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**TVET Colleges:  
In pursuit of excellence**







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# TVET Colleges: In pursuit of excellence

TVET College professionals and students alike are striving for excellence. This becomes very clear when one reads of their accomplishments, some of which are featured in this edition of TVET College Times.

To start with, Minister Nzimande addresses the role of student governance in TVET Colleges. Following on this, we take a look at the deliberations of the Human Resource Development Council Summit which was convened in late March under the leadership of the Deputy President. We then hear the Deputy Minister on the issue of Post-School Education and Training (PSET) articulation. In Cutting Edge News we note reports on statistics in PSET, the progress of the National Skills Authority public hearings, and the announcement of the new South African Qualifications Authority Board. Read about steps that are being taken to; prioritise Department of Higher Education and Training (DHET) and Student Representative Council communication; and to facilitate connections between employers, students and graduates through the DHET iWil initiative.

In striving for excellence colleges, students and faculty are reaching for the stars! A college reports on its quest for a five star rating in Occupational Health and Safety. In Movers and Shakers, read of students who are aspiring to be the winner of a competition that rewards them with an opportunity for work experience in a Michelin Star restaurant in Europe. And other Stars shine in their brilliant achievements. There is a student that builds a radio receiver from scrap material. Another student achieves seven distinctions in spite of personal adversity while others achieve the pinnacles of success in

their various fields. Students are not the only ones reaching for the stars. A college principal too, receives an international leadership award.

In the Campus Matters column we focus on the promotion of employability. We look at the latest teaching and learning technology being used by TVET faculty in order to reach new levels of efficacy in the lecture room. We present a feature on entrepreneurship development, a report on the promotion of the Green economy and get down to the mettle in a foundry. Finally, we look at the pursuit of excellence in the field of financial management and accounting.

Policy and Operational Shifts brings news of significant shifts in the structures of the Department of Higher Education and Training, and news on the establishment of Centres of Specialisation in the colleges. We continue our features on HIV/AIDS teaching and learning, the Labour Market Intelligence Project and collaboration in the promotion of the Apply Now campaign. Finally, as Intellectual Debate, we feature a report on the tracer study of the transition of National Certificate Vocational students from TVET Colleges to the labour market.

This is merely a glimpse of the successes that are being achieved. Many items that were received from contributors could not be included in this edition owing to limited space. We have however managed to include contributions from no fewer than 31 different contributors, representing TVET professionals from all over South Africa. Excellence abounds! Read the reports and let us celebrate the successes achieved while we strive together, for more. In doing so, be warmed by this uplifting winter edition read!



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## FROM THE MINISTER



In this issue I have deemed it necessary to address the very important issue of student governance. This is especially with regard to the role of the Student Representative Councils (SRCs) at institutions of higher education and training in South Africa. TVET Colleges and their relationship with TVET College Councils form a huge part of this.

Post-School Education and Training (PSET) institutions, like any other organ of state, are bound by the constitutional principles of co-operative governance and public administration. The model of co-operative governance for higher education is based on the principle of autonomous institutions working co-operatively with a proactive government in a range of partnerships.

The implication is that institutional autonomy is to be exercised in tandem with public accountability. The White Paper asserts that, for co-operative governance to work, stakeholders are required to acknowledge the existence of competing and complementary interests, interdependence and a sharing of common goals for the good of the institution.

Institutional governance structures should, in carrying out their mandate, take into consideration the principles of co-operative governance.

Section 9 (1) of the Continuing Education and Training (CET) Act 16 of 2006, provides for the establishment of a Council, Academic Board and Student Representative Council, in all TVET Colleges. The Council governs the institution in accordance with the CET Act and respective institutional statutes.

The Academic Board is accountable to Council with regard to the academic functions of the institution. The SRC represents students in all aspects of student life. Section 14 of the CET Act allows for the establishment of the SRC, with jurisdiction over student matters. The operation and management of the SRC is governed by the SRC constitution.

The Act further provides for the SRC to be represented in all the other governance structures, namely the Council and the Academic Board. As a structure within an institution, the SRC is subordinate to the Council.

In line with the definition of governance, the roles and responsibilities of SRCs include its participation in institutional decision-making structures; advising and supporting the delivery of effective and efficient student support services; managing and administering student representation at different levels; advising on the development of academic programmes and student learning experiences; and participating in the development and implementation of institutional and national policies on higher education. SRCs have the responsibility of acting in the best interests of the institution in exercising their role in the governance structures of an institution.

SRCs are the statutory structures as provided for in the CET Act. They are to offer a variety of services to individual students and different student groupings. In offering

these services SRCs exercise political, economic and administrative authority in order to manage the activities of student life.

The Department of Higher Education and Training (DHET), in partnership with the Centre for Education Policy Development (CEPD), has developed a Student Leadership and Capacity Development programme for SRCs across the TVET College and University Sectors.

The programme was first implemented in October 2015 for universities, and its second phase will be implemented this year.

The objective of the programme is to develop the capacity of student leaders so that they can respond appropriately to the ever changing post-schooling landscape and the dynamic challenges of the system.

Involvement in the governance of an institution entails having a clear understanding of both the policies and rules of the institution, and broadly, those of the higher education system at large.

Student leaders should be important partners in providing solutions to the immense challenges facing the sector and our society.

Recent challenges in campus leadership structures have motivated a partnership between the DHET and the Electoral Commission of South Africa.

It is anticipated that this will promote the development of student representation and participation in a democratic framework as well as promoting participatory citizenship within PSET institutions.

Through this partnership, we aim to develop initiatives and programmes to strengthen and entrench a spirit and culture of representative democracy in PSET institutions.

Furthermore the partnership aims to develop a framework on which the electoral process for SRC elections can emulate the national norms, standards and best practices of democratic participation.

Both higher education policy and legislation provide for student representation on governing structures. The White Paper declares that "meaningful involvement of students and staff in all permanent governance structures of the institutions including councils" is encouraged.

I hope this brief but broad outline assists in guiding the functionality and participation of SRCs in matters of institutional governance, especially in these challenging times, facing our institutional landscape.

Last but not least, June being Youth Month, this year's June 16 commemorations marks 40 years since the 1976 Student Uprising which began in Soweto and spread throughout the country.

I believe in the importance of the empowerment of youth through leadership skills enhancement. I believe the initiative outlined here contributes to the achievement of that objective.

**Dr BE Nzimande, MP  
 Minister of Higher Education  
 and Training**



#### About TVET Colleges

There are 50 TVET Colleges operating on more than 264 campuses across the nine provinces of South Africa. The colleges serve approximately 800 000 students per annum and the Department of Higher Education and Training employs in excess of 18 000 personnel in the colleges. The colleges offer a large variety of courses in response to the human resource requirements of a diversified economy. The colleges are operated in terms of the Continuing Education and Training Act 16 of 2006 and statutory institutional structures comprise of the Council, the Academic Board and the Students Representative Council.

#### About TVET College Times

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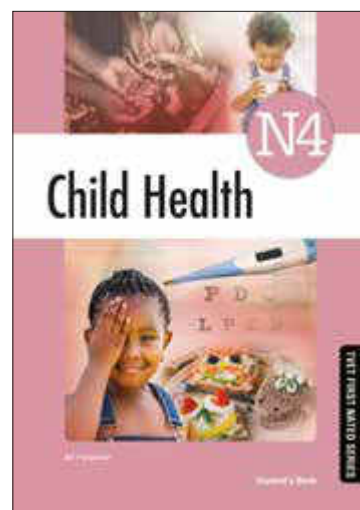
As a contributor based publication it provides a community of practice forum for TVET College professionals. It also serves as a vehicle for keeping college council members, principals, management, staff and TVET practitioners in general informed of the latest developments in the TVET sector. Currently, 23 000 print and online copies are distributed by subscription quarterly across South Africa and internationally.

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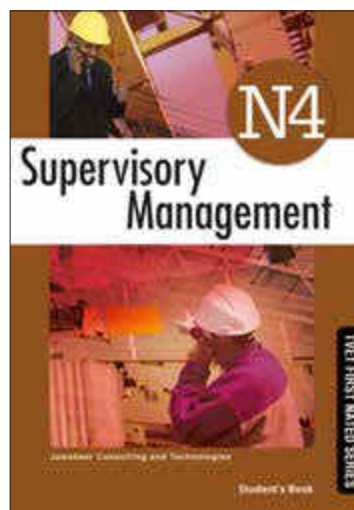
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## FROM THE MINISTRY

### Opening address by Deputy President Cyril Ramaphosa to the 2nd Human Resource Development Council Summit held on 29/30 March

It gives me great pleasure to welcome you to the 2nd Human Resource Development Council Summit.

As a country, we look to this summit, and in particular to the Human Resource Development Council (HRDC), to engineer a skills revolution that will fundamentally change our society in many ways. We look to the HRDC to initiate and co-ordinate the measures that South Africa needs to pursue to ensure that we have the human capital required to meet our social and economic needs. The HRDC is one of the most important instruments that we have to effectively tackle poverty and under-development through education and training. No country can achieve economic growth without paying attention to the skills development of its people. This summit is integral to the work of the HRDC. It provides a platform for reflection, engagement, collaboration and a platform for all of us to learn. The Human Resource Development Council is the brains 'trust' of our country when it comes to the development of the skills of all South Africans.

This summit pays tribute to all partners in the skills revolution, working in diverse areas such as early childhood development right through to post-doctoral studies, from worker education to enterprise development. It pays tribute to all those people, young and old, who are inquisitive, dedicated and focused, and who seek to improve their lives and the lives of those around them.

This summit is about forging partnerships for skills development. I was happy to see the HRDC from Botswana, because it is when we interact with our neighbours and international partners that we sharpen our wits and learn from them. It is a call to action, to make South Africa a learning and skilled nation; a nation that has highly skilled people in all facets of life.

It is informed by the expectation that we must fulfil our mutual obligations to one another, that we must recognise that the welfare of each of us is the welfare of all of us.

It embraces a vision where social partners work collaboratively to guarantee that all people are supported to embrace and to fulfil their greatest potential. The theme for the summit is inspired by the assertion in the National Development Plan (NDP) that we are a country where everyone feels free, yet bounded by others. We are a country where one is not self-sufficient in isolation, but self-sufficient within a community. Thanks to the crucial contribution of bodies such as the HRDC we are making progress to attain the goals that we set out in the NDP. These are the goals of eliminating poverty and reducing inequality by 2030. We are making progress in transforming our economy and establishing the basis for faster job creation. Yet, despite this progress, ladies and gentlemen, we meet here today in difficult and trying economic circumstances.

Global conditions are not favourable for the growth of our economy. Ours is an economy that relies on the export of basic commodities and one which is dependent on foreign investment. While there is little we can do to influence global economic forces, I believe there is a great deal we can do to reshape and reposition our economy. There is a great deal we are already doing to significantly expand the productive capacity of our economy. We are not content merely to extract minerals and grow food. We want to manufacture, build and process. We want to extract more value, create more jobs and realise more development from our abundant natural wealth. At the centre of this effort must necessarily be a massive expansion of our country's skills base because therein lies the real wealth of our country namely, our people.

With a skilled citizenry, we  
can definitely build more,  
process more and do  
much more.

With a skilled citizenry, we can definitely build more, process more and do much more.

We can develop and manufacture more products. We can be more efficient.

With a skilled citizenry we can be more resourceful, more inventive, and more creative and achieve greater things. Skills grow the economy.

They create jobs. Skills raise standards of living and reduce inequality. Education and skills development are the most effective means we have at our disposal to end poverty and reduce inequality. That is why this summit is so important.

This summit will provide an update on the implementation of the recommendations of the HRDC's technical task teams. These teams, comprised of experts, practitioners and stakeholders, have sought out ambitious, but realisable, solutions to some of our country's most pressing education and skills development challenges. I commend each of the task teams and thank them all for the time and effort they have dedicated to this task. They have worked enormously hard to bring us to where we are and to come up with new ideas that will also be discussed at this summit. Progress has been made in all the focus areas.

One of these areas, where the impact of the Council is being keenly felt, is in the expansion and improvement of TVET Colleges. We know from experience that a shortage of artisans undermines economic growth. We have experienced this in our country where, because we had a great shortage of artisans, our economic growth has

lagged behind. It is for this reason that we are improving the profile of the sector and investing massively in the training and employment of artisans. The Department of Higher Education and Training is implementing the recommendations of the task team through its Turnaround Strategy for TVET Colleges. An essential part of this strategy identifies measures to bridge the divide between the process of training and employment, between the classroom and the workplace.

To this end, the HRDC recently launched its Adopt-a-TVET College campaign to promote co-operation between industry and TVET Colleges. To date, 24 out of 50 colleges have been adopted by a number of companies. We encourage local and international companies to adopt TVET Colleges as we seek to build a successful model for vocational training. This adoption creates a beneficial relationship between the colleges and the private sector. It helps to improve the delivery of the curriculum, helps to improve the administration of the colleges, and helps to improve the outcomes. The adoption of colleges does work, and does pay measurable dividends. We applaud our many international development partners and business partners who are investing financial resources and expertise to improve the quality of learning and the prospects for employment of TVET graduates.

There are other important areas of progress. The HRDC report on the production of academics and the strengthening of higher education partnerships with industry has been handed over to universities and to the departments of Higher Education and Training and Science and Technology.

The report explores the factors that constrain the production of academics, including the reasons for South Africa's low rate of post-graduate enrolment and high rate of attrition. Importantly, the report makes several recommendations on measures we need to take to address these. Some of these recommendations require better collaboration between government, institutions and industry. Others require that our programmes should be better designed and that our interventions should be more focused. Yet, we cannot escape the reality that part of the solution lies in the more effective resourcing of higher education.

Much of the recent public discourse on the funding of higher education has correctly, focused on the need to ensure that students from poor households have access to universities and colleges. Alongside this imperative of ensuring equal access, we need to ensure that higher education itself has the funding required to achieve quality outcomes. This is necessary if we are to truly transform higher education. In the commissions, delegates will engage with this and other work undertaken by the HRDC's technical task teams. We anticipate that the collective skills, insight and experience of summit delegates will



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be brought to bear on each of these critical areas. We should not underestimate the importance of the work we have been given to do. We are not merely developing skills. We are developing the South Africans of tomorrow.

This is the task we have been given. This is a burden we must engage with because what we are doing is changing the face of South Africa. We must listen to each other, respect each other and listen to those who are not here. We must listen to the dreams of South Africans. We must empower them. We must enable them. We must give them the wherewithal to reach their personal dreams and aspirations. We must encourage them to appreciate their civic responsibilities. We must teach empathy, respect and integrity. These South Africans of tomorrow need to be versatile and innovative in a rapidly changing environment. We must be a nation that values continuous learning and that promotes self-development. We must be a people who are hungry and thirsty to acquire skills. This is what this summit is intended to do: to encourage South Africans to thirst and hunger for skills and education.

Ladies and Gentlemen, this summit is about collaboration. It is all about partnerships. It is about a common investment in a shared future. As we engage in our deliberations, we may want to reflect on these words from the vision statement of the National Development Plan namely, “We are a web of relationships, fashioned in a web of histories, the stories of our lives inescapably shaped by stories of others. We are inevitably and intimately implicated in one another. Our connectedness across time and distance is the

We should not underestimate the importance of the work we have been given to do. We are not merely developing skills. We are developing the South Africans of tomorrow.

central principle of our nationhood. We are a people, who have come together and shared extraordinarily to remake our society.”

This is the task of this summit. To remake South African society and to come up with ideas, suggestions and recommendations that are going to reshape the skills base of our country. To turn South Africa into a country of learning people, skilled people and people who want to progress and move forward. As we meet today, at this 2nd HRDC Summit, we are called upon to forge ever-stronger partnerships, to share experiences and ideas, and to be an essential part of the colossal effort required to remake our society. We are a fortunate people, we South Africans, we who are seated here. We have been given a rare opportunity to come up with ideas, to put heads together, to reshape the trajectory of this country. We are a nation that is developing. We are moving forward. We are making history. We are shaping the future of our country.

I wish you all the best as you engage in the commissions and with each other.

I thank you.

# Second Human Resource Development Council Summit a resounding success

MS BRENDA NTOMBELA

**Editor's note:** Brenda Ntombela is Head of the HRDC Secretariat. The second HRDC summit was held on 29 and 30 March. It follows on the first summit which was held in 2014. The theme of the second summit was ‘Partnerships for Skills – A call to Action’.



Exchanging views at the summit were Deputy President Cyril Ramaphosa, Deputy Chairperson of the HRD Council Ms Nolitha Fakude, Minister of Public Works and member of the HRDC Mr Thulas Nxesi and Minister of Higher Education and Training, Dr Blade Nzimande

Higher Education and Training Minister, Dr Blade Nzimande, has described the 2016 summit of the Human Resource Development Council (HRDC) a resounding success. The summit, which was opened by HRDC chairperson, Deputy President Cyril Ramaphosa, brought together more than 500 decision-makers, who included among them Cabinet Ministers, senior leaders from organised labour and business, community representatives and experts from the research and higher education sectors.

“The Human Resource Development Council Summit 2016, has been a resounding success. The summit took stock of what has been achieved since the creation of the HRDC in 2010, and strengthened the key partnerships among the country's social partners. This is as it should be. Partnerships between private and public sector employers are a key component of getting South Africa on a different economic and social trajectory,” said Minister Nzimande.

Looking forward to the near future, he noted an important study on the state of Human Resource Development (HRD) in South Africa that was underway and which was scheduled to be completed before the end of the year. South Africa's HRD strategy is being reviewed, with five strategic goals being proposed. These are:

- The strengthening of basic education and foundation programmes in Science, Technology, Engineering, Maths, Languages and Life Skills;
- Expanding access to quality post-school education and training;
- The education and training of appropriately skilled people for the economy;
- Ensuring a developmental and capable state with effective and efficient planning and implementation capabilities, and
- The improvement of research and technological innovation outcomes.

“There is arguably nothing more important to our future than the development and empowerment, through the imparting of skills and experience, of our greatest resource namely, people. That is why we have established the Human Resource Development Council. The initiative is a joint effort

between government, labour unions, business and civil society. It is in this context that we must ensure that there is a never-ending pipeline supply of capable people entering the labour market. People who are equipped to ensure economic productivity. As Africa's most industrialised nation, we aim to remain at the forefront of innovation. In doing so, South Africa would be in a position to attract inward investment and so enable us to continue building our future,” said Minister Nzimande.

Opening the second HRDC Summit, the first one was held in 2014, Deputy President Ramaphosa said that no country could achieve economic growth without first paying attention to the skills development of its people. “With a skilled citizenry we can be more resourceful, more inventive, more creative and achieve greater things. Skills grow the economy. They create jobs. Skills raise standards of living and reduce inequality. Education and skills development are the most effective means we have at our disposal to end poverty and reduce inequality. That is why this summit is so important,” he said.

Among the key discussions deliberated upon at the summit were those on Foundational Learning. These discussions focussed on the means of strengthening Early Childhood Development, teacher professionalism and education-district capacitation. In future, the Department of Basic Education and the Provincial Departments of Education will work closely with, and strengthen the implementation of relevant policies, while partnerships will be encouraged with key stakeholders.

The summit undertook to ensure greater partnering and participation on the part of implementing agencies such as the Sector Education and Training Authorities and the National Student Financial Aid Scheme. Such partnerships would be facilitated with a view towards the production of professionals to service a wide range of occupations.

With regard to the strengthening of TVET Colleges and in particular those serving rural areas, an agreement was reached for the development of a framework for establishing partnerships and promoting collaboration.

# Speech delivered by Deputy Minister Mduduzi Manana on the occasion of The Education and Training Development Practitioners, TVET, Higher Education and Researchers Articulation Colloquium

BUSISWA NONGOGO

Let me begin by wishing all of you gathered here today a very good day.

This colloquium aims to address articulation challenges within higher education, occupational, technical and vocational education and training qualifications as well as between the sub-frameworks which comprise the national qualifications framework, or NQF.

