive and Direct Marketing Strategist | 122104 | Highest |
| Client Services Advisor | 122105 | Highest |
| Customer Service Manager | 122105 | Highest |
| Farm Manager | 131101 | Highest |
| Production/Operations manager | 131102 | Highest |
| Production / Operations Supervisor (Forestry) | 131103 | Highest |
| Manufacturer | 132101 | Highest |
| Production / Operations Manager (Manufacturing) | 132102 | Highest |
| Engineering Manager | 132104 | Highest |
| Power Generation Operations Manager (G) | 132105 | Highest |
| Manufacturing Quality Manager | 132106 | Highest |
| Construction Project Manager | 132301 | Highest |
| Project Builder | 132302 | Highest |

| Occupation | OFO Code | Level of Demand |
|--|----------|-----------------|
| Supply and Distribution Manager | 132401 | Highest |
| Logistics Manager | 132402 | Highest |
| Road Transport Manager | 132403 | Highest |
| Warehouse Manager | 132404 | Highest |
| Fleet Manager | 132405 | Highest |
| Chief Information Officer | 133101 | Highest |
| ICT Project Manager | 133102 | Highest |
| Data Management Manager | 133103 | Highest |
| Application Development Manager | 133104 | Highest |
| Information Technology Manager | 133105 | Highest |
| Information Systems Director | 133106 | Highest |
| Environmental Manager | 134901 | Highest |
| Laboratory Manager | 134902 | Highest |
| Small Business Manager | 134903 | Highest |
| Office Manager | 134904 | Highest |
| Archives Manager | 134907 | Highest |
| Museum Manager | 134909 | Highest |
| Operations Manager (Non-Manufacturing) | 134915 | Highest |
| Operations Foreman (Non-Manufacturing) | 134916 | Highest |
| Seismologist | 211402 | Highest |
| Agriculture Consultant | 213201 | Highest |
| Agricultural Scientist | 213202 | Highest |
| Forest scientist | 213203 | Highest |
| Wine Maker | 213204 | Highest |
| Food and Beverage Scientist | 213205 | Highest |
| Process engineer | 214101 | Highest |
| Industrial Engineer | 214101 | Highest |
| Industrial Engineering Technologist | 214102 | Highest |
| Production Engineer | 214103 | Highest |
| Production Engineering Technologist | 214104 | Highest |
| Civil Engineer | 214201 | Highest |
| Industrial engineer | 214201 | Highest |
| Civil Engineering Technologist | 214202 | Highest |
| Mining engineer | 214601 | Highest |

| Occupation | OFO Code | Level of Demand |
|--|----------|-----------------|
| Mining engineering technologist | 214602 | Highest |
| Quantity Surveyor | 214904 | Highest |
| Agricultural Engineer | 214905 | Highest |
| Agricultural Engineering Technologist | 214906 | Highest |
| Materials engineer | 214907 | Highest |
| Materials engineering technologist | 214908 | Highest |
| Materials non-destructive testing operators | 214908 | Highest |
| Senior Secondary School Teacher (Grades 10-12) | 233107 | Highest |
| Junior Secondary School Teacher (Grades 8-9) | 233108 | Highest |
| Foundational Phase School Teacher | 234101 | Highest |
| Senior Primary School Teacher (Grades 4-7) | 234102 | Highest |
| Investment Analyst | 241201 | Highest |
| Investment Manager | 241202 | Highest |
| Investment Advisor | 241203 | Highest |
| Financial Markets Practitioner | 241204 | Highest |
| Quality Assurance Analyst (Computers) | 251901 | Highest |
| Attorney | 261101 | Highest |
| Advocate | 261106 | Highest |
| Adjudicator | 261901 | Highest |
| Legislation Facilitator | 261902 | Highest |
| Master of the Court | 261903 | Highest |
| Family Court Registrar | 261904 | Highest |
| Civil Engineering Technician | 311201 | Highest |
| Surveying or Cartographic Technician | 311202 | Highest |
| Geometrician | 311202 | Highest |
| Town Planning Technician | 311203 | Highest |
| Electrical Engineering Technician | 311301 | Highest |
| Electric Substation Operations Manager | 311302 | Highest |
| Energy Efficiency Technician | 311303 | Highest |
| Mechanical Engineering Technician | 311501 | Highest |

