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## Director General officially launches new classrooms at Ehlanzeni TVET College

*Cover story: Director General of Department of Higher Education and Training, Dr Nkosinathi Sishi, officially launched eight classrooms which were handed over by the mining company Glencore at Ehlanzeni TVET College's Mashishing campus.*



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# Let's prepare for the modern learning technology!

I am honoured to have been given this opportunity to serve as the interim editor of the TVET College Times for the next 6 months. Thanks to the outstanding and invaluable contribution of the outgoing editor Ms Seema Ramnarian. I am indeed inheriting a very solid and grounded publication well positioned for the continued development of the TVET sector.

Ms Ramnarian and the editorial team have dedicated an enormous amount of time and effort in producing the TVET College Times. In this regard I also wish to express our profound gratitude to the entire team for its immense and valuable contribution to the TVET College Times.

I am also particularly pleased that Ms Ramnarian has agreed to continue to contribute to the publication in a different capacity and to also provide the much needed support as I assume the editorial responsibility.

I am indeed grateful for the confidence placed in me by the Director General of Department Higher Education and Training, Dr Nkosinathi Sishi and for the support that I have received from the communication team.

In collaboration with the editorial team of the TVET College Times, I will work to ensure that the TVET College Times showcases the great work done by our colleges in the sector and that you look forward to reading each quarter. To achieve this, we will enhance our working relationship with all the TVET colleges in the sector.

The Human Sciences Research Council survey posits that the coronavirus pandemic has worsened inequalities in South African's higher education sector, with students attending Technical Vocational and Education Training (TVET) colleges reporting far greater disruption to learning than their counterparts at historically wealthier institutions.

The survey further states that less than 40% of students attending TVET colleges reported their institutions provided blended learning platforms during the Risk Adjusted Level 5 lockdown period. By contrast, 80% of the university students reported they were offered online tuition in the same period.

The above survey places the sector in an untenable position to rethink and reimagine the future of the TVET sector. The immediate focus for the sector should be to invest in the implementation of multimodal teaching and learning platforms, training of academic staff, college management and students.

The advent of Covid-19 has set a litmus test on the preparedness of the TVET sector on online learning and further revealed its key limitations viz, inadequate digital skills, insufficient computer equipment and internet connection. It is evident from the survey that the TVET sector remains far behind as compared to HE. It is thus common course that more work and resources are required if we are to set the TVET sector on a new path of the fourth industrial revolution.

The introduction of gadgets for all student funded by the National Student Financial Aid Scheme (NSFAS) is a step forward that students should welcome. This initiative sets in motion the gradual introduction of the online learning within the Technical Vocational and Education Training.

In preparation for the introduction of digital tools and modern learning technologies, our Technical Vocational and Education Training Institutions should consider improving the following key enablers:

- Internet infrastructure and access to internet should be improved in all 264 campuses.
- Investment in the digital solutions for practical skills development.
- Give adequate support to the lecturers to operate in a new digital environment.
- Increase access to online digital platform for all TVET students.
- Provide adequate support for the students.
- Developing basic digital skills.

It is encouraging to see a sizeable number of our colleges beginning to respond to the fourth Industrial revolution. This includes the improvement of internet connectivity, development of lecture training, improvement of the ICT infrastructure, improvement of computer labs and development of policy directives.

It is indeed an honour and privilege to be part of the college community. Let's continue to strive for quality teaching and learning in the TVET sector.

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## IN THIS ISSUE: Cover story

The Director General of Department of Higher Education and Training, Dr Nkosinathi Sishi, officially launched eight classrooms which were handed over by the mining company Glencore at Ehlanzeni TVET College's Mashishing campus. This comes after Glencore funded and constructed state of the art classrooms as part of its corporate social responsibility.

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

We welcome you all to our first media briefing of the year 2022. I called this briefing to share with the public our readiness for the opening of the 2022 Post School Education and Training 2022 academic year.

First and foremost, let me congratulate the matric class of 2021 NSC who got an overall pass rate standing at 76.4% an improvement of 0.2% from the pass rate achieved by the class of 2020.

This represents a record of five hundred and thirty-seven thousand, six hundred and eighty-seven (537 687) candidates who passed the 2021 NSC examinations.

All of these are potential candidates to be absorbed into our Post School Education and Training sector.

I also congratulate all the learners who passed their November 2021 National Certificate (Vocational) [NC(V)] Level 2-4 examinations which are administered by my Department of Higher Education and Training (DHET).

I also wish to take this opportunity urge those who have not made it, to explore the range of opportunities for training, learnerships and internships in the skills development section of the PSET sector, over and above second chance matric opportunities.

Our skills development system will be offering about 100 000 opportunities through our SETAs, including but not limited to learnerships, which provide both theory and practical workplace training, where learners are paid a learnership allowance regulated in terms of the National Minimum Wage Act (Act No.9 of 2018); including apprenticeship (artisanal trades).

Additional opportunities in this case will be announced in the next few weeks as we finalise our work in this regard.

The last two years have been extremely tough for the Post School Education and Training Sector.

However, I am proud that our system has remained

# Minister's Statement on the State of Readiness for the Academic year 2022

Extracts of the statement delivered by the Minister of Higher Education, Science and Innovation, Dr Blade Nzimande, on 1 February 2022 during a media briefing

resilient, despite the numerous challenges of funding constraints, COVID-19 restrictions and new forms of teaching and learning.

For our university sector, the number of students who deregistered remains low for both undergraduate and postgraduate students.

For undergraduate students the percentage of dropouts is at 2% and for postgraduate students it is at 3%.

As a sector we have ensured that we support our students who needed electronic devices such as laptops.

The average across the system is that 73% of students who require laptops have been supported to obtain one, with NSFAS students at an average of 87%.

It is our hope that students will prioritise the use of their allowances to prioritise essential equipment to support their learning at university.

Data provision required for online access for teaching and learning and assessments remained high across the system. The average across the system for all university graduate (UG) students is 86%. It is for this reason that we will be engaging the Minister of Communication and Digital Technologies on dedicated spectrum for post-school education and training, so we are able to effectively access, sustain and use digital technologies in support of education and training.

For the most part, students who are on campus and in residences are able to access university wi-fi services.

Our Universities, TVET Colleges and Community Education Colleges and Skills centres have generally reported high levels of student participation in teaching and learning, assessment and testing in 2021, as greater numbers of students were able to access campuses and skills centres.

This gives hope that in 2022, we should expect decreased numbers of students not consistently engaged in learning and teaching and training, as our PSET institutions have now devised strategies to deal with the difficulties presented by COVID-19 and Lockdowns.

I would like to thank the leadership of our PSET system, comprising of universities, TVETs, CETs and Skills centres management, the academic and support staff, labour unions and the students for

their resilience and commitment to ensure that we successfully completed the 2021 academic year.

We have worked well together in facing the challenges posed by the COVID-19 pandemic. I wish you all the strength for the 2022 academic year.

## ON VACCINATION

COVID-19 remains a challenge as we start the 2022 academic year.

The PSET system has been immensely creative and adaptive in the management of our response to the pandemic through our "Save Lives, Save the Academic Year, and Science and Innovation and campaigns.

A Special Cabinet meeting held yesterday, 31st January approved changes to the Adjusted Alert Level 1 COVID-19 regulations. This follows meetings of the National Coronavirus Command Council (NCCC) and the President's Coordinating Council (PCC) which received updates on the management of COVID-19 in South Africa.

The information gathered through the system used by the Department of Health has reported that South Africa has exited the fourth wave nationally.

Now this development means that 2022 is promising to be an academic year less disrupted by lockdown periods and restricted access to classes, if no new waves or variants surge again.

To the extent that COVID-19 restrictions are eased, more and more contact learning and teaching is possible, and as levels of vaccination increase, more students will have access to on-campus services.

In line with the approach of the NCCC and Cabinet, I would like to encourage everyone in our higher education and training community to get vaccinated. **Vaccination is safe and saves lives.**

As we move towards full contact learning and teaching and on-campus activities, and full return to residences, it is necessary to ensure that staff and students have access to safe campus environments, which is greatly assisted by a high level of the population being vaccinated.

Currently, HIGHER HEALTH, our implementing agency, that is guiding institutions on the management of the pandemic, is consulting scientific experts in drawing up guidelines that





institutions can follow in determining various matters around vaccination.

Whilst we are awaiting the finalisation of these guidelines in relation to vaccine mandates and the management of the academic year which I intend to prioritise urgently.

I urge all institutions to ensure that the policies and procedures they put in place have been widely consulted upon.

However, we must point out that the Deputy President is leading a process of consultations on the issue of vaccine mandates.

However, it is important that in navigating this situation we must know that in terms of our Constitution there is no right that is absolute. Those who assert their right not to vaccinate, must also know that those who choose to vaccinate also have their rights to be protected against possible infection.

In addition, the guidelines that I will release will take into account the latest national regulations and how they will impact on PSET institutions.

## UNIVERSITY ENROLMENTS

The overall total enrolments within the public university sector have been projected to be **1 110 361** for the 2022 academic year.

First time entering enrolments have been projected at **208 299** nationally with **69 069** of these first-time entering enrolments dedicated to scarce skills areas.

They have been projected as follows:

- Engineering: 17 085
- Life and Physical Science: 17 584
- Animal Sciences: 985
- Veterinary Sciences: 209
- Human Health: 10 418
- Teacher Education: 22 788

It should be noted that a considerable portion of the spaces within scarce skills areas require a NSC Mathematics mark of at least **60%**.

We however do have a concern about the need for the improvement in the numbers of students acquiring this minimum requirement, as they are less than the required numbers.

To further enable access to all our institutions, we have opened our Central Applications Clearing House (CACH) on the 24th January 2022, following the release of the National Senior Certificate (NSC) results.

CACH will close on the 30th March 2022 and the services are available from Mondays to Friday between **8am to 6pm** and Saturday from **8am to 2pm**.

Students can access CACH through:

- a WhatsApp “Hello” message to **078 776 8660**
- an online self-service at [www.cach.ac.za](http://www.cach.ac.za)
- USSD code \*134#225#

## CACH communication channels are:

- Facebook: CACH\_SA
- Twitter: CACHSA

I would also like to acknowledge that we are aware that the CACH website was down for a period of time last week.

I am informed that all services are now up and running. Although the website was temporarily unavailable, all other communication channels continued to operate effectively.

## ON TVET COLLEGES

The Department has embarked on a process to review curricula of programmes offered in TVET Colleges, in order to ensure their relevance, currency and alignment to needs of industry and society.

Twenty two (22) more subjects have been revised with the N4 Business and Services Studies subjects being implemented in the first semester 2022 and the N5 in the second semester.

The N4 Engineering Studies revised subjects will be implemented in the first trimester of 2022 and N5 in the second trimester.

TVET Colleges are continuously updated on the revised subjects and how to access relevant curriculum documents through circulars. I will elaborate further on this during the 2022 Department Budget Vote Statement.

## TVET COLLEGES ENROLMENT

Our planned 2022 headcount students enrolments into the ministerial approved programmes is **508 000** which is lower than the 2022/21 headcount enrolments funded by the state and TVET Colleges from students fees.

It is also substantially lower than the envisaged enrolment growth expected by the National Development Plan.

Therefore, the 2022 enrolment planning for the TVET colleges will only be funded by the State at **R14.385 billion** with a correlating budget deficit of **R165 million** or **1.15%** funding deficit.

When it relates to the enrolments themselves, we have implemented a Standard Operating Procedure (SOP) with seven (7) sub processes in all our fifty (50) Colleges.

We continue to monitor this process through our regional and national office oversight teams.

We have been utilising both online and manual systems to process student applications and registrations since the 17th January to date for both new and returning students.

I now want to share with you the Business Studies and NCV 2021 examination results:

A total of **135 790** candidates wrote for the November 2021 NC(V) examinations.

The number of candidates that participated in the November 2021 examinations has declined slightly by **2 561** (1.9%) compared to the number

of candidates that wrote the November 2020 examinations.

As was the case in 2020 more females at **71.1%** participated in the November 2021 NC(V) examinations cycle than males at **28.9%** candidates.

The **19-24** age group made up **66.5%** compared **58.8%** in November 2020.

In as far as the student percentage distribution per province in 2021:

- KwaZulu-Natal had the highest wrote percentage proportion of (20.6%)
- Gauteng followed by (19.3%),
- Limpopo (18.1%)
- Eastern Cape (12.9%)

The lowest percentage of those wrote was recorded in North West (5.1%) and followed by Northern Cape (1.0%).

We had a total of **898 907** subject entries enrolled for the November 2021 NC (V) examinations, which is a **5.2%** decline compared to the subject entries enrolled for the November 2020 examinations.

We had a total of **670 729** subject entries that participated in our November 2021 NC(V) examinations, which is a decline of about 4.8% (**670 729**) compared with the **702 824** of those who participated in the November 2020 examinations.

**This is a serious point of concern to me that I had to request my Department of Higher Education and Training to provide detailed analysis of factors that might have contributed to this decline, over and above the challenges imposed by COVID 19 and the legacy issues that affects TVET Colleges.**

**This data will assist us to be able to provide the necessary support to both our TVET College Management and Students for their optical performance.**

I would also like to appeal to all our prospective students who are still seeking spaces within our TVET colleges for Entry Level Programmes (ELP) to contact their colleges of choice for available enrolment spaces for the academic year 2022.

## ON COMMUNITY EDUCATION & TRAINING

Our Community Education and Training calendar is aligned to that of the Basic Education Department because the majority of our centres operate in the schools.

Inland CET Colleges have commenced their academic programme from the 12th January and Coastal CET colleges commenced on the 19th January 2022.

## ON FEES AND OTHER FINANCIAL MATTERS

There has been some public interest in the fee increases within the university sector.

I would like to point out that fee increases are agreed upon in the sector as part of a social compact that has been in place since 2016, the only year when fees were not increased.

Since 2016, we have worked together with the sector on inflation-linked increases, to ensure that fee increases remain affordable.

