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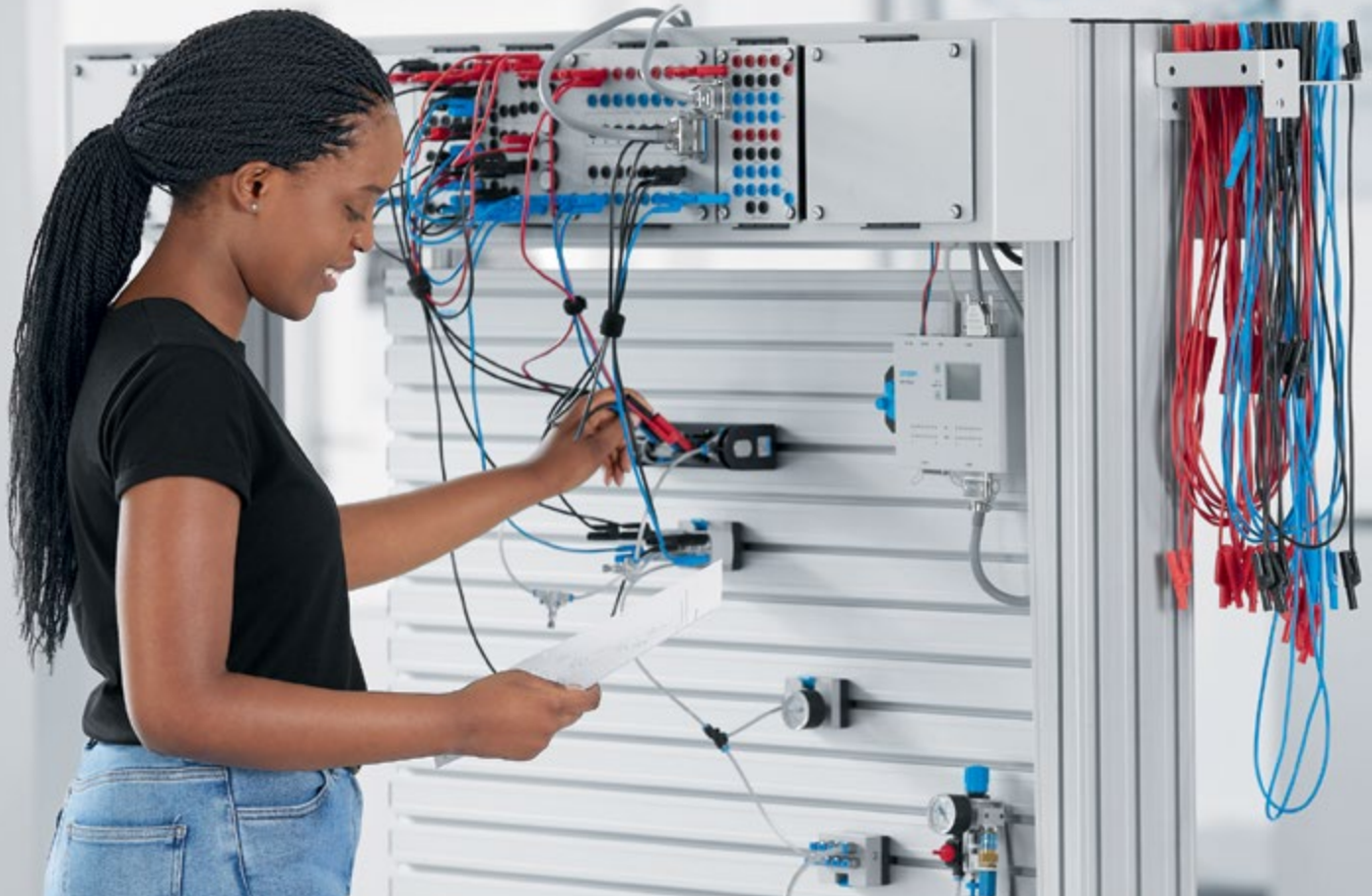
June 2019

The Official Quarterly TVET College Newsletter and Journal



**TVET Colleges:
Celebrating the
TVET Professional**





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Cover Photograph

TVET Colleges: Celebrating the TVET Professional
 Zama Kubheka, a Boilermaking apprentice, commences training in the Centre of Specialisation for Boilermaking at Majuba TVET College
 Photo Credit: Nashveer Nemesar

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Celebrating the TVET Professional

Welcome to the Winter edition of TVET College Times. I have heard it said, "When students do well, they are applauded for their hard work. When students fail, it is usually the lecturers and trainers that take the blame." This seems somewhat unfair. The element of truth in the statement perhaps lurks in the reality that the hard work of lecturers and trainers is too often taken for granted.

With this in mind, we decided that this edition of TVET College Times should highlight the massive, selfless body of devoted service that is performed daily by thousands of lecturers and trainers in TVET Colleges across the land. We also commend the work of all the many thousands of employees, partners, researchers, consultants and other stakeholders that the support the work of vocational education and training. We start with a word from the Minister, and hear the Deputy Minister in From the Ministry. Cutting Edge News picks up on the lead of the Minister regarding the importance of the growth and development of TVET colleges. We then take inspiration from our Movers and Shakers. Campus Matters follows with features on Teaching and Learning in which

we acknowledge the work of faculty, Centres of Specialisation, Partnerships, Skills and Artisan Development, WorldSkills South Africa, Special Education Needs, Social Media, International Exchange, Entrepreneurship Development and ending with Personalia. In Policy and Operational Shifts we note the release of two key reports by the Department of Higher Education and Training, and close with an informative account of a workshop convened on Supply Chain Management.

After 15 years and 57 editions of TVET College Times, and a total of 45 years of active service to education, it is time to bid farewell. I thank you all for your interest and participation in this publication during my term as its editor. It is my pleasure to introduce a new editorial team under the leadership of Ms Khanyisa Ngewu. The team includes Nashveer Nemesar of Majuba TVET College and Tumelo Morobe of Capricorn TVET College. Read more on these exciting developments on page 41. Enjoy the Winter recess and join TVET College Times again in the Spring edition.

Your TVET College Times Team.



IN THIS ISSUE: Cover Story

The Teaching and Learning focus column on [Pages 13 - 15](#), features many of our top performing individuals and professional teams. We commend their excellence to you as inspiration.

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GNM Pandor, MP
Minister of Higher Education Training

“Transformation in the education sector: How can it be fast-tracked to make a bigger contribution towards realising the goals of the National Development Plan by 2030?”

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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Youth unemployment is one of our central challenges. South Africa needs partnerships that will generate innovative solutions to address our many challenges. One of the critical challenges we need to address, is the large number of young people who have no education, no skills, or occupation.

Government has embarked on a number of initiatives to tackle this challenge. Not alone but in partnership with employers. We believe that the effective use of TVET colleges is one of the tools available to support transformation of education and skills. For example, one important project is the Centres of Specialisation programme for artisans. The programme involves employers providing apprenticeships for young people. Colleges provide training, and the DHET supports the initiative through funding and policy. It is not only skills at the lower end of the spectrum that we require. We also need high-level skills for the dynamic parts of the economy. These include the areas of hi-tech manufacturing; the creative industries; hi-tech medicine; business services; education and computer software in advertising, in mobile phones, and in aerospace engineering.

Effective education transformation will require careful planning and collaboration in the higher education sector. We cannot continue with current practices in which there appears to be a very tenuous connection between the economy and skills training. We continue to qualify graduates that cannot be absorbed by the economy and who do not have the means to create their own enterprises. Our institutions of higher learning are poised to play a critical role in advancing the new skills agenda for South Africa and our continent. We can offer capable research programmes in fields of study that address our development challenges. Much has been done to lay the foundation for responsiveness.

It is also a problem that our post-school education and training is skewed towards

university education. This is because even though we now have a very good and important financial support system, many young people would be much better off pursuing vocational training. More students enter universities each year than TVET colleges. A situation which is neither ideal nor sustainable if the skills needs of the economy and society are to be met on a sustainable basis. We need to equip those tens of thousands of young people for the world of work who are not suited to a university path. This challenge becomes visible if one notes that of the roughly one million learners leaving school annually, many do so without a Grade 12 certificate.

This is why we are putting ever more emphasis on TVET colleges. They need to grow substantially. They need to become much more responsive to the changing labour market. They must be flexible enough to help address the country's skills shortages and developmental needs. In tandem with this, we must also all (schools and post-school institutions) work harder to reduce dropout rates. We must simultaneously ensure that the majority of students graduate in regulation time. It really is disconcerting that dropout and throughput rates still reflect apartheid-era patterns on race, 25 years into our democracy. Correcting this, requires a responsive, properly planned and effective post-school education and training system. A TVET system characterised by excellence, particularly on the part of lecturers and trainers, many of whom are commended for their achievements in this edition. We are hard at work making this happen. But, it also means that the synchronisation between basic and post-school education must improve dramatically as well.

In closing, I believe that taking up the challenge is something we all need to think about, to put our hearts into, and to master in the interests of those we serve. Namely, the young people of our country, and through them all of our people.

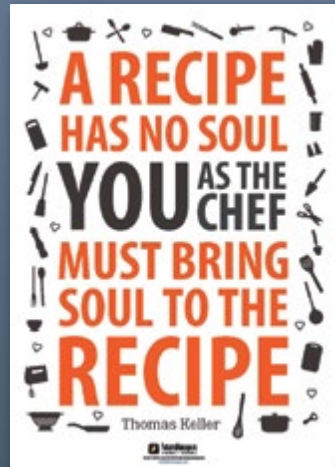
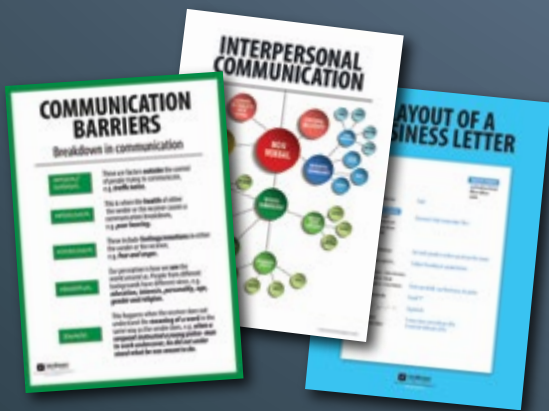
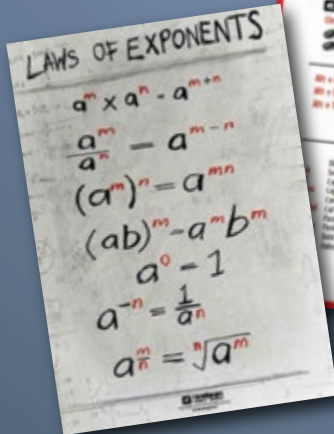
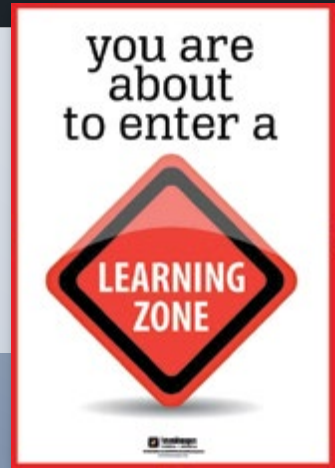
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Deputy Minister of Higher Education and Training, Mr Buti Manamela, addresses the Transport Education and Training Authority Skills Summit

Programme Director
Chairperson of the Accounting Authority -
Ms Nomagcisa Tsipa-Sipoyo,

Accounting Authority Members of the
Transport SETA

Chief Executive Officer of the Transport SETA

Representatives of Industry and Organised Labour

Allow me first to thank the Transport SETA for having organised this event. The timing is opportune. It comes as our country calls upon us to do more for the provision of the skills required for our socio economic development. I am aware that some, if not most of you, attended the National Skills Conference that was held on 14 and 15 March. The Minister, amongst others, spoke to the theme of the Conference. The theme of “building a demand led skills development system that focuses on an inclusive growth”. You will agree with me that this theme remains ever relevant. It is highly relevant if actions are to follow that have an impact on society in addressing the question of youth unemployment. The need for building a demand-led skills development system remains our focus for inclusive economic growth. This need was well articulated by President Cyril Ramaphosa when he said, “We will draw more women, more rural people and more youth into the economy by: expanding access to digital skills training to young people; by developing and supporting technological and digital start-ups; and by having a more concerted focus on SMMEs, co-operatives and township and village enterprises”.

We meet today at this Skills Summit at the moment when we receive Statistics South Africa (StatsSA) figures on gross domestic product (GDP). These figures reflect the performance our economy in 2018. I am pleased, that despite the recession, there is a positive growth in the

The transport sector has entered a global transformation that is characterised by the convergence of digital, physical, and biological technologies. It is doing so in ways that are changing both the world around us and our very idea of what it means to be human. Currently, there are eleven South African universities offering programmes and modules in 4IR and related fields of artificial intelligence and robotics.

third and fourth quarters of 2018. Furthermore, real annual growth rate for the country stands at 0,8% in 2018. However, this growth can be better. In fact, it must improve for us to effectively counteract unemployment and poverty. At this Skills Summit, we must identify the practical steps needed to confront the challenge of youth unemployment. Youth unemployment in the fourth quarter of 2018, stands at 54,7% for those aged between 15 - 24 years and at 33% for those in the 25 - 35 age group. I am sure that you will agree with me that these figures are unacceptably high. I have noted an anomaly in the Transport Sector. The growth for both Quarter 4 of 2018 and Annual Growth, was positive at 7,7% and 1,6% respectively. But when it comes to employment, the Sector shed jobs in Q4 of 2018 in the region of 30 000. The majority affected being women, at 22 000. By comparison, 8 000 men were affected. There is a contradiction in that the sector is growing but shedding jobs at the same time. This Skills Summit must assist in helping us understand this phenomenon and how we speedily resolve it, so that together we grow South Africa.

The transport sector has entered a global transformation that is characterised by the convergence of digital, physical, and biological technologies. It is doing so in ways that are changing both the world around us and our very idea of what it means to be human. Currently, there are eleven South African universities offering programmes and modules in 4IR and related fields of artificial intelligence and robotics. This Skills Summit will not have completed its work, if does not reflect on addressing the matter of the fourth industrial revolution skills. Practical solutions are required as there is no time for perpetual dialogue and minimal action. The presentation by the International Labour Organisation (ILO) at the National Skills Conference, indicated that some, 10% - 18% of jobs may be automated. However, many new jobs will be created. Hence, it is incumbent upon us to embrace the fourth industrial revolution. You will agree with me that already the demand for routine and manual tasks is decreasing. Conversely, the demand for higher-skilled tasks, problem solving and interpersonal skills is on the rise. The SETA, working with all related parties, must ensure that college curriculum, which is at the heart of the South African vocational education and training system, is restructured to enhance responsiveness to industry needs and requirements. It must do so in a manner that leads to improved Technical and Vocational Education and Training (TVET) standards.

In line with South Africa's proposed reforms, international experience suggests that vocational lecturers/trainers and teachers should be encouraged to spend time at the workplace. One option is for existing lecturers and trainers to spend short periods in industry. For example, in Finland, the Telkkä

programme allows teachers to spend two months on-the-job. This has brought a wide range of benefits to the teachers. One benefit of lecturer-internships is that lecturers become more familiar with current workplace requirements, particularly those of the hosting employer, and then are capacitated to teach these in their courses. For the employer, this may ease the recruitment and training process for new workers. While South Africa needs more skills, it also needs to ensure the right set of skills for the labour market. I am aware that the Transport SETA currently has a working relationship with Universities, Private Training Providers and TVET colleges. This relationship is focussed on areas of priority identified by the relevant parties,

The SETA, working with all related parties, must ensure that college curriculum, which is at the heart of the South African vocational education and training system, is restructured to enhance responsiveness to industry needs and requirements.

such as bursaries, lecturer development, capacity building and accreditation support. We need to intensify such initiatives, especially on learnerships, apprenticeships and internships. Lastly, the Minister in the National Skills Conference, also launched the National Skills Development Plan (NSDP). The NSDP has been extensively consulted, especially with social partners at the National Economic Development and Labour Council. The NSDP was gazetted on 7 March. In the NSDP, there is an explicit acknowledgement that South Africans need to join hands and minds to generate the solutions to our challenges. The slogan of the NDP emphasises this co-operative paradigm in “Our Future – Make It Work”.

The NDP calls for an improvement in the quality of education and training. This is required in order to enhance the capabilities of our people. Doing so will ensure that they are active participants in developing the potential of the country. The NSDP is therefore crafted as a key driver. It enables government and social partners to contribute towards economic growth initiatives, employment creation and social development. I invite all of us, to read and digest the NSDP. After all, it will be implemented from 1 April 2020, by all of us. Especially those who operate within the skills development system. I look forward to the deliberations and outcomes of this Skills Summit.

Thank you.

Deputy Minister of Higher Education and Training, Mr Buti Manamela, addresses the Skills Development Summit 2019

Programme Director
Director of the Haggai Education and Training –
Ms Susan van Aswegen

Managing Director of Cape Media Corporation –
Mr Robert Arendse

Distinguished guests

Good morning to you. It is my pleasure to deliver the opening address to this Skills Development Summit 2019.

In October 2018, against the backdrop of low economic growth and a stubbornly high unemployment rate, President Cyril Ramaphosa chaired two summits. One, addressing the unemployment challenge and the other, focussing on the need to boost investment in the economy. The Investment Conference is part of government's ambitious drive to raise US\$100 billion worth of new investment over the next five years. Convening the two summits comes from the realisation that job creation requires investment, and that investment in turn, necessitates skills. More than 70 interventions to protect existing jobs and create new ones were identified. They were informed by the need to address the pillars of South Africa's growth strategy. These include ensuring a sound and responsive government that prioritises inclusive growth; investment promotion and the upgrading of industrial capacity; holistic support for township and rural enterprises; increased workplace equality; upgrading skills and education; infrastructure development; maintaining and strengthening the social safety net; and innovative measures to assist businesses facing challenges.

The commitments to increase access to employment include education and skills interventions that build competencies needed for employment and self-employment. It is here that TVET and community colleges play a critical role. Public and private sector skills commitments for youth employment, including capacity building, need to be expanded. Solutions need to be found in order to accelerate the transition of NEETs (a young person not in education, employment or training) towards earning an income. Small businesses need to be assisted by leveraging procurement for small firms and co-operatives. Large-scale youth entrepreneurship programs, and general support of the informal sector, also form part of the commitments. I mention these because this Skills Development Summit takes place against the particular background of low economic growth and high unemployment. It also takes place against the background of the 4th Industrial Revolution and the march towards automation, digitisation and future

skills. The resultant impact of the 4th Industrial Revolution will bear heavily on the future skills that will be required. It also compels us to prepare for the displacement of current workers and how we retrain and reconnect them to the labour market.

The DHET recently conducted an evaluation of the National Skills Development Strategy (NSDS) III 2011-2016. The evaluation results help us to shape and inform the NSDS IV and the National Skills Development Plan (NSDP). The evaluation articulated many interesting truths about our entire skills development landscape.

The skills development levy yielded an amount of approximately R63 billion over the period 2011 to 2016. Of the R63 billion revenue received in this period, about R50 billion went to the SETAs. In excess of R12 billion went to the National Skills Fund (NSF). Of the total available funds over the five-year period, the SETAs spent about R6.3 billion on administration costs, disbursed about R14.5 billion in mandatory grants and R20 billion in discretionary grants. In total they made R31 billion worth of discretionary commitments between 2011 and 2016 whilst disbursing only R20 billion of these commitments, pointing to a substantial under-spending of available funds.

During the period of NSDS III, there were almost 1.1 million enrolments across different learning programmes offered under the auspices of the 21 SETAs. In addition, there were 330,000 trainees funded by the NSF. That means there were just over 1.4 million beneficiaries of skills development system funding between 2011/12 and 2015/16. In terms of employment, the proportion of trainees not previously employed being absorbed into full-time employment after completion was high in the case of Apprenticeships, Learnerships and Internships. However, unemployment in general continued to rise. Employers believe that skills development has improved productivity, reduced errors in the workplace and improved the quality of product or service delivered. Trade union representatives agreed that this was the case. Training has also increased the work readiness of young people entering the workplace. However, a majority of employers stated that skills development has not achieved what they hoped for in terms of improving the supply of required skills.

In early March 2019, Minister Pandor promulgated the National Skills Development Plan (NSDP) 2030. The NSDP has been crafted in a policy context of the National Development Plan (NDP) and the White Paper on Post-School Education and Training. The NSDP proposes a multi-tiered approach to understanding and responding to the skills needs of our country. Firstly, in determining skills at organisational level and understanding skills needs at the workplace, both in public and private sectors. Secondly,



Deputy Minister of Higher Education and Training, Mr Buti Manamela, addresses the Skills Development Summit

determining skills at sectoral level of occupations in high demand and priority occupations. Thirdly, determining skills, at national level, which includes provincial and local levels, of occupations in high demand and priority occupations.

The NSDP sets eight outcomes to achieve by 2030. Each outcome has a set of key performance indicators and associated targets. The outcomes include:

- Outcome 1:** Identify and increase production of skills for occupations in high demand.
- Outcome 2:** Linking education and the workplace.
- Outcome 3:** Improving the level of skills in the South African workforce.
- Outcome 4:** Increase access to occupationally directed programmes.
- Outcome 5:** Support the growth of the public college system.
- Outcome 6:** Skills development support for entrepreneurship and co-operative development.
- Outcome 7:** Encourage and support worker initiated training.
- Outcome 8:** Support career development services.

The NSDP also sets out the institutional arrangements for SETA's. There is a more pointed emphasis on good governance, sound management, better efficiency and greater impact. Social partners will continue to play an active role, amongst others, in SETA Accounting Authorities and in the National Skills Authority. Social partners remain at the heart of the NSDP.

Allow me to conclude by reminding ourselves of the National Skills Accord 2011. In this Accord, parties agreed that "Action and implementation should be a hallmark of the partnership. Where constituencies identify areas where they can make firm commitments as well as identifying actions that other constituencies would need to undertake".

Thank you.

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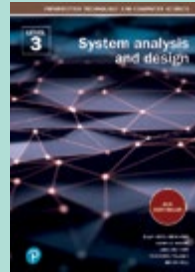
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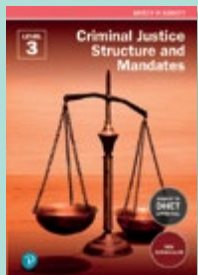
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Minister Pandor announces R380 million allocation to build a new TVET college campus

The Department of Higher Education and Training (DHET) will build a R380million Technical and Vocational Education and Training campus in Mitchell's Plain near Cape Town, Western Cape Province for False Bay TVET College.

This announcement was made by the Minister of Higher Education and Training, Naledi Pandor at Beacon Hill High School, in Mitchell's Plain, on 7 April. The Minister was speaking at a Youth Summit event organised by the DHET. Minister Pandor said that the construction of the new campus "will start as soon as her Department has come to an agreement with the City of Cape Town, regarding a piece of land where this new campus is to be built". She added, "I have recently learnt to

my astonishment that the City of Cape Town wants part of the money allocated to build the Campus to be used to purchase the land that it has made available for the construction of the Campus. We say, the land should be given for free, given that it belongs to the City. It is crucial, in the interests of education, training and social upliftment that every cent of the allocation goes towards making this campus a state-of-the-art facility. This is what the people of Mitchell's Plain deserve", Minister Pandor said to thunderous applause of the very large gathering of youth and parents. The new campus is expected to be completed within two years. It will be an addition to four other campuses operated by False Bay TVET College.

These are namely, Khayelitsha; Swartklip; Westlake and the Distance Learning Campuses.

The Mitchell's Plain campus will offer a host of interesting and relevant programmes to young people, directly linked to the economic drivers of the Mitchell's Plain industrial area, and the country. These include a range of qualifications that will prepare people for the demands of employment, and equip them to be self-employed. The range is impressive and includes Electronics, Electrical Engineering, PV Installer and Spray Painting, Civil Engineering and Construction subjects, ICT, Early Childhood Development, Tourism and Retail. Further study options will be added to these as the demands are identified.

Major new TVET college campus to be built will serve thousands of students

ROSHIN SCHMIDT – Marketing Officer

False Bay TVET College has received confirmation of the approval of its long-cherished project to establish a campus in Mitchell's Plain, Cape Town, Western Cape Province.

