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**TVET Month:
Ensuring gender equity
and social inclusion in the
TVET sector and find out
how women artisans are
changing their world**





Seema Ramnarain,
Department of Higher Education
- Chief Director Corporate
Communications and Media Liaison.

Editorial team

Editor: Seema Ramnarain
Subeditor: Tumelo Morobe
Web/digital manager:
Nashveer Nemesar
Design and Layout: Nashveer Nemesar
Printing: Shumani RSA
Account Management:
False Bay TVET College

Cover Image

By Nashveer Nemesar

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Department of Higher Education
and Training, Chief Directorate:
Communication and Media Liaison, Private
Bag X174, Pretoria, 0001, South Africa.

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Advertising, subscriptions and editorial matters:

E-mail: editor@tvetcollages.co.za
Telephone: 012 312 5394
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Learning in a time of coronavirus: How TVET Colleges rose to the occasion

I read a joke recently about what will now be referred to as the unfortunate adage that hindsight is 20/20. What a year it has been! One where we were all hoping we could press reset and the days of pre-mask-wearing would return.

For us in the TVET College sector, this year has been prime for reflection. We have lost people due to coronavirus and that is heart-breaking. What we have gained however is hope and the understanding that we can overcome. Remember, this is a sector that is unfortunately saddled by misunderstanding that it is second fiddle to universities. Enter the incredible TVET College staff; lecturers in particular. They have doubled up their effort to ensure our TVET College students have been prepared for tests and exams.

The importance of reliance on textbooks was underscored this year as we repeatedly punted the message that if students focused on their class notes and textbooks, they would have a fair chance of passing. For me the unsung heroes of the TVET sector have been those lecturers who have adapted to online modes of teaching; where they recorded video lessons and then sent them to us to upload on www.tvetcolleges.co.za. Gert Sibande TVET College led the innovative thinking; pitching an idea to record online lessons before sharing them via a TV channel and then online to maximise reach across the country.

Colleges from Mpumalanga, KwaZulu-Natal and the North West had lecturers being recorded as they presented their lessons; some of them for the first time ever! Fast forward to several weeks later and there are dozens of videos that have aired on TV and are now available for viewing on social media platforms. If you haven't already spread the word, TVET students can watch the lessons on DSTV channel 265 (GauTV) on weekday mornings between 6:30 to 7:30 until 30 October 2020.

We salute the incredible lecturers who have gone above and beyond to ensure their students are prepared for the 2020 Academic Year, despite all the interruptions. You truly are the unsung heroes of the sector.

It's been a slow start to getting back to maximum productivity under what's now termed 'the new normal'. In this edition, we highlight key achievements during the new normal that have been shared by our enthusiastic communicators across the country. I take this opportunity to wish you the best as we power into the last few months of this year, knowing they have to be more successful than the first few months of 2020.

I'd like to round off the first post-COVID-19 edition of TVET College Times with some food for thought. It is a quote from the late great Mama Albertina Sisulu, which I feel we can use in both our personal and professional lives. She said, "We are each required to walk our own road and then stop, assess what we have learnt, and share it with others. It is only in this way that the next generation can learn from those who have walked before them. We can do no more than tell our story. Then it is up to them to make of it what they will".



IN THIS ISSUE: Cover story

The focus is on TVET Month where all 50 public TVET colleges are undertaking events and activities aimed at encouraging learners and the NEET to enrol in TVET colleges for the 2021 academic year. Budding women artisans are also featured across the pages of this issue to encourage more prospective women students to consider artisanship and entrepreneurship.

From the Minister

Page 1

From the Ministry

Page 3

Cutting Edge News

Page 10

Movers and Shakers

Page 16

Campus Matters

Page 18

CONTRIBUTORS

Ehlanzeni TVET College Corporate Communications Manager Mxolisi Nzimande, **West Coast TVET College** Marketing Manager Ivan Swart, **False Bay TVET College** Marketing Officer Roshin Schmidt, Centre for Entrepreneurship Rapid Incubator Manager Steve Reid, **Majuba TVET College** Acting Assistant Director Marketing Ntozoko Mbatha, Digital Media Coordinator Quraysha Desai, **Ekurhuleni East TVET College** Marketing and Communication Manager Zuko Mbolekwa, **Waterberg TVET College** Marketing Manager Mahlaku Phasha, Public Relations Intern Matsatsi Kgamede, **Vhembe TVET College** Marketing and Communication Manager Bonginkosi Dladlana, **College of Cape Town for TVET** Marketing Assistant Zintle Maliwa, **DHET** Deputy Director Communication William Somo, Senior Communication Officer Tumelo Morobe





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

I take this opportunity to once again convey my warmest greetings to all stakeholders of the TVET College sector across the country. We are all confronted with an unprecedented public health crisis that has far-reaching social and economic consequences. As a result, the President declared a State of Disaster in South Africa.

Government implemented a national lockdown from 27 March 2020. All post school education and training institutions advanced their recess periods from 16 March 2020 and subsequently closed their campuses and learning centres.

With the easing of the lock down levels, a risk adjusted strategy is being implemented to phase-in the reopening of campus activities. This is to manage the gradual opening of activities and to ensure that the gains achieved during the lockdown are maintained.

An essential aspect of the opening of institutions is the need to ensure preparedness of infrastructure, and teaching and learning spaces; screening of staff, students and the general public entering institutions; physical distancing; and the implementation of hygiene protocols as per government regulations.

On 8 June 2020 in Government Gazette No. 43414, I released directions in terms of the Disaster Management Act for criteria to return to public and private higher education campuses as part of a risk-adjusted strategy for a phased-in return from Level 3 of the national COVID-19 lockdown.

These criteria were developed in consultation with the sector, including representatives from Universities South Africa (USAF), the South African College Principals' Organisation (SACPO) Labour unions, the South Africa Student Union (SAUS) and the Council on Higher Education.

Institutions have been implementing their own student return strategies in line with their teaching and learning and campus readiness plans, and under Level 2 up to 66% of students have been returning to campus.

Each institution has taken a different approach to the risk-adjusted, phased-in return, dependent on their context and readiness, and in line with their own detailed institutional plans and strategies.

As a Department, we have maintained regular communication with the sector, working with

Working together to save lives and the academic year during the COVID-19 pandemic

USAF, SACPO and individual institutions. We have also put in place a bi-monthly monitoring process, through which all public institutions are reporting, and which lays the basis for further engagement with the Department where necessary.

I am grateful for the support of our institutions that have agreed to this process, and that have been submitting regular reports and responding to requests for information. This is an important part of our national effort to contain the spread of the virus, keep our students and staff as safe as possible, and work in solidarity to do everything possible to save the academic year and ensure that all students are given a fair opportunity to complete the academic year.

However, we must remain vigilant about the necessary physical distancing, and safety and cleaning protocols to ensure that we continue to save lives while we work towards saving the academic year.

On a sad note, at the time of writing this message, I reported that we lost 80 members, including students and staff, of our public higher education community to deaths from the virus.

We mourn these losses of staff and students in our universities and colleges and send our condolences to the families, friends and colleagues of those who have succumbed to this illness.

TVET college students returned to campuses in a staggered approach, from 10 June 2020. The last cohort of students returned on 25 August 2020, as per the approved revised academic calendar for the 2020 academic year.

Since the return of students to campuses, colleges have successfully run classes in compliance with COVID-19 requirements, including providing for physical distancing through the splitting of classes.

In addition, the national examinations for the Engineering Studies students was successfully concluded in July 2020. Umalusi has since reported that it is satisfied with the conduct of the examinations, which adhered to the protocols set out for COVID-19.

The remainder of the academic year will see decreasing pressure on TVET colleges as semester students are writing exams in September and then go into recess.

Colleges will open registrations for trimester 2 students as soon as trimester 1 results are released, following the standardisation process which was scheduled for 24 August 2020.

Examination activities have thus far been conducted in compliance with the revised Academic Calendar for 2020, and will continue until the completion of the NC(V) exams on 11 December 2020.

Based on the above, the move to Level 2 will not adversely affect operations in TVET colleges, if the compulsion for physical distancing, the compulsory wearing of masks and provision of sanitisation/washing of hands remain firmly in

place.

Level 2 brings about more opportunities regarding workplace-based learning programmes. With the four months exemption in the skills development levy from 1 May 2020 to August 2020 regarding COVID-19 tax relief measures, it is expected that employers will now prioritise skills development under Level 2.

The easing-down provisions, will also enable the greater restoration of artisan development activities to a level of approximately 70%. The WorldSkills South Africa unit will also be able to coordinate the provincial and national competitions in preparation for South Africa's participation in the international competition in Shanghai during October 2021, within strict COVID-19 protocols and requirements.

I would like to acknowledge the significant support that has been provided by Higher Health to the PSET system at this time. The many forms of support offered by Higher Health to institutions including advice, guidelines and protocols, training, and support for mental health have been critical to our institutions at this difficult time.

We have alerted all stakeholders to the risk of new infection outbreaks during the implementation of Level 2 measures as a result of the concentration of larger numbers.

I know that this has been a challenging time for many students: a time of uncertainty and anxiety for all. We have been forced into this situation by a global pandemic, and students have had to grapple with self-study, often in difficult circumstances.

I applaud the many students who have adapted to these difficult circumstances, and developed new ways of learning and of coping.

I must also acknowledge that this has been a challenging time for the academic staff of our institutions, who have had to adapt rapidly to new forms of teaching and student support, and who have shown commitment to learning themselves and supporting students, often across multiple different platforms.

I commend this work, as well as the work of institutional managers, administrators and support staff who have worked hard to adapt to the necessary changes.

Let me also take this opportunity to express my most sincere appreciation, in particular to the ordinary frontline workers such as security guards, cleaning and administrative staff, whose crucial role in the fight against the spread of the virus is often not properly recognised.

These workers have, and continue to play a very important role in ensuring that as people move about and enter different work and other spaces, they do not spread the virus, or expose themselves and others.

I also thank the staff union leaders and student leaders who have contributed to planning and support at an institutional level.

