SOCIAL PARTNERS: Advancing college programmes and work placement opportunities
Partnerships that matter

Granted, the TVET college sector has much to do towards becoming the option of choice for skills development. The recently launched 2015 review by the Department of Planning, Monitoring and Evaluation suggests that the TVET college system can improve its standing in the hearts of South Africans by generating better demand for its graduates and positioning itself to providing skills needed for the fourth industrial revolution.

In reality, a TVET college can make such a bold claim, not without the support of business. It is industry that has the power to absorb college apprentices over the three years of training, college graduates that are able to do practical work as a requirement of their courses, and graduates that need work exposure for entry level jobs.

It is thus a necessity for an enabling environment for improved portability within and among the three National Qualification Framework sub-frameworks. It is the commitment of the business community to open up their work places that can take the model (on the table) to scale favourably towards TVET colleges. The twelfth meeting of the advisory boards and reference groups for occupational programmes that took place at public TVET colleges, will ensure that college programmes are aligned with industry requirements and improve the吸收 of college students and graduates.

Promoting that many TVET colleges, as demonstrable in the contributions in this edition, are partnering that addresses the needs of their students and localities.

For instance, Protea Toyota took on an apprentice, that was waiting at home before being assisted by Northlink to enter for motor mechanics. Also, multidisciplinary professional services firm, PwC, has given 60 students from Bhululeni West a real start through work placement programme in human resource, general management, finance, economics and accounting.

The development of scarce and critical skills, the TVET colleges have partnered with Stellenbosch University towards college programmes in the management, water and agriculture. Also with a focus on water management is long standing WorldSkills South Africa partner, Fosat Didacico, that continues to invest in conservation and the sustainable use and management of this precious resource.

Also, considering the need to boost the annual production of artisans to 30 000 by 2030, activities focused towards artisan development remain critical. Therefore, the active participation of apprentice training providers such as Inland Training (on the cover) will always be key. However, also are important the donations of equipment and training contributions from support organisations that colleges in ensuring that workshops are adequately equipped for the training of artisans.

Notably, the sector education and training authorities (SETAs) continue to do their part in advancing the TVET college system. Last year, the prime example of R100 million injection from the Manufacturing Engineering and Training Authority (merSETA) towards the College of Cape Town Welding Academy.

When access to essential early childhood development (ECD) services remains low in South Africa, it is pleasing that the College of Cape Town took the lead in hosting the first ECD Conference. The conference called the education fraternity, researchers and non-governmental organisations in finding lasting solutions to the challenges that inhibit ECD in our country.

In a similar vein, the partnership between Boland TVET and Heinz Wagner Academy towards training programmes for usually impeded students will ultimately see them become productive members in the formal economy.

On the digital front, all eight public TVET colleges in the Eastern Cape participated in the inaugural annual information technology and computer science provincial conference. The provincial competition culminated in the Western Cape, where delegates attended the North-South E-festival and Expo, a venture between the College of Cape Town, False Bay TVET College and Nasrec. The Haagland Skole focused on institutionalising the support and development of e-learning and other educational technologies.

This edition is therefore a showcase of the advancements made in teaching and learning and linkages between the colleges and work places. It is also a show of the active citizenship of the TVET colleges within the communities they serve, all towards the desired improved positioning of TVET colleges in South Africa.

CONTRIBUTORS

IN THIS ISSUE: Cover story
The focus on partnerships on pages 18-23 features Aerosud, manufacturer of aircraft parts and components, and one of the lead employers in the artisanal Centres of Specialisation Programme. On the cover is Aerosud Training Manager Andre Human with fitting and training apprentice Tumelo Morobe from South West TVET Colleges.

Thabang Matshoaneng, fitting a new seat cover on a manual milling machine at the company’s facility in Gauteng.

Page 1
From the Minister

Page 2
Movers and Shakers

Page 3
Cutting Edge News

Page 4
Role-Players

Page 5
Campus Matters

Page 6
Movers and Shakers

Page 7
Policy and Operational Shits

Page 8
Shattering the glass ceiling

Page 9
Intellectual Debate

Page 10
FROM THE MINISTER

Together responding to change in education, training, skills development and innovation

As the government, we strive to create favourable conditions and a legal and regulatory framework that enables the formation of such partnerships for both artisan development and other occupational programmes. This includes investing in infrastructure and in the employment of competent personnel and management.

Employers cannot continue to shift the blame to government and colleges for not producing the type and quality of skills needed by industry unless industry can commit to provide workplaces for practical training. As TVET colleges we have not made provision for industry representatives to form part of college councils and curriculum committees in order to be able to more actively influence TVET college outcomes to industry standards. Similarly, colleges have no reason to teach outdated skills that are no longer needed in the workplace, as they must seek to actively build these partnerships with the industry.

Importantly, the National Artisan and Apprenticeship Development Strategy 2030, to be gazetted in 2020, will be for a first South Africa, an opportunity to articulate and implement the new innovation in our TVET college system. I believe this is the commitment of the business community to open up their work places that can take the model (on the cover) to scale favourably towards TVET colleges. The twelfth meeting of the advisory boards and reference groups for occupational programmes that took place at public TVET colleges, will ensure that college programmes are aligned with industry requirements and improve the absorption of college students and graduates.

Therefore, that many TVET colleges, as demonstrable in the contributions in this edition, are partnering that addresses the needs of their students and localities.

For instance, Protea Toyota took on an apprentice, that was waiting at home before being assisted by Northlink to enter for motor mechanics. Also, multidisciplinary professional services firm, PwC, has given 60 students from Bhululeni West a real start through work placement programme in human resource, general management, finance, economics and accounting.

The development of scarce and critical skills, the TVET colleges have partnered with Stellenbosch University towards college programmes in the management, water and agriculture. Also with a focus on water management is long standing WorldSkills South Africa partner, Fosat Didacico, that continues to invest in conservation and the sustainable use and management of this precious resource.

Also, considering the need to boost the annual production of artisans to 30 000 by 2030, activities focused towards artisan development remain critical. Therefore, the active participation of apprentice training providers such as Inland Training (on the cover) will always be key. However, also are important the donations of equipment and training contributions from support organisations that colleges in ensuring that workshops are adequately equipped for the training of artisans.

Notably, the sector education and training authorities (SETAs) continue to do their part in advancing the TVET college system. Last year, the prime example of R100 million injection from the Manufacturing Engineering and Training Authority (merSETA) towards the College of Cape Town Welding Academy.

When access to essential early childhood development (ECD) services remains low in South Africa, it is pleasing that the College of Cape Town took the lead in hosting the first ECD Conference. The conference called the education fraternity, researchers and non-governmental organisations in finding lasting solutions to the challenges that inhibit ECD in our country.

In a similar vein, the partnership between Boland TVET and Heinz Wagner Academy towards training programmes for usually impeded students will ultimately see them become productive members in the formal economy.

On the digital front, all eight public TVET colleges in the Eastern Cape participated in the inaugural annual information technology and computer science provincial conference. The provincial competition culminated in the Western Cape, where delegates attended the North-South E-festival and Expo, a venture between the College of Cape Town, False Bay TVET College and Nasrec. The Haagland Skole focused on institutionalising the support and development of e-learning and other educational technologies.

This edition is therefore a showcase of the advancements made in teaching and learning and linkages between the colleges and work places. It is also a show of the active citizenship of the TVET colleges within the communities they serve, all towards the desired improved positioning of TVET colleges in South Africa.

CONTRIBUTORS

IN THIS ISSUE: Cover story
The focus on partnerships on pages 18-23 features Aerosud, manufacturer of aircraft parts and components, and one of the lead employers in the artisanal Centres of Specialisation Programme. On the cover is Aerosud Training Manager Andre Human with fitting and training apprentice Tumelo Morobe from South West TVET Colleges.

Thabang Matshoaneng, fitting a new seat cover on a manual milling machine at the company’s facility in Gauteng.

Page 1
From the Minister

Page 2
Movers and Shakers

Page 3
Cutting Edge News

Page 4
Role-Players

Page 5
Campus Matters

Page 6
Movers and Shakers

Page 7
Policy and Operational Shits

Page 8
Shattering the glass ceiling

Page 9
Intellectual Debate

Page 10
FROM THE MINISTER

Together responding to change in education, training, skills development and innovation

As the government, we strive to create favourable conditions and a legal and regulatory framework that enables the formation of such partnerships for both artisan development and other occupational programmes. This includes investing in infrastructure and in the employment of competent personnel and management.

Employers cannot continue to shift the blame to government and colleges for not producing the type and quality of skills needed by industry unless industry can commit to provide workplaces for practical training. As TVET colleges we have not made provision for industry representatives to form part of college councils and curriculum committees in order to be able to more actively influence TVET college outcomes to industry standards. Similarly, colleges have no reason to teach outdated skills that are no longer needed in the workplace, as they must seek to actively build these partnerships with the industry.

Importantly, the National Artisan and Apprenticeship Development Strategy 2030, to be gazetted in 2020, will be for a first South Africa, an opportunity to articulate and implement the new
TVET Fundamentals

We’ve talked to hundreds of lecturers and incorporated your ideas into our brand new range of Fundamentals books! The content is 100% aligned with the current curriculum and the courses have been fully revised and updated to meet your needs.

MOVING WITH THE TIMES

✓ Includes reference to recent technological developments
✓ Extra HIV/AIDS related activities (for Life Orientation)
✓ MS Office 2016 included (for Life Orientation)

USER-FRIENDLY

✓ Appealing full-colour design
✓ Text broken down into short, simple steps
✓ Extra examples and activities encourage learning through repetition
✓ Content has been re-ordered to make teaching easier

EXTRA RESOURCES

✓ Digital Lecturer Support Packs with animations, videos and filmed explanations
✓ Lecturer’s Guides including answers, rubrics and memos
✓ Lesson plan templates
✓ English workbooks
✓ Topic tests
✓ Diagrams, mind maps and tables aid understanding
✓ Module summaries and review questions
✓ Extra examples and activities encourage learning through repetition
✓ Content has been re-ordered to make teaching easier

EXAM PRACTICE

✓ Activities are aligned with exam-type questions
✓ Exemplar exams
✓ In Partnership with Macmillan Education

TVET FIRST

Your key to exam success

NQF Levels 2, 3 and 4 for all titles approved by the DHET.

FROM THE MINISTRY

Deputy Minister at the heart of Decade of the Artisan

ROSHIN SCHMIDT

Business, high school learners and educators will be treated to a two-day Decade of the Artisan 2019 drive that was hosted by False Bay TVET College, at the Westlake Campus. The aim of the event was to encourage businesses to partner with TVET colleges in the region and to avail their workplaces as training spaces for artisan students and lecturers, while also engaging with learners to shift the perception of workplace as one of success.

The provincial campaign activities were championed by Deputy Minister of Higher Education, Science and Technology, Buti Manamela, and supported by the Manufacturing, Engineering and Related Services Sector Education and Training Authority (merSETA).

Addressing an audience of nearly 70 industry members, Deputy Minister Manamela said: “There is no apprentice, without workplaces,” emphasising the value of the industry’s advocacy and participation.

Also, some 1200 learners from local high schools were addressed by the Deputy Minister under the theme “It’s cool to be an 21st century artisan.”

The department has dedicated 10 years to this programme, and hopes that by the time it ends in 2024, it will have reached or gone beyond the target of producing 30 000 artisans annually. The Artisan Trace Study reported that 21,152 artisans passed their trade tests in the year ending on 31 March 2019.

Under this political leadership, the Decade of the Artisan advocacy campaign continued in 2019. This year’s activities included a two-day provincial campaign rollout, led by the Deputy Minister with employers and high school learners in the Western Cape on 3 and 4 October. Majuba TVET College also hosted high school learners as part of the October campaign activations.

Decade of the Artisan

The Decade of the Artisan is an advocacy programme led by the Department of Higher Education and Training. It is aimed at encouraging grade 9 to 12 learners to consider taking up technical careers, and also targets employers to open up their doors for experiential learning and afford learners opportunities to become future artisans.

There is no apprentice, without workplaces,” emphasising the value of the industry’s advocacy and participation.

Also, some 1200 learners from local high schools were addressed by the Deputy Minister under the theme “It’s cool to be a 21st century artisan.”

The department has dedicated 10 years to this programme, and hopes that by the time it ends in 2024, it will have reached or gone beyond the target of producing 30 000 artisans annually. The Artisan Trace Study reported that 21,152 artisans passed their trade tests in the year ending on 31 March 2019.

Under this political leadership, the Decade of the Artisan advocacy campaign continued in 2019. This year’s activities included a two-day provincial campaign rollout, led by the Deputy Minister with employers and high school learners in the Western Cape on 3 and 4 October. Majuba TVET College also hosted high school learners as part of the October campaign activations.

Macmillan Education | Tel: 011 731 3300 | Email: customerservices@macmillaneduca.co.za
www.macmillan.co.za | www.traupant.co.za | TVETFirst | @TVETFirst

TVET COLLEGE TIMES December 2019
Establishing close ties with industry

Have been looking forward to this engagement with a great deal of enthusiasm; noting the role employers play in skills development, not only for those employed but also the unemployed as well, especially our youth. The challenge remains that of our young people between the ages of 15-24 years with an unemployment rate at 56.4%, whilst 3.3 million of the same cohort is not in education, employment or training.

You might have noted that the economy contracted in the first quarter of 2019 while in the second quarter it bounced back by 3.1% with mining, finance, trade and government services being the main drivers of growth. We hope that this growth trajectory will be maintained, if not improved in the next quarter, as economic growth is a key variable in addressing unemployment, poverty and inequalities.

You will appreciate that as government, for the past years, we have been trying very hard to stabilise the economy. However, I believe through public and private partnership, there is a lot that we can do to reshape and position our economy in a much more favourable state so that we may address the challenges as espoused in the National Development Plan (NDP).

The primary reason we have invited employers to this important occasion is that we would like to jointly craft a lasting solution which will address the workplace absorption of our TVET college students and graduates, for both workplace experience and employment.