Minister Naledi Pandor has announced that the world-class facility, to be built at a cost of an estimated R380 million, will serve Mitchell's Plain, Strandfontein and the surrounding communities. The new campus underlines the continued phenomenal expansion of the College, which is perennially among the top-performing TVET Colleges in South Africa. The City of Cape Town has agreed in principle to make available a 6.5 ha tract of vacant land for the new mega-campus. The Campus will be located on Spine Road, a major arterial road connecting Mitchell's Plain, Khayelitsha and the Cape Flats community. Acting Principal, Karin Hendricks notes, "This campus will enable the College to address two major challenges in South Africa. Namely, providing access to high-quality training that addresses the scarce and critical skills needs of South Africa and secondly, addressing the challenge of youth unemployment".

The new campus will provide programmes serving skills development needs in the engineering and the services sectors. This will include programmes in the fields of tourism; early childhood development; safety in society; paralegal; creative media; business process outsourcing (BPO); and wholesale and retail. The College has been delivering education and



Present at the announcement were DHET Acting Regional Manager Mr Cassie Kruger, Principal of Beacon Hill High School Mr Gregory Kannemeyer, Minister for Higher Education and Training Dr Naledi Pandor, Acting Principal False Bay TVET College Ms Karin Hendricks, and Chief Director: Seta Co-ordination, DHET, Mr Maliviwe Lumka

training programmes in Mitchell's Plain for the past fifteen years. In order to do so, it has been using leased premises, often in primary and high schools. It is estimated that apart from the students currently served in this manner, a further 5 000 to 10 000 Mitchell's Plain students commute daily to educational facilities in other areas. The College has long argued that the Mitchell's Plain and surrounding communities deserve a top-class campus that provides skills development opportunities. This is key to mitigating the chronic youth unemployment rates in the community and the country, through vocational skills development and the production of technicians and artisans.

With the dream finally about to be realised, the College is establishing a community communication and consultation forum. This will ensure support and buy-in from the surrounding communities. Along with the participation of various community structures, the forum will stimulate further discussion regarding programmes to be offered to the targeted communities. The new Mitchell's Plain Campus will complement the College's existing campus presence in the communities of Khayelitsha, Fish Hoek, Westlake and Muizenberg. In addition, the newly established Swartklip campus along Swartklip Road, is destined to become one of the largest artisan/engineering campuses in the Western Cape.

In response to the announcement, Acting Principal Hendricks comments, "With South Africa having set itself the ambitious goals of growing the economy by an average of 5,4% p.a. and cutting the unemployment rate to 6% by 2030, False Bay TVET College is extremely excited about expanding its contribution through the new development. We wish to thank the Minister and her department and the City of Cape Town for this huge vote of confidence in the College".



Minister of Higher Education and Training, Dr Naledi Pandor addresses a full house at the Youth Summit where the announcement of the new build was made

College inaugurates new campus buildings

DAVID MULEELE

On 13 March, the Deputy Minister of Higher Education and Training, Mr Buti Manamela, officially inaugurated the Ekurhuleni West TVET College, Boksburg Campus newly built Hall, Staff Room and Media Centre.

Hon. Buti Manamela was joined by the Gauteng and Free State Acting Regional Manager, Ms Hellen Ntlatleng; the chairperson of College Council Dr Mpho Mohlala, as well as dignitaries representing various sectors. The event kicked off with the hoisting of flags in front of the new staff room. Proceedings continued inside the marquee for the inaugural formalities before a tour of the new buildings got underway.

In her welcome address, Acting Principal Ms Ntombizodwa Dangazele, confidently maintained that the good results that are achieved by the students, are occasioned by the beautiful infrastructure that the college has at its disposal that supports quality teaching and learning. Representing the Department of Higher Education and Training, Ms Hellen Ntlatleng, Gauteng and Free State Acting Regional Manager said, "The College chose to offer programmes that are responsive to the development of scarce skills through the



The Deputy Minister of Higher Education and Training, Honourable Buti Manamela officially opens the hall

training of artisans". Addressing the audience, Deputy Minister Buti Manamela indicated that the Higher Education and Training ministry pronounced their commitment to expand the TVET sector. This is an indication of the need for TVET colleges as a critical part of the post-school education and training system. "We should have more students within the TVET system compared to the university system. We need to double the number of enrolments based on the numbers set by the National Development Plan", Hon. Buti Manamela emphasised. He also said that the perception that TVET education and training is of low quality and inferior, should be addressed. This might in part, be achieved by organising information and career guidance sessions for students and parents. He added that TVET college student pass rates should steadily improve. This would demonstrate the quality of TVET college programmes and qualifications. He furthermore indicated that infrastructure development plays a vital and explicit role in changing the perception that the people have of TVET colleges.

Thanking guests, Chairperson of the College Council, Dr Mpho Mohlala, noted that "We are

all about students. We are doing all that we can and, with all our might, to make sure that students receive the best education and training possible. It is important that this is matched by appropriate cutting edge infrastructure, because what we are looking for is education and training that is futuristic". The newly built buildings will be used for College functions; student assemblies; government department/community and stakeholder meetings; indoor arts and cultural activities, and an examinations venue. The Media Centre, which is central to the campus academic programme and gives itself to relaxed reading or research, will enhance effective teaching and learning. Staff and students will have access to a wide range of both print and electronic resources through the centre. The Media Centre has work stations for users to access library information, a research room and a study room. Amongst other things, it has an auditorium that has a seating capacity of 110.

On the other hand, the hall boasts the following features, a foyer, kitchen, rest rooms, dressing rooms and stage. It has a seating capacity of 500 sitting in cinema style and 300 sitting in round table style.



Acting Principal Ms Ntombizodwa Dangazele presents a welcome address



Acting Regional Manager Ms Hellen Ntlatleng, provides background on the inaugurated build

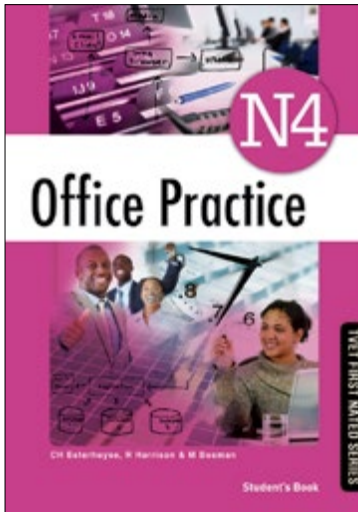


Acting Regional Manager Ms Hellen Ntlatleng cuts the ceremonial ribbon

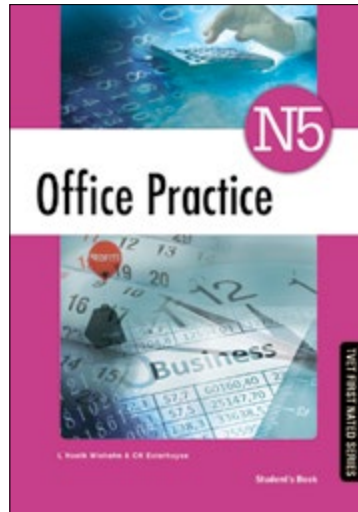
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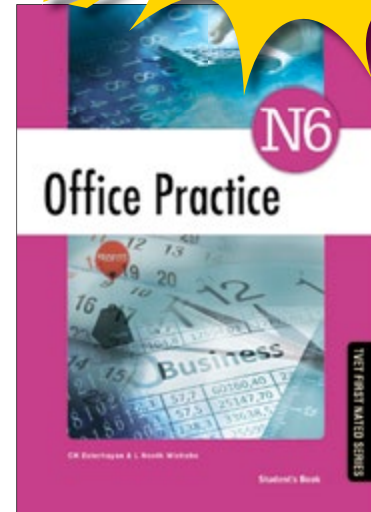
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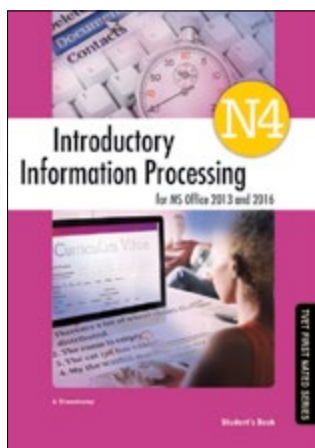
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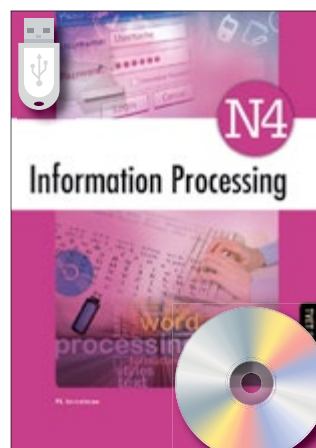
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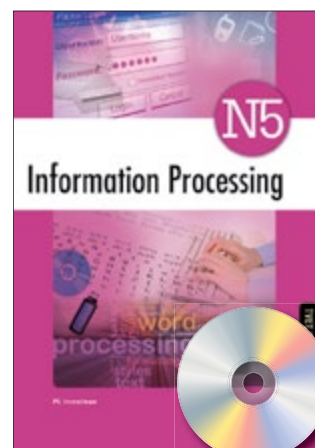
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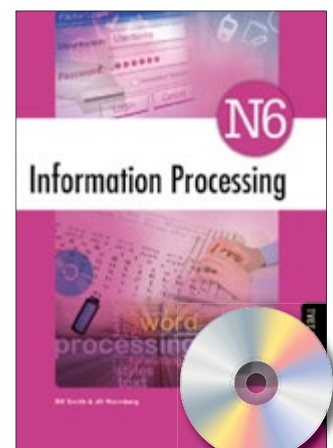
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Civil Engineering (NATED) student heads to university in London to pursue Aerospace Engineering studies

MASHILO MOJELA

Born on the 6th February 1998, N6 Civil Engineering student at South West Gauteng TVET College, Nhlamulo Mkhabela, could not believe it when he received an early 21st birthday present.

The present came in the form of news that a dream he has held since childhood, was about to be realised. The news came in the form of a letter of admission to study Aerospace Engineering at Kingston University in London, UK. Nhlamulo, who originally hails from Giyani in Limpopo Province, knew from the age of 12 that he wanted to be an Aeronautical Engineer. His excellent marks and distinctions in Mathematics always set him apart as a student. These achievements prepared him for his ultimate journey. He drew his love and passion for Maths from his late grandfather, John Mxadje Maluleke. Mr Maluleke had been one of the best Mathematics teachers of his time. "My grandfather played a pivotal and influential role in my studies. More especially, in my love for Mathematics. He would tell me that understanding the basics is all you need to excel in maths. This has been the secret for my distinctions in the subject ever since", said the star student.

When Nhlamulo registered for Civil Engineering at South West Gauteng TVET College, at the Molapo

Campus in 2017, it was a second chance for him. Strikes had disrupted his studies at the Durban University of Technology, Westville Campus in 2016. His performance and results in the chosen program proved that it was the correct program for him. He achieved distinctions in almost all the subjects for which he had enrolled. Passionate in his research and use of the internet, as he was surfing the net one day, in search of the best International University that specialises in Aerospace Engineering, he came across Kingston University in London. He immediately went to their website and applied online. Two days later he received a letter confirming that his application had been successful. That he should wait for a letter of admission within two months. He received the letter of admission just two days before his 21st birthday on the 4th of February 2019. The good news is that he has also secured a scholarship from an engineering company for this. Nhlamulo, was then scheduled to fly to London on the 26th April to complete the registration process.

Nhlamulo is keen to secure a preliminary Internship while in the UK. This would allow him to familiarise himself with the UK environment whilst waiting for the classes to commence later. He is very



Nhlamulo Mkhabela, N6 Civil Engineering student is now furthering his studies at Kingston University, London

grateful for the opportunity to study in the UK and has a few people to thank for making his dream a reality. "I am really emotional about the whole thing. Often we don't believe God answers prayers. It has always been my dream to become an Aerospace Engineer. Growing up, I looked up to people like Albert Einstein and Zubrin and others, for their excellent world space exploration", said the elated 21-year-old. "My special gratitude goes to my grandparents, parents, Uncle Tiyesela Maluleke, and all the teachers and lecturers who have helped unleash my talent and potential", concluded Nhlamulo.

Top Empowerment Award and PMR Diamond Award, awarded to top College

LAME MORUBANE – *Communication Officer*

The Top Empowerment Awards showcases business leading in transformation. The award has been bestowed over the past 18 years, acting as a source of inspiration for South Africa's business elite.

The Top Empowerment Awards platform provides exposure among empowered industry players. It honours those who have displayed innovative leadership and who have made significant impact on the communities in which they operate, as well as society at large. Motheo TVET College has been awarded best in Education and Training Award at the 18th Annual Top Empowerment Awards. The College competed against a select group of peers for the Education Award in April. Executive management, some broad management members and SRC members accompanied Principal Prof Dipiloane Phutsisi to accept the award in Johannesburg, Gauteng Province. The awards, and the accompanying 18th Annual Top Empowerment Award, draw together a host of business and government leaders to have crucial representation from all key decision-makers. This achievement places Motheo TVET College at the forefront of national development. It reinforces the importance of private and public sector support for and commitment to, the education sector.

In another achievement, the College has also once again been recognised for business excellence, based on an intensive independent research survey process conducted in March and



Motheo TVET College Principal Prof Dipiloane Phutsisi, Executive Management, some broad management members and SRC members, receive the Top Empowerment Award

April 2019. 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 fifth consecutive year. The award was made at the Annual Free State Business Excellence Award Ceremony held recently in Bloemfontein, Free State Province.

In the Sector of Training Institutions in the Free State Province, Motheo TVET College is rated highest on an overall rating of 4.18 out of

a possible 5.00. In 2014, the College received the Golden Arrow Award and in 2015, 2016, 2017 and 2018 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 Prof Dipiloane 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 Prof Phutsisi.



TEACHING AND LEARNING

College honours lecturers for outstanding achievements in teaching and learning

THOBILE TSHABALALA – *Journalist in the College Marketing Department*

Majuba TVET College Lecturer Awards, are the highest accolade awarded to lecturers who have demonstrated a positive academic influence on teaching and learning activities.

The 2018 awards function, which took place recently, recognised excellence in teaching and learning in the classrooms, lecture halls and workshops of the College in the course of the 2018 Academic Year. The prestigious event took centre stage at The Pines in Newcastle, where all of 213 guests arrived in style, elegantly dressed for the occasion. In attendance were Senior Managers, Lecturers from all seven campuses, and representatives of the Quality Council for Trades and Occupation (QCTO), and MacMillan Publishers. Guest Speaker, Chief Executive Officer of QCTO, Mr Vijayen Naidoo, in his address touched on the topic of the 4th Industrial Revolution. He emphasised how TVET Colleges should prepare themselves to adequately meet the emerging needs of our educational system.

The event served as a motivator for lecturers and particularly for those who were receiving awards. It recognised their extra efforts that featured in their teaching and learning practices. The top performing seven lecturers who excelled in teaching and learning practices were Mr Magubane (NCV: Business), Ms Ngcobo (Report 191: Business), Ms Mhlongo (NCV: Engineering), Mr Hlatshwayo (Report 191: Engineering), Ms Shabalala (NCV: Business), Mr Ramdhani (NCV: Engineering) and Mr Manisunker (Report 191: Engineering).

Assistant Director: Curriculum Mr Lindelani Mchunu, who was convenor for the organising committee of the event, said that he was very impressed with the attendance. "I was pleased to see lecturers being celebrated for their hard work and dedication. I believe it is important to recognise the good



Dundee Technology Centre (DTC) Campus lecturers performed exceptionally well and scooped many of the awards at the Lecturer Awards Ceremony. Pictured here from left are DTC Senior Lecturer Office Admin, Slingile Kunene, Principal Sanele Mlotshwa, DTC Campus Manager, Vusi Mthembu, and DTC Tourism Lecturer, Banele Magubane
Photo credit: Thobile Tshabalala

performance of faculty to establish a professional culture of teaching and learning". He added that he was grateful for the support the committee had received from Senior Management in ensuring the success of the event. "We also place on record a very special thank you to the Curriculum Department, Academic Representatives, Quality Department and all the sponsors. Sponsors included ABSA, Cingage, Colourtech, Future Managers, MacMillan Publishers, Net-Learn, Student Hub, Toots Coaches, Trevor Smith Sport and Shuter and Shooter Publishers. They have all contributed greatly towards the success of this event", Mr Mchunu concluded.

College acknowledges the work of lecturers in awarding student Top Achievers

TIYANI MBOWENI - *Public Relations Officer*

In April, Mopani South East TVET College hosted its Annual Student Awards. Trophies, certificates and tablets were awarded to the Top Achievers of the Class of 2018.

The award ceremonies which were held at both the Sir Val Duncan and Phalaborwa campuses, were described by Principal Baloyi as functions that exemplified the College values. Students received awards in NCV and Report 191/Nated programmes in Business and Engineering Studies. Award recipients were drawn from all study programmes. Only the top three students were recognised for their efforts per programme. As in the previous student awards, women dominated their male counterparts by achieving greater marks. Presenting the awards, the Sir Val Duncan Campus Manager, Mr



Phalaborwa Campus Manager, Ms van Niekerk, congratulates campus Top Achiever Rebecca Malatji Disego

Mabuza, said, "Students who were honoured with awards have a responsibility to maintain their good work and to make the College proud". Top Achievers told him that their success was the result of hard work, respect for the lecturers and their classmates. "Based on what I was told by the awards recipients, it is important that students respect lecturers and attend classes regularly. There is no other formula than hard work that leads to any success. Humble yourself and show respect to the class, lecturers and everybody you come across in life. The library should be your friend. That's where you should shape your future", added Mr Mabuza. Phalaborwa Campus Manager, Ms van Niekerk, thanked Top Achievers for their hard work, determination and persistence. "As Top Achievers in your programmes, do not take this for granted. You are the best of the best. Use this achievement as motivation to achieve greater things in life. Those of you, who did not receive awards, continue working hard. It is hard work that will ensure that we celebrate your success on stage next year", added Ms van Niekerk.

Deputy Principal: Academic, Mr Selowa paid homage to the lecturers, congratulating them on the good work they are doing with students in the classrooms. "Thank you so much to our dedicated lecturers for all the hard work and energy you put into your job. The success of these Top Achievers all starts with you in the classroom. I am so thankful to you. I wish you all the best for the rest of the academic year", concluded Mr Selowa. Rebecca Malatji Disego, a Finance, Economics and Accounting NCV Level 2 student, achieved Top Achiever status at Phalaborwa Campus overall. For the Sir Val Duncan campus, the overall Top Achiever was Engineering and Related Design NCV Level 3 student Baloi Nsovo Denfar.

Excellent performance earns applause

NOLUVUYO MANGWENI - *Communications Officer*

Giving due recognition to the excellent work of staff is a great way to boost staff morale. Buffalo City TVET College hosted its third annual Staff Performance Award ceremony.

Employees representing all three campuses came dressed in their best elegant and sophisticated evening wear. It was a night to celebrate a year of outstanding and exceptional performance. Like in any other situation, there are those who go the extra mile in the call of duty. This was the night to appreciate those individuals.

The event also serves to motivate employees to become better at what they do. Most of all, it serves as a demonstrable appreciation of hard work and dedication. Since its inception, the award ceremony has become quite popular. Employees are grateful for the effort the College takes towards recognising their efforts to achieve teaching and learning excellence. Various awards were presented under categories, such as: Long Service, for those employees that have been with the college for 10 years or longer;

Top Achievers; Most Diligent; Best Dressed; Intern Wards, and more.

Popular musical artist Siseko Pame, provided the entertainment in the form of a breath-taking performance. Representative from the event organising team Awards Committee, Mr Selebele, thanked staff for honouring the invitation to this prestigious occasion. Mr Selebele encouraged all staff to work hard in their respective areas. "We can only enjoy perks such as these if we work hard and stick to the vision and mission of the College. We all need to live by the values embraced by the College in order for Buffalo City College to be the best in the game", he continued.

We look forward to the next award ceremony, hoping that it will be bigger and better. "2019 is surely going to be a busy year. This event was a great idea. We are now ready to see what the year has in store for us and show our mettle", said one of the faculty members.



Ms Linda du Plessis receives an award from Head of Division: Monitoring and Evaluation, Mr Jikijela



Ms Paula du Preez receives an award from Deputy Principal: Academic Services, Mr Mawila

College Campus achieves near perfect pass rate in Educare

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

The Goodwood Campus of Northlink TVET College recently celebrated a near perfect pass rate during the November 2018 examinations, with a 98% pass rate in Educare.

This achievement was celebrated with an event at the Campus. The event was convened in honour of faculty that worked to achieve such a great result. It also celebrated students who completed their programme top of class. In the words of Pele, "Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or

learning to do", quoted Clive Solomon, Northlink TVET College Goodwood Campus Manager. Five lecturing staff were honoured for achieving a 100% pass rate in the respective subjects they offer. Four students were honoured as the top achievers in their subjects.

"It is indeed necessary and important to celebrate the achievements of faculty on occasions such as this. However, the challenge now remains of maintaining and further improving on these results", added Principal Beech.



Northlink TVET College Goodwood Campus faculty, are honoured for their examination result achievements

College hosts first symposium for academic staff

OLAWUMI KATE OLADIMEJI
Communications Supervisor

In its pursuit of academic excellence, Eastcape Midlands TVET College organised its first ever symposium for academic staff members at the VW People's Pavilion, Uitenhage, Eastern Cape Province.

The aim of the symposium was to lay an academic foundation so that all academic programmes and activities can be aligned with the strategic objectives of the College for the year. Deputy Principal Academic, Ms Linda Magengenene-Moyake, opened the programme. She elaborated on the plans of the Academic Division in pursuit of its obligation to enhance teaching and learning within the institution. She touched on key deliverables. These included, classroom teaching and support; facilitation of work placement for lecturers and students; improving lecturer capacity and Continuing Professional Development (CPD); boosting student academic support; student assessment; student practical application for on-course learning, and programme planning and preparation.

In order to achieve the teaching and learning deliverables, the institutional Academic Support Team was established and introduced to the symposium. They were identified based on expertise and pedagogical knowledgeability. Ms Magengenene-Moyake announced the members of the institutional Academic Support Team. She pointed out that the

objective of the team was to provide augmented academic support, empowerment and development for academic staff. The support is designed to solidify the modus operandi of faculty within the vision of the college. At the symposium, Principal Charl van Heerden, addressed faculty, urging them to reflect daily on their existence and life-purpose as lecturers. He emphasised their role in shaping the future of the country. Being an educator implies that the main reward does not lie in personal gain and financial enrichment, but rather in knowing that a lifelong difference has been made in the minds and souls of young people. He further urged faculty to strive towards instilling positive work ethics.

Principal van Heerden expressed his excitement at the prospects for the new academic year. He articulated that the year would be filled with activities of renewal, revival and transformation in so many areas. He added that the budget for this transformation would be in excess of R28 million. Another R18 million would be available for IT infrastructure and related equipment. In order to meet up with the demands of the 4th industrial revolution, classrooms would be equipped with much needed electronic resources and lecturing staff would be provided with brand new premium notebooks. Principal van Heerden concluded his speech urging faculty to empathise with the students. He stressed the required discipline



Attentive and engaged: Faculty in academic symposium



Principal Charl van Heerden addresses faculty at the academic symposium

of commitment, diligence and passion. These attributes should be the hallmark of conduct inside and outside the classroom.

The 2018 results for the NCV and R191 programmes were presented to all those present. The results were summarised by comparing the students' performance in 2017 and 2018. The College is proud to announce that, in terms of the NCV 2018 average subject pass rates and college ranking, the College has recently been ranked as one of the top ten colleges in South Africa.

Academic Year Opening sees staff awarded

SABELO TSHABALALA - Public Relations Officer

Cascading Academic Plans for the year; awarding staff members and campuses that have done remarkably well. These activities were the order of the day during the Personnel Opening and Welcoming Ceremony held at South West Gauteng TVET College, Molapo Campus on Friday the 8th March.

The Academic Year Opening Ceremony is an annual event. It takes place in the first quarter of the year. Always themed, this year's was "We are so close (In reality) yet too far (In our minds) to glory". Taking biblical inspiration, master of ceremonies Senior Lecturer Alucia Mabunda of the Technisa Campus, quoted from Philippians Chapter 2 Verse 2. "Complete me by being of the same mind, having the same love, being in full accord and of one mind".

