



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

# TVET College Times

ISSN 2410-6496

Volume 58

September 2019

The Official Quarterly TVET College Newsletter and Journal



**Local apprentices compete  
on the global stage**





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## A melting pot of hope for a better SA!

Putting together this edition of TVET College Times has been like a veil that has been lifted: I can see more clearly now.

Before this, I'd never really paid attention to the intrinsic value of TVET colleges. I have my regular visits to hair and nail salons. I've also been meaning to find an electrician for my busted bathroom light fitting and a panel beater for the dings and scratches on my car. I definitely can't wait for my next boat cruise, the windy city of Port Elizabeth almost ruined my first experience. I'm still at shock that buildings can be developed so quickly. Seeing Gauteng's landscape constantly changing with new skyscrapers mushrooming everywhere, every few months, has possibly been the most remarkable change for me coming from the Eastern Cape with a lot fewer property developments.

What are marvel it has been, therefore, working on this edition as it has given me the answer to my unspoken question: "Where are such skills produced?"

I extend appreciation to the 16 of colleges, the various units of the Department Higher Education and Training and strategic partners that contributed editorial for this edition, and in turn giving me a taste of the essence of TVET colleges.

Considering that TVET college system spans 264 campuses across South Africa's nine provinces, one cannot deny that this institution is the beacon of hope for our communities.

With the visionary leadership of Dr Blade Nzimande, Minister of Higher Education, Science and Technology, backed by a solid TVET branch and some thousands of TVET professionals employed in teaching and learning as well as operational and support functions of the TVET college system: the future of South Africa's technically-inclined youth is well-founded.

Having woman leaders in the TVET college system is a notable feather in the cap. Not only does this contribute towards to the department's employment equity goals, but advances government's bid to see more women in leadership

and strategic positions. For instance, in 2019, the former principal of Ekurhuleni West TVET College, Hellen Manakedi Ntlatleng, was appointed permanently as the regional manager responsible for TVET and CET colleges in Gauteng and Free State.

Notwithstanding the firm institutional base, the support from the business community in national TVET college programmes, workplace opportunities for college students and apprentices, and companies that continue to support this publication by way of advertising is immeasurable. It is through strategic partnerships with business and community structures that the delivery of the integrated nature of TVET college teaching and learning programmes are constantly being strengthened.

Additionally, creating opportunities to access maritime opportunities is a critical government focus in realising the growth potential of South Africa's ocean economy. Collaboration of the department with the South African Maritime Safety Authority for the August TVET Month activities and the Ministerial launch of the Maritime Academy at Umfolozi TVET College eSikhawini Campus are developments that assist in raising awareness about the need to produce scarce maritime skills.

Universities are definitively not the only post-schooling option. This is demonstrable in the thousands of TVET college graduates awarded national vocational certificates and diplomas in the third quarter of the 2019 academic year across the three main learning streams offered by TVET colleges; vocational, occupational and artisanal education and training.

It is also pleasing to see different colleges responding to broader societal challenges. This includes the TVET colleges that have setup engagement platforms to educate staff and students on gender-based violence, and colleges that are exposing their learners to entrepreneurial development initiatives.

It is an honour and privilege to be part of the TVET college community. Let us continue to fly the TVET college flag with an unwavering commitment to deliver quality teaching and learning for many hopefuls who enrol at TVET colleges.



## IN THIS ISSUE: Cover story

The focus on Artisan Development on pages 32 - 35 features Philile Jessica Mngadi, on the cover, one of the emerging artisans representing South Africa at the WorldSkills International Competition in Kazan, Russia.

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TVET College Times is largely a self-funding subscriber-based publication. A total of 16 TVET colleges contributed editorial for this edition:

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These contributions represent just over 30% of the 50 public TVET colleges in South Africa. Securing all 50 public TVET colleges as subscribers and contributors for upcoming editions will assist in stimulating the ongoing dialogue fostered through the publication. The TVET college sector has a national footprint. The active participation of all public TVET colleges in the publication will demonstrate the reach and impact of TVET colleges throughout South Africa.



**Minister of Higher Education, Science and Technology Dr Blade Nzimande, MP**

I wish to use this opportunity to assure the Technical Vocational Education and Training college sector, its staff and students, workplace partners and local communities that my Ministry, which now combines higher education with science and innovation, is not going to abandon vocational education and training just because it is not included in its title. I will continue to give priority to the expansion, improvement of quality, and increased programme offerings for the TVET college sector.

The integration of higher education and training with science and innovation is a huge opportunity for a more coordinated approach towards skills development, knowledge production and innovation.

For example, as part of strengthening the TVET college sector, I am going to ensure that funding is set aside by my departments to incentivise and support innovation in TVET colleges. There are plenty of innovations emerging out of the TVET college sector although so far these have not been fully supported by government. I therefore invite business and industry to partner with government in promoting and harnessing innovative ideas originating from the sector.

TVET colleges are designed to be responsive, demand-driven institutions, and to be internationally competitive. This calls for TVET colleges to offer quality education and training geared to meet the needs of the economy and global standards. TVET colleges, therefore, need to strengthen their role in providing quality education in an environment that is conducive to teaching and learning.

I acknowledge that significant work has gone into updating the TVET college curricula to ensure that learning outcomes are current and relevant to workplace practices.

Despite the steady increase in the funding and support from government towards the TVET college sector over the years, student performance has not improved remarkably. This is despite the fact that, in the 10 years since government introduced the National Student Financial Aid Scheme in TVET

## TVET colleges remain SA's enabler for skills development and job creation

colleges with an amount of R100 million, and which has increased to R5 billion by the 2018/19 financial year.

Additionally, in line with the President's focus since taking office, the Department of Higher Education and Training (DHET) will in the next 10 years focus on the effectiveness and expansion of the new bursary scheme in both the university and TVET college sectors. With a view to ensuring improved access to post-school education for the working class and poor, students from families earning less than R350 000 per annum will benefit from comprehensive support in the form of a bursary for the duration of their studies.

In response to the President's systematic planning focused on the 44 district municipalities of our country, our plan is to significantly expand infrastructure for TVET colleges. This includes new institutions and campuses, as well as the upgrading of information communication technology so that our TVET colleges can become part of the modern digital era.

A notable advancement in terms of technology infrastructure is the initiative launched by the DHET and South African Broadband Education Networks. The project will give students in TVET colleges better access to free and uninterrupted broadband internet. The project will also connect the campuses to the South African National Research Network, giving students easier access to research resources.

In terms of infrastructure, the National Skills Fund (NSF) has committed R1.5 billion and sector education and training authorities (SETAs) allocated R1 billion towards the TVET infrastructure development which involves the construction of new TVET college campuses in rural or semi-rural areas of the country. The NSF is also funding the infrastructure upgrades at 26 TVET campuses which are participating in the initial rollout of the Centres of Specialisation programme, with a R150 million funding allocation.

Additionally, the College Infrastructure Efficiency Grant for maintenance with over R1 billion per year for three years up to 2022 is being rolled-out in all 50 TVET colleges.

The development of decent, affordable student housing for universities and TVET colleges is a key infrastructure priority for our sixth administration. In that regard, the Student Housing Infrastructure Programme will enable the provision of 300 000 beds over 10 years.

On the other hand, the NSF has also

entered into three-year funding agreements with all 50 TVET colleges towards occupational programmes for scarce and critical skills areas, with capacity building of college staff being a critical focus of the NSF-funded skills development initiatives. The SETAs also continue to provide grants to TVET colleges for occupational qualifications and other programmes.

This additional funding augments the DHET's TVET college sector budget. Yet, with all this support for student funding up to investment in infrastructure, the performance of the TVET college sector remains a concern.

On the positive side, I see a key intervention with the potential to reverse this trend. It is the ongoing process of institutionalising lecturer and facilitator capacity-building through funding from the skills levy system. A similar process was adopted in the university sector almost a decade ago, with very positive results.

The rapid expansion of TVET colleges in its history has given rise to concerns that such growth needs to be deferred until more attention has been devoted to quality and efficiency.

While 2019 marks 25 years of South Africa's democracy, this year also marks the 21-year journey of the TVET college system that dates to the Further Education and Training (FET) Act 98 of 1998 that facilitated the merger and integration of FET colleges under provincial regulation. In essence, the remodeling of the FET colleges into the current 50 TVET colleges was aimed at ensuring standardised access to learning opportunities between formerly advantaged and disadvantaged institutions.

In the years since the DHET took over the management of the 50 TVET colleges countrywide and absorbed all adult education and training facilities into nine community colleges, the DHET's mandate has expanded to become one of the largest state departments in the country.

As we draw to the end of the 2019 academic year, now is the time to reassess the quality and efficiency of the TVET college system. Now presents an ideal opportunity for the TVET college system to evaluate the impact it has made on the economic and social upliftment of the people of South Africa. Now is the time for each college to appraise its performance against its mandated objectives and government priorities. Now is the time to assess individual college's performance over the past years to ensure better alignment with the emerging priorities of the sixth administration.

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**For more information or to make a booking:**

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# Minister's Budget Vote Speech

Extracts of the speech delivered by the Minister of Higher Education, Science and Technology, Dr Blade Nzimande, in the National Assembly, Parliament of South Africa on 12 July 2019 under the theme "Celebrating 25 years of freedom and democracy in South Africa"

This marks the first budget for the Department of Higher Education and Training as we commence with the Sixth Parliament. This year, we are also celebrating 25 years of freedom and democracy in South Africa. It is a quarter of a century since the founding father of our nation, Nelson Rolihlahla Mandela, stood before the people of this country to declare: "Let there be justice for all". Indeed, equitable access to education is an important part of restoration of social justice beyond just legislative redress, especially in the context of our history.

In the gallery, we are joined by learners from the George Town High School, Mthethomusha High School and crystal Springs Primary. They are Noxolo Ngcobo, Kabelo Rigala and Bongiwé Dladla.

These children are top achievers from their respective schools. They hail from less privileged schooling backgrounds in KwaZulu-Natal but did not allow their current prevailing circumstance to distract them from building a solid foundation for their future.

We welcome President Cyril Ramaphosa's decision to combine the Ministry of Higher Education and Training together with Science and Technology. This strategic realignment will open opportunities in the production of both knowledge and skills and significantly contribute towards innovation in our country.

In addition, the integrated Ministry will not simply ensure greater administrative efficiency or bureaucratic streamlining, but will drive the post-school knowledge and skills development imperative more decisively, more effectively and with greater transformational impact in society. It offers the country with a unique opportunity to realign, reposition and project the joint capabilities of the entire post-school knowledge and production system at the core of the national development agenda.

Following the adoption of the White Paper for Post-School Education and Training in 2016, we have now completed the National Plan for Post-School Education and Training (NPPSET). The NPPSET gives practical planning effect to the policy goals and objectives of the post-school system. In essence, it is a consolidated roadmap for a more integrated, transformed, articulated and effective post-school system.

I also welcome the President's focus on a national spatial development strategy based on systematic and planning around the 44 district municipalities and eight metros of our country.

We aim to ensure that within the next 10 years there is no district municipality without access to a post-school training institution. This, in my view, will be a major development in the struggle to overcome the spatial legacies of under-development inherited from the apartheid and colonial system.

The Ministerial Task Team on the Fourth Industrial Revolution (4IR) established by my predecessor, Minister Naledi Pandor, will provide critical policy advice on how our PSET system should respond to opportunities and challenges presented by the 4IR, particularly on issues

relating to curriculum development, science and innovation. Its output will also be a crucial input into the work of the Presidential Commission on the 4IR presided over by the State President.

As this work is underway, the department is already developing a Skills Master Plan in response to the known skills demands associated with the 4IR and other key sectors of the economy. This plan will be complemented by the National List of Occupations in High Demand and the List of Critical Skills.

Additionally, the new Sector Education and Training Authority (SETA) Landscape will be implemented from 1 April 2020 with aim to strengthen, realign and repurpose the SETA system.

Artisan skills development remains a top priority whilst we have to rapidly expand workplace-based learning through learnerships, work-integrated learning and internships.

The recently launched Centres of Specialisation (CoS) pilot is being prioritised for the training of 780 youth in artisan skills in the first year rollout in 2019. It involves 26 TVET college campuses improving their capacity to develop artisans with industry partners in 13 priority trades/occupations.

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Through the National Skills Fund, we have made available R150 million to upgrade workshops at the TVET colleges participating in the CoS programme. The SETAs have ensured that all participating employers in the CoS programme received a discretionary grant.

Whilst we acknowledge that a lot has been done to transform the higher education system demography, there is a need and urgency to significantly accelerate transformation in the racial and gender profile of our academic and research communities.

I am expecting to receive a report on what the obstacles are in the production of black and women South African academics in our institutions, and how to overcome such obstacles.

The Department of Higher Education and Training has also developed a draft policy framework dealing with Gender Based Violence for the PSET system in 2017, through the Higher Education and Training HIV and AIDS (HEAIDS) Programme. This policy is being taken through the department's processes and will be finalised in the 2019/20 financial year.

## Universities

We need to expand university education by increasing opportunities for access through online and after work modes of delivery. Notably, the number of research masters and doctoral graduates has increased at a higher rate than the overall number of graduates, which is critical because our country depends on these post-graduates for its future academics, researchers and other leaders within knowledge-intensive professionals.

Through our public universities, we implemented the Central Applications Clearing House, to efficiently and effectively manage the enrolments of prospective students, as a prelude to the planned Central Applications Service (CAS).

Once established, CAS will be a one-stop-shop for applications into PSET institutions, ensuring that prospective students can apply for a wide range of programmes and institutions, and at the same time apply for accommodation funding.

Through this service, students will also have access to career development services and information. We remain concerned about the governance failures we have seen in some universities recently. I am especially worried about the role of some of our statutory governance structures in creating these failures. We are taking expeditious steps to prevent and rectify instances of maladministration, malfeasance and mismanagement of our institutions.

We will continue to apply the Guidelines for Good Governance Practice for Councils of South African Universities which were approved and published at the end of 2017. This is a framework for effective university governance and sets out the capacity needed by councils. We urge alumni, in particular, to come closer to their alma mater.

# HIGHER EDUCATION AND TRAINING BUDGET APPROPRIATION FOR 2019/20



We continue to monitor the private higher education sector which according to our records consists of 106 registered institutions and 30 provisionally registered institutions. We will continue to publish warnings of bogus colleges and information on how to verify the credentials of these institutions and for law enforcement agencies to take action against transgressors.

## TVET colleges

We are also continuing to update the TVET college curricula in order to make the learning outcomes current and relevant to workplace practices. However, we are deeply concerned that despite the increase in funding to TVET colleges, student performance has not improved.

As a result, we are currently in the process of institutionalising lecturer and facilitator capacity-building through funding from the skills levy system. A similar process was adopted in the university sector almost a decade ago, with very positive results.

We have also established a task team to address the backlogs on the issuing of TVET certifications. As at January 2019, the backlog had been reduced to 15 000 from 236 000 NC (V) certificates. We will continue to work towards eliminating this backlog.

## Community education and training colleges

We will increase youth and adult participation opportunities in the community education and training (CET) college system to one million students by 2030. It is against this backdrop that the growth and expansion of institutions within the CET college system is a strategic priority of the department.

We are hard at work to ensure that we diversify our programme offerings for upskilling the unemployed youth and adults in all our CET colleges inline with the National Policy on Community Education and the White Paper for PSET and to align programmes with the 4IR.

## Funding universities and TVET colleges

In 2018, a national bursary scheme was introduced to support students from families earning a gross annual income of up to R350 000 per annum at universities and TVET colleges, to cover their full tuition costs, books and learner support materials, and to provide

subsidies to assist with accommodation, living expenses, and transport costs where appropriate.

The bursary was introduced in 2018 for qualifying first-time entry students into public universities and TVET colleges and has been extended to the 2019 cohort of first-time entry and second year students.

It will be phased in at universities over five years, with the new first-time cohort added each year. By 2022, the scheme will cover all cohorts of students across the university system. The scheme will support approximately 50% of the undergraduate student population at public universities.

The bursary is being implemented through the National Student Financial Aid Scheme (NSFAS). The substantial investment in poor and working-class students over the 2019 medium-term expenditure framework (MTEF) amounts to R82 billion for university students and R20.4 billion for TVET college students and apprentices.

Serious deficiencies in the systems, business processes and capacity of the NSFAS led to it to being placed under administration in August 2018.

Since the appointment of the Administrator, Dr Randall Carolissen, there have been significant improvements in the NSFAS operations including better working relations between NSFAS and institutions, which resulted in a more successful registration process in early 2019.

The focus is to ensure the immediate short-term stability of NSFAS, and to put in place effective policies and systems to ensure that funding gets to qualifying students on time and that they are effectively supported to succeed in their studies.

A full assessment and investigation into the root causes of the systems, processes, policies and capacity problems at NSFAS will be undertaken by a specialist Ministerial team to be appointed over the next few months. In addition, we will be working closely with NSFAS to ensure a smooth transition between the Administrator and new management and governance teams.

## Infrastructure development

From 2018/19 to 2020/21, we have strengthened our investment in infrastructure projects across our 26 universities by investing a total of R11.7 billion. While all universities benefit from this investment, there is a focus on historically disadvantaged institutions that had been under-resourced in the past.

The TVET college sector has made strides with nine new campus sites under construction

and scheduled for completion in 2020. This includes Sterkspruit, Aliwal North, Graaff Reinet, Ngungqushu, Umzimkhulu, Greytown, Msinga, Nongoma and Kwagqikasi.

Contracts will be awarded for a further four new campus sites in 2019/20. The sites include Balfour, Giyani, Nkandla B and Vryheid. Construction will commence with a new campus site for Mitchells Plain in 2020.

In addition, a College Infrastructure Efficiency Grant for maintenance with over R1 billion per year from 2018/19 to 2021/2022 is being rolled-out based on the National Immovable Maintenance Management Standard in all 50 public TVET colleges.

An infrastructure priority for our Sixth Administration includes the development of decent, affordable student housing for universities and TVET colleges. The Student Housing Infrastructure Programme has been developed to accelerate the provision of 300 000 beds over 10 years.

The first three universities under this programme are at various stages in the development of 5 836 beds with a further six projects of 13 977 beds undergoing assessment through the Budget Facility for Infrastructure for possible launching in the coming year.

This has been made possible through a partnership between the Ministry of Higher Education, Science and Technology, the Infrastructure Investment Programme of South Africa, the Development Bank of Southern Africa and National Treasury.

## In conclusion

I am confident that the effective implementation of our plans will ensure that we build on the successes already achieved and progressively move forward in achieving our long-term goals as a country.

I thank the Honourable President, Deputy President, Cabinet colleagues, Deputy Minister Manamela, the Chairperson and members of the Portfolio Committee for the support and guidance.