Critically, we are confronted with a shortage of qualified artisans to sustain industries and support economic growth. Indeed, in line with the NDP which amplifies, amongst other things, government strategic infrastructure projects aimed at enabling economic growth, as well as the production of 30,000 artisans per annum by 2030. Hence, as the department we have identified artisanship as one of the priority areas for skills development.

It is also important to point out the nature and location of these vocational shortages. These range almost across the artisanal spectrum and sector, from construction to mining, manufacturing, energy and hospitality. Sometimes, these shortages are a result of poorly trained artisans, older artisans retiring, and not enough new ones being trained. We believe if business is not on board, we are not going to succeed as expected, as government alone.

Turning attention to the micro elements of the partnerships between business/industry, government and TVET colleges, the cooperation and the continuous redesign of the curriculum, training systems and methodologies cannot be over emphasised. The rapid advent of the fourth industrial revolution has further necessitated closer cooperation between these stakeholders.

Last year, the department invited public comments on the draft National Artisan Development Strategy, which is at the centre of a new artisan training framework with supporting mechanisms. The department will finalise the strategy by the 31st March 2020.

On 7 March 2019, the Minister also published the National Skills Development Plan 2030 which targets accelerated skills development, also placing emphasis on training and development of relevant labour market skills and those which promote entrepreneurial activity.

Other micro elements in which closer engagement is necessary and solutions must be found are: less accredited skills development, also the need for better practice in skills development which can only be guaranteed by the availability of a qualification and programme design, a factor which can also only be guaranteed by the availability of workplace for training.

Another observation on the part of some employers is that TVET college lecturers have not been adequately trained to the required standard, and as a result cannot properly lecture in some of the learning areas. Again, closer cooperation between business/industry, government and TVET colleges presents a stage to address these problems meaningfully.

Notably, I must state that the essence of the Decade of the artisan programme which will run until 2024 aims to debunk the myth that vocational education and training is for the less gifted learners. We have embarked on this artisanal crusade throughout the country to encourage young people and learners to take up engineering related trades.

Additionally, let me also to point out that quite a large number of the public TVET colleges have almost no meaningful formal linkages with industry, except where the partnership is based on the donation of old machinery with no meaningful use. Through engagements with TVET college stakeholders including employers, we hope to bring all social partners together, for the good of everyone in our country.

The department campaigns for public-private partnerships which are based on the expanded offering of apprenticeships that have inherent practical workplace requirements. Furthermore, as the department, we want the colleges to become institutions of choice for young people. On the one hand, be centres of specialisation, and on the other, offer general vocational training, as well as academic and theoretical excellence for apprentices.

It is therefore critical that TVET colleges develop close ties with industry from both the public and private sectors, and become responsive to the needs of their surrounding communities.

It can’t be right that we continue to import ordinary skills from other countries. Together, we can empower the youth to be the drivers of South Africa’s economy. Partnerships can yield desired results. As this government, we believe if we can foster some alignment with the captains of industry, we will produce quality artisans.

The Department of Higher Education and Training declared 2013 ‘The Year of the Artisan.’ This vision was informed by the realisation that the country has a shortage of artisans to sustain the country’s economy, and because of the need to create more employment opportunities.

We then saw it necessary to extend the programme from 2013 to 2024 and named it the Decade of the Artisan.

TVET colleges offer general vocational training and provide academic and theoretical education for apprentices. For those considering becoming a plumber, motor mechanic or electrician, TVET colleges are ideal institutions.

Through this programme, youth development on artisanal skills is promoted and prioritised at TVET colleges.

Many young people who go to public vocational colleges are not as motivated as their peers going to university, because of South Africa’s historical emphasis on university education.

However, I would like to debunk the myth that university is the only institution of higher education learning that can produce successful people.
Update: Broadband connectivity at TVET colleges

The TVET Campus Connection Programme (TCCP) is part of a renewed commitment by government to support TVET colleges by providing high speed, broadband connectivity for administration, teaching and learning.

In January 2019, the access connection portion of the programme kicked off with a request for proposal (RFP) process. The requirement was to support the strengthening of broadband connections at 325 campus sites across the 50 public TVET colleges. A number of achievements have been realised.

The RFP process has resulted in eight service providers being contracted to provide 200Mbps connections between the South African National Research Network (SANReN) and 223 campus sites and to upgrade 51 already connected campus sites from 100Mbps to 200Mbps per connection. Negotiations continue with TVET colleges regarding an additional 18 campus connections. A total of 33 campuses have been withdrawn from consideration for reasons such as merging of campus sites and lack of need.

From a technology perspective, the intention of the project was to minimise the wireless options and move towards fibre options, where cost effective. This is important to achieve a degree of futureproofing. Preference was given to dark fibre, managed fibre and then wireless technology. Through the competitive RFP process, it was possible to provide a greater number of more reliable fibre connections than originally anticipated.

The South African Broadband Educational Networks (SABEN) has engaged the suppliers and TVET colleges in the detailed rollout planning and this should be completed by the end of 2019. The first go live connections can be expected in the first quarter of 2020.

In addition to this progress, it is important to note the inherent value that will be provided through these new and upgraded TVET campus connections:

- The connections will provide a minimum of 200Mbps connection speed (where some of the connections being replaced are 5 and 10 Mbps ADSL connections)
- The connection speed will be upgradeable
- The synchronous connections provide equal upload and download speeds
- There is no data cap/limitation, contention, throttling or shaping on the connections
- SABEN provides a 24/7 call centre with real-time monitoring and management of the connections.

An ancillary component to the access connection portion of the programme is the implementation of Wi-Fi connectivity on all TVET college campuses. In planning this component, a number of achievements have been realised.

In addition to this progress, it is important to note the inherent value that will be provided through these new and upgraded TVET campus connections:

- The connections will provide a minimum of 200Mbps connection speed (where some of the connections being replaced are 5 and 10 Mbps ADSL connections)
- The connection speed will be upgradeable
- The synchronous connections provide equal upload and download speeds
- There is no data cap/limitation, contention, throttling or shaping on the connections
- SABEN provides a 24/7 call centre with real-time monitoring and management of the connections.

From a technology perspective, the intention of the project was to minimise the wireless options and move towards fibre options, where cost effective. This is important to achieve a degree of futureproofing. Preference was given to dark fibre, managed fibre and then wireless technology. Through the competitive RFP process, it was possible to provide a greater number of more reliable fibre connections than originally anticipated.

The South African Broadband Educational Networks (SABEN) has engaged the suppliers and TVET colleges in the detailed rollout planning and this should be completed by the end of 2019. The first go live connections can be expected in the first quarter of 2020.

In addition to this progress, it is important to note the inherent value that will be provided through these new and upgraded TVET campus connections:

- The connections will provide a minimum of 200Mbps connection speed (where some of the connections being replaced are 5 and 10 Mbps ADSL connections)
- The connection speed will be upgradeable
- The synchronous connections provide equal upload and download speeds
- There is no data cap/limitation, contention, throttling or shaping on the connections
- SABEN provides a 24/7 call centre with real-time monitoring and management of the connections.

An ancillary component to the access connection portion of the programme is the implementation of Wi-Fi connectivity on all TVET college campuses. In planning this component, a number of achievements have been realised.

In addition to this progress, it is important to note the inherent value that will be provided through these new and upgraded TVET campus connections:

- The connections will provide a minimum of 200Mbps connection speed (where some of the connections being replaced are 5 and 10 Mbps ADSL connections)
- The connection speed will be upgradeable
- The synchronous connections provide equal upload and download speeds
- There is no data cap/limitation, contention, throttling or shaping on the connections
- SABEN provides a 24/7 call centre with real-time monitoring and management of the connections.

An ancillary component to the access connection portion of the programme is the implementation of Wi-Fi connectivity on all TVET college campuses. In planning this component, it became evident that there was insufficient knowledge about each TVET college campus for the TCCP team to create a viable Wi-Fi implementation and deployment project plan.

To address this gap, the TCCP team assembled a small team to visit each TVET college to collect information about the physical infrastructure of each TVET college campus, if any, and capacity development needs. The inputs will be analysed and inform the Wi-Fi deployment and capacity development plan.
Skills at play

As South Africa strives towards a more developed economy, water remains one of the most crucial resources that need to be conserved. The most significant considerations that affect the availability of this most basic commodity include the increasing demand for safe water due to population growth and urbanisation; the impact of climate change, characterised by extreme weather conditions; and combined with aging infrastructure. Furthermore, due to complex and continuous changes in water treatment technology, the industry requires mixed function professionals. As such, the water technology skill combines water and waste treatment systems; environmental engineering; and includes mechanical, electrical, and electronic components, among others. This combination ensures the maximum use of human resources in the running of a plant.

It is on this basis that Festo Didactic invests in supporting interventions in this sector as a contribution towards water conservation and sustainable and management of this precious resource. As such, the company a global provider of equipment and solutions for technical education, is a long standing partner of team South Africa in the WorldSkills International Competition through the provision of technical expertise, training, coaching and sponsorship of the water technology and mechatronics skills at the international competition. At the 2019 WorldSkills International Competition held in Kazan, Russia in August this year, South Africa was represented by Thabiso Malibou from Capricorn TVET College in the water technology and mechatronics skills respectively.

The mechatronics team was represented by competitor Mogoliso Shabangu, with the support of national expert, Molebogisa Mokgolo. Mechatronics is the systems integration of mechanical, electrical and information technologies, a multi-disciplinary engineering qualification in high demand by modern industry worldwide.

Notably, mechatronics national expert, Molebogisa Mokgolo had competed in the 2015 WorldSkills International Competition and is currently employed by Festo. More importantly, both mechatronics competitors in this year’s competition were from Sedibeng TVET college, and demonstrated the continuous improvement of the college in these skills. In previous years, Festo had won the Sustainable Practice Award in Water Technology at the competition.

Major skills boost for TVET colleges

In South Africa, agriculture and water sectors, specifically:

- Developing and implementing a new occupational standard matched with industry skills needs;
- Introducing the dual system and apprenticeship approach to teaching and learning;
- Providing an inclusive gender, youth and marginalised groups’ focus and practice;
- Establishing practical public-private-partnership support structures.

In South Africa, agriculture sector consists of 35 000 large and 100 000 medium (emerging) commercial farmers, and two million subsistence rural farmer households according to the Orange Knowledge Programme.

Yet the youth face challenges of accessing land and finance, which often exclude them from the sector. In most cases, young people are not attracted to agriculture and prefer urban jobs. In addition, much of the land that was transferred, often from large commercial farmers to groups of smallholders, potentially emerging farmers, is no longer under commercial production due to a lack of skills.

Albeit the limited participation of young people in the sector, the uptake of youth in agriculture can be a lead job creator as prescribed in the National Development Plan (NDP). The sector can create up to one million new jobs by 2030. Developing agricultural skillsets with a focus on modern farming methods and techniques amongst youth and emerging farmers is therefore crucial to achieve the sector’s labour uptake.

This project has selected both horticulture and water usage as the pilot for the project in the Western Cape, and a growing industry in Mpumalanga and Limpopo provinces. Horticulture and potato production are therefore important to agriculture income and employment. They show high potential for water-smart innovations such as high-efficiency irrigation systems, decision support systems for irrigation scheduling, and optimisation of conjunctive use water strategies.

The focus on water security is significant considering South Africa’s total need for water use may double over the next 30 years. Water demand remains high, while agriculture being the largest consumer (60% of total). Yet farmers increasingly see the urgency to preserve their water resources through climate smart agriculture practices, such as water recharge, retention and reuse (3R) measures, managing aquifer recharge interventions, and developing groundwater pumping strategies that match aquifer recharge processes.

- A new, skilled workforce is thus needed to support the uptake and implementation of new water resource management technologies.

As such, the colleges will be capacitated to introduce water usage and climate smart agriculture at their respective colleges in the different provinces and in both urban and rural areas. These are the Western Cape, Free State and North West provinces. Horticulture is an important sector in the Western Cape, and a growing industry in Mpumalanga and Limpopo provinces. Horticulture and potato production are therefore important to agriculture income and employment. They show high potential for water-smart innovations such as high-efficiency irrigation systems, decision support systems for irrigation scheduling, and optimisation of conjunctive use water strategies.

The focus of the project consortium will be on key priority themes that relate to the agriculture and water sectors, specifically:

- Developing and implementing a new occupational standard matched with industry skills needs;
- Introducing the dual system and apprenticeship approach to teaching and learning;
- Providing an inclusive gender, youth and marginalised groups’ focus and practice;
- Establishing practical public-private-partnership support structures.

Agriculture is a TVET college – institutions that are so often perceived as too removed from the employment landscape. As such, the colleges will be capacitated to introduce water usage and climate smart agriculture at their respective colleges in the different provinces and in both urban and rural areas.

The focus of the project consortium will be on key priority themes that relate to the agriculture and water sectors, specifically:

- Developing and implementing a new occupational standard matched with industry skills needs;
- Introducing the dual system and apprenticeship approach to teaching and learning;
- Providing an inclusive gender, youth and marginalised groups’ focus and practice;
- Establishing practical public-private-partnership support structures.

As such, the colleges will be capacitated to introduce water usage and climate smart agriculture at their respective colleges in the different provinces and in both urban and rural areas.

The focus of the project consortium will be on key priority themes that relate to the agriculture and water sectors, specifically:

- Developing and implementing a new occupational standard matched with industry skills needs;
- Introducing the dual system and apprenticeship approach to teaching and learning;
- Providing an inclusive gender, youth and marginalised groups’ focus and practice;
- Establishing practical public-private-partnership support structures.

As such, the colleges will be capacitated to introduce water usage and climate smart agriculture at their respective colleges in the different provinces and in both urban and rural areas.

The focus of the project consortium will be on key priority themes that relate to the agriculture and water sectors, specifically:

- Developing and implementing a new occupational standard matched with industry skills needs;
- Introducing the dual system and apprenticeship approach to teaching and learning;
- Providing an inclusive gender, youth and marginalised groups’ focus and practice;
- Establishing practical public-private-partnership support structures.

As such, the colleges will be capacitated to introduce water usage and climate smart agriculture at their respective colleges in the different provinces and in both urban and rural areas.