| Occupation | OFO Code | Level of Demand |
|--|----------|-----------------|
| Pressure Equipment Inspector | 311502 | Highest |
| Aeronautical Engineering Technician | 311503 | Highest |
| Draughtsperson | 311801 | Highest |
| Building Associate | 312301 | Highest |
| Clerk of Works | 312301 | Highest |
| Construction supervisor | 312303 | Highest |
| Water Plant Operator | 313201 | Highest |
| Waste Materials Plant Operator | 313202 | Highest |
| Water Process Controller | 313203 | Highest |
| Medical Laboratory Technician | 321201 | Highest |
| Chef | 343401 | Highest |
| ICT Communications Assistant | 351201 | Highest |
| Broadcast Transmitter Operator | 352101 | Highest |
| Camera Operator (Film, Television or Video) | 352102 | Highest |
| Sound Technician | 352103 | Highest |
| Television Equipment Operator | 352104 | Highest |
| Radio Station Operator | 352105 | Highest |
| Production Assistant (Film, Television or Radio) | 352106 | Highest |
| Tourist Information Officer | 422101 | Highest |
| Travel Consultant | 422102 | Highest |
| Coding Clerk | 441301 | Highest |
| Proof Reader | 441302 | Highest |
| Child Care Worker | 531101 | Highest |
| Electrician | 671101 | Highest |
| Electrical Installation Inspector | 671102 | Highest |
| Millwright | 671202 | Highest |
| Mechatronics Technician | 671203 | Highest |
| Lift Mechanic | 671204 | Highest |
| Weapon Systems Mechanic | 671205 | Highest |
| Armature Winder | 671207 | Highest |
| Transportation Electrician | 671208 | Highest |
| Hotel Manager | 141101 | Higher |
| Importer or Exporter | 142101 | Higher |
| Retail Manager | 142103 | Higher |



| Occupation | OFO Code | Level of Demand |
|---|----------|-----------------|
| Service Station Manager | 142103 | Higher |
| Mechanical Engineer | 214401 | Higher |
| Mechanical Engineering Technologist | 214402 | Higher |
| Aeronautical Engineer | 214403 | Higher |
| Architect | 216101 | Higher |
| General Medical Practitioner | 221101 | Higher |
| Hospital Pharmacist | 226201 | Higher |
| Industrial Pharmacist | 226202 | Higher |
| Retail Pharmacist | 226203 | Higher |
| University Lecturer | 231101 | Higher |
| Professor/Associate Professor | 231101 | Higher |
| Early Childhood Development Practitioner | 234201 | Higher |
| Financial Investment Advisor | 241301 | Higher |
| Skills Development Facilitator/ Practitioner | 242302 | Higher |
| Labour Market Analyst | 242306 | Higher |
| ICT Systems Analyst | 251101 | Higher |
| Software Developer | 251201 | Higher |
| ICT Risk Specialist | 251201 | Higher |
| Programmer Analyst | 251202 | Higher |
| Developer Programmer | 251203 | Higher |
| Applications Programmer | 251401 | Higher |
| Social Worker | 263507 | Higher |
| Electronic Engineering Technician | 311401 | Higher |
| Fossil Power Plant Process Controller | 313102 | Higher |
| Hydro Power Plant Process Controller | 313103 | Higher |
| Nuclear Power Plant Process Controller | 313104 | Higher |
| Wind Turbine Power Plant Process Controller | 313105 | Higher |
| Concentrated Solar Power (CSP) Plant Process Controller | 313106 | Higher |
| Weatherisation Installers and Technicians | 313108 | Higher |
| Solar Photovoltaic Service Technician | 313109 | Higher |
| Wind Turbine Service Technician | 313110 | Higher |
| Agricultural Technician | 314201 | Higher |
| Agricultural Laboratory Technician | 314201 | Higher |
| Dental Assistant | 325101 | Higher |
| Dental Hygienist | 325102 | Higher |
| Mathematical Assistant | 331401 | Higher |
| Data Quality Officer | 331401 | Higher |
| Decision Support Analyst | 331401 | Higher |
| Statistical Assistant | 331401 | Higher |
| Actuarial Assistant | 331401 | Higher |
| Insurance Agent | 332101 | Higher |
| Insurance Broker | 332102 | Higher |
| Commodities Trader | 332401 | Higher |
| Events Manager | 333201 | Higher |
| Visual Merchandiser | 343203 | Higher |
| Light Technician | 343902 | Higher |
| Computer Network Technician | 351301 | Higher |
| Geographic Information Systems Specialist | 351302 | Higher |
| Geographic Information Systems Technicians | 351302 | Higher |
| Client Services Administrator | 411101 | Higher |
| General Clerk | 411101 | Higher |
| Administrative Assistants | 411101 | Higher |
| Word Processing Operator | 413101 | Higher |
| Machine Shorthand Reporter | 413102 | Higher |
| Data Entry Operator | 413201 | Higher |
| Gaming Worker | 421202 | Higher |
| Bookmaker's Clerk | 421204 | Higher |
| Payroll Clerk | 431301 | Higher |
| Road Traffic Controller | 432301 | Higher |
| Transport Clerk | 432301 | Higher |