Principal Dan Nkosi continued, "We, among other objectives, want to use this occasion to refresh, share and consolidate our long held dream of wanting the College to lead among colleges in SA in terms of performance. Our aim is for the College to end 2019, being among the top five performing colleges of the 50 in the country. A good part of what I am going to be doing this morning, is to show you how easy it is and how close it is. It's so close, that if all of us stretch our hands, we can touch/reach that achievement". Hence the theme "So close (in reality) yet so far in (our minds) to glory". These were the words of Principal Nkosi as he shared the operational plan for 2019. Principal Nkosi then presented the stats for the provincial Academic Performance for 2018. The statistics revealed that the College came second for Report 190/1 and seventh for National Certificate (Vocational) NCV in Gauteng Province in the category of Best Performing Institutions in 2018. Principal Nkosi also went on to say that "All societies have a God-given duty to impart survival tools and skills from one generation to the next. For this generation in this country, we are the ones who carry this responsibility.



Dobsonville Campus receives the award for Most Improved Campus. From left are Principal Dan Nkosi, HOD Mandlenkosi Vilana, Deputy Principal Corporate Affairs and Planning Andre Schlemmer and Campus Manager Busisiwe Statu



George Tabor Campus receives the award for The Campus with the Most Distinctions. From left are Principal Dan Nkosi, Campus Manager Reuben Mosiane, Deputy Campus Manager Asser Diphare and HOD James Ncanyana



Technisa Campus Scoops Best Performing Campus award. From left are Principal Dan Nkosi, Head of Admin Sophy Sebola, Deputy Campus Manager Patience Ngwenya, Campus Manager Johannes Makola and Head of Department NC(V) Sibongile Makhasa

Principal Nkosi then upped the stakes by stressing that the College was not playing in the Gauteng League! We are playing in the National and International Super Leagues, competing with the rest of SA and the World".

Principal Nkosi handed over to Deputy Principal for Academic Affairs and Operations Mr Joey Monyamane. Mr Monyamane then presented the awards for the Top Ten performing students; the Platinum Club 100 awards, which is for Lecturers who have achieved 90% aggregate pass rates and above in respect to the subjects they teach; Top achieving Campuses, as well as the Best Customer Service award. The College Band closed off the ceremonies by entertaining faculty with a repertoire of soothing jazzy music.

College hosts a Student Leadership Summit

MBASA NGWATYU

Port Elizabeth TVET College hosted a Student leadership summit at Iqhayiya Campus. All parties were present. Student leadership must be taken seriously because it is the platform to imagine the impossible and make it happen.

In his opening remarks, Principal Khaye Matiso said, "The summit is a student's meeting. It is not for management to be involved. We would like to see the summit being fully inclusive in the sense of including differently abled students, choir representatives, LGBTQIA students and everyone. The College has scheduled four summits over the year to allow students sufficient time and space to raise their issues. The Summit is a platform for learning and to isolate burning issues. It is additional to the

agenda items tabled for resolution together with management. We must always practice gender equality. In doing so we must aim for a gender leadership representation of 50/50. Student leaders are also required to gain an understanding of the economic environment within which management is required to operate. To be part of student Leadership you are required to demonstrate positive academic responsibility".

The guest speaker was Mr Pedro Nzileni, former SRC President at the Nelson Mandela University. He provided an account of all the tools he used while he was in the leadership position. He urged students to embrace a mandate that is to serve and positively change the learning environment of students. Student organisation

policies must be developed that enable activities and campus implementation. An educational desk must be established at campuses to assist potential and current students. Questions that needed resolution or debate included: Why is IT offered in NCV courses only and not in the NATED Programme? Students want their results to be linked to their emails. Most students come from out of town. They need to travel back to the college to get their results. Another issue is the critical challenge students face in terms of the number of computers in Resource Centres as a ratio to the number of students; matched with the time needed to complete assignments.

Principal Matiso concluded by acknowledging all parties and departments that worked tirelessly to make this event a success.

International Animation Film Festival offers a springboard for success

ROSHIN SCHMIDT - Marketing Officer

The eighth Cape Town International Animation Film Festival (CTIAFF), proudly presented by Animation SA, took place over three days in March, in Cape Town, Western Cape Province.

The star-studded programme included none other than Peter Ramsey, Director of the recent Golden Globe and Oscar winning Best Animated Feature, "Spider-man: Into the Spider-Verse". In a side event to the CTIAFF, the False Bay TVET College 2D Animation programme, joined up with numerous industry partners to assist with the iKhasi Drawing Workshop. The drawing workshop was held at the Isivivana Centre in Khayelitsha, Cape Town. School learners from local communities had the opportunity to attend the drawing workshop with iKhasi founders Terrence Maluleka and Simanga Sibaya. Terrence and Simanga originate from Alexander Township, outside Johannesburg, Gauteng Province. They went on to study animation at The Animation School in Johannesburg. Currently developing an animation series, the learners were inspired by the personal journey of the two. Learners were motivated by the career options and growth possibilities the creative industries present. CEO of Triggerfish Animation, Stuart Forrest maintains, "We firstly need to create awareness of the arts related industries. Generally, around South Africa, there is quite a poor education around what careers can come out of people who have artistic inclinations".

Through this collaboration, the False Bay TVET College 2D Animation class received 'all-access' tickets to attend and participate in the CTIAFF. The event presented a platform for local and global industry role players to engage. Students gained access to a series of niche workshops, master classes and private film screenings. Peter Ramsey noted, "There is so much talent and passion here. People are telling their own stories from their own cultural experience. It's new, it's fresh and the world will be excited by this. It's a long term project in the making". Ms Cate Hunter, False Bay TVET College 2D Animation lecturer added, "We prepared our students to go out there and sell themselves. Fortified with show-reel portfolios to showcase their talent and abilities, they were able to not only apply for further funded



Sihle Mpoiyiya strikes an action pose for the students and learners participating in the iKhasi Sketchbook Workshop. Front left is Oscar winning Director Peter Ramsey joining in with the drawing session

specialised programmes, but gain internship and employment opportunities". The CTIAFF proved to be a valuable culmination of the Media, Information and Communication Technologies (MICT) SETA funded 2D Animation learnership programme.

False Bay TVET College will continue to promote arts and culture programmes among the parents and learners of schools that fall within the College service areas. The College is committed to changing the mindset that drawing is not just a hobby. Through its programmes, the College is demonstrating that there are applications and great employment career paths for school learners. Particularly, those who have an aptitude for creativity. The College provides the opportunities for such students to follow through on their creative talents.

The following role-players are acknowledged for their instrumental participation in the sketchbook workshop: Embassy of Japan; Cape Town International Animation Film Festival; Goethe Institute; Triggerfish Foundation; iKhasi Sketch Book; PNA; Sivivana Centre; False Bay TVET College 2D Animation programme in association with MICT SETA and PASCAP Trust.

Underwriting career, professionally recognised in South Africa

LAUREN HOLLEY - Litha Communications

Editor's Note:

An Underwriter is a person or organisation that evaluates and then assumes another party's risk for a fee which is often paid monthly and called a 'premium'. You will find Underwriters in the financial world, which includes the mortgage industry, insurance industry, share markets and more. An occupational qualification has now been developed under the leadership of INSETA.

Underwriters in South Africa will now be professionally recognised with the introduction of the first ever formal underwriter occupational qualification. The Insurance Sector Education and Training Authority (INSETA) has completed a successful pilot project to deliver an Occupational Certificate: Insurance Agent (Insurance Underwriter).

For many working in the underwriting section of short term, long term, medical insurance and reinsurance, career mobility has previously been hampered by the lack of qualifications. This has changed with INSETA introducing the first ever South African Qualifications Authority underwriter occupational qualification. "It has been a successful pilot, with more than 60 candidates entering the programme. We initially received many more applications, but candidates had to qualify in terms of their industry experience, as this is a Level 5 qualification", explains Nasreen Ravat, Acting Quality Assurance Division Manager, INSETA QA Division.

Underwriters are often referred to as the gate-keepers of an insurance company. As such, Nasreen says that the purpose of the qualification is, "To prepare candidates to evaluate and interpret information to protect stakeholders' interests by using specialist technical knowledge to determine, price, manage and transfer risk". Nasreen explains, "The course is divided into face-to-face lectures, to provide the

knowledge component; assignments that speak to the practical application of the knowledge to the industry; and each person's workplace experience, created as an individual Portfolio of Evidence (PoE). The course can be completed in 12 months but there is a further six months available to allow candidates to complete their PoE or assignments".

Students who have already qualified, say that not only do they now have the formal qualification to their names, but their careers have been boosted. Michelle Coenraad says, "I've been able to provide input to my department on legalities, which I would not have had the confidence or knowledge to do before. As underwriters, we have a difficult task and we needed this course to get the recognition we deserve". Idah Shimika of Affinity Health meanwhile quips, "I think that it can easily be achieved in 12 months and I have already recommended the course to two of my colleagues". Coenraad and Shimika, like many others, joined because although they have years of experience in underwriting, they did not have a qualification. Nasreen concludes, "The industry indicted that there were many people in the sector, who had extensive experience in underwriting, but lacked formal qualifications in finance or insurance. They needed the recognition of their experience in order to be in line for promotion or career advances". Companies in the financial services industry are encouraged to put forward their candidates with their CVs and a motivational letter to INSETA for assessment.

INSETA's purpose is to grow the pool and quality of scarce and critical skills in the insurance sector. It also aims to enhance the sector and support the country's transformation with a skilled and capable insurance and related services workforce. The insurance sector has approximately 9 104 employers, employing over 100 000 people, most of whom are skilled and highly skilled employees.

Implementing Recognition of Prior Learning for Early Childhood Development

WILMA DE VILLIERS

Programme Manager Education and Training

ERNEST SONNENBERG

Education and Training Department Lecturer

The Education and Training Department of the College of Cape Town for TVET, completed its third offering of the ECD Recognition of Prior Learning (RPL) at the Athlone Campus at the end of 2018. The fourth group started in April at the Crawford Campus and is in progress at the time of writing.

RPL is a process through which formal and informal learning are measured and recognition is given for evidence that meets the prescribed criteria. These criteria are the associated assessment criteria of the Level 4 FET National Certificate: Early Childhood Development (ECD), SAQA ID 58761 qualification. Instead of the normal 18 months required to attain the qualification, this RPL programme takes an average time period of eight months to complete. The students in these groups have in fact so far taken an average of four to seven months to complete the qualification.

True North is a non-profit organisation pioneering ECD within disadvantaged communities. True North approached the College to form a partnership. The objective of the partnership is to provide an RPL opportunity for eight ECD practitioners who have a minimum of five years working experience in the ECD field.

They are guided by the Rainbow Development Framework. This framework operates on the basis where 32 centres are placed on a particular colour code. They are placed on criteria according to the measurable outcomes of legality, quality programme, financial sustainability, provisioning for children of 0-5 years and the holistic development of the principal. This framework guides True North



Early Childhood Development RPL candidates are from left Cynthia van Schalkwyk, Nosipho Jalie, Doreen Barnard, Mahlonono, Carmelita Liggett, Corisender Albertus and in front Monray Hendricks

in the identification of suitable candidates for the training. ECD sites in the green colour band, who reached a high percentage on most of the aforementioned outcomes, would typically qualify. True North manager Leigh Morrison, notes that on the basis of the assessment, "We knew that the knowledge these ECD teachers would receive from the College, along with their existing passion, would set them apart from others."

Some of the students, commenting on the RPL programme, considered it a second chance at fulfilling their dreams. Michelle Albertus, said she grew up very poor. She could not finish school due to her personal circumstances. She also lacked self-confidence. She said that through the programme, she has gained more knowledge and acquired much needed skills. "I have to thank my manager

for opening the door for me to this opportunity". Cynthia van Schalkwyk recalls her long journey from Kimberley to living and sleeping on the streets of Cape Town, to finally but slowly taking charge of her life. "As I look back over my life journey, this RPL programme stands out. It has opened new doors and possibilities for me. I want to continue moving forward in ECD", she said. Another student, Carmelita Liggett, who joined the group of eight using her own resources adds, "Through the RPL programme, you have given us a sense of self-worth, belief and pride in our achievements". She believes that the interaction with her fellow-students from disparate backgrounds has helped her to "gain fresh insights, shift perspectives and achieve a greater awareness of social aspects of the human experience".

Life Orientation project ends on high note

MANAGA PILLAY AND TANJA SIEBERT-MOLOKO

The HEAIDS Life Orientation (LO) pilot project was designed to enhance the skills and deepen the insights of LO lecturers working in TVET colleges in the Eastern Cape. The pilot concluded with three workshops for participating colleges. These were held in January and February. More than 50 lecturers at East Cape Midlands, Port Elizabeth and Ingwe TVET colleges participated in the workshops. Workshops at Buffalo City and Lovedale TVET

Colleges could not take place due to national strike action.

Life Orientation covers diverse topics and aims to build critical personal skills. Topics such as sexual health, gender identity and personal care, are covered in the Life Orientation curriculum. Because these topics are sensitive, skilled teaching and facilitation of discussion are required. The pilot project was a response to a baseline survey conducted in 2017. The survey established that only 25% of TVET college lecturers in specific districts in the Eastern Cape had any training in the field of sexual and reproductive health rights and only 22%, in gender diversity. The pilot built on the work that HEAIDS undertook through its National Skills Fund Grant. The intention was to strengthen both, the teaching skills of lecturers in relation to HIV and the social factors that impact thereon. These social factors include beliefs, attitudes and norms.

The project, which has been running since January 2018, was specifically crafted to address these gaps in the preparation of LO lecturers. It involved the development of a training manual and the coaching of participating lecturers in the use of the manual. The project was made possible through a partnership between the HEAIDS

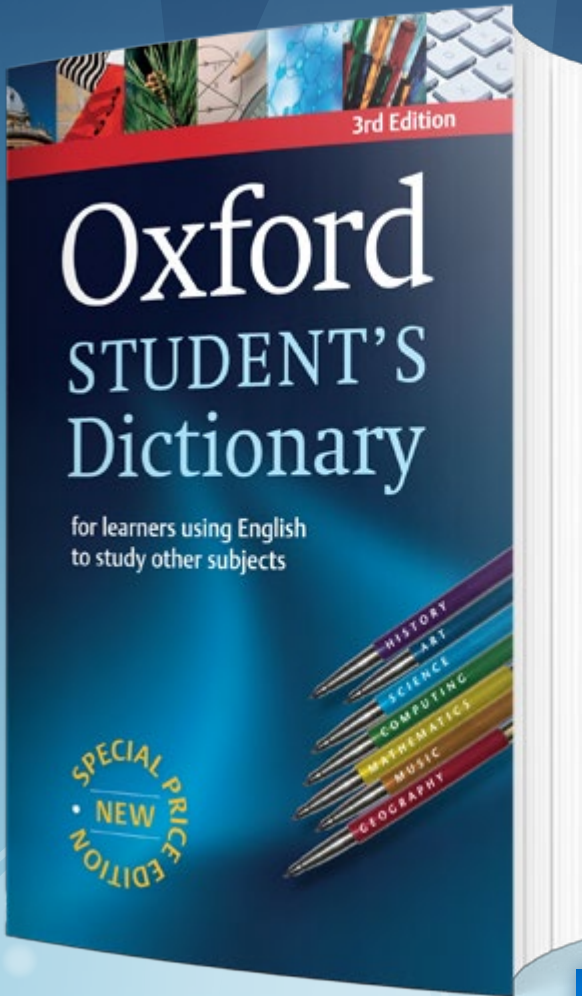
Centre, the Department of Higher Education and Training, and the German international development agency, GIZ. Workshops were conducted by three experts specialising in sexual health, gender diversity and disability. They used participatory methods to give lecturers an opportunity to explore content in these areas and also to consider their own attitudes, behaviour and experiences. A reflection session was held after the programme. Many lecturers spoke about how the training had inspired them to become advocates for sexual and gender rights. They also said the training helped them understand that one cannot make assumptions about people on the basis of their sexual orientation or physical ability.

Mr Abel Bok, a lecturer from East Cape Midlands TVET College, used some Michael Jackson lyrics to sum up his experience. "I made a commitment that I'm starting with the man in the mirror and I'm asking him to change his ways". HEAIDS, together with its partners, will continue to enable TVET College LO lecturers. This will allow them to create a learning space where students can explore the many opportunities, challenges and dilemmas associated with growing up and finding their place in society.



Reflection on prejudice and discrimination. Lecturers of East Cape Midlands TVET College participate in the "Circle of Prejudice" activity

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C coeure 142

(characteristic) of a substance: the **coefficient of friction** expansion

coerce /kəʊrs/ verb [I] (formal) -sb (into sth) doing sth to force sb to do sth, for example by threatening them in **coercion** /kəʊ'si:ʃn/ noun [U]

coexist /kəʊ'zɪst/ verb [I] to live or be together at the same time or in the same place as sth

► **coexistence** noun [U]

C of c. /ɔ:ʃv/ abbr. (RELIGION) = CHURCH OF ENGLAND

coffee wɒ' /kəʊfi/ noun 1 [U] the cooked seeds (called **coffee beans**) of a tropical tree, made into powder and used for making a drink. *Coffee is the country's biggest export.* /desɪfə'meɪnt/ **decaffeinated coffee** 2 [U] a drink made by adding hot water to this powder. *Would you prefer tea or coffee?* 3 [U] a cup of coffee 4 [C] a cup of this drink. *Two coffees please.*

coffee bar /kəʊ'fi: bɑ: (shop) noun [C] (BrE) a place in a hotel, a large shop, etc. where simple food, coffee, tea and other drinks without alcohol are served

coffee pot noun [C] a container in which coffee is made and served

coffee table noun [C] a small low table for putting magazines, cups, etc. on

coffin /kəʊfɪn/ (sent) **coffin** noun [C] a box in which a dead body is buried or cremated (= burned)

cog /kəʊ/ noun [C] (MECHANICS) one of a series of teeth on the edge of a wheel that fit into the teeth on the next wheel and cause it to move

cogent /kəʊ'dʒənt/ adj. (formal) strongly and clearly persuasive in a way that influences what people believe a **cogent** argument/ reason

cognac /kəʊ'njɑ:k/ noun 1 [U] a type of strong alcoholic drink that is made in France 2 [C] a glass of this drink

cognition /kəʊ'nɪʃən/ noun [U] (PSYCHOLOGY) the process by which knowledge and understanding is developed in the mind

cognitive /kəʊ'nɪtɪv/ adj. (usually before a noun) (PSYCHOLOGY) connected with mental processes of understanding; **cognitive abilities** = the **cognitive process** of absorbing new information

cohabit /kəʊ'həbɪt/ verb [I] (formal) (used about a couple) to live together as if they are married

coherent /kəʊ'hɪərənt/ adj. 1 (of ideas, thoughts, arguments, etc.) logical and well organized, easy to understand and clear: a **coherent narrative/explanation** 2 (used about a person) able to talk and express yourself clearly. *She only became coherent again two hours after the attack.*

cohesion /kəʊ'hɪʒən/ **coherence** noun [U]

► **coherently** adv.

cohesion /kəʊ'hɪʒən/ noun [U] 1 the act or state of keeping together: **team cohesion**: What the team lacks is cohesion—all the players play an individual's sport!

coincide /kəʊ'nɪsaɪd/ verb [I] to happen at the same time or in the same place as sth

coincide /kəʊ'nɪsaɪd/ verb [I] - (with sth) 1 (used about events) to happen at the same time as sth else: *The Queen's visit is timed to coincide with the country's centenary celebrations.* 2 to be exactly the same or very similar: *Our views coincide completely.*

coincidence /kəʊ'nɪsɪdəns/ noun [C, U] two or more similar things happening at the same time by chance, in a surprising way: *We hadn't planned to meet, it was just coincidence.*

coincident /kəʊ'nɪsɪdənt/ adj. - (with sth) (formal) happening in the same place or at the same time

coincidental /kəʊ'nɪsɪdəntl/ adj. resulting from two similar or related events happening at the same time by chance ► **coincidentally** adv.

colitas /kəʊ'lɪtəs/ = SESO

coke /kəʊk/ noun [U] a solid black substance produced from coal and used as a fuel 2 = COCAINE

Col. abbr. (in writing) = COLONEL; Col. Stewart

col /kɒl/ noun [C] (GEOGRAPHY) a low point between two higher points in a line or group of mountains

cola /kəʊ'lə/ noun [C] a brown, sweet cold drink that does not contain alcohol, a glass or can of this

colander /kəʊ'lændə(r)/ noun [C] a metal or plastic bowl with a lot of small holes in it that is used for removing water from food that has been boiled or washed

cold wɒ' /kəʊld/ adj. 1 having a low temperature, cool but warm: *Am not going into the sea, the water's too cold.* ◊ *Shall I put the heating on? It's cold.*

RELATED VOCABULARY

Compare **cold**, **cool**, and **warm**. **Cold** indicates a lower temperature than **cool** and may describe a temperature that is unpleasantly low or a **terribly cold winter**. **Cool** means 'fairly cold' and may describe a pleasantly low temperature: *It's terribly hot outside but it's nice and cool in here.* **Warm** indicates a higher temperature than **warm** and may describe a temperature that is unpleasantly high: *I can't drink this, it's too hot.* **Warm** means 'fairly hot' and may describe a pleasantly high temperature: *Come and sit by the fire, you'll soon get warm again.*

2 (used about food or drink) not heated or cooked; having become cold after being heated or cooked: *a cold drink* - *Have your soup before it gets cold.* 3 (used about a person or sb's behaviour) very unfriendly; not showing respect, understanding, etc.: *She gave him a cold, hard look.*

col cold turkey suddenly and completely, without

f LETTER WRITING

Never write your name at the top of a letter.

3 Brook Road
Edinburgh
EH2 3EB

Write your own address here and the date in full underneath it.

2 May 2010

Write the address and name or position of the person you are writing to.

Mr Chris Summit
Human Resources
BLC Computers
12 Wharf Way
London NW3 7AD

Use Sir or Madam if you do not know the name of the person you are writing to.

Dear Mr Summit

I am writing to apply for the position of software technician advertised in The Echo of 29 April. I have enclosed a copy of my CV.

I am graduating from Cardiff University. I have been working in software design and have gained considerable experience in developing personalized packages. I am proficient at programming in five different languages, including C++ and Java. My job has also given me some insight into systems analysis.

I am now seeking employment with a firm where I can gain more experience and where there are more opportunities for promotion. I am sure I could make a significant contribution and would be happy to demonstrate some of my programs to you.

I am available for interview next week and look forward to hearing from you.

Yours sincerely

Andrew Mason

End the letter 'Yours sincerely' if you have begun it with a person's title and family name. If you have begun 'Dear Sir or Madam', then end your letter 'Yours faithfully'.

Sign your name in full and print it afterwards.

Andrew Mason

paragaph 1 explain which job you are applying for and how/where you heard about it

paragaph 2 briefly describe your most relevant qualifications and/or experience

paragaph 3 explain why you want the job and why you think you would be good at it

paragaph 4 explain why you can be contacted and/or when you are available for interview

Middle matter includes letter writing



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CENTRES OF SPECIALISATION

Minister stresses the value of Centres of Specialisation

ROSHIN SCHMIDT - Marketing Officer

Higher Education and Training Minister Dr Naledi Pandor recently opened the Centres of Specialisation (CoS) in the Western Cap, at a ceremony held at the False Bay TVET College Khayelitsha Campus.

The celebratory occasion, brought together the six Western Cape TVET Colleges who specialise in eight of the 13 CoS trades. The TVET Colleges in the province with CoS are False Bay for Mechanical Fitting and Rigging; Cape Town for Auto Mechanics and Plumbing; Boland for Welding; South Cape for Bricklaying; Northlink for Fitting and Turning; and West Coast for Pipefitting.

Special guests included Western Cape Premier Helen Zille, Acting Regional Manager for the Department of Higher Education and Training, Mr Cassie Kruger and Spokesperson for the Steel and Engineering Industries Federation of South Africa, Mr Kaizer Nyatumba.