We need to clarify our points of departure. According to the White Paper for Post-School Education and Training, an important part of establishing a coherent and co-ordinated post-school system is ensuring that there is easy articulation between different parts of the system. The White Paper specifically describes the need to build a system that facilitates the movement of students both vertically and horizontally between different streams and levels.

In a speech delivered on 15 February 2013, Higher Education and Training Minister, Dr Blade Nzimande said, and I quote, “A well-articulated system is one in which there are linkages between its different parts. There should be no silos, no dead ends. If a student completes a course at one institution and has gained certain knowledge, this must be recognised by other institutions if the knowledge gained is sufficient to allow epistemological access to programme(s) that they want to enter”. As evidenced by the quote, articulation within the education and training system has been one of the key issues that the Minister of Higher Education and Training has sought to address during his term of office. As per the NQF Act of 2008, the Minister has overarching executive responsibility for the NQF, for the South African Qualifications Authority (SAQA) and the three quality councils, namely the Council for Higher Education (CHE), the Quality Council for Trades and Occupations (QCTO) and the Quality Council for General and Further Education and Training (Umalusi).

Flowing from this, articulation within and between the sub-frameworks should be a central building block of an integrated and articulated NQF. We are however keenly aware that despite the objectives of the NQF, which clearly indicate the importance of access, redress, transformation and mobility for all learners and students in South Africa, these objectives have not yet been fully realised.

The Minister, in the preface to the White Paper for Post-school Education and Training, states, and I quote, “The White Paper focuses its attention on the vision we have for the system and the principles governing that vision. It represents government's thinking in the area of higher education and training and is in line with the country's key national policy documents. These include the National Development Plan, the New Growth Path, the Industrial Policy Action Plan and the draft Human Resource Development Strategy for SA”. The White Paper is thus explicitly a vision for an integrated system of post-school education and training (PSET), with all institutions playing their role as parts of a coherent but differentiated whole.

Ensuring articulation between and within the three sub-frameworks is an important concern for DHET as well as for SAQA and the Quality Councils (QCs). SAQA must provide guidance on

articulation between the three sub-frameworks and must endeavour to ensure that institutions avoid unfair and irrational barriers to acceptance and credit transfer. All institutions in the post-school system must work together to ensure that there are no dead ends for learners and students.

## Current situation and the need for an Articulation Policy

Even though articulation and recognition of prior learning are an integral part of the NQF, both of these central tenets of the NQF apparatus remain at the periphery of NQF implementation processes. This gap is being addressed right now in the DHET through two policies initiatives, namely, the development of the RPL Co-ordination Policy and the Articulation Policy.

The task team also highlighted the importance of the role of RPL in providing alternative routes of access to further and higher education and training programmes

It is widely recognised that despite the objectives of the SAQA Act of 1995 and the subsequent NQF Act of 2008, articulation across the post-school system remains poor. The post-school education and training system is riddled with conceptual and organisational incongruities, in particular:

- Lack of parity of esteem between academic and vocational qualifications;
- Inadequate response to the varied needs of the current socio-economic context;
- Lack of definition and order in learner progression routes and articulation arrangements;
- Inadequate building of coherence between the NQF sub-frameworks; and
- The absence of robust articulation arrangements between the different programme and institutional types.

To address these incongruities, we need to ensure that education and training must be located within the framework and value systems of lifelong learning, education for democracy and social justice, including active, innovative participation in the economy. It is suggested that a credible Articulation Policy and implementation process will facilitate movement of learners and students between and within the three sub-frameworks of the NQF; between institutions, and also within institutions in order to enable access, progression and mobility.

## Trends

Trends that have been identified in education and training suggest that skills needs and socio-economic expectations are changing. This takes place both from the people who are learning and want to create their own jobs or become employed

somewhere, as well as from the workplaces which will employ skilled and knowledgeable graduates. New and diverse global agendas are emerging. These include the democratisation of education and the massification of further and higher education. A consensus seems to be appearing among practitioners and policy makers that education is increasingly being seen as an agent of positive change to address social, economic and political boundaries.

Means and mechanisms to deliver quality education and training solutions within a fast-changing landscape are rapidly changing as well. Significant focus is being placed on the need to develop multiple pathways to facilitate easy movement between different types of education and training; between institutions, from one level to the next level of education; and between education and training and the labour market. These pathways are increasingly relying on recognition and validation of all forms of learning, including prior learning and credit accumulation and transfer. This serves to ensure that students and learners can access learning, are credited for experiential and prior learning, and can transfer part qualification credits between institutions should the need arise.

The Ministerial Task Team for Recognition of Prior Learning (RPL), identified the vital role that RPL plays in identifying skills that exist in the workplace; in creating learning pathways where there are gaps; and in distinguishing between an actual ‘skills gap’ and a ‘recognition gap’. The task team also highlighted the importance of the role of RPL in providing alternative routes of access to further and higher education and training programmes. These RPL benefits extend to the promotion and delivery of a national ‘returning to learning’ strategy for unemployed and under-qualified youth and adults in order to build a learning nation.

## A national strategy for the wide-scale implementation of Articulation in the post-school sector

It is an unfortunate fact that unfair and irrational barriers to access, articulation and credit transfer still exist. The Minister's response to this has been the development of a RPL Co-ordination policy and an Articulation Policy aimed at enabling career and learning pathways to occur seamlessly.

The Ministerial Committee for Articulation Report underscores the fact that articulation must be seen as a key mechanism in the education and training system of South Africa. Students and prospective students need reasonable assurance that they will be able to take education pathways which recognise previous work and study outcomes, and give appropriate credit where these relate to further studies.

Articulation can be both systemic and specific. Where systemic, articulation is based on legislation, national policy (such as this Articulation Policy) and formal requirements within the education and training system. Specific articulation, also referred to as articulation in practice, is based on formal and informal agreements within the education and training system. These occur mostly between two or more education and training sub-systems, between specific institutional types, and guided by policies, and accreditation principles. Institutional accommodation of individual needs also falls into the category of specific articulation.



### Some principles of Articulation

The Articulation Policy has been developed and will soon be released for public comment. There are some central articulation principles in this policy which will facilitate movement of learners and students between and within the three sub-frameworks of the NQF and also between and within institutions, in order to enable access, progression and mobility.

I mention a few of the principles:

#### Principle 1: Establish systemic flexibility

There should be sufficient flexibility to facilitate the migration of learners and students through different parts of the system. This will enable individuals to have the opportunity to explore their potential and follow their occupational or career pathways unhindered. Such flexibility requires a fully articulated post-school system of education and training.

#### Principle 2: Address on-going lifelong learning

Articulation must ensure that there can be simple access to on-going, lifelong learning to address social, community and labour market needs.

#### Principle 3: Ensure equity and inclusiveness

Every person should have the right to access and engage in any form of learning suited to his or her personal, economic and community needs, and have his or her learning outcomes made visible and valued.

#### Principle 4: Address exclusionary practices

Arrangements for articulation should not unfairly advantage or disadvantage either the students entering courses and programmes of

study with credit transfer or those students who enter directly without credits for prior learning. The education and training system must be accessible to unemployed individuals, so that they can have the best possible opportunity to find employment or so that they can engage in productive labour in self-employment opportunities.

#### Principle 5: Value learning outcomes achieved through different routes equally

The equal value of similar learning outcomes achieved through formal, non-formal and/or informal learning must be promoted. Competences that every individual has accumulated through non-formal and informal learning should be treated on a par with those obtained through formal learning towards the achievement of personal goals.

#### Principle 6: Parity of esteem as an entrenched principle

Parity of esteem among institutions is the ideal goal in a diverse galaxy of post-school institutions. Promoting parity of esteem requires the ability and commitment to communicate diplomatically, offering constructive suggestions, avoiding the dictation of terms, and providing justification where articulation cannot happen.

In conclusion, articulation will be a key mechanism to construct a fully articulated education and training system. A system that resonates with the human development skills required in a democratic society and vibrant communities.

This, in order to address the challenges of building a more equitable society and providing all South Africans with the opportunity to grow and fulfil their potential. For articulation to work across the post-school education and training system,

there has to be effective articulation at the systemic, programmatic and curricular levels. There will need to be clear steering mechanisms which will include the roles and functions of the stakeholders and role-players, such as DHET, SAQA, CHE, Umalusi, and the QCTO, and education and training and skills development institutions.

DHET will be responsible for providing the policy framework and policy and guidelines to facilitate articulation across the post-school education and training system. SAQA will be responsible for providing bold overarching leadership to the QCs in terms of articulation processes and practices. This will ensure that an integrated and articulated education and training system is in place. The QCs will be responsible to work directly with the accredited education and training providers to ensure that these providers have, and are, implementing fair and credible articulation policies in line with this Articulation Policy and its guidelines.

A system is envisaged that is made up of a diverse range of educational institutions and institutional types that will expand considerably over coming years to cater for the millions of people who will require its benefits. It will be a system that must provide paths for articulation between various qualifications.

There should be no dead-ends for students. This means that there should always be a way for someone to improve their qualifications without undue repetition. Its main policy directive is to guide all stakeholders and role-players in articulation. It will contribute to building a developmental state supported by a post-school system. It is a system that can assist in building a fair, equitable, non-racial, non-sexist and democratic South Africa.

Thank you.

## CUTTING EDGE NEWS

### Statistics on Post-School Education and Training in South Africa

MAPASEKA LETHO

Since its establishment in May 2009, the Department of Higher Education and Training (DHET) has published its annual statistical report, 'Statistics on Post-School Education and Training (PSET) in South Africa'. At the time of writing, five statistical reports covering the years 2010 to 2014 have been published on the DHET website.

The publication covers statistical information pertaining to public and private Higher Education Institutions (HEIs), public Technical and Vocational Education and Training (TVET) Colleges, Private Colleges, public and private Adult Education and Training (AET) Centres, and workplace-based education and training facilitated by Sector Education and Training Authorities (SETAs).

The publication serves to inform various stakeholders on resource planning and budgetary allocations in the PSET sector. It also serves the function of informing the public of the state and growth of the PSET system. It outlines goals and outputs set out for the short and long term.

The publication presents a researched compilation of statistics covering the PSET system. These statistics can be utilised to monitor and evaluate the growth and development of the system and to determine its effectiveness. It therefore forms a crucial element in planning processes that aims at expanding and strengthening PSET in South Africa. To illustrate the point we highlight three key elements that are covered in the statistical publication based on 2014 data. These are: Funding in the PSET sector, Student/Learner Enrolment and Institutions and SETA-supported Learning Programmes in PSET sector.

#### Funding in the PSET sector

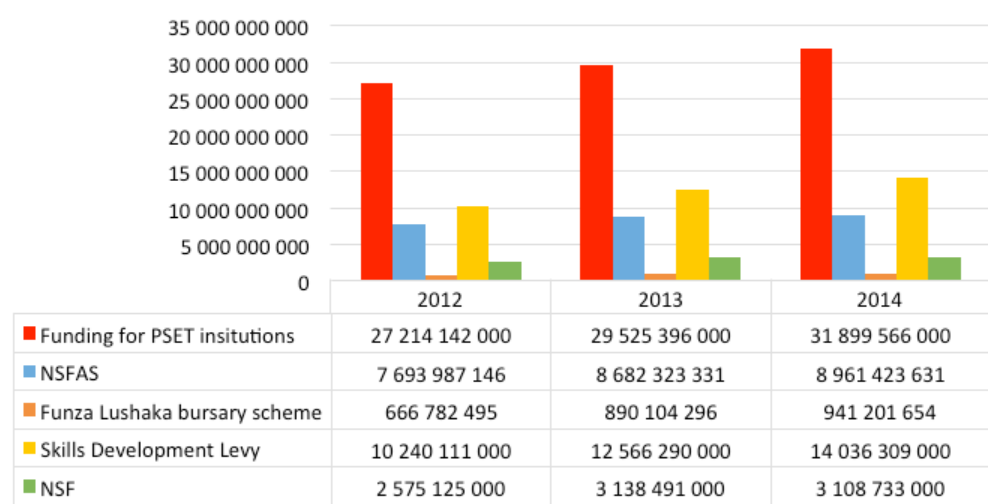
Voted funding in the PSET sector was primarily disbursed for funding PSET educational institutions; the National Students Financial Aid Scheme (NSFAS); Funza Lushaka Bursary Scheme; the Skills Development Levy; and the National Skills Fund (NSF).

#### Student/learner enrolment and institutions

In 2014 there were a total of 146 Higher Education Institutions (HEIs). These were comprised of public and private institutions.

Together, they accommodated over 1 100 000 students. There were over 340 colleges, with about 780 000 students enrolled in these institutions.

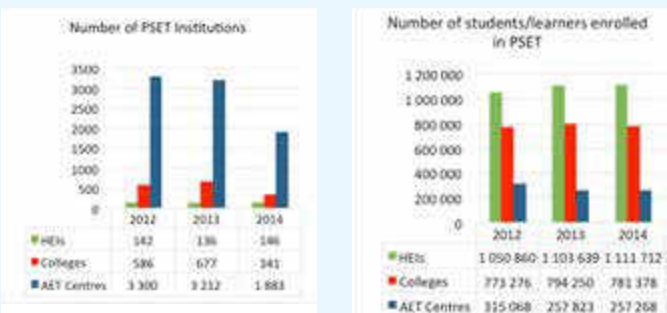
Funding in the PSET sector



Explanatory notes on the 'Funding in the PSET Sector' graph:

- Over R31.8 billion was allocated as transfers and subsidies for funding Public HEIs, TVET Colleges and AET Centres in 2014.
- NSFAS is mandated to provide financial assistance in the form of loans and bursaries to eligible students at public Higher Education Institutions. In 2014, a total of 414 802 poor and academically deserving students received funding from NSFAS amounting to no less than R 8.9 billion.
- The Funza Lushaka Bursary Scheme granted over R900 million in bursaries in the 2014 academic year.
- The Skills Development Levy is a form of tax collected from employers on a monthly basis in line with the Skills Development Levies Act (Act No.9 of 1999). In the 2014/15 financial year R14 billion was disbursed by the Skills Development Levy.
- The NSF is resourced from the Skills Development Levy. In 2014/15 over R1 billion was utilised by the NSF in support of a number of projects central to advancing the PSET system and its response to the human resource needs of the South African economy.

Funding for PSET institutions shows consistent growth over the period 2012 to 2014.



Explanatory notes on Student/Learner Enrolment and Institutions graphs:

The number of colleges declined since 2012. This drop is ascribed to the application of the requirements of registration for private providers. This includes Private Colleges that offer only SETA accredited courses and who do not register with the DHET. The number of AET centres also declined from 3 212 in 2013 to 1 883 in 2014. Since 2012, the number of students enrolled in HEIs has been increasing. However the number of learners enrolled in AET centres has been decreasing.

#### SETA-supported learning programmes in the PSET sector

There are 21 Sector Education and Training Authorities (SETAs). They provide opportunities to workers and unemployed persons to gain theoretical knowledge and practical skills. This is achieved through learnerships, apprenticeships, internships and skills learning programmes.

In 2014, the number of students registered for SETA-supported Learning Programmes was over 220 000.

About 150 000 students were certificated.

#### IN CONCLUSION

Researchers and interested stakeholders are encouraged to use 'Statistics on Post-School Education and Training in South Africa' as a basis for further inquiry and analysis.

The Statistics on Post-School Education and Training in South Africa publications are all available on the Department's website at [www.dhet.gov.za](http://www.dhet.gov.za)

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# 21<sup>st</sup> Century support for the 21<sup>st</sup> Century lecturer

According to a research study conducted by Pearson in 2014, TVET students mostly use technology to research, check assignments and play educational games. These students are part of a generation who use technology to engage, work, play and learn.

The White Paper for Post School Education and Training identified the need to open learning through “diverse modes of provision”. Lecturers can use digital technology as one of the modes to open learning and remove the barriers of access.

While some lecturers are eagerly introducing technology into their lecture rooms to engage students, others require guidance, training and ongoing support in order to feel confident to make the change.

Integrating technology into colleges requires lecturers to develop new skills. These include curating and evaluating content, analysing data, connecting with social media and sharing and collaborating. Lecturers are also expected to master the use of software and eLearning content and use a variety of tools and mobile devices. This calls for a different form of professional development – one that involves a process of change management, in-depth training and ongoing support to overcome challenges.



## Pearson launches an app to support lecturers

Pearson understands lecturer needs and has created mobile resources to provide the ongoing support that lecturers need.

While Pearson recognises that the face-to-face component of training is invaluable, particularly when introducing new technologies, experience has shown that there is a need to enhance the ongoing support element of lecturer training.

To meet this need, Pearson has launched the MyPearson PD application. This app provides lecturers with training support materials, lecturer resources and tools, industry news and articles, and much more.

Lecturers can view course modules, get support materials and complete interactive assessments based on Pearson’s professional development courses. Training material from partner providers, such as *Microsoft Office 365* for Education, is also available.

## Get the support you need on your professional development journey with MyPearson PD

Offering a blended learning approach allows Pearson to engage with lecturers in multiple ways in order to compliment valuable face-to-face time, while providing support materials and communication through MyPearson PD. The app offers lecturers relevant benefits. You can access additional support materials applicable to your development needs, download lecture room resources and read educational articles in order to obtain your SACE points.

### How to get started

1. Download MyPearson PD onto your mobile phone or tablet



2. Register your details and begin to explore.

Go to the *PD Courses* tab to view the range of courses available.

## Overcome 21<sup>st</sup> Century challenges

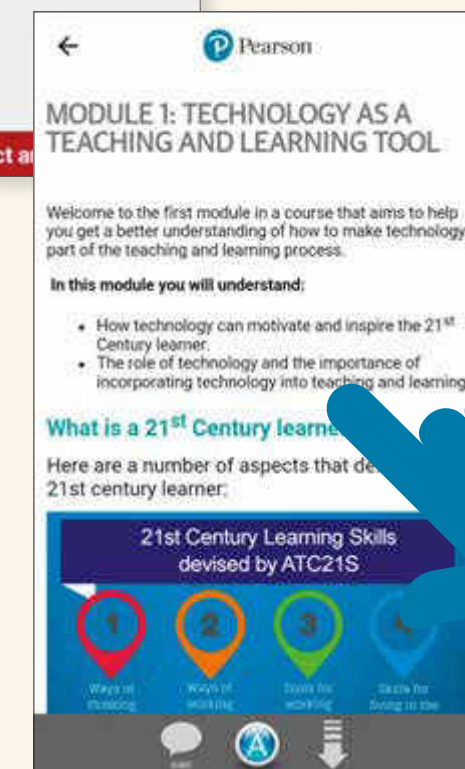
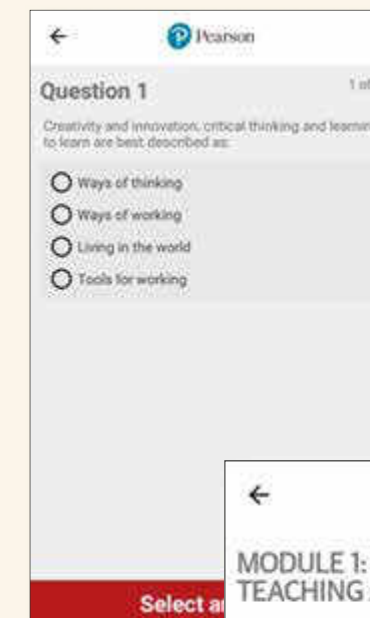
Pearson delivers professional development courses through its *Lecturer Education & Leadership Academy* which provides effective, research based training programmes designed to transform the culture of teaching and learning at TVET colleges.

The *21<sup>st</sup> Century Skills* course from Pearson is designed to deepen and expand lecturers’ knowledge of 21<sup>st</sup> Century skills, tools, and teaching strategies and integrate these into classroom practice.

## To find out more about the Lecturer Academy courses, contact Pearson

Email: [lecturer-academy@pearson.com](mailto:lecturer-academy@pearson.com)

Learn more at [www.pearsonlectureracademy.co.za](http://www.pearsonlectureracademy.co.za)



The *ICT in Education* courses enable lecturers to effectively integrate technology into the TVET classroom to engage and challenge students.