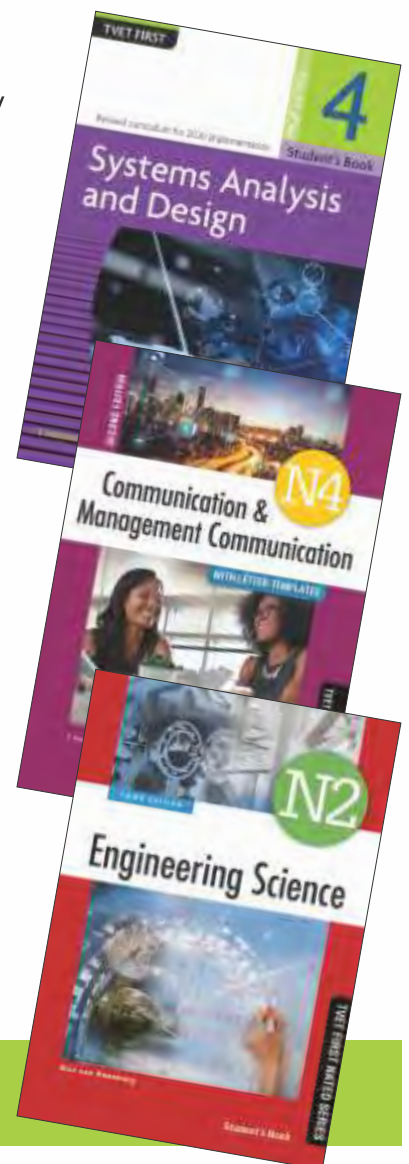
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Minister's Budget Vote speech

Extracts of the Speech delivered by the Minister of Higher Education, Science and Innovation, Dr Blade Nzimande, on the occasion of the National Assembly's Virtual Budget Vote Presentation on 22 July 2020

This marks our second budget for the Department of Higher Education and Training as we commence with this 6th Democratic Parliament.

We meet at a time when we are confronted with the scourge of the coronavirus epidemic which brought with itself unprecedented changes to the manner in which government and society, how both public and private business is conducted and how we should prioritise and manage our health affairs.

As a sector, we have also not been spared, we had to adopt new ways of providing learning and teaching by introducing blended education platforms, which includes integrating technological learning and physical delivery of education and teaching materials.

Together with our institutions, both universities and colleges, we began the process of providing data to our students through negotiated rates with Mobile Network Operators (MNOs).

Moderated by Treasury and managed by the National Student Financial Aid Scheme (NSFAS), we are now finalising the process to appoint service provider/s for the provision of electronic devices, particularly laptops to NSFAS-funded students.

This initiative will add to the process of the provision of laptops by some 65% of our universities.

As a Department, working with NSFAS and institutions, we are working on policy amendments that will allow for the NSFAS learning materials allowance to be utilised at all institutions to purchase devices for first-time entering NSFAS students in future. We will put in place this policy change for 2021.

We are paying serious attention to issues regarding future student funding considerations, high levels of student debt, funding for missing middle and postgraduate students. I would like to thank the majority of universities that have already put in place mechanisms to provide data and devices to their students.

Our Ministerial Task Team on the Fourth Industrial Revolution (4IR) has now completed its work to provide critical policy advice on how our Post-School Education and Training (PSET) system should respond to opportunities and challenges presented by the 4IR. I intend to publicly release the report so that the sector can engage with it, before recommendations to Cabinet.

As part of the five-year Labour Market Intelligence research programme, we have commissioned research to inform the publication of the list of Occupations in High Demand, the list of Priority Occupations, on behalf of the Department of Home Affairs, and the Critical Skills List.

The National Skills Fund (NSF) has allocated R 84 million for research to inform the

development of these occupation and skill lists in order to direct funding interventions to 60 000 beneficiaries over the 2020/21 financial year.

We continue to prioritise artisan development as our Deputy Minister shall elaborate. We have also identified that in order to increase access to education and training, the TVET sector remains a key partner in the realisation of increased provision of occupational programmes. All our 50 public TVET colleges will benefit over 20 000 learners with access to training opportunities through a R2,1 billion funding window.

The NSF has thus allocated R2,5 billion to build/refurbish TVET infrastructure for 11 colleges in 2019/20. Coupled with the TVET Infrastructure, is the rollout of last mile internet connectivity to all TVET campuses through the coordinating and funding of R 350 million.

The report of the Ministerial Task Team on the Recruitment, Retention and Progression of Black South African Academics has concluded its work, and it has submitted its report which I have approved for public release.

Both my Departments have started to collaborate on a joint plan that responds to the recommendations of this report. The Staffing South Africa's Universities Framework is one of the responsive mechanisms that we will take forward with increased vigour.

All five sub-programmes of the Staffing South Africa's Universities Framework are now being implemented, including the Nurturing Emerging Scholars Programme, the New Generation of Academics Programme, the University Staff

Doctoral Programme, the Future Professors Programme and the Higher Education Leadership and Management Programme.

These programmes are already contributing to staff transformation in the university sector, and as we increase their scale of implementation, their impact will also increase.

I have appointed a Ministerial Task Team on the remuneration of Vice-Chancellors and Senior Executives. The team will submit the research work undertaken and the findings by 31 March 2021. I have also appointed a Ministerial Task Team (MTT) to conduct an Independent Review of the University of South Africa (UNISA).

Given the size of UNISA, not only in South Africa, but on the entire African continent – having 407 759 students in 2020 and growing – it is clearly too big to fail. The review will also focus on the mandate of UNISA as well as outstanding, after issues from the merger.

But broadly, we are working on the review the Higher Education Act, No 101 of 1997. This will assist amongst others to deal with governance collapses in some of the institutions as a result of the conduct of some of the members in governance structures. I am concerned especially about institutions that are periodically placed under administration.

Since 1998, fifteen Independent Assessors have been appointed for a number of universities in terms of the Act as a result of poor institutional governance and management.

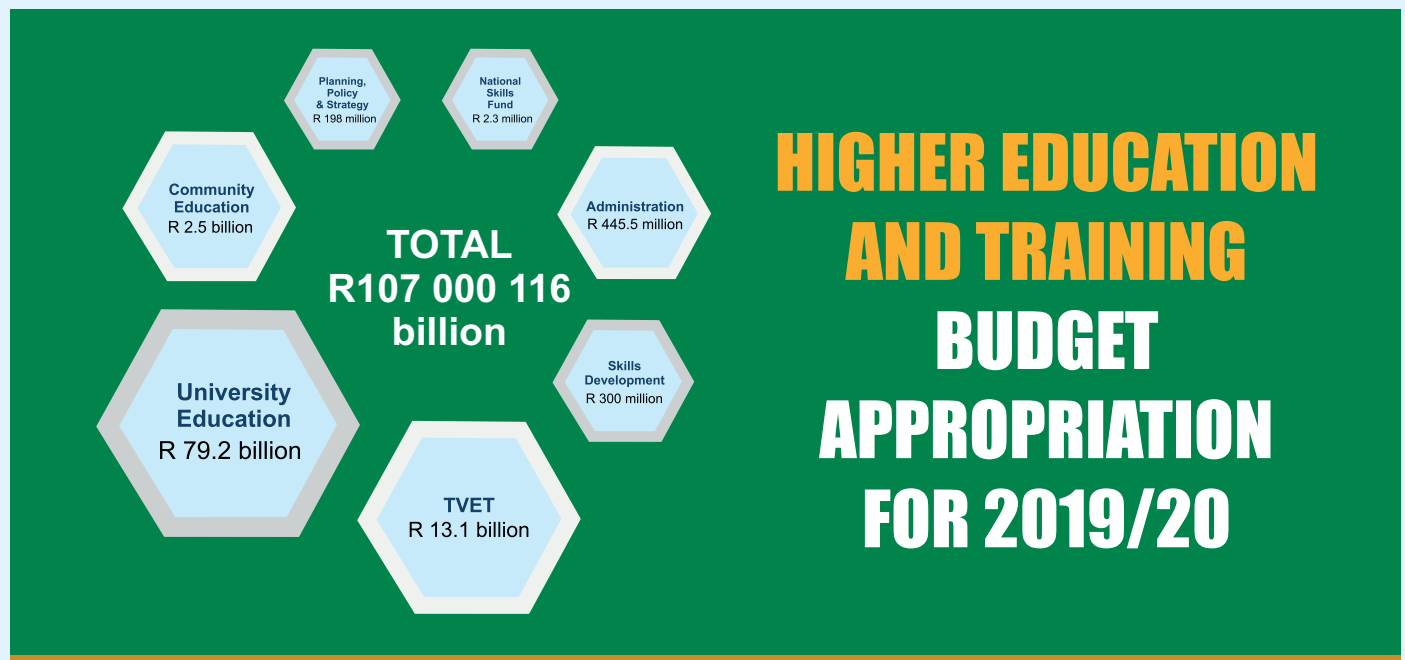
As a component of transformation in the higher education sector, I will soon publish the revised Language Policy Framework for the Public Higher Education Institutions in the Government Gazette.

The main purpose of the policy is to ensure the development and strengthening of historically marginalised South African indigenous languages as languages of scholarship, teaching and learning and communication.

Cabinet has recently approved a policy framework for the PSET sector to fight gender-based violence and now this has to be mainstreamed into the entire sector. Our national aim still remains to increase the total headcount enrolment in higher education, public and private institution, to 1.62 million by 2030, as envisaged by the NDP and the White Paper.

In January 2020, I approved the new enrolment plan for the academic years 2020 to 2025. And the postgraduate level enrolments in Masters and Doctoral qualifications are expected to grow at a higher rate than the overall enrolments.

Notably, the number of Research Masters and Doctoral graduates is expected to increase at a higher rate than the overall number of graduates, which is critical because our country depends on these post-graduates for its future academics, researchers and other leaders within the public



service and knowledge-intensive professions.

In April 2019, the draft Central Application Service Bill was published for public comments. In this financial year, we will begin with the pilot of the CAS for the 2022 Academic Year and at the same time finalise the required legislation to be considered by parliament following the review based on public comments received.

Our revised curricula for TVET colleges are now in the evaluation phase in order to make the learning outcomes current and relevant to workplace practices. We however are forced to shift the implementation of the revised curricula as a result of COVID-19 pandemic from 2021 to 2022 in order to ensure that there is sufficient time for preparation and training.

Lecturer development continues to receive focused attention with greater support from our partners and stakeholders in the private sector. The early work for the establishment of a lecturer training institute in Gauteng has begun and will soon gain momentum. Dedicated and collaborative effort between the Department, Umalusi and SITA has helped significantly reduce the certification backlogs in TVET colleges.

The establishment of new TVET lecturer qualifications and the development of associated programmes and their offering by universities is well underway.

Currently 14 universities are developing programmes, 11 programmes have already been accredited by the Council on Higher Education, three are already being offered, and the other eight are planned to be offered from 2021.

In the 2019/20 financial year, the Community Education and Training (CET) College system, adopted a national sector plan which is informed by the White Paper PSET implementation plan.

The plan provides for uniformity in the strategic thrust of the CET colleges towards the achievement of the CET vision and the pronouncements of the National Development Plan (NDP) of reaching one million students by 2030.

In order to achieve this, the Department is working on the development of a sustainable funding model for the CET college sector.

In terms of ensuring a diverse programme qualification mix in CET colleges, in particular the provision of skills programmes and occupational qualifications, colleges have begun to make inroads in forging strategic partnerships with

various Non-governmental Organisations (NGOs), Faith-Based Organisations (FBOs) and Universities.

