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

G

anted, the TVET college sector has much to do towards becoming the option of choice for skills development.

The recently launched 25-year review by the Department of Planning, Monitoring and Evaluation suggests that the TVET college system can improve its standing in the hearts of South Africans, by guaranteeing places for its graduates and positioning itself to providing skills needed for the fourth industrial revolution.

In this way, the TVET college can make such a bold claim, not only with the support of business. It is industry at large that has the power to absorb college apprentices, over the three years of training, college staff are prepared to do practical work as a requirement of their courses, and graduates who need work exposure for entry level jobs.

National TVET College Times was established as an enabling environment for improved portability within and among the three National Qualification Framework sub-frameworks.

The Department of Higher Education and Training is working closely with the College of Cape Town, False Bay TVET College and Norway based delegates attended the North-South EdTech Conference and Expo, a venture that continues to invest in conservation and the sustainable use and management of this precious resource.

Also, considering the need to boost the annual production of artisans to 30 000 by 2030, active industries towards artisan development remain critical. Therefore, the active participation of apprentice employers is crucial, on the cover will always be key. However, also important are the donations of equipment and in kind contributions from support organisations that aid colleges in ensuring that workshops are adequately equipped for the training of artisans.

Notably, the sector education and training authorities (SETAs) continue to do their part in advancing the TVET college system by providing a prime example of R100 million injection from the Manufacturing Engineering and Technology (mSETA) towards the College of Cape Town Welding School. When access to essential early childhood education (ECD) services remains low in South Africa, it is pleasing that the College of Cape Town took the lead in hosting the first ECD Conference. The conference called the education fraternity, researchers and non-governmental organisations in finding lasting solutions to the challenges that inhibit ECD in our country.

In a similar vein, the partnership between Boland TVET and the Higher Education Development consists of working to improve skilled unemployment within the formal economy.

On the digital front, all eight public TVET and HEIs in the Eastern Cape participated in the inaugural annual information technology and computer science province wide competition. The competition saw competitors from the Eastern Cape, delegates attended the North-South EdTech Conference and Expo, a venture that continues to invest in conservation and the sustainable use and management of this precious resource.

The 2019 edition of TVET College Times is a largely a self-funding subscriber-based publication. Fourteen TVET colleges contributed editorial for this edition, which represent just over 28% of the 50 public TVET colleges in South Africa: TVET College Times and the.

We are now, more than ever, living in times of change, with technical advancement, business innovation and self-improvement being the norm. New occupations are emerging, each with its own required set of new or improved skills and competencies.

Addressing these changes requires that we enhance the responsiveness of the education and training system to the changes in skills requirements, whilst simultaneously improving overall access to training, skills development and innovation.

As the Executive Authority of both the post-school education and training, and the national innovation systems, I am committed to incentivising, supporting and recognising innovation in our TVET college system. I believe that recognising and supporting innovation in the TVET college system will be vital for modernising our college sector.

The changes in our environment mean that we need to reform our curricula to make certain that new technological and digital developments are integrated into our education and training system. However, we must also not be consumers of these technologies developed elsewhere in the world, but also be creators of new technologies and innovations for the global market. It is equally important for qualifying artisans to possess the soft skills needed to successfully enter workplaces or run their businesses.

Establishing a social contract with strategic partners and stakeholders is an important pre-condition towards the achievement of our shared objectives of rapidly expanding workplace-based learning through livelihoods, work-integrated learning and internships.

Additionally, as a top priority of the sixth administration, artisan skills development, democratic governance, and partners of apprenticeship development, answer the call of our people for decent work and increased training opportunities.

However, there can be no production of artisans without an effective and dynamic partnership between all the stakeholders involved.

At this partnership of government, industry and TVET colleges, with the backing of sector education and training authorities (SETAs), specifically on the facilitation of work placement as well as funding for training and apprenticeships. Industry and workplaces are crucial as no artisan can be produced only through theory without practical work experiences and finding a more pragmatic approach towards meeting our commitment to the target of producing 30 000 artisans per annum by 2030.

The strategy seeks to facilitate the establishment of a national baseline for an integrated artisan development system. This will define critical components of artisan development, such as the artisan training system itself, funding regimes, artisan advocacy structures, quality assurance, research and innovation, and impact measurement issues.

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

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Employers cannot continue to shift the blame to government and colleges for not producing the type and quality of skills needed by industry unless industry can commit to providing workplaces for practical work and ensuring that the TVET system is made provision for industry representatives to form part of college of councils and committees curricula in order to access up-to-date information on the latest changes to outcomes to industry standards. Similarly, colleges have no reason to teach outdated skills that are no longer needed in the workplace, as they must seek to actively build these partnerships with the industry.

Importantly, the National Artisan and Apprenticeship Development Strategy 2030, to be gazetted in 2020, will be a first for South Africa, to implement the first comprehensive TVET college apprenticeship training. This presents us with an opportunity as artisan development stakeholders to collectively design a more pragmatic approach towards meeting our commitment to the target of producing 30 000 artisans per annum by 2030.

Together, responding to change in education, training, skills development and innovation.
FROM THE MINISTRY

Deputy Minister at the heart of Decade of the Artisan

ROSHIN SCHMIDT

The Decade of the Artisan is an advocacy programme led by the Department of Higher Education and Training. It is aimed at encouraging grade 9 to 12 learners to consider taking up technical careers, and also targets employers to open up their doors for experiential learning and afford learners opportunities to become future artisans. The department has dedicated 10 years to this programme, and hopes that by the time it ends in 2024, it will have reached or gone beyond the target of producing 30 000 artisans annually. The Artisan Tracer Study reported that 21 151 artisans passed their trade tests in the year ending on 31 March 2019. The number must therefore increase by an additional 10 000 artisans produced annually in the next seven years leading up to 2026. To achieve such a significant growth not only needs considerable investment and commitment by all artisan development role-players with a special focus on workplaces in South Africa, but requires sustained, committed and high profile political leadership. Such political leadership is in place through the personal intervention of the Minister and Deputy Minister of Higher Education, Science and Technology, Blade Nzimande and Buti Manamela, respectively. Under this political leadership, the Decade of the Artisan advocacy campaign continued in 2019. This year’s activities included a two day provincial campaign rollout, led by the Deputy Minister with employers and high school learners in the Western Cape on 3 and 4 October. Majuba TVET College also hosted high school learners as part of the October campaign activations.

Decade of the Artisan
Establishing close ties with industry

Extracts of the keynote address by the Deputy Minister of Higher Education, Science and Technology, Buti Manamela, at the Decade of the Artisan engagement with Western Cape employers.

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

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

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

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

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

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

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

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

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

Other micro elements in which closer engagement is necessary and solutions must be found relate to students exiting universities. TVET colleges and learnership programmes funded by sector education and training authorities. These students, in general, do not find it easy to find sustainable employment.

Some employers often describe these students as lacking the skills needed to be effective in the workplace, which to some degree may be true. More often, this lacuna has to do with the lack of the required workplace experience. Hence, workplace learning and work related programmes must be seen as an integral part of a qualification and programme design, a factor which can only be guaranteed by the availability of workplaces for learning.

