2021: A Year of Hope

It's hard to grasp that we're already more than 90 days into 2021. And we're all hoping that this year is better than the last. We have made a positive start. The 2021 academic year is underway with students, lecturers and all other staff adjusting to the new way of life. As always, we are grateful for the support from Higher Health in guiding health protocols on campus, especially as this allows more time for students to focus on achieving their best.

On the subject of achievement, the first edition of TVET College Times this year has a keen focus on high-flying students whose doing well in their studies, as well as those who've left the classroom and are making their impact in the world of work. You'll get to read about two high flyers from KwaZulu-Natal who are using the skills they learned at a TVET college to wow their customers. We also have news about an electrician from Gauteng, who was inspired by the Decade of the Artisan pronouncement and is now super-serving his clients.

College management teams are also waving the TVET sector's flag high. You'll get to read about how Mopani South East TVET College, West Coast TVET College and False Bay TVET College have taken lessons learned during last year's lockdown to finding automated solutions that include an online student application system.

In this edition of TVET College Times, you'll also find out how Tshwane South West Campus is among the 26 Centres of Specialisation that the Department has established for 13 priority trades at various TVET colleges across the country.

And most exciting of all, you'll get to read about how a student placement project is Clicking into place.

We also bring you the details of the National Skills Fund R2,2 billion injection into TVET colleges as the entity finalises funding applications for the Capacity Building and Occupational Programmes Phase III Funding Window.

As you are aware, the TVET College Times team is busy revamping our offerings to you. We will no longer be printing copies of the publication but you may download and print copies from our website. We will also share the publication with all TVET college communicators to spread the word. The TVET College Times team is at your service to accept stories and other information about exciting developments at your campus. We are mindful of the economic impact that COVID-19 has had in all sectors of society, so the good news is that there's absolutely no cost to you. To find out more, please e-mail Tumelo Morobe Morobet@chet.gov.za.

Here's to an academic year filled with success! Please continue adhering to COVID-19 protocols.

Happy reading.

IN THIS ISSUE: Cover story

The focus is on TVET students on the road to success. We are proud to celebrate one of East Cape Midlands TVET College's Alumni, Amanda Nyoka. She is currently one of the leading celebrity make-up artists in the country. Recently, she did the make-up for local superstar Moonchild Sanelly.

Page 1

From the Minister

Page 4

Cutting Edge News

Page 7

Campus Matters

Page 18

Artisan Development

Page 21

Movers and Shakers

Page 23

Career Development

CONTRIBUTORS

Eastcape Midlands TVET College: Olawumi Odimeji (Communications Supervisor), Ekurhulen West TVET College: Maanda Mayele, Marketing and Communication Manager, Dikeleli Mankwente (Marketing Trainee), West Coast TVET College: Ivan Swart (Communication Manager), Lunga Luthuli (Public Relations Officer), Majuba TVET College: Thobile Tshabalala (Journalist Trainee), False Bay TVET College: Colleen Brennon (Marketing Manager), Melanie Vermaak (Academic Head), Roshin Schmidt (Marketing Officer), Vhembe TVET College: Makaroka Phaphiwe (Public Relations Officer), Buffalo City TVET College: Eyethu Mfazwe (Marketing and Communications Intern), Department of Higher Education and Training: Xola Mpengesi, Sello Sethutsha (Director: Lecturer Development and Support), Khanyisa Ngwunzi (Director: Public Relations), Siyabonga Nxumalo (Assistant Director: Communications), NSFAS: Mandy Abrahams (Acting Marketing and Brand Manager), HIGHER HEALTH: Anuysla Naido (Executive Manager in the CEO's Office)
Working together to build a new economy

I am pleased that through the National Skills Fund and the Agri-SETA joint funding, we will be providing bursaries to approximately 4000 students who are studying at agricultural colleges, using the NSFAS criteria. Such students are currently not being funded by NSFAS.

This funding will ensure that we continue to step up support for black small-scale farmers and the implementation of the poultry master plan and the sugar master plan, amongst others. We will ensure that we work very closely with the Department of Agriculture and Agrarian Reform to also restore the physical infrastructure of these agricultural colleges.

I must indicate that the student funding policy of Government, which is provided to support students from poor and working class backgrounds, (that is from families earning less than R350 000 per year), is a comprehensive one because it provides support for both academic access and success.

We know that while access to appropriate support for students in full-time study is one of many factors that support student success, it is indeed one of the most important. This is why Government has committed such substantial funding to support students in public TVET colleges and universities. In many respects student support exceeds the earnings of many workers earning minimum wages, and those who even earn below the minimum wage.

Government also has to ensure that it is able to meet other critical social obligations including social grants, support for school nutrition programmes, and effective support to the health system. These are the difficult balances that Cabinet has to take into account when determining support for social expenditure.

I acknowledge that this period has been stressful for many prospective students wishing to enter post-school institutions, as well as for their families. I hope I have provided some assurance of the commitment of our Government to addressing the funding needs of students from poor and working-class backgrounds in our higher education system, albeit under extreme difficult fiscal conditions. I look forward to a successful and peaceful academic year, and once again urge for all stakeholders to ensure constructive engagement around all issues they may face.

I want to take this opportunity to restate our vision and mission of the Department of Higher Education and Training that “of a South Africa in which we have a differentiated and fully-inclusive post-school system that allows South Africans to access relevant post-school education and training, in order to fulfill the economic and social goals of participation in an inclusive economy and society.

The Department’s mission is to develop capable, well-educated and skilled citizens who are able to compete in a sustainable, diversified and knowledge-intensive international economy which meets the developmental goals of the country.

This is our vision and mission to which Government is fully committed. I wish you all a safe, healthy and peaceful academic year. Let all remember to keep all COVID-19 health and safety protocols.
TVET Career Guidance on Boilermaking
Make the right career choice
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 Boilemaker 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 Boilemaker 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
- Go for an aptitude test to help understand if a career as a Boilemaker is for you; and
- Attend Career Exhibitions in your area to liaise with higher learning institutions and obtain application forms.

To study Boilermaking: www.tvetcolleges.co.za
For more Career Guidance: www.careerhelp.org.za
Public TVET colleges in South Africa will receive a R2.2 billion injection from the National Skills Fund (NSF) as the entity is finalising funding applications for the NSF Public TVET Colleges’ Capacity Building and Occupational Programmes Phase III Funding Window. The funding is towards occupationally-directed programmes from the 2021 academic year up to 2024 and spans apprenticeships, learnership, skills programmes, work-integrated learning, capacity building, as well as specialised equipment.

NSF Executive Officer, Muvuyisi Macikana, says the recent allocation by the NSF to TVET colleges over the next three years follows the R6.7 billion already invested by the NSF in the public TVET college sector, all of which is aimed at supporting the capacity building, expansion and growth of the country’s 50 public TVET colleges.

The NSF has funded the public TVET colleges since 2013, a concerted effort by the entity to support the Department of Higher Education and Training (DHET) in its bid to creating equitable access to quality post-school education and strengthening the positioning and programme offering at TVET colleges in particular. The phase III funding injection builds on the existing interventions funded by the NSF such as the TVET College Connectivity Project (TCCP) that promises to enable the creation of a new realm of technologically enabled education and training, capacity building for campus managers, the TVET campus construction projects in the Eastern Cape, KwaZulu-Natal, Limpopo and Mpumalanga provinces the NSF co-funded with the sector education and training authorities (SETAs) and the artisanal Centres of Specialisation (CoS) Programme now into its third year.

“All public TVET colleges submitted applications in this window, with 40 of 50 college applications already processed through NSF governance structures and the remaining 10 to be concluded by the end of March,” Macikana says. “The next step will be obtaining the approval of the accounting and executive authorities (the Director-General of Higher Education and Training and the Minister of Higher Education, Science and Innovation, respectively) for the funding allocation per college and entering into contractual agreements.”

The NSF public TVET Colleges Capacity Building and Occupational Programmes Phase III Funding Window opened on 4 May 2020 and closed on 30 September 2020. Most college applications were submitted to the NSF in the last week of September, and this, coupled with instances where the NSF had to intervene to assist colleges that did not submit adequate proposals contributed to the delays in concluding the funding processes.

The funding allocations in this new window have been informed by individual college requests, spending history of previously funded initiatives, performance history in terms of throughput and learner success and relevance of interventions given the respective localities, regions and/or provinces they are servicing. Towards contributing to the Government’s District Development Model, a special allowance for rural-based colleges is included in the funding allocations for 2021 to 2024.

With 34 colleges having utilised half or more of their allocation from the NSF phase II funding by the end of February 2021, the conclusion of the new funding application processes will bode well for the colleges’ enrolment plans for the next three academic years. In February, the phase II expenditure amounted to R1, 6 billion of the allocated R2.3 billion (67%). Taletso in North West and Umfulozi in KwaZulu-Natal had utilised their phase II funding in full, followed by Boland in the Western Cape with 97% expenditure and Lведен in the Eastern Cape with 96%.

NSF investment in public TVET colleges, 2013-2024:

- R2.2 billion committed towards occupationally-directed programmes from the 2021 academic year up to 2024. The funding is for apprenticeships, learnership, skills programmes, work-integrated learning, capacity building, as well as specialised equipment.
- R2.3 billion approved funding from 2016 to train beneficiaries in different learning programmes including learnerships, occupational programmes, apprenticeships, skills programmes, National Certificate Vocational (NCV) and National Accredited Technical Education Diploma (Nated) programmes, as well as work-integrated learning.

- R2 billion towards funding learner enrolments in the NCV and Nated programmes from 2013 to 2015, in line with the call to the TVET college sector not to turn away deserving students on account of limited funding for the Ministerial approved enrolments. The NSF funding subsequently focused on occupational programmes and workplace-based learning for TVET college learners.
- R2.5 billion towards constructing 13 new TVET college campuses in rural or semi-rural areas of the Eastern Cape, KwaZulu-Natal, Limpopo and Mpumalanga provinces. This infrastructure development, financed by the NSF for R1.5 billion and sector education and training authorities (SETAs) for R1 billion, has seen 3 campuses launched in 2019 and construction works at 10 campus sites continuing in 2021.
- R151 million towards creating 26 Centres of Specialisation (CoS) related to 13 priority trades at 19 public TVET colleges. The CoS apprenticeship programme has been operational since 2019 is also supported by the SETAs by way of a discretionary grant to participating employers and 94% of the budget allocated by NSF spent.
- R246 million towards connecting all 256 TVET college campuses to South African National Research Network (SANReN) through the TVET Colleges Connection Programme for high-speed internet connectivity and to install campus WiFi, effectively gearing the public TVET colleges towards playing a meaningful role in the fourth industrial revolution.
- R519 million towards strengthening financial management and human resource management capacity in the public TVET and community education and training (CET) college system in partnership with the South African Institute of Chartered Accountants (SAICA).
When partnering with the private sector just 'Clicks' into place

Let what Clicks has done become the order of the day! You’ll agree too when you find out about the incredible partnership that the DHET TVET team has managed to secure.

The project began in 2017 to create a mutually-beneficial partnership with TVET colleges where TVET students can complete their integrated work experience while gaining skills and competencies in the world of work. In time, the learners may also be given the opportunity to create a career path at Clicks into management and other positions with the relevant coaching, training and support.

