

FET College Times

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FET Colleges bridge the skills gap

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Spreading the news. Boland Times (Boland FET College publication) hits the platform at railway stations. Photograph supplied by Boland College.

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Bridging the skills gap

The central tenet of socio-economic development must surely be: equipping the population with the relevant skills as required by the economy. In other words employers and the opportunities for self-employment demand a set of skills which are underpinned by basic numeracy, literacy and life-skills. These skills are essentially vocational by nature and cover a very wide range that correlates well with the scope of human intelligences. FET Colleges provide a public portal to obtaining an astonishingly wide selection of those skills. The public who are fortunate enough to acquire skills through a public FET College are at once a great deal more employable than those who do not enjoy the same privilege. (See our lead article on page 3.)

Armed with this point of departure, our colleges are doing their utmost to ensure that as many young people as possible are enrolled for a programme of study of their choice at an FET College. This is evidenced by the volume and content of contributions received for this edition: enough for a publication twice this size or more! Thank you to our contributors

who recognise the importance of highlighting many of these varied initiatives. In response, we appeal to readers, particularly employers, to "give back" to our beautiful country by participating in the skills and artisans drive, by offering internships or simply by using the skills levy system as it was intended. (See page 3 also.) At the end of the day we are all deemed to benefit either directly or indirectly.

In our Movers and Shakers Column we are happy to present and celebrate newfound and existing skills within our colleges. Our Campus Matters is an attempt to reflect the complex and diverse range of activities current in our colleges that are aimed at developing partnerships, upliftment, and specific vocational skills that are critically important to us as a Province. FET Colleges are not for any minute to be thought of as "takers" or "passive dependants" in the bigger South African context. They are models of social responsibility and developers of the culture of voluntarism. See page 10.

In Policy and Operational Shifts we take an Early Childhood Development

perspective of changing the future, feature the fruits of collaboration and taste some refreshing initiatives which beg to be emulated. Finally, in place of our usual Intellectual Debate column we deemed it important for all our readers to have access to the full text of Minister Nzimande's Budget Speech. Please do not be misled into thinking that the budget speech is only about Rands and Cents. It is an important policy statement that gives firm indicators on the way forward and as such surely is a "must-read" for every person who has a working interest in Further, Higher and Skills education and training. Happy reading!

Footnote

Regrettably and with heartfelt appreciation, we say goodbye to our professional language editor, Jeremy Lawrence who has been with the editorial team since the start of 2007 (Volume 8). He has ensured our language skills consistently for 17 editions and made no small contribution to the growth and development of this publication! We bid him well.

FROM THE CHIEF DIRECTOR'S DESK



Recently the Minister of Higher Education and Training presented his Budget in Parliament (see page 14). This budget is in fact a continuation from where the Minister left off last year with respect to supporting and strengthening public FET Colleges so that they become institutions of choice.

This unwavering support and vision from the Minister can only, in turn, be acknowledged by the sector, with increased vigour and dedication on the part of all. The ultimate beneficiary is South Africa.

In another critical development the Premier of the Western Cape officially launched the Provincial Skills Development Forum. This Forum will primarily "coordinate skills development in the Western Cape so as to ensure that skills development interventions translate into real opportunities for our citizens". This is very important for the FET College Sector because the strong support for skills development from all spheres of government can only mean one thing, and that is that the state has huge expectations for FET Colleges as the "champions" of skills development.

We are now half way through the academic year. Our students should be

comfortable with the progress of their studies and be itching to face the final assessments that will soon be taking place. Be reminded that we are left with only six weeks of teaching and learning before we face examinations. Every minute counts and every constructive effort will make a positive difference.

On the matter of the transfer of FET Colleges from a Provincial competency to a National competency, we note limited progress. We note that the Amendment Bill to the FET College Act has been in the public arena for some time now. Secondly, we are all waiting for Parliament to approve the constitutional amendments required to give effect to the transfer of responsibilities.

This process is being managed by the Department of Justice. The target for completion of the process remains late-2011. By January 2012 the full procedure should have been completed.

Change has never been an easy process and this one is no exception. We all have a role to play to manage this huge transition and make sure that students are unaffected. Challenges are there to be managed!



Zozo Siyengo, Chief Director: Further Education and Training Colleges

Since we are now, as stated, halfway through the academic year, it is appropriate that the planning cycle for 2012 should begin immediately if it has not done so already. We all know what is expected and our task is to improve on last year's endeavours. Reflect on the fact that the targets we set are the same ones against which our final performance will be measured! Managers especially therefore should now carefully determine what has been attained, and what should be attained.

Good luck in this planning cycle, and may all your hard work continue to build great institutions of learning!

FET Colleges, SETAs and National Skills Fund seek solutions

Editor's Note:

A recently published article in the Cape Times indicated that South Africa currently has about 14% under-employment in scarce skills areas, many of which represent vocations for which training is on offer in public Further Education and Training Colleges. If we could increase enrolment for these positions we could in effect reduce unemployment levels dramatically. The following article demonstrates the crucial importance of bringing the relevant parties together with a view to resolving this dilemma.

COLLEEN BRENNON

South Africa has two to three million unemployed and largely untrained young people, yet the country is desperately short of artisans. This deplorable situation was emphasised by speaker after speaker at the SETA-Industry breakfast held at False Bay College, Westlake campus, in March. The breakfast was convened to kick-start initiatives with Industry and SETAs so as to address artisan training in the province.

Improved funding is now available to help tackle the problem, said guest speaker Albert Schuitmaker, former CEO of the Cape Chamber of Commerce. But money is not the only requirement. In many areas the management abilities of municipalities charged with carrying out various urgent projects are sadly lacking, and

in some cases funds lie idle because of neglect and a lack of competent people to do the practical work. This simply must be fixed. Industry wants quality: trained people with the necessary skills to fit into the business operation and do a good job without undue "nursing". It followed that education must be matched to the needs of industry, and the speaker said that he was pleased that False Bay College had an excellent record in this regard, with a business plan that was working well, with about 95% of their graduates placed in employment.

However, education could not do it alone. Industry had been called upon to play its part by taking on students to work and learn on the job. They had been doing so, and would continue doing so. "But there is a cost to this, which must be taken into account. Industry has to provide someone to



From left to right: Councillor Demetri Qually, guest speaker Albert Schuitmaker, Cassie Kruger (CEO of False Bay College), Eubert Mashabane (Director of the National Skills Fund), Karin Hendricks (Deputy CEO Innovation and Development, False Bay College), and Zozo Siyengo (Chief Director, FET Colleges in the Western Cape Education Department)

guide and supervise that student, and that person cannot do his own work as he normally would. That resulted in delays, and delays cost money." In such cases, said Mr Schuitmaker, there would have to be discussion on some form of compensation for the firm concerned.

Eubert Mashabane, Director of the National Skills Fund (NSF), said the task ahead of him was a mixture of nightmares and challenges. The government had provided quite

generous funding, but much of it was unused due to mismanagement, neglect or incompetence in some quarters. He was determined to see that resources were used effectively, and that waste was eliminated. The NSF is currently developing criteria for funding proposals. The task ahead was daunting, but with a partnership between the Department of Higher Education and Training, the FET colleges and industry generally he was confident that we would see a great improvement in the years ahead.

Call for partnerships for skills development

Editor's Note:

Employers show your mettle and heed the call!

GERT WITBOOI

West Coast College Deputy CEO for Innovation and Development, Ms Rhazia Hamza, has called on industry and business in the region to show their commitment to skills development by assisting the college in hosting its final-year students for two weeks during the winter holiday period.

Students exiting vocational institutions require practical work experience in order to graduate and to possibly gain employment opportunities after their vocational studies. The West Coast College's Work Experience Placement Programme ensures that students are provided with exposure to their relevant

industry to increase their employability. During the June recess period the current Level 4 students (final year) will be required to complete a stint in industry. The various programmes include Office Administration, Management, Hospitality, Education and Development, Engineering, and Automotive and Electrical Infrastructure Construction.

Once they have completed their studies they should be able to enter various industries as secretaries, administrators, PAs, nursing assistants, child minders, junior managers, cooks, chefs, waitrons, electricians, entrepreneurs, welders, fitters and turners, and motor mechanics or

working as Au Pairs locally and abroad.

"We are therefore looking for relevant companies and small and medium businesses who can host the students for a period of two weeks, to give them exposure in the above categories. The only thing we require is that the students must complete logbooks for insertion in their curricula vitae demonstrating workplace exposure. Any kind of remuneration is at the discretion of the employer and there are no expectations from the college or the student in this regard. This is therefore an ideal opportunity for SMMEs or larger companies to give our youngsters an opportunity to understand their trade," said Ms Hamza.

Employers are required to complete evaluation forms including an assessment on students' grooming, conduct, language usage, initiative, work ethics and suitability to workplace.

Ms Hamza said that the college, with the assistance of many companies and government institutions, could previously manage to place almost all students in work places, but this year poses a particular challenge in the sense that there are now more than 500 final-year students that will need to be placed.

"We'd therefore like to invite companies to show their commitment to skills development and assist the college in this endeavour. After all, some of these students can potentially be your staff members in the near future."

Their work readiness and productivity will ultimately impact on productivity, profit margins and competitiveness!

Companies who wish to take up this offer may contact Ms Oychilla Januarie on ojanuary@westcoastcollege.co.za for further information.

West Coast economy needs right skills

GERT WITBOOI

The unemployment figure of youth between 18 and 25 on the West Coast is about 50%, said Saldanha Municipality Mayor (Mr Randall Abdol at the time) at a college graduation ceremony of its Fabrication (boiler making) Level 2 Learnership programme. He welcomed the students into the industry and said the region's economy needs more of these skills, especially in the light of the anticipated increased economic activity for the region.