The focus of the project consortium will be on key priority themes that relate to the agriculture and water sectors, specifically:

- Developing and implementing a new occupational standard matched with industry skills needs;
- Introducing the dual system and apprenticeship approach to teaching and learning;
- Providing an inclusive gender, youth and marginalised groups’ focus and practice;
- Establishing practical public-private-partnership support structures.
Updated according to the new syllabus
Management Communication N4

Self-marking assessments, videos, PPT slides and additional resources also available on the online learning support portal.

Succeed in Management Communication
Student Book
ISBN 978 0 19 0731359
• A4 Full colour student book
• Updated according to new syllabus
• Mock exam
• Letter templates
• Same experienced author team

You will receive the student book, the lecturer’s guide with a CD, and you will have access to Learning Zone resources online, the most comprehensive learning solution package to ensure the success of your students.

Succeed in Management Communication
Lecturer’s Guide
ISBN 978 0 19 0731571
• Includes a CD with videos
• Additional mock exam
• Answers to all assessments
• PPT Slides
• Teaching plan included

Subject to DHET approval

ARTISAN DEVELOPMENT
Collaboration boosts aspiring artisans

The College of Cape Town for TVET is one of four TVET colleges in the Western Cape to receive a donation of diagnostic scanners and tools from Autel Africa. The donation was handed over at an event hosted by Retail Motor Industry (RMI) and the Motor Industry Workshop Association of South Africa (MIWA) at the Fire and Ice Protea Hotel in Cape Town. Other recipients of the donation were Boland, False Bay and NorthWest TVET colleges.

The event was attended by several dignitaries including Dewald Ramt (MIWA National Chairperson), Feroz Oaten (RMI Western Cape Regional Chairperson), David Maynier (Western Cape MEC of Finance and Economic Opportunities), Jakkie Olivier (RMI CEO), senior officials of the Department of Higher Education and Training (DHET) and TVET college principals. Accompanying the principals were the top performing students in the motor trade discipline at the respective colleges.

Owner of Autel Africa, Jonathan Myburgh, in his address highlighted the advances in automotive technologies and Autel’s contribution towards the fourth industrial revolution developments in the sector. Autel Africa is the official and exclusive distributor of diagnostic scanners and tools on behalf of Chinese-based Autel Intelligent Technology Corp.

A professional car diagnostic tool or automotive diagnostic scanner is built to perform the most advanced functions with the most reliability and accuracy on various motor vehicles, including trucks.

Myburgh explained that Autel’s interest in skills development was not limited to the Western Cape but the rest of South Africa. He also emphasised the importance of industry collaborations with the public TVET colleges.

The College of Cape Town’s Principal, Louis van Niekerk, commended Autel for their kind donation as it was meaningful for skills training at the colleges and for community upfiling.

He also emphasised the value of RMI and MIWA support towards automotive artisan training, with special attention to the apprenticeship Centres of Specialisation Programme.

The donation is a significant piece of technical equipment that will be put to good use in the automotive workshops at the four colleges, and will aid in ensuring that the colleges’ training remains at the cutting edge and thus relevant to the industry.

The donation forms part of the foundation’s Adopt-A-College Programme aimed at addressing the shortage in technical skills in South Africa.

Chairman of the foundation, Mduduzi Manana, indicated that the programme seeks to support government’s efforts to increase the number of artisans in the country.

He said: “As the foundation, we believe that vocational education and training is the backbone of the economy. We see immense potential in improving the lives of disadvantaged individuals in South Africa through access to education and skills development opportunities within the artisanal or vocational and engineering fields.”

Manana encouraged students to take their artisanal studies seriously as there is a shortage of qualified artisans in the country.

Mechanical engineering student, Phenyo McCrae, thanked the foundation for the donation. “This donation affords us an opportunity as students to realise our dreams. We promise to work harder in ensuring that we use the equipment effectively.”

Hiilside View Campus Manager, Collin Mccrue, thanked the foundation for the donation. “Thanks for choosing to be part of the Motheo TVET College family. Skills development is necessary to address South Africa’s huge demand for qualified and capable artisans,” he said.

Van Niekerk was the Deputy Minister of Higher Education and Training and member of Parliament from 2009 to 2017.

DEON HALLS

LAME MOKURUANE

In a bid to make a positive contribution towards production of artisans for the South African economy, the Mduduzi Manana Foundation (MMF) recently donated new motor vehicle components including engines, gearboxes, cylinder heads and starters to Motheo TVET College. Handed over at the college’s Hillside View Campus in Bloemfontein, the initiative was aimed at helping mechanical engineering students with their practical studies and increasing their chances of becoming competent artisans.

Motheo TVET College Principal Prof Dipolane Phuthisi received the components on behalf of the college community. In her speech, Prof Phuthisi indicated that mechanical engineering remained one of 34 critical skills needed in South Africa. “A major challenge for TVET colleges is funding. This support is needed and will benefit students in the long run. We are honoured to be adopted by the Mduduzi Manana Foundation. We promise to work hard, because we can see that your love for artisan development is deeper than the ocean and good things never go unseen,” said Prof Phuthisi.

The College of Cape Town’s Principal, Louis van Niekerk, commended Autel for their kind donation as it was meaningful for skills training at the colleges and for community upfiling. He also emphasised the value of RMI and MIWA support towards automotive artisan training, with special attention to the apprenticeship Centres of Specialisation Programme.

The donation is a significant piece of technical equipment that will be put to good use in the automotive workshops at the four colleges, and will aid in ensuring that the colleges’ training remains at the cutting edge and thus relevant to the industry.
The team of 23 South African competitors at the 45th WorldSkills Competition held in Kazan, Russia put up a good show. The competition had more than 1,350 competitors from 62 countries contesting in 56 skills areas. Approximately 27,000 people attended the competition.

Out of the 62 participating countries, South Africa finished in 29th position. The South African team showed a steady improvement compared with the team's performance in the 44th and 43rd WorldSkills International competitions held in the United Arab Emirates and Brazil in 2017 and 2015, respectively.

Two South African competitors won the coveted Medalion of Excellence awarded to contenders who achieved beyond 700 points in their respective categories, the highest ranking being above 800 points.

Stefan Lottering competed in the welding skill area and scooped the Medalion of Excellence. He said: “I might not have won a medal, but the experience I gained is more valuable than any medal would have been.”

Car painting competitor Trevor Roets claimed the Best of Nations Award and the Medallion of Excellence. Roets said: “I had no idea I was in the running to get the award but the experience I gained is more valuable than any medal would have been.”

Car painting competitor Trevor Roets claimed the Best of Nations Award and the Medallion of Excellence. He said: “I might not have won a medal, but the experience I gained is more valuable than any medal would have been.”

“| The programme is indeed providing a quality training environment and the results are already there for one to see that these are skilled and competent apprentices,” said Basson. |

“| Held at the college’s Sir Vic Duncun Campus in Phalaborwa, Limpopo, the occasion was attended by representatives from companies such as the Palabora Mining Company, Dower Earthmoving and Great North Transport, together with some sector education and training authorities (Setas) including the Health and Welfare Seta, Mining Qualification Authority and the Local Government Seta. |

| The pipe fitting and diesel mechanic apprentices have hailed the CoS programme as a game changer in their lives. Paile Given from Audi Centre Newcastle also spoke to the learners about the joys of being an artisan. |

| This year's apprenticeship programme gave me the experience I was looking for. The officials at Lepelle have welcomed us with open arms and are showing us everything we need to know in the trade.” |

| This positive review was also echoed by Fumani Ritchwell Mashele, a diesel mechanic apprentice placed at Great North Transport. Mashele said his future looks bright. “The experience has been vital. We learn by doing and that helps us to put our skills and knowledge to practical use. I already see many of us as artisans,” said Mashele. |

Lepelle Northern Water Board said: “This apprenticeship programme gave me the experience I was looking for. The officials at Lepelle have welcomed us with open arms and are showing us everything we need to know in the trade.”

Without industries coming together to offer apprenticeships and workplace opportunities to college students, the country will continue to face shortages of qualified artisans. These were the words of Christo Basson from the Retail Motor Industry at an event held to officiate the pipe fitting and diesel mechanic training at the college's Dundee Campus. Basson said: “We need to know in the trade.”

| Mashele said his future looks bright. “The experience has been vital. We learn by doing and that helps us to put our skills and knowledge to practical use. I already see many of us as artisans,” said Mashele. |

| The official opening in October 2019 came after the college’s pipe fitting and diesel mechanic trades were declared as centres of specialisation by the Department of Higher Education and Training in 2017. |

| The programme is indeed providing a quality training environment and the results are already there for one to see that these are skilled and competent apprentices,” said Basson. |

| Held at the college’s Sir Vic Duncun Campus in Phalaborwa, Limpopo, the occasion was attended by representatives from companies such as the Palabora Mining Company, Dower Earthmoving and Great North Transport, together with some sector education and training authorities (Setas) including the Health and Welfare Seta, Mining Qualification Authority and the Local Government Seta. |

| The pipe fitting and diesel mechanic apprentices have hailed the CoS programme as a game changer in their lives. Paile Given Mpho, a pipe fitting apprentice placed at Lepelle Northern Water Board said: “This apprenticeship programme gave me the experience I was looking for. The officials at Lepelle have welcomed us with open arms and are showing us everything we need to know in the trade.”

| This positive review was also echoed by Fumani Ritchwell Mashele, a diesel mechanic apprentice placed at Great North Transport. Mashele said his future looks bright. “The experience has been vital. We learn by doing and that helps us to put our skills and knowledge to practical use. I already see many of us as artisans,” said Mashele. |

| The official opening in October 2019 came after the college’s pipe fitting and diesel mechanic trades were declared as centres of specialisation by the Department of Higher Education and Training in 2017. |

| The programme is indeed providing a quality training environment and the results are already there for one to see that these are skilled and competent apprentices,” said Basson. |

| Held at the college’s Sir Vic Duncun Campus in Phalaborwa, Limpopo, the occasion was attended by representatives from companies such as the Palabora Mining Company, Dower Earthmoving and Great North Transport, together with some sector education and training authorities (Setas) including the Health and Welfare Seta, Mining Qualification Authority and the Local Government Seta. |
College celebrates women in engineering

Tshegofatso Rapoo

ORBIT TVET College held its first Women in Engineering event in September 2019. The event was held to encourage young girls to pursue engineering and science careers, and to celebrate women thriving in these predominantly male-dominated fields.

Young girls were also motivated to take up STEM subjects (science, technology, engineering and maths) in order to reduce the overall shortage of scarce and critical skills in these fields.

Qualified fitter and turner at multinational mining corporation, Impala Platinum Limited, Jeanette Jautso, shared her journey of becoming an artisan which was not without challenges. However, she emphasised the importance of having an increasing number of technologically trained women for South Africa’s development.

A total of 16 learners, two best performing Grade 11 learners from the eight local secondary schools in attendance, were lucky to have an opportunity to try a skill by working with actual tools in each workshop.

As part of the demonstrations, Mankeik Campus diesel mechanic facilitator, Jabulani Mpala, and some of his female apprentices set up an automotive engine. The learners got a taste of being a car mechanic as they disassembled and assembled the motor engine.

After getting their hands dirty, the group was taken on a tour of the Rustenburg Campus’ platinum incubator as well as the jewellery and electrical workshops. During the engagement, the young people got an opportunity to try a skill by working with various tools in each workshop.

By the end of the event, the group got a taste of being a car mechanic, as they disassembled and assembled the motor engine. The learners got a taste of being a car mechanic as they disassembled and assembled the motor engine. After getting their hands dirty, the group was taken on a tour of the Rustenburg Campus’ platinum incubator as well as the jewellery and electrical workshops. During the engagement, the young people got an opportunity to try a skill by working with various tools in each workshop.

In creating awareness about the bridging programme, ORBIT TVET College recently hosted a Youth Focus Project Open Day for learners, parents and school teachers at the college’s Parow Campus.

The open day, primarily an information sharing session for learners interested in taking up the 12 month bridging programme offered at the college, learners were also exposed to occupationally directed courses and related work placement opportunities.

The programme, an initiative of the Western Cape Education Department, is also supported by the Wholesale and Retail Sector Education and Training Authority.
Get your very own personalised college app!

Now you can use our books in an app designed and personalised for your college!

YOU CHOOSE THE BRANDING
YOU CHOOSE THE COURSES
YOU CHOOSE THE BOOKS

YOUR APP, YOUR CHOICE

You’ll have a choice between any or all of the following, depending on your needs:
Android | iOS | Windows.

Collaboration brings hope to visually impaired

Boland TVET College values its strategic partnerships and believes in developing the communities in which the college operates. One of the key drivers to achieve this is an inclusive college culture. It is on this premise that the college partnered with the Hein Wagner Academy (HWA) in Worcester to offer specialised training programmes for post matric students with visual impairments.

In the partnership, the college offers learning programmes and the HWA provides facilities such as learning facilities and accommodation, as well as study materials including computers, braille text books and audio software.

The college has since appointed specialist lecturers who have more than 30 years’ experience in lecturing to blind and visually impaired students. The first group, which started in July 2019, are studying towards a National N-Diploma in Marketing Management or Management Assistant. Qualifying students are studying through the National Student Financial Aid Scheme (NSFAS) which covers tuition fees and transport or accommodation allowances.

“Boland TVET College is extremely proud to partner with HWA to establish an excellent training opportunity for blind students. With this partnership, visually impaired students will now have the opportunity to obtain a qualification that will enable them to take up their responsibilities of being productive citizens in our country,” said Wendy Adams, the college Vice Principal Innovation and Development.

Editor’s note: Although the National Development Plan 2030 puts an emphasis on early childhood development (ECD) to be a top priority to ensure universal access to early years of ECD, access to essential early childhood services remains low, especially for children from disadvantaged families living in marginalized areas.

The International ECD Conference was thus fundamentally initiated as a means to:
• Develop local strategies to increase awareness of the benefits of licensed childcare and the role played by ECD sub-systems
• Raise awareness of global practices and trends in policy practices in ECD
• Create a platform to build strong networking partnerships among stakeholders on important ECD issues
• Share examples of how effective ECD strategies have transformed children and in turn communities
• Promote universal access to ECD education with an emphasis on special needs and inclusivity
• Highlight the role financial investment plays in implementing policies and achieving service provision goals.