In Dr Pandor's keynote address, she said that the CoS are important for a number of reasons. Firstly, to train artisans for trades that are in demand. Secondly, to place colleges in better partnerships with employers. Thirdly, to build a better apprenticeship system and lastly, among other good reasons, to lay the foundation for college differentiation. Dr Pandor went on to highlight that there were many problems in the education and training sector in the country. Investing in colleges and universities was a response to such challenges. "The aim is to offer young people a range of education and training alternatives. The idea is to create a route to better skills and technical qualifications. We plan to improve quality and create diverse entry points to other institutions in post-school education and training. The efforts directed at creating college and employer links, are intended to ease the acquisition of work-based skills for young trainees", the Minister noted. Dr Pandor also emphasised that the programme benefitted from a close working relationship with various industry associations, which have helped to develop relevant and responsive curricula. "The role of Sector Education and Training Authorities (SETAs) in linking employers to the CoS Programme, has ensured that all participating employers are guaranteed discretionary grants. SETAs are beginning to integrate the CoS Programme into their planning and reporting system. The collaboration breaks down the barriers between education institutions and industry, and helps new employers to support the apprenticeship system". Dr Pandor emphasised the importance of employers seeing the benefit of apprenticeships to their business and industry.

"This cannot just be about recouping the apprenticeship grant. If that is the only motivation, then the whole initiative is doomed to failure. The CoS Programme is about helping employers get the skills they need and to boost their productivity while helping young people fill the skills gaps in South Africa. Our expectation is, that apprentices enrolled in the CoS Programme will complete their trade tests. Not



Enthusiastic False Bay TVET College Mechanical Fitting trainees attended the opening ceremony

only will they then gain employment, but also create employment, by becoming artisan entrepreneurs and employing others," she concluded.

False Bay TVET College Acting Principal, Ms Karin Hendricks said, "We are excited to develop this journey along a dual system of training. It is a system that blends components of the training offered by the institution with on-the-job work experience and application, in a structured training model. We are dealing with a major skills shortage in our country. As presented today, the CoS are focussing on the thirteen priority trades, where there are good employment prospects. This model of skills development, is critical for our country. We need to move away from importing skills and give our youth a fair chance to compete for jobs and become contributors to the growth of the economy." With over 150 registered apprentices in attendance, Minister Pandor gave them her special attention. She told them that whilst the CoS programme is a pilot programme, the successful implementation of this programme is also their responsibility. "Your success will pave the way for others to follow", she encouraged the trainees to remain focussed.

In her closing statement, Dr Pandor said, "Looking at each and every one of you, you give me overwhelming inspiration that indeed South Africa will become a great country. If we just make sure that young people enjoy good opportunities, we are going to build an absolutely brilliant South Africa together".

For a snippet of the day's activities, visit <https://www.facebook.com/FalsebayCollege/> to view a shared video from <https://www.facebook.com/ourcityct/>

Reference.: https://www.engineeringnews.co.za/article/pandor-opens-centre-of-specialisation-at-false-bay-college-2019-04-23/rep_id:4136

Tasneem Bukbulia-Cramer Media Reporter

College launches Centre of Specialisation for Fitting and Turning

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

The Northlink TVET College Fitting and Turning Centre of Specialisation launch took place at Wingfield Campus in February.

The first in-take of 32 Fitting and Turning apprentices were also welcomed at the launch. Companies and entities hosting the apprentices included the SA Navy, SA Metal, Paarl Media, TI-Tamed, USABCO, Damen, Senior Flexonics, Filmatic and Enermech.

Executive Officer Victor Mühlberg of the Transport Education and Training Authority addressed the trainees. He stressed the importance of skills and acquiring a qualification that is key to enter the market. "This is a ground-breaking initiative and a new chapter that you are writing for yourself. Make it as fruitful as possible", added Victor. Delivering the keynote address, Chairperson of the Reference Committee Terine-Lott Cupido added, "The collaborative effort of stakeholders led us to this point". Technology may have taken over, but we still need apprentices. "Nothing is impossible until it's done. So I challenge you to obtain a 100% pass rate", added Terine.

Principal Leon Beech thanked the companies in attendance for their commitment and for sharing the vision. He expressed how privileged the students are and encouraged them to stay abreast of the evolving



At the official opening were from left, Transport Education and Training Authority Executive Officer Victor Mühlberg, Centre of Specialisation Project Manager Preggy Chetty, Principal Leon Beech, Chairperson of the Reference Committee Terine-Lott Cupido, Deputy Principal Innovation and Development Sandra Raubenheimer and CFO Deon van Rooyen

technology. Furthermore, he could not contain himself in sharing his pride in the fact that Northlink TVET College had been ranked Best TVET College in SA for the NC(V) November 2018 examination results.

Centres of Specialisation Facilitator Training Programme creates conducive learning environment

TINTSWALO MATHE - Skills Development for a Green Economy II Programme - GIZ

South Africa's high unemployment rate is one of the most critical issues affecting the youth.

Against this backdrop, the strategic focus of the Department of Higher Education and Training is to enhance youth employability by introducing Centres of Specialisation (CoS). The Centres of Specialisation is a national programme aimed at producing "a skilled and capable workforce to support inclusive economic growth; increased availability of intermediate-level technical skills; increased delivery of qualified artisans in 13 priority trades at 26 TVET colleges; and, improved capacity of public TVET colleges to train in skills in demand by industry". By pursuing these objectives it is hoped that it will improve apprentices' employment prospects. The CoS Programme has adopted the dual occupational training model. This model integrates learning at two locations namely, the TVET College and the company. Together it is intended that they achieve the aforementioned objectives.

From the 21st of January to the 1st of February 2019, a CoS facilitator training programme was convened at INDLELA in Gauteng Province. Over 50 newly appointed CoS facilitators representing 26 TVET colleges from across the country, participated in a 10-day CoS facilitator training programme. The training was supported by the Skills Development for a Green Economy Programme, which is implemented by GIZ on behalf of the German Federal Ministry for Economic Co-operation and Development. The main objective of the facilitator training programme was to introduce and capacitate CoS facilitators to deliver apprenticeship training. This apprenticeship training is in line with the new curriculum of the Quality Council for Trades and Occupations. The curriculum is referred to as the National Occupational Curriculum Content - Artisan of the 21st Century (NOCC-A21). The NOCC-A21 integrates three learning modules, namely the knowledge module, the practical module and the workplace module.

The facilitator training programme focused on introducing the basic principles of dual occupational training. This includes contemporary



Participants build a marshmallow tower during a team building exercise

methodologies in teaching and learning which centre on application, and practice orientation as opposed to traditional front loading of theory. Drawing on lessons learnt from the implementation of the Dual System Pilot Project (DSPP), the trailblazer for the CoS, the significance of the facilitator's role in designing and organising learning processes was highlighted. Practical experience came through exercises in project-based learning, which in turn was based on application-oriented learning support material.

The interactive nature of the training and the trainer's flexibility, created a conducive environment for participants to learn. This fostered valuable peer to peer discussion and learning. Participants commented that the workshop enabled them to better understand the concept of dual occupational training. It also fostered understanding on how it has been adapted and applied in the South African TVET and skills development system. Participants gained insights on how to practically integrate the theory and simulated practical training offered by TVET colleges with learning at the workplace. Participants were made aware of the necessity and value of continuous interaction between facilitators, TVET college management and in-company mentors.

Boilermaking Apprentices enrol for the Centre of Specialisation project

NASHVEER NEMESAR - Assistant Director Marketing and Communications

The realisation that South Africa must focus on technical skills in order to improve the economy, has led to the rolling out of a new programme at the Newcastle Training Centre, a Campus of Majuba TVET College.

Eager Boilermaking apprentices, numbering 34, arrived recently at the Newcastle Training Centre to commence with Boilermaking training for the Centre for Specialisation project. The College proudly announced recently that it was recognised by the Department of Higher Education and Training (DHET) as a Centre of Specialisation for Boilermaking in the KwaZulu-Natal Province. The College is one of 26 to host Centres of Specialisation in the country. The College has partnered with employers from KwaZulu-Natal to provide training for their Boilermaking apprentices. These employer partners include Arcelor Mittal (Newcastle); Dormac Engineering (Durban); Elinem Construction (Newcastle); Slater Coal Mine (Northern KwaZulu-Natal); and Bell Equipment (Durban). There will be close interaction between the College and employers throughout the training, with a workplace schedule setting the tone.

The programme is the result of a public-private partnership between the DHET, and business associations from the private sector. The Centre of Specialisation model sets out to further motivate industry stakeholders and employers across both the public and private sectors, to partner with TVET Colleges to build a quality apprenticeship system. Through these partnerships and the quality of vocational education and training provided, the DHET hopes that society's confidence in the TVET sector will grow. Through the initiative, it is anticipated that TVET Colleges will become both institutions of choice for students and partners of choice for training for industry employers.

Zama Kubheka, a Boilermaking apprentice, who hails from Estcourt, is very excited to commence with the training. She says that she feels privileged to be a part of the Centre of Specialisation project. As an artisan of the 21st Century, she promises that she will put in all the effort required to become one of the best artisans in the country's workforce. Campus Manager of the Newcastle Training Centre, Mr Ngwenya, stated, "it is the role of Majuba TVET College to make a difference as a Boilermaking Centre of Specialisation. I urge companies to play an active



Zama Kubheka, a Boilermaking apprentice who hails from Estcourt, is very excited to commence training in the Centre of Specialisation for Boilermaking at Majuba TVET College

Photo Credit: Nashveer Nemesar

role in the country's future by upskilling the youth. We hope this project will open doors. But we need industry participation for this programme in order to be effective. We need projects like these to develop, upskill and take youth to the workforce".

The College is committed to the Centre of Specialisation project with the future goal in mind of becoming the leading Centre of Excellence in Boilermaking in the country.

PARTNERSHIPS

Minister Pandor addresses the launch event of the Bilateral Agreement for Technical Co-operation for Artisan Development between South Africa and Japan

I am pleased to launch this bilateral and co-operative agreement between South Africa and Japan in the field of artisan development. South Africa's National Development Plan (NDP) sets the target of producing 30 000 artisans per year by 2030. We are battling to reaching this target. I hope with the generous help of Japan, Mr Ambassador, we will come a little closer to reaching it.

Although the programmes offered by our colleges are still formally set as a required component of an apprenticeship, in reality their content is seriously out of date. Employers who do train, are compelled to teach 'trade theory' again at their own expense. We are however, reforming the involvement of our colleges in the artisan development system and we are making progress in this regard. Some time ago, together with our German colleagues, we embarked on a Dual System Pilot Project. This was run initially at four colleges, focusing on just two trades, namely electrical and plumbing. However two trades at four colleges was only a start. We are now hoping to build on these lessons and take this integrated model of delivery to scale. Our Centres of

Specialisation Programme identifies thirteen trades to be offered by twenty-six college sites, two per trade. We are implementing them in the dual system modality with employer partners in the course of this year. But this jump from two to thirteen trades is challenging. We are extremely grateful to the Japanese for stepping into the breach to meet the gap with the fitting and turning trade. The Centres of Specialisation Programme is paving the way for the transformation of our TVET college system. It is geared to making them ever more relevant and responsive to industry labour demand needs. At the same time, it lifts their capacity to deliver high-level quality occupational programmes.

Some years ago my department conducted an artisan post-qualification tracer study to determine the level of employment of newly qualified artisans in the country. The study found that eight in ten of these artisans either entered the labour market successfully or were self-employed as entrepreneurs. Our bilateral and co-operative agreement with Japan includes tracer and satisfaction measurement surveys.

Ambassador, I know Japan has a sophisticated and highly developed manufacturing industry. I thank you for choosing to support Fitting and Turning here in South Africa.

It is not only the two TVET Colleges that will benefit, but also companies that will host the apprentices that go through the dual system programme. It also provides us with a vehicle whereby the lessons learnt can be shared with other colleges in other places, in the future.

Let me conclude by saying that the real work now lies ahead. That is to ensure that the two colleges, Northlink where we are today in Cape Town, Western Cape Province and Tshwane South in Pretoria, Gauteng Province, deliver on all that is planned. I am aware of the Joint Co-ordination Committee meeting taking place tomorrow to map the activities of the next six months. I wish you everything of the best. I will be watching future developments with enthusiasm.

Thank you!

College partners with Federated Chamber of Commerce in the interests of entrepreneurship development

PHANUEL CHAUKE

Ekurhuleni West TVET College and the National African Federated Chamber of Commerce and Industry (NAFCOC), recently signed a memorandum of understanding (MoU). Appropriately, the signing took place at the College's Centre for Entrepreneurship Rapid Incubation at Kathorus campus.

In her welcome address, Acting Principal Ms Ntombizodwa Dangazela expressed appreciation for the work which had been done so far that had led to the signing of the MoU. She welcomed NAFCOC among the many partners that the College already has secured. Acting Principal Dangazela maintains that partnerships are key drivers in broadening the service scope of Centre for Entrepreneurship. "We are excited in partnering with NAFCOC. We aspire to develop a healthy culture of entrepreneurship in Ekurhuleni Metropolitan Municipality. I am confident that NAFCOC will play a significant role towards the development of 21st Century entrepreneurs in partnership with the college. This is likely to be achieved through the opening of doors for local business to connect with the students. Students need the exposure to the world of entrepreneurship that will ultimately benefit the city of Ekurhuleni and the country at large".

Mr George Ratswana, Chairperson of NAFCOC Ekurhuleni, reiterated that the signing of the MoU was a positive move. He said that the objective of partnering with the College is to bring



Acting Principal Ms Ntombizodwa Dangazela and Chairperson of Ekurhuleni NAFCOC, Mr George Ratswana shake hands on the signing of the MoU

the private sector into the mission of developing entrepreneurs. He added that the partnership is the first of its kind and that NAFCOC fully intended to roll out the approach in other provinces. "What we lack as a country is healthy partnerships. Not just partnerships for their own sake, but partnerships that work", added Mr Ratswana.

The MOU will see the College and NAFCOC creating opportunities for students to gain access to experiential learning. The intention is also to equip lecturers with the relevant skills to meet the demands of skills training. These two approaches

alone will go some way to creating opportunities for students to become entrepreneurs. The NAFCOC has a programme known as the Integrated Multi-Sector Growth Initiative. This programme aims to bring small business and co-operatives together to ensure that they develop emerging entrepreneurs. The programme is concurrent with the Rapid Incubation approach, which is in fact a function of the Centre for Entrepreneurship at the College. The College's Centre for Entrepreneurship Rapid Incubation was officially opened in June last year by Minister Lindiwe Zulu.

College hosts event in order to engage businesses

THOKOZANI NDHLOVU - *Communication Officer*

Gert Sibande TVET College held its Stakeholders Engagement Gala Dinner in Secunda, Mpumalanga Province in March. The theme was 'Collaboration to stay relevant in the dispensation of the Fourth Industrial Revolution'.

The purpose of the event was to provide information about the college; to celebrate the end of office term for the College Council and to build a sustainable relationship between employers, the College and its stakeholders. It also provided an opportunity to acknowledge and celebrate the impact of local and international partnerships. According to Acting Principal, Portia Mange, the College needs to collaborate with its business partners in order to stay relevant in the current dispensation. Her presentation focused on the achievements of the College in partnerships with business and SETA's. It also urged businesses to continue providing funded workplacements for students.

The keynote address was delivered by Maphefo Anno-Frempong, Chief Executive Officer of the Transport Education Training Authority (TETA SETA). Her address focused on the relevant capabilities required to produce a skilled workforce in the 4th Industrial Revolution. According to her, the new dispensation presents to us opportunities to which we need to adapt, in order to fully exploit them. She emphasised the importance of lecturer placement in workplaces to experience the realities of the industry. She further indicated that there was a study that was undertaken, which revealed that the future of

qualifications is not about going to the Ivy League schools but having a skill. These thoughts were shared by Mashudu Ndou, Senior Manager of Sasol Social Investment and Community Affairs. She said "as SASOL we are humbled to be part of this event. It is important that whatever comes out from a TVET College talks to industry and also talks to the current dispensation". She further stated that the 4th Industrial Revolution presents opportunities for us, as well as new ways of thinking and doing things. She gave a brief background of the partnership the company has had with the college.

Acting Regional Manager of Gauteng and Free State TVET Colleges, Hellen Ntlatleng, said that "TVET Colleges have an important role to play to equip the youth for the future." She further stated that "it is time that we transform our thinking if we want to transform TVET Colleges to be relevant for the 4th Industrial Revolution." Dr Raymond Patel, former CEO of MERSETA, in his address on the pace of change and the repositioning of TVET College programme offerings, stated that "if policymakers are not part of the revolution, we are all doomed to failure". He further alluded that the 4th Industrial Revolution brings to us a new set of thinking and there is no reason for not adapting. He also spoke of the importance of training linkages between TVET Colleges and industry. He concluded by citing a quote by John Dewey, "If we teach today's students as we taught yesterday, we rob them of a tomorrow".

The proceedings of the Gala included a showcase of college clothing and manufacturing lecturer's designs. Students participated as models



Maphefo Anno-Frempong, Chief Executive Officer of the Transport Education and Training Authority, delivers the keynote address

for the designs. Delegates were impressed with the significant change the college brings to the lives of the youth. The college also took the opportunity to present certificates of appreciation to the exiting college council members and to college industry partners. College Council chairperson, Petros Magagula, assured industry partners of the college, that their investments are safe with the college. He urged people to take away the myth that TVET Colleges are for people who did not do well in school. Nick Balkrishen, Acting Regional Manager for Mpumalanga and North West Provinces, wished the outgoing College Council well and appreciated them for the support they had given the College, also during his tenure as Principal.

The College Executive Management extended appreciation to the co-ordinators of the event led by David Gleeson, Assistant Director Governance, Business Innovation and Partnerships; the Skills Academy team led by Bafana Motha; and clothing designs by Bongani Ntombela and his team.

College and Airports Company South Africa partnership helps build communities

CHESLYNN JOHNSON - *Internal Communications and Publications Practitioner*

The Airports Company South Africa (ACSA) Certificate Ceremony took place at Northlink TVET College, Protea Campus in March.

The event was held to celebrate the students for their participation and tenacity in undertaking the training. The event also honoured the partnership between Northlink TVET College and the Cape Town International Airport. In line with its socio-economic development strategy, Cape Town International Airport partnered with Northlink TVET College in 2018. The objective of the partnership was to deliver artisan and other skills development training to qualifying members of the Freedom Farm and Malawi Camp communities located near the airport. The skills training is a build-up to the implementation of the airport's runway realignment infrastructure

development plan. This plan includes the Symphony Road housing development project. Through the housing initiative, the airport seeks to provide access to employment opportunities for the community. The skills training will equip community members with accredited training and skills. This will ensure that they can take up employment and/or entrepreneurial opportunities within the construction industry. The collaboration aims to empower the communities and will assist in combating the high unemployment rate that is prevalent within these communities.

No fewer than 46 trainees were selected through an intensive community engagement process. The trainees have subsequently successfully completed training in a three-month Competency Based Modular Training (CBMT) Programme. The programme was offered at the Belhar Campus in December. The trainees qualified in Bricklaying (4 students); Carpentry



Attending the certificate ceremony were Principal Leon Beech, Senior Manager Corporate Affairs for Cape Town International Airport Deidre Davids, Mayor of the City of Cape Town Dan Plato, General Manager: Cape Town International Airport Deon Cloete, and Senior Manager: Socio-Economic Development, Corporate Office Humbulani Netshieneulu
Photo Credit: Bruce Sutherland – City of Cape Town

(8 students); Painting (8 students) and Plumbing (26 students).

Engineering students granted Mining Qualifications Authority bursaries

TIYANI MBOWENI - *Public Relations Officer*

Seven Engineering students of Mopani South East TVET College recently received bursaries from the Mining Qualifications Authority (MQA).

The MQA is one of the 21 Sector Education and Training Authorities (SETAs) overseen by the Department of Higher Education and Training. The SETAs are responsible for the administration of skills development. The MQA bursary scheme was established to increase the number of students taking careers in the mining and minerals sector. The seven Sir Val Duncan Campus students who

benefited from the bursary, met the SETA's required criteria. These include a strong academic record, accompanied by a confirmed need for financial assistance. Principal, Levy Baloyi expressed his gratitude to the MQA for awarding bursaries to needy students in order to further their studies in engineering. "I encourage the bursary recipients to continue working hard on their studies. The students should recognise that the money awarded by the MQA towards their studies, is an investment in their lives and ultimately the country's economy".

The excitement of one of the bursary recipients, Delaquin Mixo Mavundza was visible at

the prospect of studying at the College supported by a bursary. Delaquin said she was happy that she will eventually continue her studies without financial stress. "I was so happy when I received a call from the Bursary Office. I am excited to have been chosen to receive a bursary", she said. It is part of the College's mission to attract and support students from under-represented and disadvantaged backgrounds.

The seven students who received MQA bursaries are Maluleke Jabu, Mathebula Success, Mhlongo Nyiko, Ndlovu Nelisiwe, Sibiyi Mtokonzo, Maake Thelma and Mavundza Mixo.

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National Skills Authority Awards 2019

FHEDZISANI MASHAU - Deputy Director: Skills Development Promotion, Advocacy and Marketing

The National Skills Authority Awards honour trainers, lecturers and entities, who are equipping young South Africans with vital skills.

Every two years, the National Skills Authority (NSA) facilitates an awards ceremony to honour the institutions and individuals who have been vital in creating opportunities for South Africans. Especially young South Africans who strive to realise their goals and human potential in the skills training and employment sector. Minister of Higher Education and Training, Dr Naledi Pandor remarked at this year's ceremony that, "People love to be recognised. It is important that as the Department of Higher Education and Training, we establish such platforms to keep people inspired to do more and better. These awards recognise the good work done by the men and women of our beautiful country. Those who are charged with the responsibility of equipping our people with usable skills". This year, nominees, both skills development implementers and other stakeholders, have all showed dedication to realising the National Skills Development Strategy III goals.

Best practice in skills development awards:

These awards were made to companies who have opened their workplaces to provide training, work placement opportunities, retention and employment.

In the Chemicals Industries Education and Training Authority sector (CHIETA), the winners were:

Gold – Media Works Interactive Tutor

Media Works is an organisation with a solid history and outstanding record in providing Adult Education and Training interventions and services. Media Works specialises in creating customised educational solutions, by effectively integrating technology, courseware and support services.

Silver – Africa Skills Village

Africa Skills Village was founded in September 2006 by Elsie Harmse, who had a vision to establish a training and skills development private college that was easily accessible to rural communities. A training and trade test centre was established in Thembaletu (near George) two years later.

Bronze – South African Petroleum Refinery (SAPREF)

SAPREF is a Crude Oil refinery established in 1963 and based in the Durban South Basin, with a refining capacity of 8.5-million tonnes per year. SAPREF is an accredited training centre with 461 students in various programmes, learnerships and apprenticeships.

In the Education Training and Development Practices Sector Education Training Authority (EDTP SETA) category, the winners were:

Gold – False Bay TVET College

The newly merged college was established in 2002 and serves a wide geographical footprint, including communities such as Ocean View and Masiphumelele. It now has five campuses. The mandate of the college is to broaden access to education and training opportunities for youth from impoverished communities.

Silver – College of Cape Town for TVET

The College of Cape Town for TVET has a long history dating back to the beginning of the 20th Century. It is a leading TVET provider. Courses offered are recognised and provide accredited qualifications that are in high demand in commerce. It offers higher education programmes in partnership with University of South Africa and Cape Peninsula University of Technology.

Bronze – Umfolozi TVET College

The College offers National Certificate and National Diploma courses in the business and engineering fields. In addition, Umfolozi TVET College engages in learnerships and co-operative training, while its eight skills centres ensure a strong focus on providing training at sites that are accessible to rural residents.

In the Fibre Processing and Manufacturing Sector Education Training Authority (FPM SETA) category, the winners were:

Gold – Aranda Textile Mills

Aranda Textile Mills was established in 1953 by the Magni family as a blanket manufacturer. Aranda makes a range of blankets, from throws to traditional Basotho blankets. Its vision is to continually strive to improve their responsiveness to the needs of customers, employees, suppliers and the markets they serve. It is involved in garment, shoe and furniture making, IT and welding.

Silver – Thandeka Vocational Education Trust

Since its inception in 2003, Thandeka Vocational Education Trust's core competency has been the administration and implementation of a range of learnership and skills programmes as well as short courses. Their team comprises specialists including industry experts and professional teachers.

Bronze – Umgungundlovu TVET College's Richmond-Indaleni Community Skills Development Centre

The college provides teacher training, and specialises in arts and crafts education. It is involved in garment, shoe and furniture making, IT and welding.