The significance of the DHET Clicks student placement project is the role it can play in making TVET colleges institutions of choice. When students who enter the TVET system become employed in large numbers, it encourages more students to enter the system. The confidence that parents and students have in the TVET system will be greatly enhanced.

Nick Baikrishen champions the Clicks project on behalf of the DHET and is also our TVET Regional Manager: North West and Mpumalanga. He explained that since the beginning of the project, 921 TVET students (mainly Business Management N6) were enrolled for the 18 month Clicks internship programme.

"Of these 921, 50% have completed the programme and their logbooks have been filled in, quality assured and submitted. The most exciting news is that of the 457, 205 students have been permanently employed", a beaming Baikrishen explained. And the news gets better. Twenty of the students have been placed on the 'Training Store Manager Programme' which means we will soon have our first Clicks Store Manager from the project.

By January 2021, the number of TVET college students placed in casual positions exceeded 2,000 and this cohort includes NOC students. Baikrishen says he’s grateful to the Clicks’ executive management team as well as Regional Managers and College Principals for their ongoing support which ensures success of the project.

Clicks management has pledged to place a further 400 N6 students in the 18-month internship programme by June this year with an additional 500 in 2022 and 600 in 2023.

In addition, Clicks committed to employing 2000 TVET students per year in casual positions over the December/January period for the next three years.

Celebratory dinner between Clicks Executive Management and ADDG Aruna Singh and Regional Managers (prior to the pandemic)
Funding & support for TVET college students through NSFAS is on the rise

The National Student Financial Aid Scheme (NSFAS) is a state-owned entity tasked with administering government funds to pay towards higher education and training for deserving students from disadvantaged backgrounds. The scheme reports to the Department of Higher Education and Training (DHET) and is given an annual budget from the government to execute this mandate.

Since the announcement of fee-free education in December 2017, NSFAS has seen a steep rise in the number of applications received annually, with over 400,000 applications received for the 2019 academic year, over 540,000 for 2020, and a whopping 813,938 which almost doubled over the last three years. With the introduction of fee-free higher education, the maximum household income to qualify for NSFAS funding increase from R122,000.00 to the new R350,000.00 per year, this has opened the funding opportunity to hundreds of thousands more South Africans.

Also on the rise over the past three years has been the number of TVET colleges onboarded onto the NSFAS disbursement platform where students receive their allowances directly from NSFAS; since 2018 with only 11 TVET colleges using the then NSFAS eBux platform now in 2021 students at 44 of the 50 TVET colleges receive their allowances directly from NSFAS as they are spending their allowances using the NSFAS Wallet platform. The NSFAS Wallet platform enables students to take responsibility for the allowances they receive and can be spent through a USSD accessed by the funded student’s cellphone number.

The DHET investment into the TVET college sector through NSFAS has greatly increased over the years as TVET colleges are at the epicenter of dealing with some of the social ills that our youth and society face on daily a basis. In the 2019 to 2020 financial year the financial investment for TVET college students through NSFAS bursaries has increased by 26.2% and amounts to 6.517 billion. This increase in funding has presented a good opportunity for DHET and NSFAS to introduce standardisation allowances in the TVET college sector in 2019.

We also know that for TVET colleges to achieve their mandate, they need full support from all relevant stakeholders both public and private sectors. NSFAS is thus one of the most important and critical stakeholders in ensuring that all qualifying TVET college students receive the necessary financial support for them to gain access to the post-school education sector.

As a public entity, we continue to identify innovative ways to support our students. One of these innovations include the updated NSFAS Wallet Unlock Process. Students who attempt to access their NSFAS Wallet but are notified that their accounts are locked after dialing the *120*176# using the cellphone number registered with NSFAS maybe due to fraudulent activity NSFAS identified on the account. Your account gets locked after numerous failed attempts to access your account, so to prevent fraudsters from accessing your funds we lock your account. But you can now unlock your account any time of the day using your cellphone number and the USSD, here are the steps:

1. Dial *120*176# from your cellphone
2. Click the option Unlock with OTP
3. A One Time Pin (OTP) will be sent via SMS to your cellphone.
4. Then type in the OTP and press enter.
5. You will receive another notification stating that your account is unlocked. You can now access your NSFAS Wallet account.

For students who need assistance to have their accounts unblocked or reset, the following steps are required:

To reset a NSFAS Wallet account, you must provide a copy of your ID as well as your cellphone number and email address to the NSFAS consultant.

- Log on to his/her myNSFAS account by going to www.nsfas.org.za
- Click myNSFAS.
- Log into the account
- Click chat.

One of our friendly consultants will assist with resetting the NSFAS Wallet account.

To unlock the NSFAS Wallet account, you must send an email to unlock@nsfas.org.za

Make sure to provide the following in your email:

- Copy of ID (Smart card we require both sides)
- ID number
- Cellphone number and email address
- Full names and Surname
- Physical and/or postal address
- Institution name and
- A full description of their query

Now before you call us for your application results or to enquire about your funding, create a myNSFAS account and track your status anytime and anywhere with a cellphone or computer. Through your myNSFAS account we can share important information with so you but most importantly a myNSFAS account is needed before we pay registration, tuition, and allowances.

So, if you do not have an active account, follow these steps:

1. Have a valid copy of your South African ID or unbridged birth certificate copy before you register your profile, a cellphone number, and an email address.
2. Go to www.nsfas.org.za and click the myNSFAS tab on the top of your screen
3. Click register and fill in the information requested on screen.
4. Upload a copy of your ID or birth certificate and click register.
5. A One Time pin (OTP) will be sent to the cellphone number and email address you provide.
6. Type in the OTP to complete registration.
7. Done, you now have a myNSFAS account. Log in frequently to track the status of your funding and for any updates from us.

NSFAS is currently communicating 2021 funding results through the myNSFAS portal and applicants are required to track their application results by logging into their myNSFAS accounts which can be accessed on the NSFAS website www.nsfas.org.za. It is important for applicants to frequently log into the myNSFAS portal as NSFAS notifies applicants through the portal if any outstanding information is needed to complete the evaluation of the application. Many applicants do not submit the required supporting documents which is needed in order for NSFAS to process the application. The common outstanding documents are a clear ID/ birth certificate of the application, guardian, parents or spouse; the proof of income of the applicant, parents, guardian or spouse; a clear copy of the signed Declaration Form which confirms that the applicant is a vulnerable child. For applicants with a disability, it is important to submit a clear and completed Disability Annexure A Form or a medical report. All NSFAS applicants are thus urged to create a myNSFAS account or reset accounts that are locked.

As the scheme continues to service applicants and students during the COVID-19 pandemic various channels have been made available for queries:

Tel: 08000 67327
Email: info@nsfas.org.za
Facebook: National Student Financial Aid Scheme
Twitter: myNSFAS
Instagram: myNSFAS

For more information on NSFAS funding and the funding processes visit www.nsfas.org.za
Blended learning for future teaching and learning

The country is slowly getting back to full teaching and learning, and West Coast TVET College in keeping up with technology, and in curbing the spread of coronavirus, has adopted a blended learning approach to teaching and learning.

The pandemic has forced many academic institutions to make a fast switch to the new normal. A blended learning system uses a combination of online and offline interactive resources with pre-installed apps that are aligned with the South African curriculum. It also sees situations where teachers can indeed still teach their whole class, even if they are in two different classes due to the necessary restrictions on contact teaching and learning.

This has seen enhancement of lecturers’ skills and students’ appreciation of keeping up with digital age for teaching and learning.

West Coast TVET College, Deputy Principal for Innovation and Development, Rhazia Hamza says “As an institution, 2020 was a challenging year not only for West Coast TVET College but the education sector. Adopting blended learning for teaching and learning is another way we as a College strive to remain an internationally recognised TVET institution responsive to the skills development and training”.

This approach has meant the investment in the needed tools and infrastructure that will allow this form of teaching and learning to be implemented. “Given the complexity and uncertainty brought on by the pandemic, it is only natural for the college to move with the times in the provision of quality education and this is another of many initiatives to ensure West Coast TVET College is not left behind,” says Nomathemba Dapula, Deputy Principal for Academics.

For many institutions, blended learning has become necessary. The blended teaching and learning will continue throughout the year as more than 5700 students will be taught.

Mobility scooter for Majuba TVET College student

Majuba TVET College recently purchased a mobility scooter using the Colleges’ Special Needs Education (SNE) budget. 26-year-old Samukelisile Zwanedi, an Office Assistant student at the IT and Business Campus is the beneficiary of the mobility scooter.

“I feel very excited because I now have got something that will take me everywhere I want to go,” stated Zwanedi.

I want to thank everyone who supported me, the Campus Manager, the Student Support Services Manager and Subal Bhodram for the endless support they have showed me,” stated the emotional Zwanedi.

Campus manager Florence Mabaso says she’s inspired. “Samukelisile is the first student with a disability on this campus.”

Her academic performance encouraged and motivated us to work even harder to serve our communities,” she added.

Subal Bhodram, the Student Development Practitioner, said the project was a success because of the unity shown by all the relevant stakeholders.

College produces passionate lecturers

Three of False Bay TVET College’s Westlake Campus lecturers are giving back to the communities that inspired them.

Nuha Amos, a Boilermaking lecturer completed her NCV (V) Boilermaking and Fabrication L1-L3 from 2010-2012. She completed her apprenticeship with Damen Shipyards and was Trade Tested in 2014. She attained further industry experience and returned to the college at the beginning of this year to lecture.

In the Colleges Electrical Department, Aphwile Adonis was also a NCV (V) student and thereafter N1-N3 TVET student. He completed his apprenticeship with ARMSCOR Dockyard and Trade Tested in July 2015. After gaining further industry experience at an electrical manufacturing company in Gauteng, he discovered his passion for training and skills development. At the age of 28, Adonis is the college’s CBMT Electrical Lecturer.

Shifting focus to the Automotive Spray-Painting workshop, Jeven Daniels is one of the facilitators in the Occupational Automotive Spray-Painting Qualification offered at the Westlake Campus. What makes this a special story is a journey that Daniels has travelled. He matriculated in 2004 and like many matriculants, he was unsure of what career path to follow. Through a casual employment tenure at an acquaintance’s panel shop, his passion for cars and autobody repair was ignited. He registered at False Bay TVET College, Westlake Campus, in 2005 to attain his N1 and N2 in Automotive Spray Painting. Daniels knew at this stage already that he would return as a lecturer, once he completed his industry experience.

Daniels clocked-in 13 years industry experience at various reputable panel repair operations. In March 2018, he took the plunge and left the industry and joined the college as a facilitator and has since done Assessor and Moderator training. He played a critical role in preparing students for the WorldSkills International Competition. For the last two competitions, the South African Gold medal winner has been a student from Westlake Campus. This is testament to the incredible training of the students.
TVET Career Guidance on Electrical Engineering

Make the right career choice

TVET Colleges of South Africa

DHET

HigherEduTrainingZA
TVET Career Guidance on Electrical Engineering

What does an Electrician do?
An Electrician works in commercial, industrial or residential settings. They usually install, repair and maintain electrical systems designed to provide heat, light, power, control, signal, or fire alarms, for all types of buildings, structures and premises.