In this regard, for the 2022 academic year, a CPI increase to a maximum of 4.23% for tuition fees and CPI+2 to a maximum of 6.23% on accommodation fees has been proposed.

# FROM THE MINISTER



We recognise that the long-term stability and sustainability of the sector relies in a significant measure on tuition and residence fee income to universities, and we are working on a fee regulatory policy framework.

I must indicate that last year (2021), we have made significant progress on this matter.

It should also be noted that the costs of providing university education continue to increase, and it is therefore not sustainable to consider lower than inflation fee increases. Fee increases are necessitated by obvious factors, including, increase in workers' wages and staff salaries, increase in electricity and water tariffs, rising food prices, books and learning materials, and generally the rise in inflation.

At the same time, student debt has grown in the university sector. The unaudited data showed that an estimated **R6.1 billion** was owed by students at the start of the 2021 academic year.

Audited accumulated gross student debt as at 31 December 2020 is **R16.5 million**. The amount is inclusive of students who have exited the universities with debt.

A survey conducted by the Department in 2021 showed that an estimated **56.2%** of students with debt owe less than **R10 000**, **32.9%** owe between **R10 000** and **R50 000** and **10.9%** owe more than **R50 000**.

The survey also showed that NSFAS students owe **R5.3 billion**.

It should be noted that Government has contributed **R1.7 billion** to NSFAS as a result of the due diligence exercise that was undertaken in 2018 towards the historic debt of registered qualifying NSFAS students.

This was in the main targeting eligible students who were subject to the **R122 000** family income threshold and NSFAS funding cap.

This work between NSFAS and institutions is currently underway.

In addressing matters of student financial aid and student debt, the Department is hard at work developing recommendations for a comprehensive student financial aid model for the future.

This model will incorporate the existing funding available from the State, and exploring alternative funding sources.

While we are concerned about the long-term

sustainability of the fully-subsidised funding for students from poor and working class backgrounds, we are also concerned about students considered to be in the "missing middle" and the need for more postgraduate funding opportunities.

In 2021, I appointed a Ministerial Task Team to support the development of a new student financial aid policy and I am looking forward to receiving the report from the MTT in the first half of 2022.

I however must indicate that the Ministerial Task Team has already started engaging the banking community and progress has been made in this regard.

I must indicate that for the current term, we are in discussions with the Banking Association of South Africa on work that needs to be done to develop a possible loan scheme for students falling outside the NSFAS funding regime.

For missing middle students, there are also other funding opportunities available both at institution level and other sources.

We urge that those who are looking for financial support to contact their financial aid offices at their respective institutions.

We have also identified the support from the SETAs funding for directly fund the missing.

## NSFAS FUNDING

Students from poor and working-class backgrounds had from 2nd November 2021 to the 21st January 2022 to apply for NSFAS bursaries to further their studies at public Technical and Vocational Education and Training colleges (TVET) or Universities.

This allowed applicants who received their National Senior Certificate (NSC) results the opportunity to apply.

NSFAS initiated a system improvement process to improve the turnaround time and facilitate speedy provisional funding decisions for students using third party sources such as Home Affairs, Department of Basic Education (DBE), SASSA and SARS data.

With this initiative all first-time entering students that were successfully verified as SASSA

beneficiaries received immediate confirmation of funding upon submitting a complete application to NSFAS.

NSFAS has received **906,429** applications during the 2022 Application period, of which **85%** have not studied at a public University before.

In comparison to the number of applications received over the last three years, we have observed a sharp increase in the demand for NSFAS bursaries this year.

I am happy to report that we will be able to fund all qualifying students on the DHET bursary scheme who have been admitted for funded programmes at public TVET colleges and universities in 2022. Further details will be provided by NSFAS including the appeals process.

I will soon be releasing the revised NSFAS Funding Eligibility and Terms and Conditions for 2022, within the next few days.

Of major concern to me and NSFAS are students who continue to defraud the system by failing to disclose improvements in household income or the student has obtained a new funder or knowingly submits false information.

According to the analysis performed to a cohort of 2021 students, NSFAS has established that 38,744 continuing students in TVET Colleges and Universities continue to be funded even though they have realised substantial improvement in household income over the funded period.



# FROM THE MINISTER



Of these, **32,654** have a household income that exceeds **R400,000**.

Our analysis further shows that **7,081** of these students have a household income that exceeds **R1,000,000** and **632** students have a household income that exceeds **R2,000,000**.

These students will be de-funded. However, NSFAS must take lodge criminal charges of fraud in such instances, though the affected students may at the same time be afforded the opportunity to lodge an appeal.

NSFAS reserves the right to litigate and recover funds where instances of clear defrauding of the system have been identified.

NSFAS is in the last stages of implementing a new disbursement of allowances tool that will enable the organisation to accept registration data and process students allowances speedily and accurately.

The first payments for the 2022 academic year will be processed via this new system.

Other initiatives that the NSFAS Board has approved include:

- Direct Distribution of Allowances to students
- Central platform for the management of Student Accommodation

These are envisaged to be implemented (piloted) in the first half of 2022.

## HISTORIC DEBT

NSFAS has undertaken a process called **Close Out Project** to deal with historic debt as well as the historic challenges of outstanding data reconciliation between NSFAS and our Institutions.

The Close Out Project emanated from the data challenges that were brought about by the 2017 NSFAS implementation of the student-centred model for our 26 universities and 50 TVET Colleges.

This Close Out Project, therefore, aims to complete all the work relating to funding of students and disbursement of allowances for the academic years 2017 to 2020.

While there has been active participation from some universities and TVET Colleges in this process, it is of concern that there are institutions which did not provide the required feedback to NSFAS in order to finalize the reconciliation exercise.

To date NSFAS is ready to provide Close Out and Historic Debt status reports to universities that have submitted their files for the in-scope years.

I have noted that there are sixteen (16) universities that have fully submitted their files, with ten (10) have one or two years outstanding, fifteen (15) TVET colleges have not submitted their files while, 11 have partially submitted and 19 have fully submitted.

We once again urge all outstanding institutions to submit their full reconciliation files to NSFAS by no later than end of February 2021. Institutions that are not honouring this process will continue to prejudice students that can be resolved to resume their studies.

## ON REGISTRATION OF PRIVATE HIGHER EDUCATION INSTITUTIONS AND PRIVATE COLLEGES

The Department of Higher Education and Training has the statutory authority to regulate the private provisioning of college programmes and higher education programmes.

Whilst the legislation and administration are in place, the mushrooming of illegal colleges and illegal practices is still a concern for the Department. This is an area where the Department works with law enforcement agencies in the country.

The public is, therefore, requested to be vigilant and not fall for the bogus operators who are only interested in money and do not offer accredited programmes.

Potential students may verify the registration of private colleges and private higher institutions by:

- a. Consulting the respective Registers on the website of the Department at [www.dhet.gov.za](http://www.dhet.gov.za);
- b. Contacting the Call Centre at 0800 87 2222; and
- c. SMS or send "Please Call Me": 072 204 5056.

The Department has also become aware that there are several private colleges and institutions that are purporting to offer qualifications without approval from the Department and/or the relevant Quality Councils (QCs).

Furthermore, the Department continues to receive complaints on the poor quality of programme offerings by some colleges and institutions.

It has also become evident that whilst some colleges are duly registered, some sneak in un-accredited and un-registered programmes and qualifications.

Therefore, even if an institution is registered, they have the legal obligation to ensure that the programmes and qualifications for which they seek to enrol are accredited and registered.

The same registers I have referred to above also contain information on each and every legitimate programme and qualification accredited and registered to the registered institutions.

Moreover, the public must not be misled by false advertisements which illegally promise internationally recognised qualifications.

All programmes and qualifications offered by duly registered institutions must be accredited by the relevant Quality Councils in South Africa and must be reflected as such against the name of each institution that appears in the registers.

Lastly, I would like to thank all stakeholders within the post school education and training sector who I have been in consultation with yesterday and this morning about our state of readiness for the 2022 academic year.

Thank you very much to all of your for your contributions.

I thank you all.



# Mass skills provision a priority

Excerpts of the address by the Minister of Higher Education, Science and Innovation, Dr Blade Nzimande on the occasion of the Ministerial Community Education and Training Summit held at the Cape Town International Convention Centre on 08-09 March 2022

I am pleased to be hosting this first ever two-day hybrid (physical and virtual) Community Education and Training Summit, under the theme "Mass Skills Programme Provision".

This is an important Summit that brings the Post School Education and Training sector, other government departments, non-governmental organisations, labour and business, under one roof to discuss issues relating to this important sector of our PSET. This is potentially the largest component of our post-school sector as it caters for many South Africans who need to improve their educational levels and/or acquire a skill. Hence the theme of this Summit on mass skills provision.

This Summit aims to take forward, consolidate and further dynamise the CET sector to achieve its mandate as contained in the 2013 White Paper for Post-School Education and Training.

This Summit also takes place following the hosting of our highly successful three (3) Regional Skills Summits, which served as a precursor to this Ministerial Summit.

I would like to take this opportunity to thank all those who participated in these regional summits. I am also happy that this Summit is taking place after a fairly stable opening of the 2022 academic year.

It must be noted that there are some pockets of challenges in some of our institutions. However, I am encouraged by the level of commitment to institutional engagements between the management and student leadership to resolve the concerns raised by students on registrations, which includes unblocking of returning students results, payment of NSFAS allowances, historic debt and vaccinations in the PSET.

I am happy that most of these challenges have been addressed and the 2022 academic year is now proceeding with less disruptions.

My Department of Higher Education and Training will continue to monitor the developments on the commencement of the academic year to ensure that no one is left behind and that all the concerns are fully addressed.

Having said that, I am delighted to note that in this Summit we have representatives of students for CET Colleges. Once properly organised, I will engage with them on issues relating to CET colleges.

## ON SKILLS DEVELOPMENT CHALLENGES

Expanding access and diversifying a highly articulated education and training provision, as well as improving its quality and responsiveness to the world of work, are the main policy objectives of the Post-School Education and Training system. The attainment of these objectives remains a challenge as South Africa continues to face an ever-increasing number of people who are not in employment, education or training (NEET).

The upsurge in the number of NEET suggests the need to expand access to post- school education and training opportunities in the system beyond current provisioning.

This requires PSET institutions to offer a diversity of programmes not only to take account of the needs of the youth who completed schooling, but also for those who did not complete their schooling, in an integrated and articulated manner.

It should remain as a concern for all of us that over 3.4 million young South Africans, aged 15-24 are disengaged from education and work.

The youth unemployment rate, measuring job-seekers between 15 and 24 years old, hit a new record high of 66.5%.

Two million of them have not finished Grade 12, while some of them are working in the extensive informal economy.

However, our CET sector caters for all youth and adults, irrespective of age!

Our unemployment rate as a country rose to 34.9% in the third quarter of 2021, up from 34.4% in the previous period.

It was the highest jobless rate since comparable data began in 2008 on the back of the July unrests and the lockdowns.

This are amongst the reasons that we ought to reposition the CET sector to play its unique role in the provision of the necessary skills required for our economic development, and to take the majority of our people out of poverty and indignity. Currently our government is seized with using its own resources and internal capabilities to deal with the school-to-work transition, by investing a significant portion of its budget to support our youth with learnerships and internships and other government funded programmes that help to create mass employment.

We all know that our failure to integrate many people into the labour market threatens social cohesion and in the South Africa context this remains of particular concern because of the over-representation of black South Africans in the NEET population.

## ESTABLISHMENT OF THE CET SECTOR

Our White Paper for Post School Education and Training called for the establishment of CET Colleges as the third tier of institutions in the PSET system.

The CET College System was then established in 2015 as part of the Post School Education and Training system. The sector if well organised, has the potential to address some of these challenges experienced by the people who are not in employment, education or training (NEET).

CET Colleges were established to target out-of-school youth and adults who require various forms of skilling, including upgrading of their education and basic qualifications, second chance learning, non-formal programmes and the provision of skills programmes to contribute to different forms of livelihoods.

CET Colleges mark an important shift in government strategy on adult education. It marks an expansion and transformation of the traditional adult education system to go beyond just improving one's own basic education, but to provide a variety of skills that are much needed in our communities.

The youth employment challenge requires various decisive actions across a range of fronts, including measures to promote economic development, and active measures to encourage labour market insertion.

But a very wide range of evidence shows that effective vocational programmes are an important part of the answer.

Providing practical training linked to the prospect of a job, smoothing the transition from school to work is the most fundamental and urgent preoccupation that we all must be seized with.

Linked to the Summit theme, I want to urge delegates to also focus on the issues of the Critical Skills List, and the National List of Occupations in High Demand (OIH) in South Africa.

This list tells us which occupations are likely to have such vacancies and which occupations are likely to grow due to new investments, especially by government.

The National List of Occupations in High Demand (OIH) list identified 345 occupations that are in high demand out of a total of 1 500 registered in our Organising Framework for Occupations.

Many of the occupations on the list can be associated with key areas and sectors identified as crucial for the Reconstruction and Recovery Plan as announced by President Ramaphosa, such as the digital economy, energy, infrastructure development, manufacturing, tourism and agriculture, data scientists, web developer, computer network technician, electrical engineer, concentrated solar power process controller, mechatronic technician, toolmaker, gaming worker, crop produce analyst, agricultural scientist, just to name a few.

For this summit, it remains critical that the issues of the selection of our programme offerings, resource allocations, as well as the identification and development of new programmes in line with the needs of our economy and society at a local level should be discussed to ensure that CET colleges respond to the socio-economic needs of localities.

However, in order for the CET sector to effectively play its role, its programmes need to be linked to and be articulated with the rest of the post-school education and training institutional landscape, so that there can be seamless progression (where required and necessary) from CET programmes into TVET colleges and universities. We must work to remove all cul-de-sacs or dead ends in our post school education and training system!



## THE IMPLICATIONS OF THE 2009 AND 2019 LANDSCAPE TO THE CET SECTOR

The creation of DHET in 2009 represented a major step forward in integrating vocational education and training policy of South Africa.

Prior to 2009 responsibility for education and training was divided between the Departments of Education and of Labour and often very weakly coordinated.