There is also notable collaborations with the various Skills Levy institutions like National Skills Fund (NSF) and Sector Education and Training Authorities (SETAs) and other government departments to ensure the availability of all requisite resources for the provision of diversified programme offerings.

Through the support of SETAs, R40 million has been committed towards the establishment of ICT laboratories in 54 identified CET centres.

Further, there is a collaboration between the Technology Innovation Agency (TIA) an agency of the Department of Science and Innovation and DHET to build ICT infrastructure in the pilot centres which will serve as hubs where communities and young people in particular can access services, connect and experience the benefits of the technology from the most rural areas of our country.

As a Department, we remain committed to strengthening and developing the PSET sector by investing in infrastructure to provide quality teaching, learning and research and innovation spaces.

In 2020/21 due to the challenges of COVID-19 and the need to reprioritise funds across government, a total of R750 million was cut from the infrastructure budget.

Nevertheless, over the period 2020/21 to 2022/23, we will still see a substantial investment of R11.486 billion in infrastructure projects across our 26 universities.

We will continue to prioritise infrastructure development at Historically Disadvantaged universities to ensure that maintenance backlogs are addressed and the quality of infrastructure delivery management is improved at these institutions.

I am currently in a process of restructuring and streamlining infrastructure management within my Department. I will soon be appointing a Ministerial Advisory Team (MACI) on PSET infrastructure as well as establish, working together with the DBSA, an Infrastructure Project Management Office, with a particular focus on student accounting.

We will also mobilise investment from, and establish partnerships with, the private sector in

order to accelerate provision of student accommodation in particular, within the framework of the Presidential Infrastructure Coordinating Committee. In March 2020 we invested a further R496 million in student housing and other types of university infrastructure for historically disadvantaged institutions.

Amid the pandemic, we had to revise our appropriation to ensure that we bring about a successful completion to the academic year.

A total of R2.1 billion from the state subsidy and transfer has been reprioritised as a COVID-19 response mechanism for universities, for both teaching and learning as well as campus readiness. In conclusion, I thank the Honourable President, Deputy President, Cabinet Colleagues, Deputy Minister Manamela, the Chairperson and members of the Portfolio Committee for the support and guidance.

Gratitude also goes to my wife, my staff in the Ministry and to the Director General, Mr Gwebinkundla Qonde and the entire Executive Management Committee and staff of the Department, the Boards and Executives of our entities, and everybody who contributed toward the achievement of our mandate as the Department.



Dr Blade Nzimande, Minister of Higher Education, Science and Innovation delivered a virtual Budget Vote presentation



Partnerships that matter

Extracts of the Speech delivered by the Minister of Higher Education, Science and Innovation, Dr Blade Nzimande, on the occasion of the South African College Principals' Organisation Virtual National General Council

Fight against COVID-19

We are meeting as we battle COVID-19's unprecedented challenges. As the Post-School Education and Training (PSET) system, we have been intensely engaging with all our stakeholders to save the 2020 academic year whilst ensuring we simultaneously save lives. This task was not going to be possible without the support of SACPO and the entire TVET sector, including our external partners.

As the TVET colleges we must therefore join forces to come up with practical programmes in support of the fight against the COVID-19 pandemic and the new economic recovery plan.

This sector must therefore use the challenges of COVID-19 to work with the TVET Branch of our Department and other agencies of government to accelerate the pace and scope of technological innovation in the curricula of colleges to embrace the challenges of the Fourth Industrial Revolution.

Our Department of Higher Education and Training was established in 2009, with its primary goal being to provide education and training opportunities to all South Africans who are out of school (whether they attended school or not) to acquire further education and skills they require.

In this task we are guided by our White Paper for Post-School Education and Training, which was adopted by Cabinet in 2013, and we hope all members are familiarising themselves with. This is our guide that will catalyse faster movement to meet our National Development Plan targets.

Our strategic goal and objective are to help create a capable workforce that will support an inclusive growth path to meet the needs of our society, especially those of our economy.

Technical and Vocational Education and Training has become a vital component of our post school and training system, due to its importance in helping students to develop the technical and practical skills needed to improve their livelihoods and in the growth and development of our economy in today's ever-changing world.

TVET's contribution to sustainable development and internal collaboration

In line with the President's announcement during the State of the Nation Address, we are aggressively positioning our colleges as the main platform of delivery for skills development training.

We must work collectively to dispel the perception of colleges as a "consolation prize" to university entrance and make them institutions of choice. I am saying this fully aware that the difficulties experienced in this sector are enormous though, working together, we can address these and build a sector that we can all be proud of.

We must also ensure that our colleges respond adequately to the President's call for a national spatial development strategy based on systematic planning and implementation around the 44 District Municipalities and eight Metros of our country.

Our colleges will ensure that our aim, that within the next 10 years there is no district municipality that will not have access to a post school training institution, is realised. This, in my view, would be a major development in the struggle to overcome the spatial legacies of under-development inherited from the apartheid and colonial system.

More importantly, we must ensure that the alignment of Higher Education and Training with Science and Innovation benefits the TVET sector greatly by ensuring that the sector finds innovative ways in operations and in offering improved curricula in line with the dictates of the Fourth Industrial Revolution.

Our colleges must therefore ensure that they infuse advances in artificial intelligence (AI), robotics, the Internet of Things (IoT), 3D printing, genetic engineering, quantum computing, and other technologies in their curriculum.

I have already instructed our Department of Science and Innovation to resource and fund innovation in the TVET College sector. I invite SACPO to actively partner with me in ensuring that we drive innovation in the sector. And I want ideas from you on how best can we turn our colleges into centres of excellence in both skills development and innovation.

If our colleges take advantage of this perfect storm of technologies brought by the Fourth Industrial Revolution, we will continue to ensure that our colleges remain relevant and these changes will bring transformative changes in the way our colleges will attract the academic staff, students and forge futuristic relations with the business sector.

It therefore becomes important that our colleges must have formidable relationships with the Department of Science and Innovation. I have already directed both the Directors-General to ensure that work is done in this regard.

Part of this work is to ensure that the TVET

College sector collaborates with our SETAs to pull their data together so as to maximise skills development, especially through work integrated learning.

This is what we call big data analytics, which is often a complex process of examining large and varied data sets, or big data, to uncover information - such as hidden patterns, unknown correlations, market trends and customer preferences.

This will help our organisations to make informed decisions, such as new revenue streams for our colleges, better prioritisation of skills offerings, more effective marketing, better customer service, improved operational efficiency and competitive advantages of each college.

I am setting up a process to investigate and conceptualise new data and information systems that will be common to both TVET colleges and SETAs. This includes forging multiple strategic partnerships with the SETAs and the private sector to broaden and diversify the skills development experiences of learners more closely related to the changing nature of industrial workplaces.

Critically important are the relations that TVET colleges must build with universities, particularly universities of technology, and comprehensive universities to promote innovation platforms. In addition, bridges must be built around which TVET colleges can provide practical support for emerging and new firms, SMEs and cooperatives, in critical areas such as agriculture and agribusiness, renewable energy, low cost, high quality housing infrastructure, and the oceans economy, amongst others.

By working with universities, you will ensure that you create a single integrated, but differentiated national TVET cyber-infrastructure to support hybrid (digital-physical) and open-learning programmes for those unable to study full-time at TVET colleges.

Forging strategic partnerships with the private sector

In South Africa, the involvement of the private sector in skills development is critical because the private sector is the biggest source of employment and an enabler of funding for training in South Africa through taxes and other financial schemes. However, we need to ensure that with the rise of a global knowledge economy, we intensify our strategic partnerships that go beyond the traditional funding of discrete college projects.

Bold and visionary partnerships between industry and colleges will ensure that we accelerate innovation and help deliver solutions to pressing social and economic challenges in our country. One such exemplary partnership is that between Huawei and some of our TVET colleges. We need more of such college industry partnerships.

Collaborating with industry should be interconnected to a redefinition of the role of the colleges for the 21st century, especially as we still grapple with the concepts of the Fourth Industrial revolution which has the potential to completely overhaul our TVET's curricula.

I am also pleased to report to this NGC that I have signed with the German Advisor for African Affairs, a Joint Initiative on the promotion of skills development, on the occasion of German Chancellor Angela Merkel's visit to South Africa on 6 February 2020.

Our partnership with the Germans seeks to help South Africa to build a modern, high quality and agile skill/s development system that is aligned with the needs of the 21st century.

This includes the development of occupational profiles, training standards, teaching materials and opportunities for in-company training as well as improved training for teaching personnel.

Germany's dual vocational education and training system is highly recognised worldwide due to its combination of theory and training embedded in a real-life work environment. The German system also relies on close cooperation between employers and labour unions.

The German government and German industry in South Africa are committed to strengthen our Vocational Education and Training (VET) and to improve skills development of South Africa's youth through our Centres of Specialisation. So, we must ensure that we rollout the Centres of Specialisation which prioritises training of our youth in artisan skills and the thirteen priority trades/occupations.

I am also grateful for the partnership that between SACPO and HUAWEI in which 23 colleges have been enrolled as Huawei academies with more than 200 instructors currently being trained to offer Huawei-accredited courses. What is more gratifying is that Huawei will extend the training to students using their own resources until such time that our college instructors are ready to offer these programmes.

My dream is that of building a system closer to the German system, that the majority of TVET college students must already be employed as apprentices in various companies, and attend college as part of their theoretical work whilst practically involved in

real work. This means we must work towards radically inverting the current model where students undertake theoretical work with no practical experience, with many of them never getting that vital work experience. I firmly believe that in combining resources in the SETAs and the training budgets in both the private and public sectors we can achieve this objective.

This partnership will indeed ensure that we bridge the divide between the process of training and employment, between the classroom and the workplace. We also must ensure that our TVET colleges play an important role in implementing and promoting sustainable development.

As we may know, sustainable development consists of three pillars: economic, socio-cultural, and environmental development, and these should be considered holistically and our TVET's policy and practices should not neglect any of the three. This will also ensure that our colleges remains attractive for funding donors or investors. Our infrastructure priority for our 6th administration includes the development of decent, affordable student housing for universities and TVET colleges.

As a department we have already made available through the College Infrastructure Efficiency Grant for maintenance, over R1 billion per year from 2018/19 to 2021/2022. This is being rolled-out in all 50 TVET colleges. However I am concerned that this maintenance programme is moving very slowly with large amounts remaining unspent and yet our colleges have serious infrastructure maintenance backlogs.

We have already made strides with nine new campus sites under construction and scheduled for completion this year and will still award contracts for the construction of four further new campus sites which includes Balfour, Giyani, Nkandla B and Vryheid. This includes the construction of a new campus site in Mitchells Plain this year.