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

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

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

The department campaigns for public-private partnerships which are based on the expanded offering of apprenticeships that have inherent practical workplace requirements. Furthermore, as the department, we want the colleges to become institutions of choice for young people.

On the one hand, be centres of specialisation, and on the other, offer general vocational training, as well as academic and theoretical excellence for apprentices.

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

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

In fact, a plumber who becomes a business person can be as successful as a doctor who has a surgery.

TVET colleges are the cornerstone of the country’s skills development, which is indeed the case with most developed countries.

Furthermore, our educational structure is made in such a way that one can become an engineer from being an artisan. It is possible. TVET colleges offer general vocational training and provide academic and theoretical education for apprentices. For those considering becoming a plumber, motor mechanic or electrician, TVET colleges are ideal institutions.

It is also important to pursue closer ties with industries and encourage employers to open up their workplaces to learners at TVET colleges.

Infrastructure programmes such as the construction of roads, ports, power stations, schools and hospitals require qualified artisans. Therefore, the need for the development of qualified artisans to support the economy remains a high priority.

Now, with Grade 9, one can go straight to a TVET college and study NCVs (National Vocational) or Nated (National Accredited Technical Education Diploma) programmes. We would also like more young people to be exposed to technology, innovation and entrepreneurship at TVET colleges across the country, more so considering the fourth industrial revolution.

If we are to get our economy right, the vast majority of our young people must wear a dustcoat and become artisans.

High school learners at the Decade of the Artisan 2019 Western Cape activities held in October at the False Bay TVET College Westlake Campus

Nearly 70 industry members attended the Decade of the Artisan 2019 business breakfast at False Bay TVET College Westlake Campus

High school learners at the Decade of the Artisan 2019 Western Cape activities held in October at the False Bay TVET College Westlake Campus

T he Department of Higher Education and Training declared 2013 The Year of the Artisan. This vision was informed by the realisation that the country has a huge number of people who want to contribute to the country’s economy, and because of the need to create more employment opportunities.

We then saw it necessary to extend the programme from 2014 to 2024 and named it the Decade of the Artisan.

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

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

However, I would like to debunk the myth that university is the only institution of higher education learning that can produce successful people.

Dumelo Brown, a student doing his competency based modular training in carpentry and joinery, takes Deputy Minister Manamela on a workshop tour at False Bay TVET College
Update: Broadband connectivity at TVET colleges

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

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

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

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

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

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

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

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

To address this gap, the TCCP team assembled a small team to visit each TVET college to collect information about the physical infrastructure of each TVET college’s network, Wi-Fi infrastructure, if any, and capacity development needs. The inputs will be analysed and inform the Wi-Fi deployment and capacity development plan.
## Major skills boost for TVET colleges

**LAME, MORIBANE**

TVET colleges in South Africa received a major boost as a partnership forged to strengthen skills development and job creation in the fields of agriculture and water governance.

The key objective of the partnership is to strengthen the colleges’ skills development and occupational programmes related to food, nutrition and water security.

The R27 million project is funded by the Netherlands Universitas Foundation for International Cooperation through the Dutch Ministry of Foreign Affairs. It involves Stellenbosch University as the key knowledge partner and Maastricht School of Management (MSM) link the colleges to growing opportunities within the water usage and climate smart agriculture sectors.

Five TVET colleges form part of the partnership, namely, Vaalharts in Limpopo, Motheo in the Free State, Ngakane in Mpumalanga, Northern Cape Rural in Northern Cape, and Boland College in the Western Cape, as well as Elsberg Agricultural Training Institute in the Western Cape. Other partners include Agricultech International, the Academy of Environmental Leadership, and the departments of Higher Education and Training, and Water and Sanitation.

Aptly referred to as, “Strengthening Skills of TVET Staff and Students for Optimising Water Usage and Climate Smart Agriculture in South Africa,” the project will be implemented over three years. It will combine the promotion of agriculture, together with sustainable and equitable water use. It will also concentrate on educating young people in optimising water usage and climate smart agriculture. Fundamentally, the project approach seeks to improve the skills and employability of TVET college graduates, by ensuring that the TVET programmes are based on the needs of the agriculture and water labour market.

The project is targeted at young people who are capacitated to introduce water usage and climate smart agriculture at their respective colleges in the different provinces and in both urban and rural areas. The focus of the project consortium will be on key priority themes that relate to the agriculture and water sectors, specifically:

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

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

Yet, the youth face challenges of accessing land and finance, which often exclude them from the sector. In most cases, young people are not attracted to agriculture and prefer urban jobs. In addition, much of the land that was transferred, often from large commercial farmers to groups of (emerging) commercial farmers, and two million subsistence rural farmer households according to the Orange Knowledge Programme.

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**Skills at play**

**SUPPLIED BY FESTO DIDACTIC**

Editor’s note: Also see other WorldSkills International Competition 2019 winners on page 12.

As South Africa strives towards a more developed economy, water remains one of the most critical resources that need to be conserved. The most significant considerations that affect the most basic commodity include the increasing demand for safe water due to population growth and urbanisation; the impact of climate change, characterised by extreme weather conditions; combined with aging infrastructure.

Furthermore, due to complex and continuous changes in water treatment technology, the industry requires mixed function professionals. As such, the water technology skill combines water and waste treatment systems, power generation, craft knowledge, and demonstrated application of mechanical, electrical, and electronics. These professionals are responsible for the safe and sustainable provision of water and wastewater services as well as hotel administration.

Nchabeleng outside the Windhoek-based residence of the South African High Commissioner in Namibia

The journey of Thetlwane Nchabeleng is one of hope. Her story will inspire others to never give up on chasing their dreams, even though you may come across obstacles in the post school or work environments, and the value of having someone when you are young to guide and push you forward.

Growing up in the small village of Lobethal, Ga Pheha in Limpopo province, Nchabeleng never thought that she would one day work outside of South Africa. In 2015, the college hospitality student’s life began to change when she met Inno Mokgolo, a senior lecturer at Capricorn TVET College who told her about the college’s offerings.

In 2004, Nchabeleng decided to study hotel management and was admitted to Windhoek as a private senior chef for the Ambassador of South Africa in Namibia. Nchabeleng has plans to further her education and start a business venture that will focus on grooming aspiring chefs.

It has been a long road for her to reach this point. In 2007, after passing matric, Nchabeleng enrolled in hospitality at the

**Triumph against considerable odds**

Adelaide Margita

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The mechatronics team was represented by competitors Thabang Modise and Tebogo Shabangu, with the support of national expert Mokgolea, had competed in the 2015 WorldSkills International Competition and is currently employed by Festo. More importantly, both mechatronics competitors in this year’s competition were from Sedibeng TVET college, and demonstrated the continuous improvement of the college in these skills. In previous years, Festo had won the Sustainable Practice Award in Water Technology at the competition.