The College of Cape Town hosted its first International Early Childhood Development (ECD) Conference at the Crawford Campus in September. Titled Transforming the Future of ECD through Research, Social Justice and Quality Education, the conference created a national platform to share new knowledge, research and innovative development for young children in South Africa.

The conference brought together 100 delegates representing various tiers of education such as universities and technical and vocational education and training colleges, as well as researchers and non-profit organisations specialising in ECD, the children’s sector, disability, health and development.

How a country’s overall policy environment influences a young child’s development formed part of the robust dialogue at the conference. Discussion topics included issues affecting young children and their caregivers as a means to strengthen the support offered by delegates who work in fulfilling the rights and needs of young children and the adults who care for them.

A delegation from the Netherlands, which included three representatives from Koning Willem I College (KW1C), Helmi van den Akker, Zat exhibition and Renee Fomme, were among the notable guests in attendance.

The University of Cape Town’s Prof Eric Atmore, in his keynote address, shared conclusive evidence on the critical importance of quality early years. Other presenters covered a range of pertinent topics on policy, governance, quality development and health.

The opening of the new College of Cape Town’s Education and Training building was an exciting addition to the conference programme. The college invested R100 million of its own funds towards the development of the building at its Crawford Campus. The new training facility, which includes a day care centre, positions the college well in its bold ambition to be the leading ECD skills provider in the country.

Contact Collen Dlamini on collen@futuremanagers.com for more information.
Student trainee grabs opportunity with both hands

LESLIE TROT

Social media platforms have become more than just online communities to engage on topics and issues of mutual interest, but have instead become viable avenues for business generation leads for industry and job seekers alike.

Work placement coordinator at Northlink TVET College, Abigail Hermanus, attests to the value of social media in her day to day activities. A routine day would see her visiting social media platforms for education and information. It was while going through her Facebook page that she came across a video posted by the Daily Voice of a young girl who had overhauled a motor engine. The girl was in need of financial assistance to pursue a career in motor mechanics.

“...to me this was a special case and I knew that Northlink TVET College could help. When I listened to her story, my heart just went out to her. I then contacted the Daily Voice to find out more about the girl, and as they say, the rest is history,” says Hermanus.

Subsequently, the girl, Chantall Ruiters, from Hanover Park on the Cape Flats was given the opportunity of a lifetime. She is currently studying motor mechanics at the college’s Bellville Campus and is an apprentice at Protea Toyota. Troy Pascucci, Manager: Special Projects at the college facilitated the negotiations between the college and Protea Toyota resulting in the successful placement of the student.

Ruiters is grateful for the opportunity that Northlink College and Protea Toyota have afforded her. She explains that it was tough growing up, particularly in Hanover Park. She left school in Grade 9 and had a baby boy. Her dad was an automotive electrician and her brother a mechanic. At the age of 15 she started working with her dad and brother and would hand them tools for pocket money. She quickly developed a passion for the trade.

She is being mentored by Arthur Midizi, a senior technician at Protea Toyota with nine years’ experience. Midizi comes highly recommended and has previously mentored three other students, two qualified successfully and one started his own business and is now one of Toyota’s suppliers.

Midizi says his latest mentee, Ruiters, can do anything and is anyone’s dream apprentice. “She has such tiny hands so she is like a special tool in the workshop. I do not want the accolades, but I feel a sense of gratification when those I have mentored become a success and an inspiration to others,” he says.

Ruiters wants to be a qualified motor mechanic and has plans to open her own business. “Working in a male dominated industry does not intimidate me. I have a goal and I am focused. I’m not your typical girl – growing up I had more male friends and was more of a tomboy and perhaps that’s what led me to have an interest in this trade. If I am not in blue overalls, then I am spending quality time with my five year old son. Visiting the family holiday house in Houton also gives me great joy,” she said.

Partnership prepares youth for the future

DAVID MULELE

In pursuit of delivering quality education and training while responding to the government’s call on establishing public-private partnerships, Ekurhuleni West TVET College (EWVC) partnered with PwC South Africa to offer 60 college students work based exposure (WBE) and work integrated learning (WIL) opportunities.

The students, selected from different business studies courses on both the National Certificate Vocational (NCV) and Report 191/National Qualification Framework (NQF) levels, were placed at PwC’s head office in Waterfall City, Midrand. They were provided with the opportunity to gain workplace experience and exposure in human resources management, general management as well as finance, economics and accounting. Some students, selected based on their competencies, were placed in intensive on the job training which focuses on PwC’s operations, a division referred to as the internal operations.

On completion of the programme, students were awarded certificates at a ceremony that was attended by PwC and Atsa executives as well as Ekurhuleni West TVET College’s management and staff.

In his address, PwC Partner Daylan Govender, urged students to remember that everything they do is a reflection of themselves. “Stamp your work with excellence and success will naturally follow,” he said.

Rutha Mthunza, Managing Executive: Regional Coverage, Oscar Sibiza, said that good quality education and training will naturally follow, “Stamp your work with excellence and success will naturally follow,” he said.

The college is excited about the support to its students are receiving in preparing them for the world of work, enabled through partnerships with companies such as PwC and Atsa. Peter Mudau, EWVC Academic Affairs Deputy Principal said: “As a college, we are grateful for the fact that PwC is fully committed in the preparation of marginalised young people with the right skills and knowledge, to help them to make the transition from the college to the world of work.”

SAFETY IN SOCIETY

NEW 2020 SYLLABI

We are pleased to announce our new Safety in Society titles were outright approved by the DHET without a need for resubmission changes. The screeners gave us top scores and high praise for our titles!

These books are also accompanied by fully comprehensive lecturer guides and will be available as eBooks in our app.
South Africa's apprenticeship development ecosystem is well developed, yet the lack of communication and social mobilisation to clearly outline the roles and responsibilities of the system is a major weakness.

It is for this reason that the Department of Higher Education and Training (DHET), in partnership with the British Council, embarked on a nationwide roadshow to engage the most critical stakeholders in the development of quality apprenticeships.

The engagements were held in all nine provinces in November 2019 following the launch of the 21st century quality apprenticeship digital guidelines in October. Referred to as the A21 Guidelines, it is an interactive online resource that describes each stakeholder’s roles and responsibilities.

DHET Special Projects Unit Chief Director, Sabelo Buthelezi, explained that by ensuring that stakeholders involved in the development of apprenticeships have clarity on their roles it will allow them to make a more meaningful contribution.

The A21 Guidelines identify seven employers as the most important stakeholders. The role of employers commences with the selection of candidate apprentices to completing the apprentice contractual agreements and providing both company and workplace clothing. Importantly, through workplace experience, employers are actively preparing the budding artisans while also contributing to the coordination of artisanal programmes with college partners.

The A21 Guidelines identify seven significant role players, considering that at the core of apprenticeship development is a dual system learning approach that combines education at a vocational college learning on-the-job training in the workplace in a single, integrated learning programme,” Buthelezi said.

Thorough the guidelines offer a view of the stakeholders’ perception on their roles and responsibilities at a specific time, periodic measurements will be conducted by the British Council and DHET to determine the impact of the digital guidelines on the knowledge level of stakeholders. Additionally, a booklet will be produced with the guidelines and a history of South Africa’s apprenticeship system as a means to enable stakeholders to develop their understanding of apprenticeships.

Sabelo Buthelezi, explained that by ensuring that stakeholders involved in the development of apprenticeships have clarity on their roles it will allow them to make a more meaningful contribution.

The A21 Guidelines identify seven significant role players, considering that at the core of apprenticeship development is a dual system learning approach that combines education at a vocational college learning on-the-job training in the workplace in a single, integrated learning programme,” Buthelezi said.

Empowering host employers

Aerosud Aviation is one of the front-runners in the first year rollout of the Centres of Specialisation (CoS) programme. The company partnered with the Department of Higher Education and Training (DHET) as a lead employer, taking on 30 fitter and turner apprentices in 2019.

“When the department announced this opportunity for businesses to participate in the Centres of Specialisation programme, Aerosud grabbed it and partnered with Tswhane South TVET College on the fitting and turning track,” said DHET Special Projects Unit Chief Director, Sabelo Buthelezi.

Prior to its involvement in the CoS programme, the company had been training apprentices for many years. However, through CoS, it has enabled the company to be part of the college structure and have a voice in how the college trains apprentices.

“The core business of Aerosud, which is the manufacture of new aircraft parts and components for aircraft manufacturers such as Boeing and Airbus, is not fitting and turning. However, the company has the ability, machinery and workplace to offer fitting and turning.

The feedback from employers has been very positive. We believe that this project is instrumental in upskilling our youth and making a real contribution in the reduction of South Africa’s high rate of unemployment.”

Aerosud Training Manager, Andre Human, explained that due to the company’s limited capacity to accommodate the entire group, 10 of the 30 fitter and turner apprentices are placed at host employers. The apprentices rotate between the employers (Aerosud and its network of host employers) and the college. The host and host companies are tasked with the workplace experience on all the different modules that the apprentices need to do during their three year apprenticeship programme.

“We pride ourselves as being a lead employer and are looking at taking on another 10 apprentices with the next CoS intake in 2020,” says Human.

The apprentices were school leavers and selected from all nine provinces.

“The feedback from employers has been very positive. We believe that this project is instrumental in upskilling our youth and making a real contribution in the reduction of South Africa’s high rate of unemployment,” Human adds. Through CoS, the department is changing the face of TVET colleges. Together with its CoS partners, the DHET is developing skills of good practical which others can follow.

The public TVET college system has an innate material to actively support the call from employers and the state for more artisans. Yet with all this potential, close contact with TVET colleges are not well positioned to produce quality artisans due to a number of challenges. Challenges at the different TVET colleges include poor infrastructure and lack of equipment at workshops, outdated curriculum that industry need and a lack of facilitators with industry experience.

This can be solved by industry and social partners in the production of artisans is yet to grow old explains Buthelezi. “We need to partner with more companies in promoting quality apprenticeship programmes like CoS. Such initiatives do not only help young people to secure decent jobs, but also companies and industries at large find workers they need in the future.”

“This is important that we continue to motivate employers across the public and private sectors to partner with TVET colleges in the process of building a quality apprenticeship system. By doing this, we are not only assisting TVET college students, but are contributing towards building the public’s confidence in the TVET college system, so that these colleges become institutions of choice for young people and employers alike.” Buthelezi says.

The CoS project is offering Quality Council for Trades and Occupations occupational programmes that have been designed in an integrated way to consist of knowledge, practical and workplace components.

“it’s quite critical that apprenticeship programmes are firstly relevant to industry needs and secondly are of a high quality. Hence, the introduction of the National Occupational Curriculum content gave the department a further opportunity to engage with the industry in analysing the curriculum, and ensuring the relevance of the knowledge learning material was duly captured.” Buthelezi ends.

It’s quite critical that apprenticeship programmes are firstly relevant to industry needs and secondly are of a high quality. Hence, the introduction of the National Occupational Curriculum content gave the department a further opportunity to engage with the industry in analysing the curriculum, and ensuring the relevance of the knowledge learning material was duly captured.
College collaborates with French National Education Ministry

IVAN SWART

French Chef Florian Py visited the West Coast TVET College Malmesbury Campus to host a So-Chef workshop with the N5 hospitality and catering students. The So-Chef workshops were also held in other provinces such as Gauteng and the Eastern Cape to celebrate the National Nutrition Week (NNW). The activities, held from 15 to 19 October, were spearheaded by the Department of Basic Education in partnership with the French Institute of South Africa to bring students new academic exposure and enhancing career opportunities for students.

The hospitality and catering students were shown how to make St Honore, a delicate dessert made by French chef hosts So-Chef workshop

Exchange programme benefits college facilitators

BUFFALO CITY TVET COLLEGE automotive facilitators Niel Jacobus and William Clark, were recently trained in advanced automotive diagnostics. The training forms part of an exchange programme hosted by the National Training Centre of the Erfurt Chamber of Crafts and Trade in Germany from 8 September to 3 October 2019. The duo is part of the School of Crafts and Trade in Germany from 8 September to 3 October 2019. The School of Crafts and Trade in Germany from 8 September to 3 October 2019.

Western Cape hosts 7th EdTech conference and expo

ZUKILE NCAPAYI

The College of Cape Town launched its state of the art welding academy at the Thornton Campus. The new facility was made possible with R3.5 million funding from the Manufacturing, Engineering and Related Services Sector Education and Training Authority (MerSETA). The academy is fully equipped with machinery and equipment on par with industry requirements and standards.

Local and international experts were invited to speak on the state of the art welding academy.

T he partnership between Eastcape Midlands TVET College (EMC) and the French National Education Ministry is exposing students and staff involved to first world trends in engineering and business studies.

As part of the collaboration, the college recently welcomed back 12 of its students and four staff members who were in France for a one-week training programme.

The partnership, which commenced in 2017, has been focused towards collaborative projects in the engineering and business studies divisions at EMC and two colleges in France, namely: Lycée Rosa Parks and Pierre Mendès in the Vendée district.

In a quest to advance the collaboration, the colleges have worked on a building information modelling, a digital representation of the physical and functional features of a building situated at one of EMC’s campuses. The engineering students re-designed the building, taking into consideration applicable South African and French building regulations and standards. They also shared similarities and differences in their approaches to designing the building.

On the other hand, the business studies students worked at the Educational Training Company (ETC), an educational, fictitious company that was created to help students discover the world of work and the running of a company as a management assistant. The joint project saw the students working in a well-equipped simulated work environment.

The collaboration was aimed at improving the knowledge and skills of both staff and students, with a focus on providing international academic exposure and enhancing career opportunities for students.

Staff and students have described their experience as worthwhile, adding that it has exposed them to the French higher education system and first world trends. According to the group, this experience has enabled the students to test their skills at an international level. Additionally, educators have been afforded an opportunity to explore a range of adaptable programmes which could be considered by the college in future.

The Welding Academy, companies such as Systems Welding facilitator demonstrates the equipment

State of the art welding academy launched

The launch event was held in October and digital technology was notably highlighted.

The launch event was held in October 2019.

The launch event was held in October 2019.

The launch event was held in October 2019.

The launch event was held in October 2019.