The fabrication learnership was an initiative of the West Coast College's Chief Executive Officer Mrs Osmo Jooste-Mokgethi, and a partnership project between the college, the Mechanical Engineering SETA

(merSETA) and the then Umsobomvu Youth Fund, which has meanwhile been absorbed into the National Youth Development Agency (NYDA). After three years the programme came to a conclusion with the exit ceremony at its Vredenburg campus attended by 23 learners and their families, the college management, members of MerSETA, the NYDA, the Mayor and guests from the local community and industry.

West Coast College initiated the project with the main purpose of addressing some of the socio-economic problems of the youth in the region, such as the high unemployment rate, lack of education and training opportunities and a skills shortage in especially welding and boiler-making. The Engineering (Fabrication & Boiler making) Learnership programme

recruited 40 unemployed young people and encompassed the following key activities: technical engineering skills training; fundamentals; life and professional skills training; entrepreneurship education; and structured work experience. The college established an accredited boiler-making workshop at the Vredenburg Campus, which has experience in developing materials and workshop requirements to meet merSETA accreditation. Seventeen students dropped out due to financial and transportation problems. Students reported that the stipend was inadequate to sustain them while completing the programme.

Ms Bronwyn Abrahams from MerSETA expressed her appreciation of the hard work put in by the students and reiterated her organisation's

commitment to ensuring that many more young people are taken into the engineering sector. Mr Stephen Curry from the NYDA informed the audience about a number of initiatives which young people can access in support of skills and entrepreneurship development. Some of these include further training opportunities and loans for small and micro businesses.

Ms Nomathemba Nkila-Dapula, who was part of the initiation of the project, related the teething problems at the time but said that the college management was driven by the desire to make a difference in the lives of young people and was determined to ensure the successful implementation and identified outcomes of the project. At the time it was one of the largest learnership initiatives undertaken.

A SA debut for the "Chief's Challenge"

Editor's Note:

Mr Michael McCullough is a research associate with the Community College Leadership Programme at the University of Texas.

MICHAEL MCCULLOUGH

"I'm up to my neck in crocodiles and now you're asking me to drain the swamp!"

At least once or twice in their career every leader of a complex organisation has had this feeling. Top-level leaders and managers of today's FET colleges undoubtedly have to function amid such complexities on a regular basis. However, the leadership challenges posed by large reptiles and neck-deep mud pale in comparison to, for example, "Your college's learners are protesting that the standard of teaching is far lower than promised in your marketing brochures. Deputations are scheduled to see you and the Chairperson of your College Council" – while at the same time "You are losing your best academic staff to local companies offering higher salaries for in-house trainers", not to mention "Your college is carrying a R15-million deficit and the government has just announced a 10% reduction in student financial assistance."

These are just a few of the not-so-hypothetical dilemmas presented to a group of current and future FET college leaders during the April 12th introduction of the "Chief's Challenge" at Boland College in Stellenbosch. The "Chief's Challenge" is a leadership simulation aimed specifically at the kinds of leadership and management

challenges facing the South African FET college sector. The Challenge is derived from a higher education leadership simulation, the "Dean's Dilemma", which was created by a team led by Dr Nigel Courtney, Honorary Senior Visiting Fellow at the Cass Business School, City of London. The original simulation grew out of the QuBE Project, an initiative designed to stimulate fresh approaches to improving the quality of business education in English universities.

While working with Dr Courtney on a multi-disciplinary publishing project in the area of student learning Dr Liezel Frick, of the Centre for Higher

and Adult Education (CHAE) at Stellenbosch University, saw the potential for adapting the simulation to the South African FETC context. The simulation's potential for promoting the development of problem-solving skills and positive leadership habits for future FET college leaders was obvious. Further collaboration between Drs Courtney and Frick resulted in the Chief's Challenge, a simulation designed to give participants hands-on practice in dealing with complex, multi-faceted leadership issues involving stakeholders both inside and outside a South African FET college.

The simulation can be run with one group of six "Chiefs", each corresponding to a college leadership role: CEO, Academic Chief, Operations Chief, etc, with each participant eventually playing, in succeeding rounds, every leadership

role. Each participant deals with a new challenge in every round tailored to his or her role. The ultimate objective of the simulation is to give participants hands-on experience in dealing with a wide variety of leadership challenges on a practical and very immediate basis.

At the Boland College roll-out twelve participants represented several universities and Western Cape FET colleges: two simulations of six participants each were run simultaneously during the afternoon, followed by a feedback session. As a result of the positive participant response the CHAE is considering ways and means to expose the Chief's Challenge to a wider audience within the FET college sector.

Interested parties may contact Dr Liezel Frick at blf@sun.ac.za



Michael McCullough (Research Associate, University of Texas), Prof Eli Bitzer (Director, Centre for Higher and Adult Education, University of Stellenbosch) and Ruth Booysen (Accreditation Manager, Boland College)

Students put up a star performance in first TDM Powered apprenticeship programme

RICH HLATSWAYO

The Western Cape's first group of students participating in the tooling manufacturing industry's historic pilot TDM Powered Apprenticeship Programme put on a star performance by achieving an 84% pass rate in the 2010 Fundamental Phase of the programme. Twenty-five students were stringently selected from more than 400 applicants to participate in the TDM Powered pilot programme, facilitated by the Northlink College for FET in Cape Town. The twenty-one students who successfully completed the programme graduated at a certificate ceremony recently.

The TDM Powered Apprenticeship Programme is a joint initiative between the National Tooling Initiative (NTI), the Toolmaking Association of South Africa

(TASA) and the Department of Trade and Industry (DTI). The objective of the initiative is to alleviate critical skills shortages in the all-important tool-, die- and mould-making industry. This is a key support industry for manufacturing in South Africa.

In February 2010 the TDM Powered Apprenticeship Programme's Fundamental Phase was launched at pilot sites across the country, namely Coega Training Centre in Eastern Cape, Northlink College for FET in Western Cape, Ekurhuleni East College for FET, Kwa Thema Campus and South West Gauteng College for FET, Molapo Campus in Gauteng, Nkangala College for FET in Mpumalanga, Umgungundlovu College for FET, Plessislaer Campus in Kwa-Zulu Natal and Lephalale College for FET in Limpopo. Western Cape students

showed their true mettle from the outset and faced the challenges presented by the pilot programme head-on. To successfully complete the Foundation Phase of the programme students had to achieve 75% in phase one (theory) and had to do practical workshop training, as well as on-the-job training. The Foundation Level of the TDM Powered Apprenticeship Programme prepares students and industry incumbents, who might need special support, for apprenticeship training in the machining and tooling manufacturing industry. The 2010 pilot Foundation Phase was presented from February to November and comprised applied and fundamental theory. Applied theory focused on mathematics, safety, drawing, measurement, employability skills and company excursions. Fundamental theory included English communication, basic computer skills, mathematics science and life skills.

Phase 2 of the Foundation Level entailed workshop training to teach participants basic hand skills and machining techniques. On completion of the workshop training students were given the option to submit two work pieces for independent adjudication. Once the work pieces had been approved, students were allowed to do the American NIMS accreditation online. In Phase 3 students were placed at leading companies in the province such as Cape Metal Pressings, Polyoak, Expertool, Quad, CME, GUD Filters and Dramco Tooling to gain practical experience. Students who successfully completed the Foundation Phase can now enter an entry-level career in tooling manufacturing or continue their

TDM Powered Apprenticeship studies to qualify as artisans, master artisans or engineers. The TDM Powered Apprenticeship Programme enables students to pursue exciting careers in a wide range of industries such as the automotive, aerospace, mining chemical, defence and electronics industries. Artisans and engineers can work in these industries as tool designers, project managers, tool-, die- and mould-makers, metrologists, specialist computer numerically controlled machinists, engineering analysts and the like.

Chief Executive Officer of the National Tooling Initiative Programme (NTIP), Dirk van Dyk, says, "NTIP, the Tooling Association of SA (TASA) and the tooling manufacturing industry are extremely proud of, and excited about, the Western Cape students' performance. The successful training of this pilot group of students is indeed a historic occasion and will undoubtedly pave the way towards the successful rehabilitation of the tool-, die- and mould-making industry in the province". Western Cape students were incredibly excited about the pilot programme. Nomlindisi Mlangane of the Class of 2010 said, "I have enjoyed the programme as it gave me first-hand exposure to tooling manufacturing. I can, for example, now operate lathe, grinding and milling machines." Chad Rolleston was the top TDM Powered student of the Class of 2010.

For more information contact the National Tooling Initiative Ceo, Dirk van Dyk on Telephone **012 643 9360** or email: dirkvd@ntipweb.co.za



The TDM class of 2010 are (standing, from left): Johannes Van Rooyen, Han-Theo Kretschmer, Ivan Adonis, Eugene Pierang, Bradley Majamba, Reuben Ramplin, Nomlindisi Mlangane, Kyle Brevis, Darryl Oliver, Zimasa Ngqetsu, Antonio Sabio, Kyle Govender and Thabo Velemlva. Kneeling, from left, are: Joseph Moni, Chad Rolleston and Phumzile Buswake (Photo: Tok Grobler pro@mweb.co.za)

West Coast College independently awarded for its regional profile

GERT WITBOOI

A leading South African research organisation, which promotes and acknowledges excellence in commerce and industry, has awarded West Coast College with a Silver Award for its community involvement and high level of brand awareness in the region and within the commercial sector.