In 2009 the DHET was established, and given responsibility for one of the twelve objectives of the South African government, namely 'to develop the human resources of the workforce in an inclusive way'.

The Department brought together responsibility for the university and college sector, adult learning centres (now CETs), the private institutions, the Sector Education and Training Authorities (SETAs) the National Skills Fund (NSF) and the regulatory bodies responsible for qualifications and quality assurance.

The creation of the DHET was also meant to focus on the post-school education sector as a whole, and not just universities, important as they are. In fact, our own statistics tell us that only 6 of our 100 grade one learners end up graduating out of universities. The question is where do the 94 go to or end up doing? The answer must be the rapid expansion of the college sector to absorb these, both the TVET and CET college sectors!

Another milestone came in 2019, when President Ramaphosa decided to combine the Departments of Higher Education and Training together with Science and Technology under one Ministry.

This strategic realignment further opened huge opportunities in the production of both knowledge and skills and with an enormous potential to contribute towards innovation in our country. This integration under a single Ministry offers the country with a unique set of strategic opportunities to realign, reposition and project their joint capabilities in new ways.

The integration of DST and DHET under a single Ministry is not simply to ensure greater administrative efficiency or bureaucratic streamlining, but to drive the post- school knowledge and skills development imperative more decisively, more effectively and with greater transformational impact in society.

It offers the country with a unique opportunity to realign, reposition and project the joint capabilities of the entire post-school knowledge and production system at the core of the national development agenda.

I would like to summit to practicalise and dynamise the vision of the CET sector as contained in our 2013 White Paper on PSET, especially also through sharing of knowledge, skills and infrastructure by all role players in the PSET (universities, TVET Colleges, SETAs, CETs).

Together, these form an integrated (and potentially articulated) "post-school" system, a clear strength we must seek to exploit.

## STRENGTHENING THE CET SECTOR

As the CET Colleges are an emerging system which currently is very weak and parts of it are very unstable and generally underfunded, strides have been made to build the sector through a number of interventions.

This includes the establishment of CET Colleges and the appointment of College Councils; the establishment of the necessary legislative and policy framework; the development of a CET sector plan and partnerships with SETAs and other stakeholders for programme diversification.

CET Colleges cannot continue to offer academic programmes only, but must be capacitated and positioned to provide skills.

This is the reason we have this Summit today to discuss strategies for ensuring that the CET Colleges play a meaningful role in the provision of skills, which includes artisanal skills such as boiler making, refrigeration, welding, bricklaying, painting, carpentry, plumbing, electrical, electronics, etc.

I am therefore calling on the summit to find practical and implementable interventions for the youth and adults who continue to face poverty and unemployment.

I envisage an expanded CET College system that is able to address the challenges in communities through a variety of education and skills intervention.

CET Colleges must be dynamically linked to the communities they serve, understand their needs and respond accordingly.

The current partnerships between my Departments of Higher Education and Training and Science and Innovation on the piloting of the implementation of digital skills through the Living Lab project is amongst the projects that is currently in implementation.

I am delighted to report that the first pilot project through funding from the Technology Innovation Agency (an agency of the DSI) has been completed and I can report that a number of pilot projects are taking place with various partners and stakeholders.

The CET branch today will share information on these projects so that they become part of the implementation plans emanating from the Summit.

It is in this spirit that I am making a call to our partners in the private sector, faith-based organisations, non-governmental organisations, our PSET institutions and community structures to engage with our CET Colleges to find potential areas of co-operation.

For an example, within the PSET sector, the TVET Colleges are strategically placed to assist CET Colleges in the delivery of skills programmes.

This includes possible collaboration with the Centres of specialisation which are located within our TVET colleges.

In this regard, I have directed that our DDG for TVET and the DDG for CET urgently work in finalising partnerships between TVET and CET Colleges.

Furthermore, our TVET College principals should reach out and work with CET College principals in assisting them deliver of their mandate of mass skills provisioning.

I have met the Chairpersons of the CET College Councils recently to discuss ways in which the CET Colleges can be strengthened and capacitated.

I must say that a number of proposals were tabled in the meeting. I had made an undertaking that the proposal made by the Chairpersons find expression in this Summit.

I therefore call on the Summit to engage with some of the proposals as presented to me which includes:

1. The utilisation of TVET College infrastructure in the short to medium term to enable the expanded provision of short skills programmes. The utilisation of TVET College facilities, through Memorandum of Agreements with CET Colleges will enable CET Colleges to be accredited for short skills programmes as part of an innovative Quality Assurance model developed by the QCTO.

The Chairpersons further raised the need to establish an additional fifty-four (54) colleges as envisaged in the White Paper, one College per district municipality and metros. This will be in line with our commitment to have a post-school institutions or site in every local district. Most importantly, the securing of dedicated CET College infrastructure that will enable the CET Colleges to have a clear institutional identity.

The establishment of these additional Colleges will assist in the implementation of mass skills programme intervention as envisaged in the objectives of this Summit. SETAs and the National Skills Fund must assist in this regard.

2. To accelerate the expansion of skills programme provision, the Chairpersons of the CET College Councils called for the establishment of a dedicated Information and Communications Technology fund to assist Colleges to develop and make use of ICT facilities for both administrative purposes and for teaching and learning.

3. There was a call for a percentage of SETA funding to be dedicated to CET Colleges similar to a commitment currently in place for the QCTO. This will assist the Colleges with consistent and predictable funding whilst dedicated fiscus funding is being sought.

Much as this will require legislative changes, there is however nothing stopping the SETAs in the meantime from offering some of their training programmes from their discretionary grants through the platform of CET learning sites. Indeed, I am pleased that some of the SETAs are already doing so. In other words, we need a very strong partnership between SETAs and CET Colleges and am calling for an increase in the scope of these partnerships, and for the SETAs who have not yet come onboard to do so.

4. Additionally, the Chairpersons called for resource mobilisation through partnerships with government departments and their programmes such as National Rural Youth Service Corps (NARYSEC), Expanded Public Works Programme (EPWP), Learning Assistant Programme (LAP), the Department of Social Development, COGTA and Correctional Services.



Protocols must be entered into with the relevant departments for this to be possible.

I have also made an undertaking that I will go to Cabinet to create a framework for these proposed partnerships with relevant government departments, once the Summit has considered and concretised on the proposals.

On the other hand, there is an undertaking by the SETAs and the National Skills Fund (NSF) that CET Colleges should be supported. I hope that the Summit will firm- up on these commitments. I am pleased that we have allocated about R200m from the NSF for CET colleges to drive the massification of skills provision through offerings in our CET sector!

## REGIONAL SUMMIT RESOLUTIONS

Additional, I wish to congratulate DDG Futshane, together with the sector, for having convened three Regional CET summits, in part preparation and as a build up towards this national Summit.

Some of the challenges and recommendations emanating from the Regional Summits include:

- Infrastructure challenges and the need to move CET Colleges away from schools; [I strongly support this]
- Lack of capacity of CET College lecturers to deliver on skills and occupational programmes, beyond formal adult schooling;
- Inadequate funding for CET Colleges; and
- Lack of diversified programme offerings at CET Colleges.

It is therefore important that deliberations at this Summit must consider these recommendations from the Regional Summits.

In addition to all these proposals, it is my view that CET Colleges must play a significant role in offering civic education to our communities which is critical to entrench an understanding of our country, its values, our democratic and developmental ideals, and our Constitution.

This is important because inherent in civic education should also be about promoting moral values that seek to build responsible citizens which the country needs in the face of the escalating scourge of gender-based violence and many other social ills.

## ON STANDARDISATION

As we are working hard to ensure that we refocus the CET colleges to be at the centre of our skills development system, I am also aware of the standardisation challenges experienced by some of the CET college lecturers.

While good progress has been made in the processing of standardisation commitments, there remains pockets of concern which the Director-General and the DHET team are working with the sector to resolve.

Just to explain what the standardisation process is all about. Following the transfer of ABET Educators from Provincial Education Departments (PEDs) to DHET in 2015, 9 CET colleges were established during which staff were transferred with no changes to their conditions of service as protected by Section 197 of the Labour Relations Act (LRA).

Since then, it became clear to the Department that the academic staff within the CET colleges were under different pay regimes in different provinces, with some staff being paid notches that were not aligned to the Public Service Act (PSA) or Employment of Educators Act salary scales.

In addition, some staff were receiving benefits while others received 37% cash in lieu of benefits, and hours of work were different depending on which provincial department of education the staff had previously worked for.

The above became a matter of a national dispute and was raised by recognized unions in the GPSSBC, resulting eventually in being addressed by the Department and unions as stated in a Settlement Agreement signed by parties of the GPSSBC in Feb 2019 as "Provision of standardised benefits for CET Colleges".

As indicated, I am happy of the process to standardise benefits for the CET Colleges.

Director General Sishi and the Deputy Director General Futshane are keeping me informed of the developments. I urge all involved in deliberations to support the process so that outstanding issues can be concluded without any further delays.

## SKILLS STRATEGY

This summit also takes place after negotiations have been concluded in NEDLAC on our PSET Skills Strategy. I now expect that the Strategy will be finalised and approved for implementation.

One of the key pillars of the strategy is on the expansion of short skills programmes – accredited and unaccredited. I know this has been one of the debates in NEDLAC and I am happy that parties seem to be finding each other on this matter. The Skills Strategy will surely assist our sector to respond adequately to the skills demands of our economy.

## CONCLUSION

In conclusion, I am committed to ensuring that the Department and the Ministry work in collaboration with all partners and stakeholders to achieve the outcomes of this Summit. I remain steadfast and committed to the growth, development,

consolidation and transformation of the CET Sector! I privilege no single subsector of the PSET system, but I seek to equally strengthen and grow all of them, with particular emphasis on more rapid growth for the college sector!

To ensure that we waste no further time in ensuring provision of further education and mass skilling that our economy so desperately needs, I will expect to receive a full report and set of recommendations within a month of the conclusion of this Summit.

There must also be an implementation plan must have clearly defined responsibilities and time frames.

I want to end by challenging especially the CET College Councils and the principals by saying that you have to be innovative, creative and reach out to all the stakeholders and to your communities to make all what we have spoken about here does become a reality! Please disabuse yourself of the idea that all you are leading are adult schools! CETs are a completely different reality; whose task is that of mass skilling of out of school youth and adults. For this to succeed you must be out there forging and driving partnerships.

College councils must supervise college principals to ensure that they forge dynamic partnerships, including for creatively raising the much-needed resources by the sector. Any CET College principal without such partnerships does not deserve to be in this sector. I say to the principals, please strengthen and closely supervise your various learning sites so that they offer the variety of the skills and learning programmes we need. Start by piloting through your stronger learning sites!

I also urge the DG, the DDG, working together with the trade unions in the sector, to work towards resolving all outstanding labour relations and conditions of service matters without any delay, so we stabilise the sector. No labour relations issue must be impossible to resolve.

I am proud we have absorbed the overwhelming majority of educators and staff in the CET sector and now have permanent jobs, and we have taken them out of the uncertainties of precarious contract and part time employment. This is the achievement of one of my most important goals since I became Minister in this sector!

I eagerly await the outcomes and resolutions of this all-important Summit. Thank you



*Minister of Higher Education, Science and Innovation, Dr Blade Nzimande, delivering the keynote address at the Ministerial Skills Summit for CET*



# Deputy Minister Manamela embarked on national public awareness campaign on bogus colleges

*Supplied by Tumelo Morobe*

In February, the Deputy Minister of Higher Education Science and Innovation, Buti Manamela embarked on a national public awareness campaign aimed at educating the public about bogus institutions of higher learning, monitoring compliance and clamping down all illegal private colleges.

Bogus colleges operators take advantage of students who are looking to gain access to further education, leading to these students wasting money and time on a fake qualification.

As part of a campaign the Deputy Minister Buti Manamela visited two private colleges in Pretoria and one in Johannesburg, with the latter found to not have registered with the Department of Higher Education nor with any of the quality assurer bodies that the department has.

"This college is offering something that they are not allowed to offer, therefore we are also charging them with fraud," the Deputy Minister said.

In 2018, the Department of Higher Education successfully prosecuted 40 individuals that were involved in operating fake schools in South Africa. The Department of Education, South African Police Service and the Prosecution Authority have been working together to find and remove all the fake or bogus colleges in South Africa.

Some of these Bogus College schemes are orchestrated by international influences, which include the United States of America, Europe and other countries within the African Continent. The department has been working with the FBI and the other international authorities in order to put a stop to all these bogus college schemes.

"We are making a plea with the private colleges to follow the legislation in our country. When you want to conduct an education business, do make sure that you are registered. Our intention is not to stop you from providing education, but to protect South African citizens," said Manamela.

He also pleaded with parents and prospective students to do research before enrolling at an educational institution.

"When they check if the programme they want to study is registered, it will also help in students not being awarded certificates or qualifications that are invalid. We have received complaints from people who went through colleges and were not aware that the colleges they were registered with were operating illegally. We are happy that is on the decline. The number of colleges operating illegally has also declined; that is why we are committed as the department not only to closing those illegally operating colleges, but to help those who are willing to comply with our laws," Manamela said.

The Deputy Minister encouraged the public to report illegally operating colleges to the department. Students who want to enrol at private colleges are advised to check the registration status of such colleges with the department by calling its toll-free number 0800 872 222.

Alternatively they can visit the department's website ([www.dhet.gov.za](http://www.dhet.gov.za)) to check which colleges are registered to operate.



Deputy Minister, Buti Manamela, with SAPS members arriving at one of the private TVET colleges in Pretoria



DHET official sharing information with prospective students





## TVET Career Guidance on Human Resource Management

Make the right career choice



TVET Colleges of South Africa



DHET



HigherEduTrainingZA



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA

 **TVET Colleges**  
SOUTH AFRICA

# TVET Career Guidance on Human Resource Management

## What is Human Resource Management about?

Human Resource Management (HRM, or simply HR) is a process used in organisations to manage people. It mainly deals with employing staff, training them, compensating (paying) them, developing policies to maximise their performance, and developing strategies to retain them.