What are the duties and tasks of an Electrician?
- Installing electrical distribution and control equipment such as switches, relays, circuit breaker panels and fuse enclosures;
- Reading and interpreting electrical, mechanical and architectural drawings and electrical code specifications to determine wiring layouts;
- Cutting, threading, bending, assembling and installing conduits and other types of electrical conductor enclosures and fittings;
- Pulling wire through conduits and holes in walls and floors;
- Installing data cabling or fibre optic systems; and
- Testing circuits to ensure integrity and safety.

What skills and abilities are required to become an Electrician?
- Good communication and reading skills;
- An aptitude for Mathematics;
- Mechanical ability, strength and manual dexterity;
- The ability to distinguish colours to work with colour-coded wiring;
- The ability to work at heights;
- The willingness to keep up with new developments in the field;
- The ability to create new ways of doing things;
- The ability to do very precise work expertly; and
- Ability to work at a variety of exciting tasks.

What are the working conditions of an Electrician?
Electricians usually work a 40 or 45 hour, five-day week plus overtime when required. In construction, there may be no guarantee of permanent work. Working conditions can change dramatically from one job to another, varying from indoors in clean conditions to outdoors on scaffolding, to indoors in cramped conditions (such as climbing inside ceilings). Electricians are also able to start their own small businesses.

What are the minimum entry requirements to study Electrical Engineering at a TVET College?
At a TVET College, the normal entrance requirements for the Electrical Engineering course are:
- NC(V) Programme:
  A Grade 9 Certificate + college requirements set per programme.
- NATED Programme:
  N1 admission – Grade 9 Certificate.
  N4 admission – Grade 12 with a pass in Mathematics + college requirements set per programme OR an NC(V) Level 4 Certificate in Electrical Infrastructure Construction.

What should I do if I want to become an Electrician?
- Contact Technical and Vocational Education and Training (TVET) Colleges to enquire about the entrance requirements to do the Electrical Engineering course;
- Visit Electrical Engineering training centres and companies to gain more knowledge about the field and what it entails;
- Contact D-NET 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
- Go for an aptitude test to help understand if a career as an Electrician is for you; and
- Attend Career Exhibitions in your area to liaise with higher learning institutions and obtain application forms.

Did you know: Electrical Engineering has different specialisations?
A student who intends to study in the Electrical Engineering field can choose to specialise in one of 3 areas.

The 3 areas of specialisation are Heavy current, Light current and Instrumentation.

1) Heavy current - concerned with the supply, distribution, transformation and use of electrical power. Work in this area entails working with high voltage power systems such as substations.
2) Light current - concerned with the application of low power electrical systems. Work in this area entails working on electronic circuits, low circuit voltages and currents.
3) Instrumentation - concerned with process control. It deals with the design of instrumentation devices to measure physical quantities such as pressure, flow and temperature. The design of such instrumentation requires a good understanding of physics that often extends beyond electromagnetic theory.

To study Electrical Engineering: www.tvetcolleges.co.za
For more Career Guidance: www.careerhelp.org.za
College cooks crowned champions

Cindy Menigo, West Coast TVET College Hospitality Lecturer, together with two of her hospitality students, Clyde Muller and Aqeedah Goodwin, took to the small screen and showed their opponents that the West Coast is not just a place to braai crayfish, but that food and skills are a winning combination.

The trio participated in the very exciting AflosKombuis (Roary Kitchen) cooking show that aired on DSTV Channel 147 in February 2021. The premise of the show is that three contestants each have 10 minutes to prepare a delectable dish for the panel of three judges and incorporating the main ingredients into their dish, all this while not speaking to each other.

Menigo says: “Clyde Muller and Aqeedah Goodwin both share my passion for food and the food industry and therefore they were the best and obvious choice when this opportunity came up. We all knew that this will not only be great exposure for us, but also for our college and the TVET sector as a whole and that excitement pushed us to be the winning team at the end of the day.”

“We at the Malmesbury Campus of West Coast TVET College believe in preparing our students that they indeed can walk out of the class and into the competitive world of work and overcome all the challenges with the skills and knowledge they have learnt at the college during their time with us,” added Menigo.

The trio walked away with R10 000 in prizes. The team can still be seen on DSTV Catch-Up by searching for AflosKombuis.

The yellow team Aqeedah Goodwin, Clyde Muller and Cindy Menigo after winning the cooking competition

An innovative, interdisciplinary Lecturer Capacity Building programme for the 21st century

Supplied by Sello Sethusha

**Project-Based Teaching and Learning for Electrical and Plumbing in-service TVET Lecturers**

Moving into the 21st century, in-service TVET lecturer development is a priority for the Department of Higher Education and Training and emphasis is placed on enabling TVET lecturers from all vocational pathways (CoS/DSSP, NC (V) and NATED) to acquire the skills and competencies required to move from ‘lecturer’ to ‘facilitator’ of industry-relevant and work-situated learning in the 21st century.

A core area in the joint collaboration between DHET and the Skills Development Programme for a Green Economy (SD4GE) II is the strengthening of the capacity of TVET personnel to move into their newly adapted role and identity.

The Skills Development for a Green Economy (SD4GE) II is a German Technical Cooperation Programme implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ).

Among the capacity building measures, an innovative capacity building of in-service TVET lecturers in the fields of Electrical & Plumbing (as exemplary trades) is being piloted through the Project-Based Teaching and Learning Programme (Module 1-3).

The training programme, which has been piloted since September 2020 (with a total of 60 Electrical and Plumbing lecturers) is a customised, modular approach to enable integrated, work-situated learning aligned to the needs of 21st century artisans.

The mainly virtual training concept does not only assist in-service TVET lecturers to facilitate project-based training (including latest green technologies), but also focusses on new ways of teaching and learning in a digital era using platforms such as a Moodle-Based LMS, Big Blue Button, Zoom, Ms Teams, virtual and 360 degree, live streams from industry sites).

Real-life project-based learning across trades

Key to the learning journey in the programme are real-life industry projects from the South African Plumbing and Electrical trade context. With the help of four external local and international Electrical and Plumbing experts, TVET lecturers are confronted with a client project which they have to resolve by going through an industry common full action cycle for a project.

**MODULE 1: Pre-loading and planning**

- Project-based advisory service, product information, pre-assessment of viability of the project

**MODULE 2: Preparation & Implementation**

- Inspection of implementation site, technical solutions, drawings, cost calculations, material, tools, relevant regulations, coordination planning, electrical, provision of material and tools, execution of installations in coordination

**MODULE 3: Quality Assurance & Evaluation**

- Compliance checks, functional checks, quality assurance

**MODULE 4: Commissioning and Client handover**

- Preparation of invoice, customer introduction and advice (operation, warranty, safety)

**MODULE 5: Integrated final assessment**

- Customer feedback, lessons learned for similar activities and projects

Each group intake to the programme includes 20 TVET lecturers (10 Electrical and 10 Plumbing), which is expected to collaborate with the other trade (as no tradesperson works in isolation), and to apply and draw from each other’s strengths and knowledge base in resolving the project.

Participants for the training measure apply to the training through online application and are recruited from different TVET pathways, i.e. CoS/DSSP programmes, National Certificate (Vocational) and NATED. This makes for a heterogeneous group composition.

The client project is initially presented through a 3D virtual setup and client documentation and is then later translated into a practical on-site installation session in industry, which closely reflects the virtual scenario in an actual “Wendy house” setup. The training consequently combines virtual reality for planning purposes with a replicated actual set-up on site.

The project envisages building competence in the following areas:

**Project-Based Teaching and Learning Methodologies in dual training programmes:**

- Proficiency in project-based lesson planning, assessments, gap analysis and evaluations

**Industry and Workplace-Based Teaching and Learning:**

- Real-life Industry projects for contextualised learning (from client requests, planning, implementation, quality assurance and client handover)

**Digital competence:**

- Applying virtual and digital tools in 21st century teaching and learning

**Technical competence across trades:**

- Proficiency in industry-located environments as per latest industry standards (SANS) and across trades (Electrical and Plumbing)

**21st century competencies:**

- Interdisciplinary thinking in cross-trade teaching teams, flexibility, adaptability, problem-solving, creativity, teamwork, leadership

Are you an Electrical or Plumbing lecturer, or would like to sign up one of your staff members?

Our next group roll-out is scheduled for 12 July 2021 to 17 September 2021.

Continued to next page......
Prize Awards

GIZ S4DGE is sponsoring digital learning prizes (EduBoard, Vive Virtual Reality Goggles) for the best TVET lecturers in each group. The prizes go to the respective TVET College to be utilised in digital learning implementation. The first two groups have already awarded their best lecturers:

The Group 1 winners are:
1st Prize (EduBoard): Joyce Nombumo Ngcobo - EWC (Kempton Park)
2nd Prize (Virtual Reality Goggles): Masilo Mosia - CJC (Ellis Park Campus)

The Group 2 winners are:
1st Prize (EduBoard): Luvuyo Cita - Flavius Mareka College (Kroonstad Campus)
2nd Prize (Virtual Reality Goggles): Ziporah Magano - Tshwane South College (Atteridgeville Campus)

Participants’ feedback

“One of the biggest aspects that I take away from the training is the real world problem solving. Many of our learners are not exposed to real life problems and only deal with those once they leave the college. By exposing them to project-based learning they will be equipped to deal with these problems. They will also be made aware that their education at the college is not an academic exercise, but preparation for industry.”

“I highly appreciate the opportunity to be part of this team. It was a very good start. It was wonderful. It took me to my old days as an “apple” (apprentice). It was a totally refreshing moment. I have enjoyed it so much. It made me empowered again. I encourage every electrical lecturer to join the team.”

“Thanks everyone. Usually when you are in an educational setting you would distance from the practical side. Thanks to all the experts for the inputs. I really learned a lot.”

College strengthens partnership with a local engineering company for the benefit of students

Mujuba TVET College, Newcastle Training Centre, had the pleasure of hosting the Senior Management of Arcelor Mittal including General Manager Jacques Kotze and Training Manager Venash Singh.

The purpose of the visit was to discuss the current partnership between Arcelor Mittal and Mujuba TVET College, and to strengthen the partnership by promoting and expanding skills development initiatives and workplace based learning.

The College has been in partnership with Arcelor Mittal for a number of years and this has seen numerous students receiving training as apprentices. After a campus tour around the workshops, there were discussions about finding new ways of empowering and developing students to become 21st Century artisans. Included in these initiatives are practical training at Mittal for apprentices, workplace based exposure for students, lecturer development and the possibility of short tours at Arcelor Mittal’s plant.

The college representatives included Acting Assistance Director of the Work Integrated Learning Unit Deepak Mohan and the Newcastle Training Centre Management team.

College benefits from partnership with a local Investment Company

Buffalo City TVET College recently entered into a long term partnership with Thuma Mina Investments. This initiative will see Financial Management students from the College given training placements in order for them to gain necessary industry experience.

Thuma Mina is a black-owned company that seeks to assist South African youth studying Financial Management. The company has registered accountants who assist youth with practical experience as well as new company registrations through the National Youth Development Agency.

Paul Nyerzane, Managing Director of Thuma Mina, said “Thuma Mina Investment launched an accounting lab with two objectives. Firstly, to provide applicable training experience to N6 Financial Management students and provide work-integrated learning to N4-N5 students through offering accounting, tax and advisory services to SMMEs. Secondly, to continuously support the accountant trainees and small financial consultancy firms.”

The students trainees will be empowered with money management skills by being taught basic accounting principles that will assist them in making sound financial decisions.

