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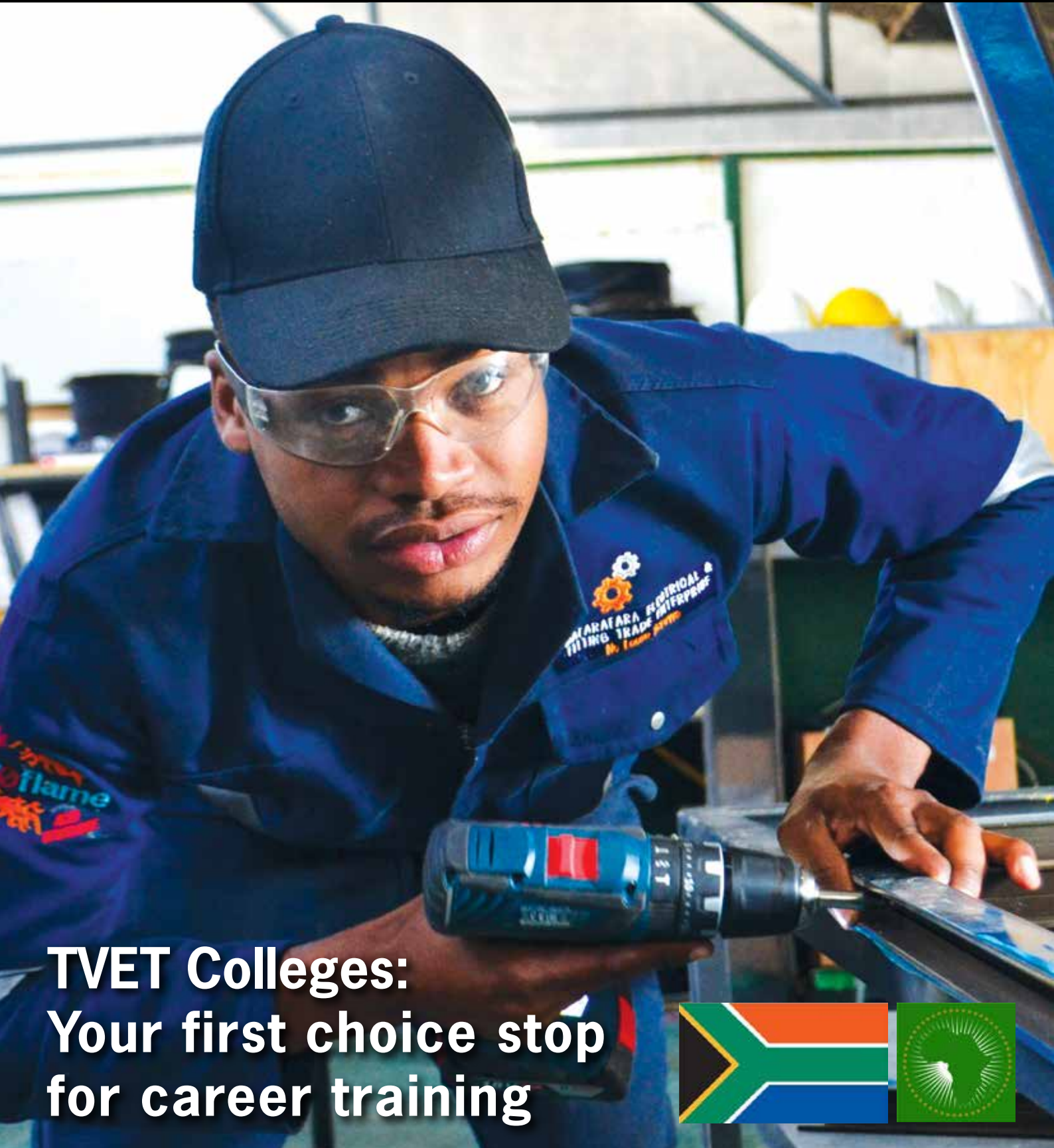
TVET College Times

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The Official Quarterly TVET College Newsletter and Journal



**TVET Colleges:
Your first choice stop
for career training**





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TVET Colleges: Your first choice stop for career training
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Your first choice stop for career training

Once heard a highly regarded TVET professional in the UK use the expression, "If it's not Vocational Education, then what is it?" He was not being entirely serious. However, perhaps a truth does lurk there somewhere!

Certainly, Government is "putting money where the mouth is", in terms of increased funding and the promotion of TVET. Read Minister Pandor's message on the opposite page if you had any doubts. The recognition of the central role of Technical and Vocational Education and Training again features in the speeches of both the Minister and Deputy Minister in From the Ministry. The message is again underscored in Cutting Edge News, with the Human Resource Development Council convening their meeting at a TVET college under the Chairmanship of the Deputy President of SA. In our Movers and Shakers, we showcase a student and a college, who inspire us with their achievements. We have a packed Campus Matters column with articles that feature Teaching and Learning; Open Learning; Special Needs Teaching and Learning; Work Integrated Learning, Work Placement and Employment; WorldSkills; Artisan Development; Partnerships Local and International; Campus Management and Development; Open Days and College

Promotions; and finishing off with Graduations.

In Policy and Operational Shifts, there is an announcement of the publication of the Fact Sheet on Neet's and news of the National Skills Authority's public hearings. Minister Pandor then addresses us on HEADS. The column concludes with the first part of how to go about creating TVET Institutions of First Choice, while referencing leading international experiences. We conclude with an Intellectual Debate that features an illuminating TVET College study on student literacy levels.

We received items for publication from more than 30 TVET professionals for inclusion in this edition for which we are most grateful. It shows clearly, that TVET professionals do reflect and write about their experiences. We have fitted in as many as possible, in the belief that you will find something of interest and value to your own particular field of TVET. We look forward to receiving your articles by the 24th of January and to meeting you again in the March edition. Until then, take care and take TVET College Times with you on your summer holidays. Return well-rested and inspired to make 2019 the best TVET year yet.

Your TVET College Times Team.



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EXCITING WEBSITE FUNCTIONS SUPPORTS TVET COLLEGES

We are pleased to remind you of the TVET Colleges User Access Facility on the website www.tvetcolleges.co.za

The facility on this website, as announced at the TVET Communicator's Forum and the recent TVET College Times Editorial Meetings, provides each of the 50 TVET Colleges with their own page on the website. The website www.tvetcolleges.co.za attracts up to 100 000 visits per month at peak times of the year. It makes sense therefore that TVET Colleges have a page on the website on which they can also reach these visitors. This is your own College Page to manage as you see fit. There are no costs involved for your college. The facility is brought to you free, with the compliments of TVET College Times. The purpose of the page is to allow TVET Colleges to publish College News and Events on its own Calendar page. Visitors to the website will access the College Pages through a new dedicated menu item. Each College will register as their own user in order to administer the page, publish newflashes, and provide information about upcoming events. This facility is ideal for conveying Examination News; Enrolment and Registration Dates, and News; Community Events, and more. This is your tool. Use it well and gain much. Do not use it, and stand to lose the opportunity for marketing your college in 2019.

Don't forget that the College Calendars for 2019, and all Examinations related material, are also available on www.tvetcolleges.co.za

Kind regards WEBTEAM

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Mpumalanga and North West	Mafikeng	1305 Dr Albert Luthuli Drive, Provincial Department of Education, Mafikeng, North West	018 389 8150/90/69 - NW 017 200 0789 - MP
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FROM THE MINISTER

TVET Colleges are the future – Let's build them now

The National Development Plan (NDP) of 2012 provided a particular roadmap to the future: a society with more jobs and less poverty. The NDP identifies a major potential for jobs to be created by small and medium-sized firms in the services sector. In preparing for these jobs, additional funding has been provided to TVET colleges as a first-choice option for school leavers. It is at these Colleges that significant numbers of young people will learn the new skills needed for this growing sector.

Currently our post-school education and training sector is still skewed towards university education. For this reason, we are putting ever more emphasis on TVET colleges and they are expected to grow substantially. At the same time, our TVET colleges are being challenged to become much more responsive to the changing labour market, and to be more flexible in addressing the country's skills shortages and developmental needs.

Quite clearly, business and labour have an important role to play in the TVET system. They should be full partners in the training process from its inception, and cannot only be involved after the training is complete and there is a need for work placement. This means that they need to be given real influence in the TVET system.

Since some Colleges were placed under administration in 2015, times have changed. There are currently no TVET colleges under administration. Although, the relations between management and councils at some Colleges are not yet at the standard that we expect. This is evident in forensic investigations, where Management and Principals are under investigation in terms of the Labour Relations Act or other matters. The DHET has had to intervene in such cases in order to ensure continued progress is made in these cases of institutional deficit. A robust and flexible TVET College sector must be sound in the fundamentals of governance and management. I appeal to TVET professionals to keep this as an important focus and to work with the DHET in addressing any factors that distract us from this objective.

Government's support for the objective is clear. For the first time, TVET colleges received an infrastructure allocation of R1,3 billion in 2018. The TVET Colleges are to be supported with a further R4,4 billion over the Medium Term Expenditure Framework period. A centralised management system

for infrastructure maintenance was approved for implementation during the last quarter of 2017. We have commenced with the training of 250 college personnel in basic infrastructure condition assessment. These personnel will also be trained in setting up annual maintenance plans, which will assist in the determination of the initial capital injection requirements. The aim is to establish suitable bulk services and the adequate maintenance of existing building infrastructure.

The Centres of Specialisation Programme gives practical expression to the idea that the future of colleges lies in providing occupational programmes for artisans. Apprenticeships provide a vehicle for combining institution and workplace learning as envisaged in all occupational programmes. In this process, the continuum between occupational programmes and artisan development is made explicit.

Quite clearly, business and labour have an important role to play in the TVET system. They should be full partners in the training process from its inception, and cannot only be involved after the training is complete and there is a need for work placement. This means that they need to be given real influence in the TVET system.

SETAs each have a database of all employers in their sectors and the potential capacity to interface with each one. This enormous advantage for a TVET system needs to be mobilised on a massive scale.

The National Artisan Development Strategy proposes a definitive national artisan training system that is underpinned by closer co-operation between TVET colleges, private training providers, employers and SETAs. It is only by getting the co-operation of all parties, role-players and stakeholders that our efforts will succeed in achieving our artisan development objectives and targets.

I wish all TVET professionals and our industry and business partners, the very best for the summer holidays. Come back refreshed to give all your newfound energy to creating TVET colleges that are truly institutions of first choice.



GNM Pandor, MP
 Minister of Higher Education Training

About TVET Colleges

There are 50 TVET Colleges operating on more than 267 campuses across the nine provinces of South Africa. The colleges serve approximately 700 000 students per annum and the Department of Higher Education and Training employs in excess of 18 000 personnel in the colleges. The colleges offer a large variety of courses in response to the human resource requirements of a diversified economy. The colleges are operated in terms of the Continuing Education and Training Act 16 of 2006 and statutory institutional structures comprise of the Council, the Academic Board and the Students Representative Council.

About TVET College Times

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

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

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

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FROM THE MINISTRY

Minister Pandor launches the Gandhi-Mandela Centre of Specialisation for artisan skills



Minister of Higher Education and Training, Naledi Pandor, and India's High Commissioner to South Africa, Ms Ruchira Kamboj, co-launch the Gandhi Mandela Centre of Specialisation for Artisans Skills. On the left is Deputy Minister Buti Manamela

Almost as soon as the ink had dried, South Africa and India moved with speed to implement their Memorandum of Understanding (MoU). The MoU was signed between the two countries at the BRICS Summit held in July.

The two countries had agreed to co-operate in setting up a Centre of Specialisation for Artisan Skills in South Africa. This was in recognition of South Africa's drive to promote quality vocational education and training for young people. It will also serve to meet the local need for artisans. Minister of Higher Education and Training, Naledi Pandor, and India's High Commissioner to South Africa, Ms Ruchira Kamboj, co-launched the Gandhi Mandela Centre of Specialisation for Artisans Skills at the Pretoria West Campus of the Tshwane South TVET College. Aspiring mechanical fitters, boilermakers, electricians and millwrights who enrol at the Pretoria West Campus of the College in 2019, will be among the first group of apprentices to benefit from this investment.

In line with the agreement, the government of India is injecting a total of R48 million towards the establishment of the Centre of Specialisation. Tshwane South TVET College is among the 26 centres of specialisation that the Department of Higher Education and Training (DHET) is establishing for 13 priority trades at TVET colleges across the country. The first intake of apprentices will take place in January 2019. Speaking at the launch, Minister Pandor said, "It has been less than three months since our countries, under the proud umbrella of BRICS, signed a memorandum of understanding with the intention of establishing a Centre of Specialisation for Artisan Skills". She added that she was thrilled to have linked this initiative to the wider Centres of Specialisation initiative of the DHET. "From our side, the Centres of Specialisation Programme promises to pioneer the way forward in the transformation of our TVET college system. It will make colleges ever more responsive to industry needs. At the same time it will lift their capacity to deliver really high-level quality occupational programmes."

This sentiment was echoed by the Indian High Commissioner to South Africa, Ms Ruchira Kamboj. Ms Kamboj added that since 1993, when India first established full diplomatic ties with South Africa, they had trained over 1 200 South Africans in India. This initiative was going to assist to drastically increase that number, with the training taking place on South African soil.

About the Centres of Specialisation

The Centres of Specialisation Programme is a Department of Higher Education and Training (DHET) initiative. It addresses the demand for priority trades needed to implement the National Development Plan and specifically the National Strategic Infrastructure Plan. The Centres of Specialisation aim to gear public TVET colleges to deliver quality trade qualifications that meet industry demands. It is for this purpose that the programme is delivered in partnership with employers.

"The dual system apprenticeship model is at the heart of the programme," says Adrienne Bird, Deputy Director-General, responsible for Special Projects in the DHET. "It means that the apprentice will qualify through a three-year apprenticeship contract. This will involve continuously weaving together theoretical learning, simulated practical learning in a training workshop, and on-the-job learning at the place of employment."

The DHET, through the National Skills Fund (NSF), has allocated R150 million to seed-fund the initial set-up costs of the 26 centres of specialisation. The seed funding will be utilised for the initial refurbishment of workshops at all targeted centres. The NSF, together with occupational team conveners, who represent industry associations in the target trade areas, have followed a rigorous approach to the evaluation and selection of colleges who participate in the centres of specialisation programme.

The evaluation commenced in 2015 with a call to TVET colleges to signal their interest in the programme. The eight-point assessment which followed, interrogated the colleges' financial management capacity to manage a centre of specialisation; student enrolment; historical success rates; proximity to strategic infrastructure projects (SIPs); proximity to workplace learning opportunities; availability of practical facilities; existing partnerships with employers, SETAs and professional bodies; and whether the colleges' are registered as trade test centres or located near a registered trade test centre.

The response from employers has been 'enthusiastic'. The occupational team conveners are now in advanced talks with potential employers to pledge their willingness to enlist apprentices. The SETAs are on board. They will provide an Artisan Development Grant to employers that commit to taking on apprentices. The grant will cover a substantial portion of the employer costs, including the apprenticeship wages over the three years.

The 13 priority trades targeted are: mechanical fitter; boilermaker; electrician; millwright; bricklayer; plumber; automotive mechanics; diesel mechanic; carpenter and joiner; welder; rigger; fitter and turner; and pipe fitter. The focus on these 13 trades, is designed to meet the demand for skills to deliver government's 18 SIPs. The SIPs are in the form of social and economic infrastructure projects across all nine provinces.

26 centres of specialisation to be ready for 2019 intake

Province	Trade	TVET College	Campus
Eastern Cape	Welder Automotive Motor Mechanic	East Cape Midlands Port Elizabeth	Uitenhage Iqhayiya
Free State	Electrician Plumber	Flavius Mareka Flavius Mareka	Sasolburg Kroonstad
Gauteng	Boilermaker Mechanical Fitter Fitter and Turner	Ekurhuleni East Tshwane South Tshwane South	Daveyton Pretoria West Centurion
KwaZulu-Natal	Millwright Boilermaker Rigger	Umfolozo Majuba Umfolozo	Richtek Majuba Richtek
Limpopo	Pipe Fitter Diesel Mechanic Carpenter and Joiner	Mopani South East Mopani South East Sekhukhune	Sir Val Duncan Sir Val Duncan CS Barlow
Mpumalanga	Millwright	Gert Sibande	Standerton
Northern Cape	Carpenter and Joiner	Northern Cape Urban	Moremogolo
North West	Bricklayer Electrician Diesel Mechanic	Vuselela ORBIT ORBIT	Jouberton Centre for Engineering Studies Brits Mankwe
Western Cape	Bricklayer Rigger Pipe Fitter Plumber Welder Mechanical Fitter Automotive Motor Mechanic Fitter and Turner	South Cape False Bay West Coast College of Cape Town Boland False Bay College of Cape Town Northlink	Mossel Bay Swartklip Vredenburg Thornton Worcester Westlake Athlone Wingfield

Minister Pandor's opening remarks to the 9th Pan African TVET Colleges conference

International Association of Colleges

President and North America Representative:
Mr Allen Edwards
Vice President and African Representative:
Mr Christopher Brink
European Representative:
Mr Justin Togher

It is my honour and privilege to welcome you all to South Africa.

Technical and vocational education is going to be confronted by new training demands and changes in the next five years. We are going through a technological revolution that goes by the acronym of 4IR. It is about artificial intelligence, big data, and the internet of things. It is a revolution dominated by new technologies namely, nanotechnology, biotechnology, synthetic biology, applied neuroscience, geo-engineering, regenerative medicine, robotics, additive manufacturing, and specifically, machine learning algorithms, the most important general-purpose technology in use today.

South Africa is in the process of modernising and strengthening TVET colleges and their role in skills development. We want our lecturers to contribute to aspects of these new technologies. However, to date there is no comprehensive African strategy to take advantage of their many benefits. Africa cannot afford to be left behind. We already have some of the components necessary to play a role. Especially in our research universities and innovative mining and manufacturing sectors. But much more needs to be done in the TVET college sector. TVET systems in a growing number of African countries are undergoing promising reforms that are designed to build on the inherent strengths of the system. Although the primary objective of technical and vocational training in Africa is to provide valuable employment for our young people, a strategic approach to skills development on the continent cannot ignore the effects of 4IR. The vast skills and economic development needs of Africa mean that African countries must pursue the development of skills and entrepreneurship at all levels of the spectrum. This includes the basic, secondary and tertiary levels, with each country emphasising the skills types that correspond best to their stage of economic development and the needs of the local labour market. The challenges of meeting these objectives remain huge. It is with conferences like these that we are able to share good practices, share our common objectives, and concretely commit our collective will to make these a reality.

TVET colleges have been identified as one of South Africa's priority policy areas.

Our government has over the years, developed the links between the different parts of the post-school education and training system; universities, TVET institutions and the SETAs and between them and the world

of work. This is in order to ensure that young people have better educational and economic opportunities. TVET colleges should be recognised as vital national assets. Assets that empower the next generations with very practical skills and knowledge. They can make a crucial contribution to the ability of our economy to be competitive, if properly supported.

Our TVET colleges are moving to a 'contracted apprenticeship' model. That is why we have invested so hugely in colleges from this year. The intention behind the investment is so that we can reshape the colleges, and provide worthwhile opportunities for all young people who want to choose a career in a trade.

The 50 TVET colleges, with an enrolment of 700 000 students, are allocated R10,7 billion this year. This is up 45% from R7,4 billion in 2017. R1,3 billion of this is for an infrastructure grant. It is the first time we have earmarked such funding. This is a clear indication of the emphasis we are placing on TVETs. This year, our targeted free tuition scheme for students is being implemented for all years of study in colleges while only for first year students at universities. Accordingly, 458 875 college students will receive bursaries for tuition and books. While 50 480 students will receive travel, accommodation, and meal allowances. A further 82 600 will receive a transport allowance.

Colleges operate in an increasingly commercial and enterprising way. They are expected to innovate, pursue new opportunities and take measured risks in delivering what is best for their stakeholders. In recent times, they have gone through major transformational change. We look to them to provide more and more young people with valuable careers in the future. We now have a Quality Council responsible for setting qualifications and framework curricula for trades and occupations, the QCTO. It has been directed to re-unite theory, simulated practice and workplace learning into the design of their qualifications. Many of these new qualifications have been developed for trades. Our challenge now is to offer these programmes in a more integrated fashion. Some time ago, we borrowed from the Germans and embarked on a dual system pilot project. The focus was on just two trades, electricians and plumbers. Many useful lessons have been learnt in this process. We are deeply grateful for the collaboration we have had.

In 2019 we will begin our Centres of Specialisation Programme three-year pilot. We have identified 13 trades and have selected 26 college sites, two per trade. We now plan to implement these programmes in the dual system modality with employer partners. We have also borrowed from the Koreans. We are beginning to consider the Korean model in South Africa. The Koreans introduced training consortia based on partnerships between large companies and government. For example, Samsung has a television manufacturing



Photo Credit: Ivan Swart

plant in the Dube Tradeport. To provide skills for the plant, Samsung partnered with the Coastal KwaZulu-Natal TVET College and the Department of Higher Education and Training to establish the Samsung Engineering Academy in KwaMashu. International motorcar companies Volvo, Volkswagen and BMW have similar academies to train the artisans they need.

Of course, business and government partnerships are not new. Several international companies like Pfizer, Nestlé and Hitachi have invested in high-skilled research partnerships with government. For example, government recently entered into a ten-year partnership with IBM South Africa in an ICT Research & Development and Innovation programme. The partnership commits IBM to an investment of R700 million in a programme involving academic, enterprise development, and research components.

Are our TVET education systems and programmes relevant to the Fourth Industrial Revolution? It is time for the TVET college community to start a much needed conversation and debate. A debate which focuses on how to reshape vocational education into an adaptable, flexible and relevant environment to contribute to a rapidly changing society.

There are many who question the quality of TVET training in South Africa. In my view, we are only going to succeed at addressing our problems in so far as we manage to establish partnerships across different stakeholder groups. I have made it my own objective to establish strong partnerships with the business sector. So we are now going to pilot a programme from next year. When students enter the programme, they will already have an apprenticeship contract. That is the way that TVET colleges should be. We should have very strong links with industry. All countries, developed and developing, need to rethink their models of education and models of teaching.

The sooner we start to be realistic about the changes the world is facing, the sooner we can move to address the challenges. Clearly, those who will be best suited to face the obstacles presented by an uncertain future, will be those who are most ready to move with the times.

I wish the conference every success in its deliberations.

Thank you.

The Deputy Minister of Higher Education and Training, Mr Buti Manamela, addresses the 2018 BRICS Future Skills Challenge

Programme Director
Ambassadors from BRICS countries

Chairs of the BRICS Countries Skills
Development Working Groups

Delegations from Brazil, Russia, India,
China and South Africa

Members of the media

It is an incredible pleasure for me to welcome you to a warm and sunny Johannesburg for the 2018 BRICS Future Skills Challenge. Welcome to our beautiful South Africa.

You will have travelled 14 and a half hours from Beijing to Johannesburg. If you are from Moscow, you would also have travelled 14 and a half hours. If you are from New Delhi, you would have travelled about 12 hours and if you are from Brasilia, you would have travelled about 13 and a half hours. Thank you for making the trip. We promise to make this a special visit. Our country has much to offer and is a key tourist destination in the Southern Hemisphere. I am told that you have already visited the Lion Park and that despite the hunger of the lions, you are still here tonight!

You have also visited Nelson Mandela's house in Soweto and the Apartheid Museum. Both of these places are important to understanding the history of our country. Tonight, you heard the eloquence of two young South Africans as they paid tribute to Nelson Mandela and Albertina Sisulu in their centenary commemoration. It is significant that we have two young South Africans talk about these honoured centenarians. South Africa would not be a part of BRICS and have taken its rightful place among world nations, had it not been for the contribution of these two icons to our struggle for freedom and democracy. We honour them by recognising their contribution. Committing to their vision of justice and equality and living their values. Four days of exciting skills challenges lie ahead for you this week.



In discussion with delegates, is MerSETA Chairperson Ms Lebogang Letsoalo, Deputy Minister Buti Manamela and Mr Bhabhalazi Bulunga of the BRICS Business Council

There are many skills competitions that take place globally. The WorldSkills competition is one such event in which BRICS countries participate. However, the Future Skills Challenge is different. This challenge is forward looking. It considers the skills of the future. These skills include cyber security; industrial robotics; the internet of things; drone technology; aircraft composites; and intelligent

manufacturing amongst others. It is preparing for mastery of the skills that Industry 4.0 will require. In this way, the Future Skills Challenge is compelling our BRICS countries to consider, embrace, prepare and lead the skills required for the future while we live. This is not an easy task to achieve. Especially when you consider the relative levels of poverty, unemployment and inequality that exist in BRICS countries. BRICS countries do not have the luxury of addressing poverty, unemployment and inequality first and then focussing on future skills and IR4.0. If they do this, they run the risk of being left behind, as being rendered irrelevant to the global economy. As developing nations, we have to do both simultaneously. We must address our current development challenges and prepare for the future at the same time. In doing so, we have to bring all our people along and not leave some behind. This is the challenge with which we are faced.

Within this context, it is undeniable that education plays a key role in social, political and economic development. In South Africa, we are building a post-school education and training system that can adequately respond to the needs of millions of people inclusive of adults and youth. Considerable investments are being made in infrastructure, lecturer development and curriculum advancement in order to provide education of a high quality. The gaps are closing to ensure equal opportunities for education and training. Opportunities are expanding. Opportunities for people in disadvantaged areas and especially our youth. Access is increasing. The quality and diverse range of education and training is improving.

Innovation and technological development are essential in reducing the challenges of unemployment, inequality and poverty experienced in our BRICS countries. The creation of an innovation architecture will lay the foundation for increased productivity in our industrial sectors. It will also contribute to social upliftment.