PMR.Africa conducted a survey during the period October to December 2010 in the West Coast region to rate companies and institutions. The award is based on research from among the peers of the recipients. In the Business Sector: Institutions for Higher Education/Tertiary institutions in the West Coast region, the West Coast

College was highest rated on an overall rating of 3.71 out of a possible 5.00. For this achievement West Coast College received the Silver Arrow Award at a glittering Breakfast Awards Ceremony in Saldanha Bay. The sample upon which the award was based included 235 CEOs, MDs, owners of companies, company directors and senior local and provincial government officials.

The ratings are based on the perceptions of the respondents representing the corporate sector and senior government officials in the Western Cape. The awards are determined on the following criteria:

- companies/institutions that have done most to enhance the economic growth and development

- of the province;
- levels of management expertise;
- implementation of corporate governance;
- brand awareness;
- level of innovation.

The award was presented to the Deputy Chief Executive Officer for Innovation and Development, Mrs Rhazia Hamza, at a ceremony attended by more than 100 business, political and community leaders of the West Coast. The award recognises the West Coast College's role in promoting economic growth and development in the region. Read the full feature coverage of this story, which is published in the latest PMR magazine and hosted on their website at www.pmrfric.com (for a period of 12 months).



West Coast College's Deputy Chief Executive Officer for Innovation and Development, Mrs Rhazia Hamza, with the Silver Arrow Award presented at a glittering gala business breakfast



New manager wants youth to compete

GERT WITBOOI

A former naval officer with an electronic artisan qualification and an MBA to his name, and who was a business and financial lecturer with a wealth of managerial experience in the banking sector, is the latest addition to the FET sector.

Mr Andre Booysen, who has been appointed Deputy Chief Executive Officer for Corporate Services of West Coast College, was born and raised in Bellville South. After matriculating from Bellville South High School in 1981 he joined the South African Navy and progressed through its ranks, holding various positions of leadership and management. He received numerous medals in recognition for outstanding

service and performance. It was also during this time that he completed his B Com (Hon) degree, with assistance and motivation from family and his managers in the navy. After many years in the navy he decided to leave for a different challenge and joined Absa Business Bank in a managerial position. "During this period I gained valuable exposure in various fields, ranging from risk management to financial management and sales management," said Mr Booysen.

Being a subscriber to lifelong learning, Mr Booysen completed his MBA at the University of Stellenbosch in 2008. This presented a tremendous mind shift that he said he enjoyed fully. Other experience he gained was lecturing in marketing, financial accounting and

entrepreneurship at Cape Peninsula University of Technology in 2009. During this period he started a financial and risk business to gain firsthand experience of the challenges that small entrepreneurs face in managing a small business. And now he is looking forward to the challenges and opportunities at West Coast College. His vision and mission as head of corporate services are to provide a high-quality and innovative support service to West Coast College, for it to remain and sustain a leadership position in the field of education and training. Mr Booysen and his team are fully committed to providing service and support for the college's core business of "educating and training". The ultimate goal, however, is to provide a highly effective and confident labour pool of talent, with



André Booysen

the required skills and knowledge to ensure that South Africa can compete effectively and efficiently in the global market.

"But more so to be an integral part in the transformation of the lives of young men and women who wish to achieve their dreams and a hope for a better future," adds Mr Booysen. The college management extends its warm welcome and looks forward to the value Mr Booysen can add.

False Bay College Administrator of the Year



Gwen van de Bank, Payroll Administrator of the Year

MARLENE MITCHELL

Gwen van de Bank, Payroll Officer of False Bay College, was awarded the title of Payroll Administrator of the year. The competition is run annually by Paymaster Solutions.

Gwen joined False Bay College in July 2007. She competed with more than 250 nominees country-wide and was

named one of eleven finalists in the last round of the competition during November 2010. Her rivals included, among others, nominees from ENGEN, Santam Ltd and Oxford University Press.

"My job is very challenging and stressful at times, but I can't imagine ever doing something else. Someone once said that being a payroll administrator is a profession and a career choice, not just a job. Ever since the day I started doing payroll it has been a learning curve. There has never been a dull moment and I absolutely love it! This is a job where you need to give 100% all of the time. One of my managers said I have developed the payroll position at our company, but this is not true. Being a payroll administrator has developed me and given me the opportunity to grow and excel every day," commented Gwen.

Life after blindness

KIM BRAND

In 2007 I started my new journey in education. Little did I know then how intense the journey was to become. After working in retail for a couple of years without a matriculation certificate I decided it was time to get my act together and get myself educated. I chose to study early childhood development at the College of Cape Town. At the age of 23 I was finally on my way to achieving my matriculation certificate. I threw myself head first into my studies and felt a great sense of achievement when I succeeded.

Finally the first year of our Early Childhood Development (ECD) course had come to an end on 16 November 2007. The next day disaster struck. I was involved in a horrific drunken-driving car accident and my life was changed for ever. I woke up in hospital on the Tuesday thereafter with my face covered in bandages. My brain was racing, trying to put the pieces together, but the memories didn't come. I was told by doctors that I had been involved in a car accident and was blinded on impact. WHAT!!!! This cannot and does not happen to people like me. Yet with much prayer and support I was on my

Vredenburg gets a new West Coast College campus manager



Andy Meyer

GERT WITBOOI

Mr Andy Meyer comes from a long career in various fields but essentially he has always been involved in teaching and training. Andy Meyer qualified at the University of the Western Cape, where he received his BA and HDE qualifications.

He then went on to UNISA, where he received his BEd, and later completed his MEd at the University

of Stellenbosch. In between he also studied for a postgraduate Diploma in Teaching English Overseas at the University of Leeds in England. Although he started out as a high school teacher, most of his experience came through teacher-training at Colleges.

In 1996 Andy left education to focus on training disadvantaged communities in the use of computers. He travelled all over the Western Cape to various venues in order to do this. In subsequent years he also trained people at various corporate companies throughout the country, from basic computer literacy to advanced Microsoft users. In the last few years he has been Director of an international company specialising in the teaching of English, and has also been training in the private sector. Andy has also developed various websites and is currently looking at helping Grade 8s to 12s through live lessons on the internet.

way to starting a new life. The first thing I decided to do was to complete my studies. With the support of family and the amazing lecturers at the College of Cape Town who encouraged and stood by me, I returned to college in the new year of 2008. This was a difficult and challenging adventure, but with the constant, faithful help of my classmates and lecturers I pulled through. All my examinations were done orally. In 2009 I graduated! I have not pursued a career in ECD, not because I cannot teach as a blind woman but because I felt I needed a change. I am currently studying aromatherapy massage at

a centre that specifically focuses on training blind people. I will qualify at the end of 2012 and look forward to starting my own practice.



Kim Brand (second from the left) with fellow students and Ms Annelie Carstens (lecturer) at her graduation in 2010

West Coast unemployed youth benefit from retail development partnership

GERT WITBOOI

West Coast College and the Department of Social Development have just concluded a successful project that saw 20 unemployed youth from Atlantis and Malmesbury placed in various retail outlets to prepare them for the retail sector. The training and workplace experience and employment project was based on a similar project as previously launched by the WRSETA when 50 learners were successfully trained and placed in the retail sector on the West Coast.

The students participated in an in-depth theoretical and practical training programme where all facets

of the wholesale and retail sector were covered. This project aims at building morale and providing much-needed training and placement for unemployed and final-year students of the West Coast College.

Through the support of Malmesbury Pick 'n Pay and Kaap Agri the West Coast College facilitated the placement of the participants. The host employers supplied the students with valuable workplace experience over a period of five months, while the Department of Social Development supported the students financially by means of a monthly stipend.

This initiative emphasises again that

skills development remains the key to employment opportunities and the eradication of poverty. The West Coast College relies heavily on the support

of local businesses and appreciates their willingness to create workplace experience opportunities for our students on the West Coast.



Present at the ceremony held upon completion of the project were, from left: Tinie Olivier, learnership specialist, Rudolph Beeslaar (Pick and Pay), Mary-Jo Leukes (Kaap Agri), Adrian Witbooi and Elton van Rooyen (Choice Clothing), and Mr Mtutuzeli Sitinga, from the Department of Social Development

Crawford Campus of College of Cape Town takes the lead

SHARON GROBBELAAR

Three senior managers of the IT Department of the College of Cape Town committed themselves to taking part in this year's Cape Argus Pick 'n Pay Cycle Tour as part of an internal Health and Wellness Challenge at the Crawford Campus. For the preceding few months the campus took part in the challenge which entailed several staff members competing in a weight-loss and fitness competition.

The competition served as a morale-boosting activity that resulted in many participants getting to know each other better as individuals, and realising significant improvement in their health over a period of three to four months. The Crawford Campus had 18 staff members competing, and there was a collective weight loss of 78kg, with the biggest "loser" achieving a total loss of 12 kg. Many staff members also took full advantage of the Crawford Gym that

was recently upgraded through Lotto funding.

As part of their commitment the IT Department opted to supplement the campus diet programme with their own "Microsoft IT Academy" (MSITA) cycle challenge, and agreed to participate and compete against each other in this year's Cycle Tour. As a major event on Cape Town's sporting calendar, the Cycle Tour took place on Sunday 13 March, with as many as 40,000 cyclists taking to the road on a day when there were ideal weather conditions for cycling.

The MSITA Cycle Challenge was eventually won by the IT Academic Manager, Deon Halls, who completed the race in a personal best time of 3 hrs 52 minutes at an average cycling speed of 28.4kph. Deon comments: "This challenge has helped me improve my fitness level and I had developed a positive mindset to take on the sub-

four-hour milestone. I have reached a personal goal in my life but, more importantly, the staff at the Crawford Campus has come to realise the value of good health that is achievable through such short-term interventions. Our motto at Crawford is 'Healthy body, healthy mind', and we will continuously encourage more personnel to participate in fitness activities". Currently the Crawford Campus has extended the Weight Loss challenge by another three months, and ten female lecturers have also registered for the Spar Women's Walk which takes place during April.

