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Igniting Entrepreneurship in TVET colleges

Cover story: Thato Sibanda from ORBIT TVET College was the runner-up in "I have a business idea" with a prize money of R10,000 and a trophy in the Allan Gray Makers inaugural National Inter-College Entrepreneurship competition for TVET college students



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First publication of the year 2023

The South African Public Colleges Organisation (SAPCO), an independent association of all 50 South African Technical, Vocational Education and Training (TVET) colleges recently held its National General Council Elective Conference at the Capital, Zimbali in KwaZulu-Natal. SAPCO is made up of all public TVET college Principals.

The gathering was an opportune moment for us to talk to all principals in one room. Our presentation to the gathering focused on the Department's Corporate Identity (CI) and Branding Guidelines. The main purpose was to provide clarity on the guidelines and to call upon all public college principals to abide by them to ensure uniformity in the promotion of the image of TVET colleges. The implementation of the May 2009 Presidential proclamation culminated in the transfer of officials from the then Further Education and Training (FET) and Adult Education and Training (AET) colleges to the Department of Higher Education and Training (DHET). It is through this same process that the new nomenclature was introduced which renamed FET and AET colleges to Technical and Vocational Education and Training (TVET) and Community Education and Training (CET) colleges, respectively.

The shifting of functions, or "Function-Shift