Technology has influenced the way we function, the way we teach and the way we learn. It has also given rise to new opportunities, research and areas



The Deputy Minister addresses the 2018 BRICS Future Skills Challenge

people in our countries. But, it is our responsibility to broaden education and access to these skills for the benefit of the majority, as we take our people along this IR4.0 journey.

A key feature of this 2018 BRICS Future Skills Challenge is the emphasis on Ubuntu. I am told that you have been exposed to Ubuntu through a theatre production that you saw today. Put simply, Ubuntu is the idea of personhood through other people. I am because you are- we are together. I see you and you see me. Ubuntu emphasises humanity, solidarity and connectedness. As South Africans, we believe that it is important to emphasise Ubuntu in this Future Skills Challenge. The future skills related to IR4.0 can be individualistic and disconnecting. It must be grounded in humanness and must connect us to each other. We must all benefit from these future skills. Ubuntu and other philosophical frameworks provide for this interconnectedness. South Africa will present a detailed overview of Ubuntu to the Skills Development Working Group Session. There will also be a discussion on Ubuntu-like frameworks that operate in BRICS countries. These discussions will lead to a common framework for consideration in the preparation of Future Skills Challenges and beyond.

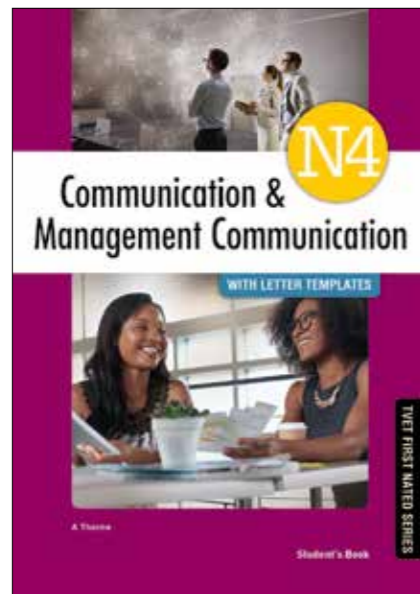
As you participate in the skills challenges that will be presented to you over these next days, I encourage you to consider Ubuntu in your participation and interaction with colleagues. I wish you well in your participation. You represent the best and brightest in our BRICS countries in these future skills areas. We are counting on your contribution to broadening access, information and education in these areas. Enjoy the BRICS Future Skills Challenge 2018. Enjoy our South African hospitality. Enjoy South Africa, and take time to do some sight-seeing after the Skills Challenge.

I welcome you to the BRICS Future Skills Challenge 2018.

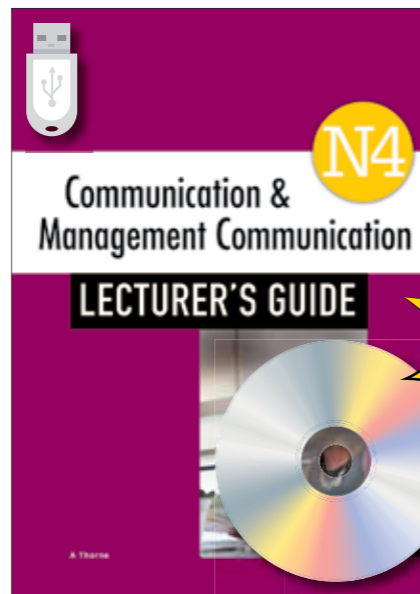
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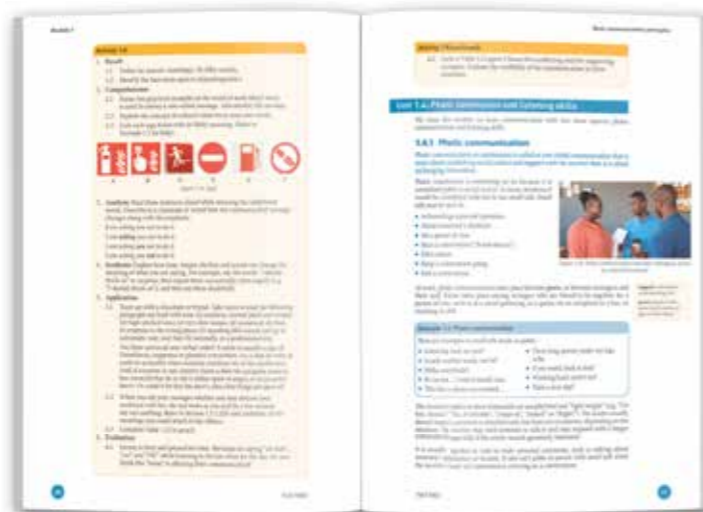
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Subject to DHET approval

The 21st Human Resource Development Council meeting takes place at a TVET College

TSHEGOFATSO RAPOO -
E-Media & Communications Administrator

The Deputy President, Honourable David Mabuza, convened the 21st Human Resource Development Council (HRDC) in September. The meeting was held at ORBIT TVET College, Rustenburg Campus, North West Province.

Mr Mabuza, is the ex-officio Chairperson of the HRDC of South Africa. The HRDC was launched in 2010. The Deputy President was accompanied by North West Premier, Prof. Job Mokgoro, Minister of Higher Education and Training, Ms Naledi Pandor, Minister of Basic Education, Ms Angie Motshekga, Minister of Communications, Ms Nomvula Mokonyane, Minister of Small Business Development, Ms Lindiwe Zulu, Deputy Minister of Higher Education and Training, Mr Buti Manamela, Deputy Minister of Labour, iNkosi Phathekile Holomisa, the Premier of the Eastern Cape Province, Mr Phumulo Masualle and other senior government officials including the Principal of ORBIT TVET College, Mr Dika Mokoena.

As part of the visit arrangements to the College, the delegates were taken on a tour of the Platinum Incubator (PI), the Jewellery Manufacturing workshop and the Centre for Entrepreneurship. In the Centre for Entrepreneurship, SMMEs had exhibited their products. The tour was aimed at showcasing innovation, partnerships, entrepreneurship and the transfer of skills to the benefit of students. Amongst the important issues discussed in the HRDC meeting, was an update on Student Funding in institutions of higher learning. Plans to support academically capable poor and working class students to access higher education, were also the subject of discussion. The Deputy President indicated that he would be visiting provinces from time to time. He was keen to assess their functionality levels and to promote the cross-sharing of best practice models for human resource development between provinces.

On the preceding day, North West Province Premier, Prof. Mokgoro, officially launched the North West Human Resource Development Council (HRDC) at the Rustenburg Civic Centre. The new provincial HRD Council consists of members from organised labour, government, business, civil society and academics. Members will serve for a period of five years. ORBIT TVET College Principal, Mr Mokoena was among those elected.

The Premier emphasised that South Africans must start focusing on building a skilled and professional public service. "The National Development Plan is very clear that we need to make sure that we make working in public service and local government a career of choice. South Africans must focus on building a skilled and professional public service from top to bottom," Prof Mokgoro said.



The Deputy President, Honourable David Mabuza, is pictured here with several Ministers and Deputy Ministers, the Principal of ORBIT TVET College, Mr Dika Mokoena and SRC Executive Members, during his visit to the College



A Jewellery Manufacturing student at ORBIT TVET College, takes the Deputy President and his entourage through the process of making jewellery



Minister of Higher Education and Training, Ms Naledi Pandor and dignitaries, with the Deputy President in the foreground, marvel at a jewellery piece made by one of the College students during a tour at the exhibition stalls



Deputy President Mabuza thanks ORBIT TVET College Principal, Mr Dika Mokoena and CEO of the Platinum Incubator, Ms Sibigile Shongwe after they presented him with a platinum lapel pin. The pin bears his initials, and is a token of appreciation and a reminder of the outstanding craftsmanship produced by students. They are surrounded by the College SRC members

From Piketberg to Johannesburg: College student shines on South African television

IVAN SWART - Public Relations, Social Media and Digital Communications Practitioner

Eldon van der Merwe, a 24 year old from the town of Piketberg in the Western Cape Province, never thought that he would be given so many opportunities to live out his passion for acting and performing, both on stage and in front of the camera.

Eldon studied Performing Arts at Northlink TVET College Tygerberg Campus. It was here that he honed his acting craft. He 'wowed' the audience during the Performing Arts Department's stage production of Evita. He played Ché Guevara, the flamboyant narrator of the story. He can now be seen in the current second season of Ouboet en Wors. 'Old brother' and 'Sausage', is a literal translation of the nicknames of the lead characters Ouboet en Wors in the sitcom. Ouboet en Wors is screened on KykNet, an Afrikaans South African Digital Satellite Television Channel. Eldon plays the young Elvis Prinsloo, the electrical apprentice to Ouboet who has an electrical appliance repair business along with Wors who is selling batteries. According to Eldon, this is not the first time that he has had the opportunity to work with Willie Esterhuizen, who plays Wors and is the producer of the television series. He has worked with him on another Afrikaans sitcom Koelpixels. "I was contacted by Willie and asked

if I would be interested in playing the role of Elvis Prinsloo. Elvis Prinsloo is the young apprentice who is taken under the wing of the fix-it man, Ouboet. Ouboet is played by Frank Opperman. In the storyline, Elvis the apprentice, gets to learn the ropes of the electrical appliance repair business from him," said Eldon.

The production of the second season is nearing an end in Johannesburg. Eldon says that Willie is still continuing to develop the character even further in the last episodes.

"It kind of still feels unreal to be a part of such an awesome cast of people who I watched on the television while growing up. Learning from them on how to make my character my own and try to be the best Eldon and Elvis that I possibly can when the camera roles", adds Eldon. What is next? Eldon mentions that he is currently busy writing his own production. He is on the lookout for the next opportunity that will fit his acting profile. "I do not know what tomorrow brings, but I know that whatever comes my way, it will give me more exposure and more skills to be an even better actor than the previous opportunity."

"I really want to thank everyone who supported me and who continue to support me. From my mentor Mr Kobus Hanekom,



Eldon van der Merwe at the Performing Arts Department's production of Evita that was performed at the Bellville Civic Theatre, Western Cape Province in 2014

Ms Heloise Lotz to Mr Willem Rall for always supporting and encouraging me to be better than what I thought I can be," he concluded.

Ouboet en Wors is aired on Mondays at 20:00 on Dstv Channel 144.

College awarded for business excellence

LAME MORUBANE - Communication Officer

Motheo TVET College is slowly but surely paving its way to the top. The College has once again been recognised for business excellence based on an intensive independent research survey process conducted in March and April 2018.

The survey was conducted through a random provincial sample of 110 respondents comprising of CEO's, MD's, business owners, company directors and managers, and senior government officials in the Free State Province. The results of the survey were based on the perceptions of the respondents. Accordingly, Professional Marketing Research (PMR) Africa, recently

awarded the College a Diamond Arrow Award for the fourth consecutive year. The award was made at the Annual Free State Business Excellence Award Ceremony held recently at Kopano Nokeng Resort in Bloemfontein. In the Sector of Training Institutions in the Free State Province, Motheo TVET College is rated highest on an overall rating of 4.21 out of a possible 5.00. In 2014, the College received the Golden Arrow Award and in 2015, 2016 and 2017, the Diamond Arrow Awards. The recognition received is only possible through the dedicated efforts of a strong team who work together towards common goals in the interests of the College.



Principal Phutsisi receives the PMR awards on behalf of Motheo TVET College

College Council Chairperson Adv Xolile Xuma applauded the Principal for steering the College to success. He said her hard work has impacted on the staff. Principal Diploane Phutsisi responded that the achievement is not hers alone. She gave credit to the Faculty for working with her in taking the College to greater heights. "The dedication and hard work of our staff has made it possible for Motheo TVET College to be top of mind in this province. We will not cease or relax in our endeavours to continue being a leading provider of education and training", said Principal Phutsisi.

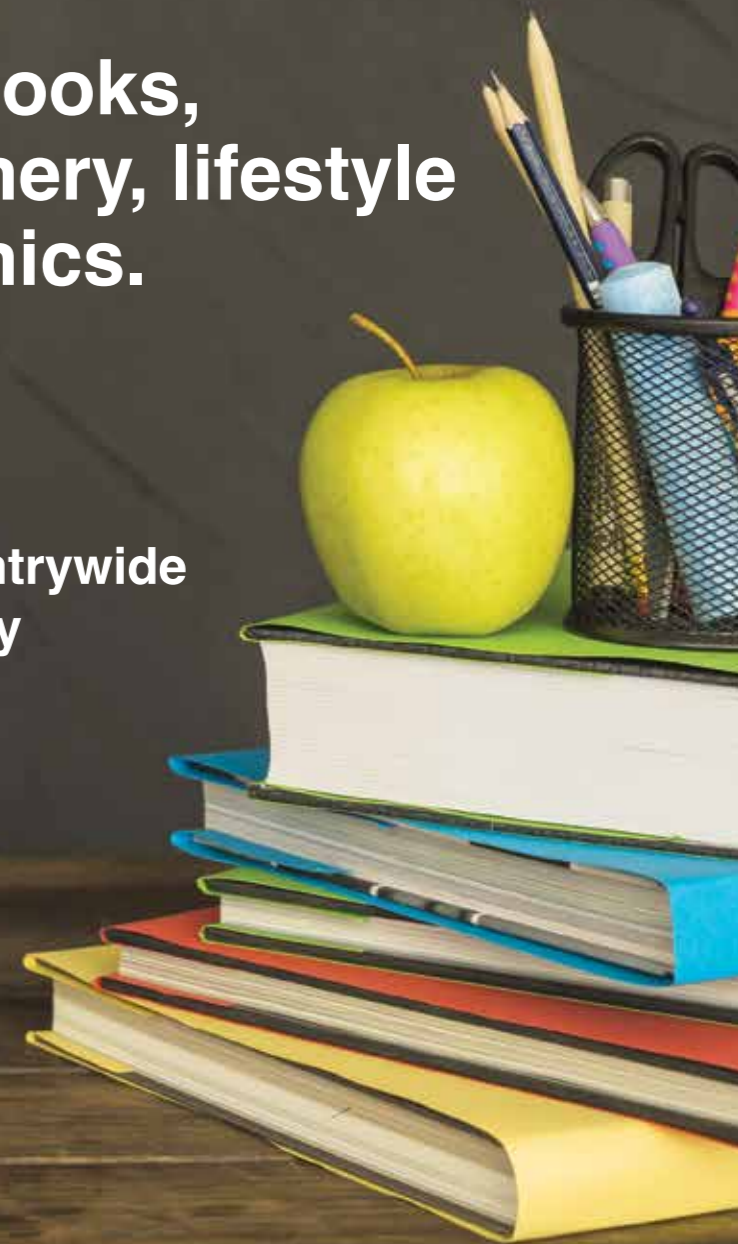


Principal Phutsisi gives the credit for the award to the hard work and dedication of the Motheo TVET College staff. Here she celebrates with managers

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TEACHING AND LEARNING

College participates in Research Colloquium

NADINE MOODAELY - Marketing Practitioner

Principal Khaya Matiso represented Port Elizabeth TVET College at the DHET Research Colloquium held in September in East London, Eastern Cape Province.

Principal Matiso addressed delegates on the purpose of the event at a Gala Dinner. He stressed the importance of research in all aspects of the TVET College sector. He believes that this is a way forward to improving standards in order to assist students in not only being prepared for industry, but also to encourage entrepreneurship. Research forms an integral part of moving forward, rectifying past mistakes, dealing with old practices, benchmarking and sharing best practices among the 50 TVET Colleges Nationwide. Universities are advanced in

research outputs and should support further research in the TVET Sector, he explained. Principal Matiso proudly announced that his institution has more than 20 staff currently engaged in post graduate studies.

Participants of the Colloquium included Policy Makers, Government Officials, Sector Education and Training Authorities (SETAs), TVET Colleges, College Representative Bodies, Research Organisations, Quality Councils, Organisations representing Private Education and Training Institutions, Student Organisations, Professional Bodies, Community Organisations, Organised business and labour and more.

The College's Marketing Department joined seven Eastern Cape TVET Colleges and assisted in



Principal Khaya Matiso at the DHET Research Colloquium

organising and branding all the Colloquium venues. More than 200 delegates attended the conference, with around 30 local and international speakers.

College hosts an Annual Academic Day

TUMELO MOROBE - Public Relations Officer

On Wednesday the 20th of September, Capricorn College for TVET celebrated its Fifth Annual College Academic Day. The event was attended by college management, staff members, students and guests at the Polokwane Campus, Limpopo Province.

"The event sought to identify, nurture and expose academic talent within the College. We want to see future Presidents, Doctors, Communicators and Journalists from the College," said Mr Philani Mfuntane, the Student Representative Council's chairperson.

Activities of the day included a Maths Olympiad, poetry renditions, unprepared

speech, reading skills, writing skills, listening skills, spelling bee, as well as storytelling. Participants from all four campuses competed. The theme for the day was "Celebrating Madiba's Centenary".

Ms Mary Ramonyatse, the Chairperson of UNASA Capricorn College for TVET's Chapter, alluded that "these academic activities help increase the number of organised, committed, responsible and confident youths that enter the South African labour market. Indirectly, their enhanced skills contribute to improving employability and ultimately, the country's economic growth".



Academic Day rewards. The Polokwane Campus team is congratulated by Principal Mamabolo

Tourism students attend the 2018 National Tourism Careers Expo

JULIA SENOELO - Tourism Lecturer

The National Department of Tourism, extended an invitation to the Tourism Department of ORBIT TVET College, Mankwe Campus to attend the National Tourism Careers Expo (NTCE) in September. The invitation came with a request that the National Certificate Vocational (NCV) Tourism students provide assistance and organisational support at the venue.

Hundreds of tourism operators and experts, including Grade 9 - 12 learners, TVET College and University students from various institutions, attended the Expo. At the Expo they could explore the career options the Tourism and Hospitality Industry has to offer. Eighteen Level 3 and 4 NCV students, under the supervision of Tourism Lecturers, Ms J Senoelo and Mr K Senna, were selected as volunteers to assist at the three day

spectacle. This team contributed greatly to the success of the event. Amongst other duties, they assisted with packaging goodie bags and being 'tour guides' to guests through the different stalls. Ms Senoelo also formed part of the adjudication team on public speaking. The task was to judge contestants from nine provinces speaking on the topic "Entrepreneurial opportunities in the Tourism Industry".

The NTCE, currently in its tenth year, was hosted in the North West Province for the first time. The NTCE is an initiative of the Department of Tourism and the Culture, Arts, Hospitality and Sport Sector Education and Training (CATHSSETA). The main aim of the event is to create opportunities for tourism diversification. The event also hopes to harness local skills for livelihood prospects by looking at trade, tourism



ORBIT TVET College, Mankwe Campus, Level 3 and 4 Tourism students were selected to assist at the 10th National Tourism Careers Expo

or cultural hubs. According to the North West Department of Tourism, the Expo provides an opportunity for tourism curricula experts to share information with tourism educators and learners. Stakeholders within the sector also get an opportunity to share information on the diverse careers available in the sector. It is designed to bridge the information gap between industry, government, learners and educators. Under

the theme, "Be the legacy, explore tourism digitally", the Expo focused on driving the goal of South Africa's National Tourism Strategy. The goal is one of creating 225 000 tourism job opportunities by 2020.

The College extends its gratitude to the North West Department of Tourism for the opportunity provided to the College's students. Through it, they could gain knowledge and experience in their field of study.

Pre-Vocational Learning Programme pilot project: End of pilot year reflections

HENRIETTE VAN TWISK - Project Manager: Special Projects

Close to the end of the pilot year of the new Pre-Vocational Learning Programme (PLP) initiated by the DHET, lecturers and students alike have commented on its benefits.

To quote three lecturers participating in the pilot and who provided feedback: "Please don't mess, or make too many changes, with this programme. We finally have something that works; Never-mind the learning of a new subject. We have noted a marked improvement of academic performance. It can be ascribed to the way the PLP has been set up. It prepares the students for anything they want to study; This programme works. I mean, it really works! My students are

The goal of the PLP is therefore, to prepare students for access into a TVET College. It prepares them to follow a specific vocational learning path. With the learning foundations provided that improves their chances of completion, a cost saving on government subsidies is ensured. Entrants into the PLP would typically be students who completed grades 9, 10, or 11. They are also students who are academically ill-equipped to succeed in the qualification of their choice. Research undertaken showed that whilst there is an abundance of foundational and bridging courses, they are pitched too high. This in turn hinders their capacity to bridge the gap between the schooling system and the successful completion of a TVET course. It became evident, that the key requirement was to address the gaps identified in prior knowledge and to boost basic foundational knowledge. This meant that the PLP would have to address knowledge gaps that should have been acquired as far back as Grade Five. It was only when doing this that one could ensure that students have a foundation to proceed with more formal studies.

Based on the findings, a curriculum comprising of four subjects was developed. Foundational English starts the students off with the basics and progresses to the more complex. It culminates with the student having the ability to undertake elementary research and to prepare a basic academic report. The programme also sought to bolster Foundational Mathematics. This required addressing historic gaps while supporting students to start thinking critically and develop problem solving skills. The subject Foundational Science, serves to introduce the subject relative to real-world scenarios. In the absence of physical science laboratories at TVET colleges, learning materials were developed to promote innovative thinking. Lecturers and students recycled material like tins, plastics and other 'waste materials' in order to test what they had learnt, whilst at the same time becoming more environmentally aware. The subject Foundational Life Skills & Technology, departs from the usual Life Orientation currently taught in TVET colleges. It focuses



Centre, is Nozibusiso Dlamini, PLP Life Skills and English lecturer at Elangeni TVET College. She is explaining new technology concepts to a group of PLP students who are from left, Zesuliwe Hlongwane, Zama Chiliza, Zinhle Mazibuko, Zama Dlamuka, Sibusiso Khumalo, Nothando Mdlalose and Zinhle Bali

on teaching students to plan their studies; use techniques to take notes; summarise and memorise work; and manage exam stress and nerves. It also helps students adjust to- and integrate into college life. This has been ground-breaking to the extent that some lecturers have applied these learnings to their mainstream students.

The pilot phase kicked-off in January 2018 with eight participating colleges. During this phase, all eight colleges were supported in the implementation. Regular focus group meetings were held to evaluate progress. Whilst it is generally accepted

Town; Boland; False Bay; East Cape Midlands; Elangeni; Ekurhuleni West; Gert Sibande and ORBIT.

The PLP is based on student-centred education. To ensure that lecturers are appropriately prepared to make the adjustment, the Lecturer Support System (LSS), hosted by the DHET, has developed a comprehensive teaching support package for the PLP lecturers. Lecturers will be further supported by a discussion forum on the LSS Portal. Lecturers will be able to post questions and challenges they may have on the LSS Portal which will be answered by the service provider or escalated where necessary.

Although the PLP initially was slated as being "too simple" and "too long", six months into the programme, lecturers were reporting tremendous progress in terms of student confidence and academic improvement. These are some of the comments from students on the PLP: "This course is an opportunity. It can change my life. It really helps me know what I want and know where I want to go. This course is good; What I like about the course is that it brings me back to work that I did not understand in high school; What I like about the subject Science, is that I learn mostly about what we use and see every day. Science is my favourite subject in the PLP course. It is fun to learn. I enjoy the Maths. It starts from a level and never ends. It is getting ever more exciting. I enjoy speaking English better. In high school, I did not even know how to spell. I was scared because the teacher often shouted at me. Now I can speak and enjoy it."

Historically, youth enrolled in TVET streams do not have the requisite foundational academic knowledge to be successful in their studies. As a result they either drop-out or repeat several subjects. The general trend in TVET Colleges is that students take close to twice the amount of time required to complete a given qualification. This is both costly to the state and it also results in students spending longer periods in the college than is necessary.

To ensure that lecturers are appropriately prepared to make the adjustment, the Lecturer Support System (LSS), hosted by the DHET, has developed a comprehensive teaching support package for the PLP lecturers. Lecturers will be further supported by a discussion forum on the LSS Portal. Lecturers will be able to post questions and challenges they may have on the LSS Portal.

practice to only analyse lessons learnt at the end of a project such as this, lessons learnt during the pilot phase have been continually documented and acted upon. This continuous review approach will ensure the smoothest possible roll-out by all the colleges in 2019. TVET Colleges participating in the pilot included College of Cape

Deputy Minister Buti Manamela, addresses an Open Learning Seminar held at the University of South Africa

Developing effective open learning practices in South African Post-School Education and Training

Programme Director
Vice Principal of Teaching,
Learning, Community
Engagement and Student Support
at UNISA, Prof Gugu Moche
Esteemed academics
Senior Management of the
Department of Higher Education
and Training
Representatives of all post-school
education institutions

Good morning to all. I am pleased to participate in this important seminar on Open Learning.

In the National Development Plan, Government has made the commitment that by 2030, South Africans should have access to education and training of the highest quality. It is in line with this vision that the Department of Higher Education and Training (DHET) introduced a White Paper for Post-School Education and Training (PSET) in 2014. A National Implementation Plan is accordingly to be finalised by March 2019.

The 2014 White Paper presented the Department's vision and policy framework for achieving an expanded and integrated PSET system. Amongst other priorities, the White Paper expressly mandates the expansion of the PSET system's



Deputy Minister Buti Manamela leads the discussion with delegates in the seminar

capacity. This is in order to absorb the growing demand for access, and the improvement of the quality of the learning opportunities provided by the system. Over the past two decades, Government has achieved considerable success in expanding access to learning opportunities. The participation rate in public higher education institutions (HEIs) has increased from about 13% in 1997 to 18,4% in 2016. The actual number of students enrolled in HEIs in South Africa has more than doubled since 1993. From 473 000 students to 975 837 students in 2016. In addition, while the African

population in the age group 20 - 24 has increased by 6,3% between 2010 and 2016, the number of African students enrolled at public HEIs has increased at a rate that exceeds this population growth. African student enrolment has increased from 595 783 students in 2010 to 701 482 students in 2016. Representing an approximate 15% increase. We must note that the input subsidy for distance education is about half of what it is for contact universities. The cost of distance education is about half of the cost of face-to-face contact education.