In the Mining Qualification Authority (MQA) category, the winner was:

Bronze – Glencore Operations South Africa: Eastern Mines

Glencore was established in South Africa in 1974 and has a strong presence in the coal and Ferro-alloys sectors. It is a major contributor to the local, provincial, and national economies. Glencore produces chrome ore, ferrochrome and vanadium, and is one of the world's largest and lowest-cost producers of these resources.

In the Public service Sector Education and Training Authority (PSETA) category, the two winners were:

Silver – South African Revenue Service (SARS)

SARS was established by the South African Revenue Service Act 34 of 1997 and is South Africa's only tax collecting agency. SARS enjoys some autonomy, falling within the financial and fiscal affairs categories, under the auspices of the minister of finance as the executive authority.

Bronze – Ekurhuleni East TVET College

This TVET College is spread over five towns in the Ekurhuleni Metropolitan Municipality, in the eastern region of Gauteng Province. The college offers programmes in business studies, ICT, hospitality, tourism, mechanical, civil and electrical engineering.

In the Transport Sector Education Training Authority (TETA) category, the two winners were:

Silver – Transnet Group

Transnet is a state-owned entity with more than 11 000 employees and began its history of supply and service to South Africa's railway networks back in 1859, when the country's first locomotive arrived at the Cape Town harbour. Today, Transnet engineering continues in its role as an advanced manufacturer of rail stock.

Bronze – Networx for Career Development

Networx for Career Development is an accredited black female-owned company established in 2005. It began from a home skills development consulting business. The company was born out of a passion for people development, with the objective of using innovative skills development practices in the fight against unemployment.

Recognition awards

The recognition awards were presented to nominees that have not qualified for Best Practice in Skills Development Awards, but whose input is still valuable to increase skills capacity in South Africa. The recipients were:

Arcelor Mittal, SA Toyota, SA Motors, Ford SA Motors;
Zurel Bros SA (PTY) LTD, Tendele Coal Mining (PTY) LTD;

Department of Finance North West, Algoa Bus Company (PTY) LTD;
Vikunduku Ngola Trading;
Namunthla Training and Development (PTY) LTD;
Pro-Earth (PTY) LTD Guest Resource Services.

Most outstanding skills development stakeholder award:

Gold – False Bay TVET College;

Silver – College of Cape Town for TVET;

Bronze – Aranda Textile Mills

Most outstanding Seta Award:

Gold – Fibre Processing and Manufacturing Seta

Silver – Services Seta

Bronze – Mining Qualifications Authority

Minister's award of recognition for most outstanding individual

This award is made to recognise an individual who has distinguished him/herself in his/her organisation and community.

Gold – Isaac Boshomane

Isaac Boshomane of Kgabo Cars in Soshanguve started a small training centre after realising the struggles youth go through to qualify as motor mechanic artisans. Kgabo Cars operates as a workshop to upskill the TVET college trainees who have acquired the theoretical component, but need the workplace experience in order to go for the national trade test.

Silver – Mike Pneuma

Mike Pneuma has been a jewellery manufacturer since 1983. In 2002, he was asked by the MQA to write learnership materials so that the sector could be capacitated. In 2005, he decided to start training and started the Foundation for Skills Empowerment Section-21, now known as PAE.

Bronze – Felleng Yende

Felleng Yende is a qualified social worker who always looks for genuine ways in which she can give back to disadvantaged, rural communities on a pro bono basis. Felleng serves as Non-Executive Director of Sci-Bono Science Centre and Dreamfields, promoting careers in maths and science across Gauteng.

College welcomes recognition bestowed at the 2019 National Skills Conference

ROSHIN SCHMIDT - Marketing Officer

The biennial National Skills Conference and Development Awards took place on 14 and 15 March in Boksburg, Gauteng Province.

The two-day conference and awards ceremony were convened by the National Skills Authority (NSA). This year, the proceedings took place under the theme 'Building a demand-led skills development system that focuses on inclusive economic growth'. Over 1 000 delegates were in attendance. The conference was graced by the presence of the Minister of Higher Education and Training, Dr Naledi Pandor, the Minister of Planning, Monitoring and Evaluation, Dr Nkosazana Dlamini-Zuma, and the Director-General of the Department of Small Business Development, Mr Lindokuhle Mkhumane, representing Minister Lindiwe Zulu.

In her speech, Dr Pandor noted that while the country was on track to produce 30 000 artisans annually, and that graduate throughput had increased significantly, skills development providers should do things differently. For instance, there is a need to focus on including more young people with disabilities in skills training. Attention should be given to building stronger relations and partnerships with employers. Greater awareness of skills training and the need to support students transitioning from institutions of training to the world of work, was needed. There is also a need to pay closer attention to matters of quality and excellence. All efforts should be aimed at responding to the needs of local and provincial economies. There should also be a focus on training young people for self-employment opportunities. Not to mention the need to focus on skills required for the fourth industrial revolution.

The much-anticipated bestowing of awards took place on the evening of 14 March at the gala event of the conference. The awards recognise providers and employers that have significantly contributed to skills development. The key aspect is success in implementation strategies that successfully link students to the world of work while training. Gold, Silver and Bronze awards were presented for best practices



Celebrating the awards bestowed on False Bay TVET College were, ETDP SETA CEO Ms Nombulelo Nxesi, False Bay TVET College Work Integrated Learning Manager Ms Dominique Meyer, NSA Board Member Ms Selaelo Elizabeth Lekoloane, and False Bay TVET College Deputy Principal Innovation and Development, Ms Christiana Nel

in skills development. These were made in each of 21 sectors corresponding to the scope of work of the Sector Education and Training Authorities. This year, False Bay TVET College was honoured to achieve Gold for best practices in skills development under the ETDP SETA. The ETDP SETA is the College's anchor SETA. Silver in the category went to College of Cape Town with Umfolozi TVET College taking Bronze. False Bay TVET College also took the prestigious Gold award in the Most Outstanding Skills Development Stakeholder category, ahead of College of Cape Town (Silver) and Aranda Textile Mills (Bronze).

Acting Principal Karin Hendricks, says, "We are proud to have received these prestigious awards. They are indeed a wonderful recognition of our delivery and provision of quality skills training. They recognise our capacity in supporting graduates to transition from the college to the world of work. This approach includes securing placement opportunities

for our graduates. We wish to thank every staff member for all their hard work. For their contribution to delivering quality skills training to our students. We will continue to look for opportunities to increase access to skills training for the unemployed youth of Khayelitsha, Mitchell's Plain, Delft, Phillipi, Ocean View, Masiphumelele, Vrygrond and surrounding communities".

Deputy Principal Ms Christiana Nel added that the College was particularly pleased to have excelled in supporting its graduates during their transition to the world of work. "In 2018, our Work Integrated Learning Department achieved a 92% placement rate across all our programme streams and offerings".

The National Skills Authority has hosted the conference since 2013. Its main purpose is to provide the sector with feedback on the implementation of the National Development Strategy and the National Skills Development Plan.

National Skills Authority skills conference strengthens ties in the skills development landscape

FHEDZISANI MASHAU - Deputy Director: Skills Development Promotion, Advocacy and Marketing

Opening the 2019 National Skills Authority (NSA) conference, Minister of Higher Education and Training Dr Naledi Pandor, set the tone by stating that the conference would be 'outcomes-oriented' and based on concrete action and facts.

She spoke passionately and directly about the skills development landscape in the country. Dr Pandor gave skills development stakeholders in the audience plenty to think about. The theme for this year's conference was, "Building a demand-led skills development system that focusses on inclusive economic growth". Her keynote address raised several important points. We base a great deal of the work we do on the National Skills Development Strategy III as well as the White Paper on Post-School Education and Training. These are the policy instruments that set targets and shape our planning. "Our purpose today is to identify and discuss practical steps to improve our skills training sector", said Dr Pandor.

The NSA, a government organisation that oversees and partners with a variety of institutional bodies, held its national skills conference on the 14th to 15th of March in Johannesburg, Gauteng Province. This is the fourth conference of its kind since the establishment of the Department of Higher Education and Training (DHET). The conference is convened biennially. This year, the conference coincided with the release of the report on the National Skills Development Strategy III (NSDS III). The conference was attended by esteemed guests such as the Minister of Higher Education and Training Dr Naledi Pandor, and Minister in the Presidency for Planning, Monitoring and Evaluation, Dr Nkosazana Dlamini-Zuma. There were representatives from the business sector, organised labour, civil society, community leaders and civil servants. NSA Chairperson Lulama Nare stated, "the report on NSDS III, is a key component of evaluating the practicality and efficiency of the strategy. It covers implementation between 2011 and 2016. This report will provide scope for evaluation in the design of the NSDS III, as well as an evaluation of the implementation of the goals. This includes measuring the level of uptake of the NSDS III by stakeholders such as organised labour, business, community providers and government. It looks at the rate of participation by the Sector Education and Training Authorities, employers, public universities, colleges and private providers. It also looks at the extent of benefit to

The NSA, a government organisation that oversees and partners with a variety of institutional bodies, held its national skills conference on the 14th to 15th of March in Johannesburg, Gauteng Province. This is the fourth conference of its kind since the establishment of the Department of Higher Education and Training (DHET).



Minister of Higher Education and Training Dr Naledi Pandor addresses delegates at the conference

recipients who participated in skills development programmes and transformation imperatives".

The Organisation for Economic Co-operation and Development (OECD) report on community education and training, was released at the conference. The DHET has been in partnership with the OECD in conducting skills research. The second phase of the research, entitled "Adapting to changing skills needs", was unveiled. On the first day of the conference, Dr Dlamini-Zuma presented on planning, monitoring and evaluation. Her heartfelt speech on practical aspects, led to a deeper understanding of the skills development eco-system, and on how to make it more efficient. "Let me start by extending my gratitude for the invitation, because I think this is a subject and an issue of education that is so important. It is part of investing in our most precious resource, our people. It enables our people to drive the social, cultural and economic development of this country." Dr Dlamini-Zuma also stressed the links between the DHET, OECD, and the NSA. She spoke to how the monitoring and evaluation of skills development in South Africa is inflected by international norms, and the different methodologies found in places such as Brazil and Ethiopia. "Context, culture, history and beliefs shape monitoring", she said.

The day was replete with interesting expert panels and presentation sessions. First with all stakeholders in the morning, and then with a series of five smaller commissions on critical topics which took place in the afternoon. Of the morning presentations, one by Statistician General Risenga Maluleke, was reportedly the most engaging. He presented some significant numbers on the labour market, and which demographics are most vulnerable to unemployment. According to Mr Maluleke, the rate of unemployment amongst youth (15-24 year olds) increased by 7,8% in the last 10 years. The two racial groups with the highest unemployment rate are Black African and Coloured groups. Mr Maluleke's presentation highlighted the challenges of attaining the goal of inclusive economic growth, as well as why transformation imperatives are key to achieving this growth. Professor of Economics at the

University of Cape Town Haroon Bhora, presented on the most recent Labour Market Intelligence Programme report. International Labour Organisation, Senior Skills and Employability Specialist, Laura Brewer, presented on how 'green job needs' may change some of the skills required. Which is especially important in South Africa where, historically, the labour force has fed the demands of mining and agriculture.

The commissions that took place in the afternoon enjoyed more audience participation and dialogue, as well as more nuanced engagement with the huge sector of skills development. Presenters gave talks on their areas of speciality, and the commissions were divided into Labour

Presenters gave talks on their areas of speciality, and the commissions were divided into Labour Market Dynamics and Trends; Future of Work; Contribution of Skills Development to the NDP 2030 and Future Skills; Strengthening Capacity of Skills Development Institutions in the Private and Public Sectors and Promoting Efficiency and Effectiveness through Monitoring and Evaluation.

Market Dynamics and Trends; Future of Work; Contribution of Skills Development to the NDP 2030 and Future Skills; Strengthening Capacity of Skills Development Institutions in the Private and Public Sectors and Promoting Efficiency and Effectiveness through Monitoring and Evaluation. Dr Shirley Lloyd, former Director of the National Qualification Framework directorate at DHET, kicked off the commission on demand-led skills

development with some philosophical questions. This included asking what learning is, and why have we divided it into three streams. “We need to dismantle paradigms about what knowledge counts,” she explained. In her discussion she noted how the proposed three learning streams cannot be neatly organised, and how learning theory shows successful uptake of skills when a variety of knowledges, such as emotional and social, are engaged with by teachers.

Brenda Ntombela of the Human Resources Development Council Secretariat, in the commission into NDP 2030 goals and skills development, noted, “We need to create clear linkages between education, teaching and the world of work. They operate at different levels. Issues like white-collar apprenticeships, such as in the field of nanotechnology, could be beneficial to the Fourth Industrial Revolution.”

In the Labour Market Dynamics and Trends Commissions, Lebogang Molaise of COSATU, stressed that as good as the minimum wage implementation and policy have been, there needs to be a living wage, which “ensures people are effectively remunerated for their work”. In her presentation, she highlighted the various ways this could have a knock-on effect on decent housing, as well as poverty reduction. On day two, recommendations and report-backs on the commissions were heard by conference delegates. Some of the key findings from the commissions included



Director-General of Higher Education and Training, Mr Gwebinkundla Qonde and National Skills Authority Executive Officer, Dr Thabo Mashongoane in conference plenary

problematizing the way in which skills development is managed when the recipient is disabled; questioning the responsiveness of the 1998 Skills Development Act and exploring what the notion of innovation in digital skills training practically means.

Brenda Ntombela of the Human Resources Development Council Secretariat, in the commission into NDP 2030 goals and skills development, noted, “We need to create clear linkages between education, teaching and the world of work. They operate at different levels. Issues like white-collar apprenticeships, such as in the field of nanotechnology, could be beneficial to the Fourth Industrial Revolution.” Day two also saw the Deputy Director-General for Small Business and Development, Lindokuhle Mkhumane, speak on the role of small business in South Africa’s skills development landscape. One of his first points had delegates reaching for their laptops and

notebooks. “We are a recently established department, emphasising that small businesses are critical for the economy. If you read the statistics, you might note that 98% of formal businesses are small businesses. According to the World Bank report that was concluded this year, SMMEs employ 50-60% of South Africans. Unfortunately, they only contribute around 34% to the GDP,” he said. To round off the conference, there was a question and answer session. The session provided the opportunity to critically reflect on the conference proceedings.

Building on that was the pledge session, where different stakeholders made promises to uphold the skills development plan and recommendations as a priority. In two years’ time these promises will once again be evaluated by the NSA, to ensure that the country’s skills development systems are in top shape.

Electrical Engineering graduate a force to be reckoned with in the engineering field

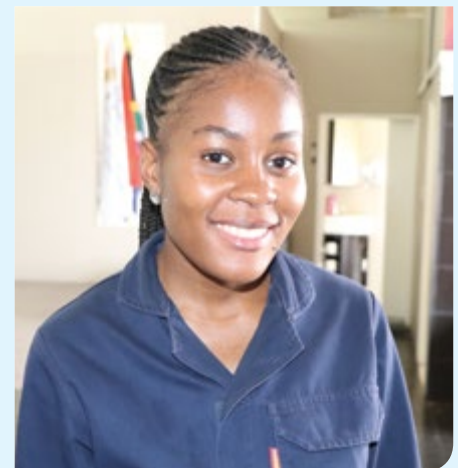
THOKOZANI NDHLOVU - Communication Officer

Women are often underestimated in the engineering field. This is often the case because of the perception that men are muscular and are therefore better equipped for the physical demands of engineering.

A 25-year-old electrical engineering graduate from Gert Sibande TVET College, Eltah Bongiwe Lekhuleni was inspired by her brother to take up engineering. He was working as an electronic mechanic and that is where she developed her love for electrical engineering. Being the only girl out of eight male siblings was a challenge for her. Her brothers would tease her for opting to study electrical engineering. “They used to say I won’t cope because it’s a field for men”, she joked. Her passion for engineering grew when she finished matric in 2011. She opted to enrol with Gert Sibande TVET College in 2012 at the Evander Campus.

Bongiwe is determined to prove that women can make great engineers. In 2017, Bongiwe was selected at the Gert Sibande TVET College Skills Academy and Artisan Development Centre to complete an internship in the maintenance department. According to her, this is a stepping stone to establishing herself as a fully-fledged engineer.

Being such a determined woman with dreams of owning her own company one day, in her free time, she undertakes house-wiring for residents, building her profile and marketing her skills. “Being a female in industries that are labelled as male-dominated has its own difficulties. People tend to question my skills. But that does not stop me from excelling in my work. I want to prove that women can do anything with an element of physicality. People should not make the mistake of measuring my capability just because I am a female”, she concluded.



Bongiwe Lekhuleni, an artisan in electrical aspiring to become an engineer

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WORLDSKILLS SOUTH AFRICA

WorldSkills SA Western Cape Team brings home the medals



IVAN SWART - WorldSkills SA Western Cape sub-committee member

The Western Cape WorldSkills SA Team took on the rest of the country during the third biennial WorldSkills SA National Competition, held in Durban during February.

The three challenging days of competition saw the competitors being pushed to their limits to perform at their best to show the rest of the country of what the Western Cape Competitors are made. They did not disappoint. Team WorldSkills SA Western Cape, brought home a total of five Gold, eight Silver and eight Bronze medals. "With the help of our funder, the Western Cape Department of Economic Development and Tourism, we gave these competitors the necessary mental and physical training that allowed them to not only rise above their fears and challenges, but to be ranked among the top in their skills area", said Tilly Reddy, Deputy Chairperson: Provincial Artisan Development Committee.

The winners of the medals are:



Team WorldSkills SA Western Cape celebrate their great success at the WorldSkills South Africa National Competition

Skills Areas	Gold	Silver	Bronze
Car Painting			Chad Randall (FBC)
Restaurant Service			Tarran Lee Sedeman (IHS)
Cooking		Michal Jones (CCT)	
Hairdressing	Nicole Thebus (CCT)	Norma-Lee Lotz (NLC)	
Beauty Therapy	Bridney Cloete (CCT)	Maria de Reuck (CCT)	Brittaney Smith (CCT)
Bricklaying			Zanco Jantjies (BLC)
Automobile Technology		Amurodeen Fortuinse (CCT)	
Autobody Repair	Jacobus Coetzee (FBC)	Byrone Davids (FBC)	
Refrigeration & Air Conditioning	David Le Grange (CCT)		Pieter Roets (CCT)
Welding			Siyabonga Matlakala (WCC)
IT Network Systems Administrator		Darrian Samuels (FBC)	Tammy-Lee Jooste (FBC)
Plumbing & Heating	Kegan Lucas (CCT)	Sinoxolo Mathote (CCT)	
Mobile Robotics		Jaco Luus (Robotixlab) & Jacobus Louw (Robotixlab)	Mikhail Solomons (CPUT) & Pokwane Ayabonga (CPUT)

Key for abbreviations in the table:

CCT - College of Cape Town for TVET • FBC - False Bay TVET College • WCC - West Coast TVET College • CPUT - Cape Peninsula University of Technology • BLC - Boland TVET College • HIS - International Hotel School

The Gold and Silver medalists are now being trained by the various National Experts in their respective skills areas to compete against the rest of the world at the International WorldSkills Competition that will be taking place in Kazan, Russia in August.

"We are very proud to be one of the top performing Provinces in the WorldSkills SA National Competition. We are very proud of each of the Western Cape Competitors who did their best and represented the Province with honour. We are positive that this group who are already busy with more intense training, will do their very best in the international arena to make South Africa proud", notes Ebrahim Peters, Provincial Artisan Development Committee Chairperson.

The Province wishes all the members of team WorldSkills SA, well with their preparations for the WorldSkills International Competition.

College shines at the National WorldSkills Competition

ROSHIN SCHMIDT - Marketing Officer

After an intense three days of National WorldSkills Competition held in Durban, a total of 21 of 65 medals representing 19 skills categories, were won by the WorldSkills Western Cape Team.

False Bay TVET College claimed one gold, two silver and two bronze, ranking them the best amongst their peers nationally in their field of study. The WorldSkills Competition is the Olympics of artisan trade competitions. It is held biennially. The Competition truly reflects global participation and targets young people in industry and training providers. Competitors demonstrate their technical ability to execute specific tasks for which they are trained and perform in their workspace. One of the main legacies of the WorldSkills Competition is to highlight the importance of practical vocational education and training, as one of the major vehicles

for socio-economic transformation. The WorldSkills Competition provides numerous prospects for skills exchange, experience and technology innovation. It also raises the awareness of the artisan sector and its career path possibilities that lead to gainful employment.

Congratulations go to the following False Bay TVET College students who received medals in their respective fields of study. For Automotive Body Repair, Jacobus Coetzee received Gold and Byrone Davids, Silver. For Spray-painting Chad Randall received Bronze. In IT Networking Systems, Darrian Samuels received Silver and Tammy-Lee Jooste, Bronze. The participating students were recently acknowledged at an intimate social event held to celebrate their participation and achievements.

False Bay TVET College Acting Principal, Ms Karin Hendricks said, "We are very proud of the achievements of our students and of the commitment of staff to preparing students for WorldSkills. The college is committed to ensuring that students can compete in a skills space on a provincial, national and international level".

Of the 21 medals won by team Western Cape, five students ranked gold, making them eligible to participate in the International WorldSkills Competition scheduled to take place in Kazan, Russia in August. All Gold award recipients will continue training, as they finalise their preparations for the International WorldSkills Competition. Visit <http://www.worldskills.org> for more information.

Star trainee technician shines at the third National WorldSkills South Africa competition

TUMELO MOROBE - Public Relations Officer

The Department of Higher Education and Training recently convened the 3rd National WorldSkills South Africa Competition which was held at the International Convention Centre in Durban, KwaZulu-Natal Province.

The competition saw the country's potential young artisans and technicians compete in various skills categories such as Construction and Building Technology; Creative Arts and Fashion; Information and Communication Technology; Manufacturing and Engineering Technology; Social and Professional Services as well as Transportation and Logistics. Thabiso Matlou, a trainee at Capricorn College for TVET's Seshogo Campus, currently studying Chemical Plant Operation, scooped a gold medal in Water Technology in the Competition. This will see him representing South Africa at the 45th WorldSkills International Competition scheduled to take place in Kazan, Russia in August. Thabiso Matlou will also receive one week of preparatory training in Germany to prepare him for the international competition. He attributed his success to the support he received from his parents, college management and his mentor.

The WorldSkills South Africa Competition celebrates the talent of young artisans and technicians. It also serves as an advocacy programme to highlight the importance of the artisan sector as a contributor to the country's economy. Championed by the Department of Higher Education and Training, it targets the continuous expansion of the TVET College sector, particularly in the field of artisan skills.



Mentor, Ms Boitumelo Shokane and Principal Lekau Mamabolo congratulate WorldSkills competitor Thabiso Matlou



Thabiso Matlou won a gold medal in Water Technology at the National WorldSkills competition and will soon be off to Germany for specialised mentoring ahead of the WorldSkills International competition in Kazan, Russia

Students excel at the WorldSkills National Competition

THOBILE TSHABALALA - Journalist in the College Marketing Department

Majuba TVET College students reaped huge success in this year's WorldSkills National Competition. The competition was recently held at the Durban International Convention Centre.

Six students who displayed remarkable skills at the KwaZulu-Natal Provincial WSSA Competition were chosen to represent the College on a National level. After three gruelling days of stiff competition against students from other TVET Colleges, Private Institutes and Industry, three Majuba TVET College students, all from the Majuba Technology Centre campus, had the honour of receiving medals for their excellent performances. Hlengiwe Mbuyazi, a Welding competitor, scooped a silver medal in a male-dominated sector. Sibusiso Ndwandwe, a Bricklaying competitor, proved his mettle when he secured a silver medal in his

skill area. Nonkululeko Zungu, a plumbing competitor, took a bronze medal in the Plumbing and Heating skills category.

Chairperson of the WorldSkills Committee at the College, also serving as the Chairperson of the KZN Provincial WorldSkills Committee, Mr Helgard Boshoff said, "It is indeed an honour to be associated with a College that produces such a high calibre of students". He further stated that he is extremely proud of all these students. He hopes that this achievement will open many doors for success in their futures.

The College is extremely proud of all six competitors for flying the College flag high at the National Competition. These results are a true reflection that Majuba TVET College is indeed a College of superior choice.