Gratitude also goes to my wife, my staff in the Ministry and to the Director-General, Gwebinkundla 'Gwebs' Qonde and the entire Executive Management Committee and staff of the department, the boards and executives of our entities, and everybody who contributed toward the achievement of our mandate as the department.

# Let's grow SA together

Extracts of the speech by the Deputy Minister of Higher Education, Science and Technology, Buti Manamela, on the Department of Higher Education and Training Budget Vote 2019/20 in the National Assembly, Parliament of South Africa on 12 July 2019.

It gives me great pleasure to address you on the Department of Higher Education and Training Budget Vote and to further expand on some areas of the budget following the Minister's address.

President Ramaphosa, in his 2019 State of the Nation Address, stirred our imagination towards a smart city built on the technologies of the fourth industrial revolution (4IR).

Smart cities need smart universities and smart post-school education and training institutions. These smart institutions creatively integrate innovation in their DNA. They have smart software and hardware systems with smart classrooms and state of the art technologies.

They have smart pedagogy with modern teaching and learning strategies. They offer smart qualifications and programmes that are in demand. They push the frontiers of knowledge production. These are the smart post-school education and training institutions that we strive for.

As we strive for smart institutions, we are mindful of the existing challenges that our students and institutions face. We have made great strides in improving access to post-school education and training.

The number of students in these institutions is significant and attests to the progress that we have made in broadening access. Now we are strengthening structures, systems and interventions to increase throughput and success. After all, our students enter our institutions because they want to make a success of their lives.

Access must lead to success. We know that the well-being of students is challenged every day. Suicide is the second leading cause of death for higher education students. As many of 24.5% of students interviewed reported some suicide ideation in a recent

survey. According to the South African Depression and Anxiety Group, one in four university students has been diagnosed with depression. Yet, only one in six students receives minimally adequate mental health treatment. The challenges are varied and can be debilitating where students need psycho-social support.

The Higher Education AIDS (HEAIDS) programme of the department will be rebranded and launched as Higher Health. In addition to providing free mobile health and wellness screening on human immunodeficiency virus, tuberculosis, and sexually transmitted infections, contraceptives and family planning. It will also include psycho-social services to support students

The HEAIDS programme also promotes the prevention, early detection and management of non-communicable diseases. Not only is type 2 diabetes increasingly common among children and young adults across the world, but South Africa has a specific problem of hypertension among young people

with mental illnesses, alcohol and substance abuse as well as assisting students who are marginalised based on gender diversity and disability.

The HEAIDS programme also promotes the prevention, early detection and management of non-communicable diseases. Not only is type 2 diabetes increasingly common among children and young adults across the world, but South Africa has a specific problem of hypertension among young people.

HEAIDS conducted 141 785 blood pressure measurements and 85 328 blood sugar tests across our universities and TVET colleges. Overall, in the past three years, the HEAIDS programme has facilitated the establishment of 80 clinics at TVET colleges. We will continue to improve and expand health and psycho-social services across our institutions because this contributes to student success.

We will work with them to design and implement appropriate and relevant



Deputy Minister of Higher Education, Science and Technology, Buti Manamela

interventions to tackle the psycho-social issues that students face. Together we will tackle these problems so that we can have greater success in higher education.

## Second chance learning

This year marks the fourth year of existence of the community education and training (CET) colleges; a sector that has the potential to realise a tangible transformation of historically-marginalised communities including out-of-school youth and adults.

In this year, the department will strengthen the capacity of its 54 community learning centres with a total of R2.5 billion set aside towards the CET function. Additionally, in 2019, the department will finalise the development of norms and standards for funding CET colleges to ensure equitable share of the budget among the nine CET colleges.

The department has also put in place a CET System: National Plan for the implementation of the White Paper for Post-School Education and Training system for 2019-2030. The plan clarifies the vision of the CET programme, and provides guidance on access and success towards achieving the National Development Plan (NDP) 2030 target of a million enrolments in CET programmes. The plan also provides guidance on the rationalisation of the CET institutional landscape through the consolidation of the 3 276 community learning centres and satellite learning centres for efficiency, development and support. Our sector education and training authorities (Setas) continue to play a critical role in closing the skills gap.

Within a hundred days of the President's State of the Nation Address, the department will publish the new Seta Landscape that will be implemented on 1 April 2020. This will give certainty for the skills development

The number of students in these institutions is significant and attests to the progress that we have made in broadening access. Now we are strengthening structures, systems and interventions to increase throughput and success. After all, our students enter our institutions because they want to make a success of their lives

At the same time, we will be expanding other forms of workplace-based learning, such as learnerships, work-integrated learning and internships. Both artisanal skills and learnerships show high levels of employment and are backed up by tracer studies from the Human Science Research Council.

system so that we focus on producing skills that are required for our socio-economic development.

The new landscape will align with the National Skills Development Plan which will also be implemented in April 2020. Some of our Setas have experienced poor governance and management while the majority of Setas steadily continued their vital role in skills development.

Through the new Seta landscape, we will strengthen oversight of Setas to ensure sound governance and effective management. Our Setas must provide hope to a large majority of South Africans who are yearning for skills development. Setas will also be directed to supporting more occupational programmes, and to further work closely with TVET and community colleges so that linkages can be strengthened across our post-school education and training institutions.

### Career guidance and career development

Far too many young people do not receive adequate career information to steer them in

The new landscape will align with the National Skills Development Plan which will also be implemented in April 2020. Some of our Setas have experienced poor governance and management while the majority of Setas steadily continued their vital role in skills development.

making appropriate career and study choices. Working with the Seta's and other government departments, the department will lead and expand the necessary career guidance and development initiatives that must be offered in our communities.

### Artisan development remains a priority

At the same time, we will be expanding other forms of workplace-based learning, such as learnerships, work-integrated learning and internships. Both artisanal skills and learnerships show high levels of employment and are backed up by tracer studies from the Human Science Research Council (HSRC).

The department has just completed a tracer study for artisans who passed their trade test in the 2017/18 financial year, where the employment rate stands at 74 per cent and 3 per cent are self-employed, implying that 77 per cent of these artisans have entered the labour market.

The Centres of Specialisation (CoS) programme will be prioritised as well at our public TVET colleges which will train youth in artisan skills. The CoS programme will assist 26 TVET college campuses to improve their capacity to develop successful artisans with industry partners in 13 priority trades related to the strategic infrastructure projects (SIPs). The programme is leading the transformation of our TVET college system to making them more relevant and responsive to industry labour needs, at the same time lifting their capacity to deliver high-level quality occupational programmes.

The role of SETAs is in linking employers to the CoS facilities and ensure that all participating apprentice host employers are guaranteed discretionary grants.

### Notable highlights

One project that I am very proud of is the TVET-Clicks placement project that was initiated in October 2018. Clicks stores and TVET colleges have teamed up to place TVET graduates in permanent jobs. The support for the success of this project from the Clicks management team as well as TVET colleges has been remarkable. Approximately 400 students have been placed in this first phase.

The graduates are placed on an 18-month internship at Clicks stores working as close to home as possible. Generally, these interns start as cashiers with the goal of becoming permanent and working their way up to being store managers.

We look forward to welcoming our first TVET Clicks store manager. Permanent appointments will be made by Clicks based on the progress and performance of students during their internship period.

The placement target for 2019 is 1 000 internship placements for 18 months as well as up to a thousand casual placements for three months during the year-end season. We challenge other retailers to follow the Clicks example of collaborating with government to create opportunities for young South Africans.

We are also involved in the *Decade of Artisan*, a drive to encourage young people to venture into artisanal careers towards meeting the NDP target of producing 30 000 artisans per annum. The department hosted the 3rd World Skills National Competition in Durban in February.

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There were 171 competitors across 19 skill competition areas, including electrical installations, graphic design technology, and computer numerical control turning. Twenty-four winners will represent South Africa at the World Skills International Competition in Kazan, Russia in August.

Among the winners are the following young women who will be flying South Africa's flag high:

- Hairdressing: Nicole Thebus from the College of Cape Town
- Graphic design: Hannah Selah Smith from the Durban University of Technology
- Restaurant services: Ntsako Shidzinga from Ekurhuleni West TVET College
- Cooking: Melanie Jean de Lange from Ekurhuleni West TVET College, and
- Electrical installation: Philile Jessicca Mngadi from Shukela Training Centre in KwaZulu-Natal.

A special acknowledgement to Mngadi as the only woman who competed in this category in the national leg of the competition and winning gold. We wish the whole group of competitors the best of luck in the global competition.

### Conclusion

Finally, our post-school education and training system is developing and maturing. The system involves multiple institutions targeting all corners of South African society.

Within this vast system, we are sure to meet some challenges. But we are addressing these speedily and effectively. South Africans are hungry for education and training. It is their right. And the Department of Higher Education and Training is continually striving to deliver high-quality, relevant, cost-effective and impactful education and training to all South Africans. Our budget for 2019/20 is aimed towards achieving all this.

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# KZN's first TVET Maritime Academy launched

*Supplied by the National Skills Fund*

On 6 August, the Minister of Higher Education, Science and Technology Dr Blade Nzimande, launched the state-of-the-art Maritime Academy at Umfolozi TVET College eSikhawini Campus in Richards Bay, KwaZulu-Natal.

The launch was held to celebrate the milestone which took six years from concept to operationalisation, and finally becoming a beacon of hope for many who will be trained in various maritime programmes.

The college has enrolled its first group of mini cadets at the academy. The 68 young people from the uMhlathuze, Eshowe and Mandeni areas commenced with the workshop (foundational phase) programme in April 2019 with up to 240 students to be enrolled in the coming semesters.

The renovated facility, refurbished classrooms, learning material and training equipment sourced from Sweden and Norway, as well as capacity-building initiatives for the academy, were made possible by funding support from the National Skills Fund (NSF) and Transport Education Training Authority (TETA). A total of R102 million was approved by the NSF for the Maritime Academy and Innovation, and an additional R23 million from TETA.



*The first intake of mini cadets at Umfolozi TVET College eSikhawini Campus*



*Londiwe Mhlongo from Durban is already an inspiration to other women and young girls that they too can be part of the shipping and maritime business*

The Maritime Academy in itself is a significant milestone, not only for Umfolozi TVET College, but for the post-school education system as a whole. It is a real demonstration of the government's commitment to producing critical and scarce skills.

The Maritime Academy is fully-functional with workshops that are designed to prepare the mini cadets for the stringent entry requirements into the cadetship programme of the South African Maritime Safety Authority (SAMSA).

The college and Maritime Academy project team is in advanced stages of SAMSA's accreditation processes for the 20 short courses, 14 certificate programmes and 18 diploma programmes to be offered at the academy.

Londiwe Mhlongo, 21, from Durban has always wanted to further her career in anything to do with the ocean because "of the opportunity of traveling the world and representing the country as a female in this male-dominated industry."

She is continuing her applied chemistry degree at the University of KwaZulu-Natal part-

time; while enrolled full-time for the Maritime Academy's foundational programme. She is very thankful for this programme which she feels will create the possibility for more black people to take part in the maritime industry.

"I had been applying for entry into maritime programmes at different institutions with no luck of being accepted. Lucky enough, I got accepted into this programme," she says.

She adds that this programme does not only make her family proud, but her whole community and inspires other women and young girls that they too can take part in the shipping and maritime industry.

Twenty-eight year-old Phumlani Nxumalo from Esikhawini Township in Richards Bay is a qualified mechanical fitter who was doing his apprenticeship in mechanical fitting prior to enrolling for the maritime foundation course at Umfolozi TVET College.

He encourages young people wanting to pursue opportunities in the maritime field to take up maths, physical science and technical drawings "because these are fundamental subjects for land-based or maritime engineering."

Nkosiyapha Ishmael Mabuyakhulu, 24, from Jozini is reading for his Master's in Public Administration at the University of Kwa-Zulu Natal while doing his foundational maritime programme at the academy. He has plans to advance to PHD and infuse his research with the ocean economic system.

While the South African International Maritime Institute (SAIMI) has made notable progress in training apprentices in boat building, welding, boilermaking, refrigeration and electrical trades and other learnerships needed by the oceans economy, the fully-fledged Maritime Academy at Umfolozi is a first within TVET colleges in South Africa. This is one model case that shows the department's commitment to strengthening the offering at TVET colleges especially in critical and scarce skills areas.



*Phumlani Nxumalo from Esikhawini Township in Richards Bay is a qualified mechanical fitter and is now pursuing his second trade in maritime studies*



*Nkosiyapha Ishmael Mabuyakhulu will combine his Master's in Public Administration and maritime studies in his future career*

# Broadband connectivity to improve teaching, learning and management at TVET colleges nationwide

Supplied by the South African Broadband Educational Networks

As part of a renewed commitment to producing a skilled and capable workforce to help forge a national knowledge economy, government is assisting with the provision of high-speed, broadband connectivity to all 50 public TVET colleges across the country.

Increased support for TVET colleges was again prioritised by President Cyril Ramaphosa during his State of the Nation Address (SONA) in February 2019. The recent appointment of a single Minister for Higher Education, Science and Technology has been hailed by analysts as heralding a more integrated approach to the promotion of a knowledge economy.

The project plans to connect TVET college campuses to the South African National Research Network (SANReN). It is being implemented by the South African Broadband Educational Networks (SABEN) under the auspices of the Department of Higher Education and Training. The project is being funded by a grant from the National Skills Fund.

The SANReN is being implemented by government to provide high speed connectivity for universities, TVET colleges and research councils. It is a purpose-built network, entirely separate from the commercial internet, providing high speed connectivity to its users designed for the needs of the most demanding internet users in the country, scientists, teachers, academics and researchers. The network is primarily formed to cater for large data transfers and collaboration between users and the international research, teaching and learning community.

The network establishment and maintenance has been funded by the Department of Science and Innovation and was built by the SANReN

The project plans to connect TVET college campuses to the South African National Research Network (SANReN). It is being implemented by the South African Broadband Educational Networks (SABEN) under the auspices of the Department of Higher Education and Training.

The provision of SANReN access to TVET colleges and their component campuses seeks to help them manage their current capacity shortfalls more effectively by facilitating access to comprehensive information, research and educational resources which can offer invaluable support to students, lecturers and administrators at the colleges.

Competency Area at the Council for Scientific and Industrial Research. Tertiary Education and Research Network of South Africa (TENET) is a not for profit company established to operate the network. SABEN, a division of TENET, was established to manage the TVET connections to SANReN.

The provision of SANReN access to TVET colleges and their component campuses seeks to help them manage their current capacity shortfalls more effectively by facilitating access to comprehensive information, research and educational resources which can offer invaluable support to students, lecturers and administrators at the colleges.

This will help furnish students with internet access and knowledge resources that they need to study and graduate. It will also provide TVET lecturers and facilitators with the research and teaching materials that they require to improve their educational offerings. The connectivity offered by SABEN will also support college administrators, easing their access to a full range of programmes and data that can support them in their management and planning efforts.

To meet the demands for the kind of workforce that is required to forge a knowledge economy, it has been recognised that TVET students and apprentices will need to be equipped to become "self-programmable". This means students and apprentices must be capable of combining and recombining available information to produce creative solutions to the shifting challenges that they will face in their work and social lives.

The deployment of enhanced broadband connectivity through the SABEN project is crucial to the development of such skills. For example, the rapid, selective assimilation

and use of data gleaned from the internet constitutes an increasingly important skill in the job market. TVET students and apprentices must be able to practise and hone such skills at a college.

TVET lecturers and facilitators should be able to guide TVET students and apprentices in the evolution of the post-school sector in line with the demands of the fourth industrial revolution. In this regard, the SABEN project can produce real benefits. This includes easier access to the teaching information, research and training resources that can significantly improve the quality of the education received – particularly in a financially constrained environment, such as at TVET colleges, where such materials may be at a premium.

The improved connectivity offered by SABEN can also help TVET administrators to manage their institutions more effectively. The goal is to increase their capacity to administer on a day-to-day basis and for the future. Policymakers have noted that the quality of the educational inputs for TVET colleges and Seta-supported learning programmes must be improved.

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In particular, courses need to be better tailored to student and employer needs. The analysis of big-data sets made through broadband connectivity can inform this process. Enhanced connectivity can also ease the establishment of better data-management systems at TVET colleges, which would enable more effective monitoring of institutional performance and facilitate its improvement.

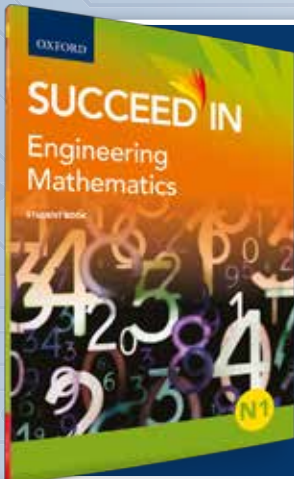
As part of the project, SABEN is engaging directly with each of the 50 public TVET colleges regarding the specific connections appropriate for each of their component campuses with the aim of ensuring appropriate connections at all of the 325 component campuses within two years.

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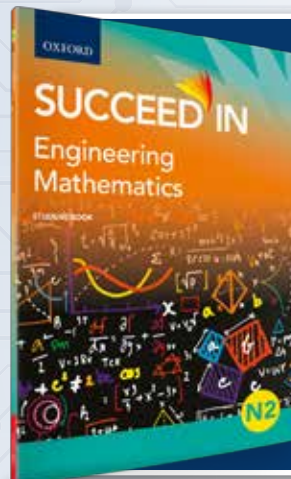
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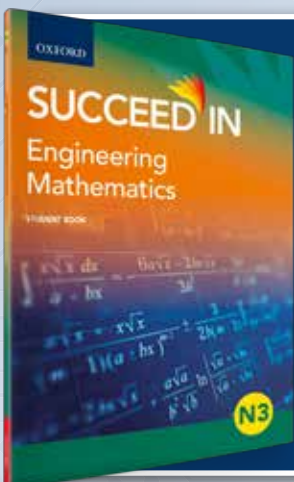
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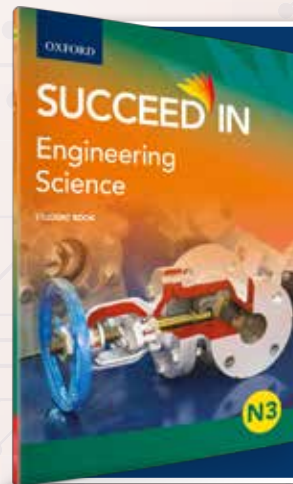
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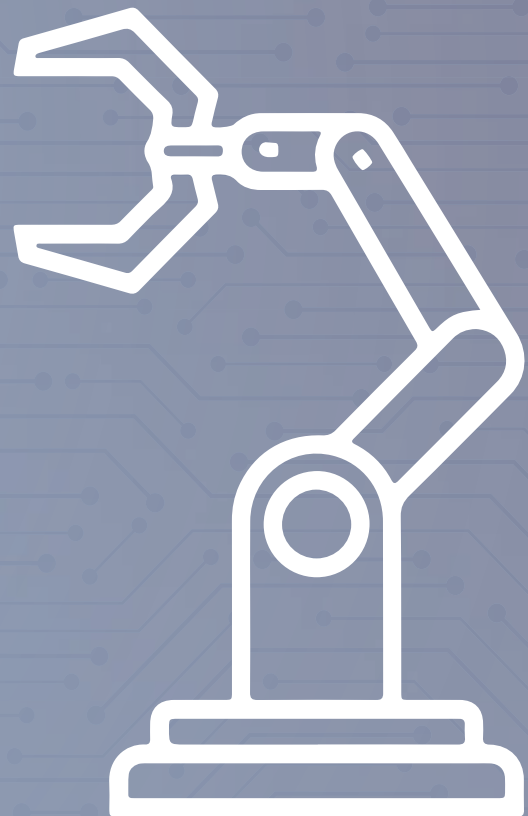


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# Inaugural heritage career expo



Cathsseta Chief Executive Officer Keitumetse Lebaka and Deputy Minister Manamela with learners at the exhibition stalls

The Deputy Minister of Higher Education, Science and Technology, Buti Manamela, in collaboration with the Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (Cathsseta) hosted the inaugural Heritage Career Expo at Constitution Hill in Braamfontein, Gauteng.