In TVET Colleges, enrolments have increased almost fivefold over the last two decades. From 154 688 in 1995 to 689 648 in 2017. At present there is no distinction, or provision, in the subsidy for TVET colleges in terms of distance and contact education. The fees are more or less the same in this regard.

On the other hand, the PSET system still needs significant further expansion. In 2016, almost 4,4 million persons aged 25 - 34 years were recorded as not employed or in education and training (NEETs). The NDP target for student enrolment in public Universities is 1,62 million by 2030. For TVET Colleges it is 1,25 million and for Community

Education and Training colleges 1 million. For these targets to be met, enrolment needs to grow at an average of approximately 50 000 students per sub-sector per annum. This suggests that Government needs to invest substantially in infrastructure development, as well as lecturer recruitment and education. It also suggests that government must find new ways of delivering PSET in order to increase access. Open learning provides a targeted avenue for this increased access.

The 2014 White Paper defines open learning as follows: "Open learning is an approach which

combines the principles of learner-centredness, lifelong learning, flexibility of learning provision, the removal of barriers to access learning, the recognition for credit of prior learning experience, the provision of learner support, the construction of learning programmes in the expectation that learners can succeed, and the maintenance of rigorous quality assurance over the design of learning materials and support systems." It outlines that an important element in addressing the above challenges must be the expansion of opportunities for part-time study for those who are working. This implies an expansion of open and distance education, and the establishment of more "satellite" premises and learning support centres, especially in rural areas.

The 2014 White Paper states that this approach draws on a variety of modes of delivery and methods of teaching and learning. These include distance education, online learning, and other forms such as blended learning that use new and emerging technologies in new ways. The aim is not only to improve access, but also to improve the quality of learning, and student success rates. In this chapter, the DHET supports the development of a PSET sector, based on open learning principles. Where quality learning environments are constructed that take full account of student context and use the most appropriate and cost-effective methods and technologies.

This seminar provides us with a timely opportunity to take this mandate seriously. To explore how the DHET is seeking to nudge the PSET sector towards open learning principles, and the sharpened focus on access, quality and cost-effectiveness. The chapter on Open Learning in the White Paper, specifically highlights the need for the PSET system to cater for a wide variety of potential student needs. Including those of mature adult learners who have to study and work at the same time. It further includes younger people who may have dropped out of the schooling system due to financial, social, learning or other barriers. This range of students requires access not only to a diverse range of programmes, but also to appropriate modes of distance education provision that cater for their varying life and/or work contexts. Rather than requiring them to attend daily classes at fixed times and at central, possibly distant, venues.



Deputy Minister Buti Manamela is interviewed at the open learning seminar

The educational use of information and communication technology (ICT) and the use of the internet in e-learning and online learning, offer rapidly increasing ways of designing educational programmes to meet the varying needs and different contexts of students. This diversity of provision, when grounded in open learning principles of access, quality and success, can, in the words of the White Paper, be a strategic enabler to improve learning opportunities across all PSET sectors. While e-learning and fully online learning are not equivalent to open learning, they have enormously extended the scope of well-crafted open learning courses to help students attain their goals.

Grounding PSET education and training in open learning principles, means that while expanding access is the first principle and concern, quality is seen as being no less important. Furthermore, for me the biggest concern is the low throughput rate of distance education provision in universities. It is easy to fool ourselves on the basis of larger enrolments. Increased access alone does not equate to Open Learning. Not if the throughput rates continue to be as poor as they are for distance education. According to 2008 figures, the throughput rate for distance education stood at 15,3%. I doubt that this figure has drastically changed in 2018. Therefore success and quality need to be foregrounded.

A third imperative for open learning, and one that assumes particular significance in South Africa at this time, is cost-effectiveness. There is a widespread assumption that distance education equals cost savings and is therefore cheap. Often this is indeed the case. Pushing up enrolment rates, and keeping operational costs down can help to balance an institution's books. But through this approach

alone, quality escapes through the door. However, while this may make economic sense for institutions, if the throughput rate remains well below 20%, and the drop-out rate remains high, it can spell economic disaster for poor students and their families. When and if it does, this also spells disillusionment, and the many social ills attendant on large numbers of young people failing to gain a stake in the national economy.

Many commentators have noted the dependent relationship between access, quality and cost-effectiveness. It is possible to increase access and keep costs down, but this usually means sacrificing quality, and raises the spectre of frequent failure and disillusionment. It is possible to provide high quality education and training for the few, but obviously this comes at a high cost. It is possible to keep expenditure to the minimum, but this generally means either limiting enrolments or restricting the quality of the education and training provided to those who are enrolled. The aims of wide access, high quality, and low cost are not achievable, even in principle, with traditional models of higher education based on classroom teaching in campus communities. A perception of quality based on exclusivity of access and high expenditure per student, is the precise opposite of what is required. To increase access and quality, costs are increasing. However, through using open approaches, such as distance education and e-learning as well as the sharing of resources and learning materials, the use of open education resources and sharing of student support services, costs can indeed be driven down.

It requires the PSET system to equally focus on access and quality. A commitment to invest adequately in quality open learning. For it is

the emphasis on a well-designed, engaging, interactive, and supportive distance education, which will allow larger numbers of prospective students not only to have access to education, but also to graduate within a reasonable span of years. It will also provide an environment that allows students to undertake studies in manageable units as and when they need them. If this seminar is to boldly explore the implications of the 2014 White Paper's mandate to encourage the PSET sector towards adopting open learning principles, there are a number of issues that it would be wise not to neglect.

Firstly, the question of cost-effectiveness. This has been brought into sharp focus by the recent #Feesmustfall campaign, and the subsequent efforts by Government to address the needs of existing and aspirant university students. This in itself has raised the question of funding for the TVET sector. Much expanded as it is, it remains in desperate need of resources. Cost-effective provision of PSET is not an automatic outcome of introducing open learning. International experience and research have clearly shown that the initial costs of, and resources required for, open learning provision are very likely to exceed those incurred in introducing courses through more traditional modalities. Such costs include the assembling of teams capable of producing quality courseware; the possible need to install ICT hardware and software; and the time taken to develop, pilot and quality assure appropriate materials. Cost-effectiveness tends to come into play only when programmes and courses go to scale, and large enrolments give rise to adequate economies of scale. Of course, such resource costs need to be offset against the high costs of expanding physical infrastructure

and appointing the large numbers of lecturers required for face-to-face tuition. However, this does not sanction institutions' decision-makers to ignore the need for very careful planning when embarking on the provision of distance education or online learning.

Secondly, there is the question of lecturer attitudes towards making a shift from teaching face-to-face, to teaching through a distance mode or e-learning. These are not always positive. For many, the latter may represent a major change to their professional role. A threat to their professional identities; a need to acquire completely new skills; an add-on to their workload, without a fitting incentive in the prevailing reward structure, or a lowering of standards. Such attitudes and expectations can all too easily become self-fulfilling. Addressing such attitudes, and the very real factors behind them, requires total commitment from top management. It requires the appointment of staff specifically and explicitly to work in the development and delivery of distance learning or e-learning. It requires the development of policies to institutionalise and enable open learning. It requires thorough training and professional development for lecturers and administrators involved in the design and delivery of open and distance courses. It requires a reward system that incentivises innovation in teaching as much as it does research. It requires commensurate workloads for academics and greater flexibility in institutional calendars and schedules.

Thirdly, we must not neglect the enabling, institutionalising and regulating role of policy. Following a comprehensive process of consultation, the Open Learning Policy Framework for PSET will soon be released, which will clarify the DHET's strategic objectives and plans for implementing them. The DHET will then encourage and support

universities and colleges that have not crafted their own Open Learning policies, to do so. It will also initiate an analysis of existing legislation and policies with a view to identifying any gaps, inconsistencies and duplication related to open learning. The aim of this analysis will be to enable the development of a fully coherent legislative and policy environment that will guide, normalise and standardise the provision of open learning across the entire PSET system.

Fourthly and finally, there is the need to disaggregate the challenges of open, distance and e-learning for the different post-school sectors, and for the different contexts of students, even in the same sector. Models of provision, course development, administration and student support developed in universities, may not necessarily fit the purpose in TVET colleges or community colleges. For that matter, models that work in one college may not succeed in another. Nor may the practices that suit some students in a single institution provide the optimum support for students whose social circumstances are very different. Much has been written about the various dimensions of the so-called "digital divide". It would be remiss of the PSET system, in implementing principles of open learning and flexible access, to put in place barriers that inadvertently create new forms of inequality.

Open learning holds much promise for us in South Africa. Some institutions have a better track record in open learning and we need to learn from their successes and failures. I am hoping that this seminar will give us some guidance, including areas of emphasis as we roll out open learning within our PSET system. I trust that you will contribute in this regard.

I thank you.

College introduces Open Learning/Blended Learning pilot study for subjects Electronic Control and Digital Electronics

DR PIETER GEEL - Curriculum Research and Development and
MAGGIE MAJA - Deputy Chief Education Specialist Open Learning

TVET Colleges face an increase in student numbers. In order to increase access to educational opportunities for students who experience barriers to learning and also target young people who are not in education, training or employment, an Open Learning Unit was established at Tshwane North TVET College at the start of 2018. In order to support the initiative, co-author Ms Maggie Maja was appointed as the Deputy Chief Education Specialist Open Learning.

A pilot study on the use of Blended Learning was conducted at the College from June 2018. Blended Learning can be described

as the application of both face-to-face and online learning experiences that are used when teaching/tutoring students. Different levels of Information Communications Technologies (ICT) support is utilised for different purposes, students and contexts.

Objectives

The pilot study was conducted to determine how students experience the use of Blended Learning. It further considered how to make additional learning material available to students. The third objective was to test the use of a Learning Management System.

Blended Learning

A blended learning design was used during the pilot study in order to encourage more active learning engagement. The two modules that were covered in the study were Module 13, Basic digital concepts, and Module 14, Number systems. The design consisted of face-to-face class-based learning; face-to-face workshop-based learning; and online learning.

The participants consisted of the Electrical Infrastructure Construction students from the Mamelodi Campus. Study participants included the A group (22 students); the B group (24 students), as well as the two Electronic Control and Digital Electronics NC(V) Level 2 lecturers.

Orientation

All the students included in the pilot study had never attended a course that was presented in a blended mode of delivery. The first face-to-face lecture served as an orientation session to explain the blended mode of delivery. Aspects discussed in this lecture included: Face-to-face class-based learning. This is a mode of delivery with which the students are familiar; Workshop-based learning. Again, the students are familiar with this mode of delivery; and the Online learning environment. This was a mode of delivery with which the students were not familiar. The Online learning environment was further explained in terms of how the online course learning

activities; lectures, tutorials, online activities, fit together and enable students to achieve the course learning outcomes; the use of a Learning Management System; How to observe basic netiquette; Different kinds of online activities; and how to navigate the online site.

Class-based learning

During the class-based sessions, face-to-face lectures were presented. Teaching media that were utilised were the white board and textbooks.

Workshop-based learning

Students received exposure to the practical component of Electronic control and Digital Electronics during the workshop sessions. Teaching media utilised in the workshop were tools, electronic test instruments, electronic components and circuits.

Online learning environment

A Learning Management System (LMS) namely, 'Schoolology' was utilised. It is a multi-user

software programme that is used for delivering programmes and courses to students; documenting their participation, progress, performance and achievement/ results. The structure was setup and the learning material uploaded before the study commenced.

The following four main sections were setup on the structure:

- The Overview
- Module 13: Basic digital concepts
- Module 14: Number systems
- Survey of the online environment.

Learning Management System pilot study setup

The online tutorials consisted of discussions, text tutorials, pictures, video clips, and links to access simulation software as well as additional resources. Online learning sessions were conducted in a computer laboratory at the College. The online tutorials can also be accessed on laptops, mobile phones and tablets.

The following are the results of the student survey after completing the pilot study

A. The online activities help me understand what I have learned in class

0.00% - Strongly disagree
8.70% - Disagree
21.74% - Neutral
47.83% - Agree
21.74% - Strongly Agree.

B. The use of illustrative materials such as video clips and simulation make it easy for me to understand basic digital concepts and the number system

0.00% - Strongly disagree
13.04% - Disagree
17.39% - Neutral
34.78% - Agree
21.74% - Strongly Agree.

C. The material is organised in such a way that it is easy to study online

0.00% - Strongly disagree
13.04% - Disagree
26.09% - Neutral

43.49% - Agree
13.04% - Strongly agree.

Additional comments from students

- The online study is good. Because we learn and the videos that were uploaded on the LMS make things easy to learn, we all enjoyed it.
- The online component is easy because if you do not understand, you can view the videos or tutorials again. Sometimes you can even do assessments at home.
- In order for us to understand the online module, the college should provide us with tablets to use in and out of the college premises so that we do not have to wait for the subject period.

Outcome

The College will be rolling out Open learning for Report 191 Engineering and Business Studies (N1-N6) from 2019.

WORK INTEGRATED LEARNING, WORK PLACEMENT AND EMPLOYMENT

TVETs, training and employment: Where do all the students go?

DR JYOTI SINGH - Researcher and Publishing Consultant

Over the last few years, South African TVET Colleges have been the subject of much controversy and faced many challenges. While they are seen as a 'last hope' for school-leavers who cannot enrol at university, they also are expected to deal with a school system which does not prepare students for the rigours of the TVET curricula. Indeed, these curricula themselves are problematic. The National Certificate (Vocational) (NC(V)) curriculum has been met with resistance since its implementation a decade ago. The Report 191 National Technical Education (Nated) curriculum, which the NC(V) was supposed to replace, was reinstated due to industry demands. Further, there were examination papers leaked via social media and messaging applications; strikes and violent protests over funding; and alleged mismanagement.

In 2014, the Decade of the Artisan programme was launched by the Department of Higher Education and Training (DHET). Its aims are to reach a target of producing 30 000 artisans annually in accordance with the National Development Plan (NDP). This, while marketing TVETs as fashionable and desirable bastions of higher learning, effectively vying with universities. Nearly five years later, and in the aftermath of #FeesMustFall, where does this leave TVETs and their students? Are they the apparent poor relations of the higher education sector?

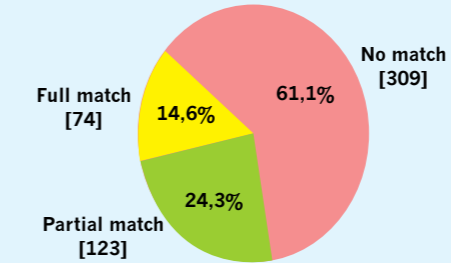
Do students apply for positions directly related to, or closely-related to, their fields of study? A survey sample of 507 TVET graduates were divided into three broad categories:

1. Full match: Graduates who applied for positions directly related to a specific study area. For example, a student with a higher certificate in accounting applying for a junior accountant position.

2. Partial match: Graduates who applied for positions relating to a subject they studied indirectly. They could, however, transfer skills to the position applied for. For example, a student who completed an NC(V) qualification in information technology applying for a website sales position.

3. No match: The graduate applied for a position with no relation to their study area. For example, someone who studied engineering applying for a shop assistant role.

The resultant data in a survey looked like this:



Of the 507 graduates, 309 fell into the 'No match' category, 123 into the 'Partial match category', with just 74 Full matches'. There were some oddities, however as the table below reveals:

Table 1.1: Notable oddities

Position held	Training and qualification
Call centre agent	Civil engineering
Call centre agent	BTech agriculture management
Call centre agent	Electrical engineering
Cashier	Mechanical engineering
Driver	Fitting and turning
Financial advisor	Electrical engineering
Pet shop assistant	Information technology
Sales agent	Boilermaking

The data was further segmented to consider only the science, technology, engineering, and mathematics (STEM) graduates in the sample. The resultant survey segment was applicable to just 71 individuals. The table below illustrates the distribution of the 71 graduates in terms of their job categories.

Table 1.2: Jobs held by the STEM cohort

Call centre agent	47
Data capturer	6
Driver	2
Financial administrator	5
Handyman	1
IT administrator	7
Windscreens technician	3

Observations:

- The most common position on offer was in call centres.
- Graduates favour call centre positions because of the remuneration, despite the high attrition rate.
- There is a prevailing perception that office jobs are 'easier' than field/industrial jobs.

These findings support the notion that while TVETs may have the potential to be at the forefront of change in the educational and private sectors; offering study places worthy of social, industrial, and governmental attention, there is still a way to go. Partnerships need to be developed and more research conducted before the objectives can fully be reached. Under the circumstances, investment in this promising segment of the economy should not be discouraged

SPECIAL NEEDS TEACHING AND LEARNING

A deaf Early Childhood Development Practitioners dream

ERNEST SONNENBERG & WILMA DE VILLIERS

The College of Cape Town for TVET, Education and Training Department, is training its first deaf student in the Early Childhood Development (ECD) learnership programme. Her name is Lisa Abrahams. Lisa is enrolled for the Level 4 ECD qualification.

Lisa is a Teacher's Assistant at the Dominican School for the Deaf in Wynberg, Western Cape Province. She has been working there for 11 years. She is involved in pre-school and foundation phase. At her work there are seven children in a class. Every day the children are divided into two groups. She works with one group and the teacher works with the other.

Her husband is also deaf. He too works at the school as Teacher Assistant in the foundation phase. They have two young children and they are not deaf, but can sign. According to her, this helps when they are outside in the public eye. "I attended the Dominican School as a child when I was three years old. I wanted to go up to Grade 12. But at the time the school only went as up to Grade 8. I was determined to get my Grade 12. After Grade 8, I changed schools and enrolled at Immaculata Girls

High. Adjusting from a deaf school to a hearing school was a challenge. As the only deaf student, I went on to finish Grade 12 to the surprise of myself and many others who failed that year".

It was hard for her after matric because she had a dream but no guidance or help. After high school she studied Foundation Phase but dropped out after two years due to the lack of an interpreter. She advertised her skills and searched the newspapers looking for work. She even approached the Human Rights Commission for assistance, including DeafSA, who came to her aid. In 2017 the College of Cape Town for TVET accepted her for the learnership programme which is funded by the Western Education Department and Expanded Public Works Programme. She started in June 2018 and has an interpreter, but only until the end of the year. Another obstacle will be to get a funded interpreter in order for her to be able to complete her studies. According to her lecturer, Bennett van Wyk, she is coping very well and rendering work of a good standard.

"Life has changed for me. I am happy to be at the College.



Provincial Director DeafSA Western Cape Mr Jabaar Cassiem Mohamed and Zaahida Hartley, ECD, Western Cape Education Department

I must admit I was a bit nervous at first, but I can see the change in my class. I don't feel left out. We all are on the same level. My lecturers give me support and fellow practitioners in the classroom understand that we all come to the College to learn and become equipped to serve our communities better. Having an interpreter helps me to understand things better. My

proudest moment of all would be to walk the red carpet to receive my Diploma. All I ever wanted to do was to teach Foundation and Arts, and maybe Sports. That's the dream. And I need the hearing world to help me get there".

Lisa's determination is an inspiring to all of us. It also creates an awareness of the support that deaf students need to pursue their dreams.

Students prepare for the National WorldSkills Competition

ROSHIN SCHMIDT - Marketing Officer

Public TVET College students, private college students and industry apprentices from across the Western Cape Province will be competing at the WorldSkills National Competition in Durban, KwaZulu-Natal, come February 2019.

Students will compete for the honour of representing South Africa at the 45th International WorldSkills Competition, scheduled to be held at the Kazan Expo International Exhibition Centre in Kazan, Russia, in August 2019. The competition will bring together competitors from more than 70 countries who will compete in over 50 skills.

The three-day National competition, will be held at Durban's International Convention Centre in February. Five competitors from False Bay TVET College will participate. The College congratulates the following competitors for being selected as the best in their respective fields of study: Eugene May for Electrical Engineering; Jaco Coetzee for Automotive Repair and Maintenance; Chad Williams and Chad Randall for Automotive Spray Painting and Aqeelah Davids for Restaurant Services. Modelled on the WorldSkills International Competition, the national competition aims to select the best possible



Automotive Body Repair and Spray Painting judges were Jevon Daniels, WorldSkills SA Technical Expert Daniel Vallihu, Janeane Meyer, Trevor Steyl and Ismail Shade

WorldSkills SA Western Cape Plumbing and Heating Competition tests competitors' mental resilience

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

Northlink TVET College hosted the Provincial Heats of the WorldSkills SA Plumbing and Heating Skills at the Belhar Campus in October.

The competition saw three students, two from College of Cape Town for TVET and one from Northlink TVET College battle it out over three days to become the provincial winner and ultimately the Western Cape representative for the national competition that will be taking place in Durban in early 2019. Kegan Lucas of Northlink TVET College, and Sinxolo Mahote and Sive Wayiti of College of Cape Town for TVET, battled it out on the

workshop floor during three days of grueling cutting, bending, measuring and drilling. "The three days saw the competitors measure and layout the various fittings and pipes that they used to construct and fit hot and cold water pipes with a basin, a toilet and shower with all the waste pipes that goes along with the system," said Don Anthony WorldSkills SA Western Cape Plumbing and Heating Expert. In the end, the competitors finished as follows: Kegan Lucas of Northlink TVET College as Winner and Sinxolo Mahote and Sive Wayiti of College of Cape Town for TVET, second and third places, respectively.

WorldSkills SA Provincial CNC Competition

SAMANTHA DAMONS - Occupational Administrator

The WorldSkills SA Provincial CNC Competition took place in October at the Northlink TVET College Wingfield Campus. The three competitors in this category were Brady Amos, Mandy Adams and Calib Laguna.

The competition began with a simulation. Thereafter, the competitors moved on to the machining of the project. It was a gruelling challenge which started at 09h00 and

lasted until 16h00, with Brady Amos declared as the winner. The competitors were judged, amongst others, on their overall attitude, aptitude and accuracy in performing the tasks. Brady exemplified all of these traits. He displayed great confidence in both the design and cutting of the project, even though he has only been exposed to CNC Turning for ten months.

candidates to represent the country in the International WorldSkills Competition. Participants must demonstrate technical abilities, both individually and collectively. The competitors are required to execute specific tasks for which they have received training or which they have performed in their workplace. One of the key objectives of the WorldSkills Competition is to give visibility to, and recognise the importance of, practical vocational education and training. Vocational education and training is one of the major vehicles for socio-economic transformation.

Championed by the Department of Higher Education and Training (DHET), WorldSkills South Africa (WSSA) was formally established in 2013. WSSA is continually growing its participation levels and expertise regarding the WorldSkills programme. WSSA in fact dovetails with the DHET campaign promotion of "The Decade of the Artisan". The building blocks for the WSSA programme in fact rest on the success of inspiring young people to



develop a passion for skills and the pursuit of excellence. This is achieved through competition and raising the profile of vocational education and training. Fundamentally, it boils down to developing skills through the application of global training standards, benchmarking systems, and enhanced industry engagement. It is also about connecting organisations that deliver positive change in the skills development arena. This means building a global skills platform that influences key stakeholders such as industry, government and educators through co-operation and research.

For more updates on the WorldSkills Competition, follow the official facebook page: @WorldSkills or view <https://www.worldskills.org/>



Anticipation. Sive Wayiti and Sinxolo Mahote of College of Cape Town for TVET and Kegan Lucas of Northlink TVET College, ahead of the announcement of the winner

to our training and give it our best, the Western Cape Province can bring back the gold again," added Don.



Brady Amos receives his winner certificate from Junior Ramalapa

National Competition in 2017 and who represented the WorldSkills SA in Abu Dhabi in 2017, were tasked with judging the winner.

College excels at the 2018 BRICS Challenge

SAMANTHA DAMONS - Occupational Administrator

The 2018 BRICS Future Skills Challenge was held at Gallagher Estate in Gauteng at the beginning of October. The event brought together student competitors from Brazil, Russia, India, China and South Africa (BRICS).

Northlink TVET College, Wingfield Campus was given the opportunity to showcase its stellar students in Computer Numerical Controlled (CNC) Multi-Axis Machining namely, Duwayne Davids and Hugo Agenbag. Duwayne Davids, was one of the first students from the Northlink TVET College Wingfield Campus and South Africa, to participate in the 2015 WorldSkills Competition for CNC in Brazil. He is exceptionally dedicated and has proven so by successfully completing his Trade Test for Turning this year. Hugo Agenbag is passionate about the quality of his work. He is currently in the process of obtaining his Red Seal in Toolmaking. Both of these young men won in their respective divisions. Duwayne for CNC Turning and Hugo for CNC Milling. The College is also proud of Ronald Murray, a CNC Lecturer at Northlink TVET College Wingfield Campus, who

was appointed as the Lead Specialist for CNC Multi-axis Machining for BRICS.

"They really put in the effort. After extensive training on both the machines and software, their hard work paid off. Duwayne and Hugo's industry experience and exposure on the high-tech equipment in their respective workplaces, also assisted them in having an edge over the competitors," said Ronald. "Basically, for me it was an opportunity to share ideas with the BRICS countries. It was not all new to me because I attended the 2015 WorldSkills Competition in Brazil and kind of knew what to expect...but this time I went there as an artisan! This time, I went with the knowledge that I have gained from the company for which I work. What really stood out for me was how helpful all the participants were. We built personal relationships with everyone, despite the language barriers. It truly was an amazing experience", said Duwayne Davids. "It was a great experience and I learnt so much. There were so many



At the Brics competition were, Northlink TVET College Competitor Hugo Agenbag, an international competitor, Deputy Principal Academics Rulaine Cunningham, Northlink TVET College Competitor Duwayne Davids and Principal Leon Beech

different machines. It was interesting to see the advanced technology used by other countries", added Hugo Agenbag.