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ACADEMIC DEVELOPMENT
Collaboration boosts aspiring artisans

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

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

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

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

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

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

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

The donation forms part of the foundation’s Adopt-A-College Programme aimed at addressing the shortage in technical skills in South Africa. Chairperson of the foundation, Mduduzi Manana, indicated that the programme seeks to support government’s efforts to increase the number of artisans in the country.

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

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

Mechanical engineering student, Phenyo Morubane, received the components on behalf of the college community. In her speech, Prof Phuthisi indicated that mechanical engineering remains one of the most critical skills needed in South Africa. "A major challenge for TVET colleges is funding. This support is needed and will benefit students in the long run. We are honoured to be adopted by the Mduduzi Manana Foundation. We promise to work hard, because we can see that your love for artisanal development is deeper than the ocean and good things never go unused,” said Prof Phuthisi.

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Team SA put on a good show at WorldSkills International competition

NASHVeer NEmEsAR

Editor’s note: The article ‘Emerging artisans to compete in Russia’ featured in TVET College Times Vol 12 No 11 was erroneously stated that 24 budding artisans were part of the South African team for the 2019 WorldSkills International competition, whereas the correct figure is 23.

The team of 23 South African competitors at the 46th WorldSkills Competition held in Kazan, Russia put up a good show. The competition had more than 1 350 competitors from 62 countries contesting in 56 skills areas. Approximately 27 000 people attended the competition.

Out of the 62 participating countries, South Africa finished in 29th position. The South African team showed a steady improvement compared to earlier WorldSkills International competitions held in the United Arab Emirates and Brazil in 2017 and 2015, respectively.

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

Stefan Lottering competed in the welding skill area and scooped the Medalion of Excellence. Car painting competitor, Trevor Roets, was overjoyed after claiming two awards, the Medalion of Excellence and Best of Nations Award. He said: “This means the world to me. I have sacrificed a lot at the event and will work hard towards achieving my dreams of becoming an artist. I love my job. I can pride myself that I can do it.”

Grade 9 pupil from Shaylor High School in Nqutu, Siyabonga Jiyane, said that he learnt a lot at the event and will work hard towards achieving his dreams of becoming an artist. The event was held at the college’s Dundee Campus, and New Cape Training Centre, respectively. Activities included a Future Artisans Camp, WorldSkills South Africa (WSSA) initiative and the WorlSkills International competition.”

The article ‘Emerging artisans to compete in Russia’ featured in TVET College Times Vol 12 No 11 and the Editorial Note page was published in error. The corrected figure is 23.

Welding competitor Stefan Lottering also won the Medalion of Excellence. Car painting competitor Trevor Roets claimed the Best of Nations Award and the Medalion of Excellence.

College inspires future artisans

TAHUBILE TShABALALA

As part of the annual Decade of the Artisan campaign, Majuba TVET College hosted Grade 9 learners from secondary schools in the Amajuba District.

Thembile MPilo is a 21st century artisan, the event was aimed at encouraging learners in Grade 9 to take artisanal programmes as viable careers, and assist them in making informed subject choices after completing Grade 9.

College Principal, Sanele Mlotshwa, encouraged the school learners to choose mathematics and physical science if they wished to study artisanal programmes at TVET colleges. The event’s focus on imparting knowledge to learners while they were still in Grade 9 was lauded by Dr Sipho Nzinande, the Department of Higher Education and Training KwaZulu-Natal Regional Manager.

Prindile Khoza, a young, qualified female artisan employed by Audi Centre Newcastle also spoke to the learners about the joys of being an artisan. She said: “I always loved working with cars from a very young age together with my father. With hard work and perseverance, your dreams can become a reality. I love my job because I am able to do things people only wish they could do.”

Grade 9 pupils from Empumele High School showcased their winning project in the Future Artisans Competition that was held during the Decade of the Artisan event held at Majuba TVET College.

Business and apprenticeships back apprenticeship programme

TYWAN MBsOWNENI

Without industries coming together to offer apprenticeships and workplace opportunities to college students, the country will continue to face shortages of qualified artisans.

These were the words of Christo Basson from the Retail Motor Industry at an event held to officially pipe fitting and diesel mechanic skills. Centres of Specialisation (CtS) at Mipani South East TVET College.

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

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

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

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

The official opening in October 2019 came after the college’s pipe fitting and diesel mechanic trades were declared as centres of specialisation by the Department of Higher Education and Training in 2017. The first group of 30 diesel mechanic apprentices started with their programme in March 2019 and are already alternating between the college and Great North Transport. The first 30 pipe fitter apprentices enrolled at the college started two months later, in May, and are also rotating between the college and Lepelle Northern Water Board in the three year CtS apprenticeship programme.
A total of 16 learners, two best performing Grade 11 learners from the eight local secondary schools in attendance, were lucky recipients of scientific calculators that were donated by Nedbank.

A total of 16 learners, two best performing Grade 11 learners from the eight local secondary schools in attendance, were lucky recipients of scientific calculators that were donated by Nedbank.

During the engagement, the young people got an opportunity to try a skill by working with various tools in each workshop. As part of the demonstrations, Manimke Campus diesel mechanic facilitator, Jabulani Mqala, and some of his female apprentices set up an automotive engine. The learners got a taste of being a car mechanic as they disassembled and assembled the motor engine. After getting their hands dirty, the group was treated to a pamper session by the beauty and cosmetology students. This was followed by a finger lunch, where they got to ask questions and interact with qualified female artisans from various mines and the college’s electro diesel apprentices in training.

STAKEHOLDER ENGAGEMENT

Inaugural TVET Career Festival an eye opener

IVAN SWART

The festival was aimed at ultimately opening the minds of prospective students to prospective employers, and more than 1,400 prospective students visited the various stakeholder stalls and sector exhibitions.

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

The programme, an initiative of the Western Cape Education Department, is also supported by the Wholesale and Retail Sector Education and Training Authority.

College celebrates women in engineering

TSHEGOFOLAO RAPPO

WATERTOWN TVET College hosted its agriculture open day in September at the college’s farm in Sterksrivier, Mokopane. The open day sought to educate high school learners about the importance of agriculture and animal production, and to encourage them to pursue agriculture as a desirable career path.

The Marketing Manager at Watertown TVET College, Clementine Phinda, thanked the schools for honouring the invitation. She also highlighted the importance of being involved in agricultural production. “Agriculture plays an important role in the process of economic development, and contributes significantly to household food security,” she said.

As part of the day’s activities, learners were taken on a farm tour by lecturers, with senior students making presentations on what it takes to become employable. In her address, she pointed out that it was important to have a qualified CV and above being part of a prominent team as this may be short lived for many.

Agricultural open day for high school learners

MATATSISI KGAMEDI

Empowering high school learners at risk

This bridging or skills programmes, equivalent to Grade 9, provided theory, practical and workplace exposure. On completion, this could lead to further study at a TVET college for learners who wish to pursue occupational education programmes.