Held in April and themed 'Unlocking the Wealth in Our Heritage', the expo sought to empower emerging artists, chefs, dancers, crafters and poets by creating opportunities for skills development and career awareness among young people within the targeted sectors. It also exposed young people, including TVET college students and apprentices and high school learners, to the heritage industry.

Addressing learners at the expo, the Deputy Minister said: "When we speak about heritage, we often refer to the past, to history, to the ancient, to the bygone era. But heritage

also unlocks opportunities for the future. Our TVET colleges, universities, universities of technology are open for you to pursue your desired area of specialisation. From visual arts to food technology to fashion design, we have it all. Many TVET colleges are already offering study programmes in the arts, culture, fashion design and related sectors".

"We thought we should encourage young people to start looking into careers in the heritage space. Not only young people, but also, we need to engage parents and encourage them to allow their children to express and expose their talent in the heritage space," he said.

The expo focused on five heritage elements: fashion, food, song and dance, visual arts as well as crafts and poetry. It also featured masterclasses in each of the five heritage elements led by experts and seasoned professionals who informed, guided and inspired attendees.

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Renowned South African artist from the Ndebele nation Dr Esther Mahlangu addressing learners at the expo

The masterclass leaders included world-renowned Ndebele painter Dr Esther Mahlangu in the visual arts category; sculpture, poet and cultural activist Prof Pitika Ntuli; and singer and actress Jessica Mbangeni. Recording artist and actress Maduvha Madima was also present for the song and dance category, chef and author of *Through the Eyes of an African Chef* Nompumelelo Mqwebu was in the food category and in fashion, M-Net's Project Runaway South Africa Kentse Masilo was in attendance.

Students and entrepreneurs also showcased their talents, products and services through an expansive exhibition. The exhibition was a visible display of careers and enterprises associated with each of the five heritage elements.

Nearly 1 600 learners from secondary schools in Gauteng were in attendance. The young people interacted with various professionals representing different disciplines at the expo. The interactions also involved professionals sharing their own experiences in terms of career path choices and subjects required to study for specific careers.



## Disability is not inability

PAT LAWRENCE

Former Northlink TVET College Building and Civil N6 student, Sibusiso Letese, had been diagnosed with cerebral palsy right hemiplegia since birth. Despite his disability, he completed his studies at Belhar Campus and graduated in June this year. He travelled from Delft to the college daily and not once did he let his disability stand in the way of obtaining his qualifications.

Since his time at Northlink, Letese completed his 12 months road civils in-service training at Power Construction. He recently received another opportunity at the City of Cape Town for an 18 months in-service training focused in auto draughting civils, designing roads and stormwater.

In a recent report to the campus, he explained that he was busy with drawings of roads and stormwater for the City of Cape Town, and that the municipality has offered to send him for training in AutoCAD (computer-aided design software used by engineers, architects and construction professionals) in order to obtain his AutoCAD certification.

Letese has also completed a course in Microsoft Excel at Bellville Eagle Computer Training Centre and plans to also enrol in a Microsoft Word course.

What an inspiration to us all. With his dedication and determination, the college believes that he can achieve everything his heart desires.



Northlink TVET College Chief Executive Officer Leon Beech, Sibusiso Letese and Council Chairperson Alana James

## College honoured at TETA inaugural skills summit

IVAN SWART

West Coast TVET College has been honoured with a certificate of excellence at the recent Transport Education and Training Authority (TETA) Skills Summit held at Birchwood Hotel in Boksburg, Gauteng.

The awarding of this certificate is in recognition of the college's commitment and expertise in skills development, specifically in the transport sector. The gala event was attended by various TETA stakeholders which included the then Minister of Transport Dr Blade Nzimande and the Deputy Minister of Higher Education and Training Buti Manamela.

"West Coast TVET College is proud to have been honoured by TETA with this certificate of excellence. This certificate supports our vision



TETA Chief Executive Officer Maphefo Anno-Frempong (left), West Coast TVET College WIL Manager Lumkile Ralarala and TETA Chief Operating Officer Samantha Shirindza

to be an internationally-recognised TVET institution responsive to the skills development and training needs of the 21st century," said Rhazia Hamza, Deputy Principal for Innovation and Development.

The certificate was received by Lumkile Ralarala, West Coast TVET College Work-Integrated Learning Manager. "The college is honoured to have been recognised at this auspicious occasion. It is important to note that our role in the skills development of the region could not be fulfilled without the support and assistance of our partner companies who place our students and further assist in their training and development," said Ralarala.

## Teen crowned Miss Personality at national competition

IVAN SWART

Abulele Mhlungulwana, a West Coast TVET College Office Administration Level 4 student, walked away with the title of Miss Teenager South Africa Personality at the recent Miss Teenager South Africa Competition held at the Johannesburg Civic Centre, Gauteng.

The competition saw the sparkling student from Ashton taking part in three categories namely, traditional, casual and evening wear. "I enjoyed this experience so much and made many new friends that I will keep in contact with from other provinces," said Abulele.

She mentions that they (competitors) were trained by industry leaders for the event and knows that she can take what she has been

taught and use it in her own community project that she started in Khayelitsha.

"I would like to continue with the programme that I started in Khayelitsha and continue to use what I have been taught and what I have experienced to uplift and encourage young women to follow their dreams," she adds.

This young lady is already looking to the future as she would like to participate in the Miss Teen South Africa in 2020 and once she has completed her studies at West Coast TVET College she would like to study media studies and visual arts.

"I do believe that with the education and training I have received at West Coast TVET College, together with the education and training I am planning to acquire, coupled with the

honour of being Miss Teenager South Africa Personality; I will be able to continue chasing my dream of becoming a television presenter."



West Coast TVET College Office Administration Level 4 student Abulele Mhlungulwana

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# TEACHING AND LEARNING

## A brighter future awaits accounting graduates

THOBILE TSHABALALA

Nineteen finance, economics and accounting graduates from Majuba TVET College were affirmed as qualified accounting technicians at the graduation ceremony recently held at Vulintaba Country Estate in Newcastle, KwaZulu-Natal. This is after they successfully completed their on the job training funded by Banking Sector Education and Training Authority (Bank Seta). Accounting Technicians South Africa - AT (SA) - are the custodians of the qualification.

This includes Zinhle Kubheka, 21, who was also announced as the top achiever in this group of students. "I definitely was not expecting this. The award is not for me only but for all of us as we all worked together, so it all comes down to team

work," she said. Majuba TVET College Deputy Principal Academic Services Zandile Nkabinde said: "We are very proud of the graduates and how far they have come and wish them every success for the future."

The Bank Sector Education and Training Authority (Seta) funded the students for this one-year programme and also provided a stipend. The Seta has also assisted over 500 accountants with funding and capacitated them in the accounting and finance stream.

Bank Seta's Wonderboy Lekoana encouraged the graduates to always portray a good and positive energy. "When you get to the workplace, treat everyone with respect, from the cleaner to the chief

executive. It is also important to show eagerness to learn and know more," he said.

The college's Acting Head of Department Occupational Programmes Unit Dumisani Mabizela explained that these students were recruited from Dundee Technology Centre, Centre for People Development and IT and business campuses and had finished their N6 with very good marks. He thanks AT (SA) and Bank Seta for the support the college has received from them and extended appreciation to the senior management of the college for allowing and supporting the programme to run.

Majuba TVET College extends its well wishes to the graduates and congratulates them on their excellent academic success.

## Life orientation gets much-needed face lift

MATAU MANYE

Life orientation (LO) has been a subject that has been overlooked and underrated. Yet, this is one subject that provides students with the much-needed life skills they need to be able to function in the world of work across all industries, through their interaction with others, to be socially integrated into society and manage their lives in a morally acceptable manner.

This subject is important, it is not a nice to have or a by the way subject. The course content is such that soft skills that are not otherwise offered in other subjects are present in this subject. A suitably qualified LO lecturer is one that is passionate, able to go over and above the call of duty, the one lecturer that will make students want to come to class and even the afternoon classes when everyone is gone. This is the caliber of a group of four LO lecturers, the "Awesome Foursome", as they are affectionately known at Sedibeng TVET College.

The International Youth Foundation (IYF) which works closely with the Department of Higher Education and Training and is supported by the Embassy of Ireland and PepsiCo Foundation, has been delivering its full Passport to Success programme in the College of Cape Town. Subsequently, the IYF worked with its partners to enhance existing LO curriculum with enriched lesson plans which include the Passport to Success methodology.

With the assistance of the IYF, the "Awesome Foursome" - Thabitha Mochaki, Karabo Zwane, Refiloe Mogashwa and Refiloe Mohale - have changed the face of lecturing LO. These lecturers first piloted the IYF Passport to Success programme as a specific requirement for electrical and mechanical engineering students and apprentices. They implemented the activities in class for the two courses only.

"We realised that this methodology of lecturing excited the students and they looked forward to coming to class, and we used appropriate language they could relate to" said Mochaki.

She also explained that the methodology instils optimism amongst students and following positive outcomes of the pilot they then introduced this improved methodology to students in other courses in the afternoon. "The students' results have improved exponentially," she said. Plans are underway to rollout the Passport to Success-enhanced LO lesson to the College of Cape Town, Elangeni and



Sedibeng TVET College executive management and stakeholders attending the life orientation workshop

Ekurhuleni West TVET colleges. The "Awesome Foursome" were also instrumental in assisting with integrating the enhanced lesson plans in the LO curriculum and assisted in facilitating training sessions for these colleges to capacitate their LO lecturers to implement the enhanced lesson plans.

Deputy Director Curriculum Development at the Department of Higher Education and Training David Modiba explains that the whole project is designed to put LO on the map so that it is not treated as a by the way subject. The type of skills that LO offers inculcate entrepreneurial spirit, effective communication and time management.

"LO is a very important aspect of soft skills that students need to be able to cope in the world of work," said Modiba. He also puts emphasis on the need for LO lectures to constantly improve their skills to remain relevant in the field, as trends change rapidly.

Sedibeng TVET College Principal George Mothapo extends gratitude to the IYF, in particular, Country Director Anusha Naicker and Programme Manager Khalil Patel, for their tireless support to the college and lecturers during workshops that they facilitated. "LO cannot remain the same since we are also changing and that the education sector can only change because of us," Mothapo said.

## Labour relations capacity-building

GILBERT MAFOJANE

The Department of Higher Education and Training hosted a three-day training for human resource (HR) officials from three TVET colleges in the North West, namely; ORBIT, Vuselela and Taletso TVET colleges. The training was held at ORBIT TVET College in Rustenburg.

The training was an initiative of the department, aimed at capacitating

the HR officials on key processes and procedures sought to bring about stability and smooth relations within colleges, when addressing labour relations matters.

Newly-appointed regional manager for North West and Mpumalanga TVET and Community Education and Training colleges, Nick Balkrishen, was in attendance and made valuable inputs. Balkrishen pledged

his support to colleges and said the regional office would ensure cases of misconduct were addressed decisively, objectively and amicably.

The three-day training proved to be an eye opener for staff who attended. The college HR professionals committed to applying the knowledge acquired at the session to ensure that misconducts are dealt with accordingly while maintaining peaceful labour relations and reducing the number of referrals by aggrieved employees.



Mpye Ngcosane, Training Facilitator at DHET, taking college officials and staff through the training

# First-ever college men's conference

TIYANI MBOWENI

In an endeavor to inspire, equip, challenge and refresh male staff members, Mopani South East TVET College held its first-ever men's conference at Sefapane Lodge and Safaris in Phalaborwa, Limpopo.

Themed 'Men's health, Caring fathers, HIV/AIDS prevention and gender-based violence', the event was aimed at encouraging male staff members to live a healthy lifestyle and lead by example in addressing issues of women and child abuse, sexual harassment and HIV/AIDS.

The conference was graced by gender expert Nemasisi Ronald Rhofohiwa and medical practitioner Dr David Manzini who spoke to the staff on a number of issues that concerned men.

Speaking at the conference, Rhofohiwa said that most men felt isolated and were unable to tell people how they were feeling. He encouraged staff members to stop suffering from problems in silence and seek help as early as possible.

"One common factor that kills many men is failure to sexually satisfy their women. Understanding the grave concern of failure to perform can help many of us and save families. The failure is curable and it starts with one taking care of their physical conditions," said Nemasisi.



Staff members share a light moment at the men's conference

On the other hand, Dr Manzini emphasised that men should seek treatment as early as possible since the majority wait until the symptoms are severe. Dr Manzini also unpacked prostate cancer and the importance of medical male circumcision.

Staff members hailed the conference as a success with most indicating that this was a good initiative for the college and which helped to forge a bond of brotherhood amongst the male colleagues.

The college Assistant Director Marketing and Communication Given Sebashe added that this kind of event is important as it affords male staff space to engage on issues affecting them and ways to overcome these.

# Inaugural gender-based violence workshop for students

MBASA NGWATYU



Students at the GBV workshop

Port Elizabeth TVET College hosted its inaugural gender-based violence (GBV) workshop for students in partnership with No Excuses Campaign. The workshop was held at Iqhayiya and Dower

campuses simultaneously. The purpose of the workshop was to empower students to be part of the solution in South Africa and to be better equipped in order to win the battle against GBV. It was also aimed

to help students gain a clearer understanding of the nature and extent of this phenomenon.

Facilitated by Robert Nohamba, he said that often GBV workshops focused on women and girls as victims, but this was not to say that men and boys are not also sometimes victims.

He further said that when addressing GBV, post-school education and training institutions in South Africa have tended to narrow in on the issue of sexual harassment, rather than comprehensively addressing the many different types of GBV on campuses. The different forms of GBV include domestic violence, intimate partner violence, rape, sexual assault, sexual harassment, harassment and homophobic bullying.

These are the critical types of GBV that were discussed throughout the workshop. Nohamba applauded the students for their engagement and willingness to give answers.

A general observation from the number of workshops conducted by Nohamba was that males are far more engaging and open about their vulnerabilities in the absence of females and the workshop at Port Elizabeth TVET was no exception.

# Once On This Island: Behind the scenes

THURLOW JONKER

What does it take to create magic on stage? The answer seems simple: a good story to tell and beautiful and emotive music to accompany the story.

Yes, these are the key ingredients for a successful musical production. This was evident in the recent production of the Northlink TVET College Performing Arts Department's staging of *Once On This Island* at the Baxter Concert Hall. The audience left the auditorium moved by the story of orphan Ti Moune and needless to say, humming some of the catchy calypso tunes



Cast pictured with college management and Cape Town's Executive Mayor Dan Plato

for days on end. However, a visit behind the scenes of the production tells a different story. It is a story of hard work and careful planning by a huge and dedicated team. Their sole purpose is to create an environment as close as possible to the real thing for the students to learn and grow in. The students receive guidance every step of the way. From the auditions to the final curtain. Once a student lands his or her dream part, the hard work starts.

Well-known musician, Camillo Lombard, took them through hours of vocal training. Tyron Zoutman, movement facilitator and choreographer taught them the steps whilst director, Kobus Hanekom oversaw the process with a clear concept and vision in mind.

With 62 students on stage the list of requirements is extensive. It includes 180 costumes, hundreds of authentic props and gigantic set pieces, a band of six professional and talented musicians, a backstage crew to ensure that things ran smoothly behind the scenes, a lighting designer and three operators to light the stage and a sound engineer, the front of house team taking care of handing out programmes and manning the doors and the photographers, videographers, marketing staff, designers and printers.

So, it takes a host of role-players to bring a musical to life! After all is said and done, who said that there are no opportunities for aspiring theatre practitioners? They will bring you the magic of theatre for years to come!

# STAKEHOLDER ENGAGEMENT

## Bridging the information gap between the college and secondary schools

TIYANI MBOWENI

Mopani South East TVET College recently hosted its annual stakeholder engagement session with life orientation (LO) educators from various secondary schools at Sir Val Duncan Campus in Phalaborwa, Limpopo.

The session was aimed at engaging with the educators on the college's academic programmes since they have much influence in the lives of learners, especially where career choices are concerned. In attendance were LO educators from four circuits in Maruleng and Ba-Phalaborwa municipalities.

Addressing the educators, the college's Curriculum Manager, Andre Botha spoke about the significance of the TVET sector and how important it is for the educators to familiarise themselves with college programmes so that they can rightfully impart the information to their learners.

"The college has several business, engineering and occupational programmes which are aimed at



*Andre Botha presents to life orientation educators at Sir Val Duncan Campus*

addressing skills shortage in South Africa, and we encourage the youth to take up these programmes as they open many doors of opportunities," said Botha. She explained that the college was not for poor performing students as it is commonly perceived by many, but is in need of learners who are performing well in their high school subjects so that they can cope with the college syllabus.

"Most people are still classifying colleges as for poor performing learners and this is not true. When

engaging with your learners, please advise them correctly and they must not opt to come to the college due to their poor performance. We do not offer remedial education, but progressive education which should lead to prosperity of our youth," she concluded.

The educators appreciated the session and also requested the college to be more visible in other career exhibitions so that their learners can interact with them and gain information to better understand the college offering.

The college's Assistant Director Marketing and Communication, Given Sebashe appreciates the continued relationship with the local schools. "We have started our recruitment drive in the form of school visits and roadshows and already we have reached out to many schools to share information on the college's programmes with learners," said Sebashe.