Since this was an international event, they not only represented Northlink TVET College, but the Republic of South Africa. Well done to both winners as well as to Lead Specialist for CNC Multi-axis Machining for BRICS, Ronald Murray.

The Artisan Recognition of Prior Learning revolution

YASIN JOHNSON - Programme Manager Boiler-making

The new Artisan Recognition of Prior Learning (ARPL) process that was implemented in October 2017, allows candidates to attempt the process with a minimum requirement of three years work experience and no formal school qualifications.

During the apartheid era, many potential candidates lacked formal education due to their economic situation. Seeking basic employment was an important factor in their daily lives in order to survive and support their families. Formal education was not a priority for these candidates. Many of these candidates now have the opportunity, via the ARPL route, to gain qualified artisan status. Despite the lack of school qualifications, and the concomitant loss of income that occurs between qualified status and semi-skilled status, all prospective candidates can now enjoy the opportunity to become qualified.

The ARPL process has a theory and practical component that every candidate must complete. The aspect that has now arisen, is that certain of these candidates that fall into the category of not having completed their formal education, find it challenging to complete the

theory component. They are not able to put pen to paper. Not being able to successfully complete the theory component, raises a new concern. How do we allow the candidate the opportunity to complete the theory question paper without being disadvantaged within the new ARPL process? A solution must be found in consultation with role-players that are involved with the training of the candidates that enrol for the ARPL process. One suggestion is that we need to look at providing these candidates with a scribe following a first attempt at the theory question paper. When the candidate is identified as having difficulty in successfully completing the theory question paper, a scribe can be appointed to facilitate the completion of the theory question paper, on the second attempt. This will give the candidate a fair chance at completing the theory question paper.

Recommendations along these lines need to be submitted to the Department of Higher Education and Training, with the aim of securing approval for the implementation of this form of intervention. The issue of fairness is highlighted



In discussion on a drawing skills test, that forms part of the ARPL gap training process, are from left candidates A. Miguel and R. Adams of Nautic, R.M. Mngqikana of RCL Foods, and A. Valentyn

by the fact that, in contrast with the challenge of candidates regarding the theory component, these same ARPL candidates are well equipped to complete the practical component. Their practical capability is after all, the result of ample, proven work experience.

We are confident that this fair approach will allow more ARPL candidates to qualify as artisans.

Artisan development workshop promotes artisan careers

THOKOZANI NDHLOVU

Gert Sibande TVET College Skills Academy and Artisan Development Centre, held a National Artisan Moderation Board (NAMB) Capacity Building workshop at the centre on the 31st of July. The College holds the chairmanship of the Provincial Artisan Development Steering Committee in Mpumalanga Province.

The purpose of the workshop was to discuss the new developments within artisan development with particular reference to the province. Guests

attending the event, ranged from Heads of Department and Education Specialists from the engineering field in Private and Public Colleges and Artisan Training Centres.

The discussions centred on artisan career pathing. The information shared will enable officials from TVET, Private Colleges and Artisan Training Centres to advise students and members of the public on which career path to take. The workshop was a celebrated success.



Skills Academy and Artisan Development Centre Manager, Monica Swart addresses delegates at a workshop that was held recently at the Centre

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PARTNERSHIPS LOCAL AND INTERNATIONAL

Tanzanian Ministry of Works, Transport and Communication study group visits local TVET College

DEON HALLS -

Acting Deputy Principal: Innovation & Development

In May, the Tanzanian Ministry of Works, Transport and Communication conducted a benchmarking study of the College of Cape Town for TVET's strategy and operations.

The purpose of the visit was to share experiences in running similar institutions that could support and inform the establishment of the Tanzanian Institute of Construction Technology (IoCT). The visit formed part of a broader sub-Saharan study by the delegates. These included selected agencies in Kenya and South Africa. The officials who visited the College of Cape Town for TVET were engineer John Ngowi who is the Assistant Director of Regional Roads, Principal Legal Officer Veronica Najma, Senior Statistician Mr Saimon Kyungu and Principal of the Ministry of Works Training Institute Mr Melkizedeki L. Mlyapatali.

Tanzania's construction sector is characterised by a large number of micro-entrepreneurs. The majority operate in the country's informal economy. The country's formal construction sector comprises indigenous and indigenised firms, as well as numerous major foreign civil engineering and construction companies. As an industry with linkages to all sectors of the economy, the construction sector performs a pivotal role in Tanzania, as well as across the East African trade bloc. The Government of the

United Republic of Tanzania has set about several joint ventures with various executive government agencies. In addressing the construction sector demands for quality outputs, the Tanzanian Ministry of Works, Transport and Communication undertook various institutional reforms. These were intended to create the appropriate working environment for professional conduct and manpower advancement. The developmental drive fell in line with the Tanzanian Construction Industry Policy of 2003. This policy acknowledged the importance of enhancing adequate skills development at all levels. The skills development is in line with technological advancements.

Amongst the identified areas of reform, was institutional transformation. This would be achieved by the establishment of a unified semi-autonomous institution. Such an institution would allow flexible arrangements beneficial to the wide range of stakeholders in the construction industry. The IoCT was in the process of being established by transforming existing structures. The purpose is one of creating an enabling environment to enhance technological skills through training and applied research. The primary goal of the IoCT was to offer technical training programmes, underpinned by research and consultancy services. This would promote hands-on skills, knowledge and innovation in the construction industry with the ultimate

objectives of economic growth and the welfare of the nation. In order to accomplish this, the Ministry of Works, Transport and Communications has undertaken study visits for the purpose of learning and sharing of experiences. It is intent on establishing co-operation on training matters. An objective of the study visit was to obtain a deeper understanding of the College of Cape Town's institutional operations. This was with particular reference to management structures, staffing levels, curriculum development, marketing strategies and sources of funding. Delegates were equally interested in the teaching and learning process with attention being given to entry qualifications, selection procedures, teaching methods, assessment and awards, practical training and certification.

Principal Louis van Niekerk, expressed his gratitude towards the Tanzanian Ministry of Works, Transport and Communication's for their interest in the College. He intimated that the College was very willing to contribute toward inter-institutional co-operation and development. He also added that South Africa was a signatory of Agenda 63 which spoke to the aspirational goals of the African continent. The College has pursued this agenda by meeting several delegations from the continent. Principal van Niekerk added that the College was keen to forge opportunities for collaboration in Africa in which faculty could participate.

South African TVET College supports the development of training in a Namibian town

DEON HALLS - *Acting Deputy Principal: Innovation & Development*

During May, a Namibian delegation led by the CEO of the Helao Nafidi Municipality, Ms Inge Ipinge, visited the College of Cape Town for TVET. She sought to gain a better understanding of the TVET Sector in South Africa. It was an attempt to determine the potential of a partnership in vocational education delivery in Northern Namibia. During October, a reciprocal visit was undertaken by the College with this writer and Tilly Reddy, Deputy Principal: Academic Services travelling to Namibia.

Helao Nafidi is a town located in northern Namibia on the border with Angola. It is located in the western Ohangwena Region of Namibia. The town was proclaimed in 2004. It is named after Nabot Helao Nafidi, who sacrificed his life for the freedom of Namibia. The region covers approximately 7 223 hectares. It constitutes five suburbs, namely Oshikango, Omafo, Engela, Ohangwena and Onhuono. It has a total population of approximately 22 000 inhabitants. The town consists of large townlands with approximately 25% being built-up urban areas located along a central national road.

As a result of Helao Nafidi being on the Angolan border, the settlement of Oshikango has experienced phenomenal growth in recent times. This is the result of cross-border business activities. As a main access route to Angola, Helao Nafidi has taken the initiative to render itself as a gateway to national economic development for Namibia. Following Namibia's independence and peace in Angola, the former border post experienced an unprecedented business boom. This was largely fuelled by a high demand for consumer goods and services in the Angolan market. Thus, Oshikango as a vibrant border-post on the northern extension of the Trans-Caprivi Highway, became a prominent 'business town'. This in turn had a spill-over effect on the greater Helao Nafidi region. The economic activities in the area can be classified into three groups. The private sector which features retailers, wholesalers, service industries, and transport and accommodation establishments. There is also the public and parastatal sector which includes health, military, police, line ministries and local authorities and then the



CEO of the Helao Nafidi Municipality in Namibia, Ms Inge Ipinge, is flanked here by Ms Tilly Reddy, Deputy Principal: Academic Services and Mr Deon Halls, Acting Deputy Principal: Innovation and Development

informal sector. Even though not yet strongly developed, Helao Nafidi has a growing infrastructure. It is in the process of addressing the backlog of serviced erven and proactively plans for the future.

The College was approached to offer vocational education and training programmes as a precursor to the establishment of an institution of higher learning in the area. Helao Nafidi does have several schools, colleges and an SME Development Park. These include a recently developed public Library and Community Centre and a University of Education located approximately 60km outside of the town. However, it sees the need to further strengthen its educational facilities and footprint. In order to break the cycle of educated persons leaving the town to further their studies, and ultimately

leaving the region, the strategy of the Helao Nafidi Municipality is to attract more investment into the town. To ensure that local skills are constantly developed and retained. The municipality's strategic view was to develop a robust educational system that would support its community and attract persons into the region, and then retain them. The College's role will be to render skills training based on a blended distance learning model. The College will also assist in establishing a local industry partnership base within a delivery model. Technology deployment is intended to include the use of the Moodle LMS and engaging in teaching and learning through synchronous and asynchronous collaboration methods. This will be undertaken through tools such as Vido. A strong possibility

includes the scheduling of practical training sessions within the blended approach.

The purpose of the site visit to Helao Nafidi, was to conduct a study of the environment and to establish potential third party partners in order to deliver courses. Envisaged courses include Arts and Craft, Early Childhood Development, Primary Health and Engineering (Electrical and Mechanical). Essential to the success and sustainability of the project, is an appropriate scoping of training needs. This will serve to establish "buy-in" from the local community and the business chamber. The reciprocal visit is seen as "phase two" of the project and will be consolidated in the months to follow.

We are honoured to have been approached by the Business Community and the Helao Nafidi Municipality to establish a

partnership in skills development. Small towns and rural communities are often looking for ways to strengthen their economies. They aim to provide a better quality of life and build on local assets. The College is thrilled to be part of this development. Smart growth strategies can help such communities achieve their goals for growth and development while maintaining their distinctive regional character. Successful development strategies in small towns will typically include developing strong and diverse community leadership. Leadership is required that is inclusive, collaborative, and connected. The task will be to identify local assets and create and carry out a strategic plan based upon these assets. Joining hands with others will assist to maximise opportunities.

College partners with Provincial Government to meet apprenticeship goals

SHARON GROBBELAAR - Corporate Communications & Marketing Manager

As part of the Western Cape Government's initiative to promote artisanal careers, the Western Cape Education Department (WCED) and provincial Department of Economic Development and Tourism (DEDAT) have joined forces.

The partnership aims to promote careers related to the province's Apprenticeship Game Changer project among technical high schools across the province. As part of this initiative, rolled out to 71 Technical and Maths, Science and Technology Schools within the province, DEDAT partnered with Western Cape TVET Colleges for an Open Day. The Open Day targeted Grade 9 learners. As part of the promotion, on 27 August, Grade 9 learners from four schools across Cape Town visited the College of Cape Town's Thornton Campus. The day was filled with career information and guidance from industry experts. Information on entrance criteria for the relevant trade qualifications; visits to the workshops; the opportunity to

participate in experiential activities; and try their hands at some skills, empowered the learners to make the correct subject choices for Grades 10 - 12.

Learners from Spes Bona High School in Athlone, Guguletu Comprehensive High School in Guguletu, Delft Technical High School in Delft, and Bellville Technical High School, thoroughly enjoyed the experience. Spending time in the workshops not only provided them with the opportunity to speak to current students and lecturers about the trade, machinery and work opportunities, but also gave them the opportunity to try their hand at turning, welding, the design of a simple pneumatic system, plumbing and carpentry. Ms Lana van der Westhuizen from the Western Cape Apprenticeship Game Changer, and representative of DEDAT, was overwhelmed by the excitement of the learners and the innovative and adventurous manner in which the College



Delft Technical High learners try some basic hand skills

had presented the experience. "I am very proud to be part of this initiative. I am extremely excited by the positive impact this day has had on these young learners," she said. Ms van der Westhuizen spent some time discussing the experience with the learners and visited them during their activities in the workshops.

Life Orientation Educators that accompanied three of the schools, were just as excited. They expressed their sincere appreciation for the initiative. As career guidance is often neglected in high schools, we celebrate and applaud these educators who dedicate themselves to ensuring that the learners are exposed to innovative opportunities to guide them in making their career choices.

Principal Louis van Niekerk added, "School educators who are this passionate about ensuring the availability of qualified artisans for the country, are an inspiration to the College. In our drive to meet the NDP objectives and ensure a qualified, reliable workforce for the growth of our country, such support and enthusiasm is vital. We applaud and thank them for their passion and dedication. We look

forward to hosting more educators and learners at our campuses to encourage and grow the passion. We are also passionate about being part of the Western Cape Government's plans to promote apprenticeships. We are actively involved in the Apprenticeship Game Changer programme. We are inspired and motivated by the role our provincial government plays in supporting the TVET Colleges and we thank them for their dedication to the greater cause." Principal van Niekerk concluded.

Some of the feedback received from the learners included comments such as "I know I'm going to be an excellent and successful welder! THIS is what I want to do!"; "Thank you so much for this experience! I have really enjoyed it and now know exactly what I want to become"; "This is the most awesome experience ever!"; "We want to come back to experience more!"

The College is honoured to have been part of this project. Thanks DEDAT and the WCED for the opportunity. Our faculty are passionate about developing artisans. We look forward to many more such interventions in the future.



Bellville Technical High ready to weld!

College Students to pursue their first degree studies in Mechatronics at the Henan University of Technology in Shengzhou, China

FIONA MCFARLAN



Zivojin Jakovljevic as Programme Director at the Year End function of the Bozhon Precision Engineering and Technology company to which he was assigned for his internship in China



Stanley Magaela takes a walk on the iconic Great Wall of China



Zivojin Jakovljevic with a colleague during his internship at Bozhon Precision Engineering and Technology



From left Kabelo Seolwana, Stanley Magaela and Zivojin Jakovljevic on the Ekurhuleni East College Kwa-Thema campus shortly before their return to China

Zivojin Jakovljevic, Stanley Magaela and Kabelo Seolwana are N6 Mechanical & Electrical, NCV Level 4 Boiler-making, and Level 4 Fitting & Turning students respectively, at Ekurhuleni East TVET College.

They are recipients of an once-in-a-lifetime opportunity. They have been selected from a pilot Skills Development Programme, to be offered an internship in China. This includes studies towards a four year Bachelor's degree in Mechatronics at the Henan University of Technology in Shengzhou. Interviewed shortly before their return to China, the three were unanimous in their appreciation of the life-changing opportunity afforded to them by the MERSeta, the Chinese Cultural and International Education Exchange Centre, their lecturers at Ekurhuleni East TVET College and Dr Lu, who facilitated their selection for the degree course.

A degree in Mechatronics takes four years, but all three continue their studies from the Second Year, having received a year's credit for the internship they have already completed. These three articulate, young men have matured considerably, developed a camaraderie, had experiences and found a direction in their lives, that they never would have believed possible a year ago. Walking on the Great Wall of China, experiencing the bitter cold of an Asian winter, sampling foreign dishes and being stopped in the street by people intrigued by their dark complexions, were as much a part of the experience as was their exposure to state-of-the-art technology and their struggle to master the Chinese language. They had language lessons twice a week for the first six months but where one word can have four different tones and six different meanings, depending on how it is used, one can appreciate that Chinese is a very difficult language to learn. That is quite aside from learning the Chinese characters! English is not widely spoken, but translation apps assisted greatly with communication and the Chinese they learnt was primarily for use in a working environment.

One of their strongest impressions was of how very disciplined the Chinese people are and the deep respect which they have for their leaders. Punctuality is highly valued. The norm is to always arrive ten minutes early. People live in a safe, crime-free environment with

high expectations of performance and service delivery. Although at the cutting edge as far as advances in technology are concerned, many Chinese people live according to traditional norms and values. On the university campus, for instance, students could buy both Western and Chinese traditional food on their student cards from the canteen or supermarket. When working in the companies, however, one was expected to eat traditional food, which was all that was available. The exposure Zivojin, Stanley and Kabelo have had to modern technology has been invaluable for their future careers. This has ranged from learning about CNC programming and design, using Siemens UG 7.5 software, 3D printing, PLC Operation, operating 3 and 5 Axis machines, to putting an anti-scratch coating on lithium batteries, sourcing international suppliers of lithium carbonate, manufacturing the moulds for big brand cell-phones or designing, manufacturing and assembling from scratch, a pneumatic bench vice, using CNC milling equipment and a CNC lathe.

Based at Changzhou College for Information and Technology and companies in Beijing, Zivojin, Stanley and Kabelo have formed a close knit group during their time away from home. They pooled money in a kitty for minor medical expenses for one another. Medical insurance is a concern because any medical expenses have to be paid upfront and subsequently claimed back. Perhaps other options for medical insurance should be explored by the MERSeta for future groups of students? Certainly, it has been an experience filled with new vistas and rich with possibilities. Zivojin would never have dreamt 12 months ago that he would have been invited to host the Year End function for the company he was seconded to, addressing the entire staff of over 4 000 people in his broken Chinese! He rates his current fluency as about 20%, but intends being fluent by the time he completes his degree.

With a multiple entry visa the three will be able to return to South Africa once a year for two months. They will be guaranteed employment at the end of their course, having to work off their three year bursaries. What a wonderful opportunity for these fine, young men! The very best wishes of the management and staff of Ekurhuleni East TVET College go with them into the future.

Students jet off to China for work based experience

LAME MORUBANE - Communication Officer

The Chinese Culture and International Education Exchange Centre, in partnership with the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA), have come together to co-sponsor Motheo TVET College students to go to China.

Ten Hospitality and Tourism students have been selected by CATHSSETA to undergo Work Experiential Training in China for a period of 12 months. In total the number is 120 for seven TVET Colleges. The purpose of this

programme is to provide workshop and workplace experience for TVET College graduates in China. The programme also contributes positively to the growth and development of the African economy. It does so by bridging the skills gaps for those who have been less fortunate in the past by offering them internship opportunities abroad.

The CATHSSETA funding includes return tickets to China, a monthly stipend for the duration of one-year, and all class fees at the Chinese Training Institutes.



With the students about to leave for their internship in China are, centre left, Principal Dipiloane Phutsisi and Hospitality and Tourism HOD, Mr Gcobani Gege. The participating students are from left Motlatsi Khabudiso, Fhatuwani Khabubu, Nyakallo Mokhehi, Selloane Molefi, Tshekela Tlotlo, Katlego Thobedi, Maciah Roman, Kedibone Mokgothu, Nomvula Makamole and Mbuso Mdyada

Students give feedback on their internship in China

THOKOZANI NDHLOVU

Gert Sibande TVET College recently sent 23 students to China for a 12 month work integrated learning programme.

The purpose of the programme is to create opportunities for students to integrate theory and practice while gaining work experience. This is accomplished through skills transfer between the countries. The programme is sponsored by the Manufacturing, Engineering and Related Services Sector Education and Training Authority (MerSeta).

The students are having the time of their lives in China. But by all accounts, it took a while for them to adjust to their new environment. "My first month in China was hectic. I could not bear the smell of the food because I do not like herbs. My skin reacted negatively to the weather

conditions and I constantly had stomach problems," said Bandile Nkosi. However, people in China are friendly. That has made it easier for the students to adapt to their new environment. "Chinese people are treating us well. They make us feel at home. We are treated like celebrities since there are not a lot of black people in the country," noted Sithembiso Mokoena.

The qualification that they will receive after completion of the programme is internationally recognised. According to Katlego Mogale, the internship opportunity exposes them to new opportunities. "My learning major is Photovoltaic systems. Photovoltaic focuses on advanced technology that uses solar power instead of the conventional ways of burning coal to produce



Excited college students look forward to returning home on completion of the internship to implement the skills they are learning in China

electricity. This will enable me to start my own business, because I will know the basics of the manufacturing processes of these solar models," continued Katlego. The programme offers more than just a qualification. It also teaches the students the basics of life. "This opportunity is teaching me the attributes and fundamentals of life. I am getting both formal and informal education," added Bandile Nkosi.

The students are looking forward to coming back to South Africa. They hope to use their newly acquired skills to empower their communities and in so doing, contribute to the overall well-being of the country. "The skills that I am acquiring here are rare in South Africa. They will be an advantage," mentions Queen Mahlogonolo. The students return to South Africa at the end of April 2019.



Minister Naledi Pandor tours the Fitting and Turning workshop and engages with students

at Legae House in Germiston, Gauteng Province. Legae House was officially launched on 27 August by the Minister with Captains of Industry, College staff, TVET College Principals and College partners, in attendance. The modern building is arguably the most beautiful infrastructure development to be found across Germiston Town. It is a green building that boasts 54 glass partitioned offices, a breath-taking auditorium, spacious staff room, media room, a 60 seat boardroom and a roof-top garden, to highlight a few of its many distinctive features. The office furniture and most finishing accessories are proudly South African manufactured. The College has played a significant role in supporting local economic growth and SMMEs through local procurement practices.

An enthusiastic Minister Pandor, pleaded with industry to play a role in affording TVET College students workplace opportunities to harness their skills. Minister Pandor believes that for infrastructural development and economic growth, the country needs more engineers. This includes artisans and

technicians who have been trained in vocational qualifications. She stressed that it is of the utmost importance that colleges offer qualifications that are responsive to the needs of the country and of industry. "We cannot just train for the sake of training. Our TVET colleges should train students focusing on such needs. What we want to achieve with our colleges is a very strong affinity between industry and our training establishments. With that we can ensure that institutions respond to partnerships and collaborations. We want to have a situation where young people enrolled in Hospitality Courses are taught at least one foreign language as part of their preparations for the job environment. Tourists feel more welcome if greeted in languages with which they are familiar. They want to hear phrases like Bonjour, Bon appetite!"

Minister Pandor expressed satisfaction with the College for providing infrastructure befitting 21st century students. She said it was a fact that there is more infrastructural development taking place across college campuses. It shows that institutions do not only look to the comfort of management, but to students as well. The Minister hinted that she is looking forward to witnessing the College's deliverables. These are students of the future who are produced through technology savvy lectures and workshops. The Minister fortified the newly appointed Acting Principal Ms Ntombizodwa Dangazele to lead the College towards reaching its peak in terms of producing better results and producing more entrepreneurs.



Acting DHET Regional Manager for Gauteng and Free State, Ms Hellen Ntlatleng, provides a background to the newly inaugurated Corporate Centre



The Minister of Higher Education and Training, Honourable Naledi Pandor hoists the flag



An aerial view of Legae House

Former Principal, Ms Hellen Ntlatleng conveyed words of gratitude to those that contributed to the realisation of the Corporate Centre. Acting DHET Regional Manager for Gauteng and Free State, Ms Ntlatleng, attributed the success of the project to good financial management on the part of the College; a feat backed by a clean audit report by The Auditor General in the past year. The occupational health and safety compliant building was constructed in three phases with the interest earned from College investments. "We have been preparing for the Fourth Industrial Revolution as a College through modern infrastructure. We are satisfied with other developmental work taking place at our campuses. These, with related initiatives, will ultimately empower students and lecturing staff", Ms Ntlatleng said.

CAMPUS MANAGEMENT AND DEVELOPMENT

Minister Pandor launches new facilities and challenges colleges to produce graduates that are responsive to the needs of the economy and relevant to the demands of the Fourth Industrial Revolution

TSHWARELO SEBELA

Higher Education and Training Minister Ms Naledi Pandor, dared TVET Colleges to offer subjects with content that is responsive to the world economy. Minister Pandor said the DHET wants to groom young people that are able to respond to a series of set circumstances likely to manifest during the Fourth Industrial Revolution. She pinned her hopes for a successful developmental state on modern well-equipped colleges that are able to produce job-market ready students.

The Minister was addressing an attentive audience gathered for the Inauguration of Ekurhuleni West TVET College's state-of-the-art Corporate Centre Building and two engineering workshops



Minister Naledi Pandor officially opens the Corporate Centre and Workshops buildings

New buildings for Early Childhood Development and Primary Health

MELODY MARESCIA - Academic Manager: Education & Training, and Campus Manager

The College of Cape Town for TVET is in the process of renovating the Crawford Campus in Kromboom Road, Athlone. The site has long been a centre of education. Starting off as Hewat Teachers Training College, it later became the Athlone Technical College before joining the College of Cape Town in 2002.

The Crawford Campus houses various departments. These include Business Studies, Information Technology, Education and Training and Primary Health. Demand far outstrips the capacity of the facilities and the College embarked on a major project to meet this need. The departments of Education and Training and Primary Health are soon to move into the new building, which has been designed specifically to accommodate their programmes. Traditionally, TVET programmes have a strong practical component. Any institution should accommodate this in the very design of their buildings.

As from January 2019, the training of Early Childhood Development (ECD) practitioners and Primary Health students will be fully housed at this new facility. The training in these fields is currently offered across three campuses. The consolidation of all training into one facility forms a critical part of the College's broader infrastructure development and strategic objective to improve access to students. The new purpose-built venue will provide state-of-the-art educational facilities which offer the community access to quality education. Not only does it answer the needs of the students who wish to study in the above-mentioned fields, but ECD centres in the area will also benefit from their enhanced presence in the area. There will be a model ECD Centre located on the premises. This will offer a Daycare Centre as a service to members of the community. The Daycare Centre will serve as a model of best practice in the field of pre-primary education, not only for the students of



The entrance to the new Education and Training facilities beckons at the College of Cape Town for TVET Crawford Campus

the College but for other ECD centres in the community and greater surrounding area. The Centre will be equipped with observation rooms so that students can observe first-hand the learning activities in a well-run classroom. Visitors from other centres can be accommodated through short courses and workshops. The large lecture rooms will be used for the theoretical component of the courses. Music and art facilities form an important part of any Daycare Centre programme. It is therefore important

that students have a venue where they can learn how to incorporate this in their daily activities.