As we seek to expand the TVET college system I am concerned at the dwindling leadership pipeline for the sector. As many of our experienced and seasoned Principals exit the system through retirement, in the main, we do not have a ready supply of competent managers to fill these gaps. Years of experience alone is not sufficient to deal with the complexities of TVET colleges.

We need institutional leaders who not only have a solid suite of management skills, but are highly conversant with innovation and technology, have a sound interest in and capability to use research in decision – making, have the necessary skills to engage with a diversity of stakeholders and be influencers in their right. This also means we need a new type of principal who is competent in these areas. New recruits must fit this criteria and those in the system must be developed to reach these levels.

Relations between SACPO and NSFAS

I would also like to encourage that SACPO continue to work with the National Student Financial Aid Scheme to implement decisions taken on 17 February 2020 regarding the bursary administration process for TVET colleges.

This includes:

- the establishment of the TVET division in NSFAS which is dedicated to TVET bursary administration;
- encouraging students to apply timeously for NSFAS in order to avoid delays in the funding decision;

- commitment by SACPO and NSFAS to deal with TVET's historic debt; and the
- differentiated allowances between TVET students and University students.

The fight against corruption

One of the most important fights we must take up in earnest is the fight against corruption. I am concerned about the increasing number of threats directed at some of our senior administrators in our colleges by people who unscrupulously want to be given tenders. I will be engaging the security cluster in government to help us fight this scourge.

Let us not succumb to these threats if we are to fight corruption so as to ensure that TVET colleges' resources are used to train and equip our youth with requisite skills.

Conclusion and way forward

Reflecting from what has been happening globally and locally, it is clear that TVET has gained momentum at global, regional, and national levels.

This therefore needs a proper response from all stakeholders in order to reap the potentials of TVET for contributing to socio-economic, and environmental sustainable development.

TVET must be able to anticipate and respond accordingly to technological advancements by offering relevant programmes, suitable curriculum, and new ways of teaching-learning and assessing students. Working and living in a global community, TVET should not only prepare the graduates for the local and national job market but also for the region and the world.

However it is not adequate for colleges to simply respond to new technological developments, but colleges must themselves be sources of new innovations, and be creators of new knowledge.

All the above will also affect the way the TVET sector is planned and run. We cannot ignore the fact that humans have made significant progress in technological developments but at the same time we must not lose sight of the accompanying damage to the environment that we have seen. Pandemics like COVID-19 that we are going through now can be directly traced to the ecological damage visited upon Mother Earth. Therefore, the issue of environmental sustainability must be an integral component of college curricula.

TVET colleges as the major producer of a skilled workforce must play a crucial role in promoting sustainable development, innovation, creating a workforce that support green technologies.

NEW TITLES. NEW SYLLABI ALERT!

New syllabi for the following titles will be implemented in January 2021:

N4 Introductory Computer Practice
N4 Computer Practice
N4 Introductory Information Processing
N4 Information Processing
N4 Introductory Financial Accounting
N4 Financial Accounting

N1 Motor Trade Theory
N1 Electrical Trade Theory
N1 Bricklaying and Plastering Theory
N4 Mechanotechnics
N4 Electrotechnics
N4 Quantity Surveying

N4 Applied Management for Hospitality
N4 Travel Services

New syllabi for the following titles will be implemented in May 2021:

N2 Motor Trade Theory
N2 Electrical Trade Theory
N2 Bricklaying and Plastering Theory
N5 Mechanotechnics
N5 Electrotechnics
N5 Quantity Surveying

New syllabi for the following titles will be implemented in June 2021:

N5 Communication
N5 Computer Practice
N5 Information Processing
N5 Financial Accounting
N5 Travel Office Procedures

New syllabi for the following titles will be implemented in September 2021:

N3 Motor Trade Theory
N3 Electrical Trade Theory

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Minister of Higher Education, Science and Innovation congratulates Higher Health on the Implementation of a Mental Health Initiative and the Launch of a 24/7 Helpline

The Minister of Higher Education, Science and Innovation, Dr Blade Nzimande, congratulates HIGHER HEALTH, the national agency of the Department of Higher Education and Training, on its implementation of a holistic mental health initiative and the launching of the 24/7 student and staff helpline.

This initiative will address the mental health needs of the two-million students and staff who make up the university and college community.

"South Africa must take note of statements by the United Nations, the World Health Organisation and local experts, that the mental health and wellbeing of whole societies have been severely impacted by the COVID-19 pandemic and are an urgent priority," said Minister Nzimande.

Minister Nzimande added that physical and psychological health go together and South Africa is currently learning about how the COVID-19 pandemic is impacting the health of people of different ages, their respiratory, muscular and neurological wellbeing.

"COVID-19 is also intensifying anxiety, depression, feelings of loneliness and fear due to economic and academic uncertainties. So we must support the mental and psychosocial wellbeing of our post school education and training sector in equal measure as we implement measures to prevent and manage COVID-19 within our institutions," emphasised Minister Nzimande.

Under the guidance of the Department of Higher Education and Training and with the support of the SA Depression and Anxiety Group (SADAG), HIGHER HEALTH has mapped out the mental health and substance abuse priorities related to COVID-19 within the post-schooling sector. This tailor-made three-tier programme considers why and how students and staff may be impacted and how to assist individuals who experience problems.

"At the intervention's primary level, HIGHER HEALTH's student-led peer-to-peer programme plays a key role in creating awareness and introducing initiatives to increase psychological resilience, recognise and reduce anxiety, stress and depression and prevent suicide," the Minister said.

This peer-to-peer counselling is enhanced through mental health self-risk assessments and various communication initiatives.

"Notably, addressing the detrimental psychosocial and physical effects of gender-based violence – as a recognised challenge to the post-schooling sector – are part of the same conversations and interventions," the Minister explained.

The secondary level entails a HIGHER HEALTH 24-hour toll-free student and staff helpline, in alliance with SADAG which enables the provision of help when needed in 11 official languages. The service will provide free telephonic and SMS counselling, crisis intervention and support, and referrals to mental health professionals and other psychosocial resources to students and staff across all campuses. Where needed, HIGHER HEALTH will assist individual institutions with capacity building and implementation.

At a tertiary level, HIGHER HEALTH is appointing 10 additional clinical psychologists who will work across the country to provide counselling, care and support and linkage to services for relevant cases to the appropriate professionals.

"Essentially, our approach seeks to promote mental health as an integral part of every person's overall health, prevent mental ill-health and provide support and appropriate services when required," said Minister Nzimande.

The mental health initiative follows the recent launch of the HIGHER HEALTH "HealthCheck". This daily screening and monitoring tool is secure

to use and transmits data directly to the national COVID-19 tracking system.

All students and staff are asked to use it every day to assess their own level of risk prior to entering campuses. Based on the individual's responses to the risk assessment on the platform, the person receives a message with a risk reading. If the risk is low, the individual will receive clearance valid for 24 hours, or be advised on follow-up actions in case of raised risk.

"All our programmes and interventions place the needs of students and staff in the post school education and training sector at the centre of our COVID-19 combat strategies. We are confident that the Mental Health Service will go a long way to helping students and staff cope with the heightened complexities of this academic year, but it is also a valuable investment in the future health and wellness of our students and staff," Minister Nzimande said.

How to access the HIGHER HEALTH 24-hour student helpline:

- Toll-free call 0800 36 36 36
- SMS 43-33-6

How to access HealthCheck:

- Dial using USSD line (does not require data): *134*832*2#
- Add to WhatsApp contacts: 0600 110 000 and say HI: <https://wa.me/27600110000?text=hi>
- Download using the URL for the webform: healthcheck.higherhealth.ac.za

College becomes the first to benefit from the TVET Campus Connection Programme

Supplied by SABEN

False Bay TVET College's Fish Hoek campus became the first to benefit from the TVET Campus Connection Programme (TCCP). This as the campus recently went live, enjoying the high speed internet access provided by the new broadband connectivity.

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

Some of the notable benefits that come with this connectivity include the provision of a minimum of 200Mbps connection speed, equal upload and download speeds with no data limitation, upgradable connection speed and a 24/7 call centre with real-time monitoring as well as management of the connections.

Shaun Pieterse, IT Manager at False Bay TVET College says "Our experience with SABEN so far was brilliant. Even though there were a few

technical hiccups at the beginning, their highly experienced technical team sorted it out in no time. We are looking forward to working with them in future and to get our other three campuses on the new infrastructure too."

The provision of SANReN access to TVET colleges and their component campuses will facilitate access to comprehensive information, research and educational resources, to help these institutions manage their current capacity shortfalls more effectively.

The project will give invaluable support to learners through internet access and knowledge resources that they need to study and graduate, empowering them to develop and hone their increasingly important skills required in the job market.

Preparations are underway to roll out access connections to West Coast, Eastcape Midlands, South Cape, Buffalo City, Lovedale, Majuba,

Capricorn, Ehlanzeni, Lephalale, Letaba, Nkangala, Waterberg, South West Gauteng, Tshwane South, Flavius Mareka, Goldfields, Sedibeng and Vuselela TVET Colleges. ur students and staff," Minister Nzimande said.



Front Row: Karin Hendricks and Ophelia Colloppen
Back Row: Jacqueline Layman, Jyothis Pallath, Nasir Solarie and Eugene Vermaak.

TVET lecturers benefit from a SETA-funded study tour and placement programme

Supplied by SSACI

Eighty-five Transport and Logistics lecturers from 15 TVET colleges recently completed the 2019-2020 Swiss-South African Cooperation Initiative (SSACI)'s Work Integrated Learning for Lecturers Study Tour and Placement Programme.

The project aimed at providing lecturers with industry exposure through study trips and placements and was funded by the Transport

Education and Training Authority (TETA). It catered for lecturers who teach the National Certificate Vocational, Transport and Logistics programme.

Research indicates that lecturers visiting industry is one of the best ways to improve the quality of their teaching and bring the classroom curriculum into closer alignment with the skills needs' of industry. It can also provide the basis for colleges to use industry experts as guest lecturers and for

building long-term cooperation between colleges and employers.

The Department of Higher Education and Training thus advocates workplace exposure for college lecturers as a way to keep them up-to-date with industry practices, developments and needs, maintain industry relationships and ensure that college students are better prepared for the world of work.