## What are the duties and tasks performed in the Human Resource Management field?

- Managing company employees, including coordinating and supporting the recruitment process (hiring and interviewing staff);
- Compiling job advertisements;
- Determining suitable salaries and remuneration;
- Providing the necessary support systems for payroll requirements;
- Induction for new employees;
- Developing training programmes for employees;
- Facilitating disciplinary processes at the workplace; and
- Maintaining employee records.

## What skills and abilities are required for a career in Human Resource Management?

- Excellent written and verbal skills;
- Good computer skills – this helps to post jobs online, send e-mails, etc;
- Must have the ability to adapt to new technology such as working with new online systems, payroll software and run online training programs;
- Must have the ability to multitask; and
- Must have good interpersonal skills – this helps to communicate effectively with co-workers.

## What are the working conditions in the Human Resource Management field?

Working hours tend to be a standard 9am to 5pm per day but could sometimes include weekend work. There may also be a requirement to work extra hours to meet deadlines. The work is office-based but may involve travel to other sites such as factories, hotels, government departments or retail outlets, depending on the type and structure of the employer.

## What are the minimum entry requirements to study Human Resource Management at a TVET College?

### - NC(V) Programme:

A Grade 9 Certificate + college requirements set per programme.

### - NATED Programme:

Grade 12 Certificate + college requirements set per programme; OR an NC(V) Level 4 Certificate in Management.

## What should I do if I want to study Human Resource Management?

- Contact your nearest TVET College to enquire about the entrance requirements for the Human Resource Management course;
- Visit Human Resource Management companies to gain more knowledge about the field and what it entails;
- Contact DHET Career Development Services to provide you with free quality career information, advice and counselling services on 086 999 0123 or e-mail: [careerhelp@dhet.gov.za](mailto:careerhelp@dhet.gov.za)
- Go for an aptitude test to help understand if a career in Human Resource Management is for you; and
- Attend Career Exhibitions in your area to liaise with higher learning institutions and obtain application forms.

To study Human Resource Management: [www.tvetcollleges.co.za](http://www.tvetcollleges.co.za)

For more Career Guidance: [www.careerhelp.org.za](http://www.careerhelp.org.za)

# Minister Nzimande announces R200 million allocation for skills development programmes in Community Education and Training Colleges

*Supplied by Tumelo Morobe*

The Department of Higher Education and Training (DHET) sets aside R200 million for skills development programmes in Community Education and Training (CET) colleges in South Africa. The funding will be split among the nine CET colleges, with one being situated in each province.

This announcement was made by the Minister of Higher Education Science and Innovation, Dr Blade Nzimande in his address at the DHET's Ministerial Skills Summit on Community Education and Training held on the 08 – 09 March 2022, at Cape Town International Convention Conference Centre.

In his address the Minister indicated that expanding access and diversifying a highly articulated education and training provision, as well as improving its quality and responsiveness to the world of work, are the main policy objectives of the Post-School Education and Training (PSET) system.

The Minister said "The increase in the number of the youth not in employment, education, and training (NEET) suggests the need to expand access to post-school education and training opportunities in the system beyond current provisioning.

This requires PSET institutions to offer a diversity of programmes not only to take account of the needs of the youth who completed schooling, but also for those who did not complete their schooling, in an integrated and articulated manner. It should remain as a concern for all of us that over 3.4

million young South Africans, aged 15-24 are disengaged from education and work".

Held under the theme "Mass Skills Programme Provision" the Summit sought to assess the progress on the vision entailed in the White Paper on Post School Education and Training, and to prioritise actions and activities that would strengthen the CET College system and position them to become key institutions for the provision of skills programmes in South Africa.

Community Education and Training is an emerging sector within the Post-School Education and Training system. The foundation of the sector evolved from the erstwhile Adult Basic Education and Training (ABET) which focused predominantly on basic literacy and numeracy for adults.

"There are a lot of skills that are needed. Self-taught people, the famous bush mechanic in the township, should be able to go to Community and Education Training Centre and say I want to improve my skills so that I can be a better motor mechanic. So, this R200 million then is going to allow this kind of diversification of the offerings by Community Education and Training sector to also offer skills beyond just improving your formal education," said Minister Nzimande.

In his remarks Deputy Minister of Higher Education Science and Innovation, Buti Manamela, said" The summit resolutions have been stated and there are now the marching orders for all of us to place the CET sector in its rightful place, to be positioned as a key instrument for mass skill provision in the PSET sector".



*Minister of Higher Education Science and Innovation, Dr Blade Nzimande, delivering a keynote address at the DHET's Ministerial Skills Summit on Community Education and Training*



*Delegates attending the summit*



*Deputy Minister of Higher Education Science and Innovation, Buti Manamela, addressing the summit*

## Connecting SA's TVET colleges

*Supplied by Firdous Jamie*

The South African Broadband Education Networks (SABEN) was formed, as a subsidiary of the Tertiary Education & Research Network of South Africa (TENET), and with funding secured by the National Skills Foundation (NSF), part of the Department of Higher Education and Training (DHET), undertook the project to connect the TVET colleges to the SANReN network.

"These colleges are of the foremost importance in South Africa's future development, and they should accordingly be connected to the SANReN network and derive the benefit of it, as well as the scope for collaboration that is enabled by such connectivity, both with other TVETs and with universities," said TENET CEO, Duncan Greaves.

Although the investigation into options available to connect the 50 public, technical and vocational education and training colleges (TVET colleges) in

South Africa already began in 2015, the importance for high-speed internet connectivity for teaching and learning proved critical at the onset of the COVID-19 pandemic.

Because of the pandemic, the SABEN team faced an array of challenges. "The COVID-19 pandemic and lockdowns caused no end of delays," says Lizanne Penderis, TCCP Project Manager, "delays in getting equipment into South Africa, institutions closed and we could not get access to the sites and backlogs on municipal approvals even after the lockdowns were lifted."

Despite these challenges SABEN has come a long way in a few short years connecting TVET campuses. Since the project started in 2019, the TVET Colleges Connection Programme (TCCP) has managed to complete 184 campus connections, 21 in process of activation and an additional 40

campuses were upgraded to 200Mbps of which 25 were migrated to new infrastructure. This means that by the start of 2022, more than half of the 231 TVET college campuses were connected as part of TCCP, with plans to connect the remaining campuses by quarter 2.

"For some colleges this is a jump from 10Mbps to 200Mbps," says Penderis. "It has been so gratifying to get the positive feedback that the college staff can now do things like run updates to software, things that are critical to operations but that they could not do before because of limited connectivity."

With just a few campuses left to connect, the TCCP team are excited to have them up and running and are hard at work to make sure this is realized as soon as possible.



# WorldSkills South Africa dominates at the WorldSkills Africa 2022 Competition



*Team South Africa excelled at the WorldSkills Africa competition by winning eight medals out of the sixteen (16) skills categories contested in Swakopmund, Namibia*

**T**eam South Africa scoops eight medals out of the sixteen (16) categories contested at the WorldSkills Africa Competition in Swakopmund, Namibia. The results were announced at the closing ceremony on the night of 02 April 2022, following a week-long and successful competition. South Africa only participated in fourteen (14) of the sixteen skills categories. Of the ten countries that competed in the competition, South Africa walked away with half the number of medals leaving the other half to be shared among the other nine African countries.

The outcome shouldn't be taken lightly because it is indicative of the hard work the South African government continues to do in investing, particularly in the Technical and Vocational Education and Training (TVET) space. The Department of Higher Education and Training's priority is to strengthen and position the TVET colleges as institutions of choice for a large proportion of school leavers. The white paper on post-school education and training says that the government expects TVET colleges to become the cornerstone of the country's skills development system.

When interviewed on the Namibian Broadcasting Corporation at the WorldSkills Africa Competition, Deputy Director-General for Skills, Mr Zukile Mvalo elaborated on the latter. "Deliberately, we will ensure that the number of graduates coming out of our TVET sector is of quality and as high as that in Universities. This is because today's world economies are proving to be moving towards a direction that demands the world to invest in artisanal skills and South Africa should not be left behind", he said.

At the experts and competitors' thanksgiving breakfast ahead of the WorldSkills Africa Competition closing ceremony, the Deputy Minister of Higher Education and Training, Buti

Manamela called upon the Sector Education and Training Authorities and other key stakeholders to continue being part of the journey that seeks to ensure that government reaches its target of producing 30 000 quality artisans by 2030. The Deputy Minister also implored upon competitors to be champions and advocates of the work government is doing to encourage their peers to take up artisanal opportunities government is making available through TVET Colleges.

The biggest winner at the WorldSkills Africa Competition was Africa. The Minister of Higher Education, Technology and Innovation in Namibia, Dr Itah Kandjii-Murangi applauded all competitors for having shown resilience and proving to the world that indeed Africa has got talent and is capable of anything. Appreciating the work WorldSkills is doing in partnership with the African Union, Namibia's Deputy President, Dr Nangolo Mbumba said during his closing keynote address, "the objectives of the Africa conglomeration align well with our continental agenda 2063 which is Africa's blueprint for sustainable and inclusive growth and development through which we envision as African nations, to build an integrated prosperous and peaceful continent. It is a vision founded on the development of Africa's people as its most important resource and one which recognises the transformation potential of Technical and Vocational Education and Training."

The next host for the 3rd WorldSkills Africa Competition will be decided and announced at the 2022 WorldSkills International Competition in China, Shanghai.

Team SA also was also awarded Certificates of Participation in Water Technology and Refrigeration and Air Conditioning. There were no winners in these categories due to the limited number of competitors.

**Team South Africa won medals in the following categories:**

1. Automotive Technology: Gold - Ceajay Bosman - Port Elizabeth TVET College
2. Bricklaying: Gold - Lungelwa Mtetwa - Coastal TVET College
3. Fashion Technology: Gold - Thulubheke Ncanana - DUT
4. Plumbing: Gold - Siphesihle Masina - Gert Sibande TVET College
5. Hairdressing: Gold - Hilke Miinnie - College of Cape Town
6. Mechatronics: Silver - Boesman Mpeta and Gift Morokolo - TUT
7. Cooking: Silver - Daivy Ramphela - Waterberg TVET College
8. Web Technology: Bronze - Azanda Zama - Institute Turmeric Digital



*Ceajay Bosman did Port Elizabeth TVET College proud by winning the Gold medal in the Automotive Technology skill at the WorldSkills Africa competition*



## Collaboration to give automotive training a boost

Supplied by Thozamile Thomas Mvumvu



*The College management team led by College CEO Xolelo Brian Phike, Deputy Principal Sandra Raubenheimer, Wingfield Campus Manager Mark Corneilse, Bellville Campus Manager (Acting) Mbulelo Pepese, Assistant Director: IT (Acting) Clinton Robyn, and Manager CoS Henri Mafoumba with the UNDP delegation: Phumla Hlati, John Cardozo, Sangsun Kwon and Izumi Ogawa*

Northlink TVET College recently received a donation of Information Communication and Technology (ICT) equipments which included, sixty laptops, two interactive smartboards and two projectors intended for support provisioning to College's students.

This comes as a result of the College's successful partnership with the United Nations Development

Programme (UNDP) and the Government of Japan, under the banner: Automotive Training and Re-Skilling in the Post-Covid-19 Economic Recovery for Vulnerable Youth and Women in South Africa.

The focus of the UNDP is mainly targeted at the youth and women. The COVID-19 pandemic exacerbated challenges around youth

unemployment, interrupting learning and depriving students of opportunities for growth and prospects for employment, indicated Phumla Hlati, UNDP's Inclusive Growth Programme Manager. "The partnership between the UNDP and the Northlink TVET College is designed to mitigate against empowerment hindrances and build capacity for future growth," she said.

In his address the College Principal, Xolelo Phike, said "the College is deeply grateful to the United Nations Development Programme (UNDP) and the Government of Japan for the donation and support and helping the College improve its ICT resources and consequently improve quality of learning and training."

## College student launches a book

Supplied by Rebecca Moloto

Mandilakhe Pato currently studying towards a diploma in Management assistant at the College of Cape Town's City Campus, recently launched a book at the auspicious event held at Makukhanye Art Room in Cape Town.

Written in isiXhosa the book is titled Ndixolele Peter (Forgive Me Peter), and the story is about parental relations and its challenges. Mandilakhe (author) says he has witnessed a lot of children suffering from psychological trauma resulting from a lack of guidance and support from parents and/guardians, and he hopes that his book will address this and break the cycle.

Mandilakhe found inspiration to write the book from former president Nelson Mandela's quote, which says: "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." His passion for the arts and writing began early in his childhood, this saw him join the Abahambi Arts

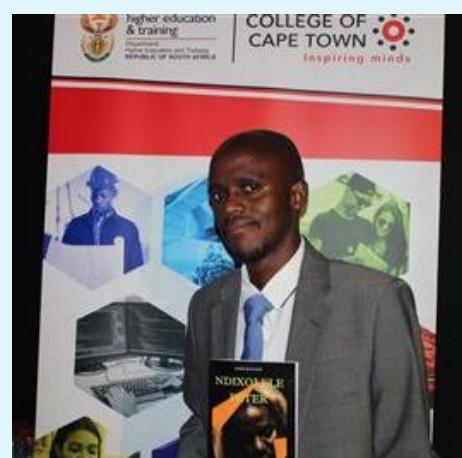
Movement (a Non-Profit Organisation) at the Makukhanye Art Room to nurture his craft.

The College of Cape Town discovered Mandilakhe's talents during a poetry competition, where he rendered a beautiful poem. The competition provided an opportunity to Mandilakhe and fellow students to express themselves and showcase their talents and skills. It is through the competition that he gained confidence and decided to be serious about writing his first book.

"When Covid-19 lockdown hit not only did it give me more time to complete my book, but it assisted me with saving some of my NSFAS allowances to publish my book. If it wasn't for this allowance my dream of publishing a book would still be a dream," said Mandelakhe.

At the launch Mandilakhe acknowledged and recognized his educators as his pillars and strength throughout this journey. He promises to write and

publish more books in the future, cause the writing bug has bitten him hard.