“We are excited about this initiative and believe that our students will grab the opportunity and make the most of it. We are grateful to Thuma Mina Investment for choosing to be part of our College’s success. The College looks forward to the great strides and successes from this initiative,” said Tamie Hempe, Placement Officer at the college.

Supplied by Elythu Mfazwe

Supplied by Thobile Tshabalala

Munya Kamukapa (HOD: Boilermaking) together with Jacques Kotze at the Newcastle Training Centre.

Placement Officer Tamie Hempe with students Tyson Nombumbi and Nokuyiza Gcwa, the Managing Director of Thuma Mina Investments, Paul Nyerzane, student Sinazo Ntshebe and the Acting Marketing Manager Mahlubili Jack.
New CfERI manager lives for entrepreneurship and Business Development

Entrepreneurship, creating and growing profitable businesses that bring innovative solutions that address local and international problems faced by customers, is what drives West Coast TVET College’s new Centre for Entrepreneurship Rapid Incubator (CfERI) Manager, Xolani Mhongo.

Mhongo thrives in latest technological developments aimed at changing lives and with CfERI, he would like to see students adopting the mind-sets of not only viewing qualifications as a passport to join the jobseekers queue but becoming job creators in establishing their own enterprises.

He says “CfERI is a concept that has been in the making for some time and after receiving three-year funding by the Small Enterprise Development Agency (SEDA) in 2020, the centre aims at providing business support services to West Coast TVET College students, graduates and youth entrepreneurs enabling them to convert their ideas into profitable and growth-oriented start-ups.”

Some of the services to be provided at the CfERI include training, mentorship by experts in their respective fields, source funding, linking entrepreneurs to markets, and support in acquiring technology needed to produce products and services for a wider market.

Mhongo says “Those on the incubator programme will have an opportunity to network with fellow peers, share ideas and will have access to established entrepreneurs that can contribute to the success of their enterprises.”

He believes Vredenburg campus with its Engineering and Trade programmes is strategically situated in the economic hub of the Saldanha Bay Industrial Development Zone with a sizeable manufacturing industry where the Colleges CfERI fits in the development of new Small Medium and Micro Enterprises (SMMES) and linking them to larger businesses and suppliers.

“CfERI will play a critical complementary role to the College’s mission of creating skilled graduates in different fields by introducing them to the entrepreneurship space and encouraging them to use their skills throughout the entrepreneurial process”, he said.

He believes joining West Coast TVET College has proven that he is at the right college striving to be an institution of excellence in the provision of technical and vocation education. He intends to position CfERI to complement the College in providing SMMME support in the West Coast region and Western Cape.

Mhongo grew up in Lamontville, Durban and remembers that at primary school he would go from house-to-house after school and on Saturday mornings selling fast foods and clothing items. “I even sold snacks which were loved by schoolchildren and these experiences instilled the entrepreneurial desire at an early age even though it was a necessity entrepreneurship,” he says. After matriculating at Oholange High School and assisting to run a family enterprise, Mhongo went on to obtain a Master’s Degree in Management at the University of the Western Cape focussing on his work as a researcher in the metal fabrication sector – a project by the then Department of Trade and Industry to improve the competitiveness of SMMMEs producing for the local and export markets.

Before joining West Coast TVET College, he worked at Coastal KZN TVET College as a Co-Operative Specialist, coordinating enterprise development, funded by the KwaZulu-Natal Department of Economic Development, Tourism and Environmental Affairs that included training and mentorship of cooperative enterprises. He has lectured at the Universities of the Western Cape, Stellenbosch, Zululand and KwaZulu-Natal.

He believes the TVET College sector is strategically placed within the higher education landscape to address the skills scarcity in the country and an entrepreneurial mind-set has to be instilled in students so they can use their skills to innovate new products, processes and services that can be commercialised.

College successfully hosts the Vhembe District Entrepreneurship Week

The COVID-19 pandemic has placed various businesses under risk. Now that regulations on gatherings have eased, business owners across the Vhembe district gathered at the Thohoyandou Indoor Sports Centre to exhibit at the annual flea market.

The market was hosted by the Vhembe TVET College’s Centre for Entrepreneurship and Rapid Incubation (CFERI) in celebration of the annual global entrepreneurship week. The event is dedicated to inspiring, connecting and engaging entrepreneurs.

Manager of the CFERI at Vhembe TVET College, Rustani Mabheka, beamed with satisfaction at the overall turnout of more than 25 exhibitors. Whilst opening the event, he expressed how impressed he was with the attendance and reiterated the importance of building strong relationships as a community to curb COVID-19.

The flea market was held against the backdrop of a year that has been exhausting for a large number of Small, Medium and Micro Enterprises and their employees. Mususu Nwaaila, CFERI Marketing Manager, highlighted the supportive role that the CFERI has played toward various SMMES during the trying time. This has led to the launch of a SMMEs resuscitation plan.

In concluding the week-long event, Principal Ms Basani Hlekane, commended the exhibitors for their resilience following a tough year. She further stressed the need for all businesses to continue to be innovative and creative in order to strengthen their businesses.

Vhembe TVET College’s principal, Basani Hlekane, addressing the exhibitors during the Vhembe District Entrepreneurship Week.
CAMPUS MATTERS

Collaboration ensures a pipeline of new facilitators for the Green Sector

Supplied by Melanie Vermaak

False Bay TVET College is all too aware that the world is feeling the negative consequences of climate change. These disastrous impacts will continue to increase and intensify over the coming years. The United Nations Framework Convention on Climate Change (UNFCCC) report on climate change states that in Africa alone, 220 million people are living in drought each year.

As part of the college’s strategic goals to deliver training relevant to the needs of industry and the changing environment, False Bay TVET College recognises that more must be done to address climate change and global warming. This includes the increased deployment of renewable energy and decarbonising our economies.

Expansion of programmes to support the Green Economy is a strategic focus of the college and it is committed to finding opportunities to expand training in this area.

To aid this, False Bay TVET College entered into an agreement with merSETA, supported by The South African Renewable Energy Technology Centre (SARETEC), to train three technical mentors for the Solar Photo Voltaic Service Technician qualification that is currently being developed.

Three students were recruited as part of an exciting partnership to train technical mentors and expose the students to relevant industry experience.

Nonhlanhla Mcilwaine, Sintimhenda Mphatzi and Akhona Winisi were recruited by False Bay TVET College, to be trained as technical mentors for the new qualification over three years. The candidates’ training journey began in February 2020, where they were at Nelson Mandela University in Port Elizabeth to complete the Advanced Certificate in Technical Training.

To develop technical skills in industry, the candidates received further training at the Volkswagen South Africa (VWSA) training centre in Uitenhage. The practical modules included:

- Basic and advanced electrical circuits
- Testing of basic and advanced electrical circuits
- Testing of electrical motors and starters
- Building of electrical panels
- Fault finding
- PLC training
- Electronics

Due to the lockdown, not all training at the VWSA Technical Centre could be concluded. In order to mitigate the impact, candidates were relocated to False Bay Technical College at the Westlake Campus, where they received further training and were assessed at the College’s Electrical Faculty workshops over 10 days. During this time, the students were exposed to practical training.

During the second year of training, the candidates will be placed at host employers to complete work integrated learning to meet the requirement to do a trade test and qualify as electricians.

In year three, the technical mentors will be trained at SARETEC. This training will be vital to develop knowledge and skills to prepare a new generation of artisans, in the Solar Photo Voltaic Service Technician qualification. These students are the future facilitators within programmes that will support the green economy.

“This partnership will equip the new generation of TVET facilitators with skills aligned to the needs of industry,” said the College Principal Karin Hendricks.

College celebrates private and public partnerships

Supplied by Thobile Tshabalala

Majuba TVET College’s Innovation and Development Department recently held a Gala Dinner at the Black Rock Casino. The function celebrated Public and Private Partnerships within the TVET sector.

Sipho Nzimande, the DHET’s KZN Regional Manager said “Tonight we are celebrating Private and Public Partnerships. The TVET sector remains critical as a problem solver in the country. In fact it is like an aorta in a human body. That’s how important the TVET sector is to our nation.”

“The challenges that face South Africa currently are COVID-19, climate change as well as high unemployment and poverty rates. The latest one which has been very latent is Gender-Based Violence, therefore, innovation and partnerships must play a role, increasing access for those who live with disabilities is also very primary. As we partner and innovate, how can we make sure that they are not left outside the loop, “ he asked.

The keynote speaker, Peter Cleophas, the KZN Wholesale and Retail Sector Education and Training Authority Regional Manager, alluded that it is imperative that the employment pipeline is eased for graduates to enter the workplace. “We as institutions of learning, must embrace the sectors in search for sound partnerships. We cannot be academic islands but we need to accept that we are a critical part of the industrial sector,” he concluded.

Patrick Ntshangase, the Deputy Principal: Innovations and Development thanked everyone who attended. He said, “We are pleased to be celebrating the strength of ties, acknowledge and explore the patterns that bind our partnerships.”

All Work Integrated Learning (WIL) partners of the college received certificates.

College invests in a world class student information system

Supplied by Colleen Brennon

False Bay TVET College embarked on a tender process for a world class student information system. According to Mark Cramer, Knowledge and Information Manager at False Bay TVET College, the system Academia, was the best fit for their specific needs and functional requirements. The flexibility and customisation of the software was exactly what the College was searching for to streamline their administrative requirements of the institution, “We shall implement fully-fledged online enquiry, application and registration processes which are currently all manual, paper-based processes,” explains Cramer. “This will make processes so much easier as the various portals will allow students, parents, academic staff and management to easily access the relevant information in real time. It is the time saving factor which we currently desperately need,” says Cramer.

Cramer says that with implementation, all processes will be reviewed and customised according to the College and DHET standard operating procedures (SOPs) which means a reduction in manual processes and that all fields will be accessible in one place going forward. “All fields are customisable right down to individual need,” says Cramer.

The comprehensive student information system streamlines the complete student life cycle from enquiries to graduation as well as the administration processes such as inventory, hostel and library. The solution is built on cutting-edge Java technology and is robust and scalable.

False Bay TVET College will fully integrate all processes from enquiries to alumni related matters, including the incorporation of all previous data systems, Cramer concludes.

A project in the works since 2016, the test site went live in June and by July 2020, the college was accepting online applications, in the midst of lockdown. As of January 2021, the system had an excess of 30 000 applications.
TVET Career Guidance on Hospitality Studies
Make the right career choice
TVET Career Guidance on Hospitality Studies

What is the Hospitality field all about?
Does the idea of sitting in an office from 9 to 5 turn you off? Are you looking for a career with plenty of variety? Do you like meeting people? Like food? Enjoy travel? Then you’ll love working in hospitality!
The Hospitality industry is a broad category of fields within the service industry that includes lodging, food and drink service, event planning, theme parks, and transportation. It includes hotels, restaurants and bars. This includes the reception and entertainment of guests, visitors, or strangers.

What are the duties and tasks performed in the Hospitality industry?
Duties vary with the size and type of the business.
- Food and beverage managers oversee restaurants and banquets. They plan menus, set prices, and order supplies;
- Chefs and head cooks prepare, season, and cook food. They also supervise, train, and observe cooks and kitchen workers;
- In large hotels, general hospitality managers are in charge of the entire hotel, conference venues and meeting rooms. They set room rates, monitor income and expenses, and supervise other staff; and
- Waiters take orders and serve food and beverages to guests at tables in dining establishments. They also check with customers to ensure that they are enjoying their meals and take action to correct any problems.