The entrance to the Daycare Centre is next to the memorial site of the Trojan Horse Massacre of 1985. As young lives enter the gates every day to enjoy a fun-filled educational experience at the Daycare Centre, they will be reminded of young lives tragically lost. This is also the daily plight of our children and a reminder of the responsibility we have to future generations.

Professional Development of Campus Management - A perspective

SHARON GROBBELAAR - Corporate Communications & Marketing Manager

The Department of Higher Education and Training (DHET) recently hosted the third phase of the Professional Development of Campus Managers, at the College of Cape Town for TVET's Crawford Campus. Individual group training sessions were also hosted at Northlink TVET College Tygerberg Campus and False Bay TVET College Muizenberg Campus.

Two senior staff members of the College of Cape Town for TVET, have participated in this initiative since Phase One. We spoke to them about their experience of the programme and the impact it has had. Not only on their campuses, but on their own perspectives of the TVET sector. Mr Alfred Ramahlape, Acting Campus Manager, Thornton Campus and Mr Rueben Mokotedi, Senior Lecturer, Mechanical Engineering (Automotive), Athlone Campus, shared their perspectives with us.

Rueben Mokotedi reported that, "This training has really made such a big difference in the way we work at Athlone Campus. Hearing what others are dealing with, showed me that the issues I deal with at campus are not necessarily that big. Everyone has different challenges. We

are very fortunate in many instances to have the required equipment, infrastructure and support. Knowing that the DHET are driving this initiative, and that they provide us with up-to-date information on policy regulations and procedures, whilst being involved in the development of the training material, really shows the dedication of the DHET to the success of our campuses." Mr Mokotedi provided an insight into the impact the training has had on the daily operations at Athlone Campus. "We applied the teaching and learning foundation and plans to our preparations for the Registration periods at campus. The ability to record and analyse data has definitely improved, along with our systems and procedures. We have also introduced more active marketing to our current students. It helps build the profile and reputation of the TVET sector in our communities."

He continued, "Campus management and faculty are more actively involved within our immediate communities. Not only to grow the College footprint, but towards improving relationships with the community through active



Acting Deputy Director-General for TVET Colleges in the Department of Higher Education and Training, Gerda Magnus addresses the delegates

engagement. As a result, we started offering small workshop initiatives to industry in the community. This for example included a Motor Industry Workshop Assistant training, where we shared best practice. Relevant information was shared and training offered in different aspects of the workplace. The workshop was hosted at the Athlone Campus. Although the numbers were small at first, we are seeing the benefits. Growth of this engagement with workshop owners and artisans working in the community, has been most encouraging. The College also benefits from this engagement. We have opened access to more apprentices for Recognition of Prior Learning (RPL) and trade test opportunities. We plan to grow our involvement and certainly implement everything learnt through the Professional Development of Campus Managers initiative. In this way we will also continue growing the sector, skills and the College."

Mr Ramahlape only joined the programme in Phase Two. He has credited the DHET and programme for the value that it has added to his duties as Acting Campus Manager. He reported that, "We have improved our communication with the SRC. We ensure that they are more involved in campus matters. This benefits all students and ultimately the College. The same is applied to our lecturing faculty. They need to be kept informed and included in decisions made at campus level. I personally have made myself more available and visible on campus. Showing concern, being more approachable to faculty and students, has ultimately vastly improved the levels of trust that our students have in our campus management. The programme taught me how to improve our operational efforts. This was achieved through an in-depth analysis of examination results. Trends and gaps were identified and solutions to challenges found. I am still in regular contact with other members of the cluster. We continue building those relationships. We share, not only best practice, but also call on each other for guidance in solving challenges for the benefit of the whole TVET sector. Experience has shown that Campus Managers are appointed without any guidelines or instructions on exactly what to do or what is expected of us. However, through this programme, we now have a clear understanding and can work more effectively. It is really so exciting, a definite eye-opener. I would highly recommend that more faculty are given the opportunity to participate in this programme."



Groups hard at work in a session of Campus Manager's training



Principal Louis van Niekerk receives a certificate for his contribution to module development for the training

Part-time studying made easy!

Future Managers has developed a new series of Study Guides for part-time students. The benefits of these Study Guides include:

- They provide additional assistance for part-time students who have less interaction and time spent with you, the lecturer.
- They will fill the gaps when students have missed classes due to work commitments.
- It could reduce the contact time between lecturers and students. This will benefit colleges who have staff capacity problems.
- It could help to improve pass rates.
- It is a tried and tested method of learning.

The easy-to-follow layout will guide students through their studies, and includes:

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- Additional notes per topic on specific content they have to master
- eLinks to video clips, animations and additional information online
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OPEN DAYS AND COLLEGE PROMOTIONS

College Open Day provides a winning formula

SHARON GROBBELAAR -

Corporate Communications & Marketing Manager

Open Days are a standard intervention used by all educational institutions to introduce prospective students to the available qualifications and institutional culture.

The norm across Post-School Education and Training (PSET) institutions, is to offer such days on an annual basis. This is usually in the format of an exhibition to provide learners with marketing and related course print material, and exposure to workshops, laboratories, and more. The College of Cape Town for TVET philosophy is that Open Day is so much more than just a platform to hand out brochures and do a 'show and tell'. Open Days at the College of Cape Town for TVET are an experience, not an event.

The College hosted its annual Open Days at the Crawford Campus on 24 and 25 August. The theme of this year's event was "#aspire". With a strong focus on career awareness, career guidance and the full set of services available to students to ensure holistic education and training, and preparation for the workplace. All in aid of providing the support required to students to reach their career aspirations. The College is the only Western Cape TVET College that offered a joint Open Day during August, where all activities were presented at one campus.

What is Open Day? It is so much more than a student recruitment drive! Open Day is a specific annual public relations event aimed at educating and informing the public on the TVET sector and its role within the higher education arena. It seeks to do so through showcasing the College's full offering of products and services. The aim is to assist students holistically to prepare them from pre-entry to entry of the workplace. The target audience is prospective students; parents/guardians; High School Principals and Life Orientation educators; communities around our campuses; the general public; industry, and the media. The focus is on the recruitment of new students; addressing negative perceptions around the TVET sector and promoting the fact that lecturers are approachable and available to students and parents/guardians.

Any event needs to serve a purpose and have a solid set of objectives to be achieved. The College's philosophy is that the annual Open Day event needs to not only promote the institution as an institution of first choice, but to form a strategic part of the long-term objectives to meet not only College objectives, but to also address provincial and national objectives in line with the NDP2030. As such, all planning is done in line with set objectives. The objectives that the College believes are part of the winning formula for its Open Day initiative include the following: Improving the awareness of the benefits of TVET by educating the public on the offerings of the College and the TVET sector as a whole through experiential exposure to academic opportunities and support services; Increasing student intake specifically within the College and throughout the TVET sector; Recruiting students for 2019 and 2020; Promoting free placement assessments and booking appointments for students to have assessments done during the application



Excitement at the Automotive display

period from August each year and building relationships with potential students, their parents, school officials and industry partners.

Such days strengthen the College of Cape Town's position in the market and education sector as a preferred provider of quality education and training. It creates awareness of the importance of the role that the TVET sector plays in the education arena. A role that is as important a role as universities and universities of technology.

It addresses negative perceptions amongst members of the public through showcasing the positive aspects of TVET training with regard to the quality of the programmes offered; career options; the role of the TVET sector within the education sector; the role of TVET Colleges in preparing students for the world of work; the promotion of in-service training to industry and building improved relationships with industry stakeholders while assisting potential students with career choices.

This event is not only targeted at addressing perceptions amongst external stakeholders, but also addressing internal stakeholders, such as faculty and the College Council members. The event is therefore co-ordinated and managed as a College and sector event. Not an event for which the Corporate Communications & Marketing unit is solely responsible. Faculty are key role players in the success of the College. It develops teamwork, team spirit and pride in staff, and encourages innovation and initiative. All staff members are held responsible for helping to advance relationships between lecturers, students and parents and the relationship between the College and other stakeholders. Faculty are responsible for customer service and the College's image portrayed in public. Critical to this is the philosophy that it is possible and absolutely essential to help students and the College achieve success in a fun, creative, and inspiring manner without losing professionalism.

The concept for the 2018 Open Day was totally different from previous years. We changed the focus from an Open Day in the traditional sense to a CAREER DAY. The use of facilities on campus was expanded to create different areas, or zones, each with a specific focus. This resulted in the use of three separate display zones across campus, with the ICT department using the ICT Building, the ECD and Primary Health teams using the brand new Education & Training building, and all other academic and relevant support departments being located in the Main Hall.

Venues were set up with shell schemes and furniture, and Academic and Support

Departments took responsibility for co-ordinating all their activities and displays.

Each display/zone was co-ordinated and managed by the Academic and Programme Managers for that study field. The objective was to ensure that the programmes were represented with interesting and fun try-a-skill activities, course information and academic support. Each study field zone included a variety of employer exhibits, where employers and business partners exhibited career opportunities and provided career information, and where relevant, included their own interactive displays and activities.

The promotion of the Centres of Specialisation (CoS) were included in the displays at the Building & Civil Engineering display for Plumbing, Mechanical and Automotive engineering. Support function displays included Student Support Services (career guidance, counselling services, health & wellness, sports and cultural activities, booking of PACE assessments, etc.), Work Placement, and Bursaries/Financial Aid. Free Health & Wellness services such as free HIV/AIDS testing and counselling, blood pressure testing, and Fusalb games were available on site.

The marketing and advocacy for this event included Billboards across the greater Cape Town area; print advertising; posters and flyers; letters of invitation delivered to school principals; radio advertising and personal appearance/live cross-overs to studio from the event. "Moodboards", where visiting learners could record their status in terms of their future career decisions upon entering, and their decision on their future study field upon exiting, were also a feature. As was social media marketing; an email banner; a social media competition for potential students; an internal competition for staff, run as part of the internal e-marketing; a professional video and photography; and branding via pull-up banners, feather banners and arc flags. The College provided bus transport for 26 schools and three NGOs, whilst four schools used their own transport to attend the event. The number of high school learners that attended via the provided transport totalled 1 520.

Feedback received from visiting learners, parents, industry partners, educators, visiting officials from the Western Cape Education Department (WCED) and College Management was all extremely positive. Wayne Blaauw from the WCED congratulated the College on the most innovative, educational and exciting Open Day event he has ever experienced at any educational institution. He complimented

the College on the use of multiple venues to showcase the programmes and campus; the fun and interesting experiential activities offered at the stands; the manner in which learners were actively engaged in obtaining relevant and valuable information and the professional high standards of the event in general. During a recent provincial meeting with members of other TVETs present, he

recommended that all TVETs learn from this example to ensure the promotion of the actual experiences and full service offerings that the colleges have to offer.

Comments from learners included, "This is the best Open Day ever!"; "I want to study at a College that makes me want to learn more"; "I love this Open Day!"; "This is definitely the best College and after seeing everything here today,

I will not consider studying anywhere else!" The College of Cape Town is tremendously proud of the delivery on our Open Day events, and thanks all faculty, students, industry partners and other external stakeholders for their dedication and support, not only to this initiative, but towards furthering the broader objectives of the College, the DHET, and the provincial and national governments.

Learners travel 500km to visit leading TVET College

NADINE MOODAELY - Marketing Practitioner

High School Excelsior in Mthatha, recently visited Port Elizabeth TVET College.

The objective of the visit was to gain some insights into future career choices. The visiting group comprised both Grade 11 and 12 learners. The group was accompanied by their teachers. The information shared by the marketing team in the form of excursions and presentations, was highly valued. Learners enjoyed watching the College students in their environment and a fruitful exercise ensued when they had interaction with each other. The electrical infrastructure construction students were busy with a practical task and did not mind the curious onlookers. The learners were wide-eyed and curious, inspecting

the well-equipped workshops and simulators. The hands-on practical approach of the programmes seemed very inviting. At the Dower Campus, learners did not need to be invited twice to enjoy the obstacle course, which is a permanent facility that forms part of the Safety in Society training programme.

Although all campuses were fully 'inspected' by the visiting school, the learners showed a keen interest in the engineering department. We hope that this exercise will bear fruit in the new academic year, when some of the learners will make the TVET sector a first choice of study.

The College wishes all matriculants well in the final 2018 examinations and welcomes them to exercise their 1st choice of study at a TVET College.



Visiting High school learners from Excelsior High School, Mthatha in the Port Elizabeth TVET College electrical workshop

College opens doors to more than 800 prospective engineering students

TUMELO MOROBE - Public Relations Officer

In South Africa, there is a continual need for suitably qualified artisans to sustain industries. Industries staffed with highly skilled staff, supports economic growth within the country.

In line with the National Development Plan target of producing 30 000 artisans annually by 2030, Capricorn College for TVET hosted an engineering Open Day. The Open Day was aimed at encouraging Grade 9 to 12 learners to consider taking up careers in technical studies. The event was held at the College's Seshego Campus, on the 21st September. Learners as well as their educators, were taken on a campus tour. Presentations were made by lecturers



Learners visit the renewable energy stand

and current students on the programmes offered by the College. The presentations outlined admission requirements, and possible job opportunities. Bursaries available, as well as extra-curricular activities and the support provided by Student Support Services, were also communicated.

The event presented an ideal opportunity for school-going learners to gain a foretaste of college life. They had an opportunity to interact with college lecturers and current students to find out exactly what certain fields of study entail.

Open Days give High School Learners and Out-of-School Youth a glimpse of their future

TSHEGOFATSO RAPOO -

E-Media & Communications Administrator

ORBIT TVET College was abuzz with prospective students from over 40 schools in the Bojanala District Municipality. They came in numbers to attend the Annual Open Days hosted at the Brits, Mankwe and Rustenburg Campuses during TVET Month.

The wide range of study programmes offered by the College were cited as the key attractions for approximately 1 472 Grade 9 - 12 high school learners and out-of-school youth. Open Day activities started at Rustenburg Campus and were followed by more than 900 learners making their way to Brits Campus two weeks later. They were able to explore the vast range of study options that the Campus showcased on the day. A week later saw approximately 700 learners visiting the Mankwe Campus Open Day. Activities

included interactive campus tours. Feature facilities were the workshops, simulation rooms and student support centres. These presented an ideal platform for learners to speak to faculty and senior students, face-to-face about the various academic programmes and what they involve. More than 80 Principals and Life Orientation educators accompanied the learners. They were treated to insightful liaison functions. The Management Committee members at each campus shared information with the educators. The aim of which is to ensure that the learners make informed decisions when seeking post-school study opportunities.

The success of the open days, was mainly due to the College marketing and recruitment team undertaking extensive school visits and career exhibitions throughout the year. This prepared the ground and appetites of so many.



Students got an opportunity to visit the Engineering workshops. Here, they are pictured at the Boilermaking and Fabrication workshop at Rustenburg Campus

Business Brunch an astounding success for forming links with business

ORATILE MATLAPENG - Call Centre Administrator

ORBIT TVET College recently hosted a successful Business Networking Session. Decision-makers from various companies were in attendance. The focus of the event was to forge sustainable and mutually beneficial partnerships between the College and local Business and Industry. This in an effort to enhance artisan development opportunities, work-based exposure (WBE) for students, and work-integrated learning (WIL) opportunities for lecturers.

Acting Regional Manager for TVET and CET Colleges in the North West and Mpumalanga Provinces, Mr Nick Balkrishen, presented the audience with a clear background of the TVET College Sector and ORBIT TVET College in particular. He spoke to certification rates, pass rates and growth. Mr Balkrishen highlighted the importance of having solid partnerships with business and industry to sustain Colleges, improve certification rates while benefitting local businesses through the provision of internships. Representatives who attended the session were urged to use the College as a centre to seek employees.

A highlight of the programme, was the testimony of the Platinum Incubator CEO, Ms Sibongile



Many partners and stakeholders from Business & Industry honoured the invitation by attending the Business Brunch organised by the College

Shongwe. Ms Shongwe shared some of the success stories that emerged as a result of a longstanding partnership between the College and The Platinum Incubator. One of the shining stars to whom Ms Shongwe referred, was former Jewellery student, Mr Siyabonga Mtshukuma. He was selected to take part in a 24 month Goldsmith Art and Jewellery Design International Scholarship in Italy in 2015. Upon his return, Mr Mtshukuma continued with his studies and passed his trade test to qualify as a goldsmith.

Programme director, Ms Tshego Rapoo did a superb job of introducing the newly appointed Principal of ORBIT TVET College, Mr Dika Mokoena. In his presentation, Principal Mokoena unpacked the current partnership status of ORBIT TVET College. He invited and urged those present to take hands with the College to ensure that work

placement opportunities for students become a reality. Partners and stakeholders were taken on a tour of the Rustenburg Campus to view the Platinum Incubator, Jewellery Design and Manufacture workshop, as well as the Engineering, Boiler-making and Fitting and Turning workshops, at the Rustenburg Campus. Upon conclusion of the tour, all delegates were invited to enjoy a scrumptious brunch. Networking and liaising between College management and business & industry partners could then begin in all earnest.

Everyone who attended was in agreement that the session was an astounding success. It opened doors for new partnerships to be established, while strengthening existing partnerships. The College is looking forward to hosting more sessions like these in 2019!

TVET promotion campaign aims to position College as #MyFirstChoice

COLLEEN BRENNON - Marketing Manager

“Government is on a mission to boost the allure and efficiency of TVET colleges”, says Higher Education and Training Minister Naledi Pandor.

Minister Pandor was speaking at the annual International Vocational Education and Training Association Conference held in Cape Town in August. She added, “Making technical and vocational education training the ‘first choice’ is a priority for government”. Acting on this lead sentiment, False Bay TVET College included the #MyFirstChoice slogan in its year-long campaign. The campaign culminated in TVET Month (August) and the College open days held on the 17th and 18th of August which were hosted by all five campuses.

The purpose of the #MyFirstChoice slogan is to create top-of-mind awareness, positioning the College as a training institution of first choice. All marketing collateral included this slogan. The slogan featured alongside the College Brand Ambassadors and graduates who are engaged in successful careers in their respective fields of study. #MyFirstChoice was pulled through the entire TVET Month campaign. This message was repeated in the print and radio campaign, as well as on social media.

Highlight of the #MyFirstChoice campaign - Outdoor Media

As our target audience are primarily commuters who require public transport and taxis to reach the College, we ran a strong visual outdoor media campaign in our surrounding communities. This included billboards at taxi ranks and billboards at schools within our geographic footprint. Bus stops were branded on busy routes. The feedback provided by faculty and students was very positive. This campaign profiled the Brand Ambassadors as well as the variety of study fields on offer.

The Open Day campaign featured a generic group of prospective college students. This image showcased the diversity of college students. Outdoor media is effective as the messages are large, bold and attractive. The message is consistently placed in the communities we serve, and reinforced through repetition.

Other TVET month activities included: Career Assessments, a Mall Exhibition and a Parent Seminar

Free, ‘Pace Career Interest Assessments’ were held at each of the five campuses. This provided hundreds of youth with the opportunity to explore their

Outdoor Advertising Campaign Billboards and Bus Stops



Examples of the numerous billboards at schools and bus stops that featured the #MyFirstChoice Open Day campaign

potential, and discover career paths and college programmes.

A Mall Exhibition, offered career advice and information opportunities to parents and guardians.

This was augmented by a Parent Seminar billed as “Making an Informed Choice”. The Parent Seminar was hosted on the Saturday of the open days. The seminar was tailored to further inform parents and guardians of the 1st Choice study and training options provided by TVET colleges. More than 400 parents attended these sessions which were hosted at all campuses.

Principals and Life Orientation teachers Breakfast

“Bridging the divide between education, job creation and economic growth”, was the theme of this year’s breakfast. The 70 guests in attendance consisted of School Principals, Life-Orientation teachers and District Managers. The event was geared towards strengthening college-school relationships, sharing

education and training information and educational trends.

Open Day

Thirty schools attended the Open Day, resulting in some 1 630 Grade 11 & 12 Learners attending. They were provided with a first-hand experience of the study fields offered by the College. There were opportunities to meet current students and view the training facilities.

Unemployed youth groups were also hosted. They too were provided with information on possible study opportunities and bursary options.

Conclusion

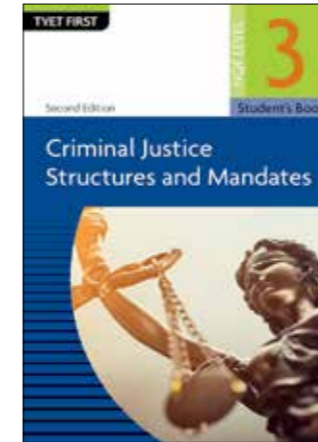
TVET Month is an annual college event and is part of college culture. The collective efforts of all college departments, make this an outstanding collaborative educational exercise where we are able to make a meaningful and lasting impact on all of our stakeholders.

TVET FIRST

BRAND NEW

Safety in Society & Information Technology NQF Level 3

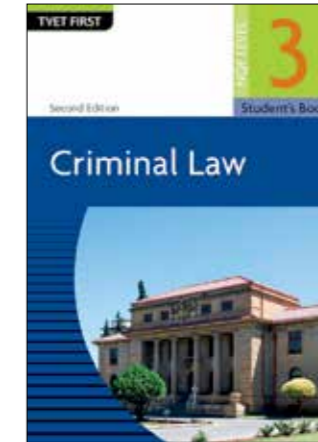
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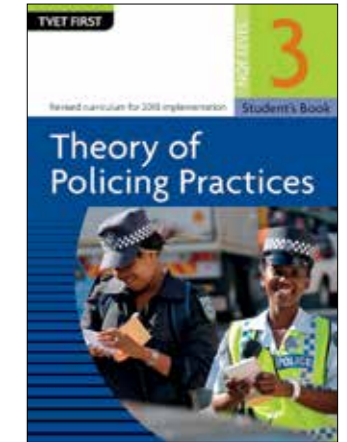
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Lecturer: 9781430807636



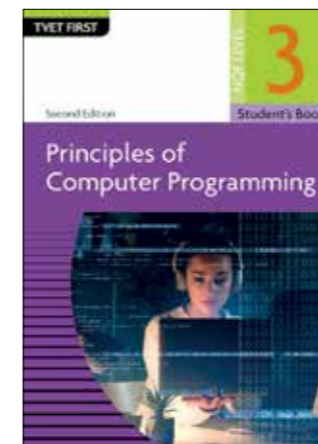
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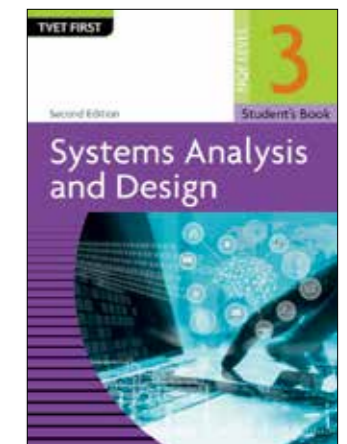
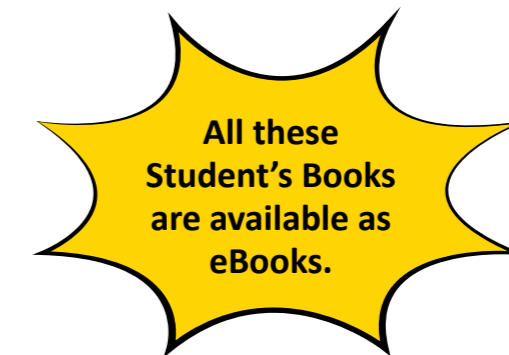
- ✓ Clear layout
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Safety in Society Day Celebrated

TUMELO MOROBE - Public Relations Officer

On the 19 September, the College of Capricorn for TVET's National Certificate Vocational (NCV), Safety in Society students celebrated a Safety in Society Open Day at the Polokwane Campus.

The event was meant to encourage career awareness amongst the students who are studying Safety in Society. It also provided an opportunity for stakeholders to see the great work done by the College. The event was divided into two segments. These consisted of physical training sessions and then presentations made by professionals of the South African Police Services. The students dazzled the crowd with a short act. It was a dramatisation which reflected how the country's court and judicial systems worked. Students were afforded an opportunity to experience real-life training, similar to that conducted by the National Police Academy in Pretoria. The students could

also interact with experts from the South African Police Services' Forensic Unit.

"Maintaining good relationship between the College and its stakeholders does not only assist in readying the students for employment and furthering their studies, but it helps potential employers in the recruitment of efficient employees," said Ms Emma Rathogwa, Acting Senior lecturer for Safety in Society.

As always, the guest speaker of the day, Colonel Shubane from the Tshwane SAPS Academy training division, mesmerised the students and everyone present. He delivered a powerful speech on how students should conduct themselves if they wanted to be efficient in the South African Police Services. In attendance, were members of the South African National Defence Force; the Commission on Gender Equality; the Office of the Public Protector and the Polokwane Campus community.



Colonel Shubane, delivers his address to the Safety in Society Open Day event

GRADUATIONS

College rated amongst the top performing colleges in the country

THULANI THULARE and THOKOZANI NDHLOVU

Gert Sibande TVET College Deputy Principal Academics, Neelan Govender announced that the College is rated amongst the top performing colleges in the country. This was on the occasion of the National Certificate Vocational (NCV) graduation ceremony held in Balfour on the 3rd of August.

His presentation focused on the College pass rate. Deputy Principal Govender spoke proudly about the continuous improvement of academic results. He highlighted that the class of 2017 had achieved the best results. He also indicated that the College results for the 2016 academic year, were the best in the country. Over the years the College has been placed amongst the top five best performing colleges in the country. He went on to emphasise the importance of strategic partnerships between the college and businesses, industries and employers. These partnerships ensure that the college curriculum is aligned with the needs of the industry.