The educators were also given a tour of the campus including visits to several workshops to get a glimpse of the students' day-to-day activities.

## Stakeholder breakfast in pursuit of training opportunities for trainees

SANDRA SCHMIDT

As part of its bold plan to embrace the fourth industrial revolution, Northlink TVET College is one of the first colleges to offer the mechatronics learnership for levels 2-4.

The mechatronics learnership is a fairly new development in South Africa, but is well-established in Japan, China and Europe. The learnership comprises six to seven months experiential training in the workspace.

In order to curb the challenge of finding host employers that are operating in the mechatronics environment, the college organised a stakeholder breakfast to bring together potential host employers on a more social platform.

Held in July, over 30 companies attended the stakeholder breakfast at Encore Restaurant and Conference Centre in Cape Town. The breakfast was successful in establishing and building partnerships that will lead to the placement of students in the industry. Some stakeholders have already



*Stakeholders at the Northlink TVET College breakfast meeting*

indicated their commitment to providing experiential training not only for mechatronics students, but students in other programmes. Mechatronics is a new, cutting-edge engineering field and consists of a design-combination of mechanical, electrical, computer and control engineering. It is extremely high-tech and is fast becoming a popular career path for would-be engineers.

## Information session empowers parents

ROSHIN SCHMIDT

Before a decision to apply at an institute of higher learning is made, choosing your career path and programme can be very overwhelming. Children instinctively turn to their parents and educators for guidance. Not all parents have the benefit of attaining a tertiary level education and are not able to provide their children with the necessary guidance to make realistic education decisions.

False Bay TVET College has identified this gap and subsequently created an information session, to empower parents on opportunities available at TVET colleges. For the past two open days, the college has opted to host a parent seminar on the Saturday morning of the two-day event.

The seminar is free and parents are encouraged to be more involved in their child's future career plans. Hundreds of parents visit the respective campuses where their children's preferred programmes are offered. Open discussions are had about the realities and challenges which face the youth and how a TVET college education can open doors in career paths.

Parental attitudes about education can greatly affect how children perform and feel about higher education too. Children, if left to their own devices may opt for the easier option. An involved parent yields better attendance, results and behaviour amongst students. Once a student feels accountable, they take ownership and tend to perform exceedingly well.

Furthermore, creating an opportunity for engagement improves the relationships between parents and lecturers. The lecturer can get a better understanding of individual family dynamics, cultural background and



*Marelize Minnaar, Padre Swanepoel and Karike Theunissen presented the college offerings*

challenges a family faces as well as their strengths.

Parents may develop a better understanding of the lecturer's expectations and the challenging dynamics that they may face in class. The False Bay TVET College parent seminar equips parents with a basic understanding of TVET colleges, differences between schools, colleges and universities, how subject choices affect future study and career options, student support and development services, college programmes offering, entry requirements and how the curriculum is structured, admission processes and financial aid options available.

The college enlists the help of high school and community organisations to inform parents of each information sharing session. Whether a need is for a post-matric or a vocational Grade 10 – 12 study option, this is available alongside the other open day activities.

# High school learners attend open day

TIYANI MBOWENI

Hundreds of Grade 12 learners from various high schools in Limpopo and Mpumalanga attended the Mopani South East TVET College's annual open day in July.

This day afforded an opportunity not only to the learners, but parents, out-of-school youth and members of community-based organisations to obtain a first-hand experience of the institution and its offering at its Phalaborwa and Sir Val Duncan campuses.

Activities included campus tours, career guidance, and competency and placement tests, a presentation on financial aid and faculty presentations on both engineering and business studies. College Principal Levy Baloyi highlighted the importance of the event and encouraged the learners to learn more about the programmes offered in order to make informed career choices. He further advised learners to choose TVET colleges as an option to further their studies and help bridge skills gaps such as that of artisans in the country.

One of the educators, Shikwambane Margaret, who had accompanied learners from Majeje High School, thanked the college for the opportunity to visit the institution and information on different programmes offered. "Many learners never get an opportunity like this one and as such they tend to make mistakes when they enroll at colleges," she said.

Schools in attendance included Seagotle, Bjatladi, Mountain View, Mosipa, Majeje, Maahlamela and Bjatladi.



High school learners at the open day



Learners writing a competence and placement test after learning about the college and its programmes

# Working together to educate secondary school learners

ADELAIDE MABOTJA

Choosing appropriate subjects and a career path to follow is a winning formula for a successful and fulfilling life.

Capricorn College for TVET, with the Limpopo Department of Education, as well as Careers Exhibition and Information Association recently hosted a career exhibition for Grade 12 learners in the Capricorn district. The exhibition was held at Capricorn College for TVET's Seshego Campus.

The exhibition was aimed at providing learners with information on courses offered by different post-school education and training institutions. Information shared with learners included admission requirements, applications and registrations processes, bursaries and financial assistance available. This initiative attracted over 10 000 learners from 204 schools within the Capricorn district.

Institutions of learning and organisations that participated in the event included the University of Limpopo, University of Venda, University of Pretoria, University of South Africa, Tshwane University of Technology, Vhembe TVET College, Waterberg TVET College, Tshwane South TVET College, Sekhukhune TVET College, Jeppe, Rostec, Damelin, Central Technical College, South African Institute for Chartered Accountants as well as Anglo American.

College Principal Lekau Mamabolo believes in the value of such interactive platforms: "It is important for post-school education and training institutions to work together in equipping the youth in and out of schools on careers opportunities."



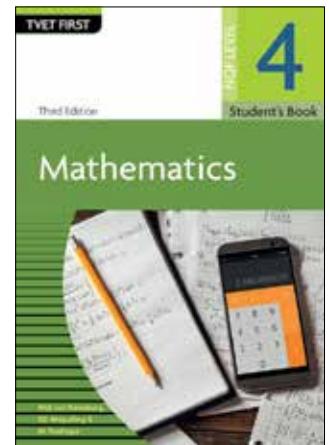
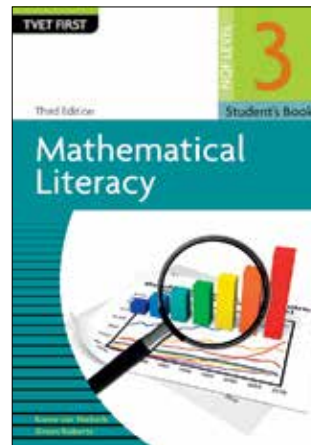
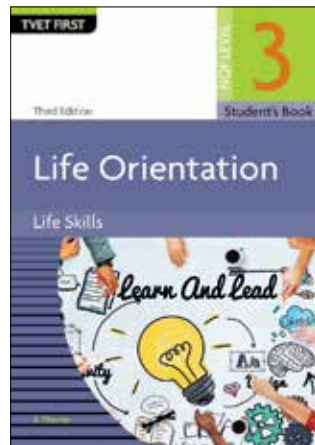
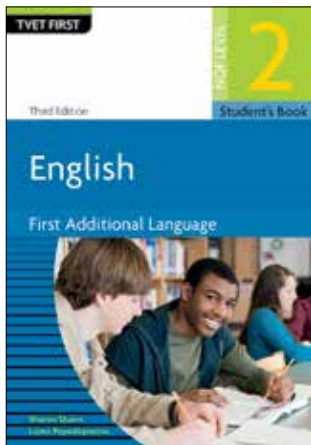
Samuel Mashishi talks to high school learners about programmes offered by the University of Pretoria

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## MANDELA DAY

# College helps one of their own on Mandela Day

MATSATSI KGAMEDI

Waterberg TVET College staff and students travelled to the Khureng-Zebediela area in Limpopo to support one of their students for the 67 Minutes for Mandela initiative. The college prioritises giving back to its community, so when the opportunity to help one of their own students arose, the opportunity was seized with both hands.

Primary agriculture student, Tebogo Mamaila, had a vision to build from the ground up a farm that would help feed her community and also create employment opportunities.

This vision led her to approach the Department of Rural Development and Land Reform for assistance with a business plan and the National Youth Development Agency for funding while she was participating in the rural skills development programme National Rural Youth Service Corps (NARYSEC). NARYSEC is a 24 month skills



*Tebogo Mamaila thanks the college and the community for their support*

development programme within the Department of Rural Development and Land Reform which targets unemployed rural youth aged 18 to 25 as part of the rural economy transformation strategy from poor rural wards. She also approached the local tribal authority for access to land and was given 10.6 hectares to farm. In support of her dream, Waterberg TVET

College dedicated the day to helping Mamaila with the planting of 100 beetroot, 100 spinach and 100 cabbage plants, all donated by the college's farm. Mamaila's fellow primary agriculture students also helped with the planting and were more than happy to assist their fellow student achieve her dream.

Mamaila is a great example of perseverance and using one's skills effectively to help curb the scourge of unemployment.

"We are excited about what this student has achieved here and as a college we will continue to support such initiatives. This shows that as a college we are doing well in terms of skills transfer, thanks to dedicated lecturers that continue to shape and positively impact the lives of students at the college. It is also good to see that our students are socially conscious and are active citizens," said Principal of Waterberg TVET College Selaelo Lekoloane.

# College adopts a home in honour of Madiba

CHESLYNN JOHNSON

This year marks Northlink TVET College's third engagement with Bright Stars Safe Home which is situated in the northern suburbs of Kraaifontein in Cape Town. The overall objective was to uplift and rebuild surrounding communities by offering time and resources. The purpose of this particular visit was much greater than only giving back on the legendary Madiba's birthday.

It was decided that the college would devote skills and resources to refurbish the building. Previously, the college donated Santa shoeboxes and toiletries, which were handed over to the home in December last year.

Each campus had a role to play, and the children and caregivers thoroughly enjoyed the activities. They were treated to a story about Madiba, some fun and games by the Educare Department, an exercise lesson by the Sports Fitness Department, safety tips and a drill by the Safety in Society Department students, a colouring-in activity of Mandela's face, a hearty meal, cupcakes and muffins prepared by the hospitality students.

Whilst the activities were taking place inside, the refurbishments were being done by the engineering students and staff. The refurbishments included the installation of washing poles and lines, fixing of broken windows, replacing the kitchen sink and a cupboard, installing shelving for the washroom, fixing of washroom pipes and electrical mechanisms.

Many more improvements will be done in due course. The college will meet with the caregivers on the way forward.

The experience for all present was quite overwhelming and they were touched by this kind gesture. The college will strive to make every day a Mandela Day.



*College students hard at work*

# Cleaning rivers in honour of Nelson Mandela

IVAN SWART

West Coast TVET College in collaboration with the Department of Water and Sanitation along with the support of the Provincial Department of Environmental Affairs and the Swartland Municipality used their 67 minutes for Mandela to clean the Diep Rivier in Malmesbury.

The college, together with the Deputy Mayor of the Swartland Municipality Maud Goliath, the Deputy Minister of Water and Sanitation David Mahlobo and some local councillors took to the Diep River to clean the banks and some parts of the river as part of the Clean Rivers Campaign that the college hosted in conjunction with Mandela Day.



*Deputy Minister David Mahlobo during his speech at the opening event of the Mandela Day / Clean Rivers Campaign at West Coast TVET College*

Every year, the college takes on various tasks to celebrate Mandela Day. From cleaning up the streets to handing out soup to the needy in the

surrounding areas of Malmesbury. However, this year, the college wanted to do something that will not only have an impact in one day, but that would have more longevity.

The Department of Water and Sanitation got into contact with West Coast TVET College and the plan to link the Clean Rivers Campaign with the college's Mandela Day activities was born.

"We believe that this collaboration with national, provincial and local government has not only influenced our community to look after the river during the Mandela Month, but also in the future," said Rhazia Hamza, Deputy Principal Innovation and Development.

# College lends a helping hand to learners with special needs

THOBILE TSHABALALA AND QURAYSHA DESAI

In commemorating International Nelson Mandela Day on 18 July, the management, staff and students at Majuba TVET College rolled up their sleeves.

The college visited two schools for learners with disabilities, Bumbisizwe Special School in Madadeni with 220 learners and Vumanisabelo LSES School in Osizweni with 411 learners. At both schools, the staff, students and learners planted spinach, carrots, onions and beetroot and handed out food parcels to the learners and their teachers.

Majuba's Student Development Practitioner Busile Kunene, highlighted the importance of giving back to the community.

Principals of both schools expressed immense gratitude to Majuba TVET College.



Staff and students working in a vegetable garden

# College assists the needy

MBASA NGWATYU

Port Elizabeth TVET College's Women's Forum heeded the call to action in celebration of the 10th International Mandela Day. Under the theme 'Make Every day a Mandela Day', members of the Women's Forum visited the victims of the June devastating fire which destroyed a number of informal homes in the area of Walmer Q Township, Port Elizabeth.

The forum donated clothes, blankets, food parcels, toiletries and other necessities received from the college staff.

The event was held at the Apostolic Faith Mission of South Africa church on 18 July.

The college's Marketing Manager Ntombekhaya Gwaqa addressed the community and spoke about the purpose of the visit as well as the study options available at the college. "Mandela Day means that we have to go beyond what we are used to and acknowledge that before you are whatever that you are, you are a member



Port Elizabeth TVET College's Women's Forum members with community members

of society, and being a member of society, you also have a responsibility beyond your daily routine, and to give back to society. It is everybody's responsibility to ensure that we do the little that we can to make South Africa a better country. Giving must be a part of our DNA and Mandela Day should be a lifestyle," said Gwaqa.

Ward Councillor Ayanda Tyokwana thanked the college for reaching out to the community of Walmer. "It gives courage and hope to see the college opening its arms to the needy. Thank you for thinking of us in these trying times. I know there are a lot of communities that you could have chosen but you chose to come to us thank you."

# Sanitary towels donations to schoolgirls in honour of Madiba

TIYANI MBOWENI

As part of its commitment to the Mandela Day celebration, Mopani South East TVET College management together with the student representative council (SRC) donated sanitary towels to 330 girl learners at Sebalamakgolo High School.

Addressing the learners, Principal Levy Baloyi spoke highly of the late Nelson Mandela whom he described as a peace-loving man who was fond of education and children. He encouraged learners to live by Mandela's principles and to respect their peers and teachers while forging ahead with their dreams of pursuing better education.

At the end of the short formal programme, the college management were joined by the SRC in classrooms where girl learners were provided with a pack of five sanitary towels each.

A Grade 10 learner, Raganya Masello, gave a word of gratitude and thanked the principal for thinking about them during the Mandela Day commemoration.

"As you probably know, most of us are coming from underprivileged families and often do not have sanitary towels. This gesture is much appreciated and it will go a long way in assisting us in the coming few months. We say thank you



Deputy Principal Corporate Services Baloyi Constance, flanked by high school girls at the handover of sanitary towels at Sebalamakgolo High School

to the management and hope that the same initiative will be undertaken even in other schools," said Masello.

The Deputy Principal Corporate Services, Constance Baloyi, explained that the college decided to donate sanitary towels to the high school girls since most of them cannot afford to buy them on a monthly basis. "It is heartbreaking when some of these girls miss school because it is that time of the month and cannot afford to buy something as basic as a pack of sanitary towels," she said.

The school principal Tshepo Masete expressed his gratitude to the college for the donations.

# GRADUATION

## Universities are not the only option

DAVID MULEELE

Well-known television actor renowned for his role on SABC 1's Skeem Saam, Cornet 'T Bose' Mamabolo, was on the line-up of speakers to inspire more than 1 300 graduates conferred at the 15th graduation ceremony of Ekurhuleni West TVET College.

Mamabolo encouraged graduates to go back to their communities and find solutions to challenges their communities faced daily. He urged them to offer their services, skills and knowledge acquired at college with fellow citizens, and importantly, advocate for TVET colleges.

"You need to go out there and encourage people to start enrolling at TVET colleges. Universities are not the only higher learning institutions that offer quality education," said Mamabolo.

The graduation, held at the Transnet School of Excellence Hall in Kempton Park, Gauteng, was for both National Certificate (Vocational) and National N Diploma qualifying students from all six campuses of the college.

In his welcome address, Council Chairperson Dr Mpho Mohlala expressed his concerns regarding the brutal killings that are happening in our communities. He said the killings should stop, and that academics, students and community should be in the forefront, making sure that this scourge is eradicated. "As an educational institution, Ekurhuleni West should introduce extracurricular activities as a means to revive the moral fibre that is depleting," he said as he challenged everyone to making this world a better place to live in.

Radio personality and businessman, Given Mkhari, encouraged graduates to invest time in what they love, and what they are good at. He said: "The



Cornet Mamabolo gives a motivational talk to the graduates

biggest investment you can make is to invest in yourself. Work hard, be disciplined, be patient and be kind to each other."

In her vote of thanks, Acting Principal Ntombizodwa Dangazele said: "Today, our graduates are getting the results of their toil and sacrifice, dedication and investment to a better future, not only for themselves but for South Africa as a whole. May the torch you are holding never cease to light. Use your education to bring change to the world."

The top achievers were rewarded with special awards presented by various sponsors. Awards ranged from technological gadgets to monetary prizes from the following sponsors, ABSA, Excel Tool Group, Africa Tool, Dippenaar & Reinecke, Future Managers, Pearson Publishing (SA), Khandama Construction Company and VMR Architects.

## College hosts 16<sup>th</sup> graduation ceremony

TSHEGOFATSO RAPOO

ORBIT TVET College hosted its 16th annual diploma and certification ceremony at



Dineo Molopo receiving award from ABSA's Public Sector Relationship Executive Brian Bokgopa and Deputy Principal Academic and Student Support Services Tumisang Mosito

Hedgehog's Nest in Rustenburg. More than 400 graduates were conferred with National Certificates and National N Diplomas.

Eleven top achievers were acknowledged and awarded for their academic performance and received certificates of excellence, trophies and cash prizes, courtesy of ABSA, the sponsor of the top achiever awards.

The coveted Dux Awards, were awarded to the top two performing candidates for National Certificate Vocational Level 4 and National N Diploma programmes respectively. These awards serve to acknowledge consistent hard work and excellent academic performance in respective programmes for the duration of the students' period of study.

Keneilwe Phiri from Mankwe Campus, was awarded the 2019 Dux Award for National Certificate Vocational for excellent academic

performance in electrical infrastructure and construction. Phiri obtained an average of 84.71% and achieved 15 distinctions during her period of study. The 2019 Dux student for National N Diploma was bestowed on yet another Mankwe Campus student, Bothojane Kwenamore, for her academic performance in educate. She attained an average of 76.67%, coupled with six distinctions.

Motivational speaker and Mankwe Campus alumnus, Kagiso Mmitsi, wowed the audience with a memorable message of encouragement.