Northlink TVET College has been part of the Youth Focus Project since 2013. Blenda Basson, Occupational Programme Manager said: “The response to the open day invitation was extremely overwhelming. We are pleased to have witnessed that so many learners realise that there is a future for them at Northlink TVET College. They have the opportunity to be trained in a variety of programmes and are able to choose a course that best suits their interests and career paths. Programmes that are offered by the college are in line with the hard to fill posts in the South African economy.”

2019 open day the biggest in college history

ROSHIN SCHMIDT

The festival also saw industry partners showcasing work opportunities along with the sector education and training authorities showcasing other work and funding opportunities. More than a thousand exit level students visited the interview section and were exposed to prospective employers, and more than 1,400 prospects students visited the various stakeholder stalls and sector exhibitions.

“We believe that we did not only give our exit level students the needed exposure in prospective employers and interview experience, but also opened the minds of prospective students to a range of careers. We also believe that the festival showcased the quality of our students to prospective employers,” added Adams.

College celebrates women in engineering

SA women’s rugby team inspires college students

LESLIE TROUT

Northlink TVET College recently hosted the South African women’s rugby team at the college to inspire the college’s sport students.

Northlink TVET College targets multiple repeaters and overage learners at risk of dropping out of school have been given a new lease on life with a 12 month bridging programme designed to equip them to become employable. The programme, offered at Northlink TVET College, targets multiple repeaters and overage learners in grades 9 and 10 in public schools (representing learners who may be three or more years older than the Grade 9 average).

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

The programme, an initiative of the Western Cape Education Department, is also supported by the Wholesale and Retail Sector Education and Training Authority.

As part of the day’s activities, learners were taken on a farm tour by lecturers, with senior students making presentations on what it takes to become employable. In her address, she pointed out that it was important to have a qualified CV and above being part of a prominent team as this may be short lived for many.

A great turn out at the Youth Focus Project Open Day

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The College of Cape Town hosted its first International Early Childhood Development (ECD) Conference at the Crawford Campus in November. Titled Transforming the Future of ECD through Research, Social Justice and Quality Education, the conference created a national platform to share new knowledge, research and innovative development for young children in South Africa. The conference brought together 100 delegates representing various tiers of education such as universities and technical and vocational education and training colleges, as well as researchers and non-profit organisations specialising in ECD, the children’s sector, disability, health and development. How a country’s overall policy environment influences a young child’s development formed part of the robust dialogue at the conference. Discussion topics included issues affecting young children and their caregivers as a means to strengthen the support offered by delegates who work in fulfilling the rights and needs of young children and the adults who care for them.

Principal of College of Cape Town for TVET, Louis Van Niekerk, with UCT’s Prof Eric Atmore at the ECD Conference and official opening of the ECD building

Boland TVET College values its strategic partnerships and believes in developing the communities in which the college operates. One of the key drivers to achieve this is an inclusive college culture. It is on this premise that the college partnered with the Hein Wagner Academy (HWA) in Worcester to offer specialised training programmes for post matric students with visual impairments. In the partnership, the college offers learning programmes and the HWA provides facilities such as learning facilities and accommodation, as well as study materials including computers, braille text books and audio software.

Some visually impaired students from HWA (seated) with Vice Principal Innovation and Development, Wendy Adams (back right), and officials from NSFAS

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

LESLIE TROUT

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

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

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

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

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

"My dad has a business in the workshop. It is a proud moment to be part of someone’s career path. I do not want the accolades, but I feel a sense of gratification when those I have mentored become a success and an inspiration to others," he says.

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

Motor mechanics apprentice Chantal Ruiters and mentor Arthur Midizi

Partnership prepares youth for the future

DAVID MULELLE

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

The students, selected from different business studies courses on both the National Certificate Vocational (NCV) and Report 315 National Accredited Technical Education Diploma (NATED), were placed at PwC’s head office in Waterfall City, Midrand. They were provided with the opportunity to gain workplace experience and exposure in human resources management, general management as well as finance, economics and accounting. Some students, selected based on their competencies, were placed in intensive on the job training which focuses on PwC’s operations, a division referred to as the internal firm services.

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

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

PwC Learning and Development Managing Executive: Regional Coverage, Oscar Sibiza, said that good quality education provides a solid foundation for career paths, continuous development, critical thinking and the ability to adapt and learn new skills. He congratulated students who participated in the programme. “We hope that the programme did not only give you a glimpse of the working environment, but you will use the experience you earned, and the wealth of knowledge and expertise you learned from the executives in the future,” Sibiza said.

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

Students rejoice after the certification convened to mark the completion of a workplace programme at PwC in Midrand, Gauteng, that benefitted 60 students

SAFETY IN SOCIETY

NEW 2020 SYLLABI

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

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

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

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

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

The A21 Guidelines identify employers as the most important stakeholders. The role of employers commences with the selection of candidate apprentices to drawing up the apprentice contractual agreements and providing tools of trade and personal protective clothing. Importantly, throughout workplace experience, employers are actively preparing the building artisan while also contributing to the coordination of artisanal programmes with college partners.

Employees are thus significant role players, considering that at the core of apprenticeship development is a dual system learning approach that combines education at a vocational college learning with on-the-job training in the workplace in a single, integrated learning programme,” Buthelezi said.

The CoS programme is a quality apprenticeship programme and is considered to be an integral part of the DHET’s Quality Council for Trades & Occupations (QTCO). The CoS is a five-year programme to develop quality artisans and is delivered in partnership with industry.

According to the DHET, the CoS programme is instrumental in upskilling and making a real contribution in the reduction of South Africa’s high rate of unemployment.

Apprentices are only selected from all nine provinces. As such, Aeusdo Aviation, which is a frontrunner in the production of artisans, is not fitting and turning. However, the Aeusdo Aviation is one of the frontrunners in the manufacturing of new aircraft parts and components.

In its first year, the CoS programme has exceeded its target to attract 700 targeted apprentices across the 26 CoS centres in 19 TVET colleges. By the end of 2019, 808 apprentices had been recruited by employers and commenced with training at TVET colleges.

The sector education and training authorities continue to play a pivotal role with the provision of the discretionary grant to lead and host employers participating in the CoS programme.

A new cohort of 840 apprentices is targeted for 2020. “We are inviting new and employers to join the department and its partners on this ground breaking initiative,” Buthelezi ends.

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

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

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Dr Prinsloo was on the line-up of speakers at the A21 Digital Guidelines stakeholder engagement held at Elangeni TVET College in Pinetown.

“Employees are thus significant role players, considering that at the core of apprenticeship development is a dual system learning approach that combines education at a vocational college learning with on-the-job training in the workplace in a single, integrated learning programme,” Buthelezi said.

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

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

TVET COLLEGE TIMES December 2019

TVET COLLEGE TIMES December 2019

Aeusdo Aviation is one of the frontrunners in the production of artisans to fit a new chuck on the manual milling machine.

Aeusdo Training Manager Andre Human assists Thabang Matshoaneg, fitting and turning apprentice from Tshwane South TVET College to fit a new chuck on the manual milling machine.