The launch event was held in October 2019.
The Digital Literacy Citizenship

Online Course

With more work than ever before happening online, possessing the skills and tools to work on digital platforms is no longer only an advantage but has become vitally important.

Our Digital Literacy Citizenship course is an online, modular and non-linear programme for South African students who need to build their 21st-century digital literacy skills.

Clinching the 2019 Western Province women’s rugby league title has been a welcome boost for coach and Chairman of the winning club, Busy Bee RFC.

At the helm of the winning team is Siyabonga Hani, public management lecturer at Northlink TVET College’s Tygerberg Campus. His involvement with coaching rugby started in 2015 when he established a women’s rugby team at Cape Peninsula University of Technology. Two years later, he joined Busy Bee RFC and currently serves as Chairman of the club and head coach of the women’s teams.

It is not surprising that the club from Lange Township has been on a winning streak since March 2019. The club boasts 22 players on the provincial teams for different age groups; 15 in the senior women’s rugby team, two under-16’s and five under-18’s. This includes three players who have been selected for the national women’s team that recently qualified for the 2021 Rugby World Cup for women.

Established in 1923, Busy Bees RFC is one of the oldest rugby clubs in the country and has one of the biggest women’s rugby teams. Its players are mainly learners and unemployed people from various townships and informal settlements in Cape Town. Over the years, the club has been known to produce a number of provincial and national women players.

Hani is coach of this club’s under-16 and under-18 school girls to senior ladies. He has always been inspired by the fighting spirit of women in South Africa and explains that coaching these ladies is a tough and humbling experience, both as a father and as a teacher. However, he has learnt so much from them on and off the field.

One of his players is Nomaphelo Dike, a safety and society Level 3 student at Northlink TVET College. Dike has started to believe in herself again, thanks to Hani’s motivation and support. “Rugby has always been part of me, but due to some challenges I experienced in the sport, I stopped playing. But in 2017, I returned to rugby and coach Hani changed the game for me. He taught me about the true essence of the game through his passion to educate us. It’s not just a game for me anymore. It’s about life lessons. He made me believe in myself again and enjoy the journey,” Dike says.

Hani does not receive any remuneration for being a coach or a member of the club’s executive, but says he does this because of his passion for development. He adds: “As a club, we have big dreams to continue producing professional players. Countries like Japan and Ireland have already shown an interest in some of our players, with offers to study, work and play abroad.”

Find out more
Contact your Pearson Key Account Manager
T: 021 532 6008
E: pearsonza.enquiries@pearson.com
Learn more at za.pearson.com
TVET COLLEGE TIMES December 2019

27

CAMPUS MATTERS

2018/19 TVET college performance at a glance

The audit outcomes of the 50 public TVET colleges in the 2018/19 financial year are a bit of an encouragement considering the history of financial management within the sector. However, the control environment for most of the colleges still remains a concern.

These were the results presented by the Auditor-General of South Africa (AGSA) to the Portfolio Committee on Education and Training as part of a detailed briefing on the audit outcomes for the Higher Education and Training Portfolio for the 2018/19 review period.

The AGSA also noted with caution that the colleges were heavily reliant on the provincial officials who were seconded to the various colleges through the SASSA framework. The AGSA reported that a significant number of colleges with modified audit opinions remain a concern. This is because the qualification areas are mostly due to a lack of

Improvement in audit outcomes

credible action plans to address the root causes needed to improve deficiencies in the control environment, especially record keeping processes, and aggravated by the lack of consequence management.

The AGSA also reported that student or staff protests or contributing factors which result in financial statements not being submitted in time, thus delaying the finalisation of audits. In respect of audit fees are placed in administration due to the failure of the internal control environment, the Department of Higher Education and Training (DHET) intervenes.

Accordingly, the focus of the DHET’s TVET branch is on oversight monitoring of the TVET colleges in relation to its oversight programme implementation during the 2018/19 financial year. Tabling the 2018/19 performance results, the Director-General noted significant gains achieved in the TVET system.

For instance, the construction of 13 new college campuses is creating access to vocational education to many communities that requested for the development of this infrastructure. In respect of Infrastructure Maintenance Grant refurbishment, the TVET college system received its initial allocation for infrastructure maintenance through a dedicated Capital Infrastructure and Efficiency Grant totalling R1.3 billion, with an average award in the Public sector category.

Organised by Productivity SA, the regional awards were held in September 2019 at the Rhulani Conference Centre in Pretoria. The event honoured and celebrated organisations, individuals and communities in the Western Cape that are making significant contributions to making South Africa a productive country. Productivity SA, an entity of the Department of Employment and Labour, organises the regional awards in each province in the country.

The department has put measures in place to hold the TVET colleges accountable for funds at an institutional level, identifying and prioritising areas that need improvement or intervention, teaching and learning support, challenges and areas that need improvement of some TVET system targets. This included fewer enrolment for TVET colleges in occupationally directed programmes, with less than 30 percent of 2019 curricula updated to make these qualifications relevant and responsive to current labour market needs. The Director-General also noted some challenges in the performance of some TVET system targets. This included delayed enrolment for TVET colleges in occupationally directed programmes, which is more than anticipated. In 2017, the headcount enrolment at TVET colleges was 627,955, which is three percentage points less than the targeted 710,535.

The poor throughput rate of National Certificate Vocational or (NCV) students is another concern, as is the poor condition of TVET facilities that are required for students to repair and maintenance, and increased access required for students.

Another challenge is the disbursement of National Student Financial Aid Scheme (NSFAS) grants. The December 2017 Presidential announcement on the implementation of the free higher education programme has a significant influence in the funding allocations to TVET colleges. However, it was noted that the TVET college system that significant improvements were recorded in 2018 in terms of NSFAS disbursements, with further improvements already evident in the 2019 academic year.

In reality, the NSFAS Central Bursary Management System that was implemented for the first time in the TVET colleges in 2017 led to data integrity challenges, late payment of tuition fees to colleges and delayed disbursement to students. However, Quibe told the Portfolio Committee that significant improvements were recorded in 2018 in terms of NSFAS disbursements, with further improvements already evident in the 2019 academic year.

The NSFAS-disbursed funds target to achieve a 50 percent throughput of the NSFAS funded NCV level four students obtaining qualifications within the stipulated period. Although not achieved, significant progress regarding the throughput rate has been made. The department believes that students who are not included in the TVET college curricula need to have the necessary adjustments for implementation during the academic year.

In terms of performance, both the TVET colleges and the DHET achieved significant gains as reported in the recently released TVET college performance report for the 2018/19 financial year. This included

Training by the Director-General, Gwebs Qonde. was followed by the tabling of the 2018/19 annual report. The DHET also noted that 66 percent of TVET institutions are compliant to governance standards because of capacity, and standards. Some colleges do not adhere to key legislation

Sھropidty SA Regional Award

W hile the TVET College system is on track in implementing the new higher education curriculum, the focus must be on improving the quality of education and training outcomes. This is particularly important in the TVET colleges, which are strategically positioned to produce skilled graduates, that are able to create employment opportunities for the youth. As such, the TVET colleges need to create a collaborative environment with stakeholders to advance their goals.

About Productivity SA

Productivity SA’s mandate is to promote employment growth and productivity, contributing thus to South Africa’s socio-economic development and competitiveness, as contemplated in Section 31 of the Employment Services Act, Act 4 of 2014. The Act enables Productivity SA to intervene in businesses that are facing productivity challenges. Productivity SA does not only intervene in distressed companies, but also helps companies improve their productivity and attain world-class standards.

The organisation is responsible for engaging and promoting productivity across all industries, promoting South Africa’s highly specialised programmes and assisting companies to increase South Africa’s global competitiveness. Candidates are shortlisted after a thorough and independent adjudication process and visited to verify their competency entry. The winners are selected after an evaluation report is submitted, all scores are tabulated and supported by robust data.

The three category winners at the 2019 Western Cape Regional Productivity Awards were:

- Emerging sector. Wagner Systems and Vortex Design Solutions
- Corporate sector. Redi International
- Public sector. False Bay TVET College Centre for Entrepreneurship/Rapid Incubator.

Collaboration to advance small business agenda

As the dialogue adjourned, delegates were left with a single vision of accelerating local economic development for the purpose of sustainable growth and exploiting opportunities brought about by the fourth industrial revolution.
Cllr Mihloti Muhlope said the new campus has been overwhelming. We have no doubt that the support we received from our stakeholders has helped us to pursue the research on the feasibility of the campus. The journey, which started in 2015, has been a slow one. However, we are happy to see the college’s seventh campus and will offer electrical, civil, mechanical and chemical engineering. The campus is the result of a partnership between the Department of Higher Education and Training (DHET), Musina Local Municipality, De Beers Venetia Mine and several community structures.

College Principal, Basani Hlekane is happy that the journey, which started in 2015, has finally been concluded. "From conducting research on the feasibility of the campus establishment, to the site acquisition request and approvals from the DHET and college council, the support we received from our stakeholders has been overwhelming. We have no doubt that the Musina Campus will grow to be one of the biggest in the Vhembe district," said Hlekane.

Musina Local Municipality Executive Mayor, Cllr Mihloti Muhlope said the new campus is a flagship initiative that has the full support of the municipality. She also announced that the municipality has donated 30 acres of land to the college for future expansion.

Additionally, Cllr Muhlope commended the contributions made by stakeholders. "Contributions have come in many ways – through wise advice, financial resources and the energy of those who did the actual physical work. Everyone who has made a contribution will always be a part of this historic occasion."

"Now that the new college campus is here, we urge our community members to guard against any damage or vandalism to the college property, because everything that we see here today belongs to the community. It is our joint responsibility to make sure that the college property is safe at all times," Cllr Muhlope said.

Importantly, she said the campus has been established at the right time when Musina is growing. "Let me remind you that the provincial government has declared Musina a provincial growth point. We are also very fortunate to be awarded the status of a special economic zone (SEZ) by the national government. The SEZ will create more than 20 000 jobs. As such, there is no doubt that the availability of this campus will help to impart the much needed skills for us to sustain the SEZ without an overreliance on other educational institutions outside our municipality," she ended.

Vhembe TVET College has launched its newest campus at Limpopo. The Musina Campus is the college’s seventh campus and will offer electrical, civil, mechanical and chemical engineering.

The campus is the result of a partnership between the Department of Higher Education and Training (DHET), Musina Local Municipality, De Beers Venetia Mine and several community structures.

College Principal, Basani Hlekane is happy that the journey, which started in 2015, has finally been concluded. "From conducting research on the feasibility of the campus establishment, to the site acquisition request and approvals from the DHET and college council, the support we received from our stakeholders has been overwhelming. We have no doubt that the Musina Campus will grow to be one of the biggest in the Vhembe district," said Hlekane.

Musina Local Municipality Executive Mayor, Cllr Mihloti Muhlope said the new campus is a flagship initiative that has the full support of the municipality. She also announced that the municipality has donated 30 acres of land to the college for future expansion.

Additionally, Cllr Muhlope commended the contributions made by stakeholders. "Contributions have come in many ways – through wise advice, financial resources and the energy of those who did the actual physical work. Everyone who has made a contribution will always be a part of this historic occasion."

"Now that the new college campus is here, we urge our community members to guard against any damage or vandalism to the college property, because everything that we see here today belongs to the community. It is our joint responsibility to make sure that the college property is safe at all times," Cllr Muhlope said.

Importantly, she said the campus has been established at the right time when Musina is growing. "Let me remind you that the provincial government has declared Musina a provincial growth point. We are also very fortunate to be awarded the status of a special economic zone (SEZ) by the national government. The SEZ will create more than 20 000 jobs. As such, there is no doubt that the availability of this campus will help to impart the much needed skills for us to sustain the SEZ without an overreliance on other educational institutions outside our municipality," she ended.

Vhembe TVET College has launched its newest campus at Musina, Limpopo. The Musina Campus is the college’s seventh campus and will offer electrical, civil, mechanical and chemical engineering. The campus is the result of a partnership between the Department of Higher Education and Training (DHET), Musina Local Municipality, De Beers Venetia Mine and several community structures.

College Principal, Basani Hlekane is happy that the journey, which started in 2015, has finally been concluded. "From conducting research on the feasibility of the campus establishment, to the site acquisition request and approvals from the DHET and college council, the support we received from our stakeholders has been overwhelming. We have no doubt that the Musina Campus will grow to be one of the biggest in the Vhembe district," said Hlekane.

Musina Local Municipality Executive Mayor, Cllr Mihloti Muhlope said the new campus is a flagship initiative that has the full support of the municipality. She also announced that the municipality has donated 30 acres of land to the college for future expansion.

Additionally, Cllr Muhlope commended the contributions made by stakeholders. "Contributions have come in many ways – through wise advice, financial resources and the energy of those who did the actual physical work. Everyone who has made a contribution will always be a part of this historic occasion."

"Now that the new college campus is here, we urge our community members to guard against any damage or vandalism to the college property, because everything that we see here today belongs to the community. It is our joint responsibility to make sure that the college property is safe at all times," Cllr Muhlope said.

Importantly, she said the campus has been established at the right time when Musina is growing. "Let me remind you that the provincial government has declared Musina a provincial growth point. We are also very fortunate to be awarded the status of a special economic zone (SEZ) by the national government. The SEZ will create more than 20 000 jobs. As such, there is no doubt that the availability of this campus will help to impart the much needed skills for us to sustain the SEZ without an overreliance on other educational institutions outside our municipality," she ended.
New NCV titles for 2020

INFORMATION TECHNOLOGY

- Computer Programming (Student: 9781430808237, Lecturer: 9781430808251)
- Systems Analysis and Design (Student: 9781430808268, Lecturer: 9781430808282)

SAFETY IN SOCIETY

- Applied Policing (Student: 9781430808046, Lecturer: 9781430808053)
- Criminal Justice Process (Student: 9781430808060, Lecturer: 9781430808077)
- Governance (Student: 9781430808268, Lecturer: 9781430808282)
- Law of Procedures and Evidence (Student: 9781430808299, Lecturer: 9781430808312)

New NATED titles

- Written by subject experts to ensure exam success
- Clear screenshots and easy-to-follow instructions
- Includes scenarios and examples from the workplace
- An up-to-date approach with a fresh perspective

- Student’s Book: 9781430807865

- Includes South African and international case studies
- Mind maps, flow charts and diagrams make revision simple
- Plenty of language support
- Extra module to provide guidance with business plans
- Includes assessment questions with answers in the Lecturer’s Guide

- Student’s Book: 9781430807766
- Lecturer’s Guide: 9781430807773
- Workbook: 9781430807780

- One of the authors is the examiner for the subject
- Module summaries make revision easy
- Detailed explanations and worked examples
- Practical activities teach students how to apply the theory
- Accessible language

- Student’s Book: 9781430806660
- Lecturer’s Guide: 9781430808190
Pre-vocational learning programme a success

By Melanie Vermaak

The Department of Higher Education and Training (DHET) launched the pilot Pre-Vocational Learning Programme (PLP) in 2018 with the participation of new colleges. False Bay TVET College took part in the pilot and enrolled 62 students at the Khayelitsha Campus.