Campus top achievers were awarded with certificates and trophies for their hard work. Sibongile Mbelu, Office Administration student and Nkosinathi Ndlovu, Civil Engineering student, were the campus top achievers. "I must say it has been a long journey, but being positive and dedicated pulled me through. I am happy that being a top achiever has opened doors for me. I am now employed as an intern at the campus in the Student Support Services Department," said Sibongile. Nkosinathi Ndlovu who is from Swaziland, obtained 14 out of 21 distinctions. He initially came to South Africa to visit his mother who resides in Grootvlei in Mpumalanga Province. He then decided to enrol at the campus when he heard about the College. His advice to his peers is, "You should stay focused and be determined to achieve your goals. It will never be easy and simple, no one has ever said it was easy. Stay focused and do not let stumbling blocks detour your future." Sibongile



Excited Balfour Campus graduates celebrate their achievements at the graduation ceremony

Latha, mother of Nkosinathi Ndlovu could not contain her excitement after her son received the top performer award. "I don't know how to express my feelings right now. I am very happy for my son. He has worked very hard. I ask the almighty God to give him the power to continue building his future and achieve whatever he wishes," said Ms Latha.

Over the years the College has been placed amongst the top five best performing colleges in the country. He went on to emphasise the importance of strategic partnerships between the college and businesses, industries and employers. These partnerships ensure that the college curriculum is aligned with the needs of the industry.

Bongani Manzana, Balfour Campus SRC Chairperson, who was also graduating on the day, delivered a message of support. He spoke about the timeless importance of education. "Even in our struggle for liberation, we saw the value of education and the difference it made in the methods and quality of our struggle as well as in the academic history of our beloved country. Education is a paramount unifying factor in building consciousness and pride," added Bongani. The keynote address was delivered by Mphonyane Mabote Thanjekwayo who urged graduates to live a life that matters. "I hope your dreams take you to the corners of your smiles and to the most special places of your heart's desire," added Mphonyane. He continued by giving a checklist of pointers for living a life that matters.

"Firstly discover what matters to you. Have the courage to do what matters. Practice being an optimist. Believe that life is essentially good. Have the right attitude towards difficulties. Do not seek out the approval of others and listen to that little voice inside your heart. Faith is a source of courage. A foundation of faith can give one the confidence. Take your flag with you and fly it high," concluded Mphonyane.

Seven distinctions, top performer, wife, mother...

DANIEL MASENYA - Administration Officer

'Excellence is an art won by training and habituation' – Aristotle

These words by the Greek philosopher are proven true time and time again by those who manage to achieve despite their obstacles. They do so by constantly putting in the work and making a habit of doing so.

Waterberg TVET College Student Mathapelo Masalesa, who managed to achieve seven distinctions in all her registered courses with an overall aggregate of 87%, proves that with hard work and determination, you can achieve anything to which you set your mind.

Overall Top Achiever Mathapelo is a student at the Thabazimbi Campus. She is studying an NCV in Education and Development at Level 3.

This was no easy feat for the student and it came with a lot of sacrifice. She does proper planning when it comes to her own education. She commits to it, stays disciplined and focused. She also said that she prioritises her studies. She has a study plan. She makes notes and sets aside enough time daily to review them.

Mathapelo is not only a student, she is a wife and mother as well. This makes her the very definition of girl power. She handles multiple roles successfully but also credits her family (husband and children) as her main support structure. "The support I receive is much appreciated", Mathapelo says. She advises that putting too much pressure on oneself is counter-productive. "Do one thing at a time. Planning is everything", she advises.



Top Overall Achiever, Mathapelo Masalesa, shows her trophies

Celebrating the hard work of our students

NADINE MOODAELY - Marketing Practitioner

The 2018 academic year has proven to be a rather rewarding year in the history of Port Elizabeth TVET College. The reason being, that the institution has awarded a total of 242 students with N6 National Diplomas and a further 830, with NCV Certificates.

Education is a lifelong journey. This was in evidence when a 60 year old student was awarded his national diploma. The College is grateful to the Sector Education and Training Authorities and various host employers that ensured that the N6 students were assisted with workplace training. A way forward for all graduates is that they are immediately employable because of their market related skills. Furthermore, all past and recently graduated students will have access to higher institutions of learning. Many graduates are also equipped to reducing the unemployment rate

through entrepreneurship. The young dynamic guest speaker, Olwam Mngqazi, emphasised that there are opportunities for Nated Graduates and diploma recipients to start their own business and become entrepreneurs, rather than waiting for the government to provide them with jobs.

The highlight of the graduation function was the outstanding achievement of Business Management student Moegamat Achmat. He achieved 11 distinctions and received the Principal's Award (medal) for his achievement. The graduation day was divided into a morning and an afternoon session. The latter session guest speaker Fezeka Magavu, motivated the NCV graduates in her inspirational speech. The graduation ceremony also recognised graduates that had passed away after completing their studies. In honour of the late Level 4 student Ms Nazo and N6 student Cayla



Receiving the Principal's award for achieving 11 distinctions is (centre) Moegamat Achmat. He is flanked by Principal Mr Khaya Matiso (left) and governing Council Chairperson Mr Duane Adams.

Antonia van Dalen, a moment of silence was observed in the presence of their families.

The College management and staff congratulate all graduates and wishes that they will all be absorbed into industry or become successful entrepreneurs.

College pays homage to top performing students and lecturers

TUMELO MOROBE - Public Relations Officer

Capricorn College for TVET's Polokwane and Senwabarwana campuses held academic achievement awards ceremonies on the 21st of September and 23rd of October respectively. The ceremonies provided the opportunity to honour students and lecturers who had performed exceedingly well in the 2017 Academic Year.

The ceremonies also served to encourage those that did not do so well, to work harder. Their achievements may also be celebrated in the future. Mr Isaac Sebola, Head of Department for Business Studies, welcomed everyone. He encouraged current students to adopt a positive mind-set. Students were further encouraged to believe in themselves in order

for them to achieve greatness. There were awards for different categories and different target groups. The top performers were awarded certificates, trophies, tablets and laptops.

Guest speaker Mr Ike Thema of the Premier's office, commended awards recipients and encouraged them to continue working hard in order to achieve greatness. He said, "Today we are celebrating excellence. You have exceeded the norm. You have gone beyond the established. Continue being results driven so that you can continue achieving excellence."

In his congratulatory message, Principal Lekau Mamabolo said, "Don't die with the music in you. Follow your dreams and work hard in pursuit of achievement. The world will become a better place for everyone as a result of your achievements."



Principal Lekau Mamabolo, Education Specialist Office Administration Ms Jabulile Mhlanga and Campus Manager Ms Tlou Mohale at the Achievement Awards

Principal Mamabolo congratulated the award recipients and thanked Campus managers, Ms Tlou Mohale and Mr Thomas Muleya and their respective teams, for a job well done.

Perseverance and hard work pays for over 700 graduates

MATAU MANYE - Marketing Manager

Sedibeng TVET College held their graduation ceremony for the first time in September at the Civic Theatre and Civic Hall respectively. Previously, the graduation was held once a year around the month of May. The institution has shown exponential growth and therefore the decision was made to have two graduations a year. The event was marked by multitudes of students, parents, grandparents and extended family members coming to the graduation of their loved ones.

This was indeed a prestigious event. Most parents wore their traditional clothing and graduates were smartly dressed in academic colours. Over 700 students received their certificates in the various courses offered by the College. The students were welcomed by newly appointed Principal Mothapo. He thanked students and faculty for their hard work. Devotions were offered by Pastor Randy Rooibatjie, who did a splendid job of reminding students that God is great and is always with them.

Parents were overwhelmed with gratitude as the students were called to the stage to be awarded



Students in academic dress flock to the graduation venue in their hundreds

their certificates. Clan names, totems and traditional dancing was the order of the day. Each proudly ascending the stage with their family members singing their praises as a backdrop.

Sisters ace it at Graduation

FIONA MCFARLAN

As the Programme Director of the Graduation Ceremony at Ekurhuleni East TVET College put it. "In all my many years of teaching, I have never ever before had to announce that we have two Dux Award Winners who have both achieved the highest average percentage out of the whole College of over 17 000 students. What also makes this very unusual is that, not only do they have the same surname, but one of them was our Dux Award Winner in 2017 as well!"

Sisters, Lintle Grace Mashilo and Lerato Mashilo, are both NCV Level 3 Finance, Economics and Accounting students studying at the Springs Campus. Proving that beauty and brains can indeed complement each other, Grace was the Dux Award Winner in 2017, with an average percentage of 86%. She improved on that this year with an average of 89% while Lerato scored an average of 87%. Most unfortunately, their parents who are from Lesotho, were unable to make the trip to share their daughters' proud moment.

The Graduation Committee and College management, however, felt that such an achievement could not go unacknowledged. So, arrangements

were made with sponsors to make two Dux Awards which comprised of a tablet and trophies each along with a cash award of R2 500 for Grace and R500 for Lerato. Recounting their thrill and excitement at the Graduation Ceremony when the reality dawned on them of just who it was, to whom the Programme Director was referring, both Grace and Lerato were willing to share the secrets of their study success. Articulate and well-spoken, they share a rented room near the College campus, having been recommended to the College by a friend of their mother's. They both emphasised the importance of starting their studies from day one, as soon as they had received their textbooks. They made a point every day, of reviewing the work of that day together, ensuring that they had a clear understanding of every module. They also made a habit of working ahead of the lecturer in each subject and not expecting to be spoon-fed. This guided them in the areas on which they needed clarity when that section was dealt with in class. It was important to establish a relationship with their lecturers so they could ask for assistance when required and have



Sisters Grace and Lerato Mashilo were declared joint Dux Award Winners at the Graduation ceremony having scored the highest average marks of 89% and 87% respectively from all six College campuses. They are seen here with Principal Happy Sibande and the Chairman of the College Council, Mr KE Vilakazi

the self-confidence to ask questions. They never ever "bunked" a class and taught themselves to pace their studies which made revision and the writing of the exams themselves easier.

Both hope to go to university and study to become Chartered Accountants at either the University of Cape Town or Johannesburg. Coming from Lesotho, they would not qualify

for NSFAS bursaries, so hope to apply for scholarship from companies.

Maybe someone in the TVET College Times community could indicate where they could apply for study assistance? Oftentimes it is just that additional, little boost that can make an enormous difference in someone's life. I hope so. If so, email the author on mcfarlanfiona@telkomsa.net

Top Nated graduate secures sought after position with an international company

VELISILE BUKULA -

Public Relations & Communications Officer

Cohan Plaatjies is an ambitious 22 year old young man from Paarl, Western Cape Province. He was raised by his grandmother.

His TVET story begins in 2014, when he decided to enrol for Human Resources Management N4 to N6 at West Coast TVET College, Malmesbury Campus. His family could not afford to pay for his studies. He applied for the National Student Financial Aid Scheme bursary. Because of this background, he worked extra hard on his studies. Campus Manager, Phumzile Nkuzo, recalls that he was a dedicated, disciplined and determined student throughout his studies. He showed some great attributes. "At College, Cohan was a team player with a positive attitude. He had accurate and diverse administration skills, and could perform well under pressure with good, polite communication skills", he added.

He completed his practical training at Spilo Textiles in Paarl, Western Cape Province, where his former manager, Marylle Booysen, described him as a very good worker who was always eager, enthusiastic and showed a positive attitude. "He was always up for the challenge and accepted responsibilities without hesitation. He was always willing to learn and so would even perform duties outside his field of study", she said. It was these attributes combined with academic excellence that made him the recipient of the Chairperson's Award during the recent graduation ceremony. He also secured the position of top student



Cohan receives the Chairperson's Award during the recent graduation ceremony. He also secured the position of top student in the Nated programmes and walked away with prize money from Absa Bank and a trophy. Cohan is flanked by Malmesbury Campus Manager, Bishop Phumzile Nkuzo and Council Chairperson, Professor Aubrey Redlinghuis. Guest Speaker, Professor Monwabisi Ralarala is seated on the right

in the Nated programmes and walked away with prize money from Absa Bank and a trophy.

After finishing his practical training, he was hired by American product testing, inspection and certification organisation, NSF International. Their SA operation is located in Stellenbosch, Western Cape Province, where he was appointed as an Administrator. Operations Manager, Anje van Wyk notes that Cohan is loyal and dependable. "His attitude towards work is fantastic. He reflects the good values that have been instilled in him. He adds

value to the company and we are happy that he has been awarded by the College", she added.

In response, Cohan wishes that his mother was still alive so she could see that her teachings did not fall on deaf ears. He said, in as much as some people look down on TVET Colleges, they have a lot to offer. "It is important that people start recognising that TVET Colleges have a lot to give towards the advancement of the lives of young people in South Africa", he adds.

Graduates are the pride of College

LAME MORUBANE - Communication Officer

Motheo TVET College held its annual Academic Award Ceremony to mark two important events in the life of more than 500 graduates. This year the Award Ceremony was divided into two sessions, the graduates receiving certificates and diplomas.

In attendance were the College Council Chairperson, his deputy and members of the College Council, special guest speakers, namely UNISA's Registrar in Governance and Policy Prof Sello Mokoena and Acting Chief Director for Curriculum Development and Support, Mr Boitumelo Seane. Also in attendance were stakeholders of selected learning institutions, such as skills development providers, the Sector Education and Training Authority and companies offering internships to graduates to acquire much needed work experience.

The red carpet was rolled out, recognising the outstanding performers with academic awards. These were presented to students in National Certificate (Vocational), Nated Report 191 and various occupational qualifications. It was a celebration of the fulfilment of the students' goals and marked the beginning of a new future that will shape their lives. Their qualifications arm them to face the challenges of the real world and enable them to adapt to the changing needs of the workforce. Paving the way for the graduates to face the real world, Principal Ms Dipiloane Phutsisi, not only praised the students for rising above their

circumstances, but encouraged them to prove their academic ability. "The college takes a lot of time and effort to give students a quality education and the opportunity to enjoy their graduation day in the presence of friends, peers and family. It is not merely a certificate that you have acquired that will be important for your future. It is also your character and behaviour that you have developed, that will enable you to secure opportunities in the future", added Principal Phutsisi.

Prof Mokoena informed the audience and students of the numerous challenges that one must face, and strive to overcome, before becoming successful. He emphasised that the graduates were beacons of hope. There was great anticipation and expectations for a positive impact in the life of their immediate communities through the knowledge acquired during their studies at the college. Prof Mokoena was the guest speaker in the first session of the ceremony. In the afternoon session, Guest Speaker Mr Seane congratulated Motheo TVET College for producing 468 Diplomas and 125 Distinctions. This simply shows that the College produces hard working potential employees. "It is a pleasure to be speaking to you graduates, because most of you worked hard to reach this milestone in your lives. Many overcame incredible odds and obstacles to be here today". He concluded his speech by thanking the College for providing quality education and training. "Keep up the good work Motheo", said Mr Seane.



Blind graduate Nosivewe Maluku received her diploma in Marketing Management. She shares her moment with College Chief Financial Officer Eugene Ntsieng and Principal Dipiloane Phutsisi

The best-performing students contributed towards the College producing 125 distinctions and 468 diplomas this year. Mpho Mokoaleli, a graduate in Electrical Engineering (heavy current), received a standing ovation as the deserving recipient of the prestigious Principal's Award for academic excellence. He attained three distinctions and an aggregate score of 94%. The accolade has inspired him to focus more, knowing that what used to be impossible is now possible. Other best performers were Mkhethana, N1 Electrical Engineering student, who attained a 92% aggregate, Goitsemodimo with a 91% aggregate and Zulu, an N5 Business Management student, who obtained an 86% aggregate.

Blikkiesdorp youth shine at Certificate Ceremony

CHRISTIANA NEL -

Deputy Principal for Innovation and Development,

and

COLLEEN BRENNON - Marketing Manager

In 2017, the City of Cape Town, in association with the Airports Company of South Africa (ACSA) and False Bay TVET College, launched an exciting skills development programme. The beneficiaries of the programme were 100 residents from Blikkiesdorp. Blikkiesdorp is a relocation area in the Delft suburb of Cape Town, Western Cape Province. The settlement is made up of corrugated iron shacks and the Afrikaans name "Blikkiesdorp", can be translated as "Tin Can Town".

A year later and Cape Town Mayor, Ms Patricia de Lille; Deon Cloete, General Manager of ACSA; representatives of False Bay TVET College; the Blikkiesdorp Community members and the student beneficiaries, gathered for an auspicious event. The event took the form of a Certificate Ceremony to celebrate the individuals who successfully completed the civil construction related skills programme. Through a multi-million rand skills development joint investment from ACSA and the City, and an application to the Construction SETA (CETA), False Bay TVET College was able to secure funding to support training in the civil and construction trades. The Blikkiesdorp community benefitted considerably from this grant through training. With these training opportunities and the qualifications the residents will receive, they will be empowered to improve their chances of finding employment opportunities. They stand to become active participants of the



Stakeholders and some of the Blikkiesdorp graduates at the Certificate Ceremony

economy and earn an income for their dependent families. Each of the students received a certificate and toolkit. The toolkit consisted of work tools appropriate to the bricklaying industry. Programme beneficiaries also had the privilege to participate in the MOT life-skills development programme. The MOT programme originated in Norway and provides young people with the skills and courage to manage peer pressure, to believe in themselves and to take responsibility for their own lives and future. With these tools, they are equipped to be positive role-models of well-balanced and responsible citizens in their community.

"The City of Cape Town is truly grateful to our partners, ACSA and the False Bay TVET College, for their investment and commitment towards the residents of Cape Town. This is testament to the fact that we can all work together to empower our fellow citizens, especially those from disadvantaged communities", Mayor de Lille added. "This programme is so much more than just a skills programme. It represents dignity, respect, hope and opportunity for a better future.

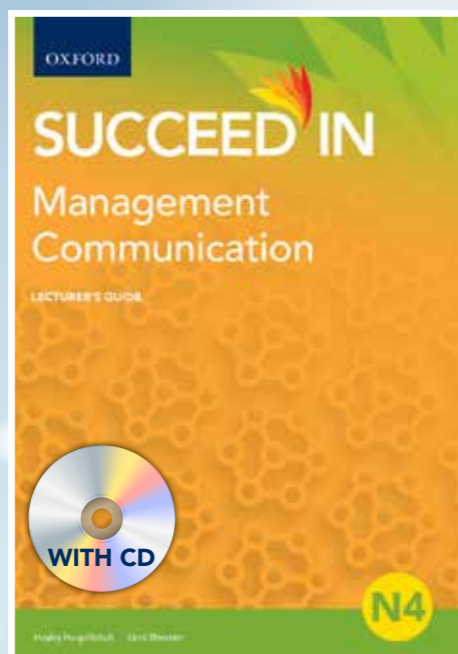
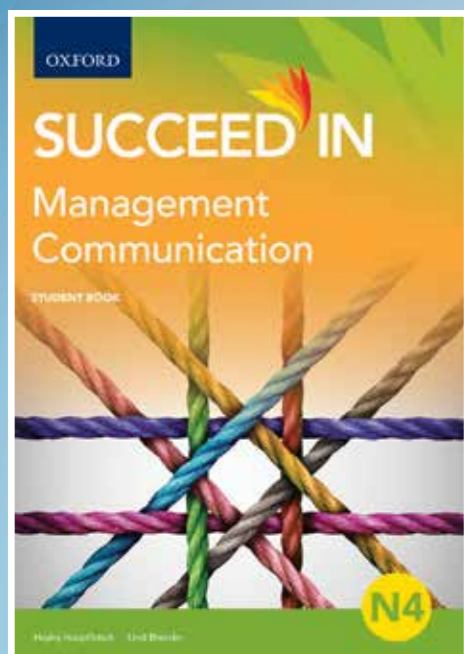
Practically speaking, it allows the graduates access to the job market. With these skills, graduates are far more employable than previously", said ACSA General Manager, Deon Cloete.

Acting Principal, Ms Karin Hendricks, said False Bay TVET College values the partnership with the City of Cape Town, ACSA and the Blikkiesdorp community. "The College is privileged to be part of such an innovative initiative where community members are upskilled to not only build their own homes, but to deliver on the philosophy of Ubuntu and thereby assist fellow community members to build their homes", she noted.

As a result of the successful collaboration, the City is exploring the extension of the Skills Development Programme to two other neighbourhoods adjacent to the Cape Town International Airport.

For more information, contact False Bay TVET College: Christiana Nel, Deputy CEO Innovation and Development, Email: Christiana.Nel@falsebay.org.za

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POLICY AND OPERATIONAL SHIFTS

The Department of Higher Education and Training publishes a Fact Sheet on "NEETS"

Editorial Note: NEETS are Persons who are not in Employment, Education or Training. This report is available on the Department of Higher Education and Training's website: www.dhet.gov.za. Enquiries may be directed to the following contact numbers:
Tel.: 012 312 5465/5673;
Fax: 086 457 0289 You may also Email: netshifhefhe.e@dhet.gov.za / Khuluvhe.m@dhet.gov.za
Fact Sheet on "NEETS" date of publication: 31 August 2018

are NEET to cause serious social disruption. In South Africa, the impact of NEETS is brought to the fore by crime statistics that reveal that the average age of a house robber is between 19 and 25 years and that of all arrested robbers, 90% had not passed Grade 12 and/or were unemployed. Consequently, the monitoring of NEET trends and strong interventions to address the challenge of NEETS are key to promoting peace and stability in a society.

This presents the social backdrop against which the Post-School Education and Training (PSET) system has to determine its priorities. Many South Africans lack the appropriate skills, work-related capabilities and the necessary qualifications required for existing occupations in the workplace. Additionally, on the demand-side, the economy is not growing fast enough to absorb new entrants into the labour market.

This Fact Sheet provides a detailed profile and characteristics of people who are NEET in order to ensure that interventions in the PSET system address the appropriate target groupings.

People who are not employed and who are not in education or training are referred to as NEETS. Information about NEETS is used to monitor the labour market and the social dynamics of the marginalised people in society. It is generally acknowledged, both nationally as well as internationally, that NEETS constitute one of the greatest threats to social stability. Researchers and the media frequently raise the spectre of idle youths as a ticking social time bomb. There is now heightened awareness of the young people who

National Skills Authority successfully hosts national and provincial public hearings on the NSDP and the new Seta landscape

In September, the National Skills Authority (NSA) held successful national and provincial public hearings on the National Skills Development Plan (NSDP) and the proposed new SETA landscape. The provincial hearings took place in all nine provinces.

The purpose of the hearings was to afford skills development stakeholders representing Quality Councils, SETAs, Government, Business, Labour, Education and Training Providers, Community Constituencies, Provincial Skills Development Forums, Research Institutions, Professional Bodies and the general public, to make representations. These representations comprised submissions,

inputs and recommendations on the NSDP and SETA landscape beyond 2020 with a view to the re-establishment of SETAs. The objective of the public hearings was to solicit inputs and recommendations on the NSDP and SETA landscape. The NSA is delighted that the level of participation from different constituencies on skills development matters continues to improve. Especially at the provincial level where it is critically needed.

At the hearings, participants representing different constituencies, engaged in robust discussions. The NSA Secretariat and skills



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



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

Information about NEETS assist the DHET to make informed decisions about PSET. In particular, NEET data provides us with evidence that we can use to undertake policy, develop strategies, undertake planning, set targets and undertake budgeting.

development officials, provided technical and secretariat support which included the recording of the proceedings. All submissions, inputs and recommendations made, will be consolidated and analysed for the development of the final proposal. This proposal will be submitted for the attention of the NSA and serve as an advisory to the Minister. The hearings are regarded as a final consultation on the NSDP and the proposed new SETA landscape. The hearings assisted a process of reflection on the lessons learnt and provided the NSA with valuable input, which will inform future deliberations.

DHET ENDORSED CAMPAIGNS

Minister Pandor addresses the HEAIDS partners and stakeholders breakfast

Executive Director of UN Women, Ms Phumzile Mlambo-Ngcuka, Chairperson of the HEAIDS board, Prof Willem de Villiers, Deputy Chairperson, Principal Hellen Ntlatleng, Vice Chancellors and University leaders present.

Good morning.

This is an important gathering between HEAIDS, which is a programme of the Department of Higher Education and Training (DHET), and its partners.

The purpose is to strengthen relationships and to see how we can collectively serve our university and college communities better with respect to health and wellness and HIV and AIDS related challenges. This is an exciting moment for the HEAIDS programme, and for the higher education sector, as it embarks on a new phase of its journey.

Government's decision to provide fee-free college and university education support for students from poor and low-income families is a historic one. It has the potential of overcoming the inherited inequalities that continue to trouble our society.

It also holds out the promise of strengthening our national skills base as an essential ingredient for stronger economic growth. You will know that this massive investment in higher education, comes at a time when budgets for almost all other government programmes are being frozen or even reduced. This is an indication of the importance that government attaches to higher education. However, the challenges in higher education are far more complex than student funding. It is a major problem that so many students that we fund fail to graduate. It is a waste of money and talent. We want to help students to graduate. We want to help students to succeed. Success requires a lot of help from individuals and organisations with varied skills and resources.

The DHET's R1 billion a year, University Capacity Development Programme (UCDP), is a programme that will provide special grants to promote comprehensive transformation at universities. This programme will give concrete meaning to the call for the decolonisation of our academic institutions



through funding interventions focused on the curriculum and on organisational culture. But it will go beyond this by enabling the creation of interventions to support student success. It will also build the academic development capacity of management staff of universities. The thinking behind the UCDP has much in common with the new vision and expanded mandate of the HEAIDS programme.