What skills and abilities are required for a career in the Hospitality industry?
- Multitasking: At all levels, careers in hospitality require employees to handle multiple responsibilities simultaneously;
- Flexibility: On the job, they must be ready to switch gears at a moment’s notice if unexpected situations arise;
- Paying attention to detail: It’s the little things that make a guest’s experience extraordinary;
- Time Management and good teamwork: Must be able to manage their time and the time of others effectively;
- Basic computer skills: Computers are used to produce reports or to order food or supplies;
- Good language skills: Fluency in the language of the establishment is important so that the customer’s needs and expectations are understood;
- Communication skills: Communicating is important for a meal service to run smoothly;
- Miscommunication can result in unsatisfied customers and or food/beverage wastage; and
- Lastly the most important attribute is Passion: Loving what you do is always the key to success.

What are the minimum entry requirements to study Hospitality at a TVET College?
At a TVET College, the entrance requirements for the Hospitality course are:
- NC(V) Programme:
  A Grade 9 Certificate + college requirements set per programme.
- NATED Programme:
  Grade 12 with a pass in English as an added advantage + college requirements set per programme OR an NC(V) Level 4 Certificate in Hospitality.

What should I do if I want to study Hospitality?
- Contact your nearest TVET College to enquire about the entrance requirements to do the Hospitality course;
- Visit Hospitality companies (e.g. hotels, restaurants, etc.) to gain knowledge about the field and what it entails;
- Contact DHE Training Services to provide you with free quality career information, advice and counselling services on 086 999 0123 or e-mail: careerhelp@dhet.gov.za
- Go for an aptitude test to help understand if a career in Hospitality is for you; and
- Attend Career Exhibitions in your area to liaise with higher learning institutions and obtain application forms.

What is the duration of the Hospitality course at a TVET College?
- NC(V) Programme: Hospitality is offered from NQF Level 2 to 4 (i.e. 1 year per level). The total duration of the programme is normally 3 years.
- NATED Programme: Hospitality is offered from N4 to N6 level (i.e. 6 months per level). The total duration of the programme is normally 18 months. To complete the qualification, the student must also complete 18 months of practical training (In-service training) in the relevant field of study.

Did you know?
Globally, there is a demand for quality hospitality professionals. With the right qualifications, you could land yourself a fantastic job opportunity either locally or abroad.

To study Hospitality: www.tvetcolleges.co.za
For more Career Guidance: www.careerhelp.org.za
Meet a 21st Century Electrical Artisan and an Entrepreneur

Matamba Lesly Magoro is a young artisan and entrepreneur from Tembisa. He is a former student of Ekurhuleni West TVET College, Tembisa Campus. He established Magoro Electrical and Supplies (pty) LTD in 2016 but his business started trading in 2020 after he was certified as a qualified artisan at Indienda Trade Test Centre in Olfantsfontein.

His entrepreneurial and electrical career emerged at an early age when he was still a high school learner at Ha-Masia village (Venda) in Limpopo province. He would fix electrical appliances for his neighbours at a minimal price. The income he got from fixing broken appliances, he would use it as pocket money for his brothers and himself.

After he completed grade 12, he moved to Gauteng province to further his studies in the electric field, a move he attributes to his love for the field. He registered at Ekurhuleni West TVET College – Tembisa Campus in 2013. “That was when the Minister of Higher Education, Science and Innovation Dr Blade Nzimande declared ‘a year of the artisan’ at Tembisa Campus.”

After the event, he told himself that one day, come shine or rain, I will be counted as one of the artisans in South Africa,” says Magoro. While studying at the College, he continued fixing electrical appliances for residents in and around Tembisa. People would also call him to install electricity in their newly built back rooms for rentals and fix loose connections in their houses.

After completing his Level 4, he got a Dual System Pilot Project (DSPP) electrical apprentice opportunity at the College which was supported by Gesellschaft für Internationale Zusammenarbeit (GIZ), German Cooperation and City of Ekurhuleni. DSPP is a multi-stakeholder initiative initiated by the Department of Higher Education and Training. The apprentice programme ran for three years before testing at Indienda Trade Test Centre.

For me to complete my apprenticeship training, some days I would attend classes at the College and some days I would be doing real work at the site under the supervision of qualified artisans at the City of Ekurhuleni. While in training I also got an opportunity to attend the STEM Summer School where we were taught about the Internet of Things, 4th Industrial Revolution, Technology and Digital trends,” says Magoro.

After being certified as an Electrical artisan, he got a job at a German company where he worked for four months. He resigned so that he could focus his energy on building and growing his company. “Since the company started to operate fully, it is growing from strength to strength. I have secured contracts to install electricity and solar systems in houses, schools and businesses as well as doing electricity maintenance. My business is not on only limited to electrical services. We also do plumbing and ceiling installation. I have employed 12 people who are working for me,” he says.

Isiah Modiba an Executive Director of Child Academy school in Tembisa, is one of the clients who expressed his gratitude for the professional work done by Magoro Electrical Supplies, where they installed solar system which provides energy to 9 blocks and a borehole. The school accommodates over 1500 learners.

Minister Nzimande declared 2014-2024 the decade of the artisan with the theme ‘it iscool to be a 21st century artisan’. In 2014, the then-Minister of Small Business Development encouraged young people to start businesses to create job opportunities in the quest to reduce joblessness as she believed entrepreneurs are vital to a healthy economy.

Lesly Magoro is among the youth who are contributing to the country’s economy by creating jobs. “Indeed, it is cool to be an artisan. I am happy that I am not only putting bread on my table but also on other families’ tables,” concludes Magoro.

An international company supports a local College to train budding artisans

Ecscape Midlands TVET College (EMC) recently received a donation of an EcoRP6 robot from Durr Africa (Pty) Ltd. This gesture, according to Durr Africa, is in the spirit of good practice and part of its strategy to support socio-economic development.

The EcoRP6 robot has a U.S. made panel, EcoRC2 Motion Controller, EcoPump6, Driver and Diagnostic Link (DDL), Cube 10 Colour Valve, Manifold, V15 Valve Manifold, and other production proven products. This robot is used for mechanical and electrical teardown as well as rebuilding training. It is widely used in the motor industry around the world.

Durr Africa (Pty) Ltd is part of the Durr Group, a mechanical and plant engineering firm that holds leading world market positions in multiple areas of operations such as the automotive sphere, mechanical engineering, pharmaceutical and woodworking industries.

The robot has been installed at one of the College’s workshops, where it is used to stimulate the apprentices’ learning interest.

Electrical apprentices at the College will be beneficiaries of this donation, as they will be taught how to control the robot to perform its various functions.

The College’s Electrical Facilitators are optimistic that, working with the EcoRP6 robot will strengthen and support students’ skills, thereby developing their knowledge through the creation, design, assembly, and operation of robots.

“We are so excited about this first of its kind donation, as we are in an era where learning about robotics has become pertinent. We thank the Durr Africa Pty Ltd for their support in ensuring that we produce trained budding artisans,” said the Principal, Mr Charly van Heerden.

The newly-installed EcoRP6 robot
Enrolment targets met through pre-enrolment initiatives

Supplied by Tiyani Mboweni

South East TVET College kicked off the pre-enrolment drive in 2020 where prospective students were sensitised about the use of an online application system as part of ensuring that registration processes in 2021 are run smoothly on the online platform; moving away from the previously used manual application and registration.

With the COVID-19 pandemic ongoing, the institutional traditional marketing recruitment expeditions of gathering prospective students in schools and community halls, the college used digital platforms such as its website, Facebook and billboards to drive the message across to the targeted audience. The digital communication yielded positive results for the college as it successfully reached its targets.

Sebaste Given indicated that the online pre-enrolment process is designed as a first step to a student’s educational career in the college.

“Completing the pre-enrolment process helps campuses to gather basic student information and also to determine eligibility of the prospective students for the programmes they’re interested in,” he added.

Furthermore, the online system has greatly assisted the College in managing the volume of applications received and timeously responding to the applicants” said Sebaste.

She attributed the success of the seamless registration to the college’s strong social media presence to ensure that prospective students are reached through the use of the social media platforms.

The pre-enrolment online application/registration is the brainchild of the Department of Higher Education and Training aimed at encouraging high school learners and out of school youth to apply timeously in order to secure space at TVET colleges.

Unlike the previous years, the college did not experience any walk-ins as many prospective students had access to the zero rate system on the college’s webiste and used it optimally.

College staff members showed dedication throughout the processes of helping all prospective and returning students.

Witsani Mabasa who registered at Sir Val Duncan Campus said the online pre-enrolment application made his life easy as he was registered and received his student card upon arrival at the campus.

Another student at Phalaborwa Campus, Nyeloni Khosa, said the pre-enrolment online application was straightforward because she applied on time last year and she was informed of her acceptance status on time.

The SRC President, Dineo Sekgotodi, said the online pre-enrolment application campaign resulted in positive results as the registration process for new and returning students was seamless.

The College wrapped up its formal online registration in February with a total of 5649 full-time students registered for both NCV, PLP and Nated programmes.

Online applications and registrations a first for a rural TVET College

Supplied by Ivan Swart

West Coast TVET College, with five campuses situated in one of the most rural and economically-challenged regions in South Africa, has embraced the new normal and has accomplished many firsts during the last part of 2020 and the early part of 2021. Not only did the College launch online applications that allowed students to apply online for the bouquets of programmes available but it gave the semester, trimester and National Certificate Vocational (NCV) programmes students’ access to view and receive their results online.

This has indeed cut not just costs for the College but for the students, as they did not need to travel to the campus to get their results.

“This was indeed the first step in many new innovations that the College had to undertake as we stepped into the new normal that brings with it new mini-sets and new methods of doing things,” says Rhasia Hamza, Deputy Principal for Innovation and Development at West Coast TVET College.

The icing on the cake is surely the more than 14 000 students who have applied online for the first time at the College. This translated into more than 5 700 online registrations at the College.

With the online applications and registrations, the College also had to beef up its website that played a prominent role in the hosting of content that students could access including guides on admission requirements and the availability of accommodation.

“This process did indeed bring with it new challenges, but the College will take the lessons learnt and only build on the future intakes to help our students to access all they need even better. Just watch this space,” adds Rhasia.

West Coast TVET College is indeed working on some more technological innovations that will translate into many new avenues that will continue to drive the College into the fourth industrial revolution.

College partners with NYDA to offer entrepreneurship training to students

Supplied by Thobile Tshabalala

Majuba TVET College, in partnership with the National Youth Development Agency (NYDA), recently hosted an Entrepreneurship Management Training programme for current and former students. This was six days of training aimed at new venture creation, and was facilitated by the college's business lecturers.

This intervention was undertaken by the Work Integrated Learning and Entrepreneurship units led by Deepak Mohan and Sfiso Vinkhumbho respectively. Students from different courses were the participants in this training programme.

Upon completion of the training each student received a certificate of participation which can be used for future business endeavours, including accessing funding streams from the NYDA.