A year after the commencement of the pilot, the DHET hosted a national award ceremony on 9 September at the Lakes Conference Centre, Johannesburg. False Bay TVET College was recognised as the 2018 Overall Top Performing College in the PLP.

In addition, college lecturers within the PLP were recognised as Top Performing Lecturers. Makolometse Mongoe was recognised as the Best Performing Lecturer for Mathematics and has performed well. Makolometse will soon receive the title of Best Performing Lecturer for Mathematics.

Kroneberg was recognised as the Best Performing Lecturer for Mathematics.

In its quest to achieve this vision, the department has ensured that each region has a DHET regional office that provides specialised professional support to the public, the private, community education and training (CET) colleges and their students. Many of these PLP recipients are very motivated to continue to pursue a career.

The PLP is a non-credit bearing qualification with four foundational subjects, namely; English, mathematics, science and life skills. The PLP is not a remedial programme or aimed at students with disabilities. It is focused on providing access into TVET college programmes.

A student centred approach to teaching is used where students are actively engaged in the learning process and are supported by learning material that has a problem-based learning approach.

This success of the PLP programme at False Bay TVET College is due to the selection of the strongest candidates, namely; embrace a student centred approach to teaching. Student centred learning provides an opportunity for a student to be an active participant in their learning.

Further support is provided in terms of pastoral care and motivation programmes. Clear outcomes were communicated to students and they were reminded of the importance of engaging with learning material in order to be successful. Of the 62 Khayelitsha Campus students that started at the beginning of the programme, 43 students have progressed into NOV Level 2, Report 191 and occupational programmes. This is a 69% progression rate. Lecturers have indicated that PLP students who have moved onto other college programmes show a higher level of commitment, have a positive attitude as well as better attendance.

False Bay TVET College is committed to providing foundational programmes that will support students in developing to their full potential. Often, a student will come to a TVET college with gaps in their learning or no clear idea of what they wish to pursue as a career. Through the PLP, students not only get the opportunity to close learning gaps, but get to cement foundational knowledge and gain exposure to various TVET college programmes in order to make a well informed decision on a future study field.

Did you know?

Student enrolments at TVET colleges constitute about a quarter of all enrolments in the post-school education and training (PSET) environment in South Africa. This is according to the report, 2017 Examination Data: South African Technical and Vocational Education and Training, Community Education and Training, November 2018. The report shows student performance in various subjects. The report explains how students who registered, wrote and passed individual subjects, but were not eligible to complete the relevant qualifications in 2017.

The full report is available on the department’s website www.dhet.gov.za

Regional Management

Leader at the helm of Limpopo

By Tumelo Morobe

The vision of the Department of Higher Education and Training (DHET) is that of a South Africa in which there’s a differentiated and fully inclusive post school education and training system that allows South Africans to access relevant post school education and training, in order to fulfill the economic and social goals of participation in an inclusive economy and society.

In its quest to achieve this vision, the department has ensured that each region has a DHET regional office that provides specialised professional support to the public, the private, community education and training (CET) colleges and their students. Many of these PLP recipients are very motivated to continue to pursue a career.

He was trained as a teacher and now boasts a Master of Business Leadership from the University of South Africa and a School Leadership and Management certificate from the University of Venda.

He is not stranger to the public service, having been within the education sector for 24 years of which 19 years were in various roles within the TVET and former further education and training environment.

From being a teacher to a school principal, he worked his way up to campus manager and more recently, Principal of Vhembe TVET College and National Negotiator for the Further Education and Training Colleges Employers’ Organisation (FETCEO).

He was fortunate to have first-hand experience of being an Accounting Officer. I had a huge responsibility to turn around the institution. This required a new organisational culture, the reviewing and strengthening of internal controls, improving stakeholder relations and building a strong management team.*

Overall, his work experience in the college sector is positive and continues to be fulfilling. He reflected on some notable accomplishments in his career such as developing most of the collective agreements in the DHET bargaining councils. “This involved working with knowledgeable team of both employer and labour representatives. It is in this space that one gets the opportunity to have influence in a process that has a positive impact on the performance of the entire sector,” he said.

His appointment as Regional Manager for Limpopo has also been a significant milestone in his career. His first task in office was to implement immediate intervention strategies to stabilise the institutions within his purview, with his initial focus being on the principals’ accountability, institutional management and governance support.

He explained that this first task involved reviewing the performance agreements of principals in order to directly link their performance with the strategic and annual performance targets of each college, and ensuring that all reviews and assessments were evidence based.

The second intervention was to identify both governance and management weaknesses and develop a strategic plan to address these weaknesses at the earliest possible time. This is important in that it will improve the institutions’ performance and stability.

The third immediate intervention was dealing with administrative inefficiencies at the regional office and institutional levels in order to ensure that routine operations were not hindered unnecessarily.

Ramyatye acknowledged some of the gains the region has achieved in the recent past, including stability across the institutions, improved management accountability, accountability in the utilisation of resources and some improvement in students’ performance and placement. The latter is a key focus area in his term as demonstrated in his impact driven vision for the region.

His new vision is centred on students’ performance, success and placement and this he believes can only be achieved if the key concern of all staff and college stakeholders is student success, in which the regional office has started offering dedicated support to colleges and for subjects that are performing poorly, setting clear targets, building strong teams and sharing best practices. Accordingly, a number of platforms have been initiated at regional and college levels to strengthen the support required to realise improved students’ success, assessment and placement.

On his definition of success, he said: “I define success as living my true purpose that positively impacts on the lives of people, uplifting and inspires them to think and act in ways never imagined before.”

He always finds work life balance to be central to my career success. This is important in order to remain productive and motivated. A poor private life can unconsciously lead to an unnatural amount of pressure, dissatisfaction and stress that can then lead to health problems and decreased productivity at work. I am therefore thankful to my supportive wife and children.
Delegation upbeat post United States study mission

**Editor’s note:** The Community College Administrators’ Programme (CCAP) with South African study mission was preceded by a visit to South Africa in March 2019 by CCAP coordinators Hanele Madiga and Wima Fawese from the Florida State University and the Santa Fe College, respectively. The visit to South Africa was aimed at investigating the local post-school education and training (TVET) colleges’ landscape in South Africa and needs in relation to the United States CCAP.

Further, in May 2019, the Department of Higher Education and Training Lecturer Development Director, Sello Sethusha, was invited to represent South Africa at the Alumni Symposium held in Washington DC. South Africa was formally invited to participate as the 20th CCAP beneficiary at the symposium.

South Africa has joined CCAP beneficiaries such as Egypt, India and Brazil. The United States’ programme is designed to enhance international understanding of community college systems among administrators of post-secondary vocational and technical institutions. As demonstrable by the US delegation comprising TVET and community education and training college administrators.

CCAP college administrators, the programme targets officials with higher education planning responsibilities in beneficiary countries in the process of developing their own community college systems.

Improving the collaboration of TVET and CET college education with universities for articulation, and offering demand led programmes are some of the key lessons learnt by the South African higher education and training delegation from a recent study mission to the United States (US).

The 21 member delegation from South Africa (SA) participated in a study programme under the Community College Administrators’ Programme (CCAP) in Florida in the US. The CCAP with SA is a six week programme for South African officials with higher education planning responsibilities and administrators from TVET and CET colleges. The delegation includes representatives from Higher Education and Training (DHET), and 15 team members from technical and vocational training and education (TVET) and community education and training (CET) colleges.

The six week programme features three segments. It consists of a one week executive dialogue and four week college administrators’ seminar, both held in October 2019.

During the week of the programme will see the participating colleges present before the CCAP coordinators in the planned visit to SA, early in 2020. The last segment of the programme will entail presentations by college principals on how they have studied, or plan, to implement key observations and US models in areas such as teaching and learning, partnerships or administration.

Administered by Florida State University in conjunction with Santa Fe College, the CCAP is a programme of the US Department of State with funding provided by the US government. Its role is to support the development of higher education of its beneficiary countries, by expanding the capacity of key educators and administrators and improving post-secondary vocational and technical institutions.

The South African delegation was led by the DHET Chief Director Gerda Magnus, in the role of Acting Deputy Director-General for TVET. She participated in the weeklong executive dialogue together with other DHET senior managers in the TVET systems planning and institutional support (Themba Ntsika), CET financial planning (Dorothy Masipa), human resources management and development (Gidayu Mapito), international relations (Selio Sethusha) and international relations in the TVET Branch (Xolani Ntembela).

The South African College Principals Organisation was instrumental in the selection of the 15 participating TVET and CET administrators. The final recommendation of the colleges was also informed by the need to balance the representation of colleges within the economically disadvantaged and historically under-represented populations with State funded colleges. A mix of weak and strong performance was another consideration in selecting the colleges for the CCAP with SA programmes.

As such, five CET colleges were represented by principals, deputy principals or regional office officials from the Eastern Cape, Limpopo, KwaZulu Natal, Western Cape and Mpumalanga. The TVET colleges were represented by principal and deputies from King Hintsa (Eastern Cape), Maluti (Free State), Ekurhuleni East (Gauteng), Ethekwini (KwaZulu-Natal), Vhembe (Limpopo), NKangala (Mpumalanga), North Cape Urban (Northern Cape) and Sedibeng (Gauteng) and Fawe Bay (Western Cape).

At the centre of this learning trip has been the DHET Lecturer Development Director, Sello Sethusha, whose responsibility is to facilitate the development of lecturers, the primary executors of the core business of teaching and learning in the post-school environment in South Africa. He has thus been working closely with the US stakeholders in the CCAP capacity building programme.

Sethusha explains that the South African delegation will formally report on the mission and table key recommendations from lessons learnt through appropriate channels of the DHET. However, he says that a preliminary mission report is a reflection of the South African team’s commitment to infuse some of the observations and best practices that are some viable US models which would bode well for the South African environment in the future,” he says.

For instance, while South African colleges do not offer degrees, policies in SA allow the colleges to offer Level 5 programmes. Sethusha explains that SA’s enabling policy environment presents us an opportunity to enrol students at colleges, aligned with the first level university modules. Currently, the National Certificate Vocational Education (NCVE) Level 4 has no credit transfers to universities, meaning Level 4 students are admitted to universities at the entry level.

In the US, there is closer collaboration between the two levels of higher education institutions. At all levels, students have an opportunity to register credit transfers on subjects that they will pursue when they go to college. Sethusha adds, “If South African programmes are aligned and there is credit transfers, students will find it necessary to study at a CET college for the degree level on which they are enrolled. They will know that it will give them an advantage when they want to go to a TVET college, and at the same time they will have an option to exit with a skill for employment.”

The African delegation also saw first-hand the impact of close ties between the US community colleges and local businesses, particularly the shifting of the colleges’ programme offering with the aim of aligning with the needs of the industry demand.

In SA, the establishment of advisory boards and industry reference group has commenced, but much needs to be done to ensure the requirement for all occupational related programmes. Notably, workplace based learning is gaining momentum in TVET colleges from post-secondary vocational and technical institutions.

The US model has clear instructional standards for workplace learners, assessed under the National Framework of Qualifications and Quality Council for Trades and Occupations (QCTO) programmes. CET colleges have clear workplace standards and stipulations. Although having similar practices when it comes to enrolment of students, SA colleges, on completion of courses students are guaranteed employment, unlike in SA where unemployment stands at 25% which makes it difficult for graduates to find work.

“ ‘It is imperative for colleges to be offering demand led programmes so as to increase the chances of graduates being placed in work,” Sethusha adds.

The CCAP is fully funded by the US State Department for Education and Cultural Affairs for five DHET officials who attended the seven week executive dialogue and the 15 college administrators who attended both the executive dialogue and the four week seminar. The attendance of one official was funded by the department.

After spending five weeks in Florida, KwaZulu-Natal CET College Principal Sibusiso Methewha is pleased that CET colleges formed part of the delegation given the opportunity to share and compare best practices, with a view of attempting to mimic some learnings to try in the South African context. Also, ensuring the inclusion of CET colleges in the delegation augurs well for the DHET’s quest to diversify skills programmes for those who cannot be absorbed by the institutional’s main focus of teaching and learning. Through such initiatives that we accelerate the attainment of college system objectives.”

**Colleges to adopt models for South Africa**

The last week of the Community College Administrators’ Programme (CCAP) for South Africa will see the participating TVET and CET colleges present before the CCAP coordinators during the planned visit to SA, early in 2020. In this week, the 15 TVET and community education and training (CET) college senior administrators who have participated in the four week CCAP seminar are required to present how they have already, or plan to implement key observations and US models in areas such as teaching and learning, partnerships or administration.

 Held in October 2019, the interactive four week CCAP seminar was hosted by Florida State University. It comprised 20 hours of intensive classroom instructions weekly, small group interactions and site visits. The seminar was designed to train college administrators in key elements of community college leadership, to provide direct exposure to the day-to-day administrative responsibilities, and investigate academic and vocational programmes that might benefit the South African environment.

Sedibeng TVET College Principal Di George Mthethwa was one of nine representatives from TVET colleges. Dr Mthethwa has been in the educational environment for 20 years, with equal split in the years spent lecturing and in management. He says the seminar was informative, with the addition of online teaching, attention to the needs of students with disability, and college governance as his key lessons from the foreign mission.