The HEAIDS programme was initiated in 2001 under the then Department of Education. The initiative was led by Minister Kader Asmal, purely as a response to the HIV crisis that was gripping the country. At the time, there was no effective treatment for the infection, when HIV infection inevitably led to premature death. Prevention of infection through safe sexual practices was the only effective response. We were anxious to empower students to make the right choices. Thankfully, much has changed since then.

HIV treatment is now effective and prevention options are now widely available. We are much wiser about the complexity of facilitating change in

sexual behaviour, or any health-related behaviour, for that matter. In particular, our efforts at preventing HIV through changing personal behaviour, have taught us to respect the power of social factors in determining our health. We have become much more sensitive to the impact of stigma and prejudice in the way we manage our own health issues.

The HEAIDS Programme has evolved alongside this expanded understanding of preventative health programmes. In the campus context, it has become clear that any successful HIV programme has to deal with the empowerment of young women; the elimination of gender-based violence; the rights of LGBTI students; issues of masculinity; the mental stresses of student life; alcohol abuse, and more.

HEAIDS has expanded its work to embrace these challenges. At the same time, in 2013, the programme incorporated the 50 TVET colleges. In 2017, HEAIDS registered as a Not for Profit Organisation and redefined its central purpose as promoting health, wellness and development in the post school education and training sector. In so doing, HEAIDS, and its partners in the private, NGO and public sectors, become even more relevant to our campus communities and post-school education system as a whole.

The repositioning of the HEAIDS programme reminds me of the definition of health in the charter of the World Health Organisation. That definition emphasises that health is not merely the absence of disease, but a "state of physical, mental and social well-being". If we accept this definition, and the enormous challenges that it implies, then the connection between comprehensive student health programmes and the academic success of students is very obvious. What is equally obvious is that

health is too big a matter to be left purely to doctors and nurses. While they may play the leading role when it comes to physical health, the mental and social aspects require a much broader set of role-players. The HEAIDS programme has been foremost in the higher-education sector in showing how students themselves can be mobilised as a force for health, both as peer educators and as campus media workers. The HEAIDS programme has also proved that it is possible to reach across sectors in the interests of our students and doing so, it has facilitated many valuable relationships with health service providers. We need to build extensively on these foundations in order to provide supportive, comfortable environments at all institutions. Environments where students will derive a sense of well-being and the best possible chance of academic success.

Higher education students are subject to enormous stress, and mental health problems among students are widespread. There are stresses related to transition to adulthood, academic performance, responsibilities of being professionals-in-training, and, in many cases, stresses arising from poverty or living in unsafe and insecure environments. Stress is also a contributor to physical illness and may trigger risky responses, such as excessive drinking and drug abuse. As many would have seen and felt, gender-based violence (GBV), has taken centre stage both in our country and in higher education in particular, over the last year. In taking action against GBV, I am particularly thankful for the commitment and support of stakeholders and development partners.

The United Nations Women programme has, during the past year, partnered with the HEAIDS programme to finalise a GBV Policy and Strategy

Framework. In addition to funding, they have provided technical guidance and expertise. This includes access to innovative strategies in relation to web-based platforms, safer city toolkits and various other resources from their wider repertoire of resources and experience in these areas. I am delighted that we have the Executive Director, Ms Phumzile Mlambo-Ngcuka, in attendance at this event. I look forward to learning from her about the steps we should take to be prepared to release the higher education GBV Policy Framework and, more importantly, its implementation thereafter. We know that the more resilient students find a way to transcend these personal challenges. However, others are overwhelmed and add to the numbers of those who fail to graduate. Either way, appropriate support through positive, affirming health and wellness programmes, will make a world of difference.

The message I would like to leave you with this morning, is that comprehensive innovative health and wellness programmes are absolutely essential to the effective operation of the higher-education sector and to the welfare of our student population.

They are not an unnecessary luxury, but an example of the kind of collaboration we need to ensure the success of our universities and colleges. And so it is that the DHET welcomes the ambitions of the HEAIDS programme and its determination to expand its scope of work.

We are proud to have given birth to the organisation. We appeal to all HEAIDS partners, and potential partners, to redouble their efforts to support and nurture our students.

Thank you.

MAKING SOUTH AFRICAN TVET THE FIRST CHOICE: THE INTERNATIONAL EXPERIENCE

Making Technical and Vocational Education and Training an appealing choice for the youth in South Africa

PROF JOHANN MAREE - Emeritus Professor of Sociology, University of Cape Town, South Africa.¹

Editorial Note: Prof Maree presented the following paper to the 2018 International Vocational Education and Training Association (IVETA) Conference hosted by the South African College Principals Organisation. The paper holds important considerations for policy makers and practitioners of TVET in South Africa, alike.

This, as we wrestle with the challenges of developing our TVET system so that it motivates the youth to view TVET Colleges as their preferred PSET route of study.

The paper will be presented in three instalments over this, and the following two editions of TVET College Times. Readers are welcome to email Prof Maree and enter the debate. He can be emailed with your comments and opinions on johann.maree@uct.ac.za

Join us in the March edition of TVET College Times for the second instalment that presents an exposition of the main institutions implementing TVET in South Africa, namely the public TVET Colleges.

could obtain valuable lessons for other countries as well. The paper does so by presenting three existing TVET systems that succeeded in achieving this objective, namely the Singapore Institute of Technical Education (ITE) and Polytechs, Germany's Dual Education and Thailand's Co-operative and Work-Integrated Education. None of these systems were achieved without much effort and hard struggle. Two of them were also not achieved overnight. It took a long time, decades in the case of Singapore and more than a century in the case of Germany, to reach their goals. They also had to make adaptations and changes along the way as circumstances dictated.

This paper presents an historical overview of how it was achieved in Singapore and Thailand, but in the case of Germany only the current system is presented. It is based on research this writer conducted in Singapore and Germany. In Germany, this writer was fortunate to be a guest of the German Federal Foreign Office (Auswärtiges Amt) that took me and other international guests from all round the world to a wide range of institutions in Berlin, Bonn and Cologne. The institutions we visited included, amongst others, a senior vocational high school centre for technical informatics, a vocational training centre in the construction industry, and the Federal Institute for Vocational Education and Training at the BIBB (Bundesinstitut für Berufsbildung) in Bonn. In Singapore, I was taken around ITE College East and Nanyang Polytechnic as well as the Ministry of Education Heritage Centre.

The argument put forward in this paper is that each country has to develop a TVET system that fits into the conditions that prevail in that country. It is not possible for one country to simply adopt a system that works well in another country. This is because each country has its own unique characteristics that have to be taken into consideration. These characteristics often entail powerful political, economic, social, cultural and geographic forces that impact on the TVET system. Some of them are even beyond the power of the government to change. The TVET system therefore has to adapt to them and do the best it can under the circumstances and conditions that it is operating. To demonstrate this, the paper moves on to a survey of South Africa's TVET system focussing on its public TVET Colleges and the reasons for their under-performance. It ends off with proposals of which aspects of the TVET systems in Singapore, Germany and Thailand, TVET Colleges in South Africa could strive to emulate in order to become the institutions of choice for millions of young people in the country.

2. SINGAPORE

2.1 Brief Historical Background of Technical Education in Singapore

Singapore was under British colonial rule from 1819 to 1955. The colonial rulers showed little inclination to provide technical education for Asiatic children. Towards the end of colonial rule, in 1954, the Singapore Polytechnic was established. When it opened, 2800 students registered and enrolled for 58 courses in five departments (Varaprasad 2016:3 and 7). Full independence of Singapore only came in 1965. The first stage of independence was characterised by rapid labour-intensive industrialisation, and which became skill intensive during the 1970s. Technical and vocational education was not popular among school-goers. More than 90% of secondary school leavers proceeded on an academic route, while less than 10% went the technical or commercial route (Varaprasad 2016:20).

2.2 Commencing the Task of Upgrading Technical and Vocational Education

In order to increase the popularity and availability of technical and vocational education, a number of steps were taken at the secondary school level. Between 1969 and 1971, nine vocational institutions were created. They generally offered two-year craft courses. The Technical Education Department (TED), made it compulsory for all secondary school students to take workshop-based subjects in their first two years. In addition, more technical secondary schools were opened with a 20% technical curriculum.

In spite of these measures, there was still an imbalance in favour of the academic path at secondary school level. This bias was not aligned with the 'job-creation-through-industrialisation' strategy. A new statutory body, the Industrial Training Board (ITB) was created in 1973. One of its first tasks was to determine a new service scheme for its staff to make it attractive enough to execute its expansion plans (Varaprasad 2016:27-29). The Board's other main priority was to develop more training capacity through workshops, equipment and classrooms. It also made some key decisions:

- The principal vehicle for skills training to the craftsman level would be the apprenticeship system;
- The Trade Certificate course would make provision for a sound theoretical knowledge and basic skills in each major trade area suitable for upgrading to a full craftsman (Varaprasad 2016:29). The ITB focused on more industry-

"Our intention is to ensure that TVET colleges become institutions of choice for millions of young people."

South African Minister of Higher Education and Training, Naledi Pandor, delivering her Department's Budget Vote in Parliament, 17 May 2018.

1. INTRODUCTION

"World over TVET is increasingly becoming more important in helping economies create and generate employment, yet its position among the youths as a career choice remains that of the last option. Countries are designing programmes and setting up various skills training institutions in order to capitalize on the returns that come with TVET. The investment that is going into TVET would be a waste if youths that are earmarked to uptake the skills training continue to look at TVET as a last resort in career pathways."

The above quote was the motivation in the Call for Papers to the 2018 International Vocational Education and Training Association (IVETA) Conference. The aim of this paper was to assist in achieving the main theme of the Conference, namely 'Making Technical and Vocational Education and Training the First Choice'. Its focus is how this can be achieved in South Africa, but it

TVET IN THE AFRICAN UNION

TVET College Times presents the tenth part in a series of edited extracts from the African Union (AU) strategy for Technical and Vocational Education and Training (TVET).

In this section we look at the financial support that is required for TVET.

In March we will publish a further edited extract from the strategy.

Financing TVET

Employment, job creation and TVET should be closely linked. TVET sector financing should therefore be considered as part of the responsibility of the whole of society. Especially the productive sector, both public and private.

In this regard, employers should be required to contribute financially to a national training fund or any other legal mechanism to be defined. The objective of the fund would be to support the development of national expertise and professional standards in accordance with labour market needs.

Organisation

The State should regulate the organisation responsible for the funding of the TVET system. The funding mechanism should have the broad support of all the relevant stakeholders. The procedure involved in shaping this organisation should be based on extensive consultation with all stakeholders.

Each stakeholder must understand the economic gain that is to be derived from an efficient TVET system.

Stakeholders should likewise, be fully aware of the price to pay for such a system and accept the financial burden of responsibility for such a system.

Stakeholders and their roles

The State

Considering its role as indicated earlier, the State is responsible for the mechanisms which set the rules for all. The state should be the role model with regards to funding TVET. State funding, as the lead actor, will provide a stimulus and impetus which secures the process for rapid broad-based investment.

The Productive Sector

The whole of this strategy relies on a paradigm shift, which strengthens the notion of job-training adequacy. Just as much as the productive sector, private in particular, is invited to actively participate in the definition of its human resources development needs, its role in funding the TVET system becomes a key lever.

Funding bodies

Even though funding bodies may be linked to the productive sector as beneficiaries of TVET products, the specific role and profile of this sector should be raised and maintained.

It is important that funding bodies at the national, regional and continental levels make themselves available everywhere to support the broad TVET system. This includes the need for communication campaigns which aim to bring about a paradigm shift for TVET, the training of trainers and the support of trainees during and after training.

Financial Support Mechanism

The issue of business start-up funding mechanisms is a key enabler to overcome economic inertia. This extends to young people who want to create their own jobs but are overcome with insecurities and the general absence of support. Development and support moves from the premise of the need to support or encourage the:

- Establishment of business and employment opportunities



- through SMME's, craft enterprises and so on;
- Encouragement and support of research in the field of TVET and related innovations. This includes predictive and envisioning research into occupations of the future;
- Financial contribution of employers to the national training fund;
- Contribution in cash or kind, to post-training support services;
- Support for multiple advocacy initiatives, motivation campaigns and TVET programmes; and
- Fostering of partnerships in TVET-related areas. This includes tripartite partnerships between TVET institutions- financial institutions and students.

relevant and industry-specific training. School leavers started being trained for specific companies and industries. One of the most successful innovations of the ITB was the establishment of Joint Training Centres with companies, with the government sharing the costs. The first two of these were the Tata-Government Training Centre in 1972 and the Rollei-Government Training Centre in 1973 (Varaprasad 2016:30).

2.3 Transformation of TVET in Singapore: Setting up the Institute of Technical Education (ITE)

By 1990, Singapore had emerged as a Newly Industrialised Economy and was one of the 'Asian Tigers' along with South Korea, Taiwan and Hong Kong. A new Strategic Plan was unveiled in 1991. It aimed at making the nation a centre of high-tech manufacturing industries and international business hub. A turning point came in 1992 when the government decided to restructure the economy and education system.

The Industrial Training Board (ITB) had merged with the Adult Education Board (AEB) in 1979 to become the Vocational and Industrial Training Board (VITB). The AEB had been constituted in 1960 to give thousands of poorly educated and low-skilled adult workers a second chance. A key part of educational restructuring in 1992, entailed removing the word "vocational" from the title of the VITB and to rebrand it as the Institute of Technical Education (ITE) (Varaprasad 2016:23-24, 35, 85-86). The reason why the word "vocational" was removed from the title was, to quote Dr Law, Director of the VITB, "because of the deeply-rooted perception that 'vocational training' and, hence, VITB, was the last place of resort for those who had failed in schools." Dr Law recalled later that the task of rebranding the VITB was daunting, as it had long suffered from a poor image and was shunned by society. It required changing the societal mindset and attitudes towards vocational training (Varaprasad 2016:86 and 89).

The ITE's mission and functions were set out as follows:

- Expanding higher level technical training courses for secondary school leavers;
- Upgrading technical skills of the workforce through continuing education and training. This was to afford the majority of mature workers who had little formal education a second chance for training;
- Further promoting industry-based training by (i) expanding the scope of apprenticeships and (ii) encouraging companies to set up In-house Training Centres (Varaprasad 2016:87-88).

The first five-year Strategic Plan

The development of ITE has gone through four five-year Strategic Plans and is presently in its fifth Plan. The first one, over the period 1995-1999, was called ITE 2000. Its aim was to build the ITE into an established post-secondary technical institution by the year 2000. It recognised that its training needed to cater to two key groups, school leavers and workers. Promoting its image was done in two key ways: (i) to proactively target secondary school students with a positive image and values of technical and skills training; and (ii) to target and change public misperceptions (Varaprasad 2016:90-91).

The need was recognised for staff to become professionally qualified by upgrading their pedagogic and professional competencies and qualifications so as to meet the needs of post-secondary students. It was viewed as critical to imbue staff with an intrinsic spirit of care and concern for their students, along with a training approach that was more interactive, questioning, probing and challenging as well as consultative rather than purely instructor-centred.

Each College was empowered to develop its own niche areas of excellence to enhance the flexibility and innovativeness of ITE Education. The "Three Colleges" system was a game changer in the perception of ITE. Instead of small institutions serving a local population, ITE became a major league player with mega-campuses. ITE College East started operations in 2005, ITE College West started operations in 2010, and ITE College Central started in 2013.

The second and third five-year Strategic Plans

The second five-year Plan (2000-2004) was formulated with a vision to make ITE a world-class institution. Singapore was rapidly transforming into a knowledge-based economy. Students therefore had to be able to apply their knowledge. To enhance competencies ITE teachers were re-designated as 'lecturers'. They were required to participate in industry projects to enable them to stay abreast with industry developments (Varaprasad 2016:93-95).

The vision for the third Strategic blueprint (2005-2009) was for ITE to become a global leader in Technical Education. The blueprint focussed on four goals:

1. Students must be made ready for a global environment with more competition;
2. Lifelong employability must be ensured;
3. Expanding ITE's global presence in strategic alliance with global players;
4. Enhance staff capabilities and competencies (Varaprasad 2016:96-97)

Up to this time, ITE had established itself on ten small campuses. It was decided to regroup and consolidate them into three regional Campuses and to rename them as ITE Colleges. Each College was empowered to develop its own niche areas of excellence to enhance the flexibility and innovativeness of ITE Education. The "Three Colleges" system was a game changer in the perception of ITE. Instead of small institutions serving a local population, ITE became a major league player with mega-campuses. ITE College East started operations in 2005, ITE College West started

operations in 2010, and ITE College Central started in 2013. These Colleges were equipped with a comprehensive range of facilities, such as modern workshops, laboratories, smart IT classrooms, sports and recreational centres (Varaprasad 2016:97-98).

ITE College East

On 9 March 2017, this writer and a few fellow-South Africans were taken on a guided tour of ITE College East. The first impression was how impressive the institution is. It has three imposing and attractive curved buildings that sweep together to form a lovely green courtyard. For a student just to attend and walk around the campus is enough to instil a sense of pride and self-worth. The training facilities were excellent and we passed a hair dresser saloon that was being run by the students. After being shown the health and beauty training centre we were taken to the sound and light studio. There we were literally blown out of our minds. When we entered, the students were experimenting with different colours and shades of stage lighting to see what effect it had on television transmissions. Then they put on two sound and light performances. One with lasers and the other with beams and stroboscopes, especially prepared for us. The lights performance music was strategically chosen: it was "Waka Waka -This Time for Africa", the official song of the FIFA World Cup staged in South Africa in 2010. The students are often contracted to do the stage and lighting for real live stage performances, thereby gaining professional work experience.

The fourth and fifth five-year Strategic Plan

The fourth Strategic Plan (2010-2014) was based on innovation. The vision was for ITE to be recognised as a "Global leader for Innovations in Technical Education". It realised that in a borderless world it is important to stay ahead of the game.

By the end of 2014 ITE had inked over 100 Memoranda of Understanding (MOUs) with industry and global partners, such as Rolls Royce, Marina Bay Sands, Bosch Rexroth, L'Oreal, Huawei International, Adobe, and McDonald's Restaurants, just to name a few. These MOUs enhanced ITE's global standing and provided many authentic learning and development opportunities for ITE staff and students (Varaprasad 2016:100-101).

The fifth Strategic Plan which is currently in operation, was launched in 2015. It was named the ITE Trailblazer as its aim is to chart new ground. Its two key elements are innovation in order to open up new career and life pathways for graduates, and a shift from vocational skills-for-a-trade focus to a skills-for-careers emphasis. This entails equipping students with a holistic foundation in technical skills, supplemented by workplace skills gained through working (Varaprasad 2016:103). In 2017, the Minister of Education in charge of Higher Education and Skills, Ong Ye Kung, spelled out the following five requirements to implement the strategy:

'First, besides being a pathway into good jobs and lifelong employability, education also needs to be a journey to fulfil hopes and aspirations.

'Second, education and learning need to be lifelong. Adult training needs to be bite-sized, relevant, concise, convenient, and to the point.

'Third, education must impart skills, not just information and knowledge. This is for a simple reason, because information can be 'Googled',

skills cannot. Whether you are performing surgery, coding a complex IT programme, cooking for your customers, or repairing a car, all these are skills.

'Fourth, 'learning by doing'. Technical and cognitive abilities can also be gained through actual experience. This method has underlined centuries of European apprenticeship and craftsmanship the world over. It is more important and relevant than ever today.

'Fifth, help Singaporeans adapt to a data-rich and digital working environment. We must all be comfortable and competent working in a digitally-enabled environment. In other words, we must be data-enabled as a 'workforce' (Minister Kung 2017).

2.4 Developments at the Tertiary Level: Polytechnics come of age

In 1954 Singapore Polytechnic was the only post-secondary institution in Engineering and Technology covering trade skills and technical education. Since then, polytechnics have expanded to become the primary providers of highly trained para-professionals to fill mid-tier positions in industry, business and services. Currently there are five Polytechnics (Varaprasad 2016:53).

As Singapore moved from a low labour cost and labour-intensive economy to a high technology and high skill economy, the demand for skilled and trained technicians continued to grow. In 1978, Singapore Polytechnic moved to a new 37 hectare campus. In 1982, a second Polytechnic, the Ngee Ann Polytechnic, came into being on a 20 hectare site. This brought the total capacity of polytechnic education to 18 000 students (Varaprasad 2016:57-58).

Two new generation polytechnics were established during the 1990s, effectively doubling the national capacity of technician training. These were the Temasek Polytechnic in 1990 and the Nanyang Polytechnic in 1992. They were designed to accommodate 12 000 students each and established only a few Schools instead of many departments. Temasek opened new programmes such as tourism and hospitality, retail management and design to fill the rapidly expanding skills needs of the service sector (Varaprasad 2016:58-59). In 2002, the fifth polytechnic was established. With five polytechnics, each approaching a student enrolment of 15 000, a cohort participation rate of 45% of school leavers has been achieved. The ITEs, equivalent to South Africa's TVET colleges, contribute another 25% of each cohort, bringing to 70% the cohort that takes the TVET route to education and careers. At least 50% of enrolments are females (Varaprasad 2016:61-62).

Nanyang Polytechnic (NYP)

The NYP established its niche and specialisation with its "teaching factory". The laboratories and classes were designed to be as close as possible to an actual work environment. Teaching staff work very closely with business and industry to bring real-life problems into the Polytechnic.

Students are assigned into groups to create solutions. NYP charges market rates and signs contracts on quality, etc. as in the real world (Varaprasad 2016:61).

This writer had the good fortune of visiting the NYP on 10 March 2017 as the guest of the CEO, Mr Foong Tze Foon. He showed me around the School of Business Management and School of Engineering. At the School of

The School of Engineering contained the latest technology currently in use by industry. The CEO explained one of the ways in which the Polytechnic trains its engineering students. It is to approach local and international state departments and corporations directly. These are asked to identify innovative technology they would like invented in order for to them to embark on the next level of innovation. The Polytechnic then undertakes to invent the required technology and build a prototype for the client.

Business Management there was a reasonably large convenience store that was entirely run by students. In this way, they learnt all the requirements of running a retail store and gained the experience of actually doing so.

The School of Engineering contained the latest technology currently in use by industry. The CEO explained one of the ways in which the Polytechnic trains its engineering students. It is to approach local and international state departments and corporations directly. These are asked to identify innovative technology they would like invented in order for to them to embark on the next level of innovation. The Polytechnic then undertakes to invent the required technology and build a prototype for the client. The desired invention thereupon becomes a project for a staff member with a group of students. This team set about collectively inventing and producing a prototype. The government or corporation makes sure that Nanyang Polytechnic is provided with all the necessary auxiliary technology and machinery to fulfil its quest. Once the invention has been designed, a prototype is built by the Polytechnic.

This entails the practical co-operation of a range of departments. This process trains the students in co-operative teamwork.

In response to a question on what happens to Nanyang Polytechnic students after they qualify, the answer was that they are highly sought after. Not only in Singapore, but also internationally.

3. GERMANY

3.1 Contemporary TVET in Germany: Dual Education

A central contemporary feature of skills development in Germany is the Dual Vocational Education and Training (DVET) system. There are many variants of it. Essentially it consists of simultaneous theoretical education and practical work. Part of the time of a young apprentice is spent at a vocational school, learning the theory of his/her trade/occupation. The other part is spent at work, gaining practical experience under the watchful eye of a master craftsman.

The details of DVET vary, but typically a young apprentice would have spent 10 to 13 years at school. This includes attending either a Haupt or Realschule after completing elementary school. He or she would then simultaneously be employed as an apprentice by a firm and enrol at a vocational school. The firm pays the apprentice a set wage. Enough to cover his/her expenses. The vocational school is free (Book 2015). The average monthly apprenticeship wage ranged between 708 and 768 Euros in 2013 (BIBB 2015a:41). The apprentice then spends 70% of her/his time at work and 30% at school. After two to three and a half years, the youth will qualify as a craftsman. The newly qualified craftsman will stand a 60% chance of being taken into employment by the firm where she or he received training (GOVET 2015:2 & 5). If not, the chances of being placed at another firm are very good. In 2015, the youth unemployment rate of 8% was not much higher than the national average of 6% (Book 2015).

In December 2012, there were 1,43 million apprentices receiving Dual VET in 344 officially recognised occupations in Germany. Of these, 557 000 or 39%, were women. There is great gender variation between the different trades and occupations. Women completely dominate the independent professions (95%) and home economics (92%), while a two-thirds majority feature in the public service (65%). Women constitute clear minorities in the "skilled trades"² (23%) and agriculture (22%) (BIBB 2015a:24-26). More than half (55.7%) of the youth enter Dual VET while 44% graduate from it (GOVET 2015:2).