| Occupation | OFO Code | Level of Demand |
|--|----------|-----------------|
| Carpenter and Joiner | 641501 | Higher |
| Carpenter | 641502 | Higher |
| Shutter hand | 641502 | Higher |
| Joiner | 641503 | Higher |
| Plumber | 642601 | Higher |
| Solar Installer | 642602 | Higher |
| Gas Practitioner | 642603 | Higher |
| Fire Services Plumber | 642604 | Higher |
| Plumbing Inspector | 642605 | Higher |
| Heat Pump Installer | 642606 | Higher |
| Pipe Fitter | 642607 | Higher |
| Welder | 651202 | Higher |
| Fitter-welder | 651203 | Higher |
| Gas Cutter | 651204 | Higher |
| Sheet metal worker | 651301 | Higher |
| Boiler Maker | 651302 | Higher |
| Metal Machinist | 652301 | Higher |
| Fitter and Turner | 652302 | Higher |
| Industrial Machinery Mechanic | 653301 | Higher |
| Mechanical Equipment Repairer | 653302 | Higher |
| Mechanical Fitter | 653303 | Higher |
| Fitter | 653303 | Higher |
| Diesel Fitter | 653304 | Higher |
| Small Engine Mechanic | 653305 | Higher |
| Diesel Mechanic | 653306 | Higher |
| Heavy Equipment Mechanic | 653307 | Higher |
| Tractor Mechanic | 653308 | Higher |
| Forklift Mechanic | 653309 | Higher |
| Lubrication Equipment Mechanic | 653310 | Higher |
| Goldsmith | 661301 | Higher |
| Diamond and Gemstone Setter | 661302 | Higher |
| Electrical Line Mechanic | 671301 | Higher |
| Cable Joiner | 671302 | Higher |
| Upholsterer | 683401 | Higher |
| Shot firer | 684201 | Higher |
| Blaster | 684202 | Higher |
| Textile Wet Process Production Operator | 715401 | Higher |
| Textile Wet Processes Finishing Machine Operator | 715401 | Higher |
| Textile Printing Machine Operator | 715401 | Higher |
| Fabric Bleaching Machine Operator | 715401 | Higher |
| Textile Dyeing Machine Operator / Textile Dyer | 715401 | Higher |
| Textile Dyeing and Printing Preparation Machine Operator | 715401 | Higher |
| Footwear Cutting Production Machine Operator | 715601 | Higher |
| Footwear Closing Production Machine Operator | 715602 | Higher |
| Footwear Bottom Stock Production Machine Operator | 715603 | Higher |
| Footwear Lasting Production Machine Operator | 715604 | Higher |
| Footwear Finishing Production Machine Operator | 715605 | Higher |
| Lorry Driver | 733201 | Higher |
| Truck Driver (General) | 733201 | Higher |
| Personnel / Human Resources Manager | 121201 | High |
| Training and Development Manager | 121202 | High |
| Business Training Manager | 121202 | High |
| Recruitment Manager | 121204 | High |
| Employee Wellness Manager | 121205 | High |
| Health and Safety Manager | 121206 | High |
| Safety, Health, Environment and Quality (SHE&Q) Practitioner | 121206 | High |
| Security Services Manager | 143904 | High |
| Security Risk Assessment Manager | 143904 | High |
| Environmental Education Manager | 143901 | High |
| Actuary | 212101 | High |