He reflects on his teaching programme called Canvas used by the visited colleges for both face-to-face and online teaching, and the use both methods of teaching to meet curriculum standards. “The community colleges have a large number of students on online and part time (evening) classes. This enables students who are employed full time to study. Although this approach to teaching and learning ensures increased access to college programmes, it is understood that this method does not always bring good results. Students often take long to complete such courses because they do not register for a full complement in a semester,” he adds.

Dr Mthethwa was also impressed by the US colleges’ attention to the needs of students with disability. “The buildings are accommodative of students with disability, with a designated department at the colleges to ensure the colleges offer an inclusive environment for the disabled.”

Similarly, KwaZulu-Natal CET College Principal Sibusiso Methewha who has been in the educational environment for 25 years was captivated by good infrastructure at the US colleges, as well as their e-learning and student support programmes.

“The US community colleges have well-equipped facilities from simulation centres, laboratories, workshops, kitchens, computer labs, and even administrative offices. Additionally, e-learning programmes increase access to teaching and learning. The colleges’ student support is a fully-functional, well-staffed and well-funded division,” said Methewha.

Methewha says there are some models we can adapt for SA from lessons learned from the study tour. For instance, Borrow Community College and Florida Atlantic University in Fort Lauderdale share facilities including the library. “The sharing of resources is one of the low hanging fruit that can be explored by the TVET and CET colleges in South Africa. We can apply this same model to find infrastructure for CET colleges, targeting unused government buildings under Public Works,” Methewha says.

He also highlights the need for a dual enrolment environment. “Creating an environment where students can use a dual enrolment model for SA CET college students to be credited with some courses that are common across TVET and CET colleges, is yet another intervention SA could adopt in saving resources and accelerating learning.”

Better alignment with industry presents another opportunity for SA. “Improved use of data within the programme that relevantly respond to the economic needs would ensure that each programme is geared towards either employment or self-employment opportunities,” ends Methewha.
The Profiler is making student support everyone’s business

ADVERTORIAL

The Profiler system is the construction of a disability student database and to ensure students are enrolled in the right course, minimising the impact of poor choices and its relationship to dropout and failure. Another major benefit is the streamlining and improvement in the efficiency of screening for support services. Thousands of students can be screened in the shortest time possible.

The fact that the Profiler can assess both web-based (online and offline accommodation of pupil internet speeds), characterises the system as highly adaptive to local needs and conditions. One of its best features is the ability to monitor statistics in real-time, as students are being tested. This brings in the strongest part of the 4IR effect, real-time statistics for quick and efficient reporting when it is needed.

The Student Profiler system, by virtue of its unique design, will allow college staff easy access, at each level. For example, a lecturer will see the data for an individual and a class, while a Head of Department can access all course data. Therefore, the system ends up building a 360-degree hub of information involving all college levels. This makes student support everyone’s business and not just the responsibility of your traditional “Student Support Services”. The system aids lecturers to identify students who may need adapted learning materials and those who require curriculum adaptation due to different circumstances and needs. The system also assists with the identification of psychological and classroom support needs. The Student Profiler helps to understand weaknesses (e.g. literacy and numeracy) and the support needs students (e.g. reasonable adjustments).

Furthermore, the system connects students with support requirements to resources. Also, the ability to track, over time, is a central feature of the tool.

The Student Profiler system is proving itself to be an invaluable part of a broader toolkit towards improving pass and throughput rates at TVET colleges in South Africa.

For more information contact Gerald Williamson on 011 682 1716 or 082 998 8681 and/or email: geral@gerald@shapingthelearner.com

INTELLECTUAL DEBATE

A skills revolution for inclusive socio-economic growth, transformation and development

Excerpt from the Department of Planning, Monitoring and Evaluation 25 YEAR REVIEW REPORT launched by President Cyril Ramaphosa in Mpumalanga on 8 November 2019

Some TVET colleges are taking initiatives, already establishing programmes of assisting students to progress from colleges to university education and training. For example, Waterberg TVET College, collaborating with the University of Limpopo, has made possible for students studying agriculture at the TVET college to study further at the University of Limpopo. Once they have completed their certificates at college, they are registered for a Diploma in Agriculture and can progress further to obtain a degree. The TVET college also has a fully functioning farm where students do their practical learning.

Since the official demise of apartheid, a new space was created for the acquisition of skills and formal accredited workplace training, opening up new spaces for the acquisition of skills and educational qualifications. However, the policy intent has not matched practice, with challenges in the portability of qualifications.

The overarching National Qualifications Framework (NQF) developed in 1996 signalled a new way of developing human capital. The NQF was an organising matrix to direct the upward accumulation of educational credits, with multiple entry and exit points. It integrates different qualifications and allows for portability and articulation. The NQF aimed to facilitate progression between and within the three phases of education and training – general, further and higher – as well as provide articulation between academic education and skills training.

As part of the NQF, a new institutional and financial framework was established, which included the National Skills Authority, the National Funds (NSF), sector education and training authorities (SETAs) and institutions in the Department of Labour. While there is an articulation policy in place to promote this vertical and horizontal progression, there are still challenges around its implementation.

The Skills Development Act was promulgated in 1998. Its purpose was to respond to the growth of informal sector and skills mismatches and the labour force in order to improve productivity and employment. In 2013, the White Paper for PSET was published outlining a new policy direction. The main objective of the policy was to build a fair and effective, inclusive, nonsexist and democratic South Africa; a single, coordinated PSET system; and to expand access, improve quality and increase diversity of provision. It also seeks a stronger and more cohesive relationship between education and training institutions and the workplaces and a system of recognition and credit accumulation.

The Department of Higher Education and Training (DHET) gazetted an Articulation Policy for the PSET system in South Africa in 2017, which seeks to create an enabling environment for articulation within and among the three NQF sub-frameworks. The NQF aimed to facilitate progression between the general, further and higher phases and provide articulation between academic education and skills training. It also formally accredited workplace training, opening new spaces for the acquisition of skills and educational qualifications. However, the policy intent has not matched practice, with challenges in the portability of qualifications.

Some TVET colleges are taking initiatives, already establishing programmes of assisting students to progress from colleges to university education and training. For example, Waterberg TVET College, collaborating with the University of Limpopo, has made possible for students studying agriculture at the TVET college to study further at the University of Limpopo. Once they have completed their certificates at college, they are registered for a Diploma in Agriculture and can progress further to obtain a degree. The TVET college also has a fully functioning farm where students do their practical learning.

Since the official demise of apartheid, a new space was created for the acquisition of skills and formal accredited workplace training, opening up new spaces for the acquisition of skills and educational qualifications. However, the policy intent has not matched practice, with challenges in the portability of qualifications.

The overarching National Qualifications Framework (NQF) developed in 1996 signalled a new way of developing human capital. The NQF was an organising matrix to direct the upward accumulation of educational credits, with multiple entry and exit points. It integrates different qualifications and allows for portability and articulation. The NQF aimed to facilitate progression between and within the three phases of education and training – general, further and higher – as well as provide articulation between academic education and skills training.

As part of the NQF, a new institutional and financial framework was established, which included the National Skills Authority, the National Funds (NSF), sector education and training authorities (SETAs) and institutions in the Department of Labour. While there is an articulation policy in place to promote this vertical and horizontal progression, there are still challenges around its implementation.

The Skills Development Act was promulgated in 1998. Its purpose was to respond to the growth of informal sector and skills mismatches and the labour force in order to improve productivity and employment. In 2013, the White Paper for PSET was published outlining a new policy direction. The main objective of the policy was to build a fair and effective, inclusive, nonsexist and democratic South Africa; a single, coordinated PSET system; and to expand access, improve quality and increase diversity of provision. It also seeks a stronger and more cohesive relationship between education and training institutions and the workplaces and a system of recognition and credit accumulation.

The Department of Higher Education and Training (DHET) gazetted an Articulation Policy for the PSET system in South Africa in 2017, which seeks to create an enabling environment for articulation within and among the three NQF sub-frameworks. The NQF aimed to facilitate progression between the general, further and higher phases and provide articulation between academic education and skills training. It also formally accredited workplace training, opening new spaces for the acquisition of skills and educational qualifications. However, the policy intent has not matched practice, with challenges in the portability of qualifications.

Since the official demise of apartheid, a new space was created for the acquisition of skills and formal accredited workplace training, opening up new spaces for the acquisition of skills and educational qualifications. However, the policy intent has not matched practice, with challenges in the portability of qualifications.
The South African PSET system has always been characterised by an inverted pyramid, and this continues to be a major challenge to transform. To allow for a better utilisation of resources, in 2016, there were 26 public universities, 123 registered private HEIs, 50 TVET colleges, 279 registered career colleges and 50 further education and training (FET) colleges. Despite the need for transformation, the TVET system has always been characterised by an inverted pyramid, and this continues to be a major challenge to transform. The number of enrolments at universities is higher than the number of students enrolled in secondary institutions in the post school system. The challenge for South Africa is to turn the inverted pyramid characteristic of the post school system on its head, so that the greatest number of students is enrolled at the entry level of the post school system.

The number of artisans produced per annum has increased from 23 100 to 22 000 between 1996 and 1998, and later declined to 4 500 in 2005. While the number of artisans produced has increased to more than 4 500 in 2016, the country has not reached the high of 1994. The number of TVET college enrolments increased from 357 885 in 1999 to 705 397 in 2016, and subsequently dipping to 688 028 in 2017.

The gross enrolment ratio over the 20 year period from 1997 to 2016 has increased from 12.9% in 1997 to 18.5% in 2013, and has remained relatively steady around this ratio in 2014, then increasing to 19.1% in 2016.

The South African PSET system has always been characterised by an inverted pyramid, and this continues to be a major challenge to transform.

Although access to educational opportunities is a human right, it is not sufficient to address poverty and inequality. Systemic gaps in student abilities and capacities to cope with the opportunities and challenges that affect their learning experiences. Opening access without support will not result in the provision of appropriate support. While the throughput rates have improved to some extent, enrolment at HEIs and TVETs, more students need to complete their degrees within the expected time. There also has been a need to establish support at the TVET sector, however, the efficiency with which qualifications are produced and the quality of qualifications are assured.

The TVET system is still not graduating the poor, just over one third of students complete their studies. As compared with the current, and low, 180 998 certificate learners implies the need for a transformation of the qualification portfolios of SETs so that the needs of the 8.5 million poor, just over one third of students complete their studies. As compared with the current, and low, 180 998 certificate learners implies the need for a transformation of the qualification portfolios of SETs so that the needs of the 8.5 million SETs, so as to better prepare students for the demands of a modern economy and the fourth industrial revolution (4IR). TVET graduates face, even if they have qualifications.

The number of students graduating has been increasing over the years. A total of 58 560 students graduated in 1994, increasing to 210 931 in 2017. More females than males have graduated over the years.

The number of students graduating has been increasing over the years. A total of 58 560 students graduated in 1994, increasing to 210 931 in 2017. More females than males have graduated over the years.
able to fully carry out their mandate to radically expand available workplace training, especially for previously disadvantaged people, including blacks, women and people with disabilities. Some have had management challenges requiring DHET to take over their administration as a way of correcting poor administration.

According to the Times Higher Education (2017), eight of Africa’s best universities are South African. Furthermore, two South African universities also featured among the top 10 universities in Brazil, Russia, India, China and South Africa (BRICS). Equity is still a critical issue for the system. The data shows that Indian and white students outperform their counterparts in all qualifications; three-year diplomas, three-year degrees and four-year (or more) degrees.

Persistent challenges

A key challenge of the PSET sector is to increase participation levels of African students at all institutions, at the same time decreasing dropout and improving throughput rates.

Employing a multidimensional approach is critical to reversing the ‘inverted pyramid’ which characterises the sector. This implies improving the relevance of TVET curricula and linkages with the economy, and changing stakeholder perceptions that TVET and apprenticeship education are a fallback position.

The PSET system still needs to contend with an economic trajectory that requires a limited number of workers in capital intensive industries and the financial sector. An economy that prioritises high level skills and displaces low level skilled labour means high unemployment in the midst of growth. This also begs the question, whether SA should choose an economic growth path suitable to the skills it has, and retool people whilst they are in employment.

The transformation of the education system at all levels is still ongoing as the main requirement highlighted in the Education White Paper are still applicable today. The need to encourage innovation and adoption in education as set out in the Education White Paper is more relevant, than ever before, with the advent of the 4IR. An aligned NQF that provides flexible access to and articulation between programmes/qualifications remains a key requirement for the implementation of the 4IR. One of the key strategies towards ensuring South Africa’s smooth transition into the 4IR is skills development with the aim of preparing the younger generation for jobs in the future.

The PSET system is still inefficient, with wastage on how qualifications are produced. The low throughput and high dropout rates show the system can enroll more students if wastage is reduced. While throughput has improved at universities, only 22% of students complete their three year degrees within three years using the 2013 cohort. Students in fee paying schools able to access university education compared to students from no fee schools. Students in fee paying schools have a higher chance of proceeding to higher education compared to those from no fee paying schools even if they pass well. In the South African context, class and race are largely intertwined. White students as a percentage of the race group make up the highest percentage of students who obtain a bachelor’s degree. Key factors include affordability to pay for tertiary education, hence the higher percentage of white students in Quarter 4 of 2017 to 31.1% in Quarter 4 of 2018. Young people in the NEET category dropped out of either the basic or the post basic education and training system. Consequently, the system was unable to skill them sufficiently to allow them to be self-employed. The increasing number of NEET shows that existing policies and institutions are unable to cater for many young people who are in need of a skill to participate in the economy.

Currently, TVET colleges are not institutions of first choice and they need to work on their perceived low quality. Besides improving the curriculum and the quality of their lecture, they need to develop entrepreneurship in every student. The challenge is thus to create broad and equitable access to a full spectrum of post school opportunities, encompassing higher education and innovation, TVET colleges, community colleges, and workplace training that empower the current and future workforce. Significant changes to the development pathways is required in order to absorb especially the increasing number of young people that need to enter the world of work. The TVET college sector needs to ensure that it becomes the option of choice for skills development by guaranteeing demand for its graduates and position itself to provide skills needed for the 4IR.