Among the distinguished guests were the Queen Mother of the Royal Bafokeng Nation, Mmemogolo Semane Molotlegi, college council members, representatives from other institutions of Higher Education and Training and various stakeholders from business and industry, including partners with the college in work placement for students.

## College celebrates academic success

ADELAIDE MABOTJA



Seshego Campus Manager Moses Letsoalo with Raseala Kabelo, the 2019 top achiever with eight distinctions in mechanical engineering

More than 900 graduates celebrated during the Capricorn College for TVET 2019 graduation ceremony held at Bolivia Lodge, Polokwane. Their diplomas and National Certificate Vocational (NCV) Level 4 certificates pave the way for their journey towards making their mark in the world.

## Radio personality, business leader motivates graduates

SABELO TSHABALALA



Graduates pose for a photo during the ceremony

South West Gauteng TVET College hosted their annual graduation ceremonies at the Walter Sisulu Square Hall in Kliptown, Soweto. The event was held over two days and saw over 1 000 students conferred with National Certificate Vocational NC (V) and Report 190/1 programmes in engineering, business and utility studies.

Kaya FM's Thuli Magubane and CEO and founder of Kaku Group of Companies inspired graduates to dream big and become the best they can be at what they pursue.

# College hosts academic top achievers awards

ROSHIN SCHMIDT

In May, False Bay TVET College hosted its annual top achievers awards and diploma ceremony at Khayelitsha Campus in Cape Town. The event was aimed at celebrating students' academic achievements and excellence in their different fields.

A total number of 74 top achiever award certificates were presented to students who attained a minimum aggregate of 75 percent.

A new addition to the list of awards was the Pre-Vocational Learning Programme, which was awarded to Limakatso Makolometse who achieved an aggregate of 87 percent. The pre-vocational learning programme is a pilot created as a bridge for learners who have a minimum of a Grade 9 pass and who do not meet the minimum admission criteria for mainstream programmes offered at the college.

Special acknowledgment was given to N1 motors engineering student Silvean Jacobs, who maintained a 95% aggregate, received four subject distinctions of which he attained a 100% pass for English, maths and science. A record number of students were recognised as diploma graduates, having met all the academic and workplace training requirements to qualify for the National Diploma.

Acting Principal Karin Hendricks proudly stated in her opening statement: "False Bay TVET College remains one of the top performing colleges in the country. Our students are the purpose and reason for the existence of our college. While we are immensely proud of our student achievements, we also want to



Acting Principal Karin Hendricks with this year's Principal's Award recipient Pamela Jako and Reggie Moses

acknowledge the dedication, hard work and commitment of our staff members who drive and support student success."

Each year, a special award is given to one top performing student, selected by the Principal. This year, it was awarded to a student who not only demonstrated outstanding academic achievements but is also actively involved in her community. The prestigious Principal's Award winner, Pamela

Jako, started her journey with the college in 2017 registering for the NC (V) office administration programme. She attained 12 distinctions out of 14 subjects completed. She has been actively involved in the SRC since 2017 and now occupies the role of SRC President. Always giving more of herself, she is a MOT youth motivator and freely shares of herself to help others. MOT is a programme that aims to give students tools to help them develop into strong and resilient members of society.

Hardworking, loyal and very committed, she is a great role model for the student community. "I am very grateful that all my efforts were acknowledged and I feel motivated to do more for those who need help," she said. "I love people and to see the impact I can have on someone's life is very rewarding. With the help of the college, we have created a good relationship with Masicorp, Living Hope and Ward 69 Councillor Felicity Purchase. Through this network, we received sponsorships to aid local community disasters like the fire victims of Masiphumelele and Hout Bay in 2017."

This annual event brings together proud parents, academic staff, sponsors, industry partners and students to celebrate the success of top performing students, graduates and college academic staff. The ceremony is an opportunity for the college to celebrate its achievements and affirms the college's vision of being the most successful TVET institution in the country.

## Bursary recipients shine at graduation

IVAN SWART

West Coast TVET College celebrated the college's academic success at their recent annual graduation ceremony held at the Malmesbury Town Hall.

The ceremony honoured the academic achievements set by the class of 2018, the class that helped the college achieve its place in the top 10 TVET colleges in the country, according to the 2018 NCV results released by the Department of Higher Education and Training.

West Coast TVET College also celebrated the two overall top achievers with the awarding of the CEO's Award and the Chairperson's Award. The overall top NC (V) student and winner of the CEO Award is based on best academic achievement. The Chairperson's Award, on the other hand, is for the top National Diploma student and is also based on best academic achievement.

The CEO's Award winner, Davina Kim Van Schalkwyk, had a 76.71% average. She achieved 13 distinctions out of the 21 subjects over her three years which spanned 18 months theory and 18 months practical experience.

With an average of 87.25%, Francisca Nikay Swartz received the Chairperson's Award. She boasts nine distinctions out of the 12 subjects over her three years.

With the assistance from the college's Placement Department, Swartz did her practical programme at AVBOB and Saldanha Municipality. After her internship she received a bursary from college placement partner, Tronox Namakwa Sands. She is currently studying at Cape Peninsula University of Technology to complete her Human Resource Management Diploma but already has her eyes set on a BTech Degree.

Both award recipients are bursary holders: Swartz a beneficiary of the National Student Financial Aid Scheme and Van Schalkwyk

a recipient of a bursary from the Department of Higher Education and Training.

"We are proud of our students and we wish them all the best for their future endeavours. We trust that they will continue being the best that they can be with the education and training they have received from West Coast TVET College," said Acting Chief Executive Officer Lungisa Mbulalwa.



Davina Kim Van Schalkwyk the overall top NC (V) student and winner of the Principal's Award together with the overall top National Diploma and Chairperson's Award winner Francisca Nikay Swartz

# Future Managers invests in future entrepreneurs!

The first Centre for Entrepreneurship (CfE) at TVET Colleges was established at False Bay College in 2015 through a partnership between the Departments of Higher Education and Training and Trade and Industry. The Department of Small Business Development then got involved and established another 12 such centres. Two more will be added this year. The Small Enterprise Development Agency (SEDA) fulfils an oversight role for the centres. This initiative forms part of the department's plan to primarily target TVET Colleges to promote entrepreneurship education, training and development. The main goal of the centres is to empower students with skills, knowledge and attitudes so that they can start their own businesses.

Future Managers has a proud history of supporting various initiatives at TVET Colleges. Recently we also started supporting events at the Centres for Entrepreneurship (CFE's). Some of CFE's host annual business plan competitions which Future Managers sponsors.

*Some of the winners of recent college competitions.*



**Mamello Morapedi, Winner at Ekurhuleni West College**

*Khumo Projects is proudly owned by a young African female by the name of Mamello Morapedi. The company was registered in 2018 and specializes in crime scene clean-ups for law enforcement authorities, private homeowners, hospitals, insurance companies as well as funeral homes in Southern Africa.*

**Kgomotso Monnakgotla, Winner at South West Gauteng College**

*Kgomotso Monnakgotla is the founder and managing director of Woodenglass Laboratories. The company specialises in upcycling waste, particularly glass and wood and turning them into beautiful commercial goods.*



**Haadin Waggie, Winner at False Bay College**

*Haadin Waggie's Adventure Sport and Tours is a business that facilitates outdoor adventures for the outdoor adventure seeker, offering both exciting and educational tours. Haadin studied three years boat building and would like to build his own kayaks to add to his adventure tour offering.*

TVET COLLEGE INCUBATION HUBS - Buffalo City TVET College | Lovedale TVET College | Central Johannesburg TVET College | Ekurhuleni West TVET College | South West Gauteng TVET College | Vhembe TVET College | False Bay TVET College | Orbit TVET College | Northern Cape Rural TVET College | Gert Sibande TVET College | Goldfields TVET College | Motheo TVET College

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## College hosts youth entrepreneurship expo

ABRAHAM OLIVER

Events such as the annual Poster and Pitch Competition are catalysts for the hatchery of entrepreneurial ideas which support the vision of increasing youth participation in entrepreneurship. As such, False Bay TVET College is serious about instilling a culture of entrepreneurship amongst the student population, getting them to think differently about entrepreneurship as a career of choice.

The Youth Entrepreneurship Expo and Poster & Pitch Competition creates such a platform for students and graduates to explore and showcase their business ideas. Each idea is evaluated against its economic potential and transferred from the hatchery to incubator for market penetration.

This year, 75 students exhibited their ideas to secure seed capital to start their businesses. Growing on the previous year's event success, participants included the emerging small, medium and micro-sized enterprise (SMME) category and the existing SMME category. The sponsors provided five prizes of R10 000 each for the businesses with an economic compelling market potential.

The exhibition was organised by the Centre for Entrepreneurship Rapid Incubator under the slogan, 'Start, Launch, Build your Business with us'. The event was hosted at the college's Khayelitsha Campus and brought together the entrepreneurial ecosystem which support aspiring young entrepreneurs with both financial and non-financial support.

Organisations such as the Small Enterprise Development Agency, Small Enterprise Finance Agency, Independent Development Corporation, Chamber of Commerce, Kuba, First National Bank, Government Communication and Information Systems, Department of Labour, Services Seta, TSIBA Business School and Future Managers participated in the event. These organisations provided their skills and expertise to evaluate and adjudicate 75 posters presented in the hatchery. The adjudicating stakeholders had a difficult task deciding the winners. However, the following five businesses came out triumphant and received R10 000 each.

The top three winners from the emerging concepts category were Haadin Waggie in first place, Vivian Boyce came second and Siphesihle Ngidi was third. The top two winners from the existing business category were Tenchwill Solomons in the first position followed by William Raophala. The 2016 winner of the first Poster & Pitch competition Yandisa Langa was this year's keynote speaker and



Staff, guests and participants at the youth entrepreneurship expo

shared his journey of building a profitable agricultural business. He appealed to participants to believe in themselves and to play an active role in creating a better future for all in South Africa, by making the most of every opportunity that comes their way. Langa is the overall winner for the #YouthstartCT competition in 2017 for his growing business, Langa's Mountain Enterprise.

Yapa Msezane the 2018 Poster & Pitch winner emphasised the importance of putting in the hard work to bring their concept to reality. He said that they must draw on partnerships to make their dreams a reality.

Besides the R10 000 seed capital for the five winners, First National Bank made a surprise announcement providing the top three winners with additional cash prizes. The bank further committed to providing non-financial support to the top 30 Poster & Pitch participants.

Feedback from the participants and stakeholders highlighted the importance of visibility and networking opportunities.

The college strongly believes that igniting youth entrepreneurship is set to become a major focal area in the future strategy of TVET colleges. Entrepreneurship is at the nucleus of economic growth, and it is definitely an aspect of student development and skills training that should be pursued.

It is one of the goals of False Bay TVET to host the 2020 Western Cape Poster and Pitch Competition comprising the six TVET colleges in the Western Cape.

## Entrepreneurship development in Higher Education Lekgotla

The Entrepreneurship Development in Higher Education (EDHE) in partnership with the Durban University of Technology and the University of South Africa, hosted the third annual national EDHE Lekgotla at the Durban International Convention Centre in June.

The purpose of the EDHE Lekgotla is to share best practice, learn about the latest trends and developments, and foster collaboration with regard to entrepreneurship in higher education - all to the benefit of the South African universities, students and economy.

Themed #Entrevolution, this year's gathering saw student entrepreneurs and TVET colleges being officially included in the programme. Student entrepreneurs were invited to exhibit products they had developed/designed.

Karabo Molantoa was one of two students in the design and manufacturing

sector from ORBIT TVET College's Centre for Entrepreneurship who were afforded an opportunity to showcase his products at the event. They were accompanied by the centre's Nthabiseng Mosala and Mashile Chauke.

Molantoa, co-owner of 'My Own Design' which produces designer clothes thanked the college for affording this great opportunity to learn more about being in business. "I sold items worth about R1 500 in two days, which is more than what I would normally make in Rustenburg over a period of two weeks. The market in Durban is receptive to locally manufactured clothing and they are very supportive. I also took away some sound advice such as opening an online store for people that are not within my vicinity, and to make use of a speed point for people who do not carry hard cash. The experience was truly amazing, thanks ORBIT TVET College," he said.



Karabo Molantoa exhibiting his merchandise at the EDHE Lekgotla



Tshepiso Disemelo showcasing his garments to a potential customer

# Professional development of TVET college managers: A model capacity-building project

Public TVET colleges have a significant role in addressing the lack of much-needed skills in South Africa. However, there remains a serious blockage in the TVET college system of not producing sufficient quality in the delivery of teaching and learning.

While the reasons for this situation are complex and multifaceted, one of the central reasons for the poor delivery is the gap in leadership and management at the site of delivery of teaching and learning – the campus.

If targeted skills needs are to be delivered by the 50 public TVET colleges, there must be effective management and functionality at the 264 TVET campuses. Without a capable and committed leadership and management at the campus level, there can be little progress towards the realisation of the mandate of TVET colleges: to be the vehicle for national economic and social development.

It is on this basis that the professional development of TVET college managers was initiated as a project and funded by the National Skills Fund (NSF) for R7.4 million explains Patricia Garza, project manager at the Department of Higher Education and Training.

“The project is built on the understanding that there is immense collective experience and expertise in our country that can be used effectively. This is true for the TVET sector which has staff with years of training and artisanal experience, as well as younger staff with more up-to-date knowledge. The project thus draws on the effective use of knowledge and expertise within the TVET environment to develop training aimed at building the capacity of managers of TVET delivery sites,” Garza says.

The project has made significant achievements throughout its three phases rolled out from May 2016 to June 2019. No consultants or service providers were utilised in the development of training material nor in the facilitation of training. All training was developed collectively and delivered by managers from the TVET college sector with the support of the department’s project management office.

With the motto ‘We are the ones we have been waiting for!’ Garza is a firm believer that there are in no messiahs out there. In her years of working with communities and educators, she has always found that people have accumulated knowledge and experience, even though they



*Campus managers from phase one (2017) received certificates of participation from Minister Nzimande during their training at Khayelitsha Campus*

may need time and space to articulate it in an organised way. Importantly, using in-house expertise has resulted in the reduction of the training cost dramatically, thereby making the project financially-viable and sustainable.

“The success of the project has been the building of a strong community of practice amongst TVET campus managers. It is a project where campus managers share their knowledge and experience with each other,” Garza adds.

All training has been interactive and very practical with campus managers adapting shared practices for their unique contexts and in line with their individual college policies. In addition, the sharing and interaction takes place daily through a WhatsApp group setup by the project team for college managers.

One campus manager who has participated in all three phases of the training is Mazi Khambule, Main Campus Manager of Maluti TVET College in the Free State. She explains that she assumed the campus manager position in 2010 after being a lecturer for several years. “There’s no school for being a campus manager; no class you can take to learn strategies to employ in campus operations and resolving challenges. So prior to the training, I had to use my own limited management capability in discharging my duties.

“I now look back and can see that I have gained immensely from the training in understanding the different aspects of campus management. Through the project, I have met other managers and am now a part of a community that shares

ideas, skills, information, and even frustrations and importantly learning from others’ solutions.”

Khambule says that now she is a better manager. “The project did not only equip me with skills and knowledge but has established a community of learning for all of us. There are colleagues in different parts of the country I can always engage with. The WhatsApp group also gives me access 24/7 to people I can consult on academic and administrative issues.”

She adds that forming partnerships with the community, for the benefit of the college and the community, is another notable area of progress she has seen on her side since she started the training. “For instance, the college has since entered into a partnership with the Expanded Public Works Programme being implemented by the Maluti-a-Phofung Local Municipality. Through the partnership, the college has access to manpower particularly at the beginning of the academic year when the college is busy with renovations and improvements in preparation for learners. In turn, the municipality has access to meeting rooms at the college. Also, local churches lend us support for memorial services and they too are afforded access to the college’s meeting room facilities.

Garza explains that it is not unusual for college managers to share ideas and experiences about programmes with each other even on a Sunday via the WhatsApp group. “This sharing has encouraged some campus managers to make their own arrangements to visit other campuses with whom they share good practices.

“Not only is the training aimed at better management of the campuses, but also in getting college managers to understand their role in building skilled responsible leaders of the future. Hence one of the training modules was focused on the improvement of campus infrastructure. The assessment of this module saw college managers improve the campus infrastructure, and also building linkages with the local community,” Garza says.

The campus manager of Qadi Campus, Elangeni TVET College in KwaZulu-Natal, Thobeka Dlungwana, attests to the value of building healthy partnerships with the community. Dlungwana had been a campus manager for five years before participating in the training from 2017.

*Continued on pg.42*



*College managers have a round table discussion at one of the training sessions*

# LOCAL AND INTERNATIONAL PARTNERSHIPS

## Collaboration with Nelson Mandela University to empower academic staff

OLAWUMI KATE OLADIMEJI

In pursuit of its obligation to build capacity and enhance the performance of its academic staff, Eastcape Midlands TVET College (EMC) and Nelson Mandela University (NMU) entered into a collaborative partnership. The partnership is aimed at enhancing the facilitation and development of the lecturer qualification programme - the Advanced Diploma in Technical and Vocational Training (Adv Dip TVT).

The Adv Dip TVT is a new qualification programme which focuses on the TVET educational system. The aim of the programme is to contribute towards improving the skills level of lecturers and initiate the annual flow of lecturers to enter the TVET sector.

The college currently enrolled 38 of its lecturers to embark on this programme which commenced in February 2019. To ensure smooth running of the programme, the college sourced funding for the programme of which, 25 academic staff members are funded by the Education Training and Development Practice Sector Education and Training Authority (ETDP-SETA), five engineering lecturers are funded by Manufacturing, Engineering and Related Services Sector Education and Training Authority (MERSETA) while the other eight are funded by the college.

According to the college's Deputy Principal Corporate Services, Vukile Hewana: "The Executive Council of the College has been in constant communication with the university to monitor the progress of the pilot programme and both parties are pleased with how the project has unfolded so far. In addition, the programme has also recorded success in terms of attendance and impact."

Lecturers are excited and optimistic about this new journey. "I am honoured to have been chosen to be part of this training programme. It is an amazing opportunity to enhance my critical thinking skills, pedagogical skills and



Lecturers receiving a lecture at the Nelson Mandela University

classroom preparedness. This programme equips individuals to be an asset as it encompasses all aspects of what a lecturer should be," said Lwandile Ncalu, a college lecturer in the programme.

Lectures have been designed to accommodate the working schedules of the lecturers.

## Partnership that matters

OLAWUMI KATE OLADIMEJI

The partnership between ORBIT TVET College and Electro Diesel has produced some exciting results that will forever be cherished by the college, the students and the college community.

In 2016, ORBIT TVET College received funding for training 41 apprentices, specifically in the welder and electrician fields. Thirteen of the students specialising in welding were based at the Rustenburg Campus, while the remaining 28 students trained to become electricians were from Brits and Mankwe campuses.