On a quality-related matter, the College of Cape Town recently adopted the Services Seta Star Grading System and has committed itself to achieving, in particular, the Star 3 recognition. The aim is to create a culture of continuous learning as well as improved work performance, business systems, processes and customer service. The Star 3 has a "client-centric" focus, with the College management considering its staff as part of its internal client base. The Health and Wellness Challenge is aimed at implementing the client-centric strategy, which is driven by changing needs and perceptions of service excellence. To create this type of experience the College pursues the goal of establishing a client-service culture that unites everyone in the institution behind a vision to live out service excellence, both internally and externally. The approach starts with the relationship that exists between management and staff. The logic

applied is that if the relationship between staff is good it will impact positively on the external client experience of the campus. The Crawford Campus is proud of the achievement of its staff. Well done to the MSITA cycling team!

Supporting this vision, the on-campus Microsoft IT Academy is offering a global learning solution that empowers academic institutions to help students reach their academic and career potential through high-quality training programmes for Microsoft technologies. It offers a world-class Microsoft curriculum to educate students about critical IT skills.

The programme provides a wealth of online learning resources for any-time, anywhere learning and creates lifelong learning resources for continuing education, for teacher/faculty professional development, and for extending the Microsoft engagement with learners as they progress in their careers. Ultimately the linkage to real-world job skills helps students graduate with IT skills which they need to succeed on the job and contribute to the skilled workforce for employers. Currently the IT Department is running a one-year Web Development and Design programme that incorporates the Microsoft Certified Professional and Adobe Certified Associates certifications.

For more information on these programmes please contact Anthony Dietrich at the Crawford Campus on (021) 696 5133.



(f.l.t.r) Deon Halls, Mike van der Heever, Anthony Dietrich – College of Cape Town's Crawford Campus IT Department cyclists

Boat-Building checks its rigging

CYNTHIA DAVIS

Charles Goodwin, False Bay College Westlake Campus Head, and a group of industry and Merseta executives visited Auckland on a mission to the New Zealand Boat-Building Industry and Training Authority in March/April this year. In the course of their visit the group was given wide exposure to boat-building companies and organisations in Auckland.

Auckland is a city of sails and sailing, and it was therefore appropriate that False Bay College (FBC) should take the opportunity to measure its own Boat-Building Academy against the prominence of its counterparts in Auckland. Among these were the New Zealand Traditional Boat-Building School, UNITEC (a boat-building

technical training facility), NZMITO (New Zealand Marine Industry Training Organisation), Lloyd Stevenson Boat-builders, Development Yachting and the factory at Southern Spars. Charles and guests were able to meet members of the New Zealand Department of Trade and Enterprise. "I was proud and pleased to discover that the quality of the facilities and the standard of FBC's Boat-Building Academy training compares very favourably indeed with what we encountered among top-class facilities in Auckland. It was also interesting to note that the challenges that they face in their training and skills development are very much like ours," commented Charles. In addition to gaining a wealth of information from Auckland's numerous boat-building sites, they were also given some opportunities to sightsee. An



Chris Brink (FBC External College Council member), Wayne Adams (Chief Operating Officer of Merseta), Nasir Solar (Client Liaison Officer of Merseta), Dr Raymond Patel (Chief Executive Officer of Merseta), Charles Goodwin (Campus Head, Westlake Campus FBC), Vanessa Davidson (Skills Development Facilitator, CTBi), Vuyo Lufele (Regional Treasurer NUMSA) and Veda Raubenheimer (Chief Executive Officer CTBi and delegation leader)

excursion to tourist attractions such as a traditional Maori village, and the Auckland Maritime Museum, could not be missed. The Waitomo Glow-worm Caves were unforgettable: thousands of glow-worms, suspended by their threads from the roof of the caves, lit

it up like a night sky. "The Auckland visit was rewarding and memorable," reported Charles. "Perhaps the most rewarding aspect of all was the assurance that False Bay College's Boat-Building Academy is right on track!"

False Bay College sails to new heights

TINA LITTLE

False Bay College entered two Boat Building Academy teams in the MAC 24-Hour sailing challenge. The "False Bay College Pirates" sailed two high-performance Sonnet dinghies in this 14th annual event, hosted by Milnerton Aquatic Club in March at Rietvlei in Table View.

The MAC 24-Hour Challenge is an annual regatta attracting top international and local teams across a wide fleet of boats. "On arrival we saw an amazing scene of light and steady breezes that immediately raised our spirits.

"The race started with a 'bang', signalled by the SA Navy Cannon. As the day progressed so did the wind, making our downwind legs quite exciting," commented Stephen Jennings, False Bay College Level 4 student. The False Bay Pirates A-team was doing well, as they were in second place and not showing any sign of letting up.

The B-team, however, struggled with their main sheet system, and after an unexpected gybe their whisker pole poked through their main sail, ending their race for good. The weather conditions became severe and a decision was made at 10:30pm to call all boats off the water.



False Bay College Pirates, from left to right: Sean Youldon, Stephen Jennings, Achmat Geyer, Leroy Rudolph, Pieter Albertyn, Gavin Booysen, Charles Goodwin and Godfrey Samuels

"After a good night's sleep the wind died down considerably and the challenge resumed," said Stephen; "With some magnificent hours on the water, the twenty-fourth hour of the racing was nearing as we approached the finish line. Despite the extreme weather

conditions, team False Bay Pirates gave it their all and did relatively well. False Bay Pirates had an amazing MAC 24-Hour Challenge and we can all say that despite the poor weather conditions it was a great experience. Bring it on next year, MAC 24!"

Northlink brei skeepsbelange uit

RENÉ BONZET

"Ons wil bekendstaan as 'n maatskappy wat opleiding eerste stel, en daarom is 'n vennootskap met Northlink Kollege vir ons belangrik", sê Frank Rebel, besturende direkteur van

Damen Shipyards Cape Town (Pty) Ltd. Damen Shipyards bou skepe in Kaapstad, een van 34 Damen bedrywe wêreldwyd. Hulle bou hier veral sleepbote en patrolliebote wat na Afrika uitgevoer word. Die mees onlangse twee bote is na Kenia



Agter die reuse-kragopwekker wat Damen Shipyards aan Northlink Kollege geskenk het, staan (van links) Oscar Ontong (Northlink Kollege student), Winston Petersen (Northlink Kollege Programbestuurder: Ketelmakers), Calima van Ellinckhuijzen (Senior Bestuurder Trade and occupations), Frank Rebel (Damen Besturende Direkteur), Adriano Santos (Northlink-student), Ebrahim Khan (Northlink Kollege Programbestuurder sweiswerk), Dederick Ross (Damen Opleidingsbeampte), Nick Penstone (Damen Menslikehulpbronbestuurder) en Johan Visser (Northlink Kollege Programbestuurder Motor en Diesel)

en Tanzania uitgevoer. Daarteenoor is Northlink in baie vennootskappe betrokke, onder andere die WesKaapse gereedskapvervaardigers WCTI (Western Cape Tooling Initiative), SAOGA (South African Oil and Gas Alliance) en CHEVRON. "Ons werk tans nou saam met die Noorweërs in veral die Olie- en Gasnywerheid," aldus Calima van Ellinckhuijzen, senior bestuurder: *trade and occupations*, by Northlink Kollege.

"Vennootskappe met die industrie is vir ons krities om personeel op hoogte te hou van die nuutste tegnologie; ook lei dit tot waardevolle praktiese ondervinding vir ons studente", het sy gesê. Na oorlegpleging, het Damen besluit om 'n kragopwekker van ongeveer R70,000 aan Northlink se Bellvillekampus te skenk. Wanneer daar kragonderbrekings is, is so iets uiters noodsaaklik vir bystandkrag. Damen Shipyards is besig met 'n visserynavorsingskip vir Angola wat

in Julie 2012 gelewer sal word. Die vervaardiging van 'n standaardgrootte skip neem so tussen agt en veertien maande. Wat vreemd is, is dat hulle staal moet invoer, want dis goedkoper. Volgens Rebel moet die Suid-Afrikaanse maatskappye beseft dat hulle met die wêreldmark meeding en dat arbeid duurder is hier, alhoewel die produktiwiteit laer is in vergelyking met mededingende lande. Van Ellinckhuijzen is opgewonde oor die vooruitsig dat leersers (veral die voornemende ketelmakers en sweiswerkers) by Damen praktiese ondervinding kan opdoen. Damen Shipyards het sedert verlede jaar hul eie opleidingsentrum opgerig, wat nou saamwerk met Northlink Kollege. Die leersers is derhalwe in staat om hulle opleiding te voltooi in 'n kommersiële bedryfsgewing. Na voldoende praktiese ervaring kom doen hulle dan hulle vaktoetse by Northlink Kollege. Troy Lotz, Warren Lucas en George Sanders is voorbeelde hiervan.

Golfers give youngsters hope

Editor's Note:

In case you're wondering, this article is less about golf than about funding the dire needs of rural FET College students. The tremendous growth in rural student enrolment is a direct consequence of improved funding from the Department of Higher Education and Training. See the full text of the Minister's budget speech in the Policy and Operational Shifts column.

GERT WITBOOI

West Coast College's student bursary fund received a boost with its successful inaugural annual golf fund-raising day, giving many youngsters hope for their future. Chief Executive Officer Ms Osma Jooste-Mokgethi thanked the 66 participants, saying that the occasion represented another milestone in the journey of West Coast College. "We draw tremendous inspiration from your commitment to walk this journey with us," she told the awards-giving ceremony afterwards.