| Occupation | OFO Code | Level of Demand |
|--|----------|-----------------|
| Statistician | 212103 | High |
| Statistical Modeller | 212103 | High |
| Biologist (General) | 213102 | High |
| Biochemist | 213104 | High |
| Biotechnologist | 213105 | High |
| Botanist | 213106 | High |
| Marine Biologist | 213107 | High |
| Microbiologist | 213108 | High |
| Zoologist | 213109 | High |
| Environmental Engineer (G) | 214301 | High |
| Environmental Impact and Restoration Analyst | 214302 | High |
| Chemical Engineer | 214501 | High |
| Chemical Engineering Technologist | 214502 | High |
| Graphic Designer | 216601 | High |
| Illustrator | 216602 | High |
| Multimedia Designer | 216603 | High |
| Web Designer | 216604 | High |
| Registered Nurse (Aged Care) | 222102 | High |
| Registered Nurse (Child and Family Health) | 222103 | High |
| Registered Nurse (Community Health) | 222104 | High |
| Registered Nurse (Critical Care and Emergency) | 222105 | High |
| Registered Nurse (Developmental Disability) | 222106 | High |
| Registered Nurse (Disability and Rehabilitation) | 222107 | High |
| Registered Nurse (Medical) | 222108 | High |
| Registered Nurse (Medical Practice) | 222109 | High |
| Registered Nurse (Mental Health) | 222110 | High |
| Registered Nurse (Operating theatre) | 222111 | High |
| Registered Nurse (Surgical) | 222112 | High |
| Nurse Manager | 222116 | High |
| Veterinarian | 225101 | High |
| Veterinary Pathologist | 225101 | High |
| Veterinary Surgeon | 225101 | High |
| Veterinary Parasitologist | 225101 | High |
| Veterinary Epidemiologist | 225101 | High |
| Veterinary Pathologist | 225101 | High |
| Animal Doctor | 225101 | High |
| Environmental Health Officer | 226301 | High |
| Construction health and safety technician | 226302 | High |
| Safety, Health, Environment and Quality (SHE&Q) Practitioner | 226302 | High |
| English As A Second Language Teacher | 235301 | High |
| English Conversation Instructor | 235301 | High |
| English Language Teacher | 235301 | High |
| Multimedia Specialist | 251301 | High |
| Web Developer | 251302 | High |
| Database Designer and Systems Administrator | 252101 | High |
| Database Designer and Administrator | 252101 | High |
| Computer Network and Systems Engineer | 252301 | High |
| Network Analyst | 252302 | High |
| ICT Security Specialist | 252901 | High |
| Labour Market Economist | 263101 | High |
| Economist | 263101 | High |
| Clinical Psychologist | 263401 | High |
| Psychometrician | 263409 | High |
| Food and Beverage Technician | 311903 | High |
| Manufacturing Technician | 311904 | High |
| Industrial Engineering Technician | 311905 | High |
| Environmental Engineering Technician | 311906 | High |
| Life Science Technician | 314101 | High |

| Occupation | OFO Code | Level of Demand |
|--|----------|-----------------|
| Environmental Science Technician | 314102 | High |
| Health Information Manager | 325201 | High |
| Environmental and Occupational Health Inspector | 325701 | High |
| Marine Safety Officer | 325702 | High |
| Agricultural / Horticultural Produce Inspector | 325703 | High |
| Aquaculture Produce Analyst | 325704 | High |
| Safety Inspector | 325705 | High |
| Retail Buyer | 332301 | High |
| Procurement officers | 332302 | High |
| Auctioneer | 333901 | High |
| Sales Representative (Business Services) | 333903 | High |
| Supply Chain Practitioner | 333905 | High |
| Marketing Coordinator | 333908 | High |
| Secretary (General) | 412101 | High |
| Phone Centre Operator | 422301 | High |
| Shift Telephonist | 422301 | High |
| Telecom Operator | 422301 | High |
| PABX Operator | 422301 | High |
| Telephone Operator / Attendant | 422301 | High |
| Stock Clerk / Officer | 432101 | High |
| Dispatching and Receiving Clerk / Officer | 432102 | High |
| Waiter | 513101 | High |
| Cafe Worker | 513102 | High |
| Hairdresser | 514101 | High |
| Call Centre Salesperson | 524401 | High |
| Residential Care Officer | 532201 | High |
| Aged or Disabled Carer | 532202 | High |
| Community Care Worker | 532203 | High |
| Nursing Support Worker | 532903 | High |
| Fire Fighter | 541101 | High |
| Hazardous Materials Removal Workers | 541102 | High |
| Aviation Security Trainer/Officer | 541401 | High |
| Security Officer | 541401 | High |
| Security Electronic Installations | 541401 | High |
| Retail Loss Prevention Officer | 541403 | High |
| Tree Feller | 621101 | High |
| Forest and Conservation Workers | 621102 | High |
| Stonemasons | 641301 | High |
| Scaffold Erector | 641902 | High |
| Roof Tiler | 642101 | High |
| Roof Plumber | 642102 | High |
| Roof Thatcher | 642103 | High |
| Glass Maker | 661501 | High |
| Optical Mechanic | 661502 | High |
| Telecommunications Line Mechanic | 672204 | High |
| Clothing, Home Textiles and General Goods Cutter | 683201 | High |
| Apparel and related pattern maker | 683202 | High |
| Concrete batching plant operator | 711405 | High |
| Weaving Machine Operator | 715201 | High |
| Warping Machine Operator | 715202 | High |
| Braiding Machine Operator | 715203 | High |
| Non-woven Machine Operator | 715205 | High |
| Textile Dry Finishing Machine Operator | 715206 | High |
| Textile and Footwear Manufacturing Machine Minder | 715901 | High |
| Bakery and Confectionary Products Machine Operator | 716105 | High |
| Product Assembler | 721901 | High |
| Mobile Plant Operators | 734101 | High |
| Crane or Hoist Operator | 734301 | High |
| Cable Ferry Operator | 734302 | High |
| Dredge Operator | 734303 | High |
| Forklift Driver | 734402 | High |