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College collaborates with French National Education Ministry

OLARUMI KATE GLADDIMEI

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

As part of the collaboration, the college recently welcomed back 12 lecturers and 12 staff from Eastcape Midlands TVET College and Norway based Haugaland Skule. The partnership, established in 2017, is focused on institutional information and communication technologies (ICTs). As such, the partners assist each other with institutionalising the support and development of e-learning and other educational technologies.

This year’s conference was the seventh iteration, with the theme The Evolving Digital Disruption of Education and Training: ICT Capabilities and the Evolving Digital Technologies and Skills Need.

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As part of the collaboration, the college recently welcomed back 12

Ivan Swart

French chef hosts So-Chef workshop

F

cish chef Florian Py visited the West Coast TVET College Malmesbury Campus to host a So-Chef workshop with the N5 hospitality and catering students.

The So-Chef workshops were also held in other provinces such as Gauteng and the Western Cape.

The aim of the NNN is to promote healthy lifestyles and demonstrate culinary skills to learners and TVET college students and to give them exposure to international styles of cooking and baking.

Hailing from Bourgogne-Franche-Comté, France, Chef Py is primarily a pastry chef. As a head chef, he has worked in several 3-star Michelin restaurants. He was also a semi-finalist in the Meilleur Ouvert de France competition in 2006.

As part of the collaboration, the college recently welcomed back 12

Welding is a scarce skill in South Africa, especially amongst the youth. The launch event was held in October 2019 and attended by officials from MerSETA, Eskom will have access to a pool of qualified welders within the borders of South Africa. In the long run, through the production of highly skilled welders who meet industry needs and expectations, the goal of the academy is to help alleviate poverty and decrease unemployment, especially amongst the youth.

The launch event was held in October 2019 and attended by officials from MerSETA, Eskom, the Western Cape Department of Economic Development and Tourism and Office of the Premier, towards the development of a shared digital agenda. While the conference ended with a call for similar events in the future, the role of industry in support of the education and training sector with regards to 4IR and digital technology was notably highlighted.

State of the art welding academy launched

ZUKILE NCAPAYI

The College of Cape Town launched its state-of-the-art Welding Academy at the Thornton Campus. The new facility was made possible by R3.5 million funding from the Manufacturing, Engineering and Related Services Sector Education and Training Authority (MerSETA).

The academy is fully equipped with machinery and equipment on par with industry requirements and standards.

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

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The Digital Literacy Citizenship

Online Course

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

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

The book launch, held at the Vredenburg Campus to celebrate Williams’ achievement, was attended by fellow students, lecturers, friends and family. Williams was born in West Point, St Helena Bay on the Cape West Coast.

When not lecturing public management at Northlink TVET College, Siyabonga Hani coaches Busy Bee RFC’s rugby teams for women.

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

Williams signs books at the launch of his book, The Vehicle of Love - entering your relationship with biblical instructions.

Both excite him. “I didn’t find it difficult doing both. I dedicated time for both and everything worked for the best,” he says. The book launch, held at the Vredenburg Campus to celebrate Williams’ achievement, was attended by fellow students, lecturers, friends and family. Williams was born in West Point, St Helena Bay on the Cape West Coast.
The audit outcomes of the 50 public TVET colleges in the 2018/19 financial year are a bit of an encouragement considering the history of financial management within the sector. However, the control environment for most of the colleges still remains a concern. These were the results presented by the Auditor-General of South Africa (AGSA) to the Portfolio Committee on Education and Training Portfolio for the 2018/2019 review period. The AGSA also noted with caution that the colleges were heavily reliant on the first line of officers who were seconded to the various colleges through the Special Recruitment Programme for Accountants support programme, particularly in finance matters.

Though there was an improvement on unqualified audit outcomes, the Portfolio Committee was told that there is still a reliance on auditors to identify errors in the financial statements for correction in order to achieve unqualified audits. The AGSA reported that a significant number of colleges with modified audit opinions remain a concern. This is because the qualification areas are mostly due to a lack of credible action plans to address the root causes needed to improve efficiencies in the control environment, especially record keeping processes, and exaggerated by the lack of consequence management.

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

The AGSA also said the colleges will benefit if they were to invest efforts in developing response action plans that address the root causes for the deficiencies identified, capitate their finance departments and improve oversight processes. Held on 15 October 2019, the AGSA briefing was followed by the tabling of the 2018/19 in a special report of the Department of Higher Education and Training by the Director-General, Qwintse Qwabe.

In his address before the Portfolio Committee on Education and Technology, the Director-General first explained the key focus of department that it fulfils an oversight role mainly on the utilisation of funds at an institutional level, institutional challenges and areas that need improvement in student retention, teaching and learning support, institutional governance, and infrastructure development and maintenance.

Accordingly, the focus of the department’s TVET branch is on oversight monitoring of the TVET colleges in relation to TVET college infrastructure development and maintenance, teaching and learning support, and TVET college performance. Specifically, in the review year, the TVET branch continued to play an oversight role in areas such as governance, as well as the implementation of guidelines for the rollout of occupational programmes, policy directives of the TVET college information and technology systems, and the revised monitoring, evaluation and support model on TVET colleges.

The 2018/2019 performance results, the Director-General noted significant gains achieved in the TVET system for instance.

For instance, the construction of 13 new college campuses is making access to vocational education to many communities that requested support for the development of this infrastructure. In respect of Infrastructure Maintenance Grant refurbishment, the TVET college system received its first allocation for infrastructure maintenance through a dedicated Capital Infrastructure and Efficiency Grant totalling R1.3 billion, with an aggregate award in the Public sector category. Organised by Productivity SA, the regional awards were held in September 2019 at the Rhulani Conference Centre in Cape Town. The event honoured and celebrated organisations, individuals and communities in the Western Cape that are making significant contributions to making South Africa a productive country. Productivity SA, an entity of the Department of Employment and Labour, organises the regional awards in each province and includes the national awards.

Explaining why the college got the nod, Productivity SA Chief Executive Officer, Bongani Coka said: “The country’s fight against unemployment intensifies, it is through organisations such as the CERI that poverty is being tackled holistically.”

The college’s journey with Productivity SA started when Senior Productivity Advisor, Charlene Steyn, was a guest speaker at a CERI development workshop. Impressed by the incubator’s development and support of youth entrepreneurs and community businesses, and its efforts to create entrepreneurship awareness, Steyn recommended that the college should enter the Western Cape competition.

The CERI, which forms part of the Small Enterprise Development Agency’s national incubator network, was formed through a partnership between the departments of Higher Education and Training and Small Business Development.

The mission of the CERI is to inculcate entrepreneurial thinking in the delivery of college vocational and occupational programmes, which will support and stimulate an entrepreneurial economy. The incubator aims to inspire young college graduates to use entrepreneurial sustainability, as an attractive career choice, and support these graduates through informal training and practical business experience.