The 2019-2020 WIL for Lecturers Study Tour and Placement Programme was implemented with the following colleges:

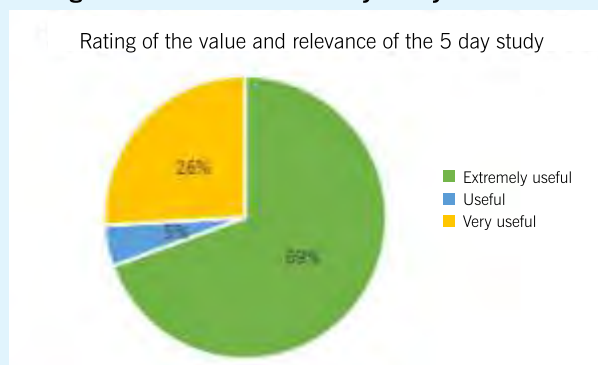
College	
1. Eastern Cape	1. Post Elizabeth TVET College
	2. King Sabata Dalindyebo TVET College
2. Free State	3. Motheo TVET College
3. Gauteng	4. Tshwane North TVET College
	5. Ekurhuleni West TVET College
	6. South West Gauteng College
4. Kwa-Zulu Natal	7. Umgungundlovu TVET College
	8. Umfolozi TVET College
	9. Thekwini TVET College
5. Limpopo	10. Capricorn TVET College
	11. Letaba TVET College
6. Mpumalanga	12. Gert Sibande TVET College
7. North West	13. Orbit TVET College
8. Western Cape	14. Boland TVET College
	15. College of Cape Town

The programme was 10 days long and included four activities:

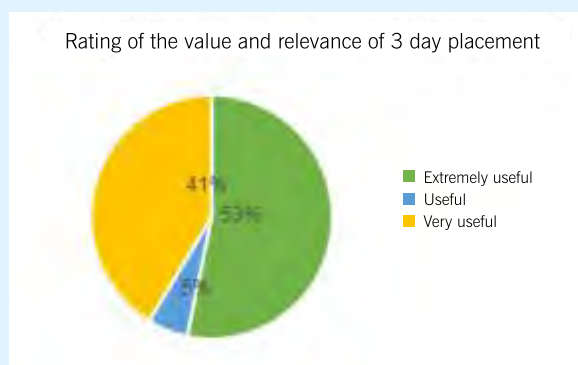
DAY	ACTIVITY
Day 1	1. SSACI training session 1: Orientation to programme and plan for the study tour.
Day 2-5	2. Five-day industry study tour including site visits to various employers.
Day 6	3. SSACI training session 2: Review study tour, plan for placement and plan for integration into teaching.
Day 7-10	4. Three-day placement at one employer in subject area.

Lecturers who participated in the programme completed an evaluation questionnaire and the findings are as follows:

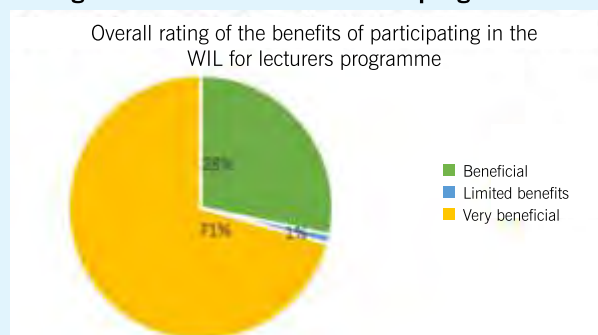
Rating of the value of the 5-day study tour



Rating of the value of the 3-day placement



Rating of the overall benefit of the programme



Reasons for ratings

Participants were asked to give reasons for their ratings of the value and benefits of the programme. A selection of the reasons:

- I am teaching a subject I was never trained for; this experience has opened my eyes to the field of transport and logistics.
- I had no prior industry experience.
- It was very relevant to what we are teaching. It is exactly what we need as lecturers to enhance our knowledge and experience.
- It was an eye-opening experience.
- I saw theory in practice.
- It provided 'hands on' experience.
- I have developed more knowledge and skills which I will use in my teaching.
- We got to experience the importance of soft skills, attitudes and values in the workplace.
- I now know what is expected in industry.
- Engaging with an expert in the industry gave me the chance to ask questions that were from my students
- It served as a refresher.
- I obtained a lot of industry-related materials.
- I could see the business world of transport through the eyes of the employer.
- I was able to network with fellow lecturers and industry experts.
- It unlocked opportunities for partnerships with employers for student placement.
- I now have contacts to invite from host employers to deliver guest lectures.
- I can talk with confidence because I now have practical experience.
- We are able to link the textbook to the real world and use real-world examples in the classroom.
- Making the link from curriculum to workplace and back to the classroom is the main benefit of this experience.

Most useful things learned through the programme

Participants were also asked to indicate the most useful things they had learned during in the programme. A selection of their comments:

- The operations of all employers including organisational structure, company policies, costing and pricing, work procedure, and staff recruitment and selection.
- Warehouse processes from receiving, inspection, storage, inventory control, picking, packaging and loading to dispatch.
- Distribution processes, scheduling and dispatch.
- Fleet and driver management, electronic route scheduling and monitoring of trucks.
- Technology and systems used by different companies.
- Reverse logistics and how various logistical chains work for different companies.
- Supply chain role-players in action.
- How to treat customers.
- Implementation of all regulations and legislation in transport industry.
- Management skills: that you need to be disciplined, diligent and prepared to make any working environment a success.
- The actual pressure that people are under to deliver in the transport industry and the importance of time management.
- Importance of teamwork in which individuals have a very high work ethic, are self-disciplined and can work without supervision.
- The emphasis on safety at all companies.

Improving the links between subject teaching and industry practice

The last thing participants were asked to comment on in the evaluation was how they could use what they had learned to improve the relationship between what they teach and industry practice and requirements. A selection of their comments:

- Impart knowledge and skills in lessons that industry requires.
- Use materials, photos and videos from the workplace in lessons.
- Use industry examples in lessons.
- Develop real life scenarios or case studies.
- Link theory with practice.
- Explain concepts better.
- Make lessons more practical, for instance where students roleplay a real situation.
- Identify and close the gaps between textbook and industry practices.
- Allow students to mirror what is done in industry.
- Supplement the curriculum with content that is relevant and valuable to industry practices.
- Expose students to technology used in industry.
- Teach students appropriate behaviour for the workplace.
- Organise study trips and placements for learners.
- Use contacts obtained to get industry guest speakers for a lesson.
- If possible, ensure that students acquire driver's licences, computer skills and workplace-based experience before they graduate.



TVET lecturers during the study tour



This project was and will remain a success. It broadened the level of delivery from the lecturer to the learner. It enabled lecturers to teach the curriculum from a point of understanding, since the majority have never been employed or trained in this field.



I can now teach content using appropriate examples from the workplace. I can use the materials received [in the workplace] to enhance my lessons. I can clarify differences with the existing curriculum and industry. I now have contacts to invite [from] the host employer ... to guest lecturer [on] topics...
I can develop assessments and class activities that are based on the actual workplace. I can also teach my students the appropriate behaviour they should have in the workplace.



An excellent and well-planned study tour.
Compliments to the SSACI team for their hard work and dedication to improving the standard and integration of teaching into the real world of work.
Our gratitude to TETA for funding this project.



From my side just a big thank-you to SSACI and TETA and all our hosts for a once in a lifetime experience.
For years to come, we will be able to tap in on what we have experienced to the advantage of all the students.

Based on the benefits attained, and a call from lecturers for more regular industry exposure to keep them up to date with industry developments and changes, the evaluation recommended that lecturers be supported to complete study tours and placements every three years.

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FREE NATED 2021 CURRICULUM WEBINARS

The Nated curriculum is being updated from 2021 and the TVET First team is hosting free webinars to help you get ready. Join our webinars to find out what you need to know to prepare yourself and your students. The first webinars in September and October 2020 will cover these subjects:

- **Electrical Trade Theory**
- **Information Processing**
- **Computer Practice**
- **Financial Accounting**

Each free webinar is presented by a subject expert and focuses on:

- **The differences between the old and new curriculum**
- **Assessment and exam preparation**
- **Teaching tips**
- **Common areas that students struggle with and how to address them**

For more information or
to register go to our website:
www.macmillaneducation.co.za

Space is limited and booking is essential. Watch out for more subjects to follow!

This is what lecturers had to say about our recent webinar series on how to lecture remotely:

“ This was an incredible presentation.
It was enlightening.
Absolutely brilliant.
Loved this – made us feel even more motivated!!!
Very well done, inspiring! ”



For further information contact:

Gan Krishna | Cell: 078 804 0592 | Email: Gan.Krishna@macmillaneducation.co.za
Jayshil Bhula | Cell: 078 803 9903 | Email: Jayshil.Bhula@macmillaneducation.co.za

Women artisans changing the world!

MEET SISIPO LOLWANA

Plumbing student (Lovedale TVET College)

This bright woman thrives from being independent and successful in the Plumbing industry which was once deemed as not suitable for women.



“

By being a successful Plumber, it proves that women are strong too. My journey has given me great joy to prove any doubters wrong. Honestly, it is an easy field to study and does pay a lot of money especially if you start up your own plumbing business.

”

Celebrating TVET Month

TVET month aims to encourage female students to enrol in TVET colleges for the 2021 academic year. For information on all 50 public TVET Colleges, visit: www.tvetcolleges.co.za

Applications for #NSFAS2021 Bursaries are now open. To apply, visit: www.nsfas.org.za
Closing date for 2021 Applications is: **November 30, 2020.**



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 **TVET Colleges**
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College lecturing staff aspire to inspire others through education

Supplied by Zintle Maliwa

Two lecturers from the College of Cape Town aspire to inspire their colleagues and students through education. The duo has risen the flag of the College and that of the TVET sector very high, as Charles Mbayi recently completed his PhD in Mathematics and Noreth Muller-Kluits was selected to deliver an oral presentation at the Social Work Education and Social Development (SWESD) Conference in Rimini, Italy.

Charles Mbayi, a lecturer at Pinelands Campus graduated with a PhD (Doctor of Philosophy in Mathematics), from the University of the Western Cape. His passion for teaching and learning has motivated him to study mathematics.

He pursued his tertiary education in his home country, the Democratic Republic of Congo. After obtaining his Bachelor's degree in Statistic Mathematics and spending ten years as a Mathematics lecturer, he relocated to South Africa.

This is where he went on to obtain his Master's degree, Mathematics of Finance, from the University of Cape Town. He then joined the

academic team at the College of Cape Town, Pinelands Campus as a Mathematics lecturer.

Mbayi uses every opportunity to encourage students to be passionate about Mathematics and the application thereof. "My passion for mathematics grew during my high school career. Solving math problems gives me a real pleasure as it allows for both critical and relative thinking. I remember when I was in high school, I was always better in mathematics than any other subjects. I enjoy calculations and numbers," he said.

Another go-getter, Noreth Muller-Kluits, a lecturer at the Crawford Campus, in the NCV Primary Health Department, had her abstract selected for oral presentation at the Social Work Education and Social Development (SWESD) Conference. Her abstract is based on "Social Work and Rehabilitation – ensuring a free and just society inclusive of all persons with disabilities as equal citizens".