Sibusiso Ndwandwe, Majuba TVET College Bricklaying competitor, proved his mettle when he secured a silver medal in his skills category at the WorldSkills National Competition

Photo credit: Thobile Tshabalala

Big dreams in the pipeline for WorldSkills competitor

NASHVEER NEMESAR - Assistant Director: Marketing and Communications

Nonkululeko Zungu (22), a plumbing student at Majuba TVET College, is not afraid to get her hands dirty on her way to completing a plumbing qualification.

Nonkululeko broke the mould and claimed the Number One title at the WorldSkills Provincial Competition in Plumbing, held in August last year. An achievement of which she is extremely proud. To her, this proves that female artisans are capable of taking their places in the field of plumbing. Her success at the WorldSkills competition paved the way for her to compete in the Plumbing and Heating skill area at the WorldSkills South Africa National Competition held recently at the Durban International Convention Centre. Here, she excelled and clinched a third place win with a bronze medal. Her passion for pursuing a higher education in plumbing, was sparked when she identified a country-wide scarcity for clean water. "I've witnessed South African's dire need for clean

water. My goal is to develop a purification system that can alleviate this issue", she explains. In a male-dominated industry, Nonkululeko says she's not in the least intimidated by the opposite sex. "As a female, I gained much respect because of the field in which I operate. I want other females to know that the sky is the limit and you can do whatever you are passionate about".

She sought the assistance of Majuba Technology Centre plumbing expert Sanele Nkosi, in preparation for the National Competition. Speaking to Sanele, he explained how he prepared Nonkululeko for the big stage. "By using different examples from the internet, and not just college material, helps the students gain experience. What I learnt from the WorldSkills is the use of flexi-pipe instead of copper. I taught Nonkululeko how to bend, join and cut".

Sanele also set up a number of tasks for Nonkululeko to practice and refine her skills. He



A winning plumbing student at Majuba TVET College, Nonkululeko Zungu is not afraid to get her hands dirty on her way to completing the plumbing qualification

adds that there are more females looking for a career in plumbing, as it isn't as physically demanding. He went on to say that they adapt well to the course, material and requirements. "I was always confident in Nonkululeko's abilities. We worked hard together to achieve our best", he concluded.

Bricklaying apprentice to showcase his skills in Russia

THOKOZANI NDHLOVU

Gert Sibande TVET College, Skills Academy and Artisan Development Centre held a function to officially celebrate three students who represented Mpumalanga Province in the National leg of the WorldSkills Competition held in Durban recently.

Mncedisi Mkhalihi, Nomalungelo Khumalo and Siphesihle Masina were presented with certificates and tablets in appreciation of their performances. Siphesihle is a Level 4 plumbing student at the Bethal Skills Centre. She competed in the plumbing category. Nomalungelo is a NCV Level 4 electrical engineering student at Standerton Campus and competed in the electrical category. Mncedisi is a bricklaying apprentice at Skills Academy and he competed in the bricklaying category. Project Manager Nechie Manombe, indicated that all the college students who participated in the national competition were guaranteed apprenticeship training at the Skills Academy.

Centre Manager Monica Swart, together with the Acting Principal Portia Mange, announced that Mncedisi will be representing South Africa in the International leg of the Competition in Kazan, Russia in August. WorldSkills South Africa (WSSA) is an initiative that is championed by the Department of Higher Education and Training. WSSA was formally established in April 2013 by the former Deputy Minister of Higher Education and Training. Mncedisi was born and raised in Fernie where he completed his primary and secondary schooling. He was raised by a single parent after his mother passed away while he was young. He is the sixth child of 10. "My father was very strict and he was a firm believer in education", alluded Mncedisi.

Becoming a civil engineer has always been his dream. "I always wanted to do something related to civil engineering because I am an artistic person and I enjoy drawing. In civil engineering, there are drawings of house plans and other structures. Studying civil engineering provides me with an opportunity to express myself artistically", stated Mncedisi. He matriculated in 2014 and

took a gap year due to the fact that he wanted to assist his father by providing for his family. "I later realised that I was making a mistake because I would not be able to provide for them without a proper education", he continued.

In 2016, he enrolled for civil engineering at Ermelo Campus through the assistance of the National Student Financial Aid Scheme (NSFAS). "I decided to join a TVET College because of the fact that it provides a lot of opportunities in terms of financial assistance when compared to a university", added Mncedisi. He made the choice to join a TVET College even though people kept saying that TVET Colleges are for people who are not clever. He completed the qualification in 2017 and was faced with the realities of unemployment. "I got a job at a local retail shop. I went to my lecturers at the campus to inform them because I wanted to know the application process for a diploma. I was told that working at a retail shop would not help me get my Diploma because it is not related to the qualification. That is when I was advised to apply for an apprenticeship at the Skills Academy and Artisan Development Centre", stated Mncedisi. He applied and was successful. He began the apprenticeship at the centre in April 2018.

His facilitator at the centre, Sello Paille, pushed him to enter the competition as he was the only trainee who qualified to enter the competition in his class. He grabbed the opportunity with both hands. "I took the opportunity because of the prospects of learning new things and seeing other countries", continued Mncedisi. Participation in the WorldSkills competition holds huge potential to influence the development and employability of South African Youth. In addition to this, it acts as an effective vehicle to increase awareness of apprenticeships and artisan skills, raising the standard of vocational education and training.

Mncedisi is proud of the fact that he will be representing the country in the international leg of the competition. "I feel that I have a responsibility on my shoulders to represent my



Acting Principal Portia Mange and Skills Academy Centre Manager Monica Swart, congratulate Mncedisi Mkhalihi who will be representing the country in Russia in August

country well and make everyone proud. I want to give it my best and bring home the trophy", he said. His future plans are to open his own company that will specialise in civil engineering and building construction. He also hopes to continue studying. His advice to young people who are not doing anything at the moment is, "young people need to grab all the opportunities that are presented to them with both hands and work hard". Sello Paille described Mncedisi as a well-behaved boy who carries out instructions correctly. "I would like to say to him, he should continue working as hard and listen to his trainer and mentor by doing exactly what he is told".

The college management is proud of his achievements. "We appreciate the efforts of everyone involved in this competition and we are particularly proud of Mncedisi Mkhalihi. We know he will make us proud again in Russia", added Acting Principal, Portia Mange.

Silver does not always mean that you are the first loser

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

"I never thought that I would make it to the nationals, but I did. I had a good experience which I would like to share with other students who may be selected to compete in future WorldSkills Competitions.

The competition in Durban was very tough. Competing against the best in the country can be extremely intimidating. However, I did my best and I am proud that I obtained a silver medal", said Norma-Lee Lotz, Northlink College Hairdressing Competitor. Five Northlink TVET College students were part of the Western Cape WorldSkills Team. Four competed in the 3rd WorldSkills SA National Competition held in Durban, and the other students competed in the Johannesburg heat and later joined the rest of the team in Durban.

Currently, Norma-Lee is busy training with the Gold Medal winner in the Hairdressing Skill. She also believes that the experience she gained during the training for the National Competition, and now as she assists the Gold Medal winner in her training, will be of help to her in her work in the future. The National Competition was the culmination of months of hard work. It has resulted in our students qualifying to compete against the best in the country. Principal Beech adds, "As a College we are very proud of our students and their achievements. To represent the province was indeed an honour. We wish them well for their future and trust that this experience will help them grow within their respective industries".



Norma-Lee Lotz doing what she does best at the National WorldSkills SA Competition in Durban

Student wins Gold in National WorldSkills competition

OLAWUMI KATE OLADIMEJI - Communications Supervisor

Eastcape Midlands TVET College is proud to announce that one of its IT students, Brando Welgemoed, achieved first position in the National WorldSkills Competition. The competition took place between the 22nd and 25th of February and was held at the International Convention Centre in Durban, KwaZulu-Natal Province.

Brando Welgemoed competed in the IT Network Systems Administration category against 13 national entrants. For this category, the entrants were expected to use Linux, Windows and Cisco to set up a network and connect printers and cameras on the network domain. Brando's passion for IT started when he was a child, curious about computers and other electronic gadgets. So, when the opportunity came to enter the competition, he took it as a challenge.

Brando will now compete in the international competition which will be held in Kazan, Russia in August. He will be competing alongside 1 600 young people from around the world each aiming to become the world champions in 56 different skills disciplines.

Eastcape Midlands TVET College lecturers as well as the National WorldSkills expert who evaluated the competitors, will continue to guide and mentor Brando as he prepares for the international competition.



Brando Welgemoed shows off his skills at the National WorldSkills Competition hosted in Durban, KwaZulu-Natal Province in February

SPECIAL EDUCATION NEEDS

Minister Pandor addresses the National Institute for the Deaf's celebration of sign language

Programme Director
Chairperson of the National Institute for the Deaf (NID) Board, Mr Herman van der Merwe

Our host CEO of the NID, NID Board Members and Staff

Deputy Minister of Sport and Recreation Mr Gert Oosthuizen

Chairperson of the Commission on the Rights of Cultural, Religious and Language Communities

Representatives from the UNESCO SA National Commission

It is a great pleasure to be here today. There are 11 official South African languages. Section 6 of the Constitution states that everyone has the right to use the language, and participate in the cultural life, of his or her choice. Last year, South African Sign Language was officially recognised as a home language in schools. It is now an examinable subject for the National Senior Certificate.

Parliament's Constitutional Review Committee has recommended that South African Sign Language become the country's 12th official language. It has yet to be determined when the Constitution will be amended to include South African Sign Language as an official South African language. Nonetheless, as we celebrate this day in anticipation of sign language becoming our 12th official language, we should reflect on where we come from as a country in regard to learning for people with hearing difficulties.

Deaf South Africans have experienced, in the past and currently, limited or no access to formal schooling. More than half are currently unable to go to high school. There are four million South Africans who are hard of hearing. Two million of whom are profoundly deaf, and for whom Sign Language is their first language. The primary language through which they converse with the rest of the world. The number of Deaf people in South Africa is growing. However, we have not done enough

to foster and train new or deaf-trained social development workers, special needs educators and specialist care-support staff across the country. The result is that the reservoir of scarce, appropriately deaf-trained people is, through sheer attrition, simply drying up.

Over the past 150 years, very little

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provision has been made for the Deaf in South Africa. There are only some 40 schools for the Deaf in the whole of South Africa. These are often grouped together with the Blind, despite having widely varying and uniquely differing special education needs. As fellow citizens, Deaf people have sadly been overlooked. For the profoundly Deaf in particular, their right to equality without any discrimination on the basis of disability is not being fulfilled.

It is encouraging that institutions such as the NID have championed the cause of the Deaf. With the NID's tireless efforts, we are closer to finding a coherent solution for an inclusive developmental approach. We are looking to new policy, to structure a package of services, and to better structure teaching and learning. I believe there are very instructive lessons we can take from the work of the NID and its various associate schools. From a Higher Education and Training perspective, the NID College for Occupational Skills Training is the only national, dedicated educational and skills training institution in the post-school sector catering for those with hearing impairment in South Africa and indeed in Africa. I am told that its training is of a very high quality.

In closing, the work of the NID is dependent on the support of caring South Africans who donate to the organisation either in cash or in kind. The National Skills Fund has provided funding for your various interventions in the past. The National Skills Fund has advised me that it is currently looking at a grant framework to support skills for the disability sector. The NSF has also agreed to commit an amount of R6,9 million to support NID's skills development projects for Deaf learners in the 2019 academic year.

Once more we join hands with NID and the UNESCO SA Commission to celebrate this important milestone in our democracy.

Thank you.

Minister Naledi Pandor announces a R6,9 million allocation towards skills development for Deaf students in 2019

The Department of Higher Education and Training (DHET), through the National Skills Fund (NSF), has set aside R6,9 million to support the National Institute for the Deaf's (NID) skills development projects for deaf students for the 2019 academic year.

This was announced by the Minister of Higher Education and Training, Naledi Pandor, at a function organised to celebrate Parliament's recommendation that the South African Sign Language (SASL) should become the 12th official language. The event was held at the NID in Worcester in the Western Cape Province, on 12 March. The Constitutional Review Committee in Parliament recently recommended that SASL be declared the 12th official language in South Africa. The Committee recommended that section 6 (1) and (5) (a) of the Constitution be amended to include SASL as an official language in our country.

Speaking at the event, Minister Pandor said fellow citizens, namely Deaf people, had been overlooked. She said there were over four million South Africans who were hard of hearing, two million of whom were profoundly deaf. Sign Language is this group's first language and the primary language through which they converse with the rest of the world. "However, we have not

done enough to foster and train new deaf-trained social development workers, special needs educators and specialist care-support staff across the country. The result is that the reservoir of scarce, appropriately deaf-trained people is, through sheer attrition, simply drying up". Minister Pandor added. Minister Pandor lamented the fact that there were only 40 schools for the Deaf in the whole of South Africa. These she said, were often grouped together with the Blind, despite widely varying and uniquely differing, special education needs. Minister Pandor said, she was encouraged by the tireless efforts of the NID to champion the cause of the Deaf. This has brought a closer coherent solution for an inclusive developmental approach. In respect to Higher Education and Training, she said the NID College for Occupational Skills Training was the only national, dedicated educational and skills training institution in the post-school sector, catering to those with hearing impairment in South Africa and in Africa.

Dignitaries, who attended the event, included the Deputy Minister of Sports and Recreation, Gert Oosthuizen, UNESCO representatives and representatives of the Commission for the Promotion of the Rights of Cultural, Religious and Linguistic Communities.

Campus admits their first group of differently abled students

LIESLE SCHEEPERS - Marketing Intern

Port Elizabeth TVET College can say with pride that 2019 is the year of the future. A year to which we have been aspiring. The year of the future has dawned on the back of being in the position to provide for the enrolment of two differently abled students at the Russell Road Campus.

The two students, Noziph Daniels and Nolufefe Mgoqi, are studying N4 Tourism. It has been arranged that they will have their lectures at the Victoria Site where there are ramp and accessibility facilities. The lecturers now change classes when it comes to N4 Tourism as there are currently access limitations at the Russell Road Campus.

The responsible unit provided the students with tablets. The tablets were loaded with EBooks. This will go some way towards enabling the students. The College considers 2019 as a trial period for future broadened access and for meeting the needs of differently abled students.



INTERNATIONAL NORTH SOUTH EDTECH CONFERENCE AND EXPO 2019
A South African and Norwegian Partnership

11 - 13 September 2019
Tsogo Sun Cape Sun, Conference Centre

The Digital Disruption of Education & Training: ICT Capabilities, Evolving Digital Technologies and Skills Development Needs.

Skills Development in the era of the fourth industrial revolution is evolving worldwide as emergent educational environments demand the adoption of 21st-century skills, higher-level ICT capacities and digital technologies. The Education & Training sector is facing a period of disruption initiated by an emerging plethora of private online academies using advanced digital online systems. Industry is following suit with many companies implementing their own online learning systems.

As the world is shrunk into a single marketplace by these disruptive technologies, and students are attracted by their advanced online education systems and beguiling marketing ("Study Anywhere! Anytime! Guaranteed results at affordable rates!"), the sector is beginning to rethink and reshape the notion of campus environments. The Department of Higher Education and Training's development of the National Open Learning Framework already shows that where learning takes place no longer assumes the meaning of a physical space.

Whether the sound of 'disruption' makes them hear opportunity knocking or alarm bells ringing, Education & Training providers will occupy this highly innovative, rapidly evolving space, but need to do so while retaining their competitive edge of quality delivery.

CONFERENCE AIMS

The 2019 International North South EdTech Conference and expo aims to bring together leading education & training practitioners, educational managers, researchers and international experts to share their experiences and research regarding their application of educational technologies and the impact thereof in the classroom. The Conference will provide participants with opportunities to present and discuss their most recent innovations, trends and concerns, the practical challenges encountered and the solutions adopted in the fields of Information & Communication Technology and Digital technologies.



ABOUT THE CONFERENCE

This will be the 7th hosting of a highly successful conference. The North South Initiative is a joint venture of the College of Cape Town, False Bay TVET College (South Africa) and Haugaland Skole (Norway) that focuses on institutional Information & Communication Technologies (ICT's) and digital skills development. The partnership aims to assist members to institutionalise the use of educational technologies. The North South Initiative was officially launched through the signing of the partnership agreement by the three College Principals on 25 September 2012.



INVITATION TO EXHIBIT

The Conference will be attended by representatives from the Education, Training and Development sector. A key feature of the Conference will be the accompanying exhibition where vendors will have ample opportunity to engage with the delegates about their current technologies and products. If you would like to participate as an exhibitor, to grow your market share or create strategic distribution networks in Southern Africa, please contact:

Marian Theron
Conference Steering Committee
Email: marian.theron@falsebay.org.za

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COLLEGE OF CAPE TOWN
Inspiring minds

College launches new-look interactive website to improve service delivery

QURAYSHA DESAI - Digital Media Co-ordinator

Signifying the dawn of a new digital era, Majuba TVET College officially launched its interactive new website recently.

At the launch, guests were introduced to the new website. Benefits of the new website for the college were presented. Thanks to this interactive website the public are now in a position to communicate directly with the College. Assistant Director Marketing and Communications, Nashveer Nemesar notes, "We view our website as the face of the organisation. It is an essential communication channel with a broad spectrum of stakeholders and interested parties. The need was identified to design and develop a new professional website, using the latest technology to enable the College to achieve its objectives. To address our communication challenges, the College identified the new website as a critical component of our marketing communication mix to inform a broad range of stakeholders of the services offered by the College. The website also offers a full range of new functions".

A wide range of information will now be accessible to students in their chosen fields of study. "The fact that the College has upgraded its website, shows just how serious it is about ensuring that students receive the best possible education", said Principal Sanele Mlotshwa. Key aspects of the website include, allowing prospective students to apply online through the website. The new online application facility will eliminate physical walk-ins by prospective students keen to get a space at the institution. The website will present an appealing, user-friendly, accessible and optimised service. It will promote the College brand in the most effective manner and incorporate social media integration. For the Marketing Department, it will provide a facility to upload the latest news and images with ease, via the use of a Content Management System (CMS). The website will allow suppliers to view and download tender documents for the College Supply



Principal Sanele Mlotshwa and Senior Managers, had the honour of cutting the cake at the official launch of the College's new interactive website

Photo Credit: Quraysha Desai

Chain Management processes. It will allow the College to advertise vacancies at the College for the Human Resource Department. It will ensure that we have a responsive web design approach aimed at crafting sites to provide an optimal viewing experience. This means, easy reading and navigation with a minimum of resizing, panning, and scrolling for a wide range of electronic devices. Ultimately, it ensures that prospective students receive optimal customer service.

The upgraded website reaffirms that the College is serious about serving its target groups. We look forward to seeing an escalation in visits to the new website. Try it for yourself. Visit www.majuba.edu.za

Letting your Lite shine – The new approach to digital and social media marketing

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

In a world littered with apps and social media platforms that is haunted by the constraints of high data costs, we have seen the birth of "lite" apps that have been designed to give the end-user the experience they want without having the high data costs.

But the question is now...how does a marketing team mitigate the possibility of "loose-out" on punchy colourful graphics that is sure to get the attention of your fans/followers or even the opportunity to advertise your services when your fans are using lite apps? Let us take Facebook Lite. Facebook launched this app in 2015 in a number of developing and developed countries which is aimed at running on slower data connections that makes it more data friendly. So you might think, what does this have to do with me? If you are from a more rural TVET College, you might know that cell phone or even wireless connection in some areas are little to no good. This could be where your target market is sitting, trying to access your content, but now they only have Facebook lite that does not have all the possible viewing features that you think they might have...what now? Here are a few tips to remember – Keeping Facebook Lite in mind:

- Don't post all your posts with visuals: I know that after reading this you clicked away at your Facebook Page insights and saw that your posts with images might have the most engagements than any of your other posts, and yes...that is correct, but do post some posts that are just text driven. Change the form of your content to break the monotonous feel of your page.
- Be a bit more descriptive: When you really want to post with a graphic/image, then try and be "punchier" and descriptive in your text that you post along with your image/graphic. I have seen comments like "what is this? I have Facebook lite and can't see what this is about" so in doing so, you can help those understand what they "can't see" regarding your post.
- Posting at the right time is still key: While you were rushing to your insights to see that your image posts offer more engagement to you than a normal text based post, did you see when your fans are online the most? Well, next time you go to your page insights, look and see when your fans are the most active and try and post during those times. That will

help get the best exposure to your post, even if it is just a text based post

- Include links: Remember to post interesting info on your website and post the link in Facebook so that even those who use Facebook Lite can click on the link and follow it to your site and then they can read and see the full story with images/graphics etc. It will help your website traffic to increase too. You can thank me later!

Taking all this and putting it into practice: Northlink TVET College published an article on their website and created a bit.ly link to track the progress and posted that link on their Facebook Page in a purely text-based post. Within 24 hours, the post had reached more than 5 600 people and had more than 170 engagements. The bit.ly link also had more than 40 clicks. That means that more than 40 people saw your website and more than 5 600 experienced your brand! Something to remember indeed.

So there is no need to re-invent the wheel...we sometimes just need to repair the puncture to have a sturdier wheel for the road ahead.

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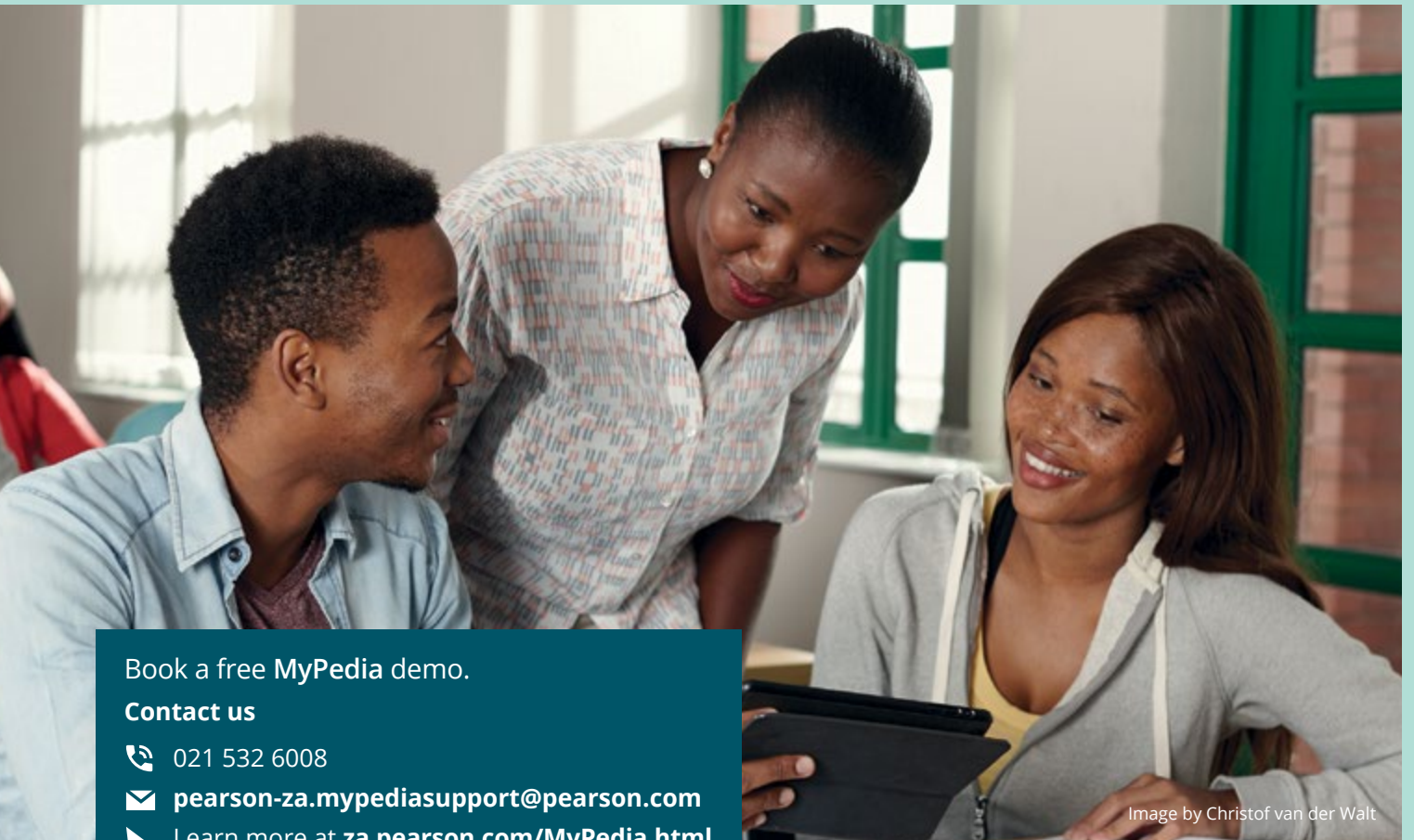
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Image by Christof van der Walt

INTERNATIONAL EXCHANGE

Mechanical Lecturers benefit from international exchange programme

NOLUVUYO MANGWENI - *Communications Officer*

Buffalo City TVET College Automotive Repair and Maintenance Lecturer, Mr Somana, recently had the opportunity to participate in an exchange programme in Germany. The visit, facilitated by the Department of Higher Education and Training (DHET), was the result of a partnership between the Das Handwerk and a group of TVET Colleges in the Eastern Cape Province.