About Productivity SA
Productivity SA’s mandate is to promote employment growth and productivity, thereby contributing to South Africa’s socioeconomic development and competitiveness, as contemplated in the Section 31 of the Employment Services Act, Act 4 of 2014. The Act enables Productivity SA to intervene in businesses that are facing financial distress with implementing turnaround strategies. Productivity SA does not only intervene in distressed companies, but also companies improve their productivity and attain world-class standards. The incubator’s focus is on inspiring and promoting productivity across all industries, promoting South Africa’s highly specialised programmes and assisting companies to increase South Africa’s global competitiveness. Candidates are shortlisted after a thorough and independent adjudication process and visited to verify their competition entry. The winners are selected after an evaluation report is submitted, all scores are tabulated and supporting information obtained.

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

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

Visit www.productivitysa.co.za to find out more.
**TVET INFRASTRUCTURE**

**Rural college launches new campus**

**MAKAROKA MPMHANELE**

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

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

Musina Local Municipality Executive Mayor, Cllr Mirhidpi Muhlope said, “Located at the Makuleke Village within the Collins Chabane Local Municipality in Limpopo, the centre offers learning programmes for young people and adults including skills programmes aimed at improving their chances of employability and progression into TVET colleges or universives.”

“Contributions have come in many ways – through wise advice, financial resources and the energy of those who did the actual physical work. Everyone who has made a contribution will always be a part of this historic occasion.”

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

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

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**COMMUNITY DEVELOPMENT**

**Students give back to the community**

**MAKAROKA MPMHANELE**

Vhumberi TVET College sees itself as playing an important role as an institution in its communities, with a direct effect on the wellbeing, economy, security and sustainability of the local economy and its people.

The restoration of the Makahle Community Education and Training Centre by a group of civil engineering and building construction students from the college’s Makurapa Campus is a recent example of this founding principle. The reconstruction project was taken on by the group after the centre was forced to close teaching and learning due to structural damages caused by a storm.

Under the supervision of civil engineering lecturer, Mudsiwa Phulasana, it took the students nearly three months to complete the project. In October, the college handed over the revamped building to the management of the centre.

Located at the Makuleke Village within the Collins Chabane Local Municipality in Limpopo, the centre offers learning programmes for young people and adults including skills programmes aimed at improving their chances of employability and progression into TVET colleges or universities.

Impressed by the workmanship displayed by the students, Makwarela Acting Campus Manager, Herman Mulaudzi, said, “Without any fear of contradiction, I can confidently say that our students are ready for the industry. Anyone who might be blessed enough to have them render services for them or any organisation, they would have found jewels.”

College Principal, Bhasani Hlekane, also pleased with the good work highlighted the significance of grooming students to becoming active citizens.

Musina Local Municipality Executive Mayor, Cllr Mirhidpi Muhlope said, “The dedication and zeal portrayed by the students is an example of the type of graduates the college wishes to produce. One of the core desires of TVET institutions is to produce members of society that are able to uplift communities for profit and non-profit gains. The elevation of communities is a shared responsibility of all members.”

“The project has inspired students across other campuses to embark on selfless initiatives to elevate the communities they live in. As a college, we are encouraged with their attempts to finding solutions to persisting problems that are challenging our society,” she said.

For instance, another group of students from the college’s Tshimhare Campus, together with their student support officials, donated sanitary towels and school shoes to learners from Tshimbilune Primary and Tshimhare Secondary schools.

“Yim so proud of the students, student support officials and lecturers for the good work done with these noble acts,” she ended.

**TEACHING AND LEARNING**

**Maiden provincial software development competition**

**OLAWUMI KATE OLADIMEJI**

All right public TVET colleges in the Eastern Cape converged in Nelson Mandela Bay in October for the inaugural annual Information Technology and Computer Science Provincial Software Development Competition.

Organised by the Eastern Cape Branch of the Technology Sector Education and Training Authority.

Headed by the Eastern Midlands TVET College, the competition was aimed at giving performing students exposure to career paths in information technology and computer science.

As part of the competition, students developed a management system referred to as the International Cooperative Administrative Support Services for their individual colleges. The scope of the competition gave competitors an opportunity to demonstrate their technical ability in executing specific tasks for which they are being trained. The students were assisted by their lecturers in some parts of the competition that were beyond their curriculum.

The result was a mix of interesting solutions, but the expert adjudicators from Rhodes and Nelson Mandela universities could only name one winner.

Students at work on the damaged Makwarela Community Education and Training Centre.

The newly refurbished education and training facility.

College participants at the Information Technology and Computer Science Provincial Software Development Competition

King Sabata Dalindyebo TVET College was named overall winner and presented with R152 900 prize money. This was followed by Port Elizabeth TVET College and its students each went home with tablets, wireless mice and keyboards. Buffalo City TVET College was third and each team member received a tablet. The prices were sponsored by ET Web and the Media, Information and Communication Technologies Sector Education and Training Authority.

Principal of the host college, Eastcape Midlands, Chal Maris Mulaudzi, reiterated the importance of the event, in light of the growing interest in the fourth industrial revolution and its impact on the world. He emphasised the significance of the competition and its potential to promote skills exchange, experience and technology innovation.

All competing students were awarded certificates of participation. Other competing TVET colleges were Intaka, King Hlubi, Louisdale and Kwaluseni. There were five participants per team comprising top performers from each college.

The two day competition was attended by the Department of Higher Education and Training, sector education and training authorities, and industry.

The 2020 competition will be hosted by King Sabata Dalindyebo TVET College.
New NCV titles for 2020

INFORMATION TECHNOLOGY

- Student: 9781430808237
- Lecturer: 9781430808251

- Student: 9781430808206
- Lecturer: 9781430808213

SAFETY IN SOCIETY

- Student: 9781430808046
- Lecturer: 9781430808053

- Student: 9781430808060
- Lecturer: 9781430808077

- Student: 9781430808268
- Lecturer: 9781430808282

- Student: 9781430808299
- Lecturer: 9781430808312

New NATED titles

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

Student's Book: 9781430807865

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

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

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

Student's Book: 9781430806660
- Lecturer's Guide: 9781430808190
TEACHING AND LEARNING

Pre-vocational learning programme a success

MELANIE VERMAAK

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

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

In addition, college lecturers within the PLP were invited to attend an info session and face-to-face coaching. Kokomelo was recognised as the Best Performing Lecturer for Science and Sulaiman Samuels spoofed the title of Best Performing Lecturer for Mathematics.

Recognition was also bestowed upon students who excelled in the pilot. Limakatso Makolometse from the False Bay TVET College cohort received the award for the Best Performing Student in the PLP for Science. Makolometse compiled the PLP report of 2018 and then embarked on studies in Report 191 Electrical. She is currently completing her N3 and has performed well. Makolometse will soon embark on workplace experience in preparation for the first cohort.

The PLP is focused on providing a foundational or bridging programme for students who may not meet the criteria for entry into TVET colleges. Geared to assist students improve their marks, this opportunity for a student to be an active participant in their learning.

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

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

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

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

This success of the PLP programme at False Bay TVET College is due to the selection of the strongest classroom and campus leaders. Student centred learning provides an opportunity for a student to be an active participant in their learning.