Of the 2,1 million firms in Germany, approximately 447 700, participated in vocational education and training of young people in 2012. Thus, just over one in five firms take on young apprentices. Of all the companies training apprentices 50,4% are micro (1-9 employees), 34,6% are small (10 - 49 employees) while 12,3% are medium and only 2,7% are

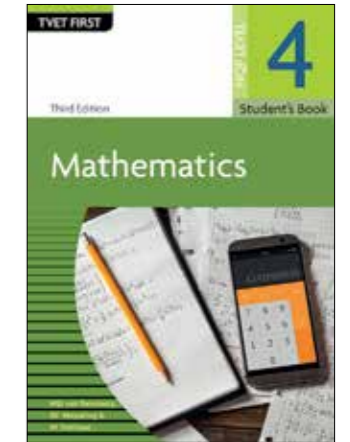
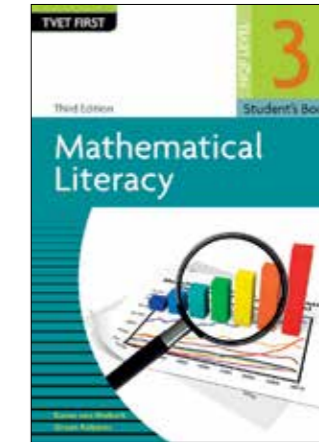
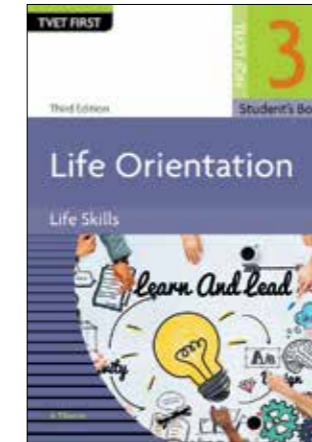
² "Skilled trades" in Germany includes over 100 occupations in the following areas:

- Building and interior finishes trades
- Electrical and metalworking trades
- Woodcrafts and plastic trades
- Clothing, textiles and leather crafts and trades
- Food crafts and trades
- Health and body care trades as well as the chemical and cleaning sector
- Graphic design (Source: <https://www.zdh.de/en/occupations> 27 Jan 2018)

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Like most industrialised countries in the world, the service sector of the German economy has grown much larger than the manufacturing sector. In 2016, the service sector contributed around 70% of the total GDP. While the manufacturing industry's share was slightly below 30%. Partly as a result of this, employers increasingly prefer to take on youth with higher education levels, right up to university degree level.

large (250 and more employees).³ However, micro firms train only 18,6% of all apprentices while small, medium and large each train about 27% (26,2%, 27,1% and 28,1% respectively). (BIBB 2015a:35-36).

Like most industrialised countries in the world, the service sector of the German economy has grown much larger than the manufacturing sector. In 2016, the service sector contributed around 70% of the total GDP. While the manufacturing industry's share was slightly below 30%. Partly as a result of this, employers increasingly prefer to take on youth with higher education levels, right up to university degree level. There has thus been a trend for higher level Technische Hochschule (universities focusing on engineering sciences), colleges and universities, to adopt a dual education system. Two contemporary examples are the Hochschule für Wirtschaft, Technik und Kultur (HWTK) in Baden-Baden and Berlin and the Baden-Württemberg Co-operative State University (Duale Hochschule Baden-Württemberg – DHBW) in Stuttgart.

The HWTK is a private, state recognised university of applied sciences founded in 2011. It offers three bachelor's degree programmes. These are vested in a range of specialisation in business and master's degree programmes in business and cultural innovation studies. In 2015, it had 398 students enrolled in the bachelors' programmes. Of the students, 59% were in a dual study model, 36% were full-time students and 5% in distance learning. The dual study students split their week equally between learning theory at the HWTK and gaining practice at their companies. The companies usually pay their tuition fees (HWTK 2018). The Baden-Württemberg Co-operative State University (DHBW), founded 1 March 2009, claims to be the first higher education institution in Germany to integrate academic studies with workplace training, thereby providing dual studies. It is one of the largest universities in the Federal State of Baden-Württemberg. It has 34 000 undergraduate students and over 9 000 partner companies and institutions. It runs three campuses and nine offices in different locations with the head office in Stuttgart. In the course of their three-year studies, students regularly switch between the university and the company or social institution that provides the workplace training. It offers degree programmes in business, engineering and social work (DHBW 2015).

Germany now promotes its dual education system as an important export to other countries. The promotion is being driven by BIBB which, in September 2013, established the Central Office for International Vocational Education and Training Co-operation. "Its purpose is to help improve the position of German vocational education and training at international level" (BIBB 2015b:2). By 2014, Germany had concluded 40 bilateral co-operation agreements in vocational training (Schayan 2015:26).

In spite of this, quite a different TVET system that is also working very well has developed in Thailand. Like Singapore, Thailand also decided not to attempt to duplicate the German dual education system.

4. THAILAND

The Co-operative and Work-Integrated Education system

A TVET system that Thailand has been implementing for the last 23 years is called Co-operative and Work-Integrated Education (CWIE). It commenced operation in 1995 at the Suranaree University of Technology (SUT). Instead of adopting the German simultaneous vocational education and workplace experience from the outset, undergraduate students at the UOTs first complete three years of study. In the fourth year, they spend four months gaining experience at a workplace by working at a firm in an appropriate industry. The placement and work are carefully monitored. The work has to be in line with the studies of the student and the occupation for which the student is qualifying. There has to be a suitably qualified and experienced person at the firm to mentor the student. In addition, an academic from the UOT has to monitor the student's progress and performance. In the words of Professor Wichit Srisa-an "Both the university, and the company have to agree on the work that the student will do. This is in line with the needs of the company and the student's field of specialisation. The company should have someone who is qualified to the right standard to serve as a mentor because this is regarded as being very important. The job of the mentor is to assign work to the student and to assess the quality of the work and guide and support the student. Then, in addition, students will be visited during the four months by a faculty member of the university, who is the academic supervisor" (Wichit Srisa-an, 2017).

This co-operative and work-integrated education system caught on very quickly and firmly in Thailand. It has grown into an international movement. In its first year (1995) at SUT, 123 students from seven disciplines were taken on in 84 workplaces. By 1999, the student numbers had grown to 697 in 17 disciplines located in 516 workplaces. In 2008, the Office of Higher Education Commission of the Thai government, drew up a five-year strategic plan to expand and consolidate Co-operative and Work-Integrated Education not only nationally, but also internationally. The uptake was extremely strong. By 2012, no fewer than 26 048 students from 103 universities in Thailand were accommodated at 12 962 workplaces. There were 139 public and private universities in the country at the time. In other words, 74% of all universities had adopted CWIE (Wichit Srisa-an 2014:5-9, 15).

There are good reasons why the co-operative and work-integrated education system caught

on so quickly and extensively in Thailand. The first is that all three parties namely, the students, UOTs, and firms, all benefit from the system. The students benefit by receiving valuable work experience; getting exposed to more diverse cultures; and increasing their employment opportunities, even before graduation. Workplaces benefit by having a supplementary supply of workforce. Employers are provided with the opportunity to select and recruit new staff from among the trainees and for creating collaborative opportunities with the UOTs. The UOTs also benefit from the opportunities for collaboration. Insights are gained into industry practices while feedback is received on curriculum and teaching-learning improvement (SUT n.d.; Wichit Srisa-an 2014:7).

The second reason why CWIE caught on so quickly and extensively, is because there is no cost for participating firms. Rather there is a net financial benefit for the firms. When it was initiated 23 years ago, the government paid 10 000 Thai Baht per student placed at a firm. As Professor Wichit Srisa-an explained, "It is very important not to let industry feel it is a burden to accept the students. They must benefit from the outcome of the programme. There must be a return on investment. Then they use it as a tool for hiring and for identifying new talent. It is called 'talent acquisition'. With this programme we can see how students perform for four months. They have an incentive to do well and to get a job. At the same time the students develop a loyalty to the company. So it is a win/win/win programme" (Wichit Srisa-an 2017).

CWIE is being advocated internationally by Thailand. It has been stressed that it is important to ensure the quality of the workplace experience of students. To this end, it is necessary for government to specify the quality criteria that have to be met by companies.

CWIE is being advocated internationally by Thailand. It has been stressed that it is important to ensure the quality of the workplace experience of students. To this end, it is necessary for government to specify the quality criteria that have to be met by companies. The Thai Office for Higher Education Commission asked the Thai Association for Co-operative Education (TACE) to develop a standard framework (TACE n.d.). "This," explained Professor Wichit Srisa-an, "is essential for quality control. If you do not have standards you cannot ensure quality" (Wichit Srisa-an 2017).

Might the CWIE system of Thailand hold lessons for South Africa's TVET system and be implemented in a suitably modified form? In order to answer the question, it is first necessary to analyse the TVET system in South Africa. The next section accordingly presents an exposition of the main institutions implementing TVET in South Africa, namely the public TVET Colleges.

³ Using European Union classification of firm sizes.

Accelerated Reader Intervention Programme: Study sheds light on College literacy levels

CAROL DWYER - E-Learning Manager and
RUSSELL CHISANGO - Open Learning Centre Co-ordinator

About the authors:

Carol Dwyer is the E-learning Manager for False Bay TVET College. She has been working for the College since 2009. She gained a reputation for using digital technologies in her classroom and was appointed as the E-learning Developer in 2013. Due to the growth in, and need for technology in traditional classrooms, she took up the position of E-Learning Manager in 2018, which has allowed her to focus on creating innovative ways to blend lessons, develop content and grow the False Bay TVET College digital footprint.

Russell Chisango is the Open Learning Centre Co-ordinator for the Muizenberg Campus at False Bay TVET College. He has been with the College since 2013 and has had several articles published in TVET College Times. He is innovative and passionate about digital literacy and this has been a keen focus of his at the College. However, it has become apparent that basic literacy is also a problem and this research study was prompted by Russell's belief that there is a definite correlation between low reading ages and academic success. The authors welcome comment on this research. Comments may be emailed to: Carol.Dwyer@falsebay.org.za and/or Russell.Chisango@falsebay.org.za

Illiteracy is one of the major challenges with which African countries grapple. South Africa is no exception.

In 2016, South Africa was ranked last in the International Reading Literacy Study (Pirls) survey. The study found that 78% of South African learners at Grade 4 could not read for meaning. That percentage is high and increases the chances significantly that the number of learners progressing to the next grades without mastering literacy skills is likely to be increasing. The report also notes that there has been no significant progress in improving learner's reading skills since the last survey conducted five years ago in 2011. Reading is recognised as the foundation of all learning. Louden et al. (2000) argues that 80% of all learning difficulties can be ascribed to poor reading skills. This is exacerbated by a new world order that is characterised by the abundance, proliferation and readily available information through computer networks. Information has become ubiquitous and can be obtained at any time and in any location, making the ability to make sense of this available information increasingly critical.

The development of lifelong learners is central to the vision and missions of educational institutions of the 21st century. Technical and Vocational Education and Training (TVET) colleges need to be at the forefront of this development. It is therefore, critical to enhance reading capabilities amongst TVET college students, given the glaring statistics illustrated by the Pirls study. Academic institutions need to equip students with the skills needed to immerse themselves in factual information. To internalise this new information in their current body of knowledge and to argue and engage with new facts. This encourages flexibility and adaptability in critical thinking skills.

Empirical research from previous studies has alluded to the fact that, the low levels of students' reading skills, plays a critical role in academic results. Louden (2000) et al. argues that, poor reading skills not only have a great negative impact on academic achievement, but also on emotional development. Which in turn, leads to poor life skills development, delinquency, not achieving academic potential and the inability to pursue a meaningful career. Reading proficiency is one of the most fundamental predictors of academic achievement in higher education and cannot be left to random accomplishment. TVET Colleges strive to produce lifelong students who possess the intellectual ability to reason and think critically. Strong literacy skills multiply opportunities for student's self-directed learning. This is particularly so as they engage in using a variety of information sources to expand their knowledge base, ask informed questions and sharpen critical thinking skills (Association of College & Research Libraries, 2011).

This research project is based on an internet based reading programme that is called Accelerated Reader (AR) provided by a company called Renaissance Learning Company based in the United Kingdom. AR is a whole-group reading management

and monitoring programme. It aims to stimulate the habit of independent reading among primary and secondary age pupils. The platform was offered to the College on a trial basis. The College would run with it over an eight month period and assess progress made and report on the findings.

OBJECTIVES OF THE STUDY

TVET Colleges need to ensure that students are in possession of reading skills that allow them to succeed in their studies and future careers. Reading development programmes should be high on the priority list of scaffolding processes aimed at first-year NCV students and sustained as they progress with their studies. Cultivating a culture of reading needs to be a continuous process, requiring collective effort amongst everyone involved in Teaching and Learning support at colleges.

This study sought to explore and examine the current reading levels of NCV Level 2 students. It interrogated existing baseline reading skills of participating students determined by their current reading age. Baseline AR results will be compared against the Pace Assessment Literacy component results collected at the beginning of the year when the students started; a mid-year test result done by all the students in one selected subject; and then against another post Pace Assessment for the literacy component collected from the same cohort of students on the 8th and 10th of October 2018. The objective is to check whether the reading age, pace literacy score and test score all support the premise that low reading skills will have an effect on the academic achievements of the students.

The research project will attempt to provide answers to the following research questions:

- What are the current READING LEVELS or READING AGE of the incoming Level 2 students?
- What is the correlation between achieved reading age, and the results of a selected class mid-term test administered to all NCV Level 2 students as part of their continuous assessment?
- What is the correlation between reading age result, and the Pace Assessments result for the Literacy component?
- What are the current challenges and lessons learnt during the implementation of the reading programme?

METHODOLOGY

The study is based on a population size of 90 Level 2 students within the Hospitality and Tourism faculty. It was conducted as a trial at False Bay TVET College Muizenberg Campus. The selection of the NCV Level 2 groups was strategic as the researchers wanted to ascertain the current reading age for incoming students and see how this age impacted on their academic success.

A baseline pre-evaluation PACE literacy test was administered to the participants at the commencement of their studies. The pre-evaluation determined their literacy levels at the start of the academic year and the start of their programme. The Accelerated Reading test was performed in February to determine their actual reading age. We then took the results of a mid-year common test written by all the NCV Level 2 students to see if the academic result they achieved correlated with their reading age. Finally, we conducted another PACE assessment literacy evaluation in the last term of their academic year. We analyse these results to see if the reading age correlates with the PACE literacy test marks.

The prevailing TVET College landscape requires independent students capable of constructing their own knowledge. The development of lifelong learning skills is vital as it empowers students in their ability to learn how to learn, and assists in developing skills mandatory for one to attain information literacy competency and to be able to adjust to the rigours of the current information explosion. Out of a population of 90 participants, 71 students completed the baseline test. Random data from the 71 participating students will be presented and analysed in detail in an attempt to answer the research questions.

REVIEW OF LITERATURE

Literacy is one of the most important skills that students require in order to succeed within a higher education context. The term "literacy" applies to a set of skills that have long been accepted as fundamental to education. Students who are incompetent readers, disconnect themselves completely from the written word leading to a negative attitude towards school and education. Many higher education institutions in South Africa have progressed to technology-supported learning, as many learners who enter tertiary education are under-skilled and lack basic academic skills (Van Schalkwyk 2002:183-188). The lack of strong reading skills stops students from achieving their educational goals especially in an African context where the language of instruction might not be their mother

tongue. Van Rooy and Coetzee-Van Rooy (2015) emphasise the fact that language is regarded as one of the most important issues contributing to the poor academic performance of students at South African universities and colleges. The argument is further supported by Palani (2012:91) who states that effective reading is the most important avenue of effective learning and the achievement of academic success requires successful reading.

It is clear from the literature reviewed that within the 21st century characterised by information abundance, reading is no longer a luxury but a necessity to survive and thrive in the information jungle that globally exists today.

PRESENTATION OF RESULTS AND DATA ANALYSIS

The main objective of this study was to examine the current reading age of incoming NCV Level 2 students at False Bay TVET College Muizenberg campus. The study also sought to ascertain correlation between achieved reading age and the results of a class mid-term test administered to NCV Level 2 students. The objective of the correlation analysis was to get an idea of whether a lower reading age achieved would result in one obtaining lower marks and vice versa as was argued by Van Rooy and Coetzee-Van Rooy (2015), who alluded to the fact that reading is the foundation of any leaning. A total of 71 students participated in this case study and their selected participant results achieved will be presented and analysed in detail.

The table below identifies the READING AGE RANGE as set out by the Accelerated Reading (AR) programme.

LY	Lower Years	5-8 years
MY-	Middle Years -	9-12 years
MY+	Middle Years +	12 years and above
UY	Upper Years	14 years and above

LEVEL 2 AVERAGE READING AGE

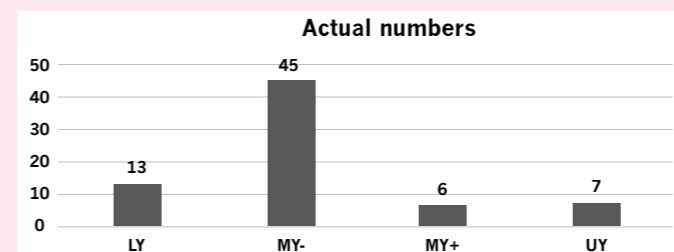
The table below presents the results for the average reading age achieved by the NCV Level 2 students according to the baseline AR test administered. The results show that:

- Only 10% of the Level 2's tested achieved the reading age range for the Upper Years which represent the age group of 14 years and above.
- 63% of the study cohort were reading at the Middle Year – age which represent 9 – 12 years reading age.
- 18% of the sample, according to the results fell under the Lower Years category meaning that their current reading age was between the ages of 5 – 8 years at the time the baseline study was conducted.

The lower year results are worrying, as research has shown that the ability to read for meaning is a fundamental component needed for one to successfully cope with higher education requirements.

Column 1	Count of RA	Column 2
LY	13	18%
MY-	45	63%
MY+	6	8%
UY	7	10%
Grand Total	71	100%

AVERAGE READING AGE TOTALS



COMPARISON OF RESULTS OF ACHIEVED AR READING AGE FOR SELECTED STUDENTS

In order to achieve anonymity and abide by standard research ethics, random students selected for analysis will not be identified with their names. They will be identified as participant 1 or participant 2. The random students selected amongst the different categories will be as follows, 6 top performers, 5 middle performers and 6 lower performers.

AR Reading Age Top performers

The main objective of this project was to ascertain the current reading age of NCV Level 2 students. The report also explores the correlation between achieved reading age average, against a mark of a selected subject undertaken by both the Tourism and Hospitality students. The subject selected was Client Services and Human Relations L2 (CSHR). The table below represents results of the top tier students that received the highest reading age average.

- According to the results, the majority of the top tier participants also attained higher marks on the CSHR test, for instance participant 4 achieved an upper year reading age of 15 years and above, with an 83% mark for the Pace assessment literacy component and they went on to achieve 72% in the client services test and was one of the top performers for that test.
- Participant 16 also got an upper year reading and achieved a 75% in the CSHR test.

These results support inferences that reading is the foundation of any successful learning. However, it has to be said that reading alone is not the sum and total of academic success. Students also need to put in the hours of study to attain higher marks but conversely it provides them with a solid foundation for academic success. The results show that the majority of the students that scored higher reading age averages also performed well in their Pace Assessment as well as the CSHR L2 test as shown in the table below for the selected student participants.

Participant	AR Reading Age Pre-evaluation	Pace Assessment Pre-evaluation	CSHR TM2 MARK
Participant 1	UY – 15.09	65%	No mark
Participant 3	UY- 14.00	72%	50%
Participant 4	UY – 15.10	83%	72%
Participant 13	UY – 13.09	74 %	53%
Participant 16	UY- 15.00	No mark	75%

AR Reading Age Middle performers

MY minus (reading age 9-12 years) participants got average marks of between 40 and 50% as shown by table below.

Participant	AR Reading Age Pre-evaluation	Pace Assessment Pre-evaluation	CSHR TM2 MARK
Participant 5	MY- : 9.11	46%	No mark
Participant 6	MY- : 9.08	44%	59%
Participant 7	MY- : 11.00	51%	63%
Participant 8	MY- : 9.00	41%	No mark
Participant 14	MY- : 10.10	40 %	No mark

AR Reading Age Lower performers

The table below presents the marks for students that did not do well in reading age average pre-evaluation test. The results reviewed show that most of them did not do well in the Pace test as well as the CSHR test. For example, participants 9, 10 and 11 scored the lowest reading age average and got an average of 30% for the CSHR L2 test. These results support the notion that the lower the reading age average that a student achieves, the more likely they are to struggle in their studies and attain lower results.

Participant	AR Reading Age Pre-evaluation	Pace Assessment Pre-evaluation	CSHR TM2 MARK
Participant 9	LY : 6.10	32 %	30%
Participant 10	LY : 6.10	34 %	30%
Participant 11	LY : 7.08	39 %	25%
Participant 12	LY : 7.10	46%	32%
Participant 15	LY : 6.10	30 %	50%
Participant 17	LY : 7.08	No mark	25%

PACE ASSESSMENTS: PRE AND POST EVALUATION RESULT COMPARISON. As a final comparison the table below shows data from the pre-evaluation and post evaluation PACE assessment. The results show that the majority of the students increased their PACE mark. The average percentage increase was 4.8% over a six month period between the pre and post evaluation timeframe. An analysis of the Open Learning Centre (OLC) database was conducted to determine the number of reading books the participants had

taken out of the library. From the data presented below, the majority of the students took at least one item and above with the exception of participant 25 and 32 who did not take out any item from the library. Inferences cannot be made on whether the students borrowed and read items from anywhere else besides the OLC and the items borrowed are only based on the OLC data.

Participant	AR Reading Age Pre-evaluation	Pace Assessment Pre-evaluation	Diff	Library items taken out
Participant 18	41%	51%	10	2
Participant 19	60%	62%	2	1
Participant 20	62%	65%	3	1
Participant 21	74%	74%	0	3
Participant 22	48%	55%	7	1
Participant 23	53%	58%	5	1
Participant 24	79%	74%	-5	2
Participant 25	30%	34%	4	0
Participant 26	46%	51%	5	1
Participant 27	72%	74%	2	1
Participant 28	58%	65%	7	1
Participant 29	44%	48%	4	2
Participant 30	39 %	46 %	7	2
Participant 31	51 %	58 %	7	1
Participant 32	41 %	55 %	14	0
Average increase		4.8%		

REFLECTIONS

The execution of the project did not come without challenges. The challenges experienced by the researchers in conducting the research should be taken as lessons learnt and these should form the basis of prescribing recuperative solutions to effectively run a reading development and intervention campaign. A review of the study in retrospect through the analysis of the data presented earlier, highlights the success of the project in accomplishing its set objectives. The study sought to determine the incoming reading age of Level 2 students and it managed to achieve that according to the results presented earlier. It further probed the existence of any correlation between reading age average and academic success through the analysis of results for a mid-year test administered to the Level 2 students. The data presented showed that the majority of the students that scored a higher reading age average also performed exceptionally well in the mid-year assessment results that were analysed. On the other hand, participants that achieved the lowest reading age average, also achieved the lowest marks for the mid-year test. This supports the assertion that students that struggle with reading for meaning possess a much higher propensity to face challenges with their academic studies.

The comparison of the pre-and post-PACE assessment results showed a very small increase in the participants' average marks. On average, the participants attained a 4.8% increase between their pre and post evaluation marks. The increase is somewhat marginal and leaves a lot of room for improvement. For the campus to attain a more upward and sustained trajectory of reading levels, a lot needs to be done and this would require collective effort from all departments that supports teaching and learning at the college.

KEY CHALLENGES EXPERIENCED

- Accelerated Reader offered us a pilot programme in order to see if the product would be useful to meet our defined need. As it was a pilot there was no training that went with the product so the staff had to familiarise themselves with the product, the set up needed, and how to implement the project.
- Extensive use of the online chat portal was made in order to set the classes up correctly and this chat function was bot user-friendly and very useful.
- Groups were determined based on the reading age and in order to avoid any discrimination or stereotyping, we used colours instead of ages to group the different reading age groups together.
- The Muizenberg OLC is well resourced with regards to young adult literature but did not have any reading material that was suitable for the Lower reading years. Some material was purchased but we would need to ensure that we can supply material to all levels. Unfortunately, this is not the case with all of our OLC's as some campuses have less reading resources than others.
- We would like to have implemented the full reading intervention but due to a lack of facilities with regards to availability of the EBay and their computers, we were unable to do this.

RECOMMENDATION

- The campus administration needs to envisage ways of integrating Literacy Development programmes for incoming students into the curricula as the data presented has showed that 18% of the participants achieved a lower reading age average which is between 5-8 years according to the AR data. It is that group of students that we should be concerned about as their poor performance on the AR baseline test as well as the Pace assessment results translated into lower marks for the CSHR mid-year test for the majority of them according to the data presented earlier. These results correlate with the assertion from previous studies that the ability to read for meaning is the foundation of any successful learning. Students with reading deficiencies are more likely predisposed to encountering challenges with their academic studies.
- Literacy skills development programmes are more likely to be effective if they are securely embedded in all Subjects. Collaboration is a vital component that is required in order to successfully implement a reading development programme for the NCV students. Collaboration should involve all the key role players that support Teaching and Learning at the campus and should include the Campus Management, OLC staff, Lecturers and the E-Learning Department. The involvement of these key role players provides for a forum where role-players can meet, discuss their roles and responsibilities and cross pollinate ideas with regards to the successful implementation of the Reading Programme.
- One of the main challenges that we encountered was to do with the high usage of the EBay, as the project required students to make use of the computers located in the EBay to complete the test. The test sessions were not formally timetabled and the Campus Head had to negotiate with staff to move around lessons and free the EBay and students for the testing sessions. If the College envisages the rollout of the AR reading development programme (as a full reading intervention) across all the campuses, for it to be effectively run, it has to be formally time-tabled and implemented through collaborative effort of all key stakeholders mentioned earlier.
- The evidence gathered in this study recognises that literacy is a key issue regardless of the subject taught. The random analysis of the CSHR test was meant to give a general picture of the connection between academic performance and reading competence. The onus of ensuring that all academics are well equipped with an understanding of literacy development programmes rests with educational leaders. Literacy Training programmes should be implemented, when needed, and some sort of monitoring with regards to how effectively academics are developing students' literacy skills as an integral element of their wider learning. That responsibility should not only rest with English lecturers, but it should be a shared campus wide responsibility amongst lecturers across subjects and involving OLC Co-ordinators.
- NCV Level 2 students need to have at least one timetabled reading lesson in the OLC per week. This engagement would allow the OLC staff to impart continuous library and research skills support, assist students with book selection and keep track of what each student has read. Making full use of the reading intervention and development part of AR reading programme would then get the student to complete an online quiz or better still, write a short summary of what they have read and why it was interesting or memorable to them. This can be done effectively if the reading periods have been incorporated into the timetable and the OLC then collaborates with lecturers to run the intervention effectively. The consolidation and development of basic skills in this year will prepare them for success at Level 3 and beyond.

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