Address by the Deputy Minister of Higher Education and Training, Mr Buti Manamela, to the Afriman Rising Dialogue

Programme Director
CEO of the Sello Maake kaNcube Foundation –
Mr Sello Maake kaNcube
Mr Eusebius McKaiser
Panelists for today - Mr Bongumusa Makhathini:
Prof Thuli Madonsela
Ms Phumeza Mafeni
Ms Nthuzelo Fuze
Mr Neo Matsunyane
Mr Kgomotso Matseke
Cast of Komeng
Invited guests and students

It was a year ago when I was invited by the Sello Maake kaNcube Foundation to address the launch of the Afriman Rising Dialogue at this very Tshwane University of Technology Ga-Rankuwa campus. I am honoured that you have invited me back.

At the Afriman Dialogue last year, together with the nation, we were enraged by the gruesome murder of the University of Johannesburg student, Karabo Mokoena. The grim details of her murder shocked our consciences. We were once again shaken by the murder of Zolile Khumalo, a student at the Mangosuthu University of Technology. Her murder accused, Thabani Mzolo, must be convicted and face the full might of the law. Justice must prevail. These are not isolated cases. There are too many cases of violence against women, both reported and the vast majority unreported. It makes me angry that young women in our society are no longer safe. They have to look over their shoulder at all times for fear of rape, robbery or death. Sometimes at the hands of familiar faces masquerading as brothers, uncles or fathers.

Upon my appointment as Deputy Minister of Higher Education, I was briefed on the research conducted by the Higher Education AIDS Programme. The research tells us that there are about 7 million people living with HIV with 15 - 24 year olds rated most at risk for new infections. Although there has been a decline in new infections, the base number of 290 000 new infections a year is still too high. We are still seeing about 1,1 million new symptomatic STI's per year. About 32% of students had been

At the Afriman Dialogue last year, together with the nation, we were enraged by the gruesome murder of the University of Johannesburg student, Karabo Mokoena.

pregnant or had made someone pregnant with 75% of these pregnancies being unplanned. We have about 14% of our university students who engage in transactional sex. The figure will be higher if we include TVET College students. Students are also at risk of alcohol and drug abuse with 68% of TVET College students

I am not revealing these statistics to shock you. But we have to confront this reality, and take action. The reality is that girls and women are dying at the hands of men and men are silent. The DHET, through the HEAIDS programme, will soon be adopting, as policy, the first ever framework for addressing gender-based violence at universities and colleges.

abusing alcohol on a regular basis. The research also indicates that 10% of the total reported cases of rape across the country were from university students.

This figure will likely increase if you take into account TVET Colleges. A further 62% of students surveyed, felt that female students would be sexually harassed on campus. About 28% of males and 27% of females (aged 15-19) believed that a girl did not have the right to refuse sex with her boyfriend. An alarming 55% of male students think that sexual violence does not include forcing sex with someone you know. These numbers are frightening, and even numbing to your conscience, if you consider that these are young people in our higher education institutions who are supposedly more enlightened.

I am not revealing these statistics to shock you. But we have to confront this reality, and take action. The reality is that girls and women are dying at the hands of men and men are silent. The DHET, through the HEAIDS programme, will soon be adopting, as policy, the first ever framework for addressing gender-based violence at universities and colleges. The framework provides a set of standards and guidelines for universities and colleges in the public sector to take civil action against perpetrators of gender based violence on campus, whether the



perpetrators be students, lecturers or staff. Not only will we aim to deter gender based violence, but also ensure that victims are supported and linked to care and support. We know that the vulnerability and susceptibility to HIV is also heightened for victims of violence and thus post care and support, including access to post exposure prophylaxis amongst other services is critical. We have decided to make action against gender based violence a central issue in our student support work in all campuses.

Young female students face a myriad of harassment and discrimination issues.

Sex for marks. Accommodation allocation in exchange for sex. Sex as a financial transaction by 'blessers' and sugar daddies. These things are a reality and are happening on our campuses. There is a growing toxic masculinity that is becoming institutionalised and we must stop this. It feeds the consumerism that pressures young women to comply with certain prescripts of beauty and societal acceptability, thereby making them symbols of conspicuous consumption. Women have agency. We must never forget that young women have the capacity to act and to make their own choices. When we mobilise men we do not mobilise them to be "protectors of women". That would be the antithesis of what we want to achieve. We mobilise men to be partners with women in acting against gender based violence. We mobilise men to support the agency of women in this difficult contextual environment.