*Mandilakhe Pato at the book launch held at the Makukhanye Art Room*



## College awarded for business excellence

*Supplied by Blessing Dlamini*



*Acting Deputy Director: Business Innovation and Partnerships, Jabu Mhlabane after receiving the award at the event*

On the 04 March 2022, Gert Sibande TVET College received a Diamond Arrow Award at the annual PMR Africa business excellence awards ceremony that took place in Mbombela, Nelspruit.

The College was recognised for its business excellence and was rated number one in the category of Colleges/Training institutions and also got a good rating in the category of Guesthouses in Mpumalanga Province. The College has won the Diamond Arrow for excellence in governance and

leadership for the 12th time in a row since 2012.

The purpose of the award is to recognise and celebrate business excellence, to create a global and unique marketing tool for companies, departments or institutions, to enhance excellence in industry, to set a benchmark in industry, to create an opportunity for companies and institutions whereby a team or division can be recognised for all their hard work and to share the award with the personnel and ordinary members of staff.

"We would like to thank the College Council, Executive Management and the entire staff for always striving to live up to our values as a College which are: Excellent Service, High-performance teams, Dedication and commitment, Innovation and Technology, Integrity and Authenticity. The Professional Marketing Research (PMR Award) attests to the tireless efforts of the College staff as this would not be possible without them. We are very honoured to receive these awards," said the Acting Deputy Principal: Business Innovation and Partnership, Jabulile Mhlabane.



# College student wins big at the national ICT competition

Supplied by Zuko Mbolekwa



Sfundo Mkhonza after obtaining position one at the Huawei ICT national competition

**S**fundo Mkhonza, a 19 years old from Ekhurhuleni East TVET College's Springs Campus, recently obtained position one at the Huawei ICT National competition.

The Ekhurhuleni East TVET College has a standing agreement with HUAWEI to train students and lecturers on the ICT and Fourth Industrial Revolution expectations.

The Competition is held online and is an initiative of HUAWEI to encourage young people to occupy the space of Information and Communications Technology (ICT).

Currently doing the National Certificate Vocational (NCV) Information and Communications Technology(ICT) Level 3, Sfundo expressed his excitement about the competition. "The first time I heard about the HUAWEI Competition was when we were briefed by the Campus Manager Ashnie Soorajpal and I took a chance to join the competition to see where it will take me. I'm so grateful to her and other lecturers who assisted me and ensured that I won the competition," he said.

## COMMUNITY ENGAGEMENTS



# College Council Gives Hope to the Hopeless

**G**ert Sibande TVET College Council donated one hundred and fifty (150) school uniforms to six (6) schools around Gert Sibande region on 21 February 2022. The handover ceremony took place at SibaneSETU Campus in Glenmore, Dundonald.

Beneficiaries included Tsatselani, Lamagadlela, Siphumelele, Eluyengweni, Sanqotho and Vuka primary schools.

The purpose of the donation was to bridge the gap of vulnerability and restore dignity to the less fortunate through the College Council's Corporate Investment programme. The uniform was handed

over to the schools Principals by the College Council Chairperson.

Amongst the guests on the day who attended were Dr Amratil Beeka, representatives from Mpisikizi Tribal Authority, the Student Representative Council (SRC) President, Nduduzo Mncube, Principals from the local Schools and community members.

Valencia Zwane, parent of one of the beneficiaries at Tshatshelani Primary School was happy and thanked the College. "Thank you Gert Sibande TVET College for the support. The uniform will encourage my son to go to school," she said.

Siphumelele Primary School Principal, Bongani Mndebele was also grateful and thanked the College for remembering them in rural areas. He believes that the donation will also contribute positively to the learners' performance.



Tsatselani Primary School pupils showing their donated school uniform

**The Acting College Principal, Molifi Mabe was in support of the College Council initiative and he further congratulated the Council for giving back to the community. "This initiative shows that Council is taking care of the community they serve," said Mabe.**

In conclusion, the Chairperson of the College Council, Bongani Mwale indicated that the College is planning to expand the Campus in the area. "We are in a process of building a student accommodation in the area and we want the community to be part of this development," said Mwale.

# College ensures smooth start with early applications and proactive planning

*Supplied by Tiyani Mbowni*

Mopani TVET College's online registration process for first-year students in the 2022 academic year proceeded smoothly across its two campuses; Phalaborwa and Sir Val Duncan.

The College concluded its registration by registering 4060 students for both NCV and Nated programmes in Business and Engineering studies. By the time the online application processes opened in August 2021, the College's online portal had more than 2,500 prospective students' who registered their profiles..

Like with other TVET colleges across the country, Mopani TVET College communicated with successful applicants on their programme of study by sending them emails and SMSes to finalise their admission.

The College's Assistant Director: Marketing and Communication, Sekedi Given Sebashe, indicated

that the "Apply Now Campaign" is the brainchild of the Department of Higher Education and Training aimed at encouraging high school learners and out of school of youth to apply in time in order to secure space at TVET colleges.

"The Apply Now Campaign together with the TVET Month (August) played a pivotal role for us to reach the communities and preach the importance of one applying on time. We emphasised during the campaigns that the college will not allow any person coming to the campuses who did not apply for space," she said.

Sebashe further highlighted that there were no negative issues reported to the college management concerning registrations. "For this, the College appreciates the efforts showed by all staff members who were involved in assisting new and old students to complete their online registrations," she said.

The College SRC Deputy President, Isaac Chauke said the registration went smooth and all students were registered efficiently. "As students, we are so grateful to have a management that is committed to ensuring an environment that is conducive for all students to study and to be part of the healthy and vibrant student experience for which the Mopani TVET College is known" concluded Chauke.



*Dedicated staff members assisting prospective students during the January registration period.*

## Students awarded for completing their internship programme in Installation, Repairs and Maintenance (IRM)

*Supplied by Phanuel Chauke*



*Awards recipients who took part in the internship training programme*

On 30 March 2022, eleven Ekurhuleni West TVET College students received certificates after completing an internship training in Installation, Repairs and Maintenance (IRM). The awards ceremony was held at Ekurhuleni West TVET College's Tembisa campus.

The Installation, Repair and Maintenance (IRM) Initiative, is aimed at expanding opportunities for TVET students to embark on artisanal learning and

employment pathways. The IRM Initiative comprises demand-led skill training and workplace learning, delivered through blended learning approaches, and aligned to entry-level employment opportunities in artisanal businesses. The project also aims to use a blended learning approach, incorporating digital technologies to enhance the learning experience for technical trainees.

The intention is to create a more dynamic learning process that delivers theory and information through interactive materials, enabling the learner to focus on application of knowledge in the classroom or workshop. During the internship programme students did their theory part at Tembisa campus for 3 months and the other remaining 6 months they were placed in different companies.

In her address Conny Maleka, Tembisa Campus manager, indicated it was not an easy road for the students but they persevered, and they deserved to be celebrated for their achievement.

Xhanti Mhlambiso National Business Initiative (NBI) Programme Manager advised students to make use of the skills acquired throughout their training both at campus and on the companies that they were placed at, for the betterment of their communities and the country at large.

In his closing remarks Peter Mudau Acting Principal of Ekurhuleni West TVET College encouraged students who were receiving certificates and tool boxes to create work opportunities for themselves and others. He also gave example of students who participated in similar initiatives who are now installing solar panels for households and companies.



# College hosts a successful 2022 academic year opening function

*Supplied by Matau Manye*

Opening function has been an annual prestigious event that every staff member of Sedibeng TVET College looks forward to at the beginning of every year. This event symbolises appreciation of staff by management of the College, and acknowledgement of hard work that staff put in to make the College what it is.

2022 presented a new normal to the world, after Covid-19 pandemic, normal activities resumed slowly but surely, staff and management of Sedibeng TVET College revived a much-missed tradition of having a meal together. The official opening function was held at Emerald Resort and Casino on 18 March 2022.

The ambiance leading to the day in every campus was almost tangible, staff was excited, looking forward to being acknowledged for their arduous work, and having fun time with College management. The keynote speaker was the DR George Mothapo, who delivered a commendable speech, which highlighted the strategic direction that the College is taking and encouragement to

staff to continue working hard and working together with management to make Sedibeng TVET College a credible College that it is. He particularly acknowledged staff members that continue to improve their qualification, and made mention of Dr Dorothy Kanyembe, a lecturer offering Nated Public Relations and Communication at Vanderbijlpark Campus. She has just obtained her PhD from North West University with a dissertation, ICT innovation for public higher education administration efficiency in South Africa: A comparative study.

The moment that everyone was waiting for finally arrived, the awarding of best performing Campus in various categories. Ms Jackey Mosesi began announcing the best Campus in NC(V) Business with an impressive average of 90%, to Sebokeng Campus, and they also scooped best performing campus in Nated Business Studies with 86%. Vereeniging Campus walked away with best performing Campus in Nated Engineering studies with well-deserved 68%, NC(V) engineering was claimed by Heidelberg campus, with 75%. The

overall winner for best performing campus in Sedibeng TVET College was awarded to Heidelberg Campus, with a well-deserved 82%.

The announcement of these results elevated the ambiance in the venue, there was excitement, songs of victory from Heidelberg campus, and the rest of the staff joined in the celebration. This event revived staff morale and motivated those campuses that did make it to stage to work hard, and to be determined and push for best results, Hopefully dethrone Heidelberg campus of their position as number one campus at Sedibeng TVET College.

The event was graced by the South African Accapella group, "The Soil" who serenaded the staff with their nostalgic sounds that had the staff singing along to every song and getting up in the beautifully branded dance floor. This was a moment of excitement, the beginning of a new year, new challenges and setting up new goals to take the College to new heights.



Jackey Mosesi, Dr George Mothapo, Nene Mokone, Clement Ngobeni, Lillian Mathuthu, Jacob Olifant and Patric Mamorobela celebrating an academic achievement



# Ministers launch the Youth Vaccination Programme

*Supplied by Maud Pitikoe*

This year marks exactly two years since the advent of the COVID-19 epidemic worldwide. Furthermore, these two years have since seen the world having to change its behaviour towards the virus.

This behaviour includes but not only social distancing, mask wearing, and vaccination, which have formed part of the spotlight these days in alleviating infection rates. Hence, the Minister of Health Dr. Joe Phaahla, the Deputy Minister of Higher Education and Training Buti Manamela and the Minister of Social Development Lindiwe Zulu launched the # KeReady Campaign at Tshwane South TVET's Pretoria West Campus on February 18, 2022.

The Youth Lifestyle-Ke-Ready for Opportunity was the focus of the event. This implies that the society should get ready to get back to their normal lives. However, this will materialize if people vaccinate fully against the virus. Vaccination outreach facilities were set up on campus for the week preceding the event. In addition, health promotion as well as screening strategies were facilitated by Higher health, the College, and the Gauteng provincial government. Furthermore, social media graphics were posted on all social media platforms for stakeholders to create awareness about the launch.

The dialogue, which included a panel of medical experts (young doctors) dubbed the "vaccination squad" (Dr Busi Kabane, Dr Saira Carim, and Dr James Menyah-Artivor), the Deputy Minister of Higher Education and Training Buti Manamela and the Minister of Social Development Lindiwe Zulu, was the most important part of the proceedings. In her address the SRC President Phumeza Mgodeli, told the youth to get vaccinated and even referred to one of Amapiano's hit songs, "Umlando," which means follow suit. Similarly, the youth should follow suit and get vaccinated to get their ducks in a row.

The Chief Executive of Higher Health, Prof. Ramneek Ahluwalia, said that health is of utmost importance to the life of a student because it

determines the lifespan of a scholar. He went on to say that not only is COVID-19 a pandemic, but that Gender Based Violence (GBV), HIV/AIDS, and mental health, among other things, are still among the most serious endemics of our time. Thus, young people should take care of themselves.

Dr Busi Kabane stated that, "Because they (youth) want full tertiary experience, want to go to konka(party), job opportunities, bae-cation, attend the Soweto derby between Orlando pirates and Kaizer chiefs, want to be there when Casper fills the Dome, and the gateway to all of these is Vaccination. The only thing that is keeping this gate closed is the myths and conspiracy theories around vaccination. Some of these include if you get a Covid vaccine then you get the virus to you and that is not true. Vaccine is made up of a messenger Ribonucleic acid (MRNA) vaccine, which is a copy of Covid that teaches your body to fight the virus when it comes across the virus."

The event was attended by about 250 attendees, which is inclusive of Tshwane South TVET College's students and stakeholders.

At the end of the dialogue, the vaccination squad and ministers signed a pledge to take responsibility for their own livelihood by making sure that their general health is sound and to care for their loved ones and the community at large.



Ministers, Buti Manamela, Dr Joe Phaahla and Lindiwe Zulu at the event



Students who vaccinated at the event

## Opening the doors to healthier student life

*Supplied by Ivan Swart*

ORBIT TVET College hosted an Infrastructure Support Ceremony at the Hospitality and Tourism Centre on the Mankwe Campus in November. The event was organised by the College's Centre of Entrepreneurship and Rapid Incubator Manager, Peter Matlou, in celebration of the 12-year partnership between the College and the Energy and Water Sector Education and Training Authority (EWSETA).

To show EWSETA's continued support towards the College, CEO Mpho Mookapele donated 20

laptops to the College. She added, "EWSETA commits to making budget available in 2022 to upskill a number of students and lecturers".

Mookapele said she impressed after teach that Brits Campus Human Resource N5 student Bongane Mawele had developed an app through the MTN App of the year competition, where he competed nationally against established businesses. He was placed second in the competition.



Western Cape MEC for Health: Dr Nomafrench Mbombo, West Coast TVET College Principal: Lungisa Mbulawa and Higher Health CEO Prof Ramneek Ahluwalia



## TVET Career Guidance on Chemical Engineering

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# TVET Career Guidance on Chemical Engineering

## What is Chemical Engineering about?

Chemical Engineering is a branch of engineering that applies physical sciences (e.g. chemistry and physics) and life sciences (e.g. biology, microbiology and biochemistry) together with mathematics and economics to produce, transform, transport, and properly use chemicals, materials and energy. Chemical engineers design, construct and operate process plants.