Lecturers will be equipped to overcome language barriers while developing the students’ language skills through the course, *Accessing the Language of Learning and Teaching using the Sheltered Instruction Observation Protocol (SIOP™) model*.

Contact Pearson to find out about these face-to-face professional development courses.



# New Board announced for the South African Qualifications Authority

KHAYE NKWANYANA

In February, a new board was announced for the South African Qualifications Authority (SAQA). The Board has been appointed for the period 1 January 2016 to 31 December 2020.

The National Qualifications Framework (NQF) Act, 2008 (Act No. 67 of 2008) provides that SAQA oversees the further development and implementation of the NQF. SAQA is a juristic person in terms of the legislation. SAQA is accountable to the Minister of Higher Education and Training.

The objectives of SAQA are to advance the objectives of the NQF, to oversee the further development and implementation of the NQF and to co-ordinate the three qualification sub-frameworks, for Higher Education, General and Further Education and Training, and Occupations.

The functions of SAQA in terms of the Act are to oversee the implementation of the NQF Act, advise the Minister on NQF matters, and oversee the implementation of the NQF in accordance with the implementation framework prepared by SAQA after the consultation with the Quality Councils (QCs). Other functions include developing a system of collaboration to guide mutual

relations of SAQA and QCs and resolving disputes regarding the QCs.

Furthermore it is SAQA's function to develop the content of level descriptors for qualifications; develop and implement policy and criteria for the registration and publication of qualifications and part qualifications; register qualifications or part qualifications; develop policy and criteria for assessment, recognition of prior learning and credit accumulation/transfer; develop policy and criteria for recognising professional bodies; collaborate with international counterparts on matters of mutual interest concerning qualification frameworks; share international best practise with QCs and other interested parties; conduct research or commission investigations into issues important for the development and implementation of the NQF; maintain records of education and training qualifications, part qualifications, learner achievement, recognised professional bodies, professional designations; provide an evaluation and advisory service; and inform the public about the NQF.

After careful consideration and taking into account the requirements of the NQF Act, the

Minister has appointed the following members to serve on the Board with effect from 1 January 2016 for a period of five years:

**Dr Vuyelwa Toni Penxa (Chairperson)**  
**Professor Talvin Gregory Schultz**  
**Dr Shamrita Devi Bhika**  
**Mr Bonisile Gantile**  
**Mr Edward de Klerk**  
**Professor Jerry O Kuye**  
**Mr Gordon Choaro Louw**  
**Ms Pricilla Lynnette Fundisile Nzimande**  
**Ms Anne Kathleen Oberholzer**  
**Professor Sarah Howie**  
**Ms Nadia Starr**  
**Mr Francis Malesela Maleka.**

In addition, the Chief Executive Officers of SAQA; the Quality Councils (QC's); the Council on Higher Education (CHE); the Quality Council for Trades and Occupations (QCTO), and Umalusi, are also members of the SAQA Board by virtue of their office.

The Minister has appointed Dr Vuyelwa Toni Penxa as Chairperson of the SAQA Board. The Minister expressed his congratulations and appreciation to the new Chairperson and members of the SAQA Board on their appointment and commended their willingness to undertake the stewardship of this vital national institution.

Minister Nzimande expressed his sincere appreciation to the outgoing chairperson Mr Johnson Njeke and the board for maintaining the objectives of the NQF Act and for providing oversight of the statutory functions of SAQA.

The outgoing board was appointed at a time when the Department of Higher Education and Training (DHET) was just newly established and the NQF being implemented. The board ably led the process. It furthermore assisted DHET in establishing Career Development Services at SAQA which have subsequently been relocated to DHET.

Among other achievements, the board also oversaw the finalisation of the three qualification sub-frameworks and the work undertaken on the recognition of prior learning.

They have also initiated the process of ensuring the integrity of the NQF by the establishment of a register of misrepresented and fraudulent qualifications and part qualifications.

The Minister's wish for the new board is to build on the successes of the previous board and take the work of the NQF forward, especially with regards to the recognition of prior learning and the articulation of qualifications.

# Occupational health and safety awareness campaign – College aims for five-star status

NASHVEER NEMESAR

Majuba TVET College recently hosted a safety awareness campaign to commemorate World Health and Safety Day, which took place on 28 April.

The campaign was hosted at the Newcastle Training Centre which is a delivery site of the College.

The awareness campaign serves to focus attention on the magnitude and impact of work-related diseases, injuries and fatalities and on emerging trends in the field of occupational health and safety. This event was also aimed at inculcating a culture of practicing Safety Always! This year's theme for World Health and Safety

Day concentrated on occupational diseases in the workplace as it continues to be the leading cause of work-related deaths. Out of 2.34 million occupational fatalities every year, only 321,000 are due to accidents. The remaining 2.02 million deaths are caused by various types of work-related diseases.

Head of the Occupational Health and Safety Department at Majuba TVET College, Mr Pravin Sumair, added that "Majuba TVET College is the only College in Kwa-Zulu Natal that is known to have been audited by the National Occupational Safety Association (NOSA). The College was

awarded a four-star status following the audit. However, we are working towards obtaining a five-star rating in the near future". The College's motto is to practice "Safety Always". This implies always "walking the talk". The College has developed a safety culture among its students so that when they are in the workplace they will know what is required of them. The Occupational Health and Safety Department also runs a very effective in-service training programme to prepare junior Safety Officers for jobs in industry. He further added that, "Prevention of occupational diseases is more effective and less costly than its treatment and rehabilitation. The College has now taken concrete steps to improve its capacity to prevent occupational diseases".



Training Officer at Majuba TVET College Newcastle Training Centre Mr Munya Kamukapa, receives a prize from Variksha Rammoo, Safety Officer for the Safety Quiz Competition

Faculty have pledged to work actively and safely, to acquire the sought after five-star status.

# The National Skills Authority hosts public hearings

DR THABO MASHONGOANE

The National Skills Authority (NSA) in partnership with Provincial Skills Development Forums has hosted public hearings in all Provinces. The hearings took place during February and March.

The general objective of the hearings is to ensure the mobilisation of business, government, community and labour to take full ownership of the National Skills Development Strategy (NSDS) and the SETA landscape. The hearings sought to solicit recommendations on the NSDS and the SETA landscape beyond 2018. They also provided an opportunity to update Provinces on post-school education and training related policy matters. From the hearings it was also possible to monitor progress on the

implementation of the NSDS III. The hearings provided an opportunity to understand the challenges facing each Province with respect to post-school education and training needs.

The public hearings have allowed the NSA and its constituencies to consult and engage on matters. The outcomes of these consultations will ultimately inform the vision for the NSDS and the SETA landscape. The overall vision is one of ensuring an integrated and differentiated post-school education and training system beyond 2018. Representatives from SETAs, government, business, education and training providers, community constituencies, professional bodies, unions and the general public participated in the consultations.

The NSA concluded the



Minister Nzimande in attendance at the National Skills Authority consultation with the NSA Board members and key stakeholders

consultative process with a roundtable discussion on 5 April.

The roundtable discussion provided a platform for specialised skills development bodies and organisations to engage in a robust manner. Stakeholders were encouraged to submit their written submissions as per the government

notice issued on 10 November 2015.

The National Skills Authority is an advisory body to the Minister of Higher Education and Training on matters regarding the development of skills in South Africa. For more information visit the National Skills Authority website: [www.nationalskillsauthority.org.za](http://www.nationalskillsauthority.org.za)

# DHET and SRC leaders prioritise communication

LEHLOHONOLO MPHUTHI AND LIVHUWANI MUDIMELI

Following the recent student protests at various universities around the country, the Department of Higher Education and Training (DHET) is presenting road-shows to pro-actively capacitate college student leaders on matters of communication.

The workshops are aimed to address the communication breakdown between students and university management on issues such as tuition fees. "The Department aims to achieve among others, the eradication of miscommunication; encourage collective leadership; listen to student voices on challenges they face at colleges; and generally improve the college sector for access and quality education," said Ms Vuyokazi Maflika, Director for Student Development and Support at the DHET. The engagements, she said, will assist Student Representative Council (SRC) leaders to report back to their constituencies with factual information which was shared during the countrywide regional workshops.

In the course of the road-show and in response to questions about the delay in issuing certificates

to Technical and Vocational Education and Training (TVET) College students, DHET Chief Director for National Examinations and Assessment, Ms Nadine Pote provided feedback. She indicated that the State Information Technology Agency, which is responsible for this task, is prioritising the matter. It is anticipated that the technical challenge related to the issuing of the outstanding certificates should be resolved by 30 June. She further indicated that the DHET had alerted prospective employers and training institutions to the situation and had requested that the NC (V) level 4 graduates not be disadvantaged due to the unavailability of a certificate.

During robust discussions, students requested the DHET to enhance communication amongst all stakeholders in the college sector in order to avoid unnecessary protests. Student protests were largely based on a lack of information on matters that affect their studies. The workshop which was held at Elangeni TVET College in Pinetown, KwaZulu-Natal Province was attended by SRC leaders and college principals.

# Students, Graduates and Employers connect on iWIL

MAPASEKA LETHO

The Department of Higher Education and Training iWIL system has now been set up to facilitate Work Integrated Learning (WIL) or Workplace Based Learning (WBL). TVET College students who need placement for WIL or for WBL may now register by clicking on the link <https://webapps.dhet.gov.za/iWIL> and follow the directives provided.

Employers who have placement opportunities for students seeking placement for WIL or for WBL may also register now by clicking on the same link provided above and follow the directives provided. The link can be accessed from the Department of Higher Education and Training website: [www.dhet.gov.za](http://www.dhet.gov.za)

**Contact us:**  
**Call Centre: 0800 87 22 22**  
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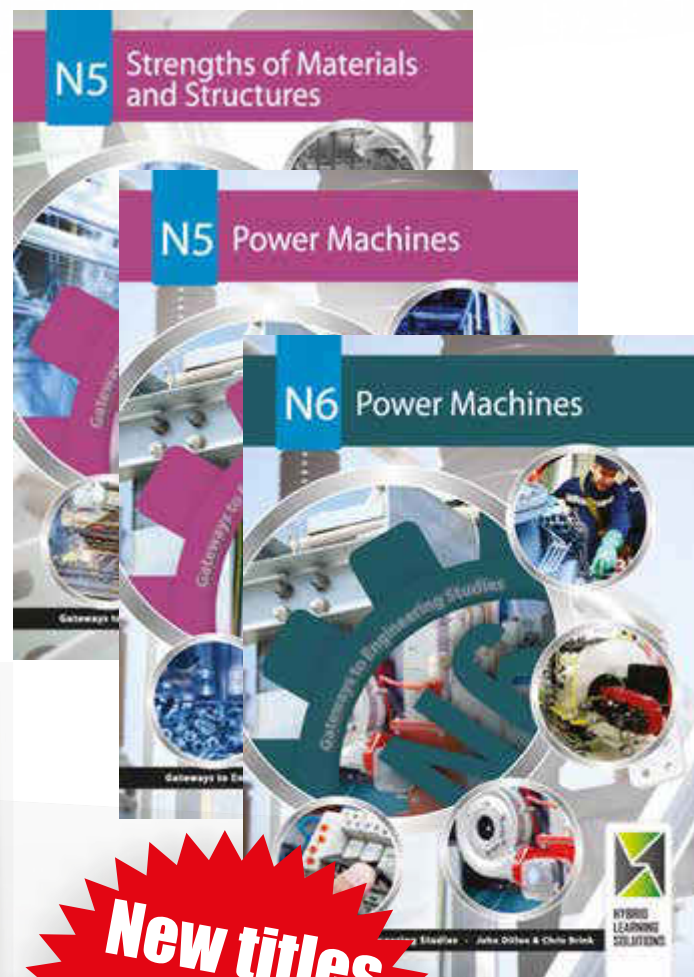
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## MOVERS AND SHAKERS

### Electrical Engineering student builds radio from scratch!

FIONA MCFARLAN

Celinkosi Godgift Ndlovu (17), a Level 2 Electrical Engineering student, has amazed his lecturers and family by building a radio quite literally from scratch. Housed in a Bakers Lemon Cream biscuit cardboard box, the radio can be



Godgift recently won the first prize comprising of a trophy and medal for his inventions at a talent show for budding entrepreneurs held in Slovo Park, Soweto, Gauteng

switched on and off and picks up reception on various radio stations.

Encouraged by his brother Fortune to make a gift for their grandparents, Godgift started the project with only a circuit diagram his brother had obtained for him. Between them they collected a circuit board, speakers, various wires and other components. "It was difficult putting it together at first," says Godgift, "but my brother and I were sure I could do it if we persevered". After initially soldering various components to the circuit board and fitting the wires, the radio did not work. Changing the resistor did not help either. It was only when he fitted a homemade aerial that it could be tuned to various radio stations. Godgift is surprisingly modest. "My brother always assists me with my gift," he said. "In the future I would like to see myself making electrical toys, radios and computers. I would also like to own my own business. I love working with my hands. I have

also built a fan using an adapted radio motor as well as a charger for a phone. I learn from books and practising. I am happy with what I have done".

Godgift lives with his mother and brother in Slovo Park, an informal settlement on the Gauteng East Rand. Despite having failed Grade 10 at school he has now discovered for himself a new and promising direction in his life since enrolling at an Engineering campus of a TVET College. He is finding a niche for himself in the market and doing what he enjoys, which augurs well for his future. He intends completing Level 4 and subsequently the N6 in Electrical Infrastructure.

Principal of Ekurhuleni East TVET College Ms Happy Sibande, commented that it was heartening to see how the TVET College model of vocational education, which combines both theoretical and practical learning, could benefit young people. This is a view echoed by the Kwa-Thema Campus



Celinkosi Godgift Ndlovu with Campus Manager, Mr Giepie Esterhuizen and Ekurhuleni East TVET College Principal, Ms Happy Sibande

Manager, Mr Giepie Esterhuizen who added, "We are very proud of Godgift. He took what he had been taught in class and using his own initiative, created something on his own. He was not shown how to do this by any of the lecturers but he applied his theoretical knowledge. I foresee his ability to 'think out of the box' as being a great asset to him as a future entrepreneur".

### College alumni in inter-hotel challenge

RUSSEL CHISANGO

Two former False Bay TVET College Hospitality students have been honoured having being selected to participate in the 2016 edition of the Cape Legends Inter Hotel Challenge.

The challenge takes place over a six month period with the exciting Regional Cook-Offs taking place in June. Both Candidate Chefs and Wine Stewards compete in the preparation of a three-course menu paired with 'Cape Legends' fine wines. The challenge offers participants the opportunity to expand their potential.

They immerse themselves with new skills to advance their careers through showcasing their talents with help from their mentors. Candidate Chef Jodi Napoleon, representing the Cape Grace Hotel and Belmont Mount Nelson Hotel Candidate Chef Nicholas Loubser, are flying the False Bay TVET College flag high as they battle it out with the rest of the Chef Candidates from across South Africa.

This prestigious event, now in its fourth year, draws young Chefs and Wine Stewards from some of South

Africa's top hotels to parade their skills as they battle to win the coveted award. Winners of the competition will be announced at an awards dinner to be held at Belmont Mount Nelson Hotel on the 29th of July. The Candidate Chef winner will walk away with amazing prizes. The prizes include a three week visit to Prague to work with Executive Chef Roman Paulus in a Michelin star restaurant. Michelin star is a reference to the oldest European hotel and restaurant reference guide. It has been published for more than a century.

Michelin stars are awarded through a process involving the anonymous visit of Michelin inspectors who rate the establishment against a comprehensive set of criteria. Only a few select establishments who meet the criteria make it into the guide. This means that the acquisition or loss of a star can determine the success or otherwise of a restaurant. To work in a Michelin star awarded restaurant in Europe is a rare and highly sought after privilege. It is itself a reflection of the competence of the employee or any staff member associated with the restaurant.

The college wishes its flag bearers everything of the best as they participate in this illustrious event.

### Student shows character in the face of adversity

MINETTE KILIAN

Mr Mbondo was involved in a serious accident which left him incapable of attending classes for more than a month.

During this crucial time Mr Mbondo decided that his temporary problems would not derail his commitment to his studies and ultimately the examinations.

His class mates took down notes and made sure that all information was passed on to him. With the help of his fellow students Mr Mbondo knew what he had to study and was able to prepare accordingly.

Even though he still had metal pins and screws in his leg and had

great difficulty walking, he wrote all the subject examinations. Through hard work and steely determination this young man showed fellow students what can be achieved when one puts one's mind to it.

Mr Mbondo, currently enrolled for Level 3 Tourism, achieved seven distinctions in the examinations. This is a great achievement in itself without taking into account the difficulties he had to face.

Faculty and students of South Cape TVET College are extremely proud of Mr Mbondo and hope that his story may serve as an inspiration for others.



Mr Mbondo, centre, is congratulated by his parents (left) and Acting Bitou Campus Head Mr Tyumze

*"We don't grow when things are easy. We grow when we face challenges."*  
This anonymous quotation was proven by a Level 2 student at South Cape TVET College, Bitou Campus in the course of the 2015 final examinations.



# PSET articulation: Former college student distinguishes himself at university

BUHLE ZWANE

Elangeni TVET College is proud of the academic achievement by former Elangeni TVET College student Mthobisi Maphumulo. Mthobisi, now at Durban University of Technology, enrolled at Elangeni TVET College Inanda Campus in 2012 for the National Certificate Vocational (NCV) Finance Economics and Accounting. The achievement of distinctions confirms that the college is successful at ensuring meaningful articulation with university qualifications. Government

Gazette 32743 stipulates the statutory minimum requirements or threshold norm for admission to the undergraduate Higher Certificate or Diploma programme for persons in possession of the NCV Level 4 qualification. Mthobisi met the requirements, and the university granted him the opportunity to continue with his studies. Academic achievements like this affirm Minister Nzimande's stated vision of an integrated post school education and training system.

Whilst at Elangeni TVET College, Mthobisi received awards for outstanding performance in the 2012/13 academic years. Mthobisi says he wanted to improve his family's living conditions through study and appropriate qualifications. His mother works as a Caregiver. "I wanted to make my mother proud by excelling in my studies", added Mthobisi. Mthobisi hails from Inanda Ezimangweni which is an informal settlement in the north of Durban. He resides there with his mother and two younger sisters. He is currently enrolled for the National Diploma in

Cost and Management Accounting. Newly appointed Principal Zodwa Aryetey expressed her satisfaction with Mthobisi's achievement. His 2015 academic results reflect that he passed with distinctions in Commercial Law, Economics and Financial Accounting. Elangeni TVET College wishes him all the best with these achievements. There is no doubt that Mthobisi has a bright future and will continue making a positive contribution both to his family and community at large when he completes his studies.

# Student achieves in the PlatAfrica 2015 jewellery competition

CLAUDIA ALBRECHTS

The College of Cape Town for TVET was invited to participate in the prestigious PlatAfrica 2015 competition. Sakhile Ndawo, a third year Jewellery Manufacturing student, was bestowed with an Honourable Mention at the award ceremony. Sakhile was awarded based on his outstanding innovative and inspiring design capabilities. The annual PlatAfrica Awards is a celebratory occasion sponsored by Anglo Platinum and Metal Concentrators. The ceremony, attended by 350 guests, included distinguished personalities from

design houses and established jewellery manufacturers. The annual PlatAfrica competition which has been running for 16 years has become synonymous with excellence in platinum jewellery design and manufacture. It is one of Anglo American Platinum's key beneficiation activities. The competition therefore not only showcases the beauty of platinum, but also the remarkable talent of local designers. Under the competition theme of "Indian Bridal Jewellery", local designers were challenged to create symbolic platinum jewellery. Designs were based on the Indian tradition of ornate jewellery, which for thousands of years has been renowned for its visual appeal. Gold jewellery dominated designs in the past. Modern brides are now slowly moving towards innovative designer jewellery made of platinum which remains true to tradition, yet contemporary in design. It was therefore a challenge for designers to create a jewellery piece for a bridal couple that would be simple yet



Sakhile Ndawo with the PlatAfrica Honourable Mention Award depicting his competition design pieces

meaningful, modern yet respectful, adhere to tradition while remaining elegant and yet make a statement. The competition attracted 148 entries. Sakhile achieved a position in the top 20. He drew his inspiration from Indian tradition and the commitment to that tradition through a long heritage. In the process he was drawn towards

Indian people in general, admiring their close bond to family, relatives and loved ones. It is a cycle of life that has continued throughout Indian culture and which now finds expression in his unique platinum earrings. "The competition offered a wonderful challenge and experience" said Sakhile, who is proud to have received the prestigious award. Congratulating Sakhile on his achievement, Principal Louis van Niekerk thanked faculty for their dedicated commitment towards realising students' future career paths. "The quality and creativity expressed in the competition pieces is a true reflection of South African talent and passion for platinum design. The successful participation of students, and Sakhile's achievement, again underscores that students have benefited from their personal contact with platinum as a medium for jewellery design. They have learnt through their fingertips about its strengths and capabilities. They have developed the skills required for designing and manufacturing top-end jewellery in a very competitive industry. We are very proud of their achievements", concluded Principal van Niekerk.