The focus of the oral presentation will demonstrate how social work can contribute to the rehabilitation of persons with disabilities,

especially when integrating into society. This conference will be hosted by the International Association of Schools of Social Work (IASSW) and the International Council on Social Welfare (ICSW) later this year.

The interest in disability has developed over the years, and Muller-Kluits has both a personal and professional background in the field. She has been involved with disability awareness at the college, including in 2018 facilitating an awareness talk hosted by NC(V) Primary Health Level 2 students on the accessibility of Crawford campus, which was attended by College Executive.

Muller-Kluits is currently doing her doctoral degree in social work at Stellenbosch University focusing on experiences of adults with an acquired physical disability on social work support. She enjoys doing qualitative research as it provides participants with the opportunity to share their stories. She hopes to be able to further advocate for persons with disabilities as a minority group, given that disability can affect people at any time.



Mphumzi Boozi, Deputy Principal: Corporate Services, Louis van Niekerk: Principal, Charles Mbayi and Noreth Muller-Kluits.

Students to get valuable experience in USA

Supplied by Mxolisi Nzimande

Two former TVET college students, Nomcebo Sindane and Fezile Mabuza, recently jetted off to the United States of America where they participated in a year-long piggery project called 'North West Pork LLC'.

The duo's journey began in 2015 when they enrolled for the NCV level 2 in Primary Agriculture at Ehlanzeni TVET College. After successfully completing their level 4 in 2017, they proceeded to Majuba TVET College where they studied for a Diploma in Farming Management until 2019.

Sindane and Mabuza then went on to join Ehlanzeni TVET College's Mthimba Campus to gain on-the-job experience in order to qualify for their National N Diplomas. This is where an opportunity for a learnership in the USA presented itself and they grabbed it with both hands, especially thanks to Awesome Travels, a company that sponsored the



Fezile Mabuza

two young women with their travel and placement. "We are grateful for the opportunity afforded to us by all stakeholders, we are working hard to ensure that we learn as much as we possibly can. It hasn't been easy but because of the support from everyone, including our mentors, we are positive that we will learn a lot and practice what we have learned while at the colleges", said Fezile Mabuza.

Women artisans changing the world!

MEET NOMZAMO SIHELE

Boilermaking student (Northlink TVET College)

Once a domestic worker, Nomzamo took a leap of faith and applied for the NSFAS Bursary scheme which assisted her to fund her Boilermaking studies at Northlink TVET College. This inspiring woman is definitely going places as she is now preparing for her Trade Test.



“The first day I walked into the Boilermaking workshop at the College, I was overwhelmed by all these huge machines staring at me. But here I am today showing all the women out there that it is not impossible to reach your dreams. I am now doing my Apprenticeship at Consol Glass which has been an exciting experience so far.”

Celebrating TVET Month

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College receives a State-of-the-Art Video Conference Facility

Supplied by Roshin Schmidt

False Bay TVET College, Westlake Campus, Centre of Specialisation for Mechanical Fitting is one of the first recipients of a state-of-the-art video conferencing facility, alongside Tshwane South TVET College, Pretoria West Campus' Centre of Specialisation for Mechanical Fitting.

This is part of the Department of Higher Education and Training's National Open Learning Systems Project, which seeks to facilitate information exchange through video and multimedia. This sub-project was made possible as part of a bilateral agreement between the governments of India and South Africa to build infrastructure in TVET Colleges. The collaboration is a tribute and legacy project of the Gandhi and Mandela centenary.

The total investment from the Indian government is in the region of \$4-million (R60 million) which will be utilised for the fitting and supplying of top-shelf equipment, services, facilities, maintenance and training, and ensuring the video conferencing facilities are equipped for seamless utilisation.

Embracing the changing landscape of education due to the 4th Industrial Revolution, the video conferencing facilities will build the capacity to share, collaborate and advance the implementation of the Centres of Specialisation projects.

The video conference facility will enable a lecturer, subject expert or guest speaker the ability to interact real-time with students located in multiple locations via audio or video, while using

multimedia or digital tools such as the interactive whiteboards. Functionality will include the ability to have presenters speak from equipped classrooms or individual computers at any location via the internet. High quality microphones in each classroom will enable people to be clearly heard via the conference system, from any location in each of the classrooms.

Once installation handover inspections are completed at the pilot campuses, phase two and

three in the expansion rollout of this technology will be deployed at the 26 other TVET colleges with Centres of Specialisation.

"False Bay TVET College would like to thank the Indian government and representative Jyothis Pallath for their invaluable investment and SIEFA, Project Manager, Paulos Mahlangu for facilitating this project" said Karin Hendricks, False Bay Acting Principal.



Front Row: Karin Hendricks with Ophelia Collopen
Back Row: Jacqueline Layman, Jyothis Pallath, Nasir Solarie and Eugene Vermaak.

Collaboration to improve quality of life and the economy of people in rural areas

Supplied by Bonginkosi Dladlala

Vhembe District Municipality, is an agriculturally rich district which has been declared a subtropical area. Its agricultural wealth has reached distant lands like Europe and other continents.

Vhembe TVET College, the Royal Council of Chief Thovhele Fhatuwani Nesangani's House and the aviation company Flyfofa met in August 2020 to discuss a partnership and collaboration which will see the establishment of an aviation training institution in the Vhembe District.

This initiative seeks to also resuscitate the Tshino Airport, for both passengers and cargo, since there are many agricultural products that export products from Levubu and other surrounding areas.

Principal Basani Hlekane gave a comprehensive presentation outlining how the envisaged partnership fits in into the college strategic plan.

"This initiative is aimed at redefining the concept of rural development and will enhance the industrialisation aspirations of the district, the province and ultimately the country", she said.

The development project is earmarked to start from Tshino area which is located in the Vuwani area. The area is endowed with an airport that is dormant, schools that produce good matric results and it is flanked by three Vhembe TVET College

Campuses.

Charles Muravha, who is the business advisor to Chief Fhatuwani Nesangani, in his presentation alluded to the fact that the envisaged development is unconventional.

We are not approaching this politically, not academically, but through the royal office which in nature, will be a development which is not

attached to the term of office. Because it is traditional leadership, it has the element of timelessness", said Chief Fhatuwani Nesangani.

He also expressed his excitement and encouraged everyone to ensure that they put maximum effort to ensure that this project is realised.



Dr Thiathu Ravhura; College council chairperson, Mpho Ramulivho; Deputy Principal – corporate services, Chief Fhatuwani, Basani Hlekani; College Principal, Thabo Fisha; owner of Flyfofa, Charles Muravha; Business advisor, Albert Rabethata; Deputy Principal Finance and Muvhulawa Boo; Deputy Principal Academic Services

Women artisans changing the world!

MEET MAMAILA TEBOGO

Primary Agriculture student (Waterberg TVET College)

A budding Agriculture entrepreneur, Mamalia who studied at Waterberg TVET College in Limpopo has blossomed in this male-dominated industry. She is passionate about working in this green industry amongst its numerous opportunities and challenges.



“The valuable skills I have acquired in the Agriculture programme at Waterberg TVET College, has assisted me to secure a piece of land in my village. I produce crops like tomatoes, cabbage, spinach and others. During the Covid-19 pandemic it has been a good source of income. I encourage more woman to pursue in this exciting field because women are of vital importance to rural economies.”

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Entrepreneurial Journey of success for College's former students

Supplied by Steve Reid

In the following excerpts we have a chat with two former TVET College students who are making it big in the world of business. We take a look at the impact of the incubation programme to the success of their business. This is in a bid to promote entrepreneurship interest by former, current and prospective college students.

Olga Davids is a graduate from the Falsebay TVET College's Centre for Entrepreneurship Rapid Incubator (CfERI) program. Whilst she completed her incubation in 2019, her husband and business partner, Warren Davids, completed his qualification at the College's Westlake Campus in 2001.

1. About the business and qualifications.

In February 2015, after years of experience in the engineering industry and working in various roles or positions for a number of engineering companies, Warren Davids registered his own company as he realised that he could create much more value in the engineering industry. Warren obtained his qualification in Fitting and Turning from False Bay TVET College in 2001 and his Red Seal certification from Northlink College in 2012, and is currently the Operations Director of WHD Engineering (Pty) Ltd.

Olga obtained her degree in business administration from Stellenbosch University in 2006 and worked in the banking industry for 11 years before joining WHD Engineering (Pty) Ltd in May 2017 as Managing Director. WHD has a dynamic team with six team members. Their business services include: Precision Engineering; General Engineering; Sales and Reconditioning of

industrial geared motors and Environmental Management (recently incorporated in the business).

2. What makes the business offerings special?

Good financial results; excellent customer service resulting in satisfied clients; innovation; excellent marketing strategy; ability to adapt to change; staff wellbeing and flexibility and resilience.

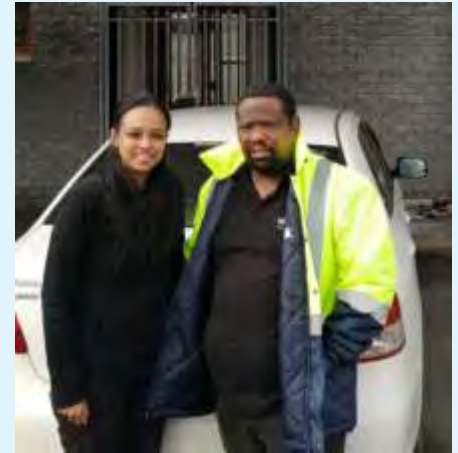
3. What is the value added through the college's incubation programme?

Olga says that the College's CfERI programme has assisted them a great deal in increasing efficiency of all their employees. "This programme has assisted me to gain deeper understanding of my role of being a co-owner, changing management skills to leadership skills which directly impacted in boosting personal and staff morale and created a more enjoyable work environment for everyone in the team. I have improved a lot when it comes to day to day running of the business and innovation activities", she said.

4. What was your biggest challenge?

Business growth and diversifying their customer base was and still is the most challenging factor for the company, making it difficult to compete with other engineering businesses that have been in the industry longer.

As the Managing Director, Olga is responsible for marketing and growing their customer base. "What helped us as the management team was to delegate tasks to our team and taking ourselves out of the production end so that we could focus more



Olga and Warren Davids of WHD Engineering

effectively," she said.

5. The company's recent financial boost.

Funding for a growing enterprise is often a challenge and Olga and Warren spent much time in 2019 seeking appropriate funding. In the face of many "rejections", they persevered. Early applications were not approved but they persevered into late 2019. Finally they received a loan/grant. The received R2.2 million of which R860 000 is a grant and R1.34 million is a loan portion. "This funding will be used for the purchase of Machinery Lathes/Milling machines and delivery vehicles, as well as an input into cash flow", Warren said.