The apprentices had to undergo rigorous workshop training at their respective campuses, and were ultimately placed at various employers for work-based exposure. All nine apprentices

placed at Electro Diesel are qualified artisans after passing their trade test following the 18 months practical experience at the company's Rustenburg plant. Electro Diesel CEO Bino Etsebeth says the company is proud to have partnered with the college to make a meaningful contribution towards the educational upliftment of the apprentices. "We wish such achievements could be on the front pages of local and national newspapers and other media platforms, to demonstrate again the effectiveness of a partnership that matters. It is also worth mentioning that we have employed three apprentices on a full-time basis," Etsebeth said.

One of the apprentices' mentors from DCS Transformers, Coen Moolman says he has never had such a committed group of students. "These students come to work early, and when they get



Benson Kanduwa (centre) from the Brits Campus is congratulated by Business Development and Innovation Manager, Peter Matlou and college Principal Dika Mokoena

here, they would ask for more work and even go as far as sacrificing their weekends to sharpen what they have learnt." An additional five of the apprentices have secured contract employment in the Vaal Reefs with a former mentor.

## Foundation promotes artisanal skills

ZANELE MNDEBELE

The Mduduzi Manana Foundation recently launched the 'Adopt-A-TVET' initiative at the Gert Sibande TVET College's Skills Academy and Artisan Development Centre in Standerton, Mpumalanga.

The launch saw the foundation donating plumbing equipment as part of their commitment to address immediate challenges faced by the college.

Mduduzi Manana, Chairperson of the Mduduzi Manana Foundation and former Deputy Minister of Higher Education and Training, encouraged



Mduduzi Manana delivering an address at the Gert Sibande TVET College

students to take their artisanal studies seriously as there is a shortage of qualified artisans in the country. "My foundation's partnership with the college will focus on promoting TVET colleges as institutions of choice," said Manana.

The Deputy Principal Corporate Services Jannie Pretorius received the plumbing material on behalf of the college management. "We are honoured to be the first college to be adopted by the Mduduzi Manana Foundation. I do not have enough fingers to count the number of times Manana has visited the college. His love for artisan students is deeper than the ocean," Pretorius said.

# INTERNATIONAL EXCHANGE

## Student selected for international exchange programme

ROSHIN SCHMIDT

Thousands of hopefuls applied for an opportunity to take part in the Community College Initiative Program in the United States of America (USA). In Africa, only seven were successful including Simnikiwe Ngcawa, the only TVET college student to form part of the successful applicants.

Ngcawa will be enrolled at Northampton College in Pennsylvania, refining her technical skills in business management and administration as well as banking and finance.

Sponsored by the US Department of State, the Community College Initiative Program provides participants with a non-degree, academic-year programme at a US community college. It is designed to develop leadership capabilities, professional skills and English language proficiency.

Ngcawa completed a National Certificate (Vocational) Level 4 in finance, economics and accounting in December 2018. Maintaining her top achiever status, she achieved 17 distinctions of her 21 subjects completed in the duration of her studies. Her growing interest in banking and accounting is what set the ball rolling for her to complete an application for the Community College Initiative Program, and was driven by the support of her lecturers and peers.

An active college student, she has participated in campus activations from student representative



False Bay TVET College executive members Christiana Nel and Karin Hendricks with Simnikiwe Ngcawa and Fish Hoek Campus Manager Charlene Matthews

council, MOT to community outreach programmes. All these attributes contributed to her successful study application.

At a gift handover and farewell, Charlene Matthews, False Bay TVET College Fish Hoek Campus Manager said: "Simnikiwe is a dedicated hardworking student who is a role model to other students at the college. She has proven that her circumstances do not define who she becomes. She will not let her background determine or stifle her future endeavors. We are very proud of her and we have faith that she will keep the

False Bay TVET College flag flying high." The programme participants are recruited from historically disadvantaged communities. After completing the programme, participants return to their communities with new skills and expertise to help them contribute to the economic growth and development of their areas. Participants study in one of the following eligible fields: agriculture, applied engineering, business management and administration, early childhood education, information technology, media, public safety, tourism and hospitality management.

## Students off to China

LAME MORUBANE

Twelve Motheo TVET College N6 electrical engineering students departed for China in June. The students have been given an opportunity to participate in a 12-month internship programme funded by Construction Seta (CETA) in partnership with the Chinese Culture Centre.

The programme seeks to create opportunities for the students to gain work experience. This will be achieved by integrating them in a real work learning methodology utilised by most companies in China.

During the send-off function, the College Principal, Prof Dipiloane Phutsisi, said: "Today we are here to celebrate the opportunity that has been given to you to go to China. I expect all of you to remember that you are ambassadors of the college and are representing the country."



Electrical engineering students with Deputy Principal Mphela Kgasago at the send-off ceremony

## College students to receive civil and building construction training abroad

MARK LAWRENCE

What an exciting journey ahead for a few building and civil students from Northlink TVET College's Belhar Campus. With the assistance of the college and the Construction Education and Training Authority (CETA), a student exchange programme is underway. This is a huge opportunity for the students and their families. The training

will provide them with invaluable knowledge and experience.

A few months ago, the campus was tasked to identify 30 building and civil students who had successfully completed N1-N6. The college is proud to share that nine candidates were successful in being chosen and will be spending a full year in China. These students

all come from humble beginnings and a diverse cultural and social background, but they all want to be successful in their educational endeavours.

The college wishes the group the best of luck and trust that they will make Northlink, the sector and their country proud during their stay in China.

# WORK-INTERGRATED LEARNING

## Work-based exposure for engineering students

WALTER LANGA

Forty Waterberg TVET College Level 4 students participated in work-based learning during the winter recess. This afforded the students an opportunity to practice what they are learning in class and also to expose them to the real workplace environment.

Students, who engaged in the work-based learning, are enrolled in engineering and related designs, civil and building construction as well as electrical infrastructure construction. Host employers included Auto Fix, Millennium Combined School and Pax College. The aim of the college is to have all Level 4 students engage in work-based training during the April, July, September and December recess periods.

The TVET curriculum requires the integration of theory and practice. The practical component may be offered in the workshop or simulated environment and/or in the real workplace. The relevance of content knowledge and skills and the quality of the graduates that colleges produce, depend on the level of practical training and work-based exposure that the students receive over the years of their training.

The Minister of Higher Education, Science and Technology, Dr Blade Nzimande, has over the years called upon TVET colleges to build strong linkages with business and industry in order to achieve the goals of offering

quality technical and vocational education and training.

“We are grateful to have dedicated lecturers who make a concerted effort to find workplaces for students to do their practical work. We are

also calling on more host employers to join in and empower the students. In return for their participation, they may find that they remain competitive in an increasingly knowledge-based economy,” said Principal Selaelo Lekoloane.



Brian Phasha doing his practical work at Auto Fix

## More than 300 students to participate in workplace programme

THOBILE TSHABALALA



Students listening to presentations during the WIL induction

In a bid to providing students with quality education including the integration of theory and industry practice, Majuba TVET College has received a huge financial boost from the sector education and training authorities (Setas). This will create more than 300 work-integrated learning opportunities for students being placed in different workplaces for a period of 18 months.

The funding will be provided by Safety and Security Sector Education and Training Authority (SASSETA) and the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA). The Setas will be responsible for the payment of stipends for participating students. This initiative contributes towards the Department of Higher Education and Training’s ambitious plan of turning every workplace into a training space.

In an induction function held at the Centre for People Development Campus, Acting Assistant Director Work-Integrated Learning Deepak Mohan, congratulated the students on completing their studies and also taking part in the college’s work-integrated learning programme. He also expressed his gratitude for the support received from the Setas which played a huge role in training students from the college.

Representatives from the Setas who were also present gave a presentation on how the partnership with the college works, the roles of different partners and what is expected of the students while doing their practical in various workplaces.

## SAMSA on board for 2019 TVET Month



Deputy Minister of Higher Education, Science and Technology, Buti Manamela, addresses the audience at the launch of the TVET Month

The month of August is commonly known as TVET Month for those in the space. This year marks the sixth year since the Department of Higher Education and Training has been hosting TVET Month in August and this year's activities were in collaboration with the South African Maritime Safety Authority (SAMSA).

The mission of SAMSA is to promote South Africa's maritime interests, and develop and position the country as an international maritime centre, while ensuring maritime safety, health and environmental protection.

On 01 August, the Deputy Minister of Higher Education, Science and Technology, Buti Manamela, officially launched the 2019 TVET Month at King Sabata Dalindyebo (KSD) TVET College's Mapuzi Campus, Eastern Cape.

The month of August is commonly known as TVET Month for those in the space. This year marks the sixth year since the Department of Higher Education and Training has been hosting TVET Month in August and this year's activities were in collaboration with the South African Maritime Safety Authority (SAMSA).

TVET Month was first introduced in August 2014 by the Department of Higher Education and Training as a means to address South Africa's skills needs and to promote artisanship to the youth not in education, employed or training.

This commemorative month was established after the launch of the Decade of the Artisan campaign. The campaign, which sought to promote artisanship as a career of choice to South Africa's youth, will run until 2024. Through the advocacy campaign, youth development is promoted and prioritised, specifically development of artisanal skills in engineering - electrical, civil and mechanical - and in hospitality studies.

An artisan is a person who has been certified as competent to perform a listed trade in accordance with the Skills Development

This commemorative month was established after the launch of the Decade of the Artisan campaign. The campaign, which sought to promote artisanship as a career of choice to South Africa's youth, will run until 2024. Through the advocacy campaign, youth development is promoted and prioritised, specifically development of artisanal skills in engineering - electrical, civil and mechanical - and in hospitality studies.

Act. These trades include boilermaker, carpenter, chef, diesel mechanic, electrician, and hairdresser. Artisanal programmes will assist in producing the 30 000 artisans a year as prescribed by the National Development Plan (NDP) in its 2030 targets.

In his address at the launch of TVET Month, Manamela indicated that the department would like to see students in TVET colleges considering careers in the maritime field. "We are quite excited that SAMSA is raising awareness and educating us about various maritime programmes and careers," said the Deputy Minister.

Manamela also highlighted that TVET Month takes place in August of each year, which is also the month in which women are celebrated in South Africa. He

"We encourage more women to enter into careers which are regarded as male-dominated. We would also like to see more women in leadership positions, as managers and directors of large organisations. There are many opportunities for young South African women with a vision and the commitment to stand on their own. Hard work, dedication and persistence are critical ingredients for success," said Manamela.

acknowledged the immense contribution towards the liberation of South Africa made by women like Helen Joseph, Rahima Moosa, Sophie De Bruyn, Lilian Ngoyi and many more. He told the delegates that the department aims to build a South Africa where young women are encouraged to take power and authority just like the estimated 20 000 women who marched to the union buildings on 9 August 1956.

"We encourage more women to enter into careers which are regarded as male-dominated. We would also like to see more women in leadership positions, as managers and directors of large organisations. There are many opportunities for young South African women with a vision and the commitment to stand on their own. Hard work, dedication and persistence are critical ingredients for success," said Manamela.

Learners from high schools in the area were afforded an opportunity to interact with various exhibitors from TVET colleges, sector education and training (Setas), as well as the department's Khetha career services.

Officials from Khetha are trained to offer career guidance and assist learners in identifying their passion, career interest and educational pathways. The Setas shared information on the scarce skills occupations, which will help learners to choose the right careers which are in demand in the South African labour market.

The Deputy Minister expressed gratitude to the educators who accompanied the learners: "Thank you very much for your dedication and hard work. I know your job is not an easy one, but I daresay, that when you succeed, it is an immensely rewarding one. Help us make TVET colleges the institutions of choice for learners who want to follow a vocational career path."

# Female artisans on the rise

ROSHIN SCHMIDT



Occupational boilermaker/welder lecturer Lee-Anne Andrews and Candra Pedro, the first female trade tested shipbuilder in South Africa, and Trade Test Coordinator Ndileka Ndzolo.

A gender revolution has begun in what is traditionally viewed as male-dominated industries, led by women artisans produced by South Africa's TVET college system.

With the country experiencing an official unemployment rate of 27.6% and a youth unemployment rate of 63.4%, there is no time to wait for everyone to get with the gender equity programme.

For Lee-Anne Andrews, her artisanal journey commenced in 2008 when she enrolled for the NC(V) engineering fabrication certificate course at Northlink TVET College. After passing with many distinctions, she joined Damen Shipping as a

On the other hand, Bonteheuwel-born Candra Pedro began making unusual but natural choices in high school, including taking woodwork as a subject. With her father and brother being artisans, after matriculating at Spes Bona High in 2010, she enrolled for the N5 level National Certificate in multidisciplinary drawing office practice.

boilermaker apprentice in 2011 and passed her boilermaking trade test in May 2013, becoming the first female boilermaker in South Africa. At 27, Andrews is now lecturer at False Bay TVET College.

On the other hand, Bonteheuwel-born Candra Pedro began making unusual but natural choices in high school, including taking woodwork as a subject. With her father and brother being artisans, after matriculating at Spes Bona High in 2010, she enrolled for the N5 level National Certificate in multidisciplinary drawing office practice.

Soon thereafter, she saw an Armscor advert for a shipbuilding apprenticeship, immediately applied and was placed in the shipbuilding apprenticeship programme based at the Simonstown Dockyard. After completing her structural steel and plating N2 Certificate at Northlink TVET College and he required six years work experience, she took the trade test at False Bay TVET College in May 2019.

Pedro was tested by Andrews for her shipbuilding trade test. "I admired her confident ability to perform under tremendous pressure. I am really proud of her for setting a benchmark and being so inspiring to other young women," Andrews said.

False Bay TVET College Trade Test Centre coordinator, Ndileka Ndzolo, is quick to dismiss anyone who thinks that the path female artisans choose is easy.

"The artisan environment is not easy at all. Having been a male-dominated environment, learning and succeeding in it requires a lot of courage, focus, determination and resilience."

Despite this, Ndzolo says there has been a substantial increase in females successfully completing trade tests, "especially in the past

"The artisan environment is not easy at all. Having been a male-dominated environment, learning and succeeding in it requires a lot of courage, focus, determination and resilience."

two years or so", which she ascribes to the Department of Higher Education and Training's strategy from around 2014 of promoting artisanal trades through roadshows.

Pedro says her male supervisors and head artisans were protective of her as the only female and youngest apprentice in her class. That did not mean she had an easier ride but she is grateful to the staff for always pushing her to do more, especially now-retired shipbuilding training officer, Rafieq Fisher. Pedro's achievement also helped her class and workmates to see their trades less in terms of gender and more in terms of competence and skill.

Having blazed the trail, both lecturer and apprentice feel more women will become artisans, as role models now exist who proved that it can be done. "If you can stand heights and tight spaces and getting dirty, all you need to succeed is determination, perseverance and self-belief," says Pedro.

# National Artisan Development Roadshows 2019

The Department of Higher Education and Training invites artisan stakeholders to the **National Artisan Development Roadshows** to be held around the Republic of South Africa.

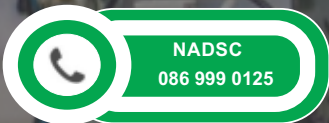
DHET invites the following stakeholders to register to participate in their provincial leg of the roadshows:

- \* **EMPLOYERS**  
(Private and Public)
- \* **ORGANISED LABOUR**
- \* **SKILLS DEVELOPMENT PROVIDERS**  
(Private and Public)
- \* **GOVERNMENT DEPARTMENTS**  
(All tiers of government)
- \* **OTHER ARTISAN RELATED STAKEHOLDERS**
- \* **INTERNATIONAL PARTNERS**
- \* **SETAs**
- \* **NGOs**

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# Emerging artisans to compete in Russia

NASHVEER NEMESAR AND TUMELO MOROBE



*Philile Jessica Mngadi to compete in the electrical installations trade*

A group of 24 budding artisans from TVET colleges, universities of technology and private training centres will represent South Africa at the WorldSkills International Competition in Kazan, Russia from 22 – 27 August 2019. The 45th World Skills International Competition will bring together more than 1 400 young professionals representing 67 countries competing in 56 different skills.

The apprentices from South Africa are gold medal finalists of the 3rd WorldSkills South Africa held in Durban in March 2019. Their wins in different skill areas qualify them to compete on a global scale in Russia in 19 different skill areas under the following categories: construction and building technology, creative arts and fashion, information and communication technology, manufacturing and engineering, social and personal services, and transportation and logistics.

Twenty-two-year old Philile Jessica Mngadi from uMzinyathi village in Durban, KwaZulu-Natal, is one of the contestant in the electrical installations category. She won a gold medal at the national competition held in Durban and was the only woman to compete in that category.

Speaking at the sendoff ceremony held in Gauteng early in August, she explained that when she enrolled for a diploma in electrical engineering at eThekweni TVET College in 2015, this was when she fell in love with electrical engineering. This was after doing a learnership in maritime studies which comprised electrical and mechanical engineering.

In April 2017, Mngadi completed her N6 and is now taking part in a three-year apprenticeship programme at Edison Power

Group in Durban. Mngadi said that she will forever be grateful to Bongzi Ntshingila, training officer at Shukela Training Centre, for inspiring her to take part in the WorldSkills South Africa competition. "She made me believe that I have what it takes to win. She is the one who introduced me to the competition and gave me useful tips while doing my apprenticeship at Shukela Training Centre in Durban," said Mngadi.

Electrical installation expert from PNT Technologies Nicolaas du Plessis said: "I have found her [Mngadi] to be dedicated and committed to doing her best in everything she does and is always willing to learn. She has an amazing attitude towards her work and follows instructions and recommendations given to her, which helps her to achieve tasks assigned to her efficiently," said du Plessis, also part of the WorldSkills South Africa's technical team.

The Department of Higher Education and Training's Deputy Director-General Skills Development, Zukile Mvalo, indicated that the enormous pressure experienced by the competitors at the national competition will be much more extreme at the international contest as they will be competing with strong counterparts from more advanced countries such as China, Russia, Brazil and India. "The competition is going to be tough, but we will show them what South Africa is made of. We have confidence in you and the work done by the national experts. The fact that you have reached this level means you are winners. Go out there and represent the country well," said Mvalo addressing the competitors at the

send-off. Artisan skills are seen as one of the mechanisms that will ensure that the majority of citizen's access economic opportunities in order to contribute meaningfully to the economy with the skills they possess. South Africa needs to produce mid-level skills that will contribute to the elevation of the economy from its current state and increase the number of citizens who work.

It is for these reasons the Department of Higher Education and Training is playing an active role towards the annual production of 30 000 artisans by 2030, as prescribed by the National Development Plan. In the 2016/17 financial year, the department reported a total of 21 188 artisans were competent. This is a significant milestone for achieving the 2030 target, but artisan development initiatives will need to be intensified in the remaining years leading to 2030.