Social media has become a powerful instrument to expose those who beat women and sexually abuse them. Social media has been used for exposing those who demand sexual favours in exchange for services women should in any way stand to receive. The social media platforms have exposed police who mock victims of sexual abuse and police who refuse to take these cases seriously. Unlike in the past, we are seeing more of these cases being reported in the media. This is a good thing. We applaud it, we need to see more of it. However, we must also see the criminal prosecution of perpetrators of gender based violence. The lack of— and slow rate of— prosecutions, hampers our fight against gender based violence. I am happy to see many initiatives, led by men, whose

intention is to highlight and put an end to gender based violence. They are growing and becoming an organic army that is determined to shout in unison and say No! This is the type of army we need. We need an army of good men who will treat women with the respect and dignity that they deserve. We need an army of good men who will not be intimidated by women's intelligence and power. We need an army of good men who understand and respect the meaning of NO! We need an army of good men who will declare that rape has no place in our society and that NO will never mean yes. This army of good men must stand up and be fine examples for the boy child and teach him that girls do not need to lose their power for him to assert his masculinity. This army of good men will not simply dismiss issues as "women's issues", but

I believe that Afriman Rising is such a place to cultivate this army of good men, through your dialogues, events and performances.

instead actively champion these issues because these issues affect us all. This army of good men will find it within themselves to work with women and women's organisations. Not to lead, although men may lead where appropriate. But, to support and most importantly to be led by women. This army of good men will believe in the agency of women and partner with them as

they act and make choices. This army of good men will challenge the stereotypes, beliefs and actions of men that abuse and violate women.

I believe that Afriman Rising is such a place to cultivate this army of good men. Through your dialogues, events and performances, you are actively recruiting so that this army of good men can grow and flourish. I want to acknowledge the role that Sello Maake ka Ncube and his foundation is playing in addressing these issues. You are already a part of this army of good men. We need this growing army more than ever before.

This is AFRIMAN RISING. Sign up and be on the right side of history.

I thank you for listening.

College launches Mobile Clinic in a bid to extend its student support services

COLLEEN BRENNON – Marketing Manager

The first TVET Health and Wellness mobile clinic in South Africa, was recently launched by False Bay TVET College.

"The launch of the mobile clinic is indeed a historic milestone for the College.

We chose to launch the mobile clinic on our Intercampus Sports Day for a specific reason. Health and wellness programmes form part of our strategic focus within Student Support. As a responsible institution, we want to be able to focus on the students' cognitive, emotional, social and physical well-being. We want to promote student health and educational success through creating a healthy college community," said Acting Principal Ms Karin Hendricks. "We want students to be able to make good and responsible choices about their bodies and their health. We must advocate and help students realise that they need to make their good health a priority."

The College embraces a holistic view of each student. A focus on mental and physical health and wellbeing also helps to build a positive climate on campus. Care for health and wellness focuses on support advocacy and the education of our students through various activations throughout the year. The College mobile clinic donated by the University of Cape Town, will operate in partnership with Kheth'Impilo, the Provincial Department of Health and the City of Cape Town. The clinic will provide on-site testing and screening for HIV, TB and STIs, and offer family planning services to college students. Acting Principal Hendricks continues, "Time is a valuable asset to a student. We recognise that bringing services to students saves them time. Instead of sitting for a day at a public health clinic and missing classes, they can access health services on campus at the mobile clinic. The mobile clinic, with its qualified nurse, will visit each of the five campuses every second week on a rotational basis."

"The College thanks Kheth'Impilo CEO, Dr Ashraf Grimwood for his support. With his assistance, we are now in a position to provide health services to our students with the added facility of a mobile clinic", concluded Acting Principal Hendricks.



Commissioning the False Bay TVET College Student Support Services Mobile Clinic into use are from left Deputy Principal Innovation and Development Christiana Nel, Senior Medical Officer Cathy Kalombo, Dr Bola Oyebanji and Dr Ashraf Grimwood of Kheth'Impilo, Acting Principal Karin Hendricks and Student Support and Development Manager Mandisa Njozela

TVET IN THE AFRICAN UNION

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

Approach Based on a Paradigm Shift

Role of Member States

The role of Member States is to strengthen guidance and counselling services for trainees and to create a TVET quality supervisory authority.

The first condition for the successful implementation of a national TVET strategy is the development of a national TVET policy that sets out the Government's vision for skills development. Then, it is necessary to define synergy between the national and regional plans, continental and beyond. This is in order to better support the diversity of trades for the future, and to take advantage of intra-African shared experiences.