College a stepping stone to success

Supplied by Quraysha Desai

Majuba TVET College's former students, Zamabinda Jili, Snehlanhla Mbatha and Anele Jili, have recently embarked on a business journey where they plan to use the skills and experience gained at the college to contribute to the hospitality industry and the country's economic growth.

Their journey began at the College's IT and Business Campus where they successfully completed and attained their N6 Certificates in Hospitality. They were later afforded the opportunity to travel abroad to China to complete a 12-months internship programme funded by CATHSSETA and the Chinese Culture Centre.

On their return from China, the trio put forward their plans and took the necessary steps to bring them closer to achieving their dreams of opening their own business "Banzi Catering and Decorations."

The College's Work Integrated Learning Unit recently met the three young business entrepreneurs at the College's Central Office in Newcastle. They were given valuable advice such as applying for funding for small businesses from the National Youth Development Agency (NYDA) and other funding agencies.

"It saddens our hearts to hear of all the gender-based violence that is facing the women and children of our country, so we plead with all the young women out there, to take risks and follow their passion by starting their own small businesses. Empower yourselves and refrain from

looking down on TVET Colleges as it has been the stepping stone in our journey", said Anele Jili.

Bafana Luvuno (Project Officer – Work Integrated Learning Unit) expressed his sincere good wishes for the young and budding entrepreneurs. "On behalf of Majuba TVET College we are extremely

proud of you for participating in the China Internship programme coming back and applying what you have learnt, putting it to practice with Banzi Catering and Decorations, we wish you nothing but success in your business".



Zamabinda Jili, Anele Jili and Snehlanhla Mbatha

Women artisans changing the world!

MEET NTOMBOSINDISO TYOKWANA

Electrical student (East Cape Midlands TVET College)

The most exciting part of her Electrical career is knowing that she can take charge in a male-dominated field & earn in one of the most well paying jobs.



Being a woman Electrical Engineer does not limit you. There are also other paths like becoming a Plant Engineer. You can also be your own boss at some stage which is the most rewarding part of studying at any one of the TVET Colleges.



Celebrating TVET Month

TVET month aims to encourage female students to enrol in TVET colleges for the 2021 academic year. For information on all 50 public TVET Colleges, visit: www.tvetcolleges.co.za

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Closing date for 2021 Applications is: **November 30, 2020.**



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Workplace training for budding artisans

Supplied by *Mahlaku Phasha*



Potego Mokgwatjane at Ford Unitrans in Mokopane, Limpopo Province

Sixty Waterberg TVET College level four students doing Diesel Mechanic and Electrical Trades participate in a two-year workplace training programme. This is to allow them an opportunity to apply the theory and practice they have acquired at the College as well as learning from being in an actual workplace.

In addition, these trainees are required to complete the workplace training combined with theoretical knowledge for them to qualify to take a Trade Test and become artisans.

The training programme commenced in July and as part of the workplace preparations, the College has provided toolboxes and COVID-19 essential kits for all the trainees.

“The College appreciates employers, who are keen to open their doors for all our students amid the challenges brought by the pandemic. This brings hope for many other students, that they too can still live their dreams given the economic uncertainty”, said the acting Principal, Khomotso Dipela.

College's Work Integrated Learning unit inducts 200 students

Supplied by *Quraysha Desai*

Over the years Majuba TVET College's Work Integrated Learning unit (WIL) has successfully conducted a multitude of student inductions, but as the transition into the “new normal” dictates, inductions will have to be adapted accordingly.

The WIL unit in partnership with the Safety and Security Sector Education and Training Authority (SASSETA) recently inducted 200 Business and Engineering N6 students at the Newcastle Training Centre Hall.

In adhering to the COVID-19 regulations and guidelines set out by government, students have been attending in groups of 25 per session. They have complied with all regulations including physical distancing, sanitising and wearing of masks.

Thabile Gama, Provincial Officer – SASSETA, commenced the programme with a highly informative presentation which focused on the background of the SETA, the relationship with the college and most importantly the supportive role that they will be playing to students as they embark on their new journeys.

“If you love your job, and passionate about what

you do it will open many doors for you. Should you encounter challenges on your journey remember that we at SASSETA have an open-door policy, and here to assist in any way possible”, she said.

Deepak Mohan, Acting Assistant Director; WIL Unit thanked the students and the SETA representatives for gracing the event with their presence. He told the students, “We hope that you have learned from the information shared in the induction and that you will go out there and be good ambassadors of the College in the world of work.”



Students giving their full attention during the induction.



Deepak Mohan (Acting Assistant Director – Work Integrated Learning Unit) delivers a presentation during the induction.

Student aims to create opportunities for others

Supplied by *Ivan Swart*

Having an open mind and always willing to learn is what drives Kimeko Arendse, West Coast TVET College Carpentry student currently on learnership at SAWECO, Bellville.

She started her training at Atlantis Campus and was placed at SAWECO and mentions that she strives not only to finish her learnership but to craft her journey into becoming a businesswoman 'creating opportunities for the disadvantaged.'

“I believe in working hard, setting goals and working towards achieving them”, she said. Some of her daily duties at SAWECO include creation of door frames, tables, windows, gates and timber processing.

Her manager and company owner, Pieter Versfeld says he enjoys working with Kimeko and her two colleagues who are all from Atlantis campus and on learnership because he likes imparting knowledge to youth and for them to carry the baton

in the future.

Versfeld says, “These young ladies are always challenging me because they want to learn and

grow and they are not afraid to ask questions. They speak their minds.”



Kamiko Arendse at SAWECO

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The National Student Financial Aid Scheme (NSFAS) is a public entity reporting to the Department of Higher Education and Training. We provide **financial assistance** in the form of a study bursary to deserving individuals who wish to study or are already studying at **Technical and Vocational Education and Training (TVET) colleges** and **public universities**.

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2020 TVET Month honours women

Supplied by William Somo

The month of August has traditionally been the Technical Vocational Education and Training (TVET) Month as commemorated by the Department of Higher Education and Training. The decision was taken by the Department in 2014 following discussions with the South African College Principals' Organisation (SACPO), in a strategic effort to reposition colleges as higher education institutions of choice.

The role of TVET colleges is to train young school leavers, providing them with the skills, knowledge and attitude necessary for employment in the labour market as well as developing new business opportunities. They primarily provide training for the mid-level skills required to develop the South African economy.

The annual TVET Month programme aims to introduce the college community to programmes and career pathways available in colleges. It is the general lack of information and knowledge about the colleges and their programmes that has brought about the unfounded negative perception about colleges.

Colleges use the opportunity to concentrate on marketing their colleges not only to potential students, but also to industry. A strong message that colleges send out during the month-long campaign is the readiness of the TVET system in attracting and enrolling young people.

Key to the Department's strategy is increasing access, throughput rates, management capacity, student support services, student accommodation, increasing the responsiveness of colleges to the local labour market, building partnerships with employers and creating a mix of programmes and qualifications that will meet the varied needs of students.

And there has been improvement over the years including the introduction of the National Certificate Vocational, the introduction of the bursary scheme, partnerships with Sector Education and Training Authorities, partnerships with the National Skills Fund, the introduction and in some instances improvement of Work Integrated Learning for students, and the increase in student enrolments.

Much of these developments were made possible by the abolition of tuition fees and the provision of transport or accommodation allowances to students from families that could not afford to pay fees.

This year's campaign took place as the country was battling with Coronavirus. So the commemoration had to go digital. The Department ran a successful digital media campaign to ensure the promotion of colleges and their offerings. The campaign took place under the theme "Ensuring Gender Equity & Social Inclusion in the TVET

Sector amid COVID-19", giving focus to women entrepreneurs and women in artisanship.

With the help of colleges, the Department profiled former students who are now entrepreneurs and artisans, with deliberate focus on women. The video profiles were uploaded on all DHET social media platforms with different messages of encouragement to potential students to follow in their footsteps.

TVET colleges are always encouraged to have their own programmes, outside of that of the Department during TVET Month. As usual, this year's online TVET colleges' campaign has proven to be impactful given the overall feedback received on social media. The campaign was able to create conversation around TVET colleges, their need in society and how to improve them for the betterment of South African society.

The target audience for TVET Month continues to be Grade 9 – 12 learners, college students, industry and youth Not in Education, Employment, or Training (NEET).

The Department is thankful to all the colleges that have participated in the TVET Month campaign. The Department is also thankful to the TVET colleges' communicators who are always available to provide support.

Closing the gender gap in engineering

Supplied by Zuko Mbolewa

TVET colleges continue to contribute positively in the drive to resolve South Africa's critical skills shortages, and ensuring that the country is geared up for a digital future. The success of this drive lies in the increasing number of women educated, trained and employed in engineering fields.

Encouraging young women to do engineering programmes reduces the overall shortage of scarce and critical skills. It also strengthens women's economic empowerment.

In this edition we chat to one of the top performing students at Ekurhuleni East TVET College, as we seek to promote women in engineering.

Nkadimeng Mathabathe is a level 4 NC (V) student at Ekurhuleni East TVET College, studying towards a certificate in Process Plant Operations.

What influenced you to follow this career path?

When I arrived at the College my intention was to study electrical engineering, but at the information desk I was given a presentation about process plant operation by one of the lecturers.

This sparked my interest in the subject, and I decided to seek advice from my cousin's sister, who is a plant operator. She filled me in on the pros and cons of the job and the opportunities that this course brings. This is what led me to choosing this career path.

What are the admission requirements for one to study this programme?

One needs a post grade 9 report with a pass in both Mathematics and Physical Science. In my case, I had a matric certificate which was an advantage.

What are the duties, functions and responsibilities

of Process Plant Operator?

Process plant operation involves participating in process control technology, operating a plant in various fields such as petrochemical, papermaking and mining industries. It also involves operating water treatment works in Municipalities, beverage processing, paint manufacturing, mineral processing and more.

What part of this course do you find most satisfying?

The most satisfying part of this course is the processing plant / paper making process. I find it very interesting how we can make or process so many different types of paper, from printing paper to calendar paper, and so much more.

What qualifications do you want to pursue in future?

I will be receiving my NC(V) NQF Level 4 Certificate this year but I would like to further my

studies and get a degree in pulp and paper making from a university.

How would you describe your stay at the college?

My stay at the College was wonderful and fulfilling. I have experienced so many things and met great people who contributed to what I've become. I appreciate the support that I got from all the lecturers and support staff who ensured that I do well in the programme that I'm enrolled in.

What advice would you offer learners who are interested in pursuing this career path?

I would advise prospective students to start with NC (V) NQF Level 2 - 4, so that they can get all the basics in place that are needed for this course and the processes of pulp and paper making. I would also like to encourage women to take engineering as careers of choice and claim their rightful place in this male dominated sector.