Amanda Belebana, a former student from the IT & Business Campus who studied Management Assistant and has a private business in poultry, paving and bee honey harvesting, was also part of the training programme. She admitted that her business was facing financial challenges due to COVID-19. “I have learnt a lot from the training and it will help me to grow my business further and will also be able now to apply for funding from the NYDA,” said Belebana.

Majuba TVET College prides itself on being the Regional Educational Institution of choice in the country, as well as being a major role player in closing the skills gap and giving the youth a chance to better their lives.

Sfiso Vinkhumbho addressing students as he facilitated the NYDA entrepreneurship training at the Centre for People Development.
ARTISAN DEVELOPMENT

1st and 2nd year apprentices to put new Centre of Specialisation (CoS) equipment to work

Tshwane South Pretoria West Campus, with support of the Department of Higher Education and Training (DHET) Special Projects Unit, recently hosted a delegation from the Indian Ministry of Education and the Indian High Commission for the final inspection of the state-of-the-art Gandhi Mandela Centre of Specialisation (CoS) at the campus.

Following the memorandum of understanding entered into by the governments of India and South Africa at the BRICS summit held in July 2018, the Government of India co-funded the facility with an injection of R48 million for equipment and machinery and R21 million from the National Skills Fund (NSF) to refurbish facilities earmarked for four trades offered by the college, namely, mechanical fitter, boilermaker, electrician and millwright.

Speaking to the delegation on 24 March 2021, DHET Chief Director: Special Projects Unit, Sabelo Buthelezi, said: “This milestone of having four complete facilities is the culmination of the good relationship South Africa has enjoyed with the Government of India. The timing could never have been better as the Department is focused on implementing the skills strategy in response to the President’s Economic Reconstruction and Recovery Plan, with TVET programmes well-placed to play an important role in this COVID-19 pandemic period.”

“TVET colleges have significant potential in the current coping phase and when businesses gradually reopen, to contribute and participate fully in economic activities,” he added.

Tshwane South West Campus is among the 26 CoS facilities the Department has established for 13 priority trades at various public TVET colleges across the country.

“The programme, now in its third year, continues to receive favourable reviews from participating employers on the quality of apprentices trained at the centres with talks on possible expansion to other colleges and including more occupational trades currently underway,” Buthelezi said.

“Naming this facility after two struggle stalwarts (Gandhi and Mandela) is not only a good gesture but a responsibility to all on us to ensure the centre lives up to the expectations of these icons. We cannot use the two names in vain but these should be associated with producing artisans of the 21st century who have the skills to compete worldwide. They, in turn, will be grateful to use their names to fight the triple challenges of unemployment, poverty and inequality. That is what these icons stood for and dedicated their lives to achieve,” said Buthelezi in his closing remarks before the physical inspection of the facilities.

The visit by the Indian delegation had been delayed due to COVID-19 travel restrictions throughout 2020, and is significant, explained the Vice Principal: Academic, Rachel Ntsimane: “Our first and second-year mechanical fitter, boilermaker, electrician and millwright apprentices enrolled at the campus will now begin to make use of the facility in 2021,” Ntsimane explained. “All equipment is operational as demonstrated at the inspection. The apprentices will begin to use the low risk machines and facilitators will undergo training for certain equipment classified as high risk before the apprentices can progress to this category of equipment during their workshop learning.”

HMTI Exports, one of India’s leading export houses, was commissioned by the Government of India for all the equipment for the four trades and a media centre. A representative from the company formed part of the successful inspection that has given the campus the go-ahead to make use of the CoS facilities from the 2021 academic year.

Centres of Specialisation key highlights since 2019:

- 770 apprentices at 26 CoS are enrolled for their third year on 13 priority trades with 130 participating employers
- 484 young people have been recruited to start their first year in 2021 as apprentices
- 94% of the R150 million budget allocated by the NSF has been spent in building and refurbishing infrastructure at the 26 CoS workshops to meet industry standards for training A21 apprentices (apprentices of the 21st century) in the target trades
- 58 facilitators with industry experience have been recruited for the CoS programme
- TVET colleges are being supported to be trade test centres for occupational trades
- The sector education and training authorities (SETAs) have made commitments to funding TVET colleges to recruit more apprentices as part of the skills strategy to support the Economic Reconstruction and Recovery Plan.

Shruthi Purushotham, the Second Secretary (Political, Education & Media) from the High Commission of India in Pretoria at one of the machines at the CoS while representatives from the Indian Education Ministry look on.

The physical inspection at the Gandhi Mandela Centre of Specialisation based at Tshwane South Pretoria West Campus was attended by representatives from the DHET Special Projects Unit, Indian Ministry of Education, Indian High Commission, HMTI Exports and the college management.
TVET Career Guidance on Office Administration
Make the right career choice
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
- 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.tvetcolleges.co.za
For more Career Guidance: www.careerhelp.org.za
Eastcape Midlands TVET College celebrates one of its alumna

*Supplied by Olawumi Kate Oladimeji*

Eastcape Midlands TVET College (EMC) is proud to celebrate one of its alumna, Amanda Nyoka. The dynamic young woman completed her Marketing qualification at EMC in 2011 and is currently one of the leading celebrity make-up artists in the country. This EMC alumna, has put the knowledge acquired as a marketing student to accentuate her entrepreneurial skills. According to her, studying Marketing at EMC has afforded her the opportunity to brand herself. She is a self-taught beautician, specialising in make-up, hairstyling, nails and wardrobe styling for TV, weddings, functions and special occasions.

It all started in 2013, when she volunteered at Bay TV in the Make-up Department. A year later, Nyoka put her entrepreneurship skills to good use by starting her own beauty business called Amish Beauty and Glam. She has had the opportunity to do make-up for celebrities like Zandile Khumalo, Busiswa, Zahara, Deborah Fraser, Berta, Moonchild Sanelly, Normcebo Zikode and many others who have graced the shores of Nelson Mandela Bay.

In 2017 she was approached by Connect TV to be one of the makeup artists for Diski Divas Season 3. Nyoka has also featured on radio stations such as Umhlobo Wenene, True FM and KQ FM as a beauty coach. One of the major highlights of her career was in September 2018, when she received a call from BBL Production in Los Angeles to do make up for Katherine Kelly Lang during her stay in SA. In October 2018, Nyoka launched her skincare range “Amish Healthy Skin”. She is also a freelance make-up artist with SABC and she facilitates her own beauty sessions, teaching women make-up skills.

Nyoka was born in a small town called Uitenhage, now Kariega, in the Eastern Cape. Her words of encouragement to students, “You can be anything you want to be in spite of the challenges you may face. All you need to do is, accept your background, work towards making a difference, stay focused on your goals, work hard, be disciplined, pray and go for it!”

Amanda Nyoka, the go-getter doing make-up for local celebrity Moonchild Sanelly.

Amanda Nyoka rubbing shoulders with Dominique Zoida and Katherine Kelly Lang.

Celebrity Normcebo Zikode was impressed with her face beat from Ayanda.

Amanda Nyoka is currently one of the leading celebrity make-up artists in the country.

One of Amanda’s major career highlights was when BBL Production in Los Angeles contacted her to do the make-up for Katherine Kelly Lang during her visit to South Africa.
Sipho Allen Khumalo and Sifiso Nyathi are young carpenters and entrepreneurs from KwaMachibisa in Pietermaritzburg. They are former students of uMgungundlovu TVET College, Plessislaer Campus.

Their passion led to the establishment of Inyathi Empire Built-In PTY Ltd, a company that designs and installs built-in kitchen cupboards, wardrobes, floating TV stands and ceiling boards.

This is testament that vocational technical skills are a driver of entrepreneurship and employment and can help grow the country’s economy. The pair will be creating employment opportunities for others in the near future as their business grows.

Khumalo believes that in some communities there’s misconception about TVET colleges. Students who have received training at TVET colleges have been compared to university students and that comparison often doesn’t seem to favour TVET students. This is compounded by the bias some young people appear to have towards TVET colleges.

“We were given an opportunity by uMgungundlovu TVET College to take part in a learnership programme and we grabbed it with both hands. We saw this as an opportunity to demystify all the negative misconceptions about TVET Colleges and change people’s perceptions for the better. This by raising awareness around the true value of TVET training amongst the youth”, said Khumalo.

Nyathi said “We are grateful to the College and its dedicated staff members who took us in and moulded us into the skilled entrepreneurs that we are today. A special thanks to all the carpentry facilitators for properly guiding us and reawakening our passion for carpentry.”

Sipho Allen Khumalo and Sifiso Nyathi great workmanship shows that TVET students have the potential not only to be proactive and build their own future, they also hold the power to drive South Africa forward by possessing skills that are highly sought after and needed for economic growth.
CAREER DEVELOPMENT

Career and Qualification Development:
- A response to skills supply and demand in South Africa

Supplied by Xola Mpengesi

Career Development Services has existed for over a decade and prides itself in the contributions it has made to education. One of these contributions is the development of the Occupational Certificate: Career Development Information Officer. This qualification was developed for career practitioners, especially those who operate without a formal qualification. Exposing South Africans to such developments enables them to be aware of the opportunities that can lead to career advancement and self-empowerment, thus creating a progressive, educated and self-sufficient society.

The Constitution of the Republic of South Africa speaks of the right to education; that all citizens have the right to basic and further education (Constitution of the Republic of South Africa Act, No. 108 of 1996). As a response, South Africa developed an education and training system that provides quality learning, is responsive to the ever-changing influence of the external environment and promotes lifelong learning.

This system which is founded on the basis of the National Qualifications Framework (NQF) provides a framework within which the South African qualifications system is constructed. One of the objectives of the NQF is to facilitate access to, and mobility between, programs of education and training. Education and training are integral to the acquisition of skills, thus skills development also plays a significant role in making informed career decisions as they navigate through the system.

These career paths are important for individuals of all ages, levels of education and socio-economic backgrounds. Career Development Services can be described as, all the services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. This policy noted that a coordinated career development service is urgently needed in the country to ensure that youth, students, unemployed workers and unemployed citizens have access to quality career information and services. This will enable them to make better and more informed career choices that deliver higher levels of employment and help to increase sustainable economic growth in the country.

The Department of Higher Education and Training, which gets its mandate from the National Skills Development Strategy (NSDSIII), the NQF Act of 2008, the White Paper for Post-School Education and Training, the Student Support Services Framework for Further Education and Training Colleges, Education White Paper 4, and Education White Paper 3, promotes the provision of career development information and services to guide students’ career trajectories.

Moreover, the National Skills Development Plan 2030 was developed to respond to the policy goals of the White Paper for Post-School Education and Training to improve both the integration of the post-school education and training (PSET) system and the interface between PSET institutions and the world of work. In order to address the issue of skills development and career advancement in our country, certain pathways to qualification are continually being developed and registered on the NQF, by the South African Qualifications Authority (the oversight body of the NQF) to enable individuals at all levels of education to advance in their careers. As much as educational qualifications are an important predictor of unemployment and employment, good quality qualifications are difficult to obtain, as the education system from schooling to post-schooling is faced with major quality challenges. Not all is doom and gloom, though, as seen by the development of the Occupational Certificate: Career Development Information Officer.

It seems as though a double-pronged approach was intentionally used in the development of this qualification, in order to deal with the economic challenges of skills shortages and unemployment in our country. It addresses the issue of individuals who work in the field of Career Development but have no qualifications that deal specifically with providing information about career related matters. Those individuals are committed to assisting South Africans to make informed career choices.