"The student profile of FET colleges has changed radically with the introduction of the National Certificate Vocational (NCV) programmes, since it caters for youth from as young as sixteen. This has brought with it a new set of challenges. With the very first NCV intake in 2007 the college recruited 600 students, of which 113 sat for the inaugural final exams three years later in 2009. Today the college has 3,200 students, with more than 500 Level 4, ie final year, students!"

Ms Jooste-Mokgethi said it was clear that more and more young people are gaining confidence in the West Coast College to help them get their vocations and careers off the ground. Significantly, there had been a marked increase in Report 191 programme enrolment (Nated). Bursaries have now been extended to cover the

Nated programmes. The result is that almost 300 students enrolled for these programmes.

At the beginning of this year West Coast College management had to deal with an unexpected influx of students who required accommodation. All its campuses have been confronted with challenges in respect of increased accommodation, as students flocked to the college.

The college has unexpectedly had to accommodate more than double its previous intake of students in its residential facilities, with the result that more accommodation needed to be acquired. The Vredenburg campus bore the brunt of the influx and had to deal with almost triple the numbers of the previous year.

College officials had to scramble at short notice to acquire extra facilities to accommodate the unexpected intake of students requiring accommodation. In total there had been an overall increase of more than 100% of student intake in the residences. Students on the college's transport scheme had increased from 1,492 students last year, up to 1,519. The college's projected transport expenses for this year is R7.7-million, which is an increase of R1.3-million from the previous year.

The college management was relieved to receive confirmation from the Department of Higher Education



Ms Osma Jooste-Mokgethi congratulates the top team: Jansie van Rensburg (far left) and Willie Henning. With them is the sponsor from Canon, Jaco van der Spuy

and Training that it has extended its financial support to all students who qualify. However, this support does not cover the extra expenses incurred in accommodation and transport. The college therefore has to look for additional funding, and the golf day is one such fundraising activity. Mrs

Rhazia Hamza, Deputy Chief Executive Officer for Innovation and Development, said the College Management was delighted with the support it received. "I wish to thank all participants, friends and partners of the college who have contributed generously in making the occasion a success."

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Early Childhood Development skills programme piloted

GERT WITBOOI

West Coast College has launched a pilot project in an effort to up-skill the employees of crèches and day-care centres for children aged nought to four years. The project is designed and funded by the Western Cape Education Department and the Department of Social Development.

There are often untrained employees working at the ECD sites who do not meet the admission requirements to enrol for the NQF level 4 FET certificate in Early Childhood Development. This project intends to bridge this particular

skills gap. The training takes the form of a skills programme. This means that the curriculum consists of a certain number of Unit Standards relevant to Early Childhood Development on NQF level 1. Unfortunately it also means that it is not a full qualification.

However, the Western Cape Education Department has indicated that funds are available to extend the programme to allow the learners to gain a full NQF Level 1 in the foreseeable future.

These practitioner assistants are acquiring the necessary skills to help the ECD practitioner with basic planning



ECD level 1 students at the Atlantis Campus learn sign language

and implementation of the daily programme; providing health care to children; family and community issues; management of classroom resources; recording specific developmental data; and basic health and safety at the ECD

site. West Coast College has rolled out the training in Atlantis and Vredenburg. The learners are finding the course content interesting and exceptionally well tuned to the needs of the ECD field.

South Cape College builds relationships through social responsibility

YVONNE BOTHA

South Cape College as a member of the Western Cape Communication and Advocacy forum fully endorses the "Brrr..." campaign. It has already translated the campaign into its social responsibility initiatives. The Forum decided on the "Brrr..." theme for this year as it refers, *inter alia*, to Building Relationships (BR). The theme will be supported by four sub-themes, one for each academic quarter-year: Brave, Brilliant, Bright and Bravo.

Aligning themselves to the Building Relationships theme and the sub-theme of Brave for the first quarter of 2011, South Cape College took the social responsibility scene by storm. In February a group of staff and students from various campuses participated in the annual Outeniqua Wheelchair Challenge in George. The event took

place on Saturday, 19 February 2011. Apart from international and national disabled athletes participating in the 10km, half-marathon and marathon events (the only such accredited events in Africa), a fun event is also held every year. This comprises a 5km route where volunteers push a disabled person in a wheelchair or other mobile device, so that everybody gets a chance to participate. The prevailing spirit among the bright-green-clad college staff and students was first-class! Oudtshoorn and George Campuses were well represented, in addition to the Central Office. DCEO: Innovation and Development, Dr Rajesh Maharaj, personally led the way pushing a chair.

This event was followed in March by several activities in support of the annual CANSAs Shavathon. Haircare students from Hessequa formed a group to participate in a Shavathon

event held on the Saasveld Campus of Nelson Mandela Metropolitan University in George. Supported by a group of students from Oudtshoorn, the "pink cloud" from South Cape College (aptly named for their pink t-shirts) took the university campus by storm! The Oudtshoorn and Bitou Campuses of the college also held their own Shavathon activities, and the George Campus in turn assisted with Shavathon activities in the Garden Route Mall in George and in shopping centres in Knysna. The Shavathon Southern Cape event made an indelible impression this year, thanks to this body of enthusiastic social responsibility volunteers! South

Cape College plans to continue active participation in such events throughout the year. This will prove our commitment to serving the communities in our college's region and beyond. Social responsibility is a wonderful way to get involved in your community, to win the trust of people and to seek self-fulfilment. By participating in and supporting such events, a positive image of our institution is built and portrayed. South Cape FET College is committed to delivering quality education and training to ALL communities within, and even outside, our service area – and *this* is the image we wish to earn in our communities.

Volunteers at Sandscapes 2011

ADELE EBRAHIM

False Bay College students and staff volunteered to help at Epilepsy South Africa's Sandscapes Event held at Muizenberg beach last summer.

Epilepsy South Africa was formed in 1967. It has seven branches nationwide, as well as a national office. It is the only community-based non-profit organisation in South Africa working with people with epilepsy and other disabilities, to improve their quality of life and to promote understanding and acceptance of disability.

The Sandscapes event was designed to focus on two aspects: fund-raising by selling sandcastle plots to businesses and the public, and providing an opportunity for youth with disabilities and their families in the community to interact with one another in a fun-filled way by participating in sandcastle competitions and other activities. Sandscapes 2011 focused

on the celebration of love through the promotion of acceptance and the advancement of human rights for all. Children from schools, children's homes, disability sector organisations and youth with special needs were invited to participate.

Volunteers were involved in various activities from face-painting to assisting with the various sporting codes on offer. False Bay College's Hospitality department was very visible in the VIP tent and provided breakfast and lunch for the organisations' guests. Some of the hospitality students also helped to sell food and drinks, while others assisted with registration and chaperoning the 240 children who attended the event.

False Bay College was proud to be involved in this uplifting event, as it echoed the ethos of our college, namely to support those with disabilities. We shall continue to highlight the needs of the disabled and lead by example.



Oudtshoorn Campus students annex the Nelson Mandela Metropolitan University campus in George

Students give blood stocks a welcome boost



Strand Campus students of Boland College queue to donate blood

JANDRÉ BAKKER

Annually Boland College receives recognition from the Western Province Blood Transfusion Service (WPBTS) for the amount of blood donated, the willingness of donors and their continued support. This year is no exception and this is how it happened on the Strand Campus.

Chantell Appollis, a student who donated for the first time, says she will certainly do so regularly from now on because, as she puts it, "It is for a good cause and I never know when I might need blood one day. I could perhaps save my mother or anyone else's life in future by making a simple blood

donation on a regular basis. Moreover it is something of which I can always be very proud."

Kim van der Schyff, Educational Officer at the WPBTS, had the following to say about the student donations: "WPBTS is enormously proud of Western Cape youth who have taken up the challenge to donate blood and become part of an elite group of people who lead a sexually safe and healthy lifestyle, and make saving lives through blood donation part of who they are. WPBTS wishes to thank Boland College's Strand Campus as they truly came aboard and contributed to a successful 32 full units of blood collected during the donation drive. Well done!"



False Bay College Volunteers at Sandscapes 2011



Changing the future, one Early Childhood Development Centre at a time

SHARON GROBBELAAR

"Nationally less than 20% of children in South Africa are likely to attend a Partial Care Facility programme" – Human Sciences Research Council (HSRC), 2008

"The return of human capital investments declines with age and is highest before age 5 when the brain is most malleable" – Heckman and Masterov, 2007

These statements are merely two from many studies over the past few years indicating that Early Childhood Development (ECD) is crucial in the development of a stable and well-adjusted adult. There is a critical need for formalised Early Childhood Development as it lays the stable foundation that is required to address the challenges faced within the Education sector of our country. In his State of the Nation address in 2007, former President Thabo Mbeki announced that Project 11 would aim to "massively speed up implementation of the ECD programme". The goal set at the time was to double the number of ECD delivery sites and child beneficiaries within the country over the following two years. Speaking at the Opening of the Academic Year function at the College of Cape Town's Gardens Campus on 7 February 2011, Ms Patricia de Lille, then MEC for Social Development and now Mayor of Cape Town, noted that progress to date had been very slow.

It was pointed out that the HSRC has compiled a list of the many serious threats to a child's development. These include poor nutrition and/or substance abuse during pregnancy; the impact of HIV/AIDS on the young child; inadequate access to health care; diseases associated with inadequate sanitary and water services; stunting due to malnutrition; inadequate "affectional" care; forms of early childhood stimulation that are not well aligned with what is demanded from the school system; morbidity and mortality due to unintentional injuries; and maltreatment.

Ms De Lille believes that the country's ECD policy needs to address ways of reaching all children, even when they are at home with their mothers. ECD centres often provide the only opportunity for some young children to gain access to the correct form of

educative stimulation from trained professionals, a decent meal and a safe, healthy environment.