Each country will define and clarify the lines of clear articulation between TVET and other sectors of the national economy. Another condition of the implementation, is to ensure that the national TVET strategy is consistent with regional and international frameworks of existing education and training policy protocols.

Institutionalising the place of TVET

Meeting the institutional challenge of TVET governance should be at the heart of policy and reforms. This involves first drawing up a legislative framework and a unified TVET policy that also takes into consideration the following factors:

- i. Organisation of the private TVET sector;
- ii. Definition of consultative mechanisms at the three levels: national (country), regional (RECs) and continental (AUC);
- iii. Direct involvement of parliaments of member states;
- iv. Creation of a TVET quality supervisory authority;
- v. Establishment of a clearly empowered strategy implementation body;
- vi. Establishment of youth-friendly entrepreneurship funding.

Role of Government

It is the Government's duty when taking the initiative for a national TVET plan to:

- i. Provide legislative support for national TVET policies;

- ii. Increase financial support to the TVET sector and improve investment in TVET;
- iii. Establish TVET management information systems for education and training, including labour market information systems;
- iv. Introduce measures to reduce gender inequalities as well as economic and geographic discrimination in the provision of TVET;
- v. Establish sustainable funding mechanisms for TVET;
- vi. Set up a venture capital structure to support trainees on completion of their training and enable them to create their own jobs;
- vii. Strengthen leadership and management capacity of the TVET system;
- viii. Build a harmonised system of recognition and certification of skills;
- ix. Constantly monitor and track progress of the TVET delivery system and periodically apply appropriate remedial measures;
- x. Simplify business creation administrative procedures;
- xi. Build technology halls and business incubators.

Appropriate policies and procedures need to be developed and implemented in order for these goals to be achieved. A number of approaches are recommended and cover the following key policy issues:

- i. Improving the political environment and management of TVET;
- ii. Promoting the paradigm shift in TVET to foster the spirit of enterprise, initiative and innovation;
- iii. Upgrading the TVET sector;
- iv. Promoting skills in the areas of agriculture and rural development;
- v. Training for the green economy and emerging job markets;
- vi. Assurance of delivery quality;
- vii. Promotion of Information Communication Technology in TVET;
- viii. Enhancing programme relevance and employability;
- ix. Strengthening partnerships and relationships with the private sector;
- x. Engagement with dominant economic, political and international role-players;
- xi. Promotion of higher level skills;
- xii. Diversification of funding sources and the implementation of sustainable funding;
- xiii. Enhancing the image and attractiveness of TVET;
- xiv. Improving access and participation of women and vulnerable groups;
- xv. Monitoring and evaluation of TVET systems;
- xvi. Promoting research in TVET.

Role of Parliament

As an institution in charge of monitoring government action and voting the State's budget allocations, Parliament must be involved at all levels. This is key to ensure the development of national TVET plans and that they receive the necessary financial resources for their implementation.

Role of the Productive Sector

The paradigm shift for TVET goes hand in hand with that of the place and role of the productive sector. It is essential that the productive sector fully collaborates. It cannot remain in the role of simply seeing that the TVET product is unable to meet its needs. It needs to continuously participate in standard setting and the articulation of its needs. The provisions of national plans should compel the productive sector to co-operate and be an active partner of TVET. This relationship should act as the engine for driving TVET.

The productive sector as a whole must, through its own organisations, especially in terms of chambers of trade or other collective associations, drive the process of defining the skills necessary for the economy and the development of related business.

The level of basic education should be raised in support of each vocational profession related to any specific trade. The definition of skills should be able to distinguish between generic skills and specific vocational skills. The development of the related curricula will be even more relevant. There is an opportunity for large sectors of commerce and industry to define



their specific needs and then meet these for their own benefit and that of the job market. This should be done in a manner that positively impacts on training within formal TVET delivery.

Link with the National Employment Plan

The national employment and human resource development plans, which should be developed if they do not as yet exist, are essential engines of TVET. They are responsible for institutionalising the mapping and updating of job types in terms of the demands of the productive sector.

Linking with the employment plan would determine the responsibility of trade chambers vis-à-vis the TVET system. This may assist in determining the need and role of a monitoring function. The purpose of such a monitoring function would be to assess the demand for employment and the relevant TVET response required in order to inform policy in this area. Consultation in the context of Public Private Partnerships between the State and the productive sector, at national, regional and continental levels, is an essential tool in the process. Whatever the form, such a monitoring function should be established if it does not exist.

Deputy Principal obtains a PhD degree for “TVET Colleges in SA: A framework for leading curriculum change”

MINETTE KILIAN - Marketing and Communication Officer

Dr Tercia (du Plessis) Terblanche is well known within the TVET College community.