As stated in the Framework for Cooperation in the provision of Career Development (Information, Advice and Guidance) Services in South Africa, dated October 2012, the development of a skilled and capable workforce to support an inclusive growth path is an accepted national priority. Such a qualification is presented in support of the framework, especially with reference to the need for the establishment of standards of competence for persons delivering career development related services. A large number of persons will have to be trained to meet the national demand for Career Development Information Officers qualification. The immediate demand is estimated at some 10 000 beneficiaries from government institutions such as schools, relevant government departments and educational institutions. This qualification will also serve the needs of Non-Governmental Organisations and private initiatives that provide career development information services to their clients.

A career practitioner from the Department, who is completing this qualification has described it as fundamental for a person who works in the field of career development. “I would surely recommend it to someone who might be interested in providing career information especially those people who are assisting youth in communities, the Student Support Services at Technical and Vocational Education and Training institutions who are not exposed to the training I have received.”

Moreover, those who will benefit from this unique qualification are people responsible for providing individuals and groups of individuals with information about career choices and how to access their career paths and empowering them to make informed career related decisions. Learners who enrol for this occupational certificate can operate as Career Development Information Officers once they have completed the course.

Entry into this qualification requires one to have an NQF Level 4 qualification, a National Senior Certificate, a Senior Certificate or a National Certificate (Vocational). Moreover, one should ideally have an aptitude for working with people, obtaining relevant information and consolidating it in a manner that is comprehensible to the recipient.

Institutions of higher learning, e.g. Cape Peninsula University of Technology offer this economically-relevant qualification to provide those who are interested and vested in career information provision, a chance to apply and up-skill themselves. For anyone who is interested and sees the value in this qualification can enquire at any institution of their choice about the availability, application dates and fees of the course.
In partnership with the Manufacturing, Engineering and Related Services Sector Education and Training Authority (MerSETA) the Department of Higher Education and Training, Career Development Services (CDS) hosted the 2020 Career Development Stakeholder Conference online on 19 and 20 November 2020.

Conference theme: Career Learning and Management for Sustainable Livelihoods

The online conference was attended by 526 stakeholders including the private sector, Non-governmental Organisations (NGOs), universities, professional bodies, government parastatals and entities, national, provincial and local governments departments.

The conference sub-themes were ‘Mobilising knowledge for career learning and career knowledge’ and ‘Partnerships for sustainable livelihoods’. The presentation by experts and discussion emphasised the role of the local context in career learning and career knowledge in developing local solutions for sustainable livelihoods. Blending career development and livelihood planning through bidirectional collaborations and how this could be implemented was displayed through a number of pertinent case studies.
Webinar Series theme: Career Services and Covid-19: Realities for South Africa

In the lead up to the conference a webinar series under the theme ‘Career Services and Covid-19: Realities for South Africa’ took place. The three sessions took place as follows:

22 October 2020 - Career Services and COVID-19: realities for South Africa

27 October 2020 - Online Career Services as a response to the COVID-19 pandemic: Estonia Case Study

29 October 2020 - The Digital Divide: realities for public education and training and the youth of South Africa

A total of 636 stakeholder representatives attended across the three days.

To access the full conference report as well as view the recorded webinar series and conference sessions kindly visit the conference website:

http://cdsconference2020.online
A number of recommendations were made during the webinar and conference which are relevant to the Post-School Education and Training Sector. These include:

- An advocacy campaign is needed for the trades, specifically for school leavers that may not be aware of the options the trades present, believing that it is better to attend university.
- The Khetha Radio programme, Khetha centres based in rural communities, and Community Education and Training (CET) and TVET colleges should be used to assist in bridging the digital divide.

- Developing the soft/essential skills in young people, such as effective verbal and written communication, ICT skills, critical thinking and working well with others in diverse environments is needed.
- Graduates making the transition into the labour market need to be well equipped to face challenges and adapt to the world of work. Skills such as critical thinking are essential and will help them solve problems that they are facing and make opportunities for themselves as opposed to just waiting for opportunities.
- TVET Career Development Officers should be permanently appointed and fully qualified as Career Specialists. Related to this, career development services need to be formalised/professionalised particularly within TVET and CET colleges.

CDS will engage the relevant stakeholders, within and external to the DHET, on these recommendations.

For further information or support contact us through the below channels

SMS Services: 072 204 5056
‘Please Call Me’: 072 204 5056
Phone: 086 999 0123 (Mon-Fri: 08:00 to 16:30)
Email: careerhelp@dhet.gov.za
Website: www.careerhelp.org.za
Facebook: www.facebook.com/careerhelp
Twitter: www.twitter.com/rsacareerhelp
Mobile Site: mobi.careerhelp.org.za
Khetha Radio Services: on SABC and community radio stations in all official languages and Khoisan (Xu/Xi)
Network of Khetha Centres
The Department of Higher Education and Training (DHET) held capacity building training workshops across all nine provinces between March and April 2021.

The Workshops were facilitated by the Technical and Vocational Education and Training (TVET) branch of DHET. The aim of the workshops was to strengthen relations between students, college management, and the Department. The workshops also sought to enhance the capacity of Student Representative Councils (SRCs) as well as the re-established provincial structures of the South African Technical and Vocational Education and Training Student Association (SATVETSA).

The workshops focused on sharing best practices amongst different colleges when it comes to good governance. Muziwokuthula Ntuli, Deputy Director, Student Development at DHET said that the importance of these workshops was to engage Campus managers on a range of issues that affect their respective campuses across the country.

"We had a fruitful discussion with Campus Managers from 364 Campuses across the country on a number of issues including, 2021 bursary rules and guidelines, NSFAS processes and curriculum development and review", Ntuli said.

SRCs from all 50 TVET Colleges were capacitated on student leadership and best governance practices and the governance of TVET Colleges amongst others.

The Department encouraged colleges especially campus managers and student leadership to provide inputs to the bursary rules and guidelines document which is set for review every year in September.

"We encourage colleges to submit inputs on the bursary rules and guidelines documents. Colleges are at the forefront of implementing these guidelines. The number of colleges that are currently submitting their inputs is very low, out 50 colleges, only 14 provided their inputs for consideration. This number needs to improve drastically as this document is very important to colleges", Ntuli concluded.

DHET has promised to undertake campus managers and student leadership workshops every year before the beginning of each academic year.

"Supplied by Sipabonga Nxumalo"
Student health and wellness are at the heart of every student’s ability to progress through their course of study and complete the tertiary education which benefits not only the students but their families, communities and country.

HIGHER HEALTH is the agency mandated by the Department of Higher Education and Training, responsible for promoting student health and wellbeing, addressing social and developmental challenges, providing solutions and the response to the current COVID-19 crisis, and to youth epidemics that surround the first year students within the Post-School Education and Training (PSET) sector.

South Africa has a high rate of youth epidemics: HIV, other STIs, TB, unplanned pregnancy, gender-based violence, abuse of drugs and alcohol, anxiety and mental health pressures.

Even before the pandemic, these health challenges disrupted the lives and academic successes of many students. The COVID-19 pandemic exacerbated these conditions and caused unprecedented changes which upset the habitual lives of students.

“We place such emphasis on student health and wellness because evidence proves that as students leave their homes to pursue tertiary education, they are inclined to enjoy the liberties, independence and sense of adulthood afforded by the new environment – often with limited academic progress and forces some students to abandon their studies,” says Professor Ramneek Ahluwalia, CEO of HIGHER HEALTH.

“As we welcome the first-year students and returning students to the 2021 academic year, we urge them not to take their youthful strength and health for granted, but to prioritise and protect it. We call on our students and student leadership to acknowledge the essential role they play within the PSET social network. We ask for their pledge to solidarity and a social compact where we look out for one another’s safety relating to COVID-19, but also to be mindful about sexual relationships, mental health, and other health and wellness priorities.”

HIGHER HEALTH provides a number of comprehensive programmes, encompassing prevention, health promotion, education through in-classroom and out-of-classroom activities, early risk detection of youth pandemics and case management through treatment, care and support services for health conditions that place people at risk during tertiary studies. In 2020, HIGHER HEALTH established a network of thousands of capacitated individuals, across all campuses, through on-campus trainings, building capacity among 5 000 students and over 30 000 frontline staff to manage COVID-19 and the effects of the disease in the post-school environment.

This capacity building further fortified HIGHER HEALTH’s established peer-to-peer network and education programme which has connected hundreds and thousands of students, across all public sector universities and TVET colleges over the last decade. The programme enables students to experience face-to-face, classroom based, online, peer-to-peer learning, education and knowledge generation. Peer educators facilitate this process through individual discussions, dialogues and workshops. It is here that students access biometric and high-risk assessments (particularly first-year students) and links to services.

“This way we empower students to take their health into their own hands,” highlights Professor Ahluwalia.

He also acknowledges that PSET institutions have an important role to play in ensuring the vaccine rollout meets its goals. HIGHER HEALTH is developing a phased PSET vaccination strategy that is aligned to the National Department of Health strategy, prioritising frontline PSET healthcare staff, health science students, essential and frontline support staff, and thereafter staff and students with comorbidities, as well as general staff and students. HIGHER HEALTH will also partner with the Health Department to train volunteers within the post-school education sector to assist with administering the vaccine.

Some of the tailor-made tools and mechanisms that students and staff can use to protect and improve their health and wellbeing are:

<table>
<thead>
<tr>
<th>HealthCheck</th>
<th>HIGHER HEALTH’s digital platform HealthCheck is a daily COVID-19 screening and monitoring tool for assessing one’s level of risk prior to entering campuses. It transmits data to the national tracking system.</th>
</tr>
</thead>
<tbody>
<tr>
<td>24-hour tollfree helpline</td>
<td>Anxiety, stress, depression, thoughts and attempts at suicide and other mental illness and gender-based violence present high risks to students and staff. This dedicated tollfree 24/7 helpline is run by experienced psychologists, social workers and counsellors and provides support in all 11 official languages.</td>
</tr>
<tr>
<td>Call 0800 36 36 36 SMS 43336</td>
<td>Ten fully furnished mobile clinic units bring health services to remote and under-resourced colleges and universities around the country. The roving fleet provides primary healthcare with specific focus on the youth epidemics addressed by HIGHER HEALTH and COVID-19.</td>
</tr>
</tbody>
</table>
## 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.