The 2007 San Jose process in Latin America and the Caribbean saw an expert panel of nine economists studying research about each major challenge facing children, and the potential solutions for these. Early Childhood Development programmes that improve the physical, intellectual and social development of children in early life featured at the top of the list. Under the leadership of Ms De Lille, the Western Cape Department of Social Development has set as one of its main objectives the task of getting all children in the province enrolled in legally registered ECD Centres.

"It is almost impossible to find alternative investments in any sector of the economy which deliver larger financial pay-offs than investment in ECD centres. The government needs to do far more to grow this investment to ensure future growth," said Ms De Lille. "Studies in the field of ECD have far-reaching implications for the development of not only our children but also the future of our nation. The benefits to society are invaluable. Institutionally, it can minimise the level of school drop-outs and bring down repetition rates of grades in school. It can increase levels of participation in and improve the morale of society; and it leads to sustained improved quality of basic social services such as health, social development and education."

Ms De Lille invited the College of Cape Town to assist the Western Cape Department of Social Development (WC DoSD) in reaching their goal of registering all ECD Centres by the deadline of 31 July 2011. As an award-winning provider of training to ECD Practitioners, and the only public FET College in the country accredited to offer the UNISA BEd Degree for Foundation Phase educators, the College of Cape Town plays a critical role in terms of helping the WC DoSD in reaching this goal. Through the provision of training in various ECD programmes on full-time, part-time, short programme, skills programme and learnership levels, the College of Cape Town's close working relationship with organisations such as the Western Cape Education Department (WCED), Grassroots, the Centre for Early Childhood Development and a growing number of ECD Centres, the College has been tasked with spreading the message and helping to get all ECD Centres in the province registered.

At the beginning of February 2011 over 900 ECD Centres had already been registered, with the WC DoSD bearing knowledge of more than 1,500 additional Centres that had at the time not yet been registered. Application packages are available from the WC DoSD and by the end of the first week of February 2011 more than 2,000 such packages had already been requested by ECD Centres wishing to register. An amnesty period for registration is in effect from 1 February to 31 July 2011,

with a firm commitment from Ms De Lille that amnesty will not be extended for any reason whatsoever. Any ECD Centres not registered by the deadline will be noted as operating illegally and will summarily be shut down.

"All of us have a responsibility in terms of the Children's Act 38 of 2005, as amended, to operate within the confines of the law. We must all remain mindful of our responsibilities in terms of the Act, which are spelt out very clearly and are in the best interest of our children. Only children have access to Second Generation rights, and it's the government's responsibility to provide for those rights", said Ms De Lille.

The College of Cape Town was invited to enter into a partnership with the government in terms of this Act by providing input into the aligning of the ECD Curriculum with the Children's Act 38 of 2005. As an institution dedicated to changing the future of our nation, with a successful history of excellence in the field of Early Childhood Development, this is a challenge we accept with pride. A wide variety of qualifications in Early Childhood Development is offered at the College of Cape Town's Gardens, Crawford, Guguletu and Athlone campuses. For more information on these courses, or how NGOs or other stakeholders can participate in realising the goals of improving our nation's future through an investment in ECD, please contact Mrs Gertruida Nieuwoudt at tel. (021) 461 9418 or via email gnieuwoudt@cct.edu.za.



Mayor Patricia de Lille with Academic Staff at the Gardens Campus, College of Cape Town

WC FET colleges in successful collaboration

Editor's Note:

A national marketing and student support services workshop has been convened by the Department of Higher Education and Training to be held in Durban on the 7th and 8th July. The intention is to strategise, share best practices and ensure the correct public profile for FET Colleges.



The group participating in the strategic planning session gather on the magnificent stairway in Foster's Manor "ostrich-feather palace" and hospitality training facility of South Cape College

YVONNE BOTHA

The Further Education and Training (FET) Colleges in the Western Cape have a Communication and Advocacy Forum so as to join forces in marketing, branding, widening awareness and promoting FET Colleges in the Western Cape and at the national level.

An annual strategic planning workshop recently took place for this forum. South Cape College hosted this three-day event in Oudtshoorn at Foster's Manor. Foster's Manor conference, guest house and college training facility provided the perfect venue. The planning included joint marketing initiatives and advertisements, budget allocations for joint initiatives and strategic planning for branding. The focus of 2011 will be on "Building Relationships", translating into a "BR" campaign, as opposed to just a normal PR (public relations) campaign. This

campaign is divided into quarters, each with a "BR" theme, namely: Brave, Brilliant, Bright and Bravo. All internal and external communications with respective stakeholders will revolve around these themes.

A specific focus was placed on internal communication and building sustainable and profitable relationships with internal clients (staff). The session was attended by all six Marketing and Communication Managers of the FET Colleges in the Western Cape. The six colleges are South Cape College, West Coast College, Northlink College, False Bay College, College of Cape Town and Boland College. As Marketing and Communication resides within the branch Innovation and Development in all six colleges, the respective Deputy Chief Executive Officers who head up this branch in each college also attended to take the planning to the next level.

Escom awards ten bursaries

Editor's Note:

Frikkie O'Connell is the Academic Manager for Electrical Engineering at the College of Cape Town

FRIKKIE O'CONNELL

In another first for public FET Colleges, and indeed a proud investment in the quality of education and training provided by the College of Cape Town, Escom (Electricity Supply Commission) recently awarded ten bursaries to students studying towards the NC(V) Electrical Infrastructure Construction Certificate. Escom bursaries are normally only available to university students studying Engineering degrees. Through the years the College of Cape Town's Pinelands Campus and the energy-generation giant Escom have developed a very strong relationship/partnership. Many of our students were accepted by Escom as apprentices to later become employees. And many of their employees became students of ours, studying towards their diploma

or even obtaining the Government Certificate of Competency through us.

In the past the partnership was based more on skills-training for their apprentices, the up-skilling of their employees or doing part-time studies towards a diploma than investing in the training of new students. This year Escom chose to show their commitment to change and demonstrate their confidence in the NC(V) Electrical Infrastructure Construction course by providing bursaries to ten of our NC(V) students (7 male and 3 female). Nine of these students are Level 3 students and one is a Level 2 student. It was never a matter of hand-outs. The criteria set were tough and so were the tests, because these students are seen as future employees of Escom.

The bursary supported programme extends over a period of three to four years and consists of theoretical training at the College, practical training at Escom and a term of in-service training at power stations and distribution regions. It also gives students the

opportunity to further their studies at a Higher Education institution or enter directly into employment at Escom. The following fortunate students have been awarded the Escom Bursary for NC(V) Electrical Infrastructure Construction Level 3: Siyathemba Ngomana; Lucas Kabane; Nosipho Jakalashé; Mnikeli Sibhenya; Tsholofelo Lesetedi; Amanda

Mnisi; Bongile Wright; Johnathan Meissenheimer; Matthew Abrahams and for NC(V) Electrical Infrastructure Construction Level 2, Mnikelo Qingeni. The College of Cape Town is dedicated to continuing this well-established, fruitful partnership with Escom so as to satisfy the need for skilled employees for many years to come.

South Cape Community, Business, Industry and Education forum a first

YVONNE BOTHA

South Cape College DCEO: Innovation and Development, Dr Rajesh Maharaj, has initiated the establishment of the CIBE Forum in the Southern Cape. CIBE is an acronym for Community, Business, Industry and Education. The forum will attempt to meet numerous objectives.

Firstly, it will strive for the establishment and maintenance of an effective education and training related knowledge base to serve the aforementioned sectors and promote inter-sectoral communication. This will hopefully be achieved through increased co-operation between leaders of the respective sectors. Naturally the role of education will be to provide relevant and responsive educational options for persons from the sectors. In this collaborative approach it is envisaged that work placements for students will be further facilitated by means of a database shared by the participating employers. Sharing of resources with the objective of accelerating skills acquisition will also be a key feature of

the initiative. Through the collaboration educational institutions will become far more familiar with the real education and training needs across the sector interest groups. Poverty alleviation will feature as a focus of social responsibility interventions. Transparency, accountability, joint problem identification and resolution will all be promoted in the collaborative process. Education planning will be given a boost through the increased capacity to determine learning pathways. Within the framework of the collaboration there will be space for more partnerships between role-players within sectors. The collaboration is even likely to attract positive media coverage, thus benefitting all. The initiatives are firmly founded within the principles of the Constitution.

The CIBE Forum legend "Caring Deeply and Sharing Widely" to make the VIBE OF CIBE felt throughout the Garden Route is certainly a catchy one! South Cape College is looking forward to developing this forum into one that will serve as "best practice" example to colleges countrywide.



Back row, from left, are: Matthew Abrahams, Mnikeli Sibhenya, Mnikelo Qingeni, Johnathan Meissenheimer and Siyathemba Ngomana. In front, from left, are: Thembisa Dondashe (Escom – Training & Development), Hein van der Watt (Senior Lecturer, College of Cape Town), Tsholofelo Lesetedi, Amanda Mnisi, Nosipho Jakalashé, Lucas Kabane, Bongile Wright, Mr Ngxonono (Escom) and Mr August (Escom)

Huge support for rural tourist guide and arts and craft entrepreneurs

CATHY ROBERTSON &
JANDRÉ BAKKER

Boland College was overjoyed to learn that R3,810,255.00 had been awarded for the training of tourist guides and arts and crafts entrepreneurs in the Overberg and Cape Winelands regions. This windfall was as a result of an application submitted in January 2010 to the National Lottery Distribution Trust Fund (NLDTF).