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

SUPPLIED BY DHET INFORMATION SYSTEMS MANAGEMENT

Student enrolments at TVET colleges constitute a about a quarter of all enrolments in the post-school education and training (PSET) system in South Africa. In 2017 there were some 3.373 institutions in the PSET system in South Africa. This is according to the report, 2017 Examination Data: South African Technical and Vocational Education and Training, Community Education and Training (PSET) in South Africa 2017 by the Department of Higher Education and Training (DHET). The report contains examinations data in Technical and Vocational Education and Training, Community Education and Training and private colleges in 2017, which shows student performance in these sectors. The report only covers students who registered, wrote and completed and were eligible to complete and obtain results. The report covers 3.373 institutions in South Africa in the academic year 2017. The report excludes students who registered, wrote and passed individual subjects, but were not eligible to complete and obtain the relevant qualifications in 2017.

REGIONAL MANAGEMENT

Leader at the helm of Limpopo

TUMELIO MOROBIE

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

In its quest to achieve this vision, the department has ensured that each region has a DHET regional office that provides specialised personnel support to the public and private TVET and Community education and training (CET) colleges in the region.

The TVET College Times team recently spoke to Frans Lukuleka Ramonyatse, the new DHET Regional Manager for Limpopo since June 2019. Ramonyatse is a seasoned leader, strategist and administrator from Modjadjikoppie, Limpopo. He comes from a family of ten and his late parents were supportive of his education.

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

He is no stranger to the public service, having been within the education sector for 24 years of which 19 years were in various roles within the TVET and former Further Education and Training environment.

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

He has a strong management background and inspires them to think and act in ways never before imagined. He has also served in multiple leadership positions such as Provincial Deputy Chairperson of FETCEO in Limpopo, and more recently, Principal of Vhembe TVET College.

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

His appointment as Regional Manager for Limpopo has also been a significant milestone in his career. He is fortunate to have first-hand experience of being an Accounting Officer. I have a huge responsibility to turn around the institution. This required a new organisational culture, the reviewing and strengthening of internal controls, improving stakeholder relations and building a strong management team.

Norwegian funds have also supported the project, which in turn supported the positive impact on the performance of the entire sector.

Ramonyatse is a seasoned leader, strategist and administrator from Modjadjikoppie, Limpopo. He comes from a family of ten and his late parents were supportive of his education.

He also places an emphasis on maintaining a healthy work life balance. “I always find work life balance to be central to my career success. This is important in order to remain productive and motivated. A poor private life can unconsciously lead to an unnatural amount of pressure, dissatisfaction and stress that can then lead to health problems and decreased productivity at work. I am therefore thankful to my supportive wife and children.

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He was a DHET regional office that provides specialised personnel support to the public and private TVET and CET colleges in the region.

The key concern of all staff and college management is the accountability in the utilisation of resources and improved management accountability, in the utilisation of resources and some improvement in students’ performance and placement. The latter is a key focus area. In his term as demonstrated in his impact driven vision for the region.

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Delegation upbeat post United States study mission

The last week of the Community College Administrators’ Programme (CCAP) for South Africa will see the participating TVET and CET colleges present before the CCAP coordinators during the planned visit to SA, early in 2020. In this week, the 15 TVET and community education and training (CET) college senior administrators who have participated in the four week CCAP seminar are required to present how they have already, or plan to implement the key elements of community college leadership, to provide direct exposure to the day-to-day administrative responsibilities, and investigate academic and vocational programmes that might benefit South Africa.

Sedibeng TVET College Principal Dr George Mothapo was one of nine representatives from South African TVET colleges who has been in the US for five weeks. “This is an opportunity to interact with their counterparts and find out how they have already, or plan to implement the key elements of community college leadership,” Mothapo explains. “The aim is to identify best practices which can be adapted to local conditions.”

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

After spending five weeks in Florida, KwaZulu-Natal CET College Principal Siboniso Mthethwa is pleased that CET colleges formed part of the delegation to explore USA’s quest to diversify skills programmes for those who cannot go to a TVET college, and at the same time they will have an option to exit with a skill for employment.”

Mthethwa explains that the South African delegation also saw firsthand the impact of close ties between the US community colleges and local businesses, particularly as they have already, or plan to implement the key elements of community college leadership, to provide direct exposure to the day-to-day administrative responsibilities, and investigate academic and vocational programmes that might benefit South Africa.

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streamlining and aligning the registration being used for scientific course placement, are adopting the technology. The system is name a few. A growing number of colleges Eastern Cape, Coastal TVET and Maluti, to Elangeni, Ingwe and King Hintsa in the many active users. Tshwane North and South Profiler system (www.learnerprofiler.com) has are starting to impact on college interventions screener Student Profiler system, has been Within the TVET space, the computerised technique called “Student Proﬁler” is being used. The system connects students with support requirements to resources. Also, the ability to track, over time, is a central feature of the tool. The Student Proﬁler system is proving itself to be an invaluable part of a broader toolkit towards improving pass and throughput rates at TVET colleges in South Africa.

The structural skills mismatch between labour demand and supply, has favoured highly skilled individuals, while the majority of the unemployed are low-skilled. A skills revolution is therefore needed to recover the fortunes of young people, but it cannot take place without changes in the structure of the economy.

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

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

As part of the NQF, a new institutional and structural change. Mergers to streamline the complex mix of institutions to a more recognisable PSET system were carried out with the aim of building larger and stronger administrative units. Some TVET colleges are taking initiatives, already establishing programmes of assisting students to progress from colleges to university education and training. For example, Watersedge TVET College, collaborating with the University of Limpopo, has made it possible for students studying agriculture at the TVET college to study further at the University of Limpopo. Once they have completed their certificates at college, they are registered for a Diploma in Agriculture and can progress further to obtain a Degree. The TVET college also has a fully functioning farm where students do their practical learning.

Since the official demise of apartheid, a defining feature of the PSET system has been improving quality and increase diversity of provision. It also seeks a stronger and more cooperative relationship between education and training institutions and the workplaces and a system that is more responsive to labour market needs. The TVET COLLEGE TIMES December 2019 TVET COLLEGE TIMES December 2019

The Student Profiler System

The Profiler is making student support everyone’s business

is the construction of a disability student database and to ensure students are enrolled in the right course, minimising the impact of poor choices and its relationship to dropout and failure. Another major benefit is the streamlining and improvement in the efficiency of screening for support services. Thousands of students can be screened in the shortest time possible. The fact that the Profiler can assess both web-based (online and off-line) as well as individual internet speeds), characterises the system as highly adaptive to local needs and conditions. One of its best features is the ability to monitor statistics in real-time, as students are being tested. This brings in the strongest part of the 4IR effect, real-time statistics for quick and efficient reporting as it is needed.

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

The Student Profiler system is proving itself to be an invaluable part of a broader toolkit towards improving pass and throughput rates at TVET colleges in South Africa.
Structural inefficiencies and duplication of services in South Africa’s higher education system have given rise to the situation before the current reorganisation and merging of institutions. Between 2003/04 and 2016/17, 100 public universities and 20 public TVET colleges had been merged into 23 HEIs. These included traditional universities, universities of technology and colleges of education; institutions that are not ranked highly in terms of their teaching and research output. The process of merging has brought with it both advantages and disadvantages and some of the failures that resulted in the HE system being deemed ineffective.