Being the Deputy Principal Academic Services at South Cape TVET College for the past ten years, has given her a unique view of the TVET College sector. Dr Terblanche’s story begins just like so many other South Africans. Born to a young single mother into poverty in the township of Tarka, Mossel Bay, in the Western Cape Province, Dr Terblanche was raised by her grandparents. Her mother had to work away from home. The strict upbringing with an emphasis on hard work, morals and values, made her continuously strive to improve herself. It drove her to always do her best from an early age, especially in the academic arena.

During her early education days as a student, first at All Saints Primary and later at Hillcrest High School, her teachers believed in her academic strength. They motivated her to strive to always do better. During her high school years, her teachers assisted her with applying for financial support

in order for Dr Terblanche to enter higher education. Through all the motivation and assistance, she became the first person in her immediate family to go on to study after Grade 12. Much of this she attributes to her late grandparents Lesley and Sarah du Plessis. Not least, her teachers from both schools, who believed in her abilities, provided the necessary support and laid the foundation for her future academic aspirations.

Her life philosophy speaks volumes. “Don’t let your current circumstances determine your destiny.” Advice she has for others aspiring to make a success? Don’t be captivated by poverty. Work hard towards achieving your goals. Always be disciplined and persevere amidst all obstacles. Believe in yourself and say “I CAN”.

Dr Terblanche has been the Deputy Principal: Academic Services for the past 10 years at South Cape TVET College and has worked in education, more specifically the TVET College sector, for the past 24 years. She started her career as a business studies lecturer at the former



At her graduation ceremony on 5 December at Stellenbosch University: Dr Tercia Terblanche with her husband, Mr Christopher Terblanche, her son Keenan and daughter, Kelsey

RC Elliot Technical College in Kimberley, in the Northern Cape Province in 1993. This was under the leadership of Mr Brian Cadr. She has held various academic management positions since then.

Her journey to obtain a PhD was met with many challenges. This included the distance from George to the University of Stellenbosch. Other distances traversed in her research were the distances to the five participating Western Cape TVET colleges, the library and other relevant academic services on offer to PhD candidates. The workload of a Deputy Principal Academic is frenetic and at times unpredictable. Without the support of Professor Bitzer, her supervisor, this would not have been possible. His guidance and support throughout the thesis was invaluable. She is also thankful for the support she received from all the Western Cape TVET College principals and the staff who participated in the survey and interviews.

The PhD thesis title is “Technical and Vocational Education and Training (TVET) Colleges in South Africa: a framework for leading curriculum change”. According to Dr Terblanche’s thesis findings (Terblanche, 2017), curriculum

change is vital for enhancing student employability, knowledge and skills, including opportunities for articulation to further studies at higher education institutions. The aim of the study was to develop and suggest a curriculum leadership framework for curriculum change that could assist with the training and capacity building of the TVET College sector leaders. It highlighted key factors such as leadership features that are necessary for TVET College leaders to effectively lead curriculum change in TVET Colleges. In addition, the study postulates a better understanding of vocational and occupational education in general. It is hoped that this study will make some modest contribution to research into higher education and the TVET College sector of South Africa. Full detail of the thesis can be downloaded from Stellenbosch University repository:

<http://hdl.handle.net/10019.1/102864>.

Dr Terblanche dedicates her achievement to her supportive husband and two precious children, Keenan and Kelsey who remained steadfast in their love and understanding and who supported her every step of the way.

Crossword Solution

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| P | | | | T | | | | U | | U | | B | | K | H | A | K |
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| Vuselela TVET College | Ms DJ Smith (Acting) | 018 406 7800 | 26,665427 | -26,86347 | www.vuselelacollege.co.za |
| WESTERN CAPE | | | | | |
| Boland TVET College | Ms JIM Coetzee | 021 886 7111/2 | 18,85666666 | -33,92666666 | www.bolandcollege.com |
| College of Cape Town for TVET | Mr Louis van Niekerk | 021 404 6700 | 18,272587 | -33,55421 | www.cct.edu.za |
| False Bay TVET College | Ms Karin Hendricks (Acting) | 021 787 0800 | 18,26246 | -34,62674 | www.falsebaycollege.co.za |
| Northlink TVET College | Mr Leon Beech | 021 970 9000/18 | 18,512228 | -33,553627 | www.northlink.co.za |
| South Cape TVET College | Ms E (Elsie) Potgieter | 044 884 0359 | 22,27944 | -33,57562 | www.sccollege.co.za |
| West Coast TVET College | Ms Osma Jooste-Mokgethi | 022 482 1143 | 18,7296 | -33,4621 | www.westcoastcollege.co.za |