<table>
<thead>
<tr>
<th>College Name</th>
<th>Principal</th>
<th>Telephone</th>
<th>Websites for contact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EASTERN CAPE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buffalo City</td>
<td>Mr P. Mawila (Acting)</td>
<td>034 704 9761/743 4754</td>
<td><a href="http://www.bccollege.co.za">www.bccollege.co.za</a></td>
</tr>
<tr>
<td>Eastcape Midlands</td>
<td>Mr. Nel van Heerden</td>
<td>041 995 7000</td>
<td><a href="http://www.emcol.co.za">www.emcol.co.za</a></td>
</tr>
<tr>
<td>Ikhalo</td>
<td>Mr. Rebo Phiri</td>
<td>047 873 8843/5</td>
<td><a href="http://www.ikhala.edu.za">www.ikhala.edu.za</a></td>
</tr>
<tr>
<td>Ingwe</td>
<td>Mr. Dali Nkanye</td>
<td>039 940 2142</td>
<td><a href="http://www.ingwecollege.edu.za">www.ingwecollege.edu.za</a></td>
</tr>
<tr>
<td>King Hlatsa</td>
<td>Mr. Nolwandle Butho</td>
<td>047 401 6400</td>
<td><a href="http://www.kinghlatsacollege.edu.co.za">www.kinghlatsacollege.edu.co.za</a></td>
</tr>
<tr>
<td>King Sabata Dalinyebo</td>
<td>Mr. Voshko Agbona</td>
<td>047 505 1000</td>
<td><a href="http://www.ksdcollege.edu.co.za">www.ksdcollege.edu.co.za</a></td>
</tr>
<tr>
<td>Lovedale</td>
<td>Mr. Manda Makala (Acting)</td>
<td>044 694 6910/00</td>
<td><a href="http://www.lovedalecollege.co.za">www.lovedalecollege.co.za</a></td>
</tr>
<tr>
<td>Port Elizabeth</td>
<td>Ms. Jezee Figg (Acting)</td>
<td>041 509 6000/6</td>
<td><a href="http://www.poccollege.co.za">www.poccollege.co.za</a></td>
</tr>
<tr>
<td><strong>FREE STATE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flavius Mareka</td>
<td>Mr. Thabo Lothe</td>
<td>016 976 2813/5973</td>
<td><a href="http://www.flaviusmareka.net">www.flaviusmareka.net</a></td>
</tr>
<tr>
<td>Goldfields</td>
<td>Mr. Feskiti Motlana</td>
<td>037 910 6002</td>
<td><a href="http://www.goldfieldsfedu.edu.co">www.goldfieldsfedu.edu.co</a>.</td>
</tr>
<tr>
<td>Maluti</td>
<td>Mr. Vol Malene</td>
<td>056 713 3448/3100</td>
<td><a href="http://www.malultivet.co.za">www.malultivet.co.za</a></td>
</tr>
<tr>
<td>Motheo</td>
<td>Prof. Monarewe Phuchili</td>
<td>051 430 8330/1</td>
<td><a href="http://www.motheoetu.ernet.co.za">www.motheoetu.ernet.co.za</a></td>
</tr>
<tr>
<td><strong>GAUTENG</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Johannesburg</td>
<td>Mr. Mpho Chabe (Acting Administrater)</td>
<td>011 351 0653</td>
<td><a href="http://www.cjc.edu.za">www.cjc.edu.za</a></td>
</tr>
<tr>
<td>Ekurhuleni East</td>
<td>Mr. Haps Shinde</td>
<td>011 734 400/73 9400</td>
<td><a href="http://www.eec.edu.za">www.eec.edu.za</a></td>
</tr>
<tr>
<td>Ekurhuleni West</td>
<td>Mr. Mpharade Gaamane (Acting)</td>
<td>011 323 1800</td>
<td><a href="http://www.ecw.edu.za">www.ecw.edu.za</a></td>
</tr>
<tr>
<td>Sedibeng</td>
<td>Mr. Seme Mothepe</td>
<td>016 622 6564</td>
<td><a href="http://www.sedicol.edu.co">www.sedicol.edu.co</a></td>
</tr>
<tr>
<td>South West Gauteng</td>
<td>Mr. Joseph Moshame (Acting)</td>
<td>086 176 8864</td>
<td><a href="http://www.swg.co.za">www.swg.co.za</a></td>
</tr>
<tr>
<td>Tshwane North</td>
<td>Mr. Thokozile Nhlapo</td>
<td>017 481 1959</td>
<td><a href="http://www.trc.edu.za">www.trc.edu.za</a></td>
</tr>
<tr>
<td>Tshwane South</td>
<td>Mr. Joseph Osibog</td>
<td>012 481 7008/3/1</td>
<td><a href="http://www.tshwane.edu.za">www.tshwane.edu.za</a></td>
</tr>
<tr>
<td>Western</td>
<td>Mr. Sethu Maphiri (Acting)</td>
<td>011 902 4094</td>
<td><a href="http://www.westcol.co.za">www.westcol.co.za</a></td>
</tr>
<tr>
<td><strong>KWAZULU-NATAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coastal</td>
<td>Dr. Nokela Bnywa (Administrater)</td>
<td>031 909 7000/2/4</td>
<td><a href="http://www.coastalkzn.edu.co">www.coastalkzn.edu.co</a></td>
</tr>
<tr>
<td>Elangeni</td>
<td>Mr. Isida Kyetky</td>
<td>031 715 6709</td>
<td><a href="http://www.elangeni.edu.co">www.elangeni.edu.co</a></td>
</tr>
<tr>
<td>Eshowe</td>
<td>Mr. Cider Dr Kile (Acting)</td>
<td>039 684 6110</td>
<td><a href="http://www.esowetf.edu.co">www.esowetf.edu.co</a></td>
</tr>
<tr>
<td>Majuba</td>
<td>Mr. Serek Mkhulzhi</td>
<td>014 376 4888</td>
<td><a href="http://www.majuba.edu.co">www.majuba.edu.co</a></td>
</tr>
<tr>
<td>Mnambithi</td>
<td>Mr. Chris Kholo</td>
<td>036 508 3800</td>
<td><a href="http://www.mnambithicollege.co.za">www.mnambithicollege.co.za</a></td>
</tr>
<tr>
<td>Mthathwana</td>
<td>Mr. Gabriel Umaha</td>
<td>034 608 1013</td>
<td><a href="http://www.mthathwanaetu.ernet.co">www.mthathwanaetu.ernet.co</a>.</td>
</tr>
<tr>
<td>Thekwini</td>
<td>Mr. Nathisile Mthwane</td>
<td>031 750 6040</td>
<td><a href="http://www.thekwinicollege.co.za">www.thekwinicollege.co.za</a></td>
</tr>
<tr>
<td>Umfolozi</td>
<td>Mr. Eliz du Ils (Acting)</td>
<td>021 302 9635</td>
<td><a href="http://www.umfulozicollege.co.za">www.umfulozicollege.co.za</a></td>
</tr>
<tr>
<td>Umgungundlovu</td>
<td>Mr. Parliament Mthembu (Acting)</td>
<td>031 341 2100/2/98 010 5700</td>
<td><a href="http://www.umlcol.co.za">www.umlcol.co.za</a></td>
</tr>
<tr>
<td><strong>LIMPOPO</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capricorn</td>
<td>Mr. Moeketsi Motebo</td>
<td>015 230 1644/64</td>
<td><a href="http://www.capricorncollege.edu.co">www.capricorncollege.edu.co</a></td>
</tr>
<tr>
<td>Lephalale</td>
<td>Mr. Vincent Ngadwini</td>
<td>014 293 2522/5104</td>
<td><a href="http://www.lephalaleistedcollege.co.za">www.lephalaleistedcollege.co.za</a></td>
</tr>
<tr>
<td>Letaba</td>
<td>Mr. Nkaile Mokale</td>
<td>015 397 5490</td>
<td><a href="http://www.letabatofu.co.za">www.letabatofu.co.za</a></td>
</tr>
<tr>
<td>Mopani South East</td>
<td>Mr. Levy Deyo</td>
<td>015 781 702/5</td>
<td><a href="http://www.mopanicollege.co.za">www.mopanicollege.co.za</a></td>
</tr>
<tr>
<td>Sekukhune</td>
<td>Mr. Sipho Kelebe</td>
<td>013 269 6278/9900</td>
<td><a href="http://www.sekelcol.co.za">www.sekelcol.co.za</a></td>
</tr>
<tr>
<td>Vhembe</td>
<td>Mr. Bexell Xabane</td>
<td>015 963 1336</td>
<td><a href="http://www.vhembecollege.co.za">www.vhembecollege.co.za</a></td>
</tr>
<tr>
<td>Waterberg</td>
<td>Mr. H. D. Mbele (Acting)</td>
<td>013 402 0606/9101</td>
<td><a href="http://www.watertocollege.co.za">www.watertocollege.co.za</a></td>
</tr>
<tr>
<td><strong>MPUMALANGA</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ehlanzeni</td>
<td>Mr. Flax Mbuyane</td>
<td>013 784 3205</td>
<td><a href="http://www.ehlanzenicollege.co.za">www.ehlanzenicollege.co.za</a></td>
</tr>
<tr>
<td>Gert Sibande</td>
<td>Mr. Portia Magele</td>
<td>017 712 2458/9</td>
<td><a href="http://www.gscollege.edu.co">www.gscollege.edu.co</a></td>
</tr>
<tr>
<td>Nkangala</td>
<td>Mr. Gert Mtebe</td>
<td>013 658 6125</td>
<td><a href="http://www.nkangalafed.edu.co">www.nkangalafed.edu.co</a></td>
</tr>
<tr>
<td><strong>NORTHERN CAPE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northern Cape Rural</td>
<td>Mr. Pem Sago</td>
<td>054 331 3836</td>
<td><a href="http://www.ncrtvet.com">www.ncrtvet.com</a></td>
</tr>
<tr>
<td>Northern Cape Urban</td>
<td>Mr. Arie Mosamane</td>
<td>059 829 2000/2061</td>
<td><a href="http://www.nicvtet.edu.co">www.nicvtet.edu.co</a></td>
</tr>
<tr>
<td><strong>NORTH WEST</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORBIT</td>
<td>Mr. Okwe Makama</td>
<td>014 597 513/4</td>
<td><a href="http://www.orbitcol.edu.co">www.orbitcol.edu.co</a></td>
</tr>
<tr>
<td>Taletso</td>
<td>Mr. Felix Mokete</td>
<td>013 868 2346/1</td>
<td><a href="http://www.taletsofedcollege.co.za">www.taletsofedcollege.co.za</a></td>
</tr>
<tr>
<td>Vuselela</td>
<td>Mr. Mpho Leka</td>
<td>018 409 7006</td>
<td><a href="http://www.vuselelaco.edu.co">www.vuselelaco.edu.co</a></td>
</tr>
<tr>
<td><strong>WESTERN CAPE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boland</td>
<td>Mr. Johannes Setzer</td>
<td>021 890 7114/2</td>
<td><a href="http://www.bolandcollege.com">www.bolandcollege.com</a></td>
</tr>
<tr>
<td>College of Cape Town</td>
<td>Dr. MM Musawu</td>
<td>021 494 8700</td>
<td><a href="http://www.cct.edu.za">www.cct.edu.za</a></td>
</tr>
<tr>
<td>False Bay</td>
<td>Mr. Karl Roodwits</td>
<td>021 787 8180</td>
<td><a href="http://www.falsebaycollege.co.za">www.falsebaycollege.co.za</a></td>
</tr>
<tr>
<td>Northlink</td>
<td>Mr. Nel Mugoni (Acting)</td>
<td>021 570 0011</td>
<td><a href="http://www.northlink.cz">www.northlink.cz</a></td>
</tr>
<tr>
<td>South Cape</td>
<td>Dr. Terence Thembelane (Acting)</td>
<td>044 884 0359</td>
<td><a href="http://www.sccollege.co.za">www.sccollege.co.za</a></td>
</tr>
<tr>
<td>West Coast</td>
<td>Ms. Lingwina Mchikwa</td>
<td>076 487 1143</td>
<td><a href="http://www.westcoastcollege.co.za">www.westcoastcollege.co.za</a></td>
</tr>
</tbody>
</table>