The partnership objective is to elevate the standard of Mechanical Lecturer training in Eastern Cape Province Colleges. Mr Somana was among the lecturers chosen to participate in the advanced training course. Basic Electrical Control Circuits and Theories, Automobile Networks, Vehicle Fault

Diagnostics using KTS and FSA machines and pedagogical and didactical methodology, were some of the learning areas covered by the training. "This has really been a fruitful and eye-opening experience for me. My teaching techniques and methods have really improved as a result of the training. It is an honour to have represented the College internationally".

On completion of the training, Mr Somana made some recommendations for improving the daily operations of the Engineering and Related Design Department. These could have an immensely positive impact. We are grateful to the DHET for affording Mr Somana the upskilling opportunity.



Mr Somana, Automotive Repair and Maintenance Lecturer, recently completed a training programme in Germany

Students to receive valuable civil engineering training abroad

TUMELO MOROBE - *Public Relations Officer*



Sixteen Civil Engineering students recently left on an exchange programme to China

Capricorn College for TVET and its management recently bade farewell to 16 Civil Engineering students who left for China where they will be taking part in a one year Chinese Culture Programme. Funded by the Construction Education and Training Authority, the aim of the programme is to give students work experience in the Civil Engineering programme.

These students will be receiving on the job training in Civil Engineering, through participation in a structured training programme. This includes studying and doing work integrated learning.

Student exchange programmes, both foreign and domestic, provide students with opportunities that they simply could not get anywhere else. Whether students want to travel in order to broaden their horizons or experience a new culture, there are plenty of benefits to be had.

Principal Lekau Mamabolo, congratulated all the students and wished them all the best on their journey. "You are ambassadors of the College. Go out there and show the World of what you are made. You are still young, take good care of yourselves and make all of us proud", he concluded.

International exchange students return from China more experienced

OLAWUMI KATE OLADIMEJI - *Communications Supervisor*

In March, Eastcape Midlands TVET College had the pleasure of welcoming back seven of its Electrical Engineering students. They were participants in a 12 month funded international training programme, in China.

The programme was fully funded and supported by the Chinese Culture and International Education Exchange Centre together with the Energy and Water Sector Education and Training Authority. The main purpose of the programme is to create opportunities for the students to gain work experience. This was achieved by integrating them in a real work learning methodology that is utilised by the top 500 Chinese companies. The programme aims to promote investment opportunities in South Africa; support job creation in South Africa; expose TVET students to international standards; and enhance TVET student work ethics in order for them to become global citizens. The aim of the programme is also to provide TVET students with a competitive advantage. This was pursued through exposing them to international standards and machinery. This exposure, it is anticipated, would help them to showcase their talents during WorldSkills competitions.

The seven students who left for China in April 2018 were selected on the basis of their results, attendance, attitude and overall conduct. They are Hanyuza Anga, Weidemann Damon, Koloti Buhle, Mbali Luthando, Nyepa Nqabisa, Mthethwa Phindile and Makhawula Melikhaya Alex. This was a great opportunity for the students. They received systematic and scientific training in a university and college, practical workplace experience in Chinese Manufacturing companies, as well as exposure to Chinese language, culture and skills.



Principal Charl van Heerden and students at the Port Elizabeth Airport on the arrival of the students returning from their 12 month funded international exchange training programme in China

The students successfully completed their Internship which consisted of completing their studies at the Wuxi Institute of Technology (WXIT). WXIT is based in the city of Wuxi (Jiangsu) which has about 13 000 full-time students living and studying on campus. On completion of the internship, students were awarded with internationally recognised Certificates from both the College and Employer.

China has made rapid advances in areas such as education, infrastructure and high-tech manufacturing. The country is now in some disciplines, acknowledged as a world leader in technology.

Campus hosts United States of America delegation

DAVID MULEELE AND PHANUEL CHAUKE

In a quest to learn more about South African TVET Colleges, a United States of America (USA) delegation led by Dr Jeffrey Ayala Milligan, a Professor and Director of the Learning Systems Institute in Florida University and Dr Vilma Fuentes an Assistant Vice President for Academic Affairs at Santa Fe College, visited Ekurhuleni West TVET College, Tembisa Campus in March.

Their visit forms part of an exchange programme between Department of State in the USA and the Department of Higher Education and Training in South Africa. During their visit to the Tembisa campus, the delegation undertook a campus tour of different workshops. Here they were exposed to students hard at work at their practical assignments. They also visited an Electrical workshop where the apprentices were being trained through the German model known as the Dual System. In terms of the model, students get to study in class while gaining practical exposure in the working environment. This programme is being piloted over three years.



Dr Jeffrey Ayala Milligan Professor and Director of the Learning System Institute Florida State University and Kerri Sindler-Ranta from the USA embassy, interact with students



Dr Jeffrey Ayala Milligan Professor and Director of the Learning System Institute Florida State University, Kerri Sindler-Ranta from the office of USA embassy and Ekurhuleni West TVET College Engineering Department Facilitator, Ms Chezi Madira in discussion during a tour of the college training facilities

In a closed discussion that took place after the tour, the USA delegation presented the Community College Administrator programme with South Africa. The programme provides the opportunity where South African officials will study the USA Community College System over a period of about six weeks. The exchange programme hosted by Florida University and Santa Fe College, will consist of a one-week executive dialogue and a four or five week Community College Seminar. The primary objective of this programme is to demonstrate enhanced ability to effectively address governance and policy questions that are integral to the establishment of a Community College System relevant to the South African context. The programme will also contribute to the present and future demands for policy formulation, continuous planning, programme management decision making and day to day administration of Community Colleges in South Africa.

Acting Deputy Principal Corporate Services, Ms Sandra Mavhungu, gave a brief background to the College. She spoke to the number of programmes offered and the number of students enrolled per year. She also touched on the partnership that the college has with Industry and other educational institutions.

Four more students off to China on exchange programme

NTOMBEKHAYA GWAQA - Assistant Director Marketing and Communications

Four Port Elizabeth TVET College N6 Hospitality students departed for China in March. The students have been given an opportunity to participate in a 12 month Internship programme funded by CATHSSETTA in partnership with the Chinese Culture Centre and Department of Tourism.

A week after their departure, the students reported that they were settling in well in China. They also told us, that upon arrival, they were received at the 2019 South African International Students Welcome Ceremony. They were then taken on a tour to see and experience the beautiful surroundings of their new 'home town'.

The students have started with classes and we wish them well with their internship in China.



Leaving for a year's internship in China are from left Shaheeda Fondling, Phambili Sulelo, Ongezwa Gcau, Neliseka Lolwana, with Placement Assistant Zukiswa Plaatjie



Looking forward to their internship in China were, Neliseka Lolwana, Shaheeda Fondling, Ongezwa Gcau, and behind, Phambili Sulelo

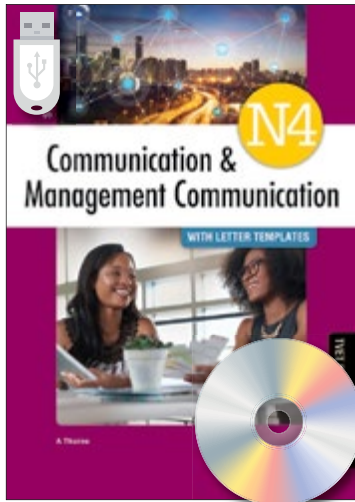


Seeing off Neliseka Lolwana, Shaheeda Fondling, Ongezwa Gcau, Phambili Sulelo were from left sitting, Placement Assistant Zukiswa Plaatjie and Assistant Director Marketing and Communications, Ntombekhaya Gwaqa

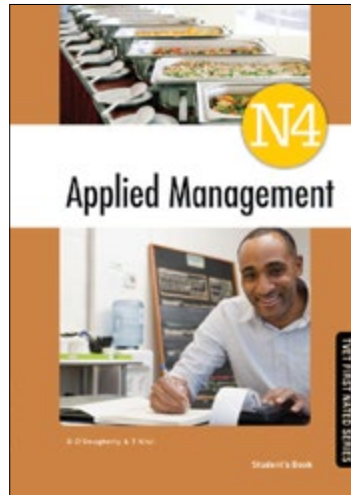
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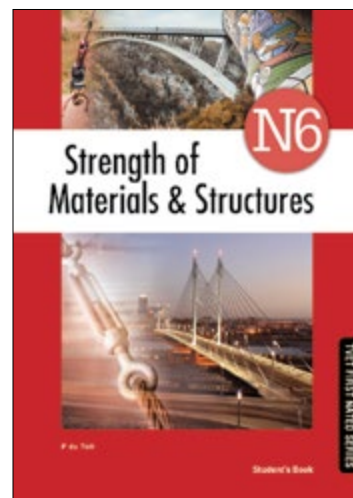
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ENTREPRENEURSHIP DEVELOPMENT

Student aims to be a successful entrepreneur that creates employment

THOKOZANI NDHLOVU

South Africa needs more young people in business to create job opportunities and contribute to the economic growth of the country.

Tholakele Nkosi (32) is the owner of Mbhele Nape Trading and Projects. The business specialises in the design and manufacturing of furniture. Her company came in fourth position in the National Furniture Design Competition that was presented by the Department of Trade and Industry (DTI). She received the news during the prize-giving ceremony that was held in March in Sandton, Johannesburg, Gauteng Province. The prize-giving ceremony formed part of the Proudly South African Buy Local Summit.

The competition is aimed at identifying and nurturing furniture design talent and improving furniture manufacturing in the country. It does so by encouraging new furniture designs and differentiation to foster competitiveness within the industry. Tholakele stumbled upon the furniture competition while she was looking for funding for her company. The competition theme was 'making the best use of the minimum available space in a house.' She entered the competition with the help of Sandile Ndlangamandla (21) who is a Civil Engineering and Building Construction graduate at Ermelo Campus. They designed a unique, multi-purpose bed, and a stylishly attractive television stand. The designs captured the attention and imagination of the judges, resulting in her being shortlisted.

Tholakele holds a National Certificate Vocational (NCV) Qualification in Marketing and a Diploma in Public Relations. She was born and raised in Ermelo. She was raised by her grandmother after her parents divorced. Her life changed when she completed matric and she could not get her results because her Identification Document (ID) stated that she was

Tholakele holds a National Certificate Vocational (NCV) Qualification in Marketing and a Diploma in Public Relations. She was born and raised in Ermelo. She was raised by her grandmother after her parents divorced. Her life changed when she completed matric and she could not get her results because her Identification Document (ID) stated that she was deceased. To make matters worse, was the fact that she had already secured a scholarship to study Information Technology at a university. Her plans had to change and she had to look for another way of getting the necessary education.



Tholakele Nkosi on an entrepreneurial mission to independence

Participation in the competition has boosted the profile of her business. It has received national exposure. The exhibition opened a lot of opportunities for the company. Potential clients had the opportunity to get a glimpse of what her company can do and the quality of the products they provide.

deceased. To make matters worse, was the fact that she had already secured a scholarship to study Information Technology at a university. Her plans had to change and she had to look for another way of getting the necessary education.

She was assisted by Marie Jonker, Curriculum Manager at Gert Sibande TVET College, to register at the college. "Gert Sibande TVET College made me who I am today. If it was not for the helpful staff at the college, I would have not been able to register", stated Tholakele. She is testimony to the fact that with the correct support, anything is possible. The issue with her ID was finally resolved with the help of the college. "It took us five years to rectify my status from deceased to alive", she said.

She registered her business in March 2018 with the assistance of the Gert Sibande TVET College Centre for Entrepreneurship Rapid Incubator (CFERI). The centre still assists her with advice, links to market and access to funding among other aspects. Tholakele struggled to find employment after graduating. "I was frustrated because of the lack of employment opportunities. I had to find a way to sustain myself and perhaps at the same time create employment opportunities. Having a business was the only way that could help sustain me

and create job opportunities", alluded Tholakele. According to Tholakele, all the delays in her life have made her the strong person that she is. "I consider all the problems in my life a delay, not a denial", she continued.

Participation in the competition has boosted the profile of her business. It has received national exposure. The exhibition opened a lot of opportunities for the company. Potential clients had the opportunity to get a glimpse of what her company can do and the quality of the products they provide.

"I want to build a furniture manufacturing factory in Ermelo so that I can create job opportunities for the youth of the Gert Sibande District", stated Tholakele. She concluded by saying that, "I believe that my dreams are too big for me to ignore".

Advertise in TVET College Times

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

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

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

For free online subscription visit the website www.tvetcolleges.co.za and click on the icon. For print subscription contact us on email: Ngewu.K@dhet.gov.za

A farewell to Keith Loynes from the TVET College Times Production Team

COLIN CHAPLIN

When we look back at the history of TVET College Times it is impossible to do so without taking cognisance of the massive contribution made by Keith Loynes. Keith has steered the publication through times of great change. Not many people know that it was Keith who conceptualised the publication in 2002 and was then authorised to pursue the idea by the Western Cape Education Department. This was eventually made possible in 2004 through funding assistance from the Danish Aid Programme, Support to Education and Skills Development. It is a remarkable feat indeed that this year's June edition will be the 57th.

It is my pleasure and privilege to pay tribute to Keith's contributions, not just to this respected publication, but also to the education industry as a whole. Keith's involvement in education began 45 years ago in 1974 when he presented his first lesson in a technical college. He went on to teach in schools under three Departments that oversaw education for different races before joining the technical college fulltime. He rose through the ranks, spending many years at every level and eventually reaching the level of Director in the Department of Higher Education and Training.

During his years as Chief Planner, Keith was fortunate to have played a leading role in shaping TVET College education, having initiated college mergers in the Western Cape as early as 1996/7, and forming a new landscape of six colleges from 18. These mergers then served as the model for the national merger initiative. To this end he served on the National Landscape Task Team and later the National Merger Operational Task Team. It was this process that led to the establishment of the current 50 TVET Colleges in SA in 2002/3 from the original 157.

Many of the other features of TVET Colleges, some still only in the introductory phase nationally, were introduced in the Western Cape TVET Colleges by Keith when he was the Chief Planner of FET Colleges (1996-2012). He was subsequently appointed as the project manager for the shift of function of the TVET Colleges from provincial competency to national competency working under the direction of the DHET (2013-2015).

The TVET College Times publication, which Keith began in its current format in 2004/5 for the Western Cape TVET Colleges, was later identified by former Minister Nzimande as a publication that should serve all TVET Colleges in SA. The publication has subsequently grown in national and international status, even though he currently manages this singlehandedly on behalf of DHET with the assistance of service providers.

The head of TVET for UNESCO, Mr Peter Greenwood, has described the TVET College Times as "impressive". The publication is supported by a website www.tvetcolleges.co.za which Keith commissioned with the intention of having a reliable facility for receiving material for publication and for the mass online distribution of each quarterly edition. The website however, has developed through demand, to render a far greater public service as a significant portal of communication with the wider public in the purest form of public service delivery. Work related to the website receives complimentary feedback almost weekly from random members of the public.

I speak on behalf of the rest of the service providers and contributors when I say that it was a pleasure to work with Keith. Keith was always fair and consistent. You always knew exactly where you stood with him. He was very good at encouraging initiative and cultivating team work. He was a good listener and delegator. In

many ways it was as if he followed the maxim "The best way to keep power is to share it, and the best way to influence is to listen."

The respect with which Keith is held was best summed up Mark Pettipher who had this to say: Keith is a consummate professional editor with a dogmatic attention to detail. He has a demonstrated knowledge of South Africa's education system and is a keeper of deep institutional knowledge. TVET College Times was his creation from its outset and the high standards he has set for the publication are of an international standard. Going into retirement, he will be a hard act to follow and will be sorely missed. We wish him all the very best in his retirement. Editors never stop editing and he may well find that being a wordsmith will not leave his system that easily!

More than anything, the reason that TVET College Times is so well respected today is due to Keith's attention to detail. Keith's vision for the publication was for it to be a journal that would find acceptance not just in South Africa at an artisan level but also at universities and places of higher learning around the World.

My final tribute is to say that such is the strength of the foundation that he put in place that I believe that TVET College Times can face the future with confidence.

I believe that the best is still to come for Keith and I hope that this sentiment holds true for him in his retirement both personally and for the company that bears his influence. Keith, we hope that you enjoy your retirement hobbies, the restoration of historical domestic architecture, gardening and wood-working and whatever new activities to which you may turn.

Congratulations on a wonderful career, and best wishes for the next phase. It has been our pleasure to know you and to work with you.

A college that grooms its own will reap the rewards

NOLUVUYO MANGWENI - *Communications Officer*

Janet Nzimande's story is an emotional and yet inspiring one.

Born and raised in Greytown, KwaZulu-Natal Province and currently residing in the Eastern Cape Province, Janet has made significant strides in ensuring that she succeeds. The first step she took towards her success, was to enrol for a National Certificate in Human Resources Management at Buffalo City TVET College in 2016.

During that time, Janet was employed as a General Worker at the College. She pursued her studies part-time, which she admits was the most challenging time of her life. "I would go straight to class after work. Sometimes I would be too tired to even pay attention in class. But, I persevered because I needed to do this for myself and my family". Friends and colleagues who witnessed her hard work and dedication during this time, attest to her being a highly

motivated and hardworking individual. They all share the opinion that Janet is deserving of all of the milestones she has achieved so far in life.

Today, at the age of 53 years, Janet is permanently employed as an Administration Clerk for the College's Business Studies Unit. Janet will shortly be graduating at Buffalo City TVET College in the National Certificate Human Resources Management. She is excited about her new journey and takes to this new path with a hint of trepidation for the challenges that may lie ahead. But she remains very optimistic about what the future holds for her.

The College management is very proud of Janet for what she has managed to achieve. Her story bears solid testimony to the fact that Buffalo City TVET College strives to ensure the success of both its students and employees.



Administration Clerk Janet Nzimande, now holds a National Certificate in Human Resources Management thanks to hard work, perseverance at part-time study and the support of her College employer

College welcomes new appointments

NTOMBEKHAYA GWAQA - Assistant Director Marketing and Communications

Port Elizabeth TVET College is pleased to announce the appointments of Ms Nosiviwe Tsotso as Chief Financial Officer and Ms Andiswa Nanga as Assistant Director: Financial Manager.

Management and staff of Port Elizabeth TVET College welcome and congratulate both.

From left Ms Nosiviwe Tsotso is the new Chief Financial Officer for Port Elizabeth TVET College and Ms Andiswa Nanga, has been appointed as the Assistant Director: Financial Manager



TVET College Times welcomes new Editor and Editorial Team members and bids farewell to a long-standing Rotating Assistant Editor



Incoming Editor of TVET College Times, Khanyisa Ngewu

A solid foundation has been developed for TVET College Times and its website over the past 15 years. A new dawn now breaks for the publication and its website, with the investment of additional skills and resources by the Department of Higher Education and Training. These are guaranteed to take the highly successful publication to even greater heights. We have pleasure in introducing the new team:

Khanyisa Ngewu assumed the role of Director: Public Relations and Communication at the National Skills Fund in October 2018. She started out at a reputable

advertising agency in the Eastern Cape 13 years ago. She has since been in various consulting positions for brand and communication agencies in the Eastern Cape and Gauteng. Her former clients were largely state-owned entities and non-profit organisations operating regionally and nationally. Her skill set spans strategic communication management, integrated reporting, publication production, media content analysis and content management. Khanyisa, a Fort Hare University alumni with an Honours in Communication, is now based in Pretoria, Gauteng. We welcome Khanyisa as the new Editor of TVET College Times.



Contributor and Content Manager for TVET College Times, Tumelo Morobe

Tumelo Morobe is a Senior Communications Officer for Capricorn College for TVET. He is responsible for developing PR strategies and campaigns; preparing press releases, keynote speeches, promotional material and publications. He is also instrumental in building and maintaining positive relationships with stakeholders, media and the public, and has fulfilled the role of spokesperson for the College.

Tumelo has been in the TVET sector for over six years. He started at Waterberg TVET College as a Marketing and Communication Officer, and has served as the Limpopo Careers Exhibition and Information Association's General Secretary since 2014. During his spare time Tumelo enjoys reading, writing and playing football. Tumelo joins the team as Contributor and Content Manager.



Digital Media Manager for TVET College Times, Nashveer Nemesar

Nashveer Nemesar is a highly motivated and innovative marketing professional with over 15 years' experience. He has been an Assistant Director: Marketing and Communications at Majuba TVET College for 11 years. During this period he also served as Chief Editor of Majuba NEWS and carried the responsibility for other publications. Nash holds

a lead position in managing all the Marketing and Communications activities for WorldSkills South Africa (WSSA). WSSA is championed by the Department of Higher Education and Training. As a motivator, and goal directed team-builder, Nash brings a vibrant new energy to the digital media space of TVET College Times and its website. Watch this space!



Newly appointed Marketing Manager for West Coast TVET College, Ivan Swart lays down his role as a long-standing Rotating Assistant Editor for TVET College Times

Ivan Swart has been a Rotating Assistant Editor of TVET College Times since Vol. 33, June 2013. Ivan has also been a regular Contributor for Northlink TVET College. Ivan has now taken up the position as Marketing Manager of West

Coast TVET College. We bid farewell to him as Rotating Assistant Editor and congratulate him on his new position. We look forward to hearing from him again in his new capacity as Marketing Manager.

Keith Loynes, a gentleman, leader and advocate of life-long learning

COLLEEN BRENNON - Marketing Manager

The TVET Sector bids farewell to a gentleman who has served our sector with distinction.

Keith Loynes' career spans forty-five years of service. I had the opportunity and the privilege of spending an hour with him discussing his career over a cup of tea. I underestimated the enormity of the task. How could I capture the achievements of a career such as Keith's in just 1 000 words? One cannot. A distinguished career starting at the education coalface in the early 70's as a teacher, privileged to lead the Western Cape FET/TVET Sector post- 1994 through the most significant restructuring of the Technical Colleges landscape; to direct the amalgamation of colleges in the Western Cape and then as a member of the National Landscape and Merger Operational Task teams, to shape the South African TVET landscape of today. Looking at his career as a whole, one realises how much change Keith has experienced in his career. From the dark days of a skewed education system to a developmental state with enabling policies and legislation, and a reformed education system to benefit all South Africans. This, against the background of the dawn of a new world; technological advances; the invention of the World Wide Web; personal computing; mobile phones and a look into the future with a pending 4th Industrial Revolution.

Early Years

I presented my first class in a technical college in 1974. I was a student, but I was recruited to present part-time classes in the evening. I didn't know it at the time that it was a step that would lead to a fulfilling career spanning 45 years. Some of my elder colleagues in 1974, had been teaching at the college for their whole careers. If you think about it, they must have started working there in the 1930's or earlier, now almost 100 years ago. That college is today the thriving City campus of the College of Cape Town for TVET. This was a really exciting time in technical colleges. They were initially thought to be on the brink of extinction, and were to be replaced by the newly established Colleges for Advanced Technical Education later to be known as Technikons. Suddenly, and contrary to all expectations, the old technical colleges began to experience dramatic growth." At this time, the personal computer made its entry into the world. Cape Town Technical College acquired ten personal computers and Keith as the youngest, by now, permanent member of staff at the College, was tasked to learn and teach students about computers and how to operate them. There was no subject called computers yet. Floppy disks were the order of the day. In the late 1980's he was appointed as the National Examiner for Computer Practice N3. "It was like a home industry. Everything was done from my house. I never lost a single exam paper. I had to collect the exam papers from the Woodstock Post Office in my Volkswagen Beetle. In the end, I was marking 5 000 papers from different education departments including Namibia, and appointed sub-examiners to assist." In 1989 the World Wide Web was invented by Sir Tim Berners-Lee.