**Please note:** The Chemical Engineering course at public TVET Colleges mainly deals with Water and Waste-Water Treatment.

## What are the duties and tasks in the Chemical Engineering (Water and Waste-Water Treatment) field?

- Add chemicals, such as ammonia or chlorine, to disinfect water or other liquids;
- Inspect equipment on a regular basis;
- Monitor operating conditions, meters, and gauges;
- Collect and test water and sewage samples; and
- Operate equipment to purify and clarify water or to process or dispose of sewage.

## What skills and abilities are required to become a Chemical Engineer?

- Must have good understanding of Science (will often use scientific rules and methods to solve problems);
- Must have good understanding of Mathematics to constantly solve problems;
- Critical thinking is important (Use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems);
- Must be an active listener (give full attention to what other people are saying and take time to understand the points being made);
- Must have problem solving skills; and
- Must be able to manage time effectively.

## What are the working conditions in the Chemical Engineering field?

Chemical engineers work mostly in offices or laboratories. They may spend time at industrial plants, refineries, and other locations, where they monitor or direct operations or solve onsite problems.

## What are the minimum entry requirements to study Chemical Engineering (Water and Waste-Water Treatment) at a TVET College?

### - NATED Programme:

**N1 admission** – Grade 9 Certificate with a pass in Mathematics and Physical Science + college requirements set per programme.

**N4 admission** - Grade 12 with a pass in Mathematics and Physical Science + college requirements set per programme.

## What should I do to study in the Chemical Engineering field?

- Contact Technical and Vocational Education and Training (TVET) Colleges to enquire about the entrance requirements to do the Chemical Engineering (Water and Waste-Water Treatment) course.
- Visit Chemical Engineering training centres and companies to gain more knowledge about the field and what it entails.
- Contact DHET Career Development Services to provide you with free quality career information, advice and counselling services on 086 999 0123 or e-mail: [careerhelp@dhet.gov.za](mailto:careerhelp@dhet.gov.za)
- Go for an aptitude test to help understand if a career in Chemical Engineering is for you.
- Attend Career Exhibitions in your area to liaise with higher learning institutions and obtain application forms.

To study Chemical Engineering: [www.tvetcollleges.co.za](http://www.tvetcollleges.co.za)

For more Career Guidance: [www.careerhelp.org.za](http://www.careerhelp.org.za)



## College officially launch newly built classrooms



*Dr Nkosinathi Sishi, Director General: Department of Higher Education and Training, cutting the ribbon*



*The newly built classrooms at Ehlanzeni TVET College*

**O**n 11th March 2022, the Director General of Department of Higher Education and Training, Dr Nkosinathi Sishi, officially launched eight classrooms which were handed over by the mining company Glencore at Ehlanzeni TVET College's Mashishing campus. This comes after Glencore funded and constructed state of the art classrooms as part of its corporate social responsibility.

Dr Nkosinathi Sishi was joined by the Executive Mayor of Thaba Chweu Local Municipality Fridah Nkademeng, the Speaker of the Mpumalanga Provincial Legislature Makhosazane Masilela, DHET Regional Manager of North West and Mpumalanga Dr Nick Balkrishen, Deputy Chairperson of College Council Prof Shongwe, College Principal Elias Mbuyane, College management, staff and students as well as dignitaries representing various sectors.

The Executive Mayor for Thaba Chweu, Fridah Nkademeng officially opened the gathering and welcomed all dignitaries to the Campus that resides under her jurisdiction. The Executive

Mayor could not hold back her gratitude towards Glencore for the continual support to the College. She also requested that the Department of Higher Education and Training assist the College with the introduction of new programmes that would empower the youth and address the needs of industries and the community of Thaba Chweu. "The people of Thaba Chweu are grateful to Glencore for the continued investment towards the future generations" she said.

In his address, Glencore's Chief Community and Social Responsibility Officer, Conroy van der Westhuizen said "Through our partnership with the Department of Public Works and the Department of Higher Education and Training, we were able to construct new classrooms to increase student capacity. It is a pleasure to hand over these facilities to the Mashishing Campus since we see the diligence, doggedness and determination as reflected in the academic results of the students". The building project started in 2019 and has seen Glencore spending R12,5 million, which was spent in phases. In the first phase the company

spent R7,5 million for converting an old dilapidated building into a new refurbished College campus and in the second phase R5 million was spent for building the eight classrooms.

"The Department of Higher Education and Training is grateful to Glencore for the continued and unconditional support that you have given to Ehlanzeni TVET College thus far. The eight classrooms we have received today have come at a time of need and are a display of value proposition partnership with Glencore. On behalf of the TVET sector, I wish to express our sincerest gratitude to Glencore and we would like to see this partnership grow further to embrace other initiatives with value benefits for the community of Thaba Chweu in particular, and the entire sector as a whole," Dr Nkosinathi Sishi said.

The College principal, Elias Mbuyane, in his closing remarks stated that this is not the end of the Glencore-Ehlanzeni relationship, and that a third phase is envisaged which includes a possible set of classrooms as well as a cafeteria.

## College launches Greenhouse Facility

*Supplied by Makaroka Mphahlele*



*DHET Director-General: Dr Nkosinathi Sishi, DHET Limpopo Regional Director: Frans Ramonyatse, Vhembe TVET College Principal: Basani Hlekane and Stellenbosch University representative: Dr Rykie Van Der Westhuizen showcasing the freshly produced vegetables*

**A**s the world's population continues to expand, traditional food production is under pressure from a changing climate as well as dwindling land and water resources. Food security

has been a subject of various engagements as an element that is under threat, furthermore the quality of food produced.

On the 17 February 2022, Vhembe TVET College launched a Greenhouse facility at the Mashamba Campus. This owing to a successful partnership between the College, Stellenbosch University (SU), Maastricht School of Management (MSM) and AgriSETA.

Vhembe TVET College reaps the fruits of the three-year Orange Knowledge programme project of "Strengthening Skills of TVET Staff and Students for Optimizing Water Usage and Climate Smart Agriculture in South Africa". The project was funded by the Netherlands Universities Foundation for International Cooperation (NUFFIC), through the Dutch Ministry of Foreign Affairs.

The launch was graced by officials from the Department of Higher Education and Training (DHET)'s national as well as Limpopo regional offices, Local Tribal Authorities, AgriSETA and Stellenbosch University.

In his address Dr Nkosinathi Sishi highlighted

the importance of Agriculture. "Agriculture has the highest growth capabilities for each country and is a key driver beyond the province," he said.

In a moment of acknowledging the success of the project, Dr Nkosinathi Sishi committed himself to becoming an Ambassador of the Vhembe TVET College greenhouse project with a purpose of encouraging more institutions to embark in the path. Dr Sishi said "Projects of this magnitude are what DHET needs to demonstrate that TVET Colleges are institutions of first choice".



*Basani Hlekane, Vhembe TVET College Principal, unveiling the memorial plaque*



## Maritime students to train with the SA Navy

Supplied by Nothando Ndlovu



*uMfolozi TVET College's Maritime students whom will be taking part in the 18 months practical training with the SA Navy*

**I**t was a glorious day at uMfolozi TVET Colleges's Esikhawini Campus as the College bid farewell to 20 Maritime students who were eager to begin their 18 months practical training with the SA Navy on 1 February 2022.

Since there's a variety of roles in the marine

industry, the group consists of four transport and logistics students, four from hospitality and twelve from engineering. Speaking at the send-off ceremony, Acting Principal, Elsie Du Toit said, "We are proud to be the first TVET College to have a Maritime Academy and to have embarked on a new route of training. We hope these students will

be good ambassadors of the College."

Sandile Ndlovu who spoke on behalf of the students said he was ecstatic that his dreams would soon come true. He indicated that he was looking forward to receiving more practical exposure and thanked uMfolozi for introducing him to this field. "Thanks to the College management and staff for the support. It was a privilege to be part of the programme. We will set a platform for upcoming students and will definitely apply what I've studied," Ndlovu added.

Maritime Project Co-ordinator, Sandile Ntshangase said, "At the beginning of the programme we had no idea what the outcome of the programme would be. We are happy to have groomed students of high caliber and who remain disciplined. It wasn't easy but we are happy to celebrate this milestone, we hope they will represent us faithfully and diligently."

Lt Mlindelwa Chiliza from the SA Navy pleaded with the students to remain disciplined in the absence of their lecturers for the next 18 months. He added that there is a lot they will learn from the work integrated learning. He reiterated "There will be an induction which will cover a lot of safety aspects. We look forward to have you in our midst and hope you will come with many innovative ideas."

## Western Cape's first natural gas Refrigeration and Air-Conditioning Green Laboratory launched at a TVET College

Supplied by Ivan Swart

**P**rovincial Minister for Environmental Affairs and Development Planning, Anton Bredell, recently launched the Refrigeration and Air-Conditioning (RAC) Green Laboratory at the West Coast Technical Vocational Education and Training (TVET) College, which is the first public TVET college in the Province to train students in the safe handling and use of natural refrigerant gases in the RAC sector.

The launch of the Laboratory directly links to the country's commitments made on the Kigali Amendment of the Montreal Protocol, to phase down the consumption and use of hydrofluorocarbons, also known as HFCs.

At the opening ceremony Anton Bredell stated that, "Most of the refrigeration and air conditioning applications currently use HFCs, as refrigerants. These powerful greenhouse gases have a high global warming potential, that are several thousand times more potent than natural refrigerant gases, and they can stay trapped in the atmosphere for centuries contributing to the global greenhouse effect."

Thanks to a long-standing partnership between the Western Cape Government, the Bavarian Ministry of the Environment and Consumer

Protection, the Bavarian Environment Agency, and the GIZ Proklima, the Western Cape RAC Project started in 2017, with the West Coast TVET College joining the project in 2019. Today marks the successful transition from "project concept-to-reality", as we officially open the RAC Green Laboratory, as a sub-division of the West Coast TVET College's RAC Training Centre."

Current projections estimate that the demand for refrigeration and air conditioning will increase significantly as temperatures continue to rise, and projections are that the RAC Sector will contribute 13% of the greenhouse gas emissions in the world by 2030, without any serious interventions like these.

Principal of the West Coast TVET College, Lungisa Mbulawa said: "We, as an institution, are proud to be the first public TVET college to train RAC students in the use and safe handling of natural gases, which will contribute to the efforts as an industry to reduce greenhouse gas emissions, global warming and ultimately, climate change."

A total of nine RAC students, who were trained as part of a pilot to trial the equipment in the RAC Green Laboratory prior to its official opening,

received their certificates, which are also endorsed by two South African RAC Associations, viz. SARACCA and SAIRAC.

Bredell adds that South Africa has committed to an 83% phase-down of consumption and handling of HFCs by 2047, and it is within this commitment that the scope of the RAC Partnership Project and the RAC training at the West Coast TVET College lies.



*MEC Anton Bredell, the Deputy Minister of Higher Education and Training Buti Manamela, West Coast TVET College Council Chairperson: Babalwa Mtini and West Coast TVET College Principal Lungisa Mbulawa*



## TVET Career Guidance on Boilermaking

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# TVET Career Guidance on Boilermaking

## What do Boilermakers do?

Boilermakers are specialised artisans who mark off and fabricate structural steel and other metal stock to make or repair metal products and structures including boilers and pressure vessels.

## What skills and abilities are required to become a Boilermaker?

- Active Listening (Giving full attention to what other people say and taking time to understand the points being made);
- Time Management (Must be able to manage their own time and the time of others effectively);
- Equipment Selection (Be able to determine the kind of tools and equipment needed to do a job);
- Equipment Maintenance (Perform routine maintenance on equipment and determining when and what kind of maintenance is needed);
- Quality Control Analysis (Conducting tests and inspection of products, services or processes to evaluate quality or performance);
- Mathematics (It is used to solve problems);
- Critical Thinking (Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems); and
- Have the ability to Speak (Talk to others to convey information effectively).

## What duties and tasks does a Boilermaker do?

- Develops layout and plans sequence of operations for fabricating and assembling structural metal products, applying trigonometry and knowledge of metal;
- Locates and marks bending and cutting lines onto work piece, allowing for stock thickness and machine and welding shrinkage;
- Hammers, chips, and grinds work piece to cut, bend, and straighten metal;
- Reheats work pieces to make them soft (malleable), using a hand torch or furnace; and
- Positions, aligns, fits, and welds together parts using a welding torch and hand tools.

## What are the working conditions of a Boilermaker?

Most Boilermakers work in workshops that are often noisy, however the correct safety equipment is provided to manage the environment. The work requires constant physical activity. Most workshops have modern equipment.

## What are the minimum entry requirements to study Boilermaking at a TVET College?

At a TVET College, the normal entrance requirements for the Boilermaker course are:

- **NC(V) Programme:** a Grade 9 Certificate + college requirements set per programme.
- **NATED Programme:** Grade 9 for N1 admission; Grade 12 with a pass in Mathematics for N4 admission.

## What should I do if I want to become a Boilermaker?

- Contact Technical and Vocational Education and Training (TVET) Colleges to enquire about the entrance requirements to do the Boilermaker course;
- Visit Boilermaker training centres and companies to gain more knowledge about the field and what it entails;
- Contact DHET Career Development Services to provide you with free quality career information, advice and counselling services on 086 999 0123 or e-mail: [careerhelp@dhet.gov.za](mailto:careerhelp@dhet.gov.za)
- Go for an aptitude test to help understand if a career as a Boilermaker is for you; and
- Attend Career Exhibitions in your area to liaise with higher learning institutions and obtain application forms.

**To study Boilermaking:** [www.tvetcollleges.co.za](http://www.tvetcollleges.co.za)

**For more Career Guidance:** [www.careerhelp.org.za](http://www.careerhelp.org.za)



# International Exchange Program Offers Opportunity for TVET Sector

*Supplied by Shavika Reddy*

**T**here are always benefits to student exchange programs. Studying abroad allows exchange students to obtain a broader perspective on their chosen field. The opportunity to witness their trade in action in a foreign country provides significant work experience and exposure.