# College student nominated for prestigious award

IVAN SWART

Former Northlink TVET College Performing Arts student, Dealan Fredericks, has been nominated for a coveted Fleur du Cap Award. The Fleur du Cap Award is seen as the 'Oscars' in theatre spheres in South Africa. Dealan was nominated for the award for the most promising student out of a group of seven nominees. Dealan studied Performing Arts at Northlink TVET College for two years. In this period he had the opportunity to perform in three productions namely Evita, Slegs

vir Almal and Sarafina. Each of these productions, as well as the theory modules the students cover, provided Dealan with the firm foundation on which he is currently building. "I could not believe that I had been nominated for this award. It was and still is an honour to be recognised by the industry for all the hard work that you have put in over the years," says Dealan. The Award ceremony took place on 15 March at the iconic ArtsCape Opera House and saw some of the best in theatre

recognised for their work. A total of 18 categories were awarded. "I was one of seven students nominated for the award but although I did not win, I know that the nomination will open doors for me in the industry. Receiving the nomination can only mean great things for my future," added Dealan. The Fleur du Cap Award for most promising student was awarded to Sive Gubangxa, from the University of Cape Town. Dealan is currently busy with rehearsals for an upcoming stage production and is trying his hand at being a voice actor on radio. While he did not

win the Fleur du Cap Award he did walk away with the Most Promising Male Performer Award in 2015 at the Performing Arts Course Awards held at the Northlink TVET College Tygerberg Campus. "I love what I am doing now, but in five years I am looking forward to being on stage, television and radio and living my dream of helping other up-and-coming artists to reach their full potential," concludes Dealan. Dealan is looking forward to pursuing his immediate objective of getting more experience and exposure in the performing arts.

# Principal receives international leadership award in Texas, USA

LAME MORUBANE

Motheo TVET College Principal, Ms Dipiloane Phutsisi continues to make waves having recently been awarded the Idahlynn Karre International Exemplary Leadership Award. She was awarded the Chair Academy's 2016 Idahlynn Karre International Exemplary Leadership Award, for advancing academic and administrative leadership at Motheo TVET College. The award ceremony was held in Texas in the USA. Who is Idahlynn Karre? Idahlynn has achieved many milestones in her professional career spanning 45 years. It is a career which has featured her professorship, leadership, administrative, public speaking, consultancy and coaching capacities. Following an award-winning professional career, she now devotes her time and energy to professional speaking, writing, and consulting for higher education and professional associations in the USA, Canada, UK, Europe, Asia, China, and Australia. Mr Andrew Senoko, Senior Manager Corporate and Strategic Support Services and Secretariat for the College Council noted that this award follows on others recently made to the College. This award could be seen in the context of other awards made to Motheo TVET College under the leadership of Principal Phutsisi. In 2014 the College scooped up the Professional Management Review (PMR) Diamond Arrow Award. In 2015 it secured the PMR Platinum Award for the best educational institution in the Free State. Extra-Mural Programmes are supported by

the Principal and her team. With their support the College choir won 1st Prize in two choral competitions. The College had students representing the Province in the 2015 athletics competitions held in Pretoria and also has a football team playing in the SAB League. Under the leadership of Ms Dipiloane Phutsisi, the College is making a giant leap and the progress is evident to all. Mr Thami Madalane, Senior Manager: Academic Affairs said the College has managed a retention rate of 90% and increased the pass rate. Its certification rate has improved from 6% in 2012 to 53% in 2015. "The implementation of 80% class attendance for both lecturers and students and the issuing of textbooks during registration are just some of the strategies introduced at the college that led to these improvements" said Mr Madalane. The College also attained international accreditation from the Association of Accounting Technicians (SA) in 2015 to offer AAT Levels 2 – 5 programmes. This implies that Motheo TVET College is among the first TVET Colleges in the country to offer a degree programme. The College has promoted 27 Faculty and appointed four Accounting Technicians. Principal Phutsisi has also promoted a culture of accountability and a strong work ethic which has contributed to the many achievements of the College. Campus renovations have also been undertaken. On Friday 15 April a new building procured for the Zastron satellite Campus was officially handed over to the College



Celebrating the award is Director for the Chair Academy Ms Rose Marie Sloan, Motheo TVET College Principal Dipiloane Phutsisi and the Executive Director of the Chair Academy Mr Richard Strand

Council and Executive Management. The satellite Campus had been operating from a copy shop for many years. In addition, Botshabelo satellite Campus which was dilapidated has now been renovated and is due to obtain full Campus status. The college is continuing to make sure that its environment is conducive to learning and that a friendly and safe environment is created for students. The recently installed free WIFI hotspots across all campuses and increased bandwidth, is assisting students to access the Internet freely. This allows students to do their research, access eBooks and other resources that are available to assist them with their studies. Motheo TVET College is possibly the first TVET College in SA to offer free WIFI to students across so many campuses. Mr Mphela Kgasago, Senior Manager Occupational Programmes, Partnerships, Quality and Risk Management noted that the College had established partnerships with nine SETA's to help advance youth in the Province through learnerships. These partnerships also see students being placed for practical experience with different organisations. He added "An Artisan Development Academy is currently being developed at the college and it will not only help students from the Province but from all over South Africa to gain artisanship training. This would directly support Government's mandate of producing more artisans". Besides the partnership with SETA's there are others which include partnerships with institutions and colleges. In its endeavours to support youth, the college is also establishing a Small Enterprise Development Agency incubator project worth R4million. This project will help youth in the development of their entrepreneurial skills. With only some of the notable achievements listed here it is clear that Motheo TVET College, and deserving Principal Phutsisi as its leader and recipient, have rightfully earned the Chair Academy's 2016 Idahlynn Karre Exemplary International Leadership Award.

# College alumnus appointed as new Worcester Tourism Manager

IVAN SWART

Barbara van Rensburg, from the quaint town of Heidelberg in the Western Cape, has been appointed as the new Worcester Tourism Manager. She took up her position in January and has hit the ground running. Barbara completed the International Tourism City and Guilds course at Northlink TVET College in 2013 when she excelled in the bookings programme, Galeleo. She obtained a mark of 93% for this and received 82% for the subject Reservations and Ticketing. According to Barbara, this set the scene for a future that she foresaw for herself in the tourism industry. After studying at Northlink TVET College, she participated in an internship programme at Lynn's Travel as well as Discover Africa where she says, she had to take three trains to get

to work at 08:00 every day. "I wanted to work and therefore, though it was a very stressful experience to be certain to get to work on time every day, it played a part of who I am today. I can now understand what many workers without access to private transport endure daily. It clarified just how much most people struggle to get to work on time at no fault of their own." After the completion of her internship at Discover Africa, she took a detour into the Medical Field. She was appointed as a medical receptionist until December 2015. Since moving on to her current position she is enjoying every day. She gets to market the beauty which is Worcester as well as liaise with the more than 60 Worcester Tourism members. "My mission is to get people of the Western Cape and beyond interested in seeing what

Worcester can offer from a tourism perspective. In doing so it can revitalise tourism in Worcester," adds Barbara. She also has some activities up her sleeve to stimulate the local tourism industry. Much of what she is implementing can be attributed to the great education that she received at Northlink TVET College. She comments, "I can say that the subject

matter as well as the lecturing staff is certainly of industry standard and this has been the cornerstone of my career to-date. I still refer back to my notes and text books to substantiate what I am doing." She adds that "as long as you work hard, you will be rewarded and will be able to achieve what you have set out to achieve."



Barbara van Rensburg, newly appointed Manager at Worcester Tourism and Northlink TVET College alumnus





## PROMOTING EMPLOYABILITY

## WorldSkills 2017 competitions off to a start

NADINE MOODAELY

Port Elizabeth TVET College will be involved in the exciting WorldSkills South Africa (WSSA) competition. A meeting between the WSSA steering committee and Port Elizabeth TVET College took place at the Iqhayiya Campus on 12 February.

TVET Colleges play a major role in equipping learners with market related skills. Skilled learners can reduce the unemployment rate drastically. Whatever skill is acquired during training can only be improved with time and never be lost. The WorldSkills competitions are an excellent way to bring out the best in artisans in the TVET College sector. Deputy Minister of Higher Education and Training Mr Mduzisi Manana has made WSSA a priority to encourage artisan development which will in turn support economic growth. WorldSkills is showcasing the value of skills and raising the recognition of skilled professionals worldwide. The skills competition is a fun way of allowing artisans to compete against one another and bring out the master artisan in the competitor.

College competitions will take place between March and July 2016. Provincial Competitions will take place between August and November 2016 and the National Competitions in January 2017. WSSA undertakes to assist TVET Colleges with the application process, technical information as well as support with marketing material. WSSA falls under the National and Provincial Artisan Development structures and a list of helpful contact details is included below. WorldSkills aims to create a platform for celebrating world-class excellence in skills by showcasing the next generation of skills talent. We wish all participants good luck!

Public TVET Colleges Provincial Artisan Development Steering Committee Chairs			E- mail
1	Eastern Cape	Bongani Mahlaba	bonganimh@kinghinsacollege.edu.za
2	Free State	Patric Pinkwane	patric@gfc.edu.za
3	Gauteng	Charl Van Heerden	cvanheerden@tsc.edu.za
4	KZN	Bruce Forbes	bruce.enyenzezi@gmail.com
5	Limpopo	Selephane Molekwa	molekwas@seket.co.za
6	Mpumalanga	Dr Thabang Dhlamini	mswart@gsc4u.com
7	Northern Cape	Eleanor Mitchell	eleanor@sp.ncrfet.co.za
8	North West	Jacob Ramagogodi	jacob@vuselelacollege.co.za
9	Western Cape	Ebrahim Peters	ebrahimp@bolandcollege.com

## International partnership focuses attention on key issues facing TVET Colleges

ADRIAAN BOYCE

**Editor's note:** Mr Adriaan Boyce is a First Education Specialist for National Certificate Vocational and Report 191 Engineering Studies at Eastcape Midlands TVET College.

Eastern Cape Province TVET Colleges, Eastcape Midlands and King Sabata Dalindyebo are participants in an exciting 'International Skills Partnerships' programme with Belfast Metropolitan College. The programme is an initiative of the British Council which provides investment funding, enabling partners to tackle some key challenges encountered globally in skills development.

The main focus is to develop a strategy that will promote and sustain comprehensive partnerships with employers, Sector Education and Training Authorities and government departments. The partnering colleges share best practices regarding approaches to bridging the skills gap that occurs in learners between school completion and college registration. It should lead to a focused approach with respect to Work Integrated Learning, Workplace Based Exposure and the employment of college graduates. The programme hopes to assist unemployed young people and college graduates with the skills, knowledge and qualifications required to enter the workforce or higher education. A component of the initiative is the implementation of bridging programmes which will identify skills gaps. This step will ultimately improve the retention and throughput (pass) rates of colleges.

This writer, on behalf of Eastcape Midlands TVET College and Mr Wanda Ndinisa, Head of Department for Engineering Studies at King Sabata Dalindyebo TVET College, visited UK partner, Belfast Metropolitan College as part of the initiative. The visit coincided with the "Bring the Learning Home"

## About WorldSkills

WorldSkills is a member association global movement for skills excellence and development and was formed in 1950. It represents more than 45 skills in 72 member countries and regions. Through the key areas of Research, Skills Promotion, Career Building, Education and Training, International Co-operation and Development and Skills Competitions, it aims to raise the profile and recognition of skilled people.

WorldSkills aims to show how important skills are in achieving economic growth and personal success.

Global WorldSkills Competitions (formerly known as the "Skills Olympics") are held every second year. The competitions have come to symbolise the pinnacle of excellence in vocational training.

Thousands of young skilled persons and their expert mentors representing member countries from around the world gather to compete in the skills of their trades, testing themselves against demanding international standards.

The competitors represent the best of their peers having been selected after competing in regional and national skills competitions around the world.

This is the biggest vocational education event in the world involving the 72 member countries and regions, more than 1000 competitors and 1000 mentors as well as educational, government and industry leaders.

The 43rd global WorldSkills competition was held in São Paulo, Brazil during August 2015 and the next one has been scheduled for 14-19 October 2017 in Abu Dhabi, United Arab Emirates.

**Now would be the time for any college hoping to field candidates in 2017 to begin with preparation!**

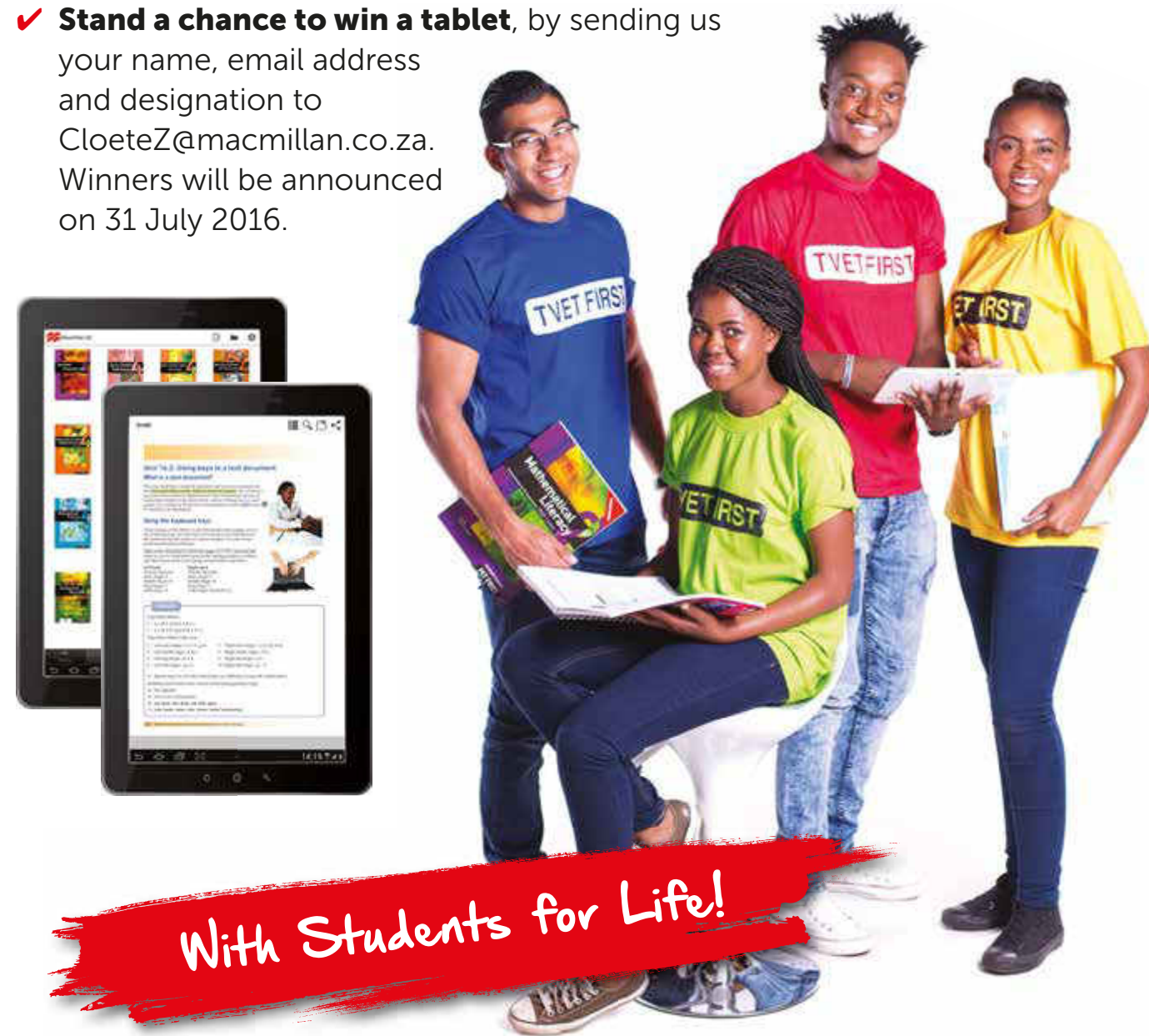
international conference held in Birmingham. One of the highlights of the visit was a meeting with Mr Jonathan Stewart, Deputy Director of the British Council. Matters for discussion included the role of the British Council in international skills development and the importance of partnership building. The importance of employer involvement in curriculum structuring and skills development was also emphasised. This linked with project findings that stress the importance of identifying skills needed by employers and an employability framework for graduates. The objective of employer engagement is to close the gap between what education produces in terms of human capital and what industry requires. Employers must be given a voice and colleges should engage them more fully in education initiatives. This could be achieved by the formation of employer representative bodies. Industry should also be involved in standard setting and the incorporation of course content proven to be effective.

A skills audit should be conducted before the process of student recruitment can be embarked upon. Inputs from employers, local, provincial and national government, are of great importance to ensure the employability of graduates. Information obtained from employers, will prevent colleges from over-recruiting in specific skills (programme) areas. Over enrolment in some courses could lead to training for unemployment which in turn would be a gross wastage of subsidy and bursary funding. School feeder 'appetite programmes' should be implemented to ease the bridging from school into the college sector. In most instances learners that exit before grade 12, failed at school level and enter college as a last resort. This is one of the contributing factors for the high drop-out numbers reported by colleges. Feeder 'appetite programmes' will enable their development and the achievement of an exit qualification.

International collaboration allows for staff development, exchanges and exposure to new ways of delivering programmes for the ultimate benefit of students.

## TVET FIRST

- ✓ All our Student's Books are available in eBook or print book version.
- ✓ Extensive range of **printed** Lecturer's Guides available for **NCV** and **Nated**.
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# Lecturers roll up their sleeves in Work Integrated Learning stint

NOTHANDO NDLOVU

Hospitality and Tourism Lecturers of Umfolozi TVET College, Esikhawini and Richtek Campuses maintain that they learnt something new each day during their recent Work Integrated Learning (WIL) stint.

The WIL took place at the Coastlands Hotel, Musgrave Kwa-Zulu Natal Province between 14 and 18 March. The lecturers, who seemed dedicated to their tasks, job-shadowed hotel staff. They were 'hands-on' in Housekeeping, Kitchen Assistance, Reservations, Banqueting and Bar Tendering. They plan to use everything they

learnt, in the classroom to produce the best Chefs, House-Keepers and Front End Staff.

Hospitality Senior Lecturer at Esikhawini Campus, Ms Thuli Mngoma said her greatest lesson learnt during the WIL was the importance of constant communication between staff. The lecturers got the chance to spend a day in each department. "I hope more lecturers will also enjoy the same opportunity so that we can all teach relevant and context-rich lessons to our students.

Thanks to the Culture Arts Tourism Hospitality and Sport SETA for sponsoring the programme. It will definitely have a great impact on what we teach students to prepare them for the Hospitality industry.



Lecturers roll up their sleeves and get hands-on experience in a variety of Hospitality industry trades

## College strengthens partnerships in artisan development

MINETTE KILIAN AND LANSON MUTANDWA

In 2015 South Cape TVET College hosted a Decade of the Artisan campaign function initiated by the Department of Higher Education and Training. The objective was to promote the important role of artisans in our country. The training of artisans has been identified as a priority in South Africa and South Cape TVET College is proud to be part of this important endeavour.