There will be 415 beneficiaries and the skills learnt will include mosaic work, the making of wooden toys, paper-making and the making of paper products, the making of furniture from alien vegetation, and tourist guiding. All the skills are associated with tourism in some way as well as conservation, as all the products that will be crafted will be made of recycled or waste materials. Unfortunately the Lotto did not see fit to include funding for the

training of entrepreneurial and basic business skills which would anchor the rest of the training, but with these skills unemployed people in rural areas where there are few employment opportunities other than self-employment will be given the hope of earning a living. With strong partners committed to social cohesion and poverty alleviation such as the Grail Trust at Umthikhulu

Village in Kleinmond, Overstrand Training Institute (OTI) in Hermanus, Masfundise in the Arniston to Gansbaai areas and the Graham and Rhona Beck Skills Centre near Robertson, Boland College intends empowering impoverished rural youth to help support themselves. The Kannidood project in Laingsburg would also benefit from this funding.

Taking Assessment to the people

GERT WITBOOI

The recent months have seen a vigorous recruitment for the 2011 West Coast College (WCC) enrolment. Particularly in rural communities, traditional marketing activities have to be complemented by an "out-of-the-box" campaign.

The strategy employed by WCC is to take the recruitment process to the people and to solicit the support of community leaders and organisations in the various districts and regional areas of the West Coast. One such example was an information session arranged by Mr Jan Abrahams, a community development worker for the Ceres region. The session involved

more than 100 Grade 9 and 10 learners as well as their parents.

No time or sought-after opportunity was wasted, as application forms and application-for-residence forms were completed by interested learners, after the information presentations. Learners then immediately completed the CAP (Competency and Placement) assessment in a classroom allocated for this purpose.

They were very enthusiastic about being considered for further studies and enrolment at the West Coast College. Needless to say, many have indeed since been enrolled and now find themselves happily on a new life path to a vocation of their choice.

Veggie Tunnel Project launched

MARIANNE ELLIOTT

False Bay College, Fish Hoek Campus, launched a Veggie Tunnel Project in March. The aim of this project is to provide food/funding for needy students as well as inspire them to grow their own vegetables at home. Many students at Fish Hoek Campus come from disadvantaged backgrounds. Although a bursary covers their academic expenses, they still do not have adequate food at home or the necessary travelling fees.

Foundation agreed to sponsor a veggie tunnel for us. They would provide the soil, plastic bags for the seedlings to grow in, organic fertilizer, 1000 seedlings and the necessary training and support. Food Basket for Africa would act as Service Providers.

Training will equip students to establish their own (open) vegetable gardens. They will learn about composting as well. Student involvement is kept within college hours as far as possible, so as not to affect their studies or increase travelling costs. So far fourteen students have enrolled in the project, assisted by a member of Student Representative Council. They help with the labour-intensive jobs – planting and harvesting – but in between each one fulfils specific tasks. It is envisaged that the students will soon adopt the veggie tunnel project as their own.

Management and staff discussed the possibility of growing vegetables on campus as part of a feeding scheme in 2010. The whole concept sounded very exciting, but the R18,000 needed to set up a veggie tunnel seemed out of our reach. Towards the end of 2010 I was informed that the Pick 'n Pay-Ackerman



Colin Delcarme, Lerato Shaba, Marianne Elliott and Noluvo Begala



Kanniedood students bake pottery in the earth

Blended learning newsflash: CIC change agents on the loose



False Bay College CIC agents (top left) were: Hahniem Mohammed, Theresa Reichardt, Temba Mbingeleli, Bronnie Le Roux, Washiela Safa and Tess De Kock. Centre stage: Belinda Nel, Shawn Williams, Heather Davis, Elzabe Huggett, Kevin Williams and Martin O'Connor. Frontliners were: Erikan Feltman, Henry Cozett, Lizet Kotze, Carol Dwyer, Nontobeko Mgca and Shannon Doolings

MARIAN THERON

The E-learning Department of False Bay College has committed itself to serving with excellence, enthusiasm and professionalism. Stemming from this drive for excellence, the college launched the Cultivate, Innovate and Change (CIC) online training course on 1 April 2011.

The Cultivate, Innovate and Change Course proposes to focus on the development and implementation of well-rounded technologically enhanced

courses that address specific typical college challenges such as low pass rates, student diversity, and learning profile diversity (e.g. diversity in age distribution and curriculum demands). It further aims at equipping lecturers with the skills to design online content, and to facilitate and monitor online activities in a blended course environment. The course has met with an overwhelming interest. In a short period no fewer than 23 faculty members enrolled, becoming by default a strong body of agents for blended learning.

Budget Vote speech by the Minister of Higher Education and Training, Dr Blade Nzimande

NATIONAL ASSEMBLY, 26 MAY 2011

Honourable Speaker, my Honourable Cabinet Colleagues, Deputy Minister of Higher Education and Training, Chairperson of the Portfolio Committee, Honourable Members, distinguished guests, my mother and family members, ladies and gentlemen

Exactly one hundred years ago the Mines and Works Act (No 12 of 1911) was passed by the parliament of the Union of South Africa, establishing the colour bar in employment. It permitted the granting of certificates of competency for a number of skilled mining occupations to whites and coloureds only. Africans and Indians were prohibited from being recognised as skilled artisans in South Africa's mining industry. In the decades that followed, these restrictions were extended throughout the economy and made increasingly harsh, especially for Africans. It is thus fitting that we announce all the measures contained in this speech whose primary goal is to expand opportunities, especially for African youth, to enter technical and other skilled careers. Our department's goals are firmly located within the overall objectives of prioritising job creation, and within the framework of the New Growth Path, the Industrial Policy Action Plan II and the Human Resources Development Strategy.

Access to decent education and training is essential for the completion of the liberation struggle, whose foundation must be economic liberation. Education is the apex government priority and now accounts for 19.4% of the total national budget for 2011/12. Vote 17 has received R37.4-billion of which R9.1-billion is a direct charge against the national revenue fund and goes to our Sector Education and Training Authorities and the National Skills Fund. Universities receive R19.4-billion for the 2011/12 financial year, and R4.3-billion is allocated for Further Education and Training (FET) colleges. R4.1-billion is for our public entities, of which R4-billion is allocated to the National Student Financial Aid Scheme (NSFAS). The remainder is shared by the South African Qualifications Authority, the Council on Higher Education, the National Skills Authority and the Quality Council for Trades and Occupations. NSFAS will disburse R5.4-billion in loans and bursaries this financial year, double the R2.7-billion disbursed last year.

Deepening our vision for post-school education and training

Since my last budget vote I have organised three major summits with stakeholders: one for Higher Education, one for Further Education and Training Colleges and one for skills in general. These were opportunities to consult with a wide range of stakeholders and map a way forward. All the summits adopted declarations on areas of agreement on major policy issues. The over-arching vision we are developing is that of an expanded, effective, coherent, integrated, differentiated but highly articulated post-school system, comprising all the institutional types falling under our department: universities, colleges, adult education centres and the levy-grant institutions (the SETAs and the NSF) as well as the various regulatory and advisory institutions. We are developing ways in which the work and the resources of these institutions can be brought together to benefit the entire system, with the strengths of each being harnessed for the mutual benefit of all. This vision will be elaborated in a Green Paper that my Department will be publishing soon for public comment.

Strengthening skills development through the levy-grant institutions

This vision is taking shape through the National Skills Development Strategy III (NSDS III) which we launched in January this year. NSDS III is a strategy aimed at increasing access to training and skills development opportunities and to eliminate unfair discrimination in skills training. The NSDS III will make resources available for the training programmes in institutions such as cooperatives, small enterprises, non-government organisations and trade unions. The NSDS III sets clear goals to the SETAs and the National Skills Fund on how the levy-grant resources should be spent. Above all, it seeks to improve the quality and effectiveness of training and channel it increasingly to the formal training institutions where workers and the unemployed can get full occupational qualifications. Too much of levy money – estimated at over eighty per cent – has been going to short courses which provide little lasting benefit and thus only serve to reproduce cheap labour while purporting to develop skills. Levy money must also be used in building the capacity of the formal public educational institutions. We have invested heavily over the decades in these public education and training institutions. They now must be used by the SETAs and the NSF to provide quality occupational and professional training programmes for youth and adults. SETAs have an in-depth knowledge of the labour market in their sectors and must have contact with virtually all employers in the country. They are

ideally placed to assist educational institutions to access workplace experience for students. However, this has not been happening and literally thousands of students in universities of technology and FET colleges have not been able to qualify because they do not access workplace experience to complete their qualifications. SETAs will now be at the forefront in overcoming these problems. Our department has reconfigured the SETA landscape, reducing SETAs from 23 to 21. I have also taken measures to strengthen governance and management of the SETAs to ensure that they become effective. This has led to resistance from some, but we are determined to forge ahead. The vast majority of SETAs have publicly supported these transformative measures and we have had a very positive response from most stakeholders. Most SETAs are determined to turn their organisations into effective components of an integrated and successful post-school system. The measures we have taken are a giant step forward in the transformation of the South African skills development system.

I and my officials have had a number of engagements around skills development with employers in both the private sector and state-owned enterprises. NEDLAC has also been engaged and approved of these measures. I'm pleased to say that employers have been cooperative and have committed to taking on specific numbers of apprentices, learners and interns. My department and the Department of Public Enterprises are in discussion with the SOEs regarding the expansion artisan development. Our efforts are already starting to pay off. During 2010, 23,517 apprentices were registered by the SETAs compared to 17,228 in 2009. Also in 2010, 11,778 apprentices were certificated partly because the number of learners who passed their trade tests has been gradually increasing over the past four years. This is an indication that the target of 10,000 artisans per annum is being met before the time-frames set in my performance agreement with the president. The numbers of learners entering artisan training are expected to increase further over the next five years due to commitments made or expected from both business and the SETAs. In 2010 the learnership and other learning programmes registered by the SETAs had increased to 120,615, up from 109,351 in 2009.