Through the institute for National Artisan Development (Indlela), the department hosts the bi-annual WorldSkills competitions to promote artisan skills as a viable career choice for South Africa's youth. Indlela develops, coordinates and implements artisan-related career guidance to school learners and/or post-school persons by way of advocacy programmes such as the Decade of the Artisan and WorldSkills South Africa amongst other interventions. Indlela is further responsible for coordinating the participation of TVET colleges in partnership with industry and sector education and training authorities in the national and international WorldSkills activities.



*Female Contestants at the WorldSkills International Competition send-off ceremony from left - Philile Jessica Mngadi (electrical installations), Hannah Smith (graphic design technology), Ntsako Shidzinga (restaurant services), Nicole Thebus (hairdressing) and Melanie de Lange (cooking)*

# WorldSkills SA national expert: Once a competitor now a coach

TUMELO MOROBE



Treasure Mokgohloa at the Automation Expo held at Spier Wine Estate in Stellenbosch, Western Cape



notable impression at the national competition back in 2015," Mokgohloa added.

Christopher Oliver, area manager South Africa and Southern African Development Community at Festo said: "I met Mokgohloa in 2015 when I was a national expert for mobile robotics at the national WorldSkills competition and he possessed this great attitude that attracted us to him. He has been with us for four years now and it has been great having him here. He is a dynamic, hard-working and reliable young man who puts his all in everything he does."

His responsibilities as a national expert include preparing, mentoring, motivating and coaching competitors at the international competition. He will forever be grateful to his brother who inspired him to study at a TVET college. Mokgohloa attributes his success to the support he got from dedicated lecturers at the college.

Support and installation technician at Festo South Africa, Treasure Mokgohloa, is on the team of national experts for WorldSkills South Africa. The national certificate vocational (NCV) Level 4 graduate in electrical infrastructure construction is mentoring and coaching mechatronics competitors representing South Africa at the 45th World Skills competitions in Kazan, Russia.

The 26 year-old was born in Moletjie village and raised in Seshego in Limpopo. He completed his Level 4 certificate at Capricorn College for TVET in 2013 and subsequently enrolled for a national N Diploma in Electrical Engineering at Tshwane North TVET College.

In 2015, he represented South Africa at the 43rd WorldSkills competition which took place at Anhembi Parque, São Paulo, Brazil. Since then, he never looked back as he remained involved in the WorldSkills competitions as a floor manager and technician. He explained that it has been the best experience ever.

"The WorldSkills competition is fun and I also get to learn new things, share my skills and knowledge. There is always a challenge and a lot of joy comes when things come together. I am passionate about physics and astronomy and have always seen myself working on smart technologies, such as robots, automated-guided systems and computer-integrated manufacturing equipment," he said.

Speaking on his appointment as the national expert in mechatronics, Mokgohloa said he was honoured and humbled. "It's

an honour for me to have been given the opportunity to showcase my talent and also help competitors in achieving their goals in the competition. This is the competition that has launched my career, and I am now permanently employed at a leading automation technology company, Festo South Africa, after making a



Technology enthusiasts listen attentively to Mokgohloa's presentation about Festo products and services at the Automation Expo held at Spier Wine Estate in Stellenbosch, Western Cape

## Career service for all ages

The Department of Higher Education and Training (DHET) is committed to ensuring that learners are equipped with necessary information that will enable them to make informed career choices. This includes encouraging them to apply on time to post-school education and training institutions of their choice.

In this regard, the department has established a greater level of awareness on furthering education and career paths through the establishment of the Career Development Services (CDS) unit. The unit advises, guides and shares information on careers and spearheads the Apply Now! campaign which seeks to encourage learners to apply for admissions to post-school institutions on time.

CDS offers a multi-channel career service for all ages that includes a national career helpline which can be accessed through the telephone, SMS or 'Please Call Me', email, webchat and social media platforms. It also offers online self-help tools that bring free, quality career information to members of the public.

In addition, the CDS outreach team takes all these services to the people, especially those in rural areas, through participating in career events across the country. Its activities include the career advocacy campaigns, the development and production of career publications and resources and the educational, informative Khetha Radio programme.

The latest addition to the CDS suite of services is the computer-based questionnaire to be rolled out at all public TVET colleges from September 2019 to March 2020 following the successful pilot implemented in eight colleges. The computer-based questionnaire is designed to assist students opting to further their studies at TVET colleges to identify appropriate study courses and programmes based on their interest.

CDS director, Letshego Mokeki says that through various activities, learners are encouraged to apply their minds in choosing subjects towards a qualification of their choice. The choice of subjects can be based on the desired qualification or profession, subjects that interest the learner, subjects in which the learner is good at and earns high scores and also advice from parents, class teachers and life orientation teachers. Learners are also encouraged to choose subjects that will allow them to explore careers in high demand.

There are numerous post-school education and training options available for learners who want to study further and hence they are encouraged to consider all options before they apply for admission to any career.

"Studying towards any scarce skills careers might offer rewards and job opportunities upon completion. Learners must know the scope of opportunities that exist at TVET colleges, learnerships offered by the sector education and training authorities and programmes offered by universities. In addition, there are a number of funding options available to South African students and learners should ask about bursaries from the institutions to which they seek admission. This includes the National Student Financial Aid Scheme, a government funding

scheme for those that seek financial assistance in order to enrol or continue with their studies at any public institution in South Africa," Mokeki adds.

### National career advice portal

The National Career Advice Portal (NCAP) is an integrated online self-help career information portal designed to facilitate information career and study choices. NCAP provides the public - learners, youth not in employment, education nor training, teachers and parents - with easy to use information on occupations (careers), qualifications (including learnerships) and post-school education and training institutions.

There are over 1 400 different occupations to choose from that are included in the NCAP which are informed by the Organising Framework for Occupation, an international classification system for occupations. These occupations are also further categorised into occupations in high demand and green skills.

Moreover, on completion of a career interest assessments in the NCAP, users can explore career and study options linked to their own interests. NCAP also features career videos for each occupation and information on all public post-school education and training institutions and courses they offer.

### Apply Now! campaign

The Apply Now! campaign is coordinated through universities and TVET colleges where information is collated from the institutions and shared with learners via the Khetha Radio programme as well as social media networks, seminars organised by the DHET in partnership with the Department of Basic Education.

To achieve greater impact, the campaign also targets teachers, parents and the public at large. In each year between March and September, a number of activities take place around the country to create awareness on the importance of applying on time. These activities include school visits, exhibitions, booklet distribution, blitz campaigns, radio, television and digital promotions.

The Apply Now! Campaign is but one of the advocacy campaigns being spearheaded by CDS. The campaigns are rolled out in different languages depending on the target geographical locations but the fundamental aim is to inform, engage, promote and create awareness of CDS services and the broad range of opportunities within the post-secondary education and training system.

### Careerhelp website

The Careerhelp website provides users with comprehensive information on career and study options and public and private institutions in South Africa. Information on application processes, requirements for entry into programmes and courses, as well as subject choices and occupations in demand are some of the topics covered on the website.

### TVET career interest questionnaire rollout

The computer-based career interest questionnaire seeks to complement the existing numeracy and literacy assessment being used at TVET colleges. It does not measure academic ability or potential, yet the results of the pilot show that prospective students find it helpful in identifying appropriate study courses linked to their interests.

The questionnaire was piloted at eight TVET colleges which include Boland, Gert Sibande, Ingwe, Majuba, Northlink, South West Gauteng and Vhembe TVET colleges. Student support services at the eight colleges were also trained during the pilot on how to administer the questionnaire and how to advise learners upon completion of the questionnaire.

The pilot assisted to determine the readiness of TVET colleges in the implementation of the assessment tool and whether colleges had suitable and compatible technology infrastructure to host the questionnaire. The technology that supports the questionnaire is based on open source software and does not carry any licensing fees for TVET colleges.

The TVET interest questionnaire will be implemented at the remaining TVET colleges through training and installations from September 2019 to March 2020.

### Khetha Radio programme

The Khetha Radio Programme aims to assist the public navigate through the post-school education and training system (PSET) with a specific focus on career planning and life-long learning. Through a partnership with the South African Broadcast Corporation (SABC), CDS hosts a weekly show which is broadcasted on 13 different radio stations.

It is a live broadcast that tackles career-related matters from choosing subjects in high school to making informed career decisions. This platform affords listeners an opportunity to interact with qualified career advisors through a discussion facilitated by an SABC education presenter.

The PSET is well-represented during these 25-minute shows, thus allowing different target audiences to receive quality-assured information on the different segments of career development.

Tune into Khetha Radio on the partner stations listed on the Careerhelp website, or access the radio inserts as podcasts which are uploaded on the website after every show.

*Learners that seek information on when and how to apply are encouraged to contact the CDS career helpline 086 999 0123 or visit [www.careerhelp.org.za](http://www.careerhelp.org.za)*

*NCAP can accessed at <http://ncap.careerhelp.org.za>. A pen and paper version of the assessments is also available on the website.*

## TVET colleges set to drastically cut enrolment queues

**Students are able to now pre-register and do course placement screening and provide financial information before they arrive at the college.**

Prospective TVET college students are about to experience a revolution in the way they access TVET institutions. Gone will be those long queues, the struggle for registration and the nightmare of paperwork that comes with enrolments. All that is soon to be replaced by remote self-registration for students using state-of-the-art technology designed for and in collaboration with SA TVET colleges.

Put simply, the Student Profiler is an online service that has been honed over the past seven years to provide a means to gather information and make decisions specific to the TVET colleges in South Africa. In principle, students provide four types of information such as registration and background information, including financial needs and disability information. The Student Profiler also allows for decision-making. Within the profiler, students register preferences for their career and course choice and the assessment will confirm their abilities against their choice and places them accordingly. The literacy and numeracy skills assessments are used to screen applicants to ensure that they have the underlying skills to complete the course. There is also the screening for learning essentials, such as prior exposure to study skills and research

information to inform future planning which includes transport details, access to suitable home study environment and nutrition. The Student Profiler report is available for individuals which includes a summary report from campus to course level.

"It's a win-win situation all-round," says Andrew Motlhatlhedhi of Tshwane North TVET College. "We have been working with Shaping the Learner and DO-IT Solutions since 2012 to make this profiler really fit-for-purpose as an enrolment and registration tool. We have always known the bottleneck was around providing enough computers on campus to test students. But by changing the model and encouraging remote registration, teachers, parents and members of the public can go online and assist students to pre-enrol at a college at any time of the year."

Earlier this year, research done by partners Do IT Solutions UK and Shaping the Learner SA suggested that a significant portion of prospective students have access to computers and/or smart phones and would welcome the ability to pre-register via home access, local libraries, community centres or internet cafes. While benefiting students, significant time-savings will also be realised by the colleges in administrative duties and

in areas as diverse as course enrolment and disability reporting. The increasing push for evidence and audits particularly around funding and disability has made the profiler not just the tool of choice for many, but the "must-have" service that is fast becoming indispensable for every TVET college.

### **There's even more – an APP for download!**

The pre-registration assessment can be done on any desktop, laptop, tablet or cellular device. The APP is available for Android devices and can be used offline to mitigate the high data costs.

Colleges are invited to take on board the Student Profiler system before the end of 2019 and will automatically have an online open public profiler access point on the college website added free of charge when signing up. The free addition agreement will apply from the date of activation between now and end of 2019. Relevant college leaders can contact Gerald Williamson on 011 682 1716 or email [gerald@shapingthelearner.com](mailto:gerald@shapingthelearner.com) for further enquiries and information on the Student Profiler.

## The Student Profiler System



Phone: 011-682 1716  
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## Construction project on track



Ongoing construction at Ikhala TVET College Sterkspruit Campus in Eastern Cape

The Department of Higher Education and Training is making significant headway in the construction of 10 new TVET college campuses in rural or semi-rural areas across the Eastern Cape, KwaZulu-Natal, Limpopo and Mpumalanga.

The TVET infrastructure development, funded by the National Skills Fund and sector education and training authorities for R2.5 billion, contributes towards creating access to quality post-school training institutions in each of South Africa's 44 district municipalities.

Of the 13 TVET campus which form part of this infrastructure project, three new campuses were launched in January in time for the 2019 academic year, namely: the Thabazimbi Campus at Waterberg TVET College in Limpopo, Bhambanani and Nkandla A campuses at Umfolozi TVET College in KwaZulu-Natal.

The department's infrastructure project manager, Steven Mommen, explains that the construction of the ten additional campuses is at different stages with more than 5 000 students to be accommodated at the campuses when the construction is complete.

A total of four new campuses are being built in the Eastern Cape, namely; Ikhala TVET College Aliwal North Campus, Ikhala TVET College Sterkspruit Campus, Eastcape Midlands TVET College Graaff-Reinet Campus and Ingwe TVET College Ngqungqushe Campus.

Kwa-Zulu Natal, on the other hand, has seven campuses under construction. The two campuses of Umfolozi TVET College, Nkandla A and Bhambanani, are almost complete and significant headway has been made at the Esayidi TVET College uMzimkhulu Campus and uMgungundlovu TVET College Msinga Campus. The Greytown Campus of uMgungundlovu TVET College and two Mthashana TVET College campuses, Kwagqikazi and Nongoma, also form part of the TVET college campuses being built in KwaZulu-Natal.



Umfolozi TVET College Nkandla A Campus opened in January 2019



Artist impression of the Balfour Campus of Gert Sibande TVET College in Mpumalanga province

One additional campus is being built in Mpumalanga, the Balfour Campus of Gert Sibande TVET College, although there have been construction delays.

"The construction of the campuses bodes well for the department in increasing access to TVET college learning programmes and transforming TVET colleges to institutions of choice," Mommen says.



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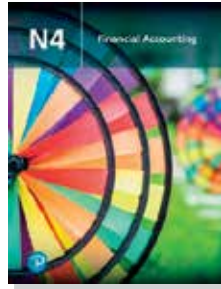


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### Sample pages from Management Communication N4

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Simple explanations help students to understand content

**Unit 2: Communication process employed by the mass media**

**LEARNING OUTCOMES**

- Define 'mass media' as an extension of the interpersonal communication process.
- Sketch an elementary diagram of the process.
- Identify the elements in the process.
- Explain the differences between the interpersonal communication process and the mass communication process.

**Introduction**

Interpersonal communication is two-way, where understanding of the message can be reached through instant or continuous feedback. Mass communication differs from this process because it is a linear or one-way process. Communication takes place via a medium in order to reach a large number of people (hence the term 'mass') making interpersonal interaction difficult. Feedback is often delayed and limited and if the recipient does not understand the message, the communicator will not learn.

The mass media refers to the **technology** used by organisations to produce and distribute messages to large audiences.

**Keyword**  
**technology** machinery, electronic devices and tools used to solve problems and replace manual activities.

Figure 5.1: Examples of different types of media.

Unit 2: Communication process employed by the mass media 95

**ACTIVITY 5.1**

Examine the following advertisement. Try to determine the following:

- Who is communicating?
- What is the message?
- What medium is used as the example?
- Who is the advert target?

**1. Understanding the communication process**

Remember that an organisation can use different media to communicate different messages. The print media could be an advertisement in a magazine or it could be printed as a poster to attract online selling opportunities. There are different ways of accessing the target market. An organisation may use a different medium to get a different message across to its target market.

The diagram shows a linear flow: WHO COMMUNICATOR (The news team) → SAYS WHAT MESSAGE (Times about a massive banking attack) → USING WHAT MEDIUM (Television) → TO WHOM RECEIVER (South African citizens) → WITH WHAT EFFECT? RESULT (Do they understand the language and the information? Can citizens give feedback to the news team? Why do they need to know this information?).

Figure 5.2: The communication process.

96 Module 5: Mass media and advertising

Full-colour photographs support learning

Diagrams enhance understanding



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*Ngqungqushu Campus of Ingwe TVET College in Lusikisiki has built partnerships with local secondary schools, shares workshops and demonstrates the use of machinery*

She says: "Through strategic partnerships with the business community, we are now able to place our students and assist other campuses with student placements. The community also sees us as an active civic member. For example, one year we helped to paint and tile a crèche. This year, our NCV students commenced with the training of local matric pupils in basic computer skills at no cost."

Dlungwana went into this training to improve her campus management skills, to be able to plan better and generally improve the situation on campus. In the two years since being part of the training, she has seen great improvement in her personal growth as a manager.

"The training had a session focused on planning and monitoring. I am now able to set more realistic goals and able to monitor those targets and ensure I have a proper plan on how to reach those targets. I have also learnt the value of having daily briefing meetings with the campus staff. The daily briefing allows for open communication as it is a platform to make announcements, remind staff about notable issues and keep track of deadlines for submissions.

"The focus on student-centred campuses is possibly my main lesson from the training because we are in these positions to service students well."

Prior to the training, Dlungwana explains that the college did not have regular meetings with the student representative council (SRC) class representatives. However, she has since introduced the practice of open dialogue and regular engagement with the SRC. The college has not had a student strike since 2016 and she attributes this to the constant engagements with the SRC which enables the college to resolve student issues before they manifest into student demonstrations.

Dlungwana has also been able to build a solid management team, with all staff having clarity of campus operations. She now does not worry about whether certain activities will be done correctly when she is out of campus.

### Quality is key for TVET college image

Through this project, campus managers from TVET colleges all-around the country are beginning to see their campuses as hubs from which the country's much needed future technically-skilled young people will emerge.

The President of the South African Principal's Organisation and principal of Majuba TVET College, Sanele Mlotshwa, confirms that he has seen a noticeable change in the running of campus operations across Majuba's nine campuses since seven college managers participated in the capacity-building training.

"The most evident positive outcomes have been the improved compliance with policy and performance requirements and a renewed commitment to teaching and learning. Our records also show a steady decline in lost teaching days as a result of student unrest and we can also see improved academic performance in most campuses," Mlotshwa says.

Prior to enrolling Majuba's managers for the training, Mlotshwa explains that campus managers lacked a holistic understanding of campus management and had no sense of ownership of their campuses. Working relations between the SRCs and campus staff were nonexistent. Managers were distant and not in touch with their internal stakeholders, the students and SRCs, which fueled student disruptions and unrest at campuses.

However, Mlotshwa is pleased that after the training, he can see more ownership

with campus managers taking charge of their learning sites. "I am equally pleased about the improved monitoring and evaluation of the teaching and learning processes with managers now analysing historical trends to inform planning and decision-making. There is now better interaction with SRCs through weekly meetings and regular staff meetings.

"The trained managers are now more assertive and confident in their interaction with senior and middle managers through report writing and graphical presentation of data, I have also seen managers making hard and unpopular decisions when required," Mlotshwa adds.