To this end, MERSETA funded a special project which aims to train Electrical Infrastructure Construction Level 4 students over a period of two years after which they are expected to undertake their trade test. The group of 20 students commenced with training in May of 2015. The training consisted of 10% theory and 90% practical which means that students spend most of

the time working 'hands-on'. 'Hands-on' training prepares them to enter industry much more prepared after their training. Employers eagerly employ such trainees. The training is modular based in accordance with MERSETA specifications. The duration of the practical training at the College is six months. Thereafter the students are placed at host employers for a period of 18 months to complete their practical on the job training.

South Cape TVET College has also engaged in a partnership with SA Oil and Gas (a funding partner in a joint venture with TETA SETA) and Petro SA as a training partner. As a consequence of this strategic partnership 55 students were enrolled for a 27 month period to enable them to become tradesmen in the disciplines of welding, boiler-making and electrical engineering. The aforementioned individuals will complete nine months Competency Based Modular Training after which they will be placed at Petro SA as the host employer. At the end of the indentured period they will engage in a pre-trade test as well as their final trade tests.

Many host employers are appreciative of the work and skills the students are displaying. Quoting one host employer Chokie, the owner of CC Electrical in Mossel Bay, Western Cape Province, "The two students placed in my company were the best Christmas present the College could have given me." South Cape TVET College will continue to strive to deliver quality artisans in order to fulfil the mandate of the Department of Higher Education and Training and to ensure on-going growth within the artisan field.

If you, dear reader, wish to participate in the artisan development initiative, South Cape TVET College would love to hear from you. Funding partners and host employers are welcome to contact the College to explore possible mutually beneficial engagements. Email: minette.kilian@sccollege.co.za



Trainees Nokuthula Mntuyedwa and Burton Robertson at work at CC Electrical

## Learnerships produce self-sustainable graduates

NOTHANDO NDLOVU

Fifteen students will now be self-sustainable after completing a twelve months Garment Making learnership at Intuthuko Special School. The learnership was a result of a partnership between uMfolozi TVET College and the Department of Basic Education.

Speaking at the graduation ceremony in November, Deputy Chief Education Specialist Ms

Gwala said that she was very proud of the fact that all the students had completed the learnership, meeting all unit standards. She added that she was even more impressed by the students' dedication to the programme. The students used the R500 monthly stipend that they were getting and used it to purchase their own sewing machines and fabric to practice at home.

Ms Mnguni, uMfolozi College Project Co-ordinator could hardly contain her excitement.

Congratulating the students she said, "We are very proud of your hard work. Your sleepless nights and tears are finally paying off. Well done to all of you. I have no doubt that you will be able to earn an honest living through the skills that you have learnt at College".

The day ended with a fashion show to showcase the graduates' work which was followed by traditional music performances from the students.

## TECHNOLOGY IN TEACHING AND LEARNING Implementing i-Live classrooms through i-View technology

DANNY SOMERSET

**Editor's note:** Mr Danny Somerset is a mathematics and maths literacy lecturer at False Bay TVET College. Mr Somerset is passionate about improving the efficacy of his lectures through the deployment of technology in the classroom. In this item he shares his experience with iView technology. For further information on the device and its application contact Danny Somerset on email: danny.somerset@falsebay.org.za or Riaan Theron on email: riaan.theron@falsebay.org.za



Mr Danny Somerset, Mathematics and Maths Literacy lecturer at False Bay TVET College Muizenberg Campus uses the iView document camera device

First of all I should extend my acknowledgement to my friend and colleague Mr Riaan Theron, for his innovative work in designing and building a document camera device. (See the photograph of the prototype device.)

It is from this technology that my passion springs and which motivates me to share my experiences of its deployment in the classroom. Essentially, I have successfully managed the integration of the technology with my lessons as a delivery media in the quest for being a good, inspiring, influential and productive teacher.

My pursuit of a solution originated in the following challenges. Firstly, I asked myself how could I teach in a way that presents any new conceptual explanation in a visual and graphic way in real-time? How could I operate a device such as a calculator in a manner that could be simultaneously followed by the entire class group? How could I ensure that students who tend to lose focus or interest in the course of the instruction be immediately assisted? How could I secure and hold the attention of all students simultaneously for the duration of the instruction? How could I overcome the challenge of students being physically absent for the duration of the instruction? For myself and most likely most lecturers, how do I use technology to augment the physical and mental stamina required for the many hours in a day that is spent on one's toes in front of groups of students? Finally how do I achieve all of the aforementioned without compromising the highest standards of lesson/lecture quality and the teaching and learning experience?

In my assessment, the problem rested neither with the student, nor the teacher (lecturer/educator/instructor). The problem lay in the methodology employed to deliver the lesson. I have been teaching or lecturing at False Bay TVET College since 2013. In that time there have been many challenges that come my way in the process of lesson delivery. However, with the introduction and use of this technology, the interest of students in my classes has improved. It has made my explanations 'easy' and effective. It has made it possible for the students to review instruction and practice with the aid of the video clips and yes, I am enjoying my teaching with less 'standing footwork' yet remaining 'live' and energetic for all my lessons throughout the length of the day.

This technological innovation has become a highly necessary personal aid in mathematics, sciences and accounting. Particularly, since it is in these disciplines that students are highly dependent on the explanation of the lecturer. Students are enabled to go back to whatever I was teaching

on a particular day and watch the explanatory video clips repeatedly until they achieve clarity and understanding. This has changed the classroom environment for my mathematics and maths literacy lessons. Students are fully engaging with me as I explain and solve problems. With network channels already in place such as Blackboard, it has been very easy to make these lessons instantly available to the students whenever they need them. The format of these videos is normally the MP4 video format, thus making it easy for the students to download or save these videos to their mobile devices and watch them anytime and anywhere absolutely free.

As a lecturer with an aptitude to bring prospective 'new' ideas and experiences to the teaching and learning milieu, I would like to encourage colleagues in TVET Colleges to introduce and implement what I call the iView technology in teaching. The iView technology is nothing new at False Bay TVET College. I would strongly advocate that TVET Colleges make at least one device available per campus. Lecturers will be keen to use it as an additional teaching media in their classrooms as a way to improve the efficacy of the teaching and learning experience. This technology is arguably more effective and is different from the 'online' videos that students can watch or download from the internet. This is so because students have the benefit of direct consultation with the teacher if and when it becomes necessary to do so. Absolutely no costs are involved in order to obtain a copy of the video. The video clips can be made available through the many forms of file sharing methods available.

And here's the bottom line, cost! If you were hoping to dismiss this technology on the basis of affordability, you will have to seek out another excuse! This type of technology is available from affordable components that can be bought at most wholesalers and retail shops. The average total cost would be in the region of R650 to R1 500 per device, depending on the sound and video preferences of your choice. It is still and will mostly remain the responsibility of us as teachers and lecturers to implement methodologies that best work for us. Methodologies that will ensure that we achieve our learning outcomes such as that our students meet the assessment standards with knowledgeable skills and abilities. Dream on and make it happen!

## Engineering students write their first test using u-learning

NOTHANDO NDLOVU

### About u-learning

U-learning, or ubiquitous learning, refers to a simple form of mobile learning. It is a term applied when a learning environment can be accessed in a variety of contexts. According to education technology researchers, Ogata and Yano (2003), Chen (2002) and Curtis (2002), the main characteristics of u-learning are:

**Permanency:** Students never lose their work unless it is purposefully deleted and all learning processes are recorded continuously every-day.

**Accessibility:** Students have access to their documents, data, and videos from anywhere and learning is self-directed.

**Interactivity:** Students can interact with experts, teachers or peers in synchronised or asynchronous communication.

**Situating instructional activities:** The learning can be embedded in our daily lives allowing for problems



Mr Joseph Okharedia, assists a student with her u-learning

and the knowledge required for resolving them, to be presented in their natural and authentic forms.

**Adaptability:** Students can get the right information at the right place, right away.

U-learning can be empowered by Computer Supported Collaborative Learning.

Reference: EduTech Wiki.

Umfolozi TVET College, Richtek Campus Level 3 Engineering students wrote their first test using tablets as part of u-learning in March.

Lecturer Mr Joseph Okharedia said, one of the perks of u-learning is receiving instant results. He hopes the College will save paper by using this format. U-learning can take place anywhere, anytime and encourages individualised methods of teaching that help students to learn much faster and more effectively with greater understanding.

This same technology has also been used to write placement tests during college registration periods.

For further information on the use of u-learning at Umfolozi TVET College, email: Joseph.Okharedia@umfolozi.edu.za





## Break through to improving results in Reading, Writing and Maths

Low levels of Numeracy and Literacy remain a challenge for TVET colleges in South Africa. The *Education for All, 2014* country progress report by the Department of Basic Education reported the following, "...throughput rates at TVET colleges are a challenge, with many learners failing, particularly in their first year of study, and leaving the higher education system. One of the reasons includes learners being under-prepared when they enter TVET colleges."

To be able to address the under preparedness of students, TVET colleges need to provide lecturers with the tools to improve numeracy and literacy skills. "Students enter TVET colleges with a wide range of ability levels and varying Reading, Writing and Math skills, due to their differing backgrounds", said Beverley Wharton-Hood, Pearson's Learning Innovation Director. Lecturers need to quickly identify student skills gaps and provide a personalised intervention but have limited time and resources.

To help lecturers teach students with varying abilities Pearson has developed MyFoundationsLab™. MyFoundationsLab is

a online mastery-based resource, designed to help assess, diagnose, and remediate students' knowledge of Reading, Writing and Maths. MyFoundationsLab uses adaptive learning technologies that provide a personalised experience for students, while supporting lecturers with valuable data about the strengths and weaknesses of each student.

The goal of MyFoundationsLab is to help every student succeed and Pearson is working with lecturers and colleges in South Africa to improve student performance. MyFoundationsLab has been used by South African institutions such as Cape Peninsula University of Technology and the University of Pretoria to improve student results. Based on lecturer and student feedback, MyFoundationsLab has been customised to address the needs of South African students and lecturers.

“The fact that students could get immediate feedback, was important to me.”

– Dr Hannlie Dippenaar,  
Cape Peninsula University of Technology

"It's difficult for lecturers to identify each individual student's weaknesses and at the same time develop a personalised intervention strategy to help them improve," said Andelie Zeeman, Director of Learning and Assessment Solutions at Pearson. MyFoundationsLab offers a rich environment that includes diagnostic assessment and a personalised learning plan with highly interactive exercises that enable students to master skills at their own pace. MyFoundationsLab is ideal for learners of various skill levels and ages, including learners in continuing education or workforce readiness programs. It provides the skills development that students need to be prepared for, and successful in, post school level courses or careers. MyFoundationsLab provides the resources to improve student performance.

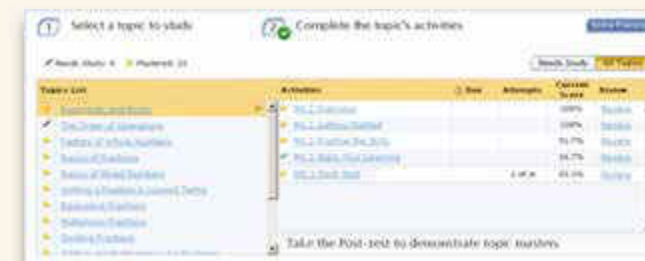
The data within MyFoundationsLab is easily exported to a variety of spreadsheet programs. Lecturers can determine

which points of data they want to export, and then analyse the results to determine student progress and success. MyFoundationsLab engages students in active learning. Immediate feedback and tutorial assistance motivate students to do more work, which means they retain more knowledge, remediate faster, and improve their test scores.

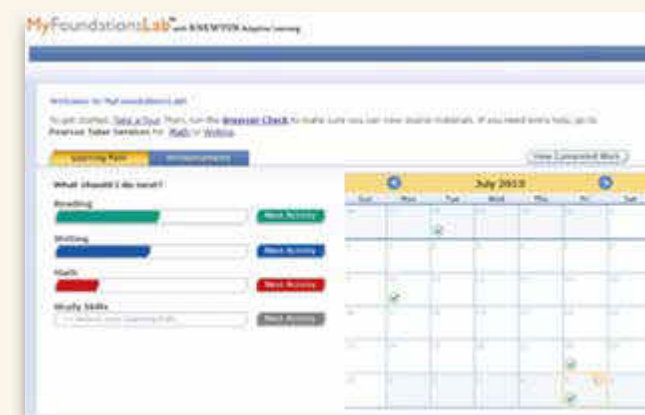
Pearson offers several MyFoundationsLab training options – in-person, online, self-paced instruction, or peer-to-peer. Pearson will craft an implementation plan for you based on your college's infrastructure.

“Personalised, engaging and improving results.”

### MyFoundationsLab features



Competency-based, self-paced learning



Pre-loaded assessment and instruction

Learning Path Summary

Export Data | Make a Copy | Change weights | Add a Note | More Grading Tools

Learning Path | All Assignments | Overview by Student | Performance by Module

Module | Topic

For detailed mastery information, click on the student's name.

Class Review	Overall Score	Last Login Date	Topics (27)			Still Needs Study
			Mastery on Assessments	Assigned as Needs Study	Completed	
Class Review	8%	03/05/13 10:38am	13	48	0	45
Classroom Topics	45.9%	11/07/13 8:08am	18	79	3	56
Classroom Topics	0%	11/05/13 2:14pm	4	73	0	73
Classroom Topics	0%	02/06/13 6:42pm	10	46	0	46
Classroom Topics	0%	06/06/13 4:10pm	20	6	0	6
Classroom Topics	0%	06/06/13 1:10pm	0	10	0	10

Gradebook and reporting capabilities



Personalised learning pathways

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## ENTREPRENEURSHIP DEVELOPMENT

### College hosts second successful entrepreneurship/SMME development seminar

PATIENCE MAKHAPHELA

South West Gauteng TVET College recently hosted a second successful Entrepreneurship/Small Medium and Micro Enterprise (SMME) Development Seminar at Molapo Campus, Soweto.

Soweto, like most South African townships, has economic pressures, with many of its people unemployed. Many make a living from small businesses and even more engage in survivalist informal trade activities. These activities, barely affords them a basis for sustainable economic survival. The college sees itself as a catalyst to provide interventions that address the challenges faced by the communities it serves. The college believes that inculcating entrepreneurship among people, starting with the youth, is a sure way to break the spine of poverty, inequality and unemployment.

This second Entrepreneurship/SMME Development Seminar followed the highly successful inaugural seminar hosted last September. The positive feedback received provided impetus for the college to organise the seminars on a regular basis. Attended by over 300 delegates, the seminar was described by many of the attendees as exactly 'what the doctor had prescribed for entrepreneurship development'. The Honourable Deputy Minister for Higher Education and Training, Mr Mduzuzi Manana was the main speaker at the event. He congratulated the college for taking the initiative as it resonated with government's plans around poverty alleviation. He added that such initiatives will help improve the country's ratings in the Global Entrepreneurship Monitor survey in terms of entrepreneurial activity. "It is clear that South Africa is not producing a sufficient number of entrepreneurs for the economy and needs to address this so as to create employment, expand markets, increase production and revitalise communities," he said.



Principal Dan L. Nkosi and Deputy Minister Mr Mduzuzi Manana discuss the seminar

The Seminar featured high profile speakers amongst who was Mr TK Coleman, co-founder and Education Director of Praxis and an adjunct faculty member of the Foundation for Economic Education (FEE) in the United States of America. (Praxis is a ten month apprenticeship programme that combines a traditional liberal arts education with practical skills training.) Speakers were invited to cover a range of topics that are aimed at impacting positively on the local entrepreneurship space. These included Gerald Mwandambira of the SA Savings Institute who focussed on financial planning for business owners; Bill Gibson of Knowledge Brokers International SA (Pty) Ltd who spoke on how to market a business in trying times and Lesego Tau of Touch Motive Consulting who spoke on why SMME's fail and how to keep your own afloat. Vanie Bessick spoke on Broad-Based Black Economic Empowerment codes while Charlton Thangalan of ABSA Bank spoke on enterprise and supplier development. SWGC; Period! Enough Said!

### Colleges partner to boost entrepreneurship

MATAU MANYE



Sedibeng TVET College and Central Johannesburg TVET College lecturers with Harrow College facilitator Ms Lucy Akinlosotu (front, fourth from right) at Sedibeng TVET College Vanderbijlpark Campus

Sedibeng TVET College has embarked on a drive to exchange information and experience widely on how to best serve their most important stakeholders namely, students.

In this quest the college has strengthened its relationship with Harrow College UK. Together they recently hosted a workshop on entrepreneurship that included Central Johannesburg TVET College lecturers. Harrow College representatives Ms Lucy Akinlosotu who heads Professional Development

and Training and Afshan Baksh, Head of Higher Education and International Development were welcomed with open arms. Ms Lucy Akinlosotu facilitated the workshop and provided a background of the college and what its main aims are with regards to building sustainable partnerships. She disclosed that Harrow College also has partnerships in Italy, Spain, Ireland, Austria, the Netherlands, and with TVET Colleges in South Africa such as Central Johannesburg TVET College.

The purpose of the workshop was to introduce the Edison project which encourages students to be entrepreneurs. Edison also strives to inculcate this as a mode of teaching with lecturers so that students consider starting their own businesses from the early stages of their studies. She further explained that the project encompasses engagement with employers, students, teachers in training, and professional development. Harrow College is regarded as a centre of excellence for teacher training.

In the workshop lecturers were grouped and given tasks with each task intended to impart some level of innovation. The tasks included a self-evaluation to determine how entrepreneurial they are and methods on how they can include that entrepreneurial spirit in their daily lecturing. The project is meant to enhance a culture of teaching and learning in which 'learning to think like an entrepreneur' is a pre-eminent and recurring theme.

### Partnership secured for the development of entrepreneurs

THOKOZANI NDHLOVU



CEO of Future Managers Pieter Bruwer and Director of the Gert Sibande Centre for Entrepreneurship Shereen Dindar, shake hands on the partnership

Director of the Gert Sibande Centre for Entrepreneurship, Ms Shereen Dindar, recently concluded a partnership agreement that will facilitate the training of young successful entrepreneurs.

The agreement was concluded with Mr Pieter Bruwer, CEO of Future Managers and involves a sponsorship of R50 000. According to Mr Bruwer, the sponsorship may be used by student entrepreneurs to turn their business plans into fully viable business opportunities. The Centre for Entrepreneurship (CfE) was developed by the Department of Small Business Development in partnership with Gert Sibande TVET College. It is located at the Ermelo Campus. The centre was

launched on 13 March 2015 by the Honourable Minister of Small Business Development, Ms Lindiwe Zulu and is funded by the Department of Small Business Development.

In a tough economic climate, skills alone are often insufficient to lead to employment. The CfE was developed to promote young entrepreneurs in the province of Mpumalanga in a drive to address unemployment. The programme offered by the CfE seeks to increase the number of graduates that set up their own businesses as a viable alternative to seeking employment. The CfE is also tasked with establishing incubators where students can apply their entrepreneurial skills.

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# Promoting Artisanship in the Green Economy

TANJA MERENSKY-HARTINGER

**Editor's note:** The following article and photographs submitted by Tanja Merensky-Hartinger were prepared by 'Skills Development and Employment Programmes', an initiative of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ).

The article follows on the participation of GIZ 'Skills Development and Employment Programmes', in the Working World Exhibition held in Eastern Cape Province.

This year's Working World Exhibition took place from the 16th to the 18th of February at the Nelson Mandela Bay Stadium in Port Elizabeth, Eastern Cape. The GIZ South Africa, 'Skills Development and Employment Programmes' initiative, participated in the exciting event for the first time. The exhibition introduced eager learners to career opportunities in the Green Economy.

A major attraction in the exhibition's 'Green Energy Pavilion' was the exhibition space which featured the Port Elizabeth and East Cape Midlands TVET Colleges and the GIZ 'Skills Development and Employment Programmes'. The overarching theme of the joint campaign was "Proud to be an Artisan in a Green Economy". The aim was to promote awareness of technical and vocational training opportunities in the renewable energy sector, as well as in the electrical and plumbing trades.