Nkadimeng Mathabathe in the Process Plant Operations workshop.

Women artisans changing the world!

MEET NOXOLO WANGA

Welding student (Gert Sibange TVET College)

Studying welding, Noxolo found an inner strength and confidence she never knew that she had.



“

I would love to see more women take up Welding as a career because it is practical and one cannot get easily bored, as you use both your mind and hands.

As soft as my hands look, but I like to expose them in tough conditions.

”

Celebrating TVET Month

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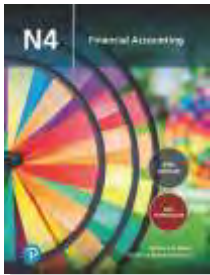
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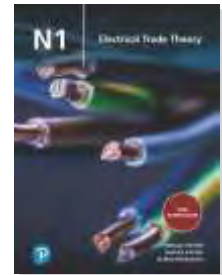
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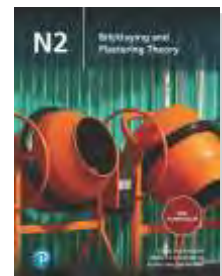
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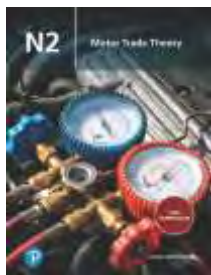
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College donates 1000 locally-produced face masks

Supplied by Ntokozo Mbatha

Majuba TVET College's Occupational Programmes Unit (OPU) recently donated one thousand locally-produced face masks to vulnerable communities around the college's delivery sites in Newcastle, KwaZulu-Natal. This as part of the College's commitment to curb the spread of coronavirus in the College and the surrounding community.

This project was carried out over a period of 10 days, with two facilitators taking part and five students who were part of the College's Sewing Skills Development Programme.

Dumisani Mabizela (Acting Assistant Director – OPU) says "the decision to donate masks was to pledge solidarity and support with our college community during the battle with the outbreak of coronavirus. Our wish is to ensure that there is no shortage of masks for the College's staff, students and community".



Dumisani Mabizela, Acting Assistant Director – Occupational Programmes Unit at Majuba TVET College.



Face masks produced by Majuba TVET College's Occupational Programmes Unit.

South African Red Cross lends a helping hand to College

Supplied by Matsatsi Kgamedi

Waterberg TVET College recently received a helping hand at its IT and Computer Science Centre from the South African Red Cross, in an effort to fight the spread of the coronavirus.

The South African Red Cross dispatched a team of trained officials to help with screening of students and staff entering the college in July. The team also sought to ensure that the applicable COVID-19 safety measures were applied.

"The valuable support in this crucial time is highly appreciated and highly commendable. We thank our partner, Red Cross South Africa, for their continued support during these times of adversity," said Khomotso Dipela, Acting Principal at Waterberg TVET College.



Waterberg TVET College and Red Cross South Africa's assisting the returning students.

College gives back to needy students

Supplied by Quraysha Desai

With COVID-19 exposing the deep inequality in most societies and thrusting communities around the world into more poverty, Majuba TVET College heeded the call to take action and inspire change. The College donated 36 food hampers to needy students, from each of their six delivery sites in July.

The food hampers comprising food and cleaning essentials were delivered by the college staff and the leadership of the SRC to the recipients' homes. "Charity and giving back have taken on a new meaning. We could not allow this day to pass without answering the call of need, and more especially when the call comes from your doorstep", said Patrick Ntshangase, Deputy Principal – Innovations and Development.

Siphiwe Khumalo, SRC President, said "In the midst of this global pandemic we have seen the country experiencing an economic meltdown. We can safely say there is no better time than now to give a helping hand and if we do that, we will undoubtedly overcome these trying times. We as the youth have a much bigger role to play in nation building".



Ntokozo Mbatha (Acting Assistant Director – Marketing Department) and Bayanda Mbatha (School Liaison Officer – Marketing Department) distributing food hampers.

Profile of the leader at the helm of our KwaZulu-Natal Regional Office

TUMELO MOROBE

The vision of the Department of Higher Education and Training is of a South Africa in which there's a differentiated and fully-inclusive post-school system that allows people 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 office that provides specialised professional support to the public TVET colleges. In this edition we are talking to the recently-appointed regional Director for KwaZulu-Natal.

The TVET College Times team spoke to Dr Siphon Justice Nzimande (Ph.D.), the DHET Regional Director for KwaZulu-Natal. Dr Nzimande is a seasoned leader and administrator born in the small rural town of Melmoth in KwaZulu-Natal in 1957.

His kindergarten life started in the town of Mkhumbane just 3km west of Durban. During the forced removals at Mkhumbane in 1962, all African families were given the option of finding homes in the nearby newly-built townships of KwaMashu which had been built by the then-South African government to accommodate the families they had displaced. Here, at the age of six, he started his lower primary school life at Sibonise Higher Primary then proceeded to Nhlakanipho Secondary and then to Menzi High School where he matriculated in 1977.

Like most families in his township, he struggled financially but did the best they could with the little they had. At the age of 10, he started temporary jobs, working in gardens in the nearby white suburbs, working at a petrol station and then a bottle store when he was a little older.

In 1978 after completing matric, Dr Nzimande was employed as a privately paid teacher and proceeded to train at eShowe Training College. He started his tertiary education in 1983 at the University of Zululand, with all his degrees achieved while working.

Dr Siphon Nzimande has risen through the ranks from being a teacher in high schools to college(s) as a lecturer, Senior Lecturer, Head of Department, Music Inspector, Acting Rector and Deputy Chief Education Specialist supervising KZN colleges of Education, and presently the KZN DHET Regional Manager. In all these levels of toiling, he has shown great tenacity and skills in developing his personal abilities to a point where they can be invaluable to his colleagues, the authorities and local communities.

During the phasing out of the then Technical Colleges, he was involved in the transformational processes that exposed him to management techniques and orientation processes which necessitated and reinforced the importance and strengthening of the new TVET College Sector.

His experience in institutional management, recruitment and effective use of accounting systems, have proven him to be a successful



Dr Siphon Justice Nzimande (Ph.D.), the DHET Regional Director for KwaZulu-Natal

manager with considerable achievements.

The training that he received as a cultural officer for a diplomatic programme in 1993 – 1994 in USA, has equipped him with the negotiation skills, evident from the partnerships that exist between the college, business and the local municipalities. This set of skills has also been transferred to his present place of work.

His work experience as a College Rector while at Colleges of Education in the 90s, and as a Principal at eSayidi TVET College from 2003-2017 enriched his managerial experience as an Accounting officer.

"There are three things I would like to see the sector succeeding to achieve, the deliberate effort from KZN TVET colleges to effectively deliver learning off-site / remotely, an increased platform of learning to even the youth with limited physical abilities and a deliberate move towards a partnership of colleges and business towards the development of more relevant programmes", says Dr Nzimande.

As part of his self-enrichment within the TVET sector, he has travelled and forged partnerships with countries such as, China, Germany, USA, Netherlands, Sweden, Denmark, Russia and Britain.

He presently works as a KZN Regional Manager, responsible for TVET Colleges and the Universities in KZN. The experience involves ensuring governance compliance through constant induction sessions of Councils/Boards, and specific support to management on the core business issues, for an example, teaching and learning.

His community youth development participation has been through choral music, and has thus established, within his recent employment an Art Centre called Iqonga lakho (stage for you) at eSayidi TVET College's Gamalakhe Campus. This was aimed at meeting the needs of preparing literate/educated artists capable of effectively sustaining themselves socio-economically. Besides music, he holds a 4th Dan Black Belt and runs a community youth club (Kyokushin-Do) as an attempt to save youth from social ills.

He concluded his interview with us by saying, "I believe in the empowerment of the mind, the magic of believing, and service to the people. This has been central to my career success".

TVET College Times will profile all regional managers in upcoming editions.

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Ingwe	Mr Bheki Nkonyane	039 940 2142	www.ingwecollege.edu.za
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Ekurhuleni West	Ms Ntombizodwa Dangazele (Acting)	011 323 1600	www.ewc.edu.za
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South West Gauteng	Mr Dan Nkosi	086 176 8849	www.swgc.co.za
Tshwane North	Ms Thembi Tsibogo	012 401 1950	www.tnc.edu.za
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Western	Dr Abe Mashele (Acting)	011 692 4004	www.westcol.co.za
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Umfolozini	Ms Elsie du Toit (Acting)	035 902 9503	www.umfolozicollege.co.za
Umgungundlovu	Ms Patricia Ntombi Ntshangase	033 341 2102	www.ufetc.edu.za
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Waterberg	Ms Selaelo Lekaloane	015 492 9000	www.waterbergcollege.co.za
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Gert Sibande	Ms Portia Mange (Acting)	017 712 1458/9	www.gscollege.co.za
Nkangala	Mr Cain Maimela	013 690 1430/3824	www.nkangalafet.edu.za
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Northern Cape Urban	Mr Brian Madalane	053 839 2060/2061	www.ncutvetcollege.edu.za
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ORBIT	Mr Dika Mokoena	014 597 5513/4	www.orbitcollege.co.za
Taletso	Mr Sello Mabathoana	018 384 6213/2346/7/9	www.taletsofetcollege.co.za
Vuselela	Ms Priscilla Lehoko	018 406 7800	www.vuselelacollege.co.za
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College of Cape Town	Mr Louis van Niekerk	021 404 6700	www.cct.edu.za
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Northlink	Mr Leon Beech	021 970 9000/18	www.northlink.co.za
South Cape	Ms Elsie Potgieter	044 884 0359	www.sccollege.co.za
West Coast	Mr Lungisa Mbulawa	022 482 1143	www.westcoastcollege.co.za

DHET REGIONAL OFFICE CONTACT DETAILS

Eastern Cape

Steve Vukile Tshwete Building,
Eastern Cape
Provincial Education Complex
Zone 6 Zwelitsha
T: 043 604 0701/00

Free State and Gauteng

Cnr. Flag and Rose-Innes Roads
Driehoek, Germiston
T: 011 323 1600 (Gauteng)
T: 051 404 8822 (Free State)

KwaZulu-Natal

47 Prince Alfred Street
Pietermaritzburg
T: 033 342 1010

Limpopo

58 Schoeman Street,
Rentmeester Building,
5th Floor, Office 509
Polokwane
T: 015 291 2662

Mpumalanga and North West

1305 Dr Albert Luthuli Drive,
Provincial Department of Education,
Mafikeng
T: 018 389 8150/90/69 (North West)
T: 017 200 0789 (Mpumalanga)

Northern Cape and Western Cape

18 Floor, Sanlam Building,
Golden Acre,
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