Recently, Mianyang Teacher's College in China awarded two Elangeni TVET College's graduates, Lwandile Mdlazi and Sandile Shusha scholarships to study engineering. This is a huge opportunity for the duo and their families. The training will provide them with invaluable knowledge and experience. Lwandile Mdlazi (32) studied electrical engineering at the College's Inanda Campus. "At the insistence of my mom, who used to complain about having to hire people to do simple things like change globes while she had a boy in the house, I started changing globes and servicing damaged appliances at a tender age. That's when I knew I could pursue a career in electrical engineering - a field that is very hands-on, with no place for boredom or a possibility of a desk job" he said, explaining his choice.

As a result of his excellent grades in Electronics N4, Mdlazi was named the module's top performer. Feltex Fehrer (PTY), a manufacturing company in Jacobs, South of Durban, offered him

the opportunity to work as an in-service trainee there, where he learned a wide range of skills including pneumatics, hydraulics, pumps and plant maintenance.

"I'm overjoyed to receive this scholarship, since it will allow me to dispel the myth that TVET colleges are solely for those with a practical ability rather than academic aptitude" he says.

Another student with the similar outlook is 28-year-old Sandile Shusha. For him, it is essential to subscribe to the three Ds - to be Disciplined; Determined; and Dedicated to all his duties at hand. The Best Nated Engineering Student at the College in 2015 was Shusha, who went on to qualify as a Junior Electrician and worked at P & I Armature Winders & Electrical CC in Durban.

According to Sandile Shusha, who considers himself to be a competent thinker "I believe I am quick to solve problems and delegate authority to others but what motivates me to work harder is being a father, I strive to be the finest role model possible for my 3-year-old son who looks up to me," he says.

The College has provided the necessary guidance and support to the graduates and according to Juliet Aryetey, the Rector of ETSETB College, "I couldn't be more pleased with both Lwandile and

Sandile, who will be participating in this life-changing educational experience. In my opinion, lifelong learning should be encouraged, and I am convinced that the education that the students received here at Elangeni TVET College will provide them with a solid basis for their future studies in China. From the College's perspective, I wish them well and encourage them to use their degree to make a positive difference in their communities and have a beneficial impact on the South African economy upon their return home" she says.



Lwandile Mdlazi, Sandile Shusha with Elangeni TVET College Juliet Aryetey.

## Former farming student selected for an internship in the United States of America

*Supplied by Thobile Tshabalala*

**M**ajuba TVET College prides itself with the wonderfully exciting students who keep moving forward to reach greater heights.

This time the College's Marketing Team had an interview with Yatang Motloung, a former Farming Management student who received an internship in the United States of America for a Piggery Training at the Pike Pig System in Illinois State, Chicago.

We caught up with Yatang just hours before he left the country.

1. Name: Yatang Motloung
2. Age: 30 years' old
3. Hobbies: I like playing soccer and reading agriculture books.
4. Course and Campus: Farming Management, Majuba Technology Centre.

5. Tell us a little about yourself: I am from Newtown in Dannhauser, raised by both parents together with my seven siblings. I started school at Cooper Primary School and completed my matric at Lengola High School, also in Dannhauser.

6. Why Farming Management? I have always liked farming. Growing up at home we had livestock and I was the one taking care of it. I also took care of the home garden and made sure it produces fresh vegetables.

7. Tell us how you went about applying and how you got selected for this internship opportunity? I heard about the programme from a friend who

was also my peer at Majuba TVET College. I met the requirements and started the application process with ILikeTravel. Fortunately for me, I was contacted via email and accepted the offer for the internship at Pike Pig System in Illinois State, Chicago.

8. You have been to America before on another programme, tell us how was the experience the first time?

I went to the US for the first time in 2018, and I stayed for a period of 12 months for a Dairy Production Internship. The experience I had from that side was very different from South Africa, life is very busy that side.

The people I met there the first time were wonderful including my then peers who also came from other countries like Brazil and Thailand. The host employer was also a great person and very passionate about agriculture.

9. How have the preparations been and what does your family think about you moving to another country?

I do not want to lie it has not been an easy journey as I have had to spend money for insurance and on tickets. If it wasn't for the support from my family, I wouldn't be here today. My family and I cried as I was preparing to leave, but they are at the same time very excited and happy for me. I really am thankful and appreciate them.

10. What advice can you give to Farming Management students?

Education is very important. I would say to them they must study and give their best so that they can get opportunities like this one. I would also like to encourage them to apply for such opportunities and go learn skills abroad, to come back and improve/ enrich our Agriculture in South Africa.

11. Where do you see yourself in five years' time? In five years' time I want to be running my own farm and pass on the experience I have gained to the people who will be working on the farm.

Yatang went on to praise his family for the love and support they have showed him throughout this journey. He also thanked Majuba TVET College for the skills and knowledge obtained, especially to his former lecturer for assisting with all the application process, paperwork and the endless support he has been giving.





# Capacity development induction for TVET lecturers

*Supplied by Livhuwani Masia*

In February 2022, the Department of Higher Education and Training (DHET) in collaboration with National African Federation for the Building Industry (NAFBI) held the Lecturer Development Induction sessions at Ekurhuleni East TVET College and Vhembe TVET College respectively. The aim of the induction was to develop capacity of the TVET colleges' facilitators involved in Training Construction Industry (TCI) trades, enabling them to have a deeper understanding and up to date information.

The focus of the induction was on the developing and introducing TVET lecturers to the construction sector, industry laws, regulations and policies. The roles and programs offered by various players, stakeholders, and statutory bodies in the sector. As well as being familiar with new trends, technologies, products and innovations in the sector.

The National President of NAFBI Aubrey Tshalata gave a presentation about the opportunities for colleges to partner with the industry and create linkages for the benefit of learners and enhancing teaching and learning as well as collaboration. He indicated that TVET colleges must collaborate with NAFBI by offering programmes that are offered by NAFBI so that employers can go to TVET colleges

when looking for qualified employees. He further indicated that they are working in partnership with TVET colleges because they want to focus on youth as their biggest target.

NAFBI is partnering with various private sectors such as Construction Industry Development Board (CIDB), NHBRC, South African National Roads Agency SOC Ltd (SANRAL), Steel and Engineering Industrial Federation of Southern Africa (SEIFSA), National Urban Reconstruction and Housing Agency (NURCHA), trade and Investment Kwa-Zulu Natal (TIKZN), TVET Colleges, PPC CEMENT, BIDVEST, Municipalities, Government Departments, Construction Education Training Authority (CETA), Service Sector Education and Training Authority (SSETA) et cetera.

Some of these private sectors were part of the inductions and also gave presentations about how they can work together with TVET colleges. NAFBI was founded in 1979, is the oldest and largest black contractor organization in South Africa and has a footprint in all the nine provinces.

The courses or programmes that are offered by NAFBI include bricklaying, plumbing, tiling, painting, carpentry, solar geyser installations, air-conditioning or ventilation systems, roofing and

waterproofing, house building, glazing, road maintenance, plastering etc.

The Department of Higher Education and Training, TVET colleges and Construction Industries believe that these programmes can reduce the high unemployment rate.

Sello Sethusha who is the Director at DHET responsible for Lecturer Development and Support in his presentation mentioned that South Africa has the highest unemployment rate in the world. "The TVET colleges have been positioned to unlock and break the obstacle so that unemployment rate can drop down" he said.

In his conclusion Sello Sethusha thanked the industry for supporting TVET lecturers and students. Chester Lazarus from Road Construction Industry (RCI) said that the economy will need young people that have a desire to open their own businesses and creating jobs in the sector. He further said that part of the syllabus should enlighten students to establish their own companies. "TVET colleges as Higher Education Institutions will play a crucial role in equipping our next generation of workers that will prepare South Africa for the Fourth Industrial Revolution (4IR)", said Lazarus.



TVET lecturers doing a campus walkabout



# Former College student makes remarkable headway in a coffee making business

*Supplied by Madire Mashabela*



*Maeshibe Marema showing her coffee products in the exhibition*

Compliments are pouring in for Capricorn TVET College's former student, Maeshibe Marema, who is a founder of Maeshibe coffee and also a Captain in the South African National Defence Force (SANDF).

The young passionate lady from Sehlabeng in Zebediela, Limpopo joined the College back in 2007 studying towards a diploma in Management Assistant at the College's Polokwane Campus.

After the completion of her National Diploma at the College, she joined the SANDF in 2010. Through hard work and commitment, she grew within the ranks and she is currently occupying a rank of a Captain responsible for domestic and international liaison with Chiefs of Defence.

Sharing her experience of her student days at the College, the 33-year-old stated that her stay was fruitful as the College has moulded who she is

today. "Through Capricorn TVET College and its dedicated staff members, I discovered who I am as an individual and what I stand for. I learnt independence and the College offered me so much knowledge and confidence".

Growing up in a village with lack of basic amenities, general apathy and social ills never defined Maeshibe. In 2019, she started a company named Maeshibe Coffee (Pty) Ltd, which roasts, packages and distributes coffee from the e-commerce shop. Her company also installs coffee bars to corporate and government institutions and currently having four (4) permanent employees.

"I gave birth to this enterprise because I wanted to create employment and share barista skills to mostly disadvantaged young people. I am from a small village, and I know how poverty looks like. I took it upon myself to ensure that the young people are able to access rare skills like coffee farming and barista skills", she says.

Maeshibe is also a well-known humanitarian involved in initiatives that give back to the disadvantaged communities and individuals. Recently, her company played its social impact responsibility by donating free coffee to the security forces during the COVID-19 lockdown. The initiative carried on for 45 days serving over 180 military personnel and over 100 South African Police Service (SAPS) and traffic officers around Gauteng Province during their presidential call for national duty.

The College is proud of Maeshibe and wishes her nothing but the best in her entrepreneurial journey.

## A TVET qualification opens doors for a budding business man

*Supplied by Rebecca Moloto*

Hailing from a small town Alice in the Western Cape, Melisango Gwaza, a former student at College of Cape Town's Gugulethu Campus has proved that no boundaries can stop you if you inspire to dream big and turn it into reality.

After completing his matric, he moved to Cape Town in search of employment opportunities, where he ultimately decided to further his studies in Business Management at the College of Cape Town Guguletu Campus. Melisango mentions that he always had a keen interest in business, dating back to his High School days where he used to sell sweets and chips for pocket money.

In 2017 after completing his National N6 Certificate in Business Management, he only had one thing in mind to start his own business, he started his bottled water business called "IVATI" (IVATI Water).

"The name IVATI is an African (township) slang for water. It is a 100% black owned, bottled water business, that supplies and distributes water to

local businesses in and around the Western Cape. We also provide personalised and unique branded water for individuals and businesses for any special occasion. The water is offered in still (purified), sparkling, and flavoured water options, such as Naartjie, Lemon and Lime," said Melisango.

Melisango and his business partner have seven employees, their duties consist of selling water at taxi ranks, bus stations and busy corners of Cape Town. The two are planning on having their own water purification plant, supplying big wholesalers and retailers, and most importantly create more employment opportunities for others, especially TVET students to gain the needed work experience.

"I was able to take the skills I acquired during my studying days to improve; customer services, manage the business and finances, as well as keep records. I know the importance of living my brand and representing it to reach its full potential," he concluded.



*Melisango Gwaza and his business partner Sello Mangwana at their establishment*



*Melisango Gwaza, Deputy Minister of Higher Education Science and Innovation: Buti Manamela and Sello Mangwana*



# College launches a new state of the art Centre Of Specialisation (COS) Trade Test Centre

*Supplied by Thozamile Thomas Mvumvu*

Northlink TVET College recently launched the state of the art Centre of Specialisation (CoS) Trade Test Centre for Fitting and Turning, at the College's Wingfield Campus. The College is the first public TVET institution in South Africa to offer this Quality Council for Trades and Occupations (QCTO) apprenticeship and had enrolled the first group of 32 apprentices in 2019.

Quality Council for Trades and Occupations (QCTO) is a body that approves the assessment centres to conduct the integrated summative assessments, in line with the Skills Development Act, 1998 (Act 97 of 1998).

After three years of hard work, the first cohort of college students started with their Trade test in Fitter and Turner vocation. As part of protocol,

other sister TVET colleges such as College of Cape Town, False Bay TVET College and Tshwane South TVET College were all in attendance to act as assessors and moderators for the trade test, this to ensure the objectivity of the results.

The launch of the centre is aimed at improving the students' chances to enter the labour market with enhanced vocational capacities in order to promote career development and help individual students to secure sustainable and well-paying jobs.

Xolelo Brian Phike, Northlink TVET College's CEO, expressed his profound enthusiasm about the opening of the Trade Test Centre and was happy that the College has become a proud advocate and pioneer in the TVET sector.

He thanked all those who invested time and resources in supporting all the efforts aimed at seeing to it that the launch of the Trade Test Centre was a success. He also expressed his well wishes to the first-generation of Trade test students who embarked on their trade test journey at the College. The Trade tests will continue throughout until all 32 students have concluded their trade test.



TSC College Principal Adv. Joe Chiloane, the High Commissioner to India and Lesotho Jadeep Sarkar, Deputy Minister of Higher Education, Science and Innovation Buti Manamela and TSC Council Chairperson Msebenzi Skosana outside the newly launched Gandhi-Mandela Centre of Specialisation



# Senior Sous Chef determined to climb the ladder

*Supplied by Nashveer Nemesar*

We are proud to celebrate Werner Reichert, a former Professional Cookery student at False Bay TVET College. Reichert is now employed as a senior sous chef at Rob's Golf Cuisine at the Steenberg Golf Club since 2011, where he is responsible for the food and beverage operations, manages the kitchen and junior staff, and ensures the best quality is maintained.

He topped his class, receiving the award for Best Hospitality Student in 2006. Currently residing in Diep River, Reichert grew up in Tokai surrounded by a tight-knit community. It was through these relationships that he first came to learn about food and cooking.