A total of 12 046 learners attended the exhibition, representing 89 school groups. Through a 'learner-meets-learner' approach, current students who are already enrolled in Renewable Energy Technology (RET) electrical and plumbing fields at the two aforementioned TVET colleges became active ambassadors for RET. The students could offer visitors an insight into their own learning experiences. They could offer the learners interesting first-hand information on their studies and future job prospects within the Green Economy. The young career seekers also had the opportunity to gain practical knowledge on RET and related electrical and plumbing trades in an interactive manner. Training models of the latest renewable energy technologies such as solar water heaters, photovoltaic panels, wind turbines and conventional electric panels were on display.

The interactive fun activities at the stands proved to be a hit with the learners. They were challenged to ride mounted bicycle generators, in order to generate enough electricity to charge the rechargeable batteries which in turn were used to power a scaled down car racing track. The same bicycle generator was also used to heat water in a 12V kettle. Heating the kettle proved very tiresome, illustrating to learners just how much electricity is needed to heat up a single cup of water!

Needless to say, the interactive games were immensely popular, being both entertaining while simultaneously serving as educational tools. Some partner companies such as Kestrel, Hellerman & Tyton, Microcare, and Bonties Plumbing, were also invited to showcase their work and provide advice to learners and students about opportunities in their respective trades.

In the face of a chronic shortage of skilled labour in the technical and artisan



TOP: A visiting learner brings the bicycle generator into full swing. Charging batteries is hard work! BELOW: Visiting learners see how the charged batteries are used to power play car racing tracks

related fields in South Africa, the hosting of school learners at career exhibitions such as this plays a vital role in closing the gap between unemployment and unfilled jobs. Young learners receive the necessary support and encouragement to make informed career choices. These are career choices that are not only aligned with existing labour market conditions and skills shortages, but also with their own interests and strengths. Disseminating knowledge on career paths, relevant entry requirements and subject choices is crucial to promoting technical vocational education and training. The Working World Exhibition thus presented a unique opportunity to equip learners with this information, enabling them to make informed decisions regarding their career choices as well as inspiring them to plan for their future.

GIZ already looks forward to participating in next year's exhibition and wishes the young learners and students all the best for their future career paths. Some hopefully in the Green Economy!

## Gauteng Foundry Training Centre one of a kind!

FIONA MCFARLAN

The Gauteng Foundry Training Centre is the only one of its kind in South Africa where Smelters, Moulders and Patternmakers can be trained. It was established on the Kwa-Thema Campus of Ekurhuleni East TVET College to support artisan and skills training in the foundry industry. The project is supported by the Gauteng Department of Economic Development, the Council for Scientific and Industrial Research, National Foundry Technology Network and the SA Institute of Foundry-men.

Foundry Manager Mr Errol Beling, brings with him years of experience and expertise in the Patternmaking industry, having started his career as an apprentice Patternmaker in 1986. He was latterly a Training Officer in Patternmaking before accepting the post to head the Gauteng Foundry

Training Centre at Ekurhuleni East TVET College. The manufacturing of any iron parts in industry that have to be cast, for example car manifolds, axel shafts, bearing brackets or drag lines, is the work of Smelters, Moulders and Patternmakers. Wooden models are initially made from a drawing before being sent to the Foundry. In the Foundry a sand mould is made from the impression of the wooden one prepared by the Moulders before the Smelters pour molten metal from the furnace into the cavity.

It is hoped that the establishment of the Gauteng Foundry Training Centre will make a meaningful contribution to addressing skills shortages. This is in line with the implementation objectives of the Decade of the Artisan campaign. The campaign was launched by the Minister of Higher Education and Training in 2014 and promotes the notion that it is "cool to be a 21st century artisan".



Students at the Gauteng Foundry Training Centre pour molten cast iron from the ladle into a sand mould



# Invitation

## 7<sup>th</sup> PAN AFRICAN TVET AND FET COLLEGES CONFERENCE

27 & 28 October 2016



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## College strives for exemplary financial management

NADINE MOODALEY

Mr Gerard Paris, who is the Acting Deputy Principal Finance at Port Elizabeth TVET College, recently provided an overview of the financial administration of TVET Colleges. He highlights the following aspects.

Public TVET Colleges which number 50 operate on more than 260 campuses across SA and which are administered by the Department of Higher Education and Training, are allocated Billions of Rands in the form of subsidies and grants annually.

It therefore stands to reason that a primary concern for the Minister of Higher Education and Training would be the implementation and maintenance of sound financial discipline, controls and systems within TVET Colleges. With this in mind, the Minister approached the South African Institute of Chartered Accountants to work with the Department of Higher Education and Training in a project to provide financial management support to TVET Colleges. In 2012 and thereafter, a number of support Chief Financial Officers (CFO's), were appointed, initially in TVET Colleges in the Kwa-Zulu Natal, Eastern Cape, and Limpopo Provinces, and subsequently country-wide.

The role of the support CFO is to support and ensure that sound internal controls are implemented and that compliance with financial policies is achieved to the highest standards.

Where there are shortcomings in the financial systems, these should be strengthened. It is also incumbent of the support CFO to ensure skills transfer so that strengthened capacity becomes a legacy of the intervention. A related priority would be to ensure that there are permanently appointed CFO's at all TVET Colleges. Mr Paris reiterates, "We need to be cognisant that the funds we use at the college are taxpayer's money. We need to be very diligent in managing these funds and take good care of the assets and resources acquired with the funds. We need to ensure that the college receives maximum value for each and every Rand spent in order to build a good future for the next generation".

A related matter vests with the governance structures of the college. These should be effective so that the institution grows and prospers and is diligent in areas of risk management, internal auditing and overall governance.

The mandate of the DHET support CFO includes the ambit of all the financial management aspects of the college.

One cannot delineate any one financial area as being more important than another. As a whole, all financial components have to function effectively. Proper financial controls should be in place ensuring that funding is spent appropriately and in line with planned and approved budgets and that proper records are 100% complete.

Strategic planning is essential for sound

financial management. No spending should be incurred without proper planning. Comprehensive planning must underpin a service delivery budget. If goods and services are not planned for, these goods and services in all probability would not have been budgeted for, and thus in fact, cannot and should not be procured. Drawing a parallel, Mr Paris makes an example of managing your personal budget. He explains that careful planning has to go into the whole execution of your personal budget, in order to achieve the best outcome and maintain financial stability. Currently Port Elizabeth TVET College is mostly dependant upon government funding.

One can measure the good performance of an institution on whether the intended programmes have been rolled out in accordance with scheduled activities, for which there has been adequate planning and budgeting. The converse is also true, leading to below standard performance.

At Port Elizabeth TVET College we are consistently working towards financial integrity. This simply means that we take good care of our financial situation by growing our revenue streams, managing our expenditure well and obtaining value for each and every Rand spent. This includes taking care of all college assets.

There is still a lot of work that lies ahead to overcome the challenges, but we are making progress thanks to our committed and passionate staff at Port Elizabeth TVET College.

been out of school for almost three years, to now running his own company. "The course can get really hard but no matter what, do not give up. Start something and finish it, you were not born to fail," advised Zipho. Principal Sam Zungu urged students to remain as excited about the programme to obtain excellent results. "The country is full of opportunities, you need to stay focused. We need you to be entrepreneurs. Successful countries are stable because their economies are driven by small businesses. We are grateful to have a project like this which uplifts South Africa's future business persons," said Principal Zungu.

Ndiphiwe Tsembeyi thanked the College and all stakeholders involved, for the opportunity

to study. He explained that before studying he worked as a general worker at a warehouse. "It is very difficult to find a good job if all you have is matric. I'm glad that when I finish this course I will be qualified to work in any company's finance department," explained Ndiphiwe.

AAT (SA) is a unique partnership between the South African Institute of Chartered Accountants and AAT. The qualification is competence based. Individuals under the age of 30, who have passes in Mathematics, English and Accounting, are eligible to apply for the course. The next intake will be this month - June. Umfolozi TVET College can be contacted on 035 902 9503 for further information.

to participate in the public engagements and be enlightened at the same time. Hosting the event provided an opportunity for the college to promote its programmes and provide entertainment in the form of drama, dance and music co-ordinated by the College's Student Support Services department.

The programmes offered by CED are aimed at improving consumer understanding of financial products and concepts by offering information, instruction and objective advice to develop the skills and confidence of consumers to use financial products and services.

These financial educational programmes target all South Africans, particularly youth in

schools, with a special emphasis on vulnerable communities. CED programmes also focus on the formal education and community education sectors. The programmes are presented through interactive workshops, presentations, road shows, outside broadcast, media interviews, articles in magazines, DVD's, teacher resources, brochures, youth guides, booklets, and so on.

Ms Mzima thanked everyone for attending on behalf of Port Elizabeth TVET College Student Support Services. We have to say, such opportunities do not often present themselves and the programme was both entertaining and educational.

## Deputy Directors-General for TVET and CET Colleges as from 1 April 2016

In order for the Department to effectively manage the entire Post-School Education and Training sector, the Vocational and Continuing Education and Training Branch has been reconfigured and split into two separate delivery programmes, i.e. Technical and Vocational Education and Training (TVET), and Community Education and Training (CET), with effect from 1 April 2016.

Mr Firoz Patel has been appointed as the Deputy Director-General for Technical and Vocational Education and Training, and Dr Bheki Mahlobo will be acting as the Deputy Director-General for Community Education and Training. These appointments are with effect from 1 April 2016.

Queries pertaining to TVET Colleges can be directed to Mr Patel and queries pertaining to CET Colleges to Dr Mahlobo via Ms E Kodisang on kodisang.e@dhet.gov.za or Tel: 012 312 5643.

The Department is grateful to both Mr Patel and Dr Mahlobo for taking on their new roles and wishes them all the best and every success in carrying out their important responsibilities.

Yours sincerely

Mr GF Qonde

Director-General: Department of Higher Education and Training

## Deputy Director-General TVET, Firoz Yusuf Patel: Circular Number TC 0001 dated, 24 April 2016. Introductory Circular to all staff performing TVET functions



It is with pleasure that I, as Deputy Director-General for Technical and Vocational Education and Training (DDG:T), address you through this introductory circular. The 1st of April 2016 marks a historic moment in the

migration of the Further Education and Training (FET) function to the Department of Higher Education and Training (DHET). This is the end of one process and the beginning of another. The process of migration began with the establishment of the Department of Higher Education and Training in 2009. The Members of the Executive Councils (MECs) requested that the FET function be migrated from the Province to the Minister of Higher Education and Training. The process began at that stage with the signing of protocols between the Minister and the MECs on the one hand and between the Director-General of the DHET and Heads of Education in the Provinces on the other. In 2012 and 2013 the FET Act was amended to give effect to the function shift. This culminated in the DHET and the Minister taking full responsibility for the FET function, now called the Technical and Vocational Education and Training (TVET) function, as from 1 April 2015 with the coming into effect of the Continuing Education and Training Act, 2006. The financial year 1 April 2015 to 31 March 2016 can still be considered as the transition year where the DHET was being operationalized. On 1 April 2016, the Minister split the erstwhile Vocational and Continuing Education and Training (VCET) branch into two branches, namely the Technical Vocational Education and Training (TVET) and Community Education and Training (CET) Branches, each headed by a DDG. The Minister appointed Mr Firoz Patel as the Deputy Director-General for TVET (DDG:T) and Dr Bheki Mahlobo as acting Deputy Director-General CET (DDG:C) as from 1 April 2016.

As the DDG:T, I take this opportunity to thank each one of you for your contribution in making the function shift, with all its challenges, a reality. I am sure that I speak for all when I express my profound thanks and appreciation to Dr Bheki Mahlobo for managing the VCET branch during the latter part of this process.

### Mandate

The DHET receives its mandate from the Constitution; the Continuing Education and Training Act (CETA) (its policies, regulations, norms and standards, statutes); the National Development Plan (NDP); the Medium Term Strategic Framework (MTSF); the White Paper for Post School Education and Training; the National Skills Development Strategy; and the Strategic and Annual Performance Plans of the DHET.

The performance agreements of members of the Senior Management Service; the performance work plans of other staff; the strategic plans of institutions and operational plans of units of the Department and the Colleges, must be aligned with these mandates in order to ensure successful service delivery.

The mandate in regards to the Constitution, CET Act and NDP is attached in Annexure A (not published here) and that of the MTSF in Annexure B (not published here), while other mandates are available on the website of the DHET.

### Communications

Communication in a large sub-system such as TVET is important for its effective functioning. Communications with all structures in the DHET TVET system will take place mainly through a series of Circulars. In regards to Branch T communications, there will be two series of Circulars. The first, of which this Circular is representative, is referenced by a Circular Number sequentially starting with "TC 0001 dated "dd/month/ccyy". These circulars remain applicable until replaced or amended. These circulars are addressed to College Management and Staff and are copied to the relevant parties. The TC stands for TVET Colleges.

The second series of circulars will be referenced as a Circular Letter. These will be sequentially referenced starting with "TC:A (A to Z then AA to AZ, BA to BZ etc.) dated dd/mm/ccyy" and are intended for announcements, reminders for submissions, news etcetera. They are peripheral in nature in that they expire after the announcement. These circulars are addressed to College Management and Staff and copied to the relevant parties. The TC stands for TVET Colleges.

A circular series referenced RMT, both lettered and numbered, will be used to communicate with Regional Managers and Regional TVET Directors. The Deputy Director-General for Administration



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

may also institute a circular series for Regions and Colleges related to TVET administrative matters at regional offices and Colleges.

Principals are requested to ensure that all communications (other than for administrative matters) intended for DDG:T are addressed to their Regional Manager and copied to other relevant officials. If for any reason the Principal needs to address DDG:T directly, then the Regional Manager is to be copied in such correspondence. TVET College Councils are free to communicate directly with the Director-General or DDG:T on matters of a strategic nature.

### DDG:T Vision and Mission

My vision is to ensure that we implement the injunctions of the Constitution and the CET Act related to our sector effectively and efficiently in order to build a world class TVET system. There is still a long road to travel and I request your patience and indulgence while we build this system. We will have to proverbially "eat the elephant in bits" to finish the task mandated to us. Some of the matters that need to be on our agenda are:

1. Financing, funding and resourcing of the TVET Sector.
2. Curriculum reform in the TVET Sector.
3. Establishment of the South African Institute for Vocational and Continuing Education and Training (SAIVCET).
4. Initial and continuous staff development.
5. Management and Governance Training.
6. Student representative council co-ordination and training.
7. Planning, budgeting and reporting.
8. Monitoring and evaluation.
9. Labour Relations and conditions of service.
10. Enrolment planning.
11. Improving physical facilities and equipment.
12. Partnerships with industry and business.
13. Work based learning.
14. Expansion of services to rural and remote areas.

I thank you for reading this circular and look forward to working with you. Please do not hesitate to submit any suggestions or concept notes, that you believe will take our TVET Colleges forward, directly to me.

Firoz Yusuf Patel, Deputy Director-General  
Technical and Vocational Education and Training



# Update on Centres of Specialisation Project as at May 2016

College Principals and Campus Managers will recall that during the Department of Higher Education and Training (DHET) facilitated Strategic Planning Sessions of 2015, TVET colleges (and campuses) were invited to volunteer to become Centres of Specialisation. What has happened since then you may ask? Here is a brief update:

## Volunteer colleges

Many colleges responded to this call. The DHET TVET Branch compiled a table showing all the responses with provinces across the top axis and the list of priority trades down the left hand side. The cells of the table were filled with the names of the colleges and or campuses that volunteered. (Although those facing governance or financial challenges were set aside for a time when these primary challenges have been met.)

## Priority Trades

As was indicated in 2015, the focus for the 2016 round is on a set of what are being called 'priority trades'. These are trades that have been identified as being in strong demand for the construction of the Strategic Integrated Projects (or SIPs). As it turns out the same trades are also required for the Ocean Economy 'Phakisa' and the War on Leaks campaign. These trades have been clustered around four disciplines:

- Manufacturing: Welder, Boilermaker and Pipe fitter
- Mechanical: Fitter and Turner, Rigger, Automotive Motor Mechanic, Diesel Mechanic
- Electrical: Millwright, Electrician and Mechanical Fitter
- Civil: Plumber, Bricklayer, Carpenter / Joiner.

## Evaluation criteria

A process of evaluation is required to establish which of those on the volunteer list qualify for the special attention the project will afford them. What criteria are being used to make this judgement call? Essentially they are as follows:

- **Proximity to demand** (meaning proximity to SIPs in the future)
- **Proximity to workplace learning opportunities** (meaning to employers able to provide workplace learning now)
- **Capacity** (meaning how well the college has been training for the trade up to now)
- **Existing partnerships** (with employers, SETAs, State Owned Companies, donors etc.)
- **Willingness to commit time and effort** (as per the motivation provided).

Given that all these criteria will need to be considered, it is possible that colleges that did not volunteer in the first round, may yet be considered as Centres of Specialisation, for example if they are close to demand sites.

## Who is to do the evaluation?

It is finally the Director-General's call as to which colleges or campuses are to be designated as Centres of Specialisation. However to assist the Director-General, DHET has established a dedicated team of officials drawn from the TVET Branch, the Skills Branch as well as the National Skills Fund and the Special Projects

Unit to provide advice. This structure is being called the National Oversight Structure. Back in 2015 the department resolved to appoint project management companies, one each for each cluster of trades, to assist it with this evaluation work. The appointment process has proved to be lengthy and is only now beginning to draw to a close, however once appointed (possibly by July) the project management companies will follow a tight schedule:

- In the first month of their appointment they will refine an evaluation template to be applied when visiting colleges and will do a desktop study of the available information. The outcome of the exercise will be a list of college campuses that warrant a visit for each trade.
- Once the Director-General has approved the list of colleges to be visited, the project management teams will visit colleges and together with them undertake an evaluation of their current status in terms of the above criteria. The outcome of this exercise will be a firm set of recommendations as to which college campuses should be Centres of Specialisation. All being well this will take place in the third quarter of this year.
- Again the Director-General will be asked to consider these recommendations, which will have passed through the National Oversight Structure for the provision of advice. Once approved the process will proceed to the next step.
- The project management teams will then re-visit the Centres of Specialisation and together with the college determine all the interventions required to lift its performance to the required level. The standard will be expressed as an incremental target of successful graduates over time. This will probably take the better part of the rest of the financial year.
- These plans must be costed and again evaluated. They will then again be considered by the Director-General and once approved, will be funded primarily from the National Skills Fund. (Although SETAs will be asked to make a contribution too, as will the private sector.)
- Once approved the plans will be rolled out with the help of the project management teams.
- Progress against plans and impact (measured by students passing the trade test and finding employment) will be a strong focus for the DHET team.

## Policy prescripts

The project management companies will be guided in their work by the DHET team which is currently preparing a set of policy prescripts to direct their work. There are a range of areas of work being undertaken in this regard, including:

Refinement of the criteria and process whereby the selection will take place

Definition of the qualifications to be delivered and assistance with their delivery for each of the priority trades. (Including qualification development, syllabi development, lecturer development and learning materials where required.)

Securing workplace learning opportunities with the assistance of the SETAs (with parallel efforts to streamline and simplify this process).

And other contractual and procurement matters.

One issue that is particularly important is that of qualification. Currently the training of artisans is delivered using primarily SETA legacy qualifications. The aim of this project is to accelerate the delivery of Quality Council for Trades and Occupations (QCTO) trade qualifications for the priority trades. This is to be a managed process which will be woven into the plans that evolve through the Centres of Specialisation project. This work will also contribute to the establishment of the South African Institute for Vocational and Continuing Education and Training.

## Call for collaboration

Colleges will be advised when they are to be visited and what the evaluation criteria will be. They are invited to participate in this process whole heartedly, so that together we can contribute to turning the TVET system into one of which the country is rightly proud. One which is differentiated on the basis of specialisation, without compromising those programmes that provide a broad foundation for students to either enter the labour market directly or to progress later to specialist areas.