"The department should consider extending this initiative to managers who work closely with campus managers, such as heads of departments, as a means to strengthen the capacity required for achieving teaching and learning targets," Mlotshwa ends.

Currently, the project is working with a university in getting recognition for its modules, as part of a qualification specifically for campus managers.

### Notable highlights in the three phases which has seen capacity built at different levels:

- Trained trainers from TVET colleges: 15 principals, 26 deputy principals and 7 senior managers representing all 9 provinces.
- Trained to monitor and support: 18 regional officials, 50 deputy principals (academic) and 50 principals.
- Established communities of practice: Daily online sharing and support platform developed for all campus managers at no cost to the department.
- Administrators developed as coordinators: 7 young administrators from TVET colleges from different provinces were trained to manage the coordination and logistics of training at different clusters.
- Young managers given international experience: 17 campus managers, which included deputy principals (academic), acting principals and student support services managers went on a learning trip to China. The relatively young group, aged below 40 years, were given exposure to international practices and networks to build future partnerships for their colleges.
- Six young postgraduates trained, mentored and coached: These young employees of the project are now permanently employed at the Quality Council for Trades and Occupations, Department of Basic Education, the TVET Youth and Development Directorate within the department, Telkom and NSF.



*Team building activities aimed at building the TVET community of practice*

# South Africa-China job fair

PHANUEL CHAUKE

The Ekurhuleni West TVET College's Boksburg Campus hosted more than 40 Chinese companies operating in South Africa for the inaugural South Africa-China Enterprise and Trade Association Job Fair organised in partnership with the Chinese Culture and International Education Exchange Centre.

The job fair was aimed at connecting young unemployed South Africans with Chinese companies that are able to offer experiential training and work opportunities. The event attracted over 1 000 students who were seeking information and jobs from the Chinese companies. Other TVET colleges' students who did their internship training in China were also invited to check out opportunities that are presented by the Chinese companies.

Addressing the audience, the Chinese Ambassador to South Africa, His Excellency Lin Songtian said that there is a need for more Chinese companies to come and invest in South Africa and be part of its economic development. China has committed more investment in South

Africa and Chinese investors have been steadily building their direct and indirect investments in South Africa in various sectors such as manufacturing, banking, textiles and property.

Acting CEO of the Manufacturing, Engineering and Related Services Seta MERSETA Wayne Adams said that there is a need to step up training in various artisanal trades to meet the country's demands. He appreciates the training opportunities afforded to young South Africans in China, as well as the exposure they get through these types of events.

Regional Manager for Gauteng and Free State at the Department of Higher Education and Training, Hellen Ntlatleng, also expressed her gratitude for the opportunity of the yearlong internship in China. She thanked MERSETA for paving the way for the other Setas to partner with the Chinese Culture and International Education Exchange Centre.

The event was a success as a result of the collaboration between exchange centre, China Economic and Trade Association, MERSETA and Ekurhuleni West TVET College.

## INTELLECTUAL DEBATE

# The contested meaning of transformation in higher education in post-apartheid South Africa

At the tail-end of her tenure as Minister of Higher Education and Training, Dr Naledi Pandor was conferred a doctorate in education by the University of Pretoria. Having received the qualification, Pandor is a beacon of continuous, lifelong learning and should give impetus to many others that you can never be too old to learn.

"We should all try to pursue our dreams and learn as much as we can. We need to encourage our institutions to be aware of the diversity of persons who may wish to resume their education or attempt new professional studies," said Pandor in a statement released shortly after her graduation.

### Here's a summary of her thesis:

Transformation is a concept that is widely used with regard to higher education in post-apartheid South Africa. Research indicates that transformation is a desired objective. It appears as a strategic priority in national policy as well as in institutional policy documents. Despite the significance of transformation and stated commitments to achieving it, a wide body of research and current national debates suggest that transformation remains an elusive objective worthy of study.

The aim of Pandor's research was to explore and analyse the meanings of transformation in higher education in post-apartheid South Africa. The study focused primarily on participants in the development of higher education policy and those responsible for its implementation, whilst considering the views of external stakeholders who play a role in higher education transformation. The study

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The study reflects on the bold policy steps adopted by democratic South Africa and some of the progress and successes that have since

been achieved in higher education. The study utilised the 'glocal' theoretical framework, which allows for critical analysis of meanings of transformation along global, national and local (glo-na-cal) dimensions.

The study presents a wide range of meanings that are conveyed with use of the concept transformation in reference to post-apartheid higher education in South Africa. It also shows that the meanings prevalent in South Africa are a global concern occupying policy and public attention in many countries across the world. Furthermore, higher education stands challenged by the complex imperatives of globalisation. These findings have implications not only for policy makers, they require higher education stakeholders to devote increased attention to the contested meanings of transformation so that higher education is supported to achieve the goals desired by society.

Given the wide breadth of issues identified and explained in the study, especially in relation to contested meanings of transformation, the study may assist in determining fresh approaches to enable change in higher education and encourage researchers to pursue deeper investigation of the impact of policy that is hinted at in the study.

Dr Pandor currently serves as Minister of International Relations and Cooperation.

For more information visit University of Pretoria research output:

<https://repository.up.ac.za/handle/2263/69024>

## A focus on leadership

TUMELO MOROBE



*Hellen Ntlatleng after scooping the 2019 Pan African Award for Africa's most influential women in business and government in the education sector*

The vision of the Department of Higher Education and Training is of a South Africa with a differentiated and yet fully-inclusive post-school system that allows South Africans to access relevant post-school education and training, in order to fulfill the economic and social goals of participation in an inclusive economy and society.

In its quest to achieve this vision, the department has ensured that each region has a regional office that provides specialised professional support to all public TVET and community education and training (CET) colleges. In this edition, we spoke to the recently-appointed regional director for Gauteng and Free State provinces, Hellen Manakedi Ntlatleng, in celebration of women in leadership.

South Africa has come a long way since thousands of women marched to the Union Buildings on 9 August 1956 in protest against the extension of Pass Laws to women. August is recognised as Women's Month to not only pay tribute to this historic march but to recognise the turning point in the role of women in the struggle for freedom and society at large.

Having Ntlatleng at the helm of TVET and CET colleges in the region is therefore a notable feather in the cap. Her appointment contributes towards the department's employment equity goals and also advances government's bid to see more women in influential and strategic positions.

### Former principal takes on a new challenge

Ntlatleng is a woman with a career history that reflects extensive leadership experience in higher education. She has been in the sector for 40 years and with the TVET (former

Further Education and Training) college system for over 22 years. She moved through the ranks from being a teacher to head of department, senior deputy rector, acting rector, campus manager, academic affairs manager and deputy principal academic affairs and operations. In 2008, she was appointed Principal of Ekurhuleni West TVET College, a position she held until 2018.

Following her successful 10-year career at Ekurhuleni West TVET College, she was appointed acting regional manager responsible for TVET and CET colleges in Gauteng and Free State provinces for ten months, and subsequently appointed permanently in 2019.

Ntlatleng also serves as the ministerial council appointee at the University of Limpopo and has served as the president of South African College Principals Organisation, vice-chairperson of Higher Education and Training HIV/AIDS Programme (HEAIDS) as well as being a member of the ministerial task team that looked into the implementation of the white paper on articulation agreements for TVET college students.

She has recently scooped the 2019 Pan African Award in the Africa's most influential women in business and government in the education sector category. The awards recognise African-driven and African-based organisations addressing skill gaps, financial insecurity and underemployment through innovative entrepreneurial education programmes. In 2015, she won the CEO Africa's Award for the most influential woman in business and government.

Outside her work she enjoys being involved with charity initiatives in her community. She is a member of the National Council of African Women and Chairperson of the Mamelodi branch, and a member of Fountains of Life non-government organisation serving the Kya Sand community in Johannesburg.

Speaking about her role as the regional manager, she shared that the region has four

South Africa has come a long way since thousands of women marched to the Union Buildings on 9 August 1956 in protest against the extension of Pass Laws to women.

regional offices overseeing the biggest area with 12 TVET and two CET colleges. She is committed to doing everything in her power to put systems in place, taking it one day at a time.

"My plan is to unify the region and make it the best in the sector as we are located in the economic hub of the country. I believe that the regional offices in Gauteng and Free State should be known for their supportive role to institutions of higher learning," said Ntlatleng.

She indicated that the TVET sector has not been kind to women, in particular black women. When she joined the sector, she was the only black woman in management and currently, she is the only female regional manager. "It was not easy, but I persevered and kept on believing that things will change. It is my steadfast character that assisted me to turn frustrations into fortunes," she said.

Ntlatleng was born in Pretoria and grew up in Soweto. Her late father, Godfrey Ntlatleng, was a renowned entrepreneur who owned a fleet of taxis. He was the founding member of Southern Africa Black Taxi Association which introduced mini busses. She learnt to drive mini busses at an early age as she had to collect drivers in the early hours of the morning.

She matriculated in 1976 at Hwiti High School in Mankweng, Polokwane. She continued with her studies at University of Pretoria (former Vista University), then proceeded to the University of South Africa and University of Pretoria's Gordon Institute of Business Science (GIBS) where she completed her postgraduate diploma in international leadership and management.

She says success is like beauty, it is in the eye of the observer. "I like working in an unchartered territory. I need history to judge me fairly and engrave my name in the hearts of people. I am a believer of developing staff, especially women. When I was college principal, I took female colleagues to study leadership and management at GIBS to prepare them beyond the sector.

"I believe that the TVET sector must be a top priority and colleges need to serve their local communities in the kind of programme qualification mix that is in demand in their regions. On the other hand, a clearer mandate is needed for community colleges, together with enabling funding that needs serious attention," concluded Ntlatleng.

Outside her work she enjoys being involved with charity initiatives in her community.

She is a member of the National Council of African Women and Chairperson of the Mamelodi branch, and a member of Fountains of Life non-government organisation serving the Kya Sand community.



# Update on the PSET Policy Framework to address gender-based violence

Gender-based violence (GBV) has plagued the PSET system for quite some time. More cases of rape and murder of women students have been reported in recent years says Trudy van Wyk, Inclusion and Access Chief Director at the Department of Education and Training.

The rights of all people of South Africa are enshrined in the Constitution (Act No 108 of 1996), particularly Chapter 2 (the Bill of Rights). These rights affirm the democratic values of human dignity, equality and freedom. The state and all its organs must respect, protect, promote and fulfil the rights of people as per the Bill of Rights.

In the context of gender, the Bill of Rights protects the rights of all, women, men and the lesbian, gay, bisexual, transgender, queer or questioning, and intersex (LGBTQI) communities against all forms of GBV and discrimination.

Therefore, concerted efforts should be made to eliminate the scourge of GBV in the post-school education and training (PSET) system. PSET institutions have a duty to respect, protect, promote and fulfil the rights of students, staff and any other people within the space in which they operate. PSET institutions are confined spaces where people from different socio-economic backgrounds meet and interact at different levels and on many different aspects. Thus, there is an urgent need for the democratic values of human dignity, equality and freedom to be affirmed and promoted.

In May, the draft Policy Framework to address Gender-Based Violence in the Post-School Education and Training System was released for public comment. The Policy Framework, once implemented, will be applicable to the entire PSET system, including universities, TVET colleges and community education and training colleges. The Policy Framework applies to full-time and part-time students, residential and online, as well as all staff of institutions and organisations. It also applies to legally-operating higher education institutions, colleges and skills providers, as well as workplaces where practical learning is taking place. It includes sector education and training authorities (Setas), quality councils reporting to the department, as well as the South African Qualifications Authority, National Student Financial Aid Scheme, National Skills Authority and National Skills Fund.

The TVET College Times editorial team caught up with van Wyk, instrumental in the development of the Policy Framework, for an update.

## What's the aim of the GBV Policy Framework?

Through the Policy Framework, the department is creating an enabling environment for

the eradication of GBV and instil respect, protection, promotion and fulfilment of human rights as enshrined in the Bill of Rights. The Policy Framework intends to assist PSET institutions to address the occurrence of GBV and, importantly, provide a monitoring instrument to assess the implementation of the Policy Framework.

## The Policy Framework therefore aims to:

- Conceptualise GBV and define its manifestation in terms of existing laws and policies
- Detail the international and national regulatory framework compelling institutional and departmental responses to GBV
- Provide guidance around the structures, mechanisms and processes that PSET institutions must put in place to address GBV
- Compel PSET institutions to create awareness of GBV policies and prevent incidents of GBV
- Set out a framework for oversight of the department and PSET institutions' development and implementation of policy.

## What's the relationship/interdependency of the GBV Policy Framework and existing legislation in SA?

The Universal Declaration of Human Rights (UDHR) proclaimed by the United Nations (UN) General Assembly in Paris on 10 December 1948 (General Assembly resolution 217A) sets out fundamental human rights to be universally protected. The Universal Human Rights Framework, on which the South African Constitution is based, regards GBV as one of the serious crimes that violates the right to life, equality, human dignity, freedom and security of the person. The right to human dignity, in particular, is always violated in all cases of GBV.

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GBV is not a unique South African phenomenon. It is, therefore, enshrined in international, national and PSET legislation and policies. These include the Beijing Declaration and Platform for Action (1995), as well as Article 4 of the African Union Protocol to the African Charter on Human and People's

South Africa has further committed itself to the realisation of the 2030 Agenda for Sustainable Development (2016). Goal 5 addresses gender equality, as one of its targets, the elimination of all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.

Rights on the Rights of Women in Africa (2003). South Africa has further committed itself to the realisation of the 2030 Agenda for Sustainable Development (2016). Goal 5 addresses gender equality, as one of its targets, the elimination of all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.

Because GBV is firstly a criminal offence and secondly not restricted to the PSET system, it also adheres to general national legislation and policies such as the Promotion of Equality and Prevention of Unfair Discrimination Act (Act No 4 of 2000), the Employment Equity Act (Act No 55 of 1998), the Code of Good Practice on the Handling of Sexual Harassment in the Workplace (2008), the Criminal Law (Sexual Offences and Related Matters) Amendment Act (Act No 32 of 2007), the Protection from Harassment Act (Act No 17 of 2011), and the South Africa's Domestic Violence Act (Act No 116 of 1998) to name a few.

Furthermore, it is embedded in the legislative and policy context in the PSET system such as the Higher Education Act (Act No 101 of 1997), the Continuing Education Act (Act No 16 of 2006) and the Skills Development Act (Act No 97 of 1998)

that lay the foundation for non-discrimination and equality amongst all people in the PSET system. It provides the legislative grounding for PSET policies.

### How has HEAIDS contributed to the Policy Framework?

As a result of the protest actions on university and TVET college campuses that started in 2006, the Deputy Minister of Higher Education and Training mandated the Department of Higher Education and Training and Higher Education HIV/AIDS programme (HEAIDS) to implement a GBV programme in university and TVET college campuses to mitigate the problem.

HEAIDS, a wellness and development programme of the department, provides public health programmes to primarily address the prevalent HIV crisis while dealing with the empowerment of young women, the elimination of GBV, the rights of LGBTI students, issues of masculinity, the mental stresses of student life and reckless alcohol use.

In this area, HEAIDS aims to develop an integrated model for managing sexual offences and GBV at PSET institutions with specific emphasis on policy interventions to eradicate GBV. Through its centres, HEAIDS also aims to improve victim/survivor support services; as well as address GBV more broadly in society.

It is against this backdrop and due to their on-the-ground experience that HEAIDS led several key activities in collaboration with key role-players across the country, inclusive of government and donor partners to initiate the development of the GBV Policy Framework.

HEAIDS convened a GBV Technical Task Team (TTT) to drive the process of developing the Policy Framework, appointed a technical assistant and committees to support the work of the TTT. They also conducted extensive consultation at universities and TVET colleges on the draft Policy Framework. The department coordinated further consultations with other related formations and institutions of government. The department has reworked the Policy Framework and is taking it through the formal Cabinet processes for consultation, public comments and finalisation.

### Did the department receive any significant contributions through the public call for comment?

All the contributions received through the public comments process welcomed the decision of the Minister to publish the draft Policy Framework at a time when the focus, both nationally and internationally, has increasingly

The DHET has positively considered these comments and has carefully redefined issues and expanded the scope of individuals and groups affected by GBV accordingly, including GBV in the workplace.

shifted to GBV within PSET institutions as well as the broader PSET environment. While the bulk of the Draft Policy is welcomed, some of the contributors highlighted that there are areas, principally where definition and scope are concerned, which ought to be rethought and expanded. The DHET has positively considered these comments and has carefully redefined issues and expanded the scope of individuals and groups affected by GBV accordingly, including GBV in the workplace.

The contributors welcomed the balanced approach between creating an enabling environment, curbing the occurrence and avoidance of GBV, as well as providing support to victims of GBV. The enabling environment, however, must support PSET institutions to know exactly when the institutions have an obligation to interfere, and that such an obligation is not confined to territorial boundaries, but rather by relations to the institution and relations between the victim and the perpetrator.

Furthermore, the contributors highlighted the importance of a funded implementation

plan to accompany the Policy Framework and resourcing institutions in its implementation.

### What are the next milestones post the public comment phase?

The department is concluding the consultation and public comments process, where after, the document will be finalised and submitted to the formal government processes. The Policy Framework is being subjected to the Socio-Economic Impact Assessment System through the Department of Planning Monitoring and Evaluation.

In collaboration with HEAIDS, and in consultation with PSET institutions, an implementation plan will be developed and approved by the Minister.

In the implementation of the Policy Framework, an enabling environment will jointly be created for implementation and institutions will be supported to implement the Policy Framework. This will include standards for reporting, guidelines on how to handle GBV and how to support victims and perpetrators of GBV.

Implementation will be monitored through the respective branch's monitoring mechanisms and reported annually to the department, also to relevant organs of state such as the departments of Social Development, and Justice and Constitutional Development as well as Chapter 9 institutions such as the Commission for Gender Equality.

### Any notable role-players in the policy development process?

The Directorate: Social Inclusion has been instrumental in the development of the policy framework since 2016. This body of work has also received the support of partners such as the UN Population Fund and UN Women and HEAIDS. The UN organisations remain committed partners in the development and finalisation of the Policy Framework. In addition to technical guidance and support, they have also provided financial support by funding the technical assistant and consultative process. HEAIDS remains at the coalface and provides valuable support to institutions in the implementation of the Policy Framework.

## 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

## 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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Eastcape Midlands TVET College	Mr Charl van Heerden	041 995 2000	<a href="http://www.emcol.co.za">www.emcol.co.za</a>
Ikhala TVET College	Mr Xolelo Phike	047 873 8843/5	Currently out of service
Ingwe TVET College	Mr Bheki Nkonyane (Acting)	039 255 1415/1204	<a href="http://www.ingwecollege.edu.za">www.ingwecollege.edu.za</a>
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