A New South Africa

In 1994, a new constitution and legislation heralded a new dawn for South Africa and the reform of the education system. Post-apartheid, the World was

keen to see the developments in the new South Africa. As the Deputy Principal of Cape College at the time, Mr Loynes hosted many delegations from overseas. After hosting a group tour by 16 different colleges from the United Kingdom, Keith was invited by them to a study tour of colleges in the U.K. in 1995. This experience shaped his plan for his work as he was appointed Chief Planner of Technical Colleges, in 1996 in the newly established Western Cape Education Department (WCED). A post he held for 16 Years. The Western Cape Technical Colleges Law 12 of 1994 set the scene for the amalgamation of Technical Colleges. As Chief Planner, Keith Loynes, supported with legislation and a fine team, embarked on the amalgamation and merging 18 Technical Colleges into the six TVET colleges we currently have in the Western Cape. This included the establishment of West Coast TVET College. Added to his legacy, he championed the establishment of Open Learning Centres and E-Learning through the Distributed Advanced Strategic Systems for Industrial e-Learning (DASSIE) Project, a project lead by colleague Irwin Hearne. The WCED were setting an example for the rest of the country. Mr Khetsi Lehoko, the Deputy Director-General for Further Education and Training in the Department of Education at the time told Keith, "You must hurry up slowly in the Western Cape," so impactful were the developments led by the Chief Planner. Some of these included, the introduction of strategic and operational planning; Programme Qualification Mix (PQM); Partnerships; Entrepreneurship (business hubs); niche areas for colleges (specialisation) and many other aspects, which manifest today many ways, such as the fact that Western Cape Colleges have a post for Deputy Principal for Innovation and Development. In 1998 the FET Act was promulgated, which provided the enabling legislation for technical colleges to merge nationally, and become FET Colleges. Between 1999 and 2000 Keith was a member National Landscape and the Merger Operational Task Teams, providing input into the merger process based on the experience and lessons learnt from the Western Cape colleges' amalgamation process. So it was that 157 former technical colleges (State and State-Aided) merged into 50 TVET multi-site colleges across nine South African provinces. These were established in 2002 in terms of the FET Act of 1998. In 2013, he was appointed to the Department of Higher Education and Training to project manage the shift of the administration of Colleges from a Provincial competency to a National competency.

The TVET College Times

Keith Loynes not only leaves these historical milestones as part of his legacy. The TVET College Times, which was first published in 2005, and which follows on an earlier Newsletter he produced for colleges under the WCED, stands as a testament to his dedication to uphold excellence and promote the vision of a flourishing TVET Sector. Christiana Nel, now the Deputy Principal for Innovation and Development at False Bay TVET College says that Keith was always looking for ways to share success stories and information about TVET Colleges with the broader college community. Especially with the broader public, in an attempt

to sway the public's negative perception about TVET Colleges. Furthermore, he firmly believed that the College community must be an informed community and that there are pockets of good practices that could be shared through a publication such as TVET College Times in the absence of any other communication tool.

It was this vision of Keith that resonated with the then Danida-funded SESD program. I fondly remember the early days where Keith and I would plan the magazine from the contributions, layout and look and feel. All this happened on four pages of A6 paper folded into an A4 booklet. Keith's dedication to the TVET College Times, led to what it is now. A well-read national publication with advertisements. It is a testimony of his unwavering belief in the TVET Colleges as a system of choice. He thus dedicated part of his time to promote TVET Colleges as institutions of choice through the sharing of good stories and policy-related matters amongst others.

"TVET College Times was planned and then published. Little could the growth that has been experienced over the following 15 years, have been anticipated. Initially, the publication was made possible by a funding grant from the Danish aid programme, Support to Education and Skills Development (SESD). The Western Cape project co-ordinator of the SESD, Christiana Nel, played a very influential role in this regard. The publication objectives have remained true and consistent over all these years. They are, to provide a community of practice forum for TVET College practitioners and professionals," emphasizes Keith Loynes. "The publication also serves as a vehicle for keeping college council members, principals, management, TVET practitioners and professionals, informed of the latest developments in the TVET Sector". In addition, this publication has directly improved the quality of journalism, uplifted the skills set of marketing and communications practitioners and departments in contributing colleges all over South Africa. Currently, 25 000 print and online copies are distributed by subscription quarterly across South Africa and internationally. The publication is also known to be used as a reference document by researchers locally and overseas.

This 57th edition is the last edition with Keith Loynes at the helm as Editor.

"Keith, where does one begin...? My earliest memory of the TVET College Times was during my internship with Marcus Brewster Publicity. I was the one who packed the magazines and I would often pack an edition of the TVET College Times in the magazine library and wonder about this publication. It was different to the others...which is one thing that I will remember of your time as editor of the TVET College Times. You wanted to make the publication stand out, be different, be the snapshot of the sector and speak to the country and the world on what the TVET Colleges are doing to better and further education and training in the country. I honour your contribution and teaching in my life, regarding the approach to compiling a publication of this magnitude. I hope that you will stay in touch and keep being a representative of the sector." Ivan Swart: Marketing Manager at West Coast College.

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

The reports are introduced here by the Director-General of the Department of Higher Education and Training, Mr Gwebs Qonde. The full reports, *Skills Supply and Demand in South Africa, March 2019*, and *Statistics on Post-School Education and Training in South Africa: 2017*, are available on the Department of Higher Education and Training's website at www.dhet.gov.za. Enquiries relating to the skills report may be directed to, The Director: System Monitoring and Economic Analysis; Tel: +27 (012) 312 5465/5595; Email: Khuluvhe.m@dhet.gov.za. Enquiries relating to the statistics report may be emailed to HETIS.Officer@dhet.gov.za

The Department of Higher Education and Training launches a report on the supply and demand of skills in South Africa and releases statistics on PSET

The supply of appropriate skills is a necessary condition and central instrument for promoting long-term growth and development of the economy. Sustainable development of a skilled and capable workforce, therefore, provides one of the fundamental channels through which our country can deal with the triple socio-economic challenges of unemployment, poverty and inequality, as well as correcting historical discriminatory labour practices and injustices inherited from the apartheid epoch.

Consistent with the country's National Development Plan, South Africa's democratic government strongly commits to developing a skilled and capable workforce to support inclusive growth in our country. The White Paper for Post-School Education and Training, endorses the need for the education and training system to respond appropriately to the skills needs of the labour market and economy, and promote collaboration between employers in both private and public sectors towards the creation of a skilled labour force. The Department of Higher Education and Training (DHET) has identified the provision of credible information, analysis and signals on demand for and supply of skills, as central to the establishment of an institutional mechanism for skills planning in South Africa.

It is my pleasure to present to you the second issue of the report on Skills Supply and Demand in South Africa. The report provides a crucial resource to inform the planning and provisioning of education and training. It assists individuals in making appropriate career and educational choices. The report is expected to contribute to the improvement of the responsiveness of the post-school education and training system to the skills needs of the economy and society, by supporting decision-making on matters pertaining to skills planning. In addition, the report is expected to be used as a strategic resource to inform supply-side planning in post-school education and training, with regards to the allocation of funds and the development of strategies. Doing so, will ensure an improvement in educational outcomes through the development and review of qualifications and programmes that are relevant to the needs of the labour market. It also provides information for career development.

The DHET will strive to improve the accuracy of this report and be more responsive to stakeholder needs. Your feedback and suggestions for improvement, can be emailed to khuluvhe.m@dhet.gov.za

Statistics on Post-School Education and Training in South Africa: 2017 - Released in March 2019

FOREWORD BY THE DIRECTOR-GENERAL OF THE DEPARTMENT OF HIGHER EDUCATION AND TRAINING

It is a pleasure for the Department of Higher Education and Training (DHET) to present the eighth issue of Statistics on Post-School Education and Training in South Africa. The report provides statistics on 2017 student enrolment and completion, which are key measures of access and success, as well as other kinds of performance data pertaining to the public and private Post-School Education and Training (PSET) sectors. The report also includes statistics on staffing levels at PSET institutions, as well as information on Workplace-Based Learning (WBL); financial data, notably that pertaining to the National Student Financial Aid Scheme (NSFAS); the National Skills Fund (NSF); the skills development levy fund, and voted funds. Previous statistical reports of a similar nature have been published by the DHET since 2010, and can be found on the DHET's website at www.dhet.gov.za.

Statistics pertaining to Higher Education Institutions (HEIs), Technical and Vocational Education and Training (TVET) and Community Education and Training (CET) colleges, that cover

the decade prior to 2010, can be found in statistical publications available on the Department of Basic Education's website at www.education.gov.za and those pertaining to SETAs, on the Department of Labour's website at www.labour.gov.za.

Unfortunately, this report does not include examination results for TVET colleges, CET colleges and private colleges, as has been the case in previous statistical reports. A separate report on examination results for colleges will be made available during the course of this year. It should also be noted that this report also excludes data from institutions managed by other government departments and state entities, such as those from Agricultural and Nursing colleges.

This report is available to all stakeholders and serves as an important resource for planning and the allocation of budgetary resources in the PSET system. It is a reference document for reporting purposes in government, including the monitoring and evaluation of the PSET system. In addition, it provides statistics for use in research, policy and decision-making at the different levels within the system, and by the

public. It therefore makes a crucial contribution towards the achievement of the goals of the PSET system. We hope that the data and information contained in this report may prove useful to role-players at all levels of the PSET system, including researchers, policy-makers, journalists and the community at large.

The DHET encourages better use of data contained in this report to inform decision-making and policy formulation. Decisions emanating from good quality data will ensure that the DHET realises Outcome Five of government's National Development Plan (NDP), namely that of having a skilled and capable workforce to support an inclusive growth path. The DHET strives to make this report responsive to stakeholders' needs. Therefore, feedback on the report, including suggestions for improvement, may be emailed to: HETIS.Officer@dhet.gov.za.

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

TVET College Times presents the twelfth and final part in a series of edited extracts from the African Union (AU) strategy for Technical and Vocational Education and Training (TVET). This time we publish the concluding edited extract from the strategy. We trust that you found the strategy informative.

The TVET strategy provides a strategic framework for a paradigm shift in the development and implementation of national TVET policies. TVET policies that address the challenges of technical and vocational education and training. The strategy addresses the cross-cutting issues of governance, innovation and creativity, employability and relevance. The main thrust being, the development of TVET systems that prepare young people to be job-creators rather than job seekers.

The implementation of the strategy will require the establishment of dynamic new or renewed TVET ecosystems. Implementation should therefore be embedded in the following crucial steps:

The first step towards the revitalisation of TVET, will be the assessment of the current status of TVET and youth employment. This would then be followed by mapping the elements of a TVET ecosystem. Doing so, will provide a basis for the identification of the gaps that need to be addressed. A TVET development programme will only be as good as the information on which it is based.

The strategy's call for a paradigm shift, with enhanced relevance, responsiveness and quality, demands the retraining and re-skilling of policy-makers as well as the technical teams responsible for TVET programming. It will therefore be necessary, as a preliminary step, to establish capacity building needs and organise programmes to fulfil those needs.

The process of developing relevant competence-based training and assessment programmes, which are based on national and regional aspirations, requires new approaches. These new approaches have to be developed and taught. The identification of good practices will contribute to the process and enable peer learning.

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A central theme within the continental TVET Strategy, is the strengthening of global partnerships to support skills development in the continent.

The participation of key stakeholders is crucial in TVET.

This strategy advocates for a structured and continuous collaboration between the productive sectors, social partners, training institutions and professional associations, among other strategic partners.

The strategy also calls for the facilitation and support of research in TVET. Very little current information about TVET, including research on policy and systems; the impact of TVET on development; poverty reduction; the relationship between TVET and national and regional labour markets, is available. There is a need to strengthen TVET research within the continent. There is a concomitant need to ensure the availability of data and information that would promote a better understanding and facilitate evidence-based policy development, monitoring and evaluation. This includes Labour Market Information, as well as information on education systems in general. TVET research will ultimately lead to the identification and addressing of gaps, in curriculum implementation and market linkages. This may be achieved through capacity building programmes for key role-players in member states. In addition, National, Regional and Continental centres for excellence, as focal points in the sharing of TVET best practices, would be promoted.

A central theme within the continental TVET Strategy, is the strengthening of global partnerships to support skills development in the continent. The participation of key stakeholders is crucial in TVET. This strategy advocates for a structured and continuous collaboration between the productive sectors, social partners, training institutions and professional associations, among other strategic partners. Such partnerships will be useful for promoting the realisation of programmes to spur development through appropriate, responsive quality TVET ecosystems. Establishing and strengthening such partnerships may include



the creation of incentive mechanisms. Industry and other stakeholders may be incentivised to establish venture funds for innovative ideas in TVET. Such funding might also support the development of business incubation and mentoring systems. Ultimately, concrete skills that the youth need in order to operate successful entrepreneurial ventures, will be developed. The strategy clearly outlines that it is a mistake to consider TVET as a separate sector rather than an integral and final purpose of any education system. It is that system component that leads to the acquisition of knowledge and expertise, relevant to society and the development of the individual.

As much as TVET skilling frequently takes place through the informal or private sectors, it will also be imperative to assess the possibilities of creating mechanisms for certifying learning experiences and competencies. Particularly, those acquired through various systems of apprenticeship and general technician training.

This would be a first step towards raising the status and quality of TVET. It will be necessary for Member states and Regional Economic Communities, to build a corporate communication culture around TVET systems. Doing so would promote greater visibility, identity and impact. TVET has to be sold as the education sector that converts youth into skilled experts and entrepreneurs.

College convenes Supply Chain Workshop to empower suppliers and contractors

GUGULETHU DLAMINI AND ZANELE MDEBELE - Marketing and Communication Interns

Gert Sibande TVET College, in partnership with the Purchasing Consortium of South Africa (PURCO-SA), hosted its first-ever supplier's workshop in April. The workshop was held at the Standerton Campus in Mpumalanga Province.

The purpose of the workshop was to familiarise suppliers with the Department of Higher Education and Training (DHET) and College supply chain policy. The workshop was hosted in order to assist suppliers to submit high-quality quotations or tender documents when bidding for the provision of goods and services to the College. The workshop further informed suppliers of the role of PURCO at the college. PURCO assists the College in the implementation of DHET policy and provides additional support services.

Stephen Preston, a representative of PURCO, gave a brief background of the company. PURCO was established in 1971 to assist universities with their tender administration processes. Stephen explained that the company assists with tender processes ensuring that they are aligned with the DHET policy. He also mentioned that over 22 TVET Colleges in the country have enlisted the services of PURCO to administer their tender processes. He emphasised that while the role of PURCO is to assist TVET Colleges, the final responsibility and decision-making lies with the colleges.

The PURCO presentation focused on competitive bidding and the functions of committees that sit to award quotations, proposals and tenders. Stephen maintains that competitive bidding is a process involving the issuing of a public bid with the intention that companies will submit their best proposal in competition for a specific project contract. "By law, this process is required for every government agency that issues a bid request. Competitive bidding creates a transparent environment that is open and fair", continued Stephen. He outlined that there are three types



Suppliers listen attentively to the PURCO-SA presentation and ask questions at a supply chain workshop that was held recently in Standerton, Mpumalanga Province

A Bid Specification Committee is composed of a minimum of three members. These include one or more officials of the college, preferably the manager responsible for the function involving the end user for the project. This process applies to contracts that exceed a value of R30 000 to the maximum value of R300 000. A Bid Evaluation Committee consists of at least two officials from the college requiring the goods or service and at least one supply chain management official for projects that exceed R300 000.

of committees. They are the Bid Specification Committee; a Bid Evaluation Committee and a Bid Adjudication Committee. The committees are appointed by the accounting officer.

A Bid Specification Committee is composed of a minimum of three members. These include one or more officials of the college, preferably the manager responsible for the function involving the end user for the project. This process applies to contracts that exceed a value of R30 000 to the maximum value of R300 000. A Bid Evaluation Committee consists of at least two officials from the college requiring the goods or service and at least one supply chain management official for projects that exceed R300 000. A Bid Adjudication Committee consists of at least three senior managers which include the Chief Financial Officer, at least two supply chain management

practitioners and a technical expert in the relevant field for projects that exceed R500 000.

Stephen also emphasised the importance of furnishing all the required documents to be uploaded on the college database. He indicated that the following documents should accompany a bid: company registration documents; BBBEE certification; latest municipal account for FICA compliance; and a valid tax clearance certificate. Suppliers were concerned about the proof of address (FICA) requirement due to the fact that it is needed for every bid and they are located in rural areas, which presents challenges when they need to bid. However, Stephen reiterated the importance of such a document. He clarified that it is needed to confirm the physical address and verify the actual existence of a service provider.

The attentive audience remained on the edge of their seats throughout the presentations. Participants indicated that the information they were given added great value. In the ensuing Question/Answer session, college Infrastructure Manager Madoda Besani and Acting Procurement Manager, Pollet Nhlapo, were the designated respondents. The engagement proved exceptionally helpful in terms of clarification and further detail. Suppliers were most satisfied with the outcome of the workshop. A supplier, Villy Mhlahlo, indicated that the workshop was informative and added value because he now had a much better understanding of some of the processes.

Pollet Nhlapo was of the opinion that the workshop achieved its objective of providing the suppliers with a good grounding in the supply chain processes of the College/DHET. "We are satisfied that the workshop was informative and helpful to suppliers. We hope to see a great improvement in the following of supply chain processes among suppliers", concluded Pollet.



Stephen Preston, a representative of PURCO-SA explains procurement processes during a suppliers supply chain workshop

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EASTERN CAPE					
Buffalo City TVET College	Mr DR Singh	043 704 9218/777 5453	27,89925	-32,99622	www.bccollege.co.za
Eastcape Midlands TVET College	Mr Charl van Heerden	041 995 2000	25,41401	-33,7898	www.emcol.co.za
Ikhala TVET College	Mr Xolelo Phike	047 873 8843/5	26,967009	-31,909785	Currently out of service
Ingwe TVET College	Mr B Nkonyane (Acting)	039 940 2142	28,993766	-30,899758	www.ingwecollege.edu.za
King Hintsu TVET College	Ms Noluthando Balfour	047 401 6400	28,173981	-32,327206	www.kinghintsacollege.edu.za
King Sabata Dalindyebo TVET College	Mr ZC Ndodana	047 505 1000/1/2	28,79726	-31,59508	www.ksdcollege.edu.za
Lovedale TVET College	Ms Juanita Verster (Acting)	043 642 1331/604 0700	27,388953	-32,872	www.lovedalecollege.co.za
Port Elizabeth TVET College	Mr Khaye Matiso	041 509 6000	25,61098	-33,96098	www.pecollege.edu.za
FREE STATE					
Flavius Mareka TVET College	Mr TS (Thabo) Letho	016 976 0815/0829	27,84178	-26,82456	www.flaviusmareka.net
Goldfields TVET College	Mr FF Mahlangu	057 910 6000	26,775073	-27,983566	www.goldfieldsfet.edu.za
Maluti TVET College	Mr VE Mabena	058 713 3048/6100	28,800244	-28,52702	www.malutivfet.co.za
Motheo TVET College	Prof MD Phutsisi	051 406 9300/1	26,221243	-29,123384	www.motheotvet.co.za
GAUTENG					
Central Johannesburg TVET College	Mr Phumzile Kedama (Administrator)	011 484 2738/351 6000	28,04902	-26,1749	www.cjc.edu.za
Ekurhuleni East TVET College	Ms H (Happy) Sibande	011 736 4400/730 6600	28,40908	-26,28894	www.eec.edu.za
Ekurhuleni West TVET College	Ms Ntombizodwa Dangazele (Acting)	011 323 1600	28,40556833	-26,28864167	www.ewc.edu.za
Sedibeng TVET College	Mr George Mathapo	016 422 6645	27,67743	-26,186935	www.sedcol.co.za
South West Gauteng TVET College	Mr DL (Dan) Nkosi	086 176 8849	27,93093	-26,67825333	www.swgc.co.za
Tshwane North TVET College	Ms Thembi Tsibogo	012 401 1950	27,87456333	-26,21410667	www.tnc.edu.za
Tshwane South TVET College	Mr J (Joseph) Chiloane	012 401 5000/6/73	28,18225667	-25,75030667	www.tsc.edu.za
Western TVET College	Dr Abe Mashele (Acting)	011 692 4004	26,101455	-27,423622	www.westcol.co.za
KWAZULU-NATAL					
Coastal TVET College	Dr Thakama Langa (Acting)	031 905 7000/3/4	30,013321	-30,512409	www.coastalkzn.cao.za
Elangeni TVET College	Ms Zodwa Aryetey	031 716 6700	30,869651	-29,823295	www.efet.co.za
Esayidi TVET College	Mr C J De Koker (Acting)	039 684 0110	30,441208	-30,271051	www.esayidifet.co.za
Majuba TVET College	Mr S (Sanele) Mlotshwa	034 326 4888	27,45537	-29,56385	www.majuba.edu.za
Mnambithi TVET College	Mr Chris J Ndlela	036 631 0360	28,33459	-29,464080	www.mnambithicollege.co.za
Mthashana TVET College	Mr G (Gabriel) Dimba	034 980 1010	27,46265	-30,48376	www.mthashanacollege.co.za
Thekwini TVET College	Mr NE Mchunu	031 250 8400	20,493264145	-30,591159195	www.thekwinicollege.co.za
Umfolozo TVET College	Ms Elsie de Toit (Acting)	035 902 9503	28,764461	-32,076087	www.umfolozicollege.co.za
Umgungundlovu TVET College	Ms Patricia Ntombi Ntshangase	033 341 2102	29,36765	-30,22546	www.ufetec.edu.za
LIMPOPO					
Capricorn TVET College	Mr Lekau Mamabolo	015 230 1800	29,272943	-23,533024	www.capricorncollege.edu.za
Lephalale TVET College	Mr V Ngobeni (Acting)	014 763 2252/1014	27,692889	-23,68407	www.lephalalefetcollege.co.za
Letaba TVET College	Mr PT Mashele	015 307 5440	30,162697	-23,835698	www.letabafet.co.za
Mopani South East TVET College	Mr ML (Levy) Baloyi	015 781 5721/5	31,138969	-23,946732	www.mopanicollege.edu.za
Sekhukhune TVET College	Mr TJ (Tebogo) Kekana	013 269 0278/9000	29,24244	-25,094191	www.sekhukhunetvet.edu.za
Vhembe TVET College	Ms BR Hlekane	015 963 3156	29,91086	-23,03779	www.vhembecollege.edu.za
Waterberg TVET College	Ms Selaelo Lekoloane	015 492 9000	29,016409	-24,179973	www.waterbergcollege.co.za
MPUMALANGA					
Ehlanzeni TVET College	Ms MM Marais (Acting)	013 752 7105	30,97926	-25,47313	www.ehlanzenicollege.co.za
Gert Sibande TVET College	Ms TPP Mange (Acting)	017 712 1458/9	29,143304	-26,565954	www.gscollege.co.za
Nkangala TVET College	Mr C (Cain) Maimela	013 690 1430/3824	29,216164	-25,877663	www.nkangalafet.edu.za
NORTHERN CAPE					
Northern Cape Rural TVET College	Mr P (Percy) Sago	054 331 3836	21,21337	-28,43616	www.ncrtvet.com
Northern Cape Urban TVET College	Mr Brian Madalane	053 839 2060/2061	24,76622	-28,74503	www.ncutvet.edu.za
NORTH WEST					
ORBIT TVET College	Mr Dika Mokoena	014 597 5513/4	27,77632	-25,63787	www.orbitcollege.co.za
Taletso TVET College	Mr STG (Sello) Mabathaana	018 384 6213/2346/7/9	25,615548	-25,828351	www.taletsofetcollege.co.za
Vuselela TVET College	Ms Priscilla Lehoka (Acting)	018 406 7800	26,665427	-26,86347	www.vuselelacollege.co.za
WESTERN CAPE					
Boland TVET College	Ms JIM Coetzee	021 886 7111/2	18,85666666	-33,92666666	www.bolandcollege.com
College of Cape Town for TVET	Mr Louis van Niekerk	021 404 6700	18,272587	-33,55421	www.cct.edu.za
False Bay TVET College	Ms Karin Hendricks (Acting)	021 787 0800	18,26246	-34,62674	www.falsebaycollege.co.za
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South Cape TVET College	Ms E (Elsie) Potgieter	044 884 0359	22,27944	-33,57562	www.sccollege.co.za
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