## What is a Centre of Specialisation?

A Centre of Specialisation is a faculty or department in a post school / higher education and training institution, such as a TVET college, that strives for excellence in its delivery of the theoretical and practical components of a specified occupation, trade or cluster of related occupations. Such a Centre will be recognised by the DHET for this purpose.

Once an institution has been designated as such a Centre of Specialisation, employers and levy funders will be informed that this institution enjoys this recognition and they will be encouraged to support it to become a Centre of Excellence over time. In other words a Centre of Specialisation need not yet be a Centre of Excellence at the outset.

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# Critical findings on HIV/AIDS teaching and learning at TVET Colleges

ZENZELE BAM

The first study ever conducted to ascertain capacities among South African TVET colleges to teach and support learning about HIV/AIDS is complete. The results are already being used for new projects. The study paves the way for innovative public-private sector collaboration.

This baseline study was conducted in 2015. The study was conducted by the Higher Education and Training HIV/AIDS Programme (HEAIDS) of the Department of Higher Education and Training (DHET). Critical findings resulted in the overall conclusion that the current HIV/AIDS policies for TVET Colleges are out-dated, that the curriculum needs strengthening and that action plans are urgently needed.

TVET College curricula are focussed on technical and vocational education and training in response to the needs of the economy. This leaves only the life-skills programmes for creating the necessary awareness that leads to life-style changes. This limiting challenge needs to be addressed. It translates to insufficient teaching on health and wellness which then exacerbates risky sexual behaviour, substance abuse and gender-based violence and more specifically limits the capacity of students to deal with HIV and related issues in their places of work. This gap may ultimately have the combined effect of preventing

many students from completing their training or entering the job market.

HEAIDS implements a two-pronged approach across 50 technical vocational education and training colleges and 26 universities. It supports the roll out of comprehensive campus-based health and wellness initiatives to ensure that students and graduates remain healthy. It also strengthens teaching and learning about personal competencies enabling students to compete as part of a productive labour force.

TVETs are ideally placed to address students on the issues of HIV/AIDS, health and related social challenges. Their location enables a central role that can be played in social and youth development, as well as providing a valuable source of graduates required to enter various industries. In explaining the aim of the study, Director of HEAIDS Dr Ramneek Ahluwalia, added "investment in our youth is an investment well placed."

The findings are being used to inform strategies on how to improve life orientation teaching in colleges. Essentially this will be done by reviewing and strengthening the curriculum and capacitating lecturers in its delivery. A number of stakeholders and partners are already part of the initiative including the International Labour Organization (ILO), the Department of Mineral Resources (DMR), the Chamber of Mines and the South African Business Coalition on HIV/AIDS (SABCOHA).

HEAIDS intends sharing the findings with other role players including the Departments of Labour and Agriculture and Business Unity South Africa. The aim is to strengthen collaboration and maximise opportunities to improve student throughput rates and underpin national economic imperatives. "These organisations and their stakeholders have recognised that the HIV/TB co-epidemics take a heavy toll on the labour force, where many recruits are TVET graduates," continued Dr Ahluwalia. "So while the students are in the higher education and training environment, we have the opportunity to build their skills and competencies to contribute to the management of HIV/TB and related issues in their worlds of work."

Commenting on the findings, Deputy Minister of Higher Education and Training, Mr Mduzizi Manana said "together, DHET, HEAIDS, our stakeholders and other role players have a keen interest in improving the knowledge and competency of young graduates. They need to protect their own health, enhance the wellbeing of their families and that of their communities."

In line with the HEAIDS's commitment to ensure that more people have access to HIV/AIDS knowledge, prevention and treatment, the study has already reached out to economic sectors which have for decades struggled to mitigate the effects of HIV/TB co-epidemics. Two pilot projects have begun in the mining and agricultural sectors which house South Africa's major industries.

It is important to prioritise these two sectors as they are seen to be major employers of labour originating from the TVET college sector. Research suggests that while HIV/AIDS impacts on these particular sectors significantly, TVET curricula have not yet adequately addressed the educational needs. South Africa is estimated to have the world's fifth-largest mining sector which contributes about 18% to the Gross Domestic Product (GDP) and is one of the top employers in South Africa. Agriculture is also an important economic sector. Largely because of its potential to create jobs. It is estimated that around eight million people are directly or indirectly dependent upon agriculture for a living.

Hence, TVET Colleges operating in the mining areas of the Provinces of Gauteng, Limpopo and the Northern Cape will be incorporated into the HEAIDS National Skills Fund programme with ILO, SABCOHA, the DMR and other stakeholders helping to develop and implement appropriately enhanced curricula. This includes Agricultural courses into which HEAIDS and partners will incorporate new learning outcomes on HIV, TB, STIs. The mainstreaming of gender relations and entrepreneurship learning outcomes will be piloted in TVET Colleges based in KwaZulu-Natal Province. Mining curricula offered primarily in the aforementioned provinces, will be strengthened with technical guidance on managing the HIV and TB co-infections.

Dr Ahluwalia concluded, "this approach to curriculum relevance bodes well for giving the student a competitive edge as he or she enters the labour market."

# A new way to think about responsiveness

GLEND A KR USS, IL-HAAM PETERSEN AND SIMON MCGRATH

**Editor's note:** As indicated in the March edition of TVET College Times, we bring you a further instalment on the research being undertaken by the Labour Market Intelligence Project.

How far are public TVET colleges able to contribute to economic development? There has been much debate around this issue, and TVET colleges have been challenged to work in new ways, with new partners, such as the SETAs, to improve their responsiveness. But with whom should TVET colleges build partnerships? How can TVET colleges identify potential partners, to maximise mutual benefit?

A recent study suggests that a new way of thinking about responsiveness is required, one that foregrounds capacity development, learning and interaction within wider sectoral networks. TVET colleges exist within wider networks, both of national and provincial policies and structures, and of firms, universities, private colleges and, crucially, sectoral intermediary organisations such as SETAs and industry associations. These networks evolve over time. This new way of thinking directs us to think about the position or role of public TVET provision in such networks and what potential there is for strengthening that role.

Here we compare insights from two in-depth case studies on the responsiveness of public TVET colleges, private colleges and universities to skills needs in sectoral systems, namely, sugarcane growing and milling in KwaZulu-Natal, and automotive components manufacturing in the Eastern Cape.

Overall, there is a need for much caution about what public TVET colleges can do to support innovation. Yet there are possibilities for public TVET colleges to operate within a more meaningful responsiveness framework. TVET colleges' capacity to engage within innovation systems very much depends on sectoral patterns of work organisation, innovation dynamics and history and modes of engagement with formal, public skills development. For example, in the sugar sectoral system where a 'self-sufficient' skills development system exists, public-private-partnership (PPP) models have worked well. In this sector, a strong practice of organisation independent of state efforts and institutions has developed, over time. Training to meet routine skills needs is concentrated in a single private college, Shukela Training Centre, established and managed by the South African Sugar Association. One example of a PPP involves Owen Sitole College of Agriculture (OSCA). It is a relatively young historically black public college of the provincial department of Agriculture, and Tongaat Huilett's Cane and Rural Development Unit.

The objective of the PPP was to develop a 200ha seed cane scheme near the college, which would be used as a training facility for OSCA students. OSCA sought to establish another PPP. Students in the Crop Production stream at OSCA were also required to complete the senior course in sugar production offered by Shukela Training Centre. So, OSCA would contribute to a need for growing sugar farming skills in the area, and benefit from the PPP to develop its capabilities.

This in turn would make itself relevant to the local context, where the largest proportion of cane growers, particularly small-scale cane growers,

can be found. OSCA was set to develop itself as a Centre of Excellence in Sugarcane Agriculture.

In the automotive components manufacturing sectoral system, public TVET colleges showed relatively high levels of interactive capabilities, and thus played an important role in meeting skills needs. For example, East Cape Midlands TVET College had a partnership with a large tyre firm to run learnerships in Rubber Technology. The firm also sourced apprenticeship candidates from the college and described the college as a "leader in rubber technology". The college's emphasis on work experience to help students to pass trade tests and/or achieve final certification on non-artisanal programmes provided an enabling environment for such partnerships. Furthermore, it operated a "finishing school" targeted at meeting the requirements of these certification routes.

What these examples point to is how using a set of new analytical categories that focus on competences and interactive capabilities enriches our understanding of how responsive TVET colleges can be. The study thus suggests a focus on organisational learning. Too often TVET colleges are judged with a deficit lens. This change in focus helps us move towards a richer sense of TVET colleges that are dynamic, even if that dynamism is fallible. The emphasis on dynamics, processes and transformation crucially moves our thinking away from typical static ideas of responsiveness. It draws our attention to how TVET colleges interact with other actors, and display four dynamic interactive capabilities: sensing, learning, integrating and co-ordinating change into their existing practice.

We highlight some issues for public policy and practice:

The Department of Higher Education and Training (DHET) should move away from conceiving of TVET skills planning only in terms of the centralisation-decentralisation axis. The dual logics of sector and region in thinking about skills and innovation have implications for policy and planning. DHET and its entities need to look at how colleges are expected to be responsive. Responsiveness should be more about capacity development, learning and interaction within wider sectoral networks. This has potentially critical implications for how colleges are funded, staffed and organised and about their degrees of autonomy. Public and private sectoral intermediary organisations should be seen as crucial to building capacity and communication at TVET College and sectoral levels, rather than the current tradition in which they are largely marginal, if not invisible. Different mixes of public and private intermediaries may impact upon the potential for building public TVET colleges' competences and interactive capabilities.

## About the Labour Market Intelligence Project:

The Labour Market Intelligence Partnership is a collaborative initiative between government and a national research consortium that aims to build a credible institutional mechanism for skills planning in South Africa. It is led by the Department of Higher Education and Training in partnership with the Human Sciences Research Council, the Development Policy Research Unit of the University of Cape Town, and the Centre for Researching Education and Labour at the University of Witwatersrand. For more information visit the LMIP website <http://www.lmip.org.za>

## About HEAIDS

The Higher Education and Training HIV & AIDS Programme (HEAIDS), a national facility, aims to develop and support HIV/TB/STI mitigation initiatives and promote health and wellness across South Africa's public higher education institutions (HEIs) and technical and vocational education and training (TVET) colleges.

It is a programme of the Department of Higher Education and Training that is undertaken by Universities South Africa (previously known as HESA), the representative-body of the 26 HEIs, in partnership with South African College Principals Organisation, the representative body of TVET Colleges.

As part of an increasingly comprehensive HIV/TB/STI mitigation programme in the higher education and training sector, HEAIDS implements the following projects in partnership with a range of public and private sector role players:

- First Things First HIV/TB/STI general health and wellness programme
- Men's Health and Empowerment programme
- Women's Health and Empowerment programme
- Alcohol and Drug Abuse Prevention programme
- MSM and LGBTI programme
- Academic Capacity Development programme
- Future Beats Youth Development and HIV prevention through campus radio and social media.

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## Apply Now: PSET institutions collaborate to inform school learners

TUMELO MOROBE

**Editor's note:** Tumelo Morobe is a Marketing and Corporate Communications Officer for Waterberg TVET College.

Universities and Colleges working together in a Careers Exhibition provided valuable information to high school learners that will inform their post-school study options.

Nearly 6000 learners from various schools within the Waterberg district of Limpopo Province recently attended a careers exhibition held in both Lephalale and Mokopane. Waterberg TVET College, in partnership with Careers Exhibition Information Association (CEIA) and the Limpopo Department of Basic Education, co-hosted the event.

Present at the exhibition were Sefako Makgatho Health Sciences University, University of South Africa, University of Pretoria, University of Venda, Tshwane University of Technology, Tshwane South TVET

College, Waterberg TVET College, Sekhukhune TVET College, Vhembe TVET College, Capricorn TVET College, Letaba TVET College, National Students Financial Aid Scheme, South African Institute of Chartered Accountants, HJN Training, Limpopo College of Nursing and Richfield College.

The event presented an ideal opportunity for Grade 12 learners to explore the vast range of study options offered by institutions of higher learning. It also provided an opportunity to interact with exhibitors representing different institutions of higher learning.

The Career Exhibition will definitely serve to facilitate enrolment in courses of study after learners complete their schooling.



The stall shared by participating Limpopo TVET Colleges proved immensely popular among school learners



# ICT Conference aims to improve teaching and learning in TVET Colleges

THOKOZANI NDHLOVU

Gert Sibande TVET College held its 2nd ICT and Entrepreneurship Conference in Secunda, Mpumalanga Province, on 13 – 15 April. The purpose of the conference was to improve the quality of teaching and learning in TVET Colleges across the country through the sharing of innovative ideas, technologies and best practices.

A specific aim was to encourage TVET Colleges in SA to discover the new and exciting world of technologically rich teaching and learning methodologies both in and outside the lecture room. It also provided an opportunity to promote entrepreneurship in ICT education as a path to economic growth and job creation. Presentations assisted in developing a wider awareness of the benefits and value of ICT for TVET faculty and the student community by enhancing the application of eLearning and correspondence learning as modes of content delivery. The exchange solicited applications from ePioneers and ePractitioners who presented papers with the exclusive aim of promoting and enhancing eLearning within the TVET sector of SA. Presenters and delegates proposed techniques and methodologies that explore a holistic, multi-disciplinary approach to blended learning challenges in the academic world of a tech-savvy generation.



Deputy Minister of Higher Education and Training, Honourable Mduzuzi Manana, delivers his key note address

Principal and CEO of Gert Sibande TVET College, Mr Nick Balkrishen delivered the welcome address in the course of the Gala Dinner. His address touched on the expectations and priorities of the National Development Plan (NDP) 2030 and the White Paper on Post School Education and Training in TVET Colleges. "Two priority objectives are to increase access and improve student performance. At the College, we believe that ICT can play a critical role in addressing these two objectives," said Principal Balkrishen. He added that one of the main goals of the conference was to start a dialogue that will result in a collaborative ICT approach involving all 50 TVET Colleges. Colleges could explore a



Minister of Science and Technology, Honourable Naledi Pandor, delivers her address

modus operandi to synergistically harness the potential of ICT so as to enhance the quality of teaching and learning in the TVET sector.

The keynote address, on the first day of the conference, was delivered by the Deputy Minister of Higher Education and Training, Honourable Mduzuzi Manana. In his address, the Minister said "As the White Paper on Post-School Education and Training unambiguously states, it is the DHET's highest priority to strengthen and expand public TVET colleges and to turn them into attractive institutions of choice for school leavers." The deputy minister also stated that we have to do things differently. We need to use more appropriate teaching methodologies. Most importantly, we have to keep an eye on the price tag and make TVET College education and training more cost-effective and accessible. To achieve this, we 'have to think differently on how ICT is used, not only as a tool, but an integral part of the modern citizen's life. ICT can be mechanism for contributing to the individual's as well as the college's productivity and attainment. Deputy Minister Manana concluded by saying, "I can't applaud enough your accomplishments in expanding college access and cost-effectiveness. My chief message today is a sobering one. I want to ask you, and the entire Higher Education and Training community, to look ahead and start thinking more creatively and with much greater urgency about how to contain the increasing costs associated with colleges. I appeal that colleges should work smarter towards achieving cost-effective education and training".

The Minister of Science and Technology, Honourable Naledi Pandor, delivered her keynote address on day two of the conference. In her address, she spoke of the benefits of technology. She said that "We are familiar with the benefits that science and technology bring to our lives and national economy. For example internet access is as important to economic development as is access to electricity."

According to the minister, to enjoy the benefits of science and technology, we need human capital development, world-class research infrastructure, and continuous collaboration between academia, government and industry. Minister Pandor also touched on partnerships with the private sector with a view to harnessing the potential benefits of ICT. "The benefits are expected to be in line with the broader government socio-economic development priorities such as job creation, skills development, poverty reduction and improving the quality of life. We expect the framework to stimulate public-private partnerships in IT research and development and innovation," said Minister Pandor.

The conference attracted delegates from TVET Colleges from all nine Provinces. A total of 21 speakers were invited to make presentations. Mike Santer (BluPoint), Mpho Seemela (ProQuest), Farrel Pillay (CAD House), Karen Walstra (Google SA), Gerda Magnus (Chief Director: Curriculum DHET) and Craig Dass (EOH) were amongst the highly regarded speakers who made presentations. The delegates were excited to be part of the conference. "It honestly feels right to partner with Gert Sibande TVET College and we were very impressed with the calibre of speakers and the overall quality of the event. I am looking forward to our next collaboration in 2018," said Michelle of Pearson Publishers. Mike from Bluepoint (UK), said, "Please accept our warmest appreciation for the opportunity and hospitality that was afforded to us at the Gert Sibande TVET College's 2nd National ICT and Entrepreneurship Conference. We were blown away by the CEOs introduction, but also by the quality of both the attendees and the organisation. Thank you." Dr Singh, Principal and CEO of Buffalo City TVET College Eastern Cape Province, was equally enthusiastic. "The conference was brilliant. It was well organised and will add great value to the TVET sector. Congratulations and thank you Gert Sibande TVET College," he added.

College Council Chairperson, Mr Petros Magagula, delivered the closing remarks on behalf of the college council and management. "I am proud to be part of a dynamic team that is committed towards contributing to the growth of the TVET College sector. The conference has created a platform where exciting new partnerships around ICT and Entrepreneurship can be established, and old ones revived," said Mr Magagula. He expressed sincere appreciation for the endorsement from Government and the support of the Ministries in their attendance.

It re-affirms that government is fully committed. This commitment is further evidenced by a 10 year developmental strategy to implement information technology projects, introduce world class ICT resources and strengthen human capacity in the field.

"In conclusion, 'road maps' have been created to continue the dialogue around enhancing the quality of teaching and learning through ICT. It is up to TVET colleges to join forces with the various stakeholders, ride the technological wave and keep the momentum going. As institutions of choice we need to stay abreast of an ever-changing educational landscape. We trust that the conference has added value and that it will serve to refocus your energy," he concluded.

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# Tracer study of the transition of National Certificate Vocational students from TVET Colleges to the labour market

BINA AKOOBHAI AND JENNIFER SCHINDLER

**Editor's note:** Bina Akoobhai is a Research and Development Manager and Jennifer Schindler is a Specialist Manager (Data) at SSACI. This research project was commissioned by the National Business Initiative on behalf of the DHET. For further information on this tracer study you are welcome to email Bina Akoobhai on Binaben@ssaci.org.za

The supply of sustainable skills is central to economic growth and development in South Africa. The post-school education and training sector is critical for the supply of these skills.

In 2010 the lack of reliable data around the role of TVET Colleges in relation to the supply of skills was identified as a key weakness in the planning framework of the Department of Higher Education and Training (DHET). In order to fill this gap, a research project was commissioned and designed<sup>1</sup> which sought to:

- Explore the social and economic factors that influence the choice of young people to study at a TVET College;
- Examine the experiences of young people while in college; on leaving TVET colleges; and during their attempts to enter the labour market; and
- Describe their transition pathways from school to work via TVET Colleges.

The research design comprised two phases:

**Phase 1:** An in-college survey of National Certificate Vocational (NCV) students aimed at understanding their social, economic and educational backgrounds; the factors that had brought them to their current courses of study; and the extent of the match between those courses and the learners' aspirations for the future;

**Phase 2:** A tracer survey of the same students once they had graduated from college and been in the labour market for a reasonable time.

The first phase of the study, namely, the in-college survey of NCV learners, was conducted in 30 colleges in 2010. The 18 131 learners surveyed in 2010 provided data on the status of colleges at that time in relation to meeting the needs of young school leavers and the roles that colleges played in effectively preparing these youth for the labour market.

## Research Design

During the 2010 survey, student's contact details as well as alternative contact details (of family and friends) were collected so that the students could be contacted for Phase 2 of the survey. The intention from the outset was to follow-up on the initial 2010 participants. This was to ascertain the various education and labour

pathways that the graduates may have followed in the ensuing five years since 2010.

As envisaged in the original plan, in 2015 three non-governmental organisations active in the TVET field and having an interest in the improvement of the national public skills development system, collaborated on implementing the second, follow-up phase of the research. The three, comprising the Swiss-South African Co-operation Initiative (SSACI), JET Education Services (JET) and the National Business Initiative (NBI), collaborated on implementing a tracer study of the NCV 'Class of 2010'.