Poor data systems make it difficult to determine accurate throughput rates in the TVET and community college sub-sector.

Some employers find it difficult to use the SETA grant, because of poor work placement training culture and planning and SETA bureaucracy.

Furthermore, although the skills development institutional framework is in place, SETAs find it difficult to provide training and labour market information to unemployed people about opportunities in their sector, or to support linkages between training for the unemployed and industry. There are too few artisan programmes, with low completion and throughput rates, as well as poor linkages with industry to provide practical experience for them to complete their artisan qualifications.

While access to post school education has increased over the years, gross enrolment is still low compared to countries South Africa is competing with economically. Further whilst close to 50% of white students are enrolled in post school education, the rate for African students is 15%.

The transformation of the sector is not complete, and effectiveness of its institutions is not where they should be. Not all institutions have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDIs have successfully escaped their apartheid creation or legacy. Not all of HDI...
**PUBLIC TVET COLLEGE OFFICE CONTACT DETAILS**

Keep this page as a reference and visit www.tvetcolleges.co.za for further information.

<table>
<thead>
<tr>
<th>EASTERN CAPE</th>
<th>Principal</th>
<th>Telephone</th>
<th>Websites for contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buffalo City</td>
<td>Abha Shivanand Sooy</td>
<td>041 904 3218/17/7 5463</td>
<td><a href="http://www.biccollege.co.za">www.biccollege.co.za</a></td>
</tr>
<tr>
<td>East Cape Midlands</td>
<td>Abha Charvan Hareran</td>
<td>041 906 1980</td>
<td><a href="http://www.emicoll.co.za">www.emicoll.co.za</a></td>
</tr>
<tr>
<td>Nkana</td>
<td>Abha Able Phile</td>
<td>041 873 8245/6</td>
<td>Currently out of service</td>
</tr>
<tr>
<td>Ingwe</td>
<td>Abha Bhilx Malonyane</td>
<td>039 940 2142</td>
<td><a href="http://www.impwecollege.edu.za">www.impwecollege.edu.za</a></td>
</tr>
<tr>
<td>King Mntse</td>
<td>Abha Nhobandiso Buftsun</td>
<td>041 401 6400</td>
<td><a href="http://www.kingmihisifetcollege.co.za">www.kingmihisifetcollege.co.za</a></td>
</tr>
<tr>
<td>King Sabata Dalindyebo</td>
<td>Abha Zile Nhloni</td>
<td>041 385 1890/1</td>
<td><a href="http://www.kisdcollege.edu.za">www.kisdcollege.edu.za</a></td>
</tr>
<tr>
<td>Lovedale</td>
<td>Abha Jasanta Verster (Acting)</td>
<td>041 562 1331/041 6070</td>
<td><a href="http://www.lovedalecollege.co.za">www.lovedalecollege.co.za</a></td>
</tr>
<tr>
<td>Port Elizabeth</td>
<td>Abha Ilhele Mtui</td>
<td>041 509 6800</td>
<td><a href="http://www.pecollege.co.za">www.pecollege.co.za</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FREE STATE</th>
<th>Principal</th>
<th>Telephone</th>
<th>Websites for contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flavius Mareka</td>
<td>Mr Thabo Letho</td>
<td>016 970 0615/0629</td>
<td><a href="http://www.flaviusmareka.net">www.flaviusmareka.net</a></td>
</tr>
<tr>
<td>Goldfields</td>
<td>Mr Frans Antulang</td>
<td>016 910 6000</td>
<td><a href="http://www.goldfieldsfet.edu.za">www.goldfieldsfet.edu.za</a></td>
</tr>
<tr>
<td>Maluti</td>
<td>Mr Veli Maboe</td>
<td>058 713 3420/6</td>
<td><a href="http://www.malutilfet.co.za">www.malutilfet.co.za</a></td>
</tr>
<tr>
<td>Mohale</td>
<td>Prof Murrayane Phuza</td>
<td>051 466 9300/1</td>
<td><a href="http://www.mothelotvet.co.za">www.mothelotvet.co.za</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GAUTENG</th>
<th>Principal</th>
<th>Telephone</th>
<th>Websites for contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Johannesburg</td>
<td>Abha Phumlule Khomotso (Administrator)</td>
<td>011 480 2718/011 4900</td>
<td><a href="http://www.cjc.edu.za">www.cjc.edu.za</a></td>
</tr>
<tr>
<td>Ekurhuleni East</td>
<td>Mr Happy Mchedo</td>
<td>011 736 4400/70 6900</td>
<td><a href="http://www.eec.edu.za">www.eec.edu.za</a></td>
</tr>
<tr>
<td>Ekurhuleni West</td>
<td>Abha Phumlule Chanyare (Acting)</td>
<td>011 323 1600</td>
<td><a href="http://www.eewc.edu.za">www.eewc.edu.za</a></td>
</tr>
<tr>
<td>Sedibeng</td>
<td>Abha George Mpho</td>
<td>016 627 6645</td>
<td><a href="http://www.secdot.co.za">www.secdot.co.za</a></td>
</tr>
<tr>
<td>South West Gauteng</td>
<td>Abha Lens Masi</td>
<td>086 276 8849</td>
<td><a href="http://www.swgc.co.za">www.swgc.co.za</a></td>
</tr>
<tr>
<td>Tshwane North</td>
<td>Abha Themb Siba</td>
<td>012 481 3500</td>
<td><a href="http://www.tnc.edu.za">www.tnc.edu.za</a></td>
</tr>
<tr>
<td>Tshwane South</td>
<td>Abha Joseph O oluşene</td>
<td>012 401 5200/3</td>
<td><a href="http://www.tis.edu.za">www.tis.edu.za</a></td>
</tr>
<tr>
<td>Western</td>
<td>Abha Mabuyane Matla</td>
<td>011 422 4002</td>
<td><a href="http://www.westcoll.co.za">www.westcoll.co.za</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KWAZULU-NATAL</th>
<th>Principal</th>
<th>Telephone</th>
<th>Websites for contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coastal</td>
<td>Dr Thulane Lungu (Acting)</td>
<td>031 465 1200/121</td>
<td><a href="http://www.coastalkzn.co.za">www.coastalkzn.co.za</a></td>
</tr>
<tr>
<td>Elangeni</td>
<td>Mr Dubeke Kinye</td>
<td>031 716 6700</td>
<td><a href="http://www.elangeni.edu.za">www.elangeni.edu.za</a></td>
</tr>
<tr>
<td>Esayidi</td>
<td>Abha Casey De Fieks (Acting)</td>
<td>039 884 0110</td>
<td><a href="http://www.esayidifet.co.za">www.esayidifet.co.za</a></td>
</tr>
<tr>
<td>Mаг hunt</td>
<td>Abha Siswane Mthethwa</td>
<td>034 226 4888</td>
<td><a href="http://www.magicula.edu.za">www.magicula.edu.za</a></td>
</tr>
<tr>
<td>Msanitsho</td>
<td>Abha Chris Nhloko</td>
<td>036 631 0260</td>
<td><a href="http://www.mhsnditafricocollege.co.za">www.mhsnditafricocollege.co.za</a></td>
</tr>
<tr>
<td>Mthathu</td>
<td>Abha Godwin Dube</td>
<td>034 380 1010</td>
<td><a href="http://www.mthathanafet.co.za">www.mthathanafet.co.za</a></td>
</tr>
<tr>
<td>Thukwini</td>
<td>Abha Msawouth Mthunz</td>
<td>031 250 8400</td>
<td><a href="http://www.thekwinicollege.co.za">www.thekwinicollege.co.za</a></td>
</tr>
<tr>
<td>Umfolozi</td>
<td>Abha Elsa da Soa (Acting)</td>
<td>035 920 9303</td>
<td><a href="http://www.umfcolzicollege.co.za">www.umfcolzicollege.co.za</a></td>
</tr>
<tr>
<td>Umungundlovu</td>
<td>Abha Patricia Mbekhane Ntshangase</td>
<td>033 341 2322</td>
<td><a href="http://www.ufetc.edu.za">www.ufetc.edu.za</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIMPOPO</th>
<th>Principal</th>
<th>Telephone</th>
<th>Websites for contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capricorn</td>
<td>Abha Lebusa Mamabolo</td>
<td>015 660 2081</td>
<td><a href="http://www.capricorncollege.co.za">www.capricorncollege.co.za</a></td>
</tr>
<tr>
<td>Lehakale</td>
<td>Abha V Nkware (Acting)</td>
<td>014 763 2252/1014</td>
<td><a href="http://www.leykafet.co.za">www.leykafet.co.za</a></td>
</tr>
<tr>
<td>Letaba</td>
<td>Abha Peter Malele</td>
<td>015 307 5440</td>
<td><a href="http://www.letabafet.co.za">www.letabafet.co.za</a></td>
</tr>
<tr>
<td>mopani South East</td>
<td>Abha Lonny Baloyi</td>
<td>015 781 5721/5</td>
<td><a href="http://www.mopanicollege.co.za">www.mopanicollege.co.za</a></td>
</tr>
<tr>
<td>Sekhukhune</td>
<td>Abha Toleka Khabo</td>
<td>013 393 9768/6000</td>
<td><a href="http://www.sedcol.co.za">www.sedcol.co.za</a></td>
</tr>
<tr>
<td>vhombo</td>
<td>Abha Busisi Hlokoane</td>
<td>015 963 3154</td>
<td><a href="http://www.vhembcollege.edu.za">www.vhembcollege.edu.za</a></td>
</tr>
<tr>
<td>Waterberg</td>
<td>Abha Tselele Lesiwe</td>
<td>015 402 9002</td>
<td><a href="http://www.waterbergcollege.co.za">www.waterbergcollege.co.za</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MPUMALANGA</th>
<th>Principal</th>
<th>Telephone</th>
<th>Websites for contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ehlanzeni</td>
<td>Abha Marya Mavuso (Acting)</td>
<td>013 752 7335</td>
<td><a href="http://www.ehlanzenicollege.co.za">www.ehlanzenicollege.co.za</a></td>
</tr>
<tr>
<td>Gert Sibande</td>
<td>Abha Petra Mwaqo (Acting)</td>
<td>017 712 1456/9</td>
<td><a href="http://www.gicollege.co.za">www.gicollege.co.za</a></td>
</tr>
<tr>
<td>nkangala</td>
<td>Abha Gco Malekile</td>
<td>013 690 1430/8024</td>
<td><a href="http://www.nkangafricocollege.co.za">www.nkangafricocollege.co.za</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NORTHERN CAPE</th>
<th>Principal</th>
<th>Telephone</th>
<th>Websites for contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern Cape Rural</td>
<td>Abha Percy Sago</td>
<td>014 331 1336</td>
<td><a href="http://www.nzctvet.com">www.nzctvet.com</a></td>
</tr>
<tr>
<td>Northern Cape Urban</td>
<td>Abha Pita Makelela</td>
<td>053 839 3064/5561</td>
<td><a href="http://www.nocutvetcollege.co.za">www.nocutvetcollege.co.za</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NORTH WEST</th>
<th>Principal</th>
<th>Telephone</th>
<th>Websites for contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORBIT</td>
<td>Abha Diba Nqambe</td>
<td>014 501 3515/4</td>
<td><a href="http://www.orbitcollege.co.za">www.orbitcollege.co.za</a></td>
</tr>
<tr>
<td>Telephone</td>
<td>Abha Sello Makhabane</td>
<td>018 386 9820/18608/69</td>
<td><a href="http://www.telcolvoetcollege.co.za">www.telcolvoetcollege.co.za</a></td>
</tr>
<tr>
<td>Vuselela</td>
<td>Abha Prince Latala</td>
<td>018 466 7800</td>
<td><a href="http://www.vuseletafetcollege.co.za">www.vuseletafetcollege.co.za</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WESTERN CAPE</th>
<th>Principal</th>
<th>Telephone</th>
<th>Websites for contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boland</td>
<td>Abha Johanna Luyser</td>
<td>021 866 7117/2</td>
<td><a href="http://www.bolandcollege.com">www.bolandcollege.com</a></td>
</tr>
<tr>
<td>College of Cape Town</td>
<td>Abha Pitsa van Niekerk</td>
<td>021 407 6700</td>
<td><a href="http://www.cct.edu.za">www.cct.edu.za</a></td>
</tr>
<tr>
<td>False Bay</td>
<td>Abha Kast Hindeko (Acting)</td>
<td>021 787 8880</td>
<td><a href="http://www.falibaycollege.co.za">www.falibaycollege.co.za</a></td>
</tr>
<tr>
<td>Northlink</td>
<td>Abha Nkwe Bhebe</td>
<td>021 970 9080/18</td>
<td><a href="http://www.northlink.co.za">www.northlink.co.za</a></td>
</tr>
<tr>
<td>South Cape</td>
<td>Abha Elusa Magugane</td>
<td>044 664 0599</td>
<td><a href="http://www.sccollege.co.za">www.sccollege.co.za</a></td>
</tr>
<tr>
<td>West Coast</td>
<td>Abha Lungiso Mhlongo</td>
<td>022 482 1143</td>
<td><a href="http://www.westcoastcollege.co.za">www.westcoastcollege.co.za</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DHET REGIONAL OFFICE CONTACT DETAILS</th>
<th>Eastern Cape</th>
<th>Free State and Gauteng</th>
<th>KwaZulu-Natal</th>
<th>Limpopo</th>
<th>Mpumalanga and North West</th>
<th>Northern Cape and Western Cape</th>
<th>TVET College Times supported by subscribers and advertisers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steve Vulkie Tshwete Building, Eastern Cape</td>
<td>Cnr. Flag and Rave-Innes Roads Driehoek, Germiston</td>
<td>47 Prince Alfred Street Pietermaritzburg</td>
<td>58 Schoeman Street, Rentmeister Building, 5th Floor, Office 509 Polokwane</td>
<td>1305 Dr Albert Luthuli Drive, Provincial Department of Education, Mafikeng</td>
<td>T: 011 323 1600 (Gauteng) T: 051 404 8822 (Free State)</td>
<td>T: 043 604 0701/00</td>
<td>TVET College Times supported by subscribers and advertisers</td>
</tr>
</tbody>
</table>