Reichert is determined to climb the corporate ladder and achieve success in all aspects of his life. He says he's grateful to Mariaana Herne (Campus Manager of Muizenburg Campus) for their valuable contributions during his False Bay TVET College days.

Expressing his appreciation of Robert Heeger, his current employer, for sharing with him all the tricks of the trade, Reichert says, "The food service delivery industry is constantly changing, with new trends and foods being introduced. I am in the fortunate position to be catering to a market that welcomes innovative culinary experiences, which gives me a chance to provide exceptional dining experiences. This makes my career very rewarding."

False Bay TVET College is incredibly proud of Reichert.



*Reichert topped his class, receiving the award for Best Hospitality Student in 2006*



*Werner Reichert, a former Professional Cookery student at False Bay TVET College, is now employed as a senior sous chef at Rob's Golf Cuisine at the Steenberg Golf Club*



# Magcaba leads the way at SMG Toyota Hillcrest

*Supplied by Nashveer Nemesar*

Growing up, Magcaba was fascinated by the motoring industry, with a keen eye for automobiles and engines. He was so passionate about following his dream career path that he asked his parents to transfer him to an area where studying Mechanical Engineering was offered at college level. He ended up at Elangeni TVET College, where he studied Mechanical Engineering, with a focus on Automotive Studies (Motor Mechanics).

After graduating, Magcaba was awarded a 12-month internship through a partnership between Elangeni TVET College and SMG Toyota Hillcrest, as a result of the Competency Based Modular Training Apprenticeship Program that was granted to the College's Business Unit by MerSETA.

For Magcaba, motor mechanics is not just a job but a calling. He began his workplace experience in January 2021, during the pandemic, and will be required to undergo another 12-months of training at a trade centre. Magcaba performs a range of duties as a motor mechanic, such as ordering new vehicle components, replacing broken parts, inspecting wheel alignment and tyres, engine tuning, oil checking, and running computerised diagnostic checks on vehicles to ensure that everything is working properly.

He explained that he does his best every day, "I focus on maintaining my composure while working under pressure. I even go to the extent of turning my cellphone off during working hours to

ensure I am not distracted by unnecessary conversations".

Magcaba is cautious to ensure he doesn't overlook anything when maintaining a vehicle, as even a single error can have catastrophic consequences. And he's learning fast. "I am able to service any Toyota vehicles on my own. In addition, I am able to change linings in 4x2 and 4x4 vehicles, balance wheels, change clutches, and work on front and rear brakes" he explained.

The 23-year-old identifies himself as a goal-oriented person especially during his studies at Elangeni TVET College, as he was always on time for class and spent additional time at the library. In fact, his current position as an "appi" (apprentice) at SMG Hillcrest Toyota bears testament to his dedication to mastering his job when he was nicknamed 'quick learner' by his colleagues.

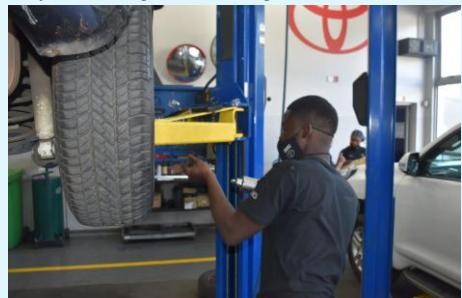
He goes on to say that positive thinking, self-motivation, honesty and loyalty are his best qualities. He added, "To be a mechanic, you need to be active, self-sufficient, and a strong team player. When given instructions, you must be able to follow them. Under pressure, you must be able to perform well. Above all else, you need to be on time and disciplined".

Magcaba says that he owes a debt of gratitude to Elangeni TVET College for providing him with the information and experience he needed to succeed in the engineering sector with his Campus Manager Mpilenhle Zungu, being a source of pride and support for him.

SMG Toyota Hillcrest recently employed Magcaba on a permanent basis as a result of his outstanding performance. Magcaba hopes to someday give back by partnering with Elangeni TVET College at the Automotive Workshop at the KwaDabeka Campus to lecture students.



*Smiso Magcaba with Elsa Mollentza, the After Sales Service Manager at SMG Toyota Hillcrest, and Thabani Sibiya from Elangeni TVET College*



*Smiso Magcaba setting the wheel alignment on a motor vehicle at the SMG Toyota Hillcrest Workshop*



*Smiso Cedric Magcaba pictured on site at the SMG Toyota Hillcrest Workshop*



# Top achiever inspires other artisans

*Supplied by Nashveer Nemesar*



*Khanya Sele is an Engineering and Related Design student at Boland TVET College and is extremely passionate about her field of study*

**K**hanya Sele is a former Engineering and Related Design student at Boland TVET College. Sele, commenced with her studies at the Worcester Campus in 2019 and completed at the end of 202.

Sele is passionate about her field of study. She explained, "This course offers great opportunity for growth especially taking into account that we are in the midst of 4IR. It really offers you room to grow and show what you are capable of. This is especially true for women pursuing this career path." In her opinion, the fact that a learner

receives theoretical as well as practical skills and knowledge places you above the rest when entering the job market. This young aspiring artisan has big dreams. In 10 years she sees herself as an engineer being able to create jobs through her own company for other young aspiring artisans.

The entrepreneurial skills taught to students during their time at a TVET College empowers them to start their own business and become not only a positive influence in their own communities but also an example of what can be achieved.

Her message to prospective students is to make sure they do some research to ensure they enroll for the correct course. Sele is a true advocate for the development of women artisans. "Do not think just because you may be smaller in stature that you cannot take up a prominent space in any workshop. Women can do anything they put their minds to and in many instances outshine their male counterparts."



*Khanya Sele is part of the Boland College SRC and also a top performer in her class*

Not only was Sele part of the Boland College SRC but also a top performer in her class. She is proud to have been part of one of the top performing TVET Colleges in the Western Cape.



# TVET Career Guidance on Office Administration

Make the right career choice

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# TVET Career Guidance on Office Administration

## What is Office Administration?

Office administration is the process of overseeing the day-to-day activities of an office. An employee who performs these activities is called an office administrator or office manager.

## What are the duties and tasks of an Office Administrator?

An Office Administrator carries out various duties, including:

- organising files;
- answering telephone calls and responding to e-mails;
- sorting mail;
- assisting with inventory (stock) control;
- providing secretarial duties;
- supervising and coordinating activities of staff;
- overseeing junior staff; and
- interacting with clients.

## What skills and abilities are required to become an Office Administrator?

The person must:

- be able to supervise others;
- have good oral and written communication skills;
- have the ability to work with computers; and
- have good organisation skills.

## Office administrators should be capable of using the following office equipment:

- Computers;
- Filing systems;
- Voice messaging systems;
- Fax machines; and
- Photocopier machines.

## What are the minimum entry requirements to study Office Administration?

At a TVET College, the normal entrance requirements for the Office Administration course are:

- **NC(V) Programme** in Office Administration: Grade 9 Certificate + college requirements set per programme.
- **NATED Programme** in Management Assistant: Grade 12 Certificate or NC(V) Level 4 Certificate in Office Administration.

## What should I do if I want to become an Office Administrator?

- Visit or contact a TVET College nearest to you to enquire about the entrance requirements to do the Office Administration or Management Assistant course;
- Visit companies to gain more knowledge about the field and what it entails;
- Contact DHET Career Development Services to provide you with free quality career information, advice and counselling services on 086 999 0123 or e-mail: [careerhelp@dhet.gov.za](mailto:careerhelp@dhet.gov.za)
- Go for an aptitude test to help understand if a career as an Office Administrator is for you; and
- Attend Career Exhibitions in your area to liaise with higher learning institutions and obtain application forms.

## Students who complete the Office Administration course at a TVET College can be employed as an:

- Administrative Officer/Clerk;
- Personal Assistant (PA);
- Receptionist;
- Secretary;
- Transport Administrator.
- Hospital Administrator; and
- Inventory and Supply Officer.

**To study Office Administration:** [www.tvetcollleges.co.za](http://www.tvetcollleges.co.za)

**For more Career Guidance:** [www.careerhelp.org.za](http://www.careerhelp.org.za)



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## PUBLIC TVET COLLEGE OFFICE CONTACT DETAILS

Keep this page as a reference and visit [www.tvetcolleges.co.za](http://www.tvetcolleges.co.za) for further information.

College Name	Principal	Telephone	Websites for contact
<b>EASTERN CAPE</b>			
Buffalo City	<i>Mrs P Madzeke (Acting Principal)</i>	043 704 9201/743 4254	<a href="http://www.bccollege.co.za">www.bccollege.co.za</a>
Eastcape Midlands	<i>Mr Charl van Heerden</i>	041 995 2000	<a href="http://www.emcol.co.za">www.emcol.co.za</a>
Ikhala	<i>Ms Tulethu Njengele (Acting Principal)</i>	047 873 8843/5	<a href="http://www.ikhala.edu.za">www.ikhala.edu.za</a>
Ingwe	<i>Mr Bheki Nkonyane</i>	039 940 2142	<a href="http://www.ingwecollege.edu.za">www.ingwecollege.edu.za</a>
King Hintsa	<i>Ms Noluthando Balfour</i>	047 401 6400	<a href="http://www.kinghintsacollege.edu.za">www.kinghintsacollege.edu.za</a>
King Sabata Dalindyebo	<i>Mr L Mswane (Acting Principal)</i>	047 505 1003	<a href="http://www.ksdcollege.edu.za">www.ksdcollege.edu.za</a>
Lovedale	<i>Mr Mandla Manaka (Acting Principal)</i>	043 604 0700/01	<a href="http://www.lovedalecollege.co.za">www.lovedalecollege.co.za</a>
Port Elizabeth	<i>Ms Jessie Figg (Acting Principal)</i>	041 509 6004/6	<a href="http://www.pecollege.edu.za">www.pecollege.edu.za</a>
<b>FREE STATE</b>			
Flavious Mareka	<i>Ms Florence Chechile (Acting Principal)</i>	016 976 0815/0829	<a href="http://www.flaviusmareka.net">www.flaviusmareka.net</a>
Goldfields	<i>Mr Francis Mahlangu</i>	057 910 6000	<a href="http://www.goldfieldsfet.edu.za">www.goldfieldsfet.edu.za</a>
Maluti	<i>Mr Veli Mabena</i>	058 713 3048/6100	<a href="http://www.malutitvet.co.za">www.malutitvet.co.za</a>
Motheo	<i>Prof Marianna Phutsisi</i>	051 406 9300/1	<a href="http://www.motheotvet.co.za">www.motheotvet.co.za</a>
<b>GAUTENG</b>			
Central Johannesburg	<i>Mr Mpho Diago (Administrator)</i>	011 351 6053	<a href="http://www.cjc.edu.za">www.cjc.edu.za</a>
Ekurhuleni East	<i>Ms Happy Sibande</i>	011 736 4400/730 6600	<a href="http://www.eec.edu.za">www.eec.edu.za</a>
Ekurhuleni West	<i>Mr Nyelisani Mudau (Acting Principal)</i>	011 323 1600	<a href="http://www.ecw.edu.za">www.ecw.edu.za</a>
Sedibeng	<i>Mr George Motapo</i>	016 422 6645	<a href="http://www.sedcol.co.za">www.sedcol.co.za</a>
South West Gauteng	<i>Mr Joseph Mnyamane (Acting Principal)</i>	086 176 8849	<a href="http://www.swgc.co.za">www.swgc.co.za</a>
Tshwane North	<i>Ms Thembisa Tsibogo</i>	012 401 1950	<a href="http://www.tnc.edu.za">www.tnc.edu.za</a>
Tshwane South	<i>Mr Joseph Chiloane</i>	012 401 5000/6/73	<a href="http://www.tsc.edu.za">www.tsc.edu.za</a>
Western	<i>Mr Tshepho Ngcobo</i>	011 692 4004	<a href="http://www.westcol.co.za">www.westcol.co.za</a>
<b>KWAZULU-NATAL</b>			
Coastal	<i>Dr Ndoda Biyela (Administrator)</i>	031 905 7000/3/4	<a href="http://www.coastalkzn.cao.za">www.coastalkzn.cao.za</a>
Elangeni	<i>Ms Zodwa Aryetey</i>	031 716 6700	<a href="http://www.elangeni.edu.za">www.elangeni.edu.za</a>
Esayidi	<i>Ms R Boodenstein (Acting Principal)</i>	039 684 0110	<a href="http://www.esayidifet.co.za">www.esayidifet.co.za</a>
Majuba	<i>Mr Sanele Mlatshwa</i>	034 326 4888	<a href="http://www.majuba.edu.za">www.majuba.edu.za</a>
Mnambithi	<i>Mr Chris Ndela</i>	036 631 0360	<a href="http://www.mnambithicollege.co.za">www.mnambithicollege.co.za</a>
Mthashana	<i>Mr Gabriel Dimba</i>	034 980 1010	<a href="http://www.mthashanafet.co.za">www.mthashanafet.co.za</a>
Thekwini	<i>Mr Nkosinathi Mchunu</i>	031 250 8400	<a href="http://www.thekwinicollge.co.za">www.thekwinicollge.co.za</a>
Umfolozi	<i>Mr Jomo Jacobs</i>	035 902 9503	<a href="http://www.umfolozicollge.co.za">www.umfolozicollge.co.za</a>
Umgungundlovu	<i>Ms Patricia Ntombi Ntshangase</i>	033 341 2102	<a href="http://www.ufetc.edu.za">www.ufetc.edu.za</a>
<b>LIMPOPO</b>			
Capricorn	<i>Mr Lekau Mamabolo</i>	015 880 0281	<a href="http://www.capricorncollege.edu.za">www.capricorncollege.edu.za</a>
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Northern Cape Urban	<i>Mr Brian Madalane</i>	053 839 2060/2061	<a href="http://www.ncutvetcollege.edu.za">www.ncutvetcollege.edu.za</a>
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Taletso	<i>Mr MZ Nkomo (Acting Principal)</i>	018 384 6213/2346/7/9	<a href="http://www.taletsofetcollege.co.za">www.taletsofetcollege.co.za</a>
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<b>WESTERN CAPE</b>			
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