- This study, which was conducted in March-July 2015, sought to:
- Examine the experiences of young people on leaving TVET colleges and during their attempts to enter the labour market;
- Describe the transition pathways from TVET Colleges to further studies and/or work after 2010;
- Investigate the employment/workplace opportunities accessed by the youth following the various pathways;
- Investigate the kinds of industries/sectors accessed by the youth following the various pathways;
- Investigate the income range of those that were employed;

- Explore the role of the college in preparing the students to get jobs.

From the records of the 2010 survey, 9 000 NCV students were randomly, but representative of 2010 sample, selected for the tracer study. The survey instrument was developed jointly by SSACI, JET and the NBI. The surveys of respondents were carried out telephonically. Initially, to pilot the instrument in terms of establishing its clarity and interpretation by respondents, 100 respondents were called and their responses scrutinised. The instrument was then revised based on information from the pilot. From the remaining sample of 8 900, 3 113 responses were obtained, giving a response rate of 37.2%.

## Findings

Some of the findings are presented here.

In 2015, between 58.8% and 94.3% of respondents were living in their province of origin (the province from which they came) (Figure 1). The Western Cape followed by Gauteng had the largest proportion of candidates living in their province of origin (94.3% and 90.5%) respectively. Limpopo had the lowest proportion of respondents still living in that province (only 58.8%), followed by the Eastern Cape (64.3%). This situation is understandable as people usually

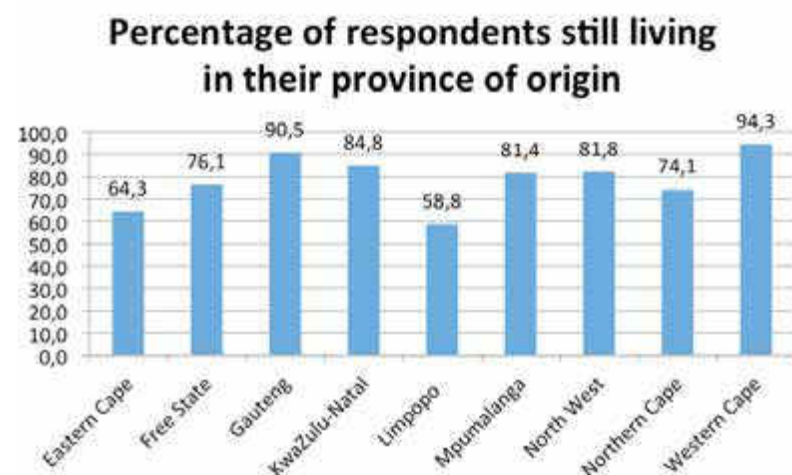


Figure 1: Respondents still living in their province of origin

## People with whom respondents reside

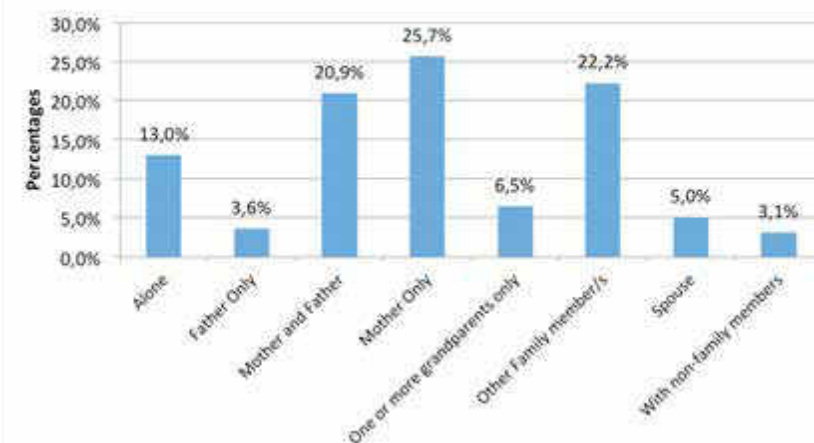


Figure 2: Respondents according to people with whom they reside

## Qualifications held by the respondents

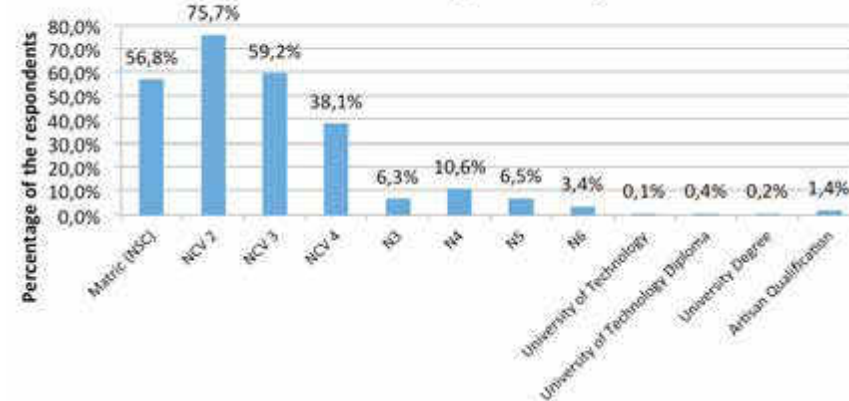


Figure 3: Qualifications held by respondents

## Level of importance of the type of support students require (Everyone in the study)

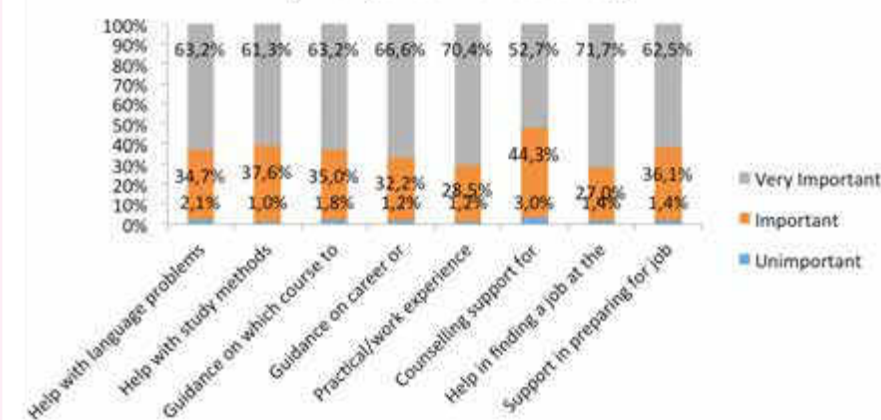


Figure 4: Rating of types of support students require

migrate from rural provinces to urban ones in pursuit of employment.

Most respondents live with family members, while 13% live alone and 3.1% live with non-family members (Figure 2). Of those that live alone, 63% were men and 37% women. Of those who live with family members, 50.2% live with one or both parents, while 22.2% live with other family members and 6.5% with a grandparent. Of those that live with their mothers, there were more women (58%) than men (42%). Of the 5% who live with a spouse, the overwhelming majority (80%) were women.

Respondents were asked to list all the qualifications for which they had certificates. While more than half (56.8%) had obtained a National Senior Certificate (NSC), only 38.1% indicated that they had obtained the final NCV Level 4 qualification (Figure 3). Of those that did obtain the NCV Level 4 qualification, 58% were women and 42% men. Three quarters of respondents had obtained an NCV Level 2 qualification and 59.2% an NCV Level 3 qualification. Less than 1% of respondents had managed to obtain a certificate, diploma or degree at a university or university of technology. This is quite worrying as the NCV qualification was introduced to provide a pathway for students to enter higher education institutions.

Respondents were asked to rate the importance of different types of support young people may require while enrolled in TVET Colleges. Help in finding a job at the end of studies was rated as very important by 71.5% of respondents, followed by practical work experience during studies which was rated as very important by 70.4% (Figure 4). More than half (51.7%) of respondents, rated counselling support for personal problems as very important.

Just about half (49.6%) of the respondents rated colleges as excellent in sharing ideas around job opportunities and 48.6% felt that colleges played an excellent role in making them feel confident that they would get a job (Figure 5). Respondents also seemed happy with the role colleges played in preparing them for the workplace. Colleges were rated as excellent by 58.2% of respondents in teaching them how to apply what they have learnt; by 50.6% of respondents with regard to giving them adequate knowledge of their subject matter; and by 47.6% of respondents with regard to facilitating exposure to the workplace. However, when asked to rate the role of colleges in preparing them to get a job, respondents rated colleges poorly in helping them to find employment. In particular, colleges were rated poorly with regard to arranging interviews with employers (47.1% of respondents), inviting employers to speak at college (42.8%) and assisting respondents to contact employers (38.2%) (Figure 5).

The proportion of students studying declined after 2010. However, the drop in the proportion studying was very steep, particularly in the first two years after 2010. Only 65% of respondents, all of whom were studying in 2010, were still studying in 2011 (Figure 6). In 2012 fewer than half (48%) of the respondents were still studying. The proportion studying has continued to drop and in 2015 just 13.8% of the respondents were still studying.

The employment rate of respondents has been below 50% each year from 2011 to 2015 (Figure 6). The proportion employed increased between 2011 and 2014, reaching a peak in 2014 with 34.9% of respondents employed, but then dropped in 2015 to 30.2%. The decrease in the employment rate in 2015, (including proper

<sup>1</sup>The research was commissioned by the National Business Initiative on behalf of the DHET. It was funded by the Employment Promotion Programme (EPP) at the Development Policy Research Unit (DPRU), University of Cape Town. The research was undertaken by JET Education Services.



employment, internships and apprenticeships) is most likely an indication of the slowdown that is being experienced in the economy.

The unemployment among respondents who attended the TVET Colleges was found to be high. Both those students who completed and those who dropped out were finding it difficult to find employment. In 2011, 20.4% were unemployed (Figure 6) and the unemployment rate has increased each year since. In 2015, 47.7% of respondents were unemployed. Further analysis of the data is required in order to assess differences in the extent to which those who qualified and those who dropped out were able to find employment.

Looking at respondents' employment history in detail, in terms of the duration of employment between 2010 and 2015, 52.8% of the 3 113 respondents indicated that they had been employed in at least one February during that five year period. If we can assume students reporting that they had been working in February means that they had worked for most of the year then we can say 15.5% had been employed for one year, 14.9% for two years, 11.2% for three years, 7.6% for four years and 3.6% for five years in the period of interest (Table 1). It is possible that some of the students had been in employment well before this period, however. Thus, what is

Years employed	Number	Percent
0	1471	47.3%
1	483	15.5%
2	464	14.9%
3	349	11.2%
4	235	7.5%
5	111	3.6%
<b>Total</b>	<b>3113</b>	<b>100.0%</b>

Table 1: Duration of employment

presented here does not indicate the students' lifetime employment.

On average, for those participants who had been employed (n=1 9870, excluding those who had never been employed because they were either studying or unemployed), the average number of years worked was 2.47. This means that the students were employed in total for roughly two and half years over the period of interest.

It would appear from the multiple jobs that many respondents have had, that many employers prefer to employ people on a short-term basis. This is supported by Figure 7 which shows that more than three-quarters of those who were or had been employed, were employed in contract positions or were doing informal piece work. Only 23% were in or have had permanent jobs. Of those that worked part-time, there were more men (54%) than women. There seems, however, to be no gender disparity among those that had permanent jobs.

Regarding those who were or who had been employed, most (73.3%) were employed by private companies (Figure 9). The second largest type of employer was government who employed 19.1% of respondents who were or had been employed. Men predominated slightly amongst those working in the private sector (54%), whereas women were more numerous in the public sector (57%).

Information on the gross monthly earnings

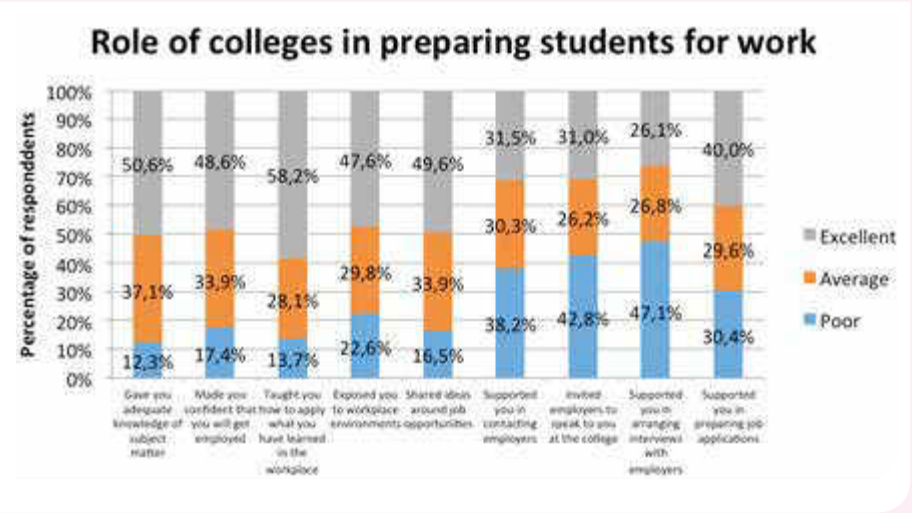


Figure 5: Ratings of role of colleges in preparing students for work

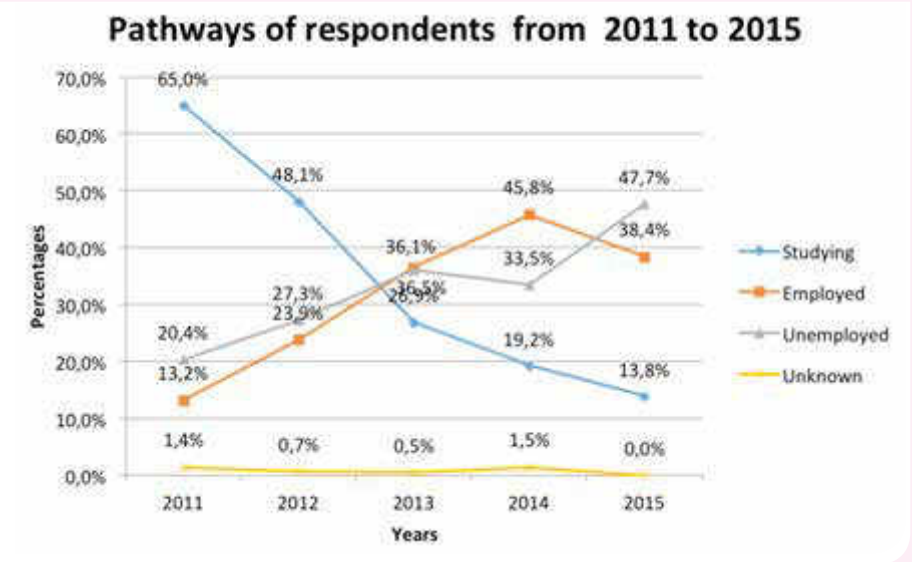


Figure 6: Pathways of respondents from 2011 to 2015

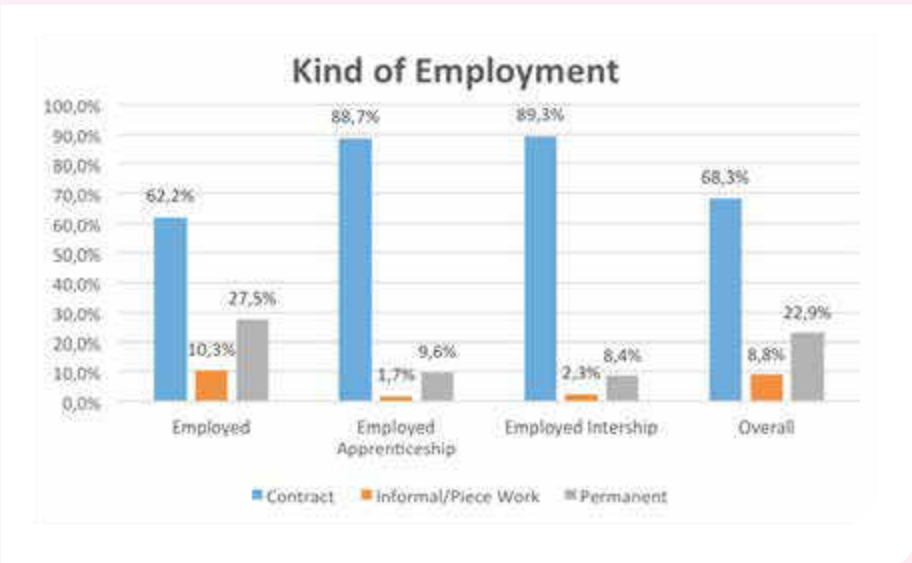


Figure 7: Kind of employment\* \*Refers to current job or last job (may be currently unemployed)

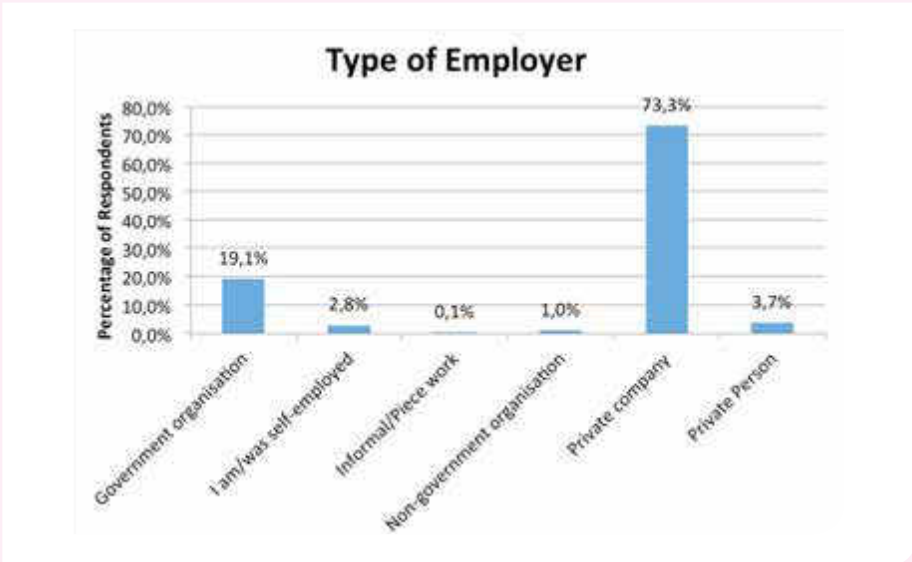


Figure 8: Type of employer\* \*Refers to current job or last job (may be currently unemployed)



Figure 9: Monthly earnings of employed respondents\* Refers to current job or last job (may be currently unemployed)



Figure 10: Earning distribution by gender

in their current or previous job (if currently unemployed) of the respondents who were or had been employed is shown in Figure 9. Gross earnings are generally very low. The largest proportion (53.5%) of respondents earned less than R3 000 a month, while 5.2% earned less than R1 000. Only 6% of employed respondents earned more than R9 000. The low income of those employed may be the reason why most of them still lived with family. In terms of gender, Figure 10 paints a picture in favour of males in every earning category above R3000 per month.

Men were clearly earning more than women. This is a general trend in the labour market internationally.

This study does point to some conclusions that have important implications for policy development in TVET Colleges. Based on the findings presented here, these include:

- Most students who enrolled for the NCV did not complete NCV Level 4; they moved to other courses of study or leave to find jobs.
- Only a tiny minority of NCV graduates went on to study at a university or university of technology.
- Fewer than half of NCV graduates were able to find employment.
- Of NCV graduates who do find employment, the majority were in part-time jobs in which they earned less than R3 000 per month.
- The employment found was usually impermanent. The majority have had more than one job in the past four years and, on average, have worked for just 2.47 years of this period.
- Most of the jobs were in the private sector and sourced through personal and family connections.
- College graduates rated help in finding their first job and practical work experience during studies as important.
- College graduates believe that college prepared them well for work in terms of both knowledge and skill, but did not assist in terms of finding their first job.

ABOUT TVET COLLEGE TIMES

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

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, 23 000 print and online copies are distributed by subscription quarterly across South Africa and internationally.

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