Further Education and Training Colleges

The period since my last budget vote has been one of intensive policy consultation and development. Hands-on support is being given to FET colleges in the areas of governance and management; curriculum and qualifications; examinations and assessment; planning and funding; and the establishment of partnerships and linkages with employers, SETAs and other stakeholders. Our aim is the substantial transformation and improvement of the capacity of the colleges over the next few years to offer a range of courses for the production of mid-level skills for the economy. The college system will expand to take in substantially more students to achieve our goal of one million by 2014. Over the 2011 MTEF period, R14.29-billion has been allocated as subsidies to the FET Colleges. Of this, R1.42-billion has been earmarked to expand FET college student enrolment, especially to increase artisans. Particular attention will be given to expanding access to students in rural areas. The department also intends to utilise the NSF to expand skills centres (as campuses of FET colleges), prioritising areas where there is no post-school provisioning. We are also developing plans to better use existing post-school institutions to maximise their utilisation. Details will be announced in the coming months.

I have appointed a Task Team to undertake a review of the National Certificate (Vocational) qualifications. The review will ensure that these qualifications serve their intended purpose of delivering high-level conceptual knowledge linked to practical training, either as preparation for entry into the job market or for university entry. I have reversed the decision made three years ago to phase out the NATED Report 191 programmes (commonly known as the N-courses) as a result of strong demand from the colleges and employers. However, the N-course curricula are in need of updating and we shall do so. Colleges will work with SETAs and employers to provide and expand training tailored to the specific needs of particular industries. I am pleased to announce that for 2011 the reach of the FET Colleges bursaries has tripled. R1.235-billion is available to financially needy yet academically capable students. This means that 100 per cent of eligible students from poor and working class households enrolled in the NC (V) and Report 191 (NATED) will be totally exempted from college fees, covering for the first time more than 169,000 students. In line with the intention I stated here last year, we have signed an agreement to bring about parity between the State-paid FET College lecturers and their counterparts in the schooling system, and a similar agreement for both college and state paid support staff. With regard to my commitment last year that we

would look at legislative measures to make FET Colleges and adult education an exclusive national function, I will be introducing a Further Education and Training Amendment Bill soon. Its purpose is to shift responsibility for FET colleges from the provinces to our department. Furthermore, I expect the Minister of Justice and Constitutional Development to bring a bill to the house this year to amend Schedule 4 of the Constitution, making FET colleges and adult education an exclusive national competence.

Adult Education and Training

Quality access and widening participation in Adult Education and Training is one of my outputs in my performance agreement with the President. The large number of young people who are neither studying nor working (we estimate over 3-million in the 18 to 24 year age group alone) requires us to expand educational opportunities for adults outside the universities and FET colleges. In this process of radically expanding opportunities for adults, including young adults, we shall look at various possibilities, including the better use of existing facilities at further and higher education institutions and the creation of additional institutions. I have put together a team of experts to conceptualise a workable institutional model of community education and training centres that is distinct, unique and multipurpose with appropriate systems, programmes, funding modalities, qualification frameworks, institutional arrangements and staffing. As I undertook last year, my department has finished drafting a National Senior Certificate for Adults. This has now been approved by Umalusi, which will soon be gazetting the qualification for public comment.

Teacher Education

On 5 April, together with the Minister of Basic Education, we launched the Integrated Strategic Plan for Teacher Education and Development in South Africa for the period 2011 to 2025. This is a plan that will ensure that we have enough teachers to serve the needs of our schools, that increasing numbers of high-achieving school leavers are attracted into the teaching profession, and that teachers are provided with ongoing support to improve their education and skills. Existing university-based teacher education will be strengthened, and new, dedicated institutions (and campuses) will be established where needed. Where feasible we shall also involve those FET colleges engaged in the training of Early Childhood Development practitioners. My department is currently also working on a plan for the education and development of lecturers for FET colleges and adult education and training practitioners. In the period 2011-2014 the DHET will increase the number of universities offering Foundation Phase teacher education programmes, specifically for the preparation of teachers who are able to teach in the African languages.

University Initiatives

In line with the intention I announced last year, I have appointed a Ministerial Committee for the Review of the Funding of Universities under the leadership of Mr Cyril Ramaphosa. This committee will review the current funding framework of universities and determine the university system's resource requirements over the next five to ten years. I expect a report with recommendations by early next year. The Ministerial Committee for the Review of the provision of Student Housing headed by Professor Ihron Rensburg will submit a final report at the end of June 2011. For the period 2010/11 to 2011/12, R686-million has been allocated from the infrastructure grant to the universities to build and refurbish student residences. Most universities have made excellent progress so far with the infrastructure projects for which the Ministry allocated R3.2-billion for the 2010/11 and 2011/12 financial years. Universities are investing an additional R2.2-billion from other sources, bringing the total investment to R5.5-billion over the two years. For 2010/11 and 2011/12, approximately R803-million from the infrastructure allocation has been allocated to historically disadvantaged institutions. We intend to increase investment in infrastructure in HDIs over the next three years.

An amount of R421-million for 2011/12 has been allocated to 19 universities for teaching development grants to assist in improving graduate outputs. In addition, R174-million has been allocated to all universities for foundation programmes designed to improve the success rates of students from disadvantaged educational backgrounds. Over the period 2007 to 2009, almost 32,000 first-time-entering students enrolled for foundation programmes and in 2009 the average success rate of first-time-entering undergraduates was above 70 per cent in 19 of the 23 universities (and in 7 universities above 80 per cent). The 2010 allocation for foundation programmes made provision for 15,863 students and the 2011/12 allocation makes provision for 16,268 students.

My performance agreement with the President requires me to increase the production of graduates in Science, Engineering, Medicine and other areas classified as scarce and critical skills. I recently had a meeting with the Deans of the relevant faculties to discuss increasing graduate outputs and am currently receiving concrete proposals

in this regard. I must say that I share the concerns of many social scientists that the role and vigour of social sciences and humanities in our universities has declined. I have therefore commissioned Prof Ari Sitas and Dr Sarah Mosoetsa to lead an investigation to develop a charter of how to strengthen the humanities and social sciences in South African universities and am expecting a final report in about three months. I am particularly concerned about the glaring weakness in our universities of one area of the humanities: the African languages. I held consultations with stakeholders and am now ready to establish an Advisory Panel on African Languages to advise me on how to strengthen the teaching, research and development of African languages in universities. Last year I announced the establishment of two task teams to explore appropriate models for new universities in Mpumalanga and the Northern Cape. I expect full reports by the end of July which will provide us with a way forward. An amount of R300-million has been allocated over the MTEF period for this purpose.

In November 2010 the Minister of Health and I established a two-person task team, consisting of Prof M. Makgoba and Dr M Price, to review the impact on the training of Health professionals of the merger which resulted in the establishment of the University of Limpopo. We have now received a report and accepted its recommendation. I have agreed with Minister Motsaedi that we must undo this merger and re-establish Medunsa as a stand-alone medical university, and also proceed to work towards the establishment of a medical school in line with the President's announcement of the establishment of an academic health complex in Polokwane. We have agreed that a joint task team will be established shortly to work out details for the implementation of these decisions. We urge all in both campuses to continue as normal and fully co-operate with the de-merger process.

National Student Financial Aid Scheme

An announcement by the President was made on January 8 and elaborated in his State of the Nation Address regarding further assistance for FET students and final-year university undergraduates who qualify for NSFAS. I also wish to announce further changes in NSFAS aimed at making higher education more affordable. In the past, NSFAS has charged interest on student loans throughout the period when the students were studying. This has resulted in students' leaving university with large debts. In future, NSFAS will not start charging interest on student loans until twelve months after a student has graduated or left university. This will apply to all the NSFAS loans to students registered on 1 April 2011 and moving forward. R200-million has been provided to enable NSFAS to grant loans to students who have completed their studies but have not received their certificates or graduated, due to outstanding debt. This will enable an estimated 25,000 students to receive their certificates and enter the job market. All students who met the requirements for graduation between 2000 and 2010 and who are eligible for NSFAS loans can apply for this special funding through their student financial aid offices. In cases of scarce skills, consideration may be given to honours students for such assistance. A further R50-million has been provided for postgraduate students who require financial assistance to complete their honours, masters and doctoral degrees. These students will enter into loans agreements with NSFAS, and the money they pay back will be earmarked to fund future postgraduate students.

Despite the progress we have made in assisting students through NSFAS, I am very concerned that there are many former university students who have been blacklisted with credit bureaus by our public universities. Blacklisting prevents these young people from getting the start in life for which they have studied so hard. We have asked NSFAS to remove from the credit bureaux all the students they have blacklisted. My Acting Director General is engaging the universities to do the same, especially for students who were recipients of NSFAS loans. We will further be engaging the National Credit Regulator on this matter. We will also be approaching SARS to help us trace NSFAS beneficiaries who are now working but not paying their loans.

Career Guidance

In my 2010 budget speech I referred to the importance of career guidance information. I am pleased to inform you that a national NQF and Career Advice Service was launched in January this year under the auspices of the South African Qualifications Authority. The project has a website, a career advice help line, is developing guidance materials, and is producing a weekly radio programme in partnership with SABC Education, broadcasting on nine regional radio stations in nine languages. It is reaching about 2.3-million South Africans.

Conclusion

Finally I'd like to thank the Deputy Minister, the Acting Director General, Mr Gwebs Qonde, and his staff as well as staff in my Ministry for all their hard work. I'd also like to express my appreciation to the President and my cabinet colleagues as well as to the Portfolio Committee for their support.

Pull out and keep as a reference

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