In 2014, two new comprehensive universities were established, the University of the Free State and the University of South Africa. Despite this, several underutilised universities and TVET colleges were closed while others were merged into larger, more efficient institutions.

The majority of students enrolled in public HEIs were Africans (71.9%), followed by coloureds (18.7%), Indians (6.3%) and Asian/Indian students (5.2%). There were gender differences. Females outnumbered males in the African population, where 114 942 more female students were enrolled compared to males. This was also the case for Indian/Asian, coloured and white students.

The rapid change in the demographics of the university population came with training challenges. These included the cultural outlook that the universities, funding needs and the changing needs of a growing student population and the need to create a more diverse educational environment. The 2017 TVET COLLEGE TIMES Year Book indicated that those who graduated from HDI are not easily employable or furthering their studies. The upper secondary qualification is a human right; it is not sufficient to address the needs of poor students (New Bursary Scheme) amid the worsening economic challenges that affect their learning experiences. Opening access without support will not result in access to quality. Since the announcement in 2011 to 2016 has seen a marginal increase in student numbers. Its impact on the number of students who complete their degrees within the expected time frame remains to be seen. The 2017 yearbook indicated the proposed that there should be a community education and training sector that would be the core function. However, this is no longer the case. Despite this, universities are characterised by an inverted pyramid, with technical, vocational and trade routes, especially SETs, so as to better prepare students for the industrial revolution (4IR). The arts should be firmly integrated into the national educational curriculum to promote creativity and the rich and diverse expression of South African culture. The arts should be firmly integrated into the national educational curriculum to promote creativity and the rich and diverse expression of South African culture.

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

Despite access to educational opportunities being a human right, it is not sufficient to address poverty. Skills development initiatives have not been successful in improving access and abilities and cope with the opportunities and problems of the future. There are strong economic challenges that affect their learning experiences. Opening access without support will not result in access to quality. Since the announcement in 2011 to 2016 has seen a marginal increase in student numbers. Its impact on the number of students who complete their degrees within the expected time frame remains to be seen. The 2017 yearbook indicated the proposed that there should be a community education and training sector that would be the core function. However, this is no longer the case. Despite this, universities are characterised by an inverted pyramid, with technical, vocational and trade routes, especially SETs, so as to better prepare students for the industrial revolution (4IR). The arts should be firmly integrated into the national educational curriculum to promote creativity and the rich and diverse expression of South African culture.

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able to fully carry out their mandate to radically expand available workplace training, especially for previously disadvantaged people, including blacks, women and people with disabilities. Some have had management challenges requiring DHET to take over their administration as a way of correcting poor administration.

According to the Times Higher Education (2017), eight of Africa’s best universities are South African. Furthermore, two South African universities also featured among the top 10 universities in Brazil, Russia, India, China and South Africa (BRICS). Equity is still a critical issue for the system. The data shows that Indian and white students outperform their counterparts at all institutions, at the same time decreasing dropout and improving throughput rates.

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

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

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

The PSET system is still inefficient, with wastage on how qualifications are produced. The low throughput and high dropout rates show the system can enrol more students if wastage is reduced. While throughput has improved at universities, only 22% of students completed their three year degree within three years using the 2010 cohort. The four-year completion rate was only 15% of students completing their bachelor’s degree by the fourth year. By year six, only 56% of the students who registered in 2010, had completed their three year degree. This implies increasing the expected time to complete their degrees within the expected time. The low throughput is costly in terms of time and resources.

Universities have also shown a greater effort into supporting students to complete their qualifications within the required time. The dropout rate is clearly shown when considering the dropout rate by race. The first year dropout rate has decreased from a high of 42% in 2000, to 25% for African students enrolled in diploma studies. For African students registered for a three year degree, 22% of them dropped out in the first year compared to 15% for whites in 2011. The determination which has seen these students battle all odds to make it to the first year, shows a hidden talent and resilience, which the country can ill afford to lose. Thus measures are required to ensure they succeed when they reach university.

The dropout in both university and TVET colleges reduces the potential of many young people to escape from poverty. The system needs to improve its efficiency in order to produce many more graduates. More institutions are also required to meet the enrolment targets stipulated in the NDP. Challenges of high dropout rates at first year in universities and weak linkages have to be dealt with, in the short term. Inefficiency is worse when analysing dropouts by gender. There is also a class bias in accessing universities, with more students from fee paying schools able to access university education compared to students from no fee schools. Students in fee paying schools have a higher chance of proceeding to higher education compared to those from no fee paying schools even if they pass well. In the South African context, class and race are largely intertwined. White students as a percentage of the race group make up the highest percentage of students who obtain a bachelor’s degree. Key factors include affordability to pay for tertiary education, hence the higher percentage of white students completing their bachelor’s degree after matriculating, with around 25% of white students obtaining a bachelor’s degree after matric. Indians/asians are around 15% and coloureds and black Africans at around 5% of students obtaining a bachelor’s degree after matric. Notably, the proportion of African matriculants who go on to earn a bachelor’s degree has been in decline, from 1990, and since 1983 for coloureds, whereas Indians/asians and Whites have been on the rise since about 1983.

At the same time, the university sector needs to put in place programmes to help students from poor socio-economic backgrounds to succeed instead of waiting for the school system to improve. MAs are able to attract students of higher averages making it difficult for the HDIs to compete with HAI in terms of performance of their students. This perpetuates the barriers in the nature of the university sector.

While access has been increasing over the years, the education system has not been able to serve all young people. This is shown by the percentage of young persons aged 15 to 24 years who were NEET. These increased from 29.7% in Quarter 4 of 2017 to 31.1% in Quarter 4 of 2018. Young people in the NEET category dropped out of either the basic or the post school education and training system. Consequently, the system was unable to skill them sufficiently to allow them to be self-employed. The increasing number of NEET shows that existing policies and institutions are unable to cater for many young people who are in need of a skill to participate in the economy.

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

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

Furthermore, although the skills development institutional framework is in place, SETAs find it difficult to provide training and labour market information to unemployed people about opportunities in their sector, or to support linkages between training for the unemployed and industry. There are too few artisan programmes, with low completion and throughput rates, as well as poor linkages with industry to provide practical experience for them to complete their artisan qualifications. While access to post school education has increased over the years, gross enrolment is still low compared to countries South Africa is competing with economically. Further whilst close to 50% of white students are enrolled in post school education, the rate for African students is 15%.

The transformation of the sector is not complete, and effectiveness of its institutions is not where they should be. Not all institutions have successfully created their apartheid creation or legacy. Not all of HDIs have been able to transform into historically disadvantaged counterparts. In the short term, there is a need to improve these institutions across efficiency and the quality of their output. In the long term these institutions need to attract the best lecturers and be leaders in tackling regional economic challenges.

Furthermore, the programmes and policies to overcome the challenges of transforming institutions need to be implemented robustly in order to improve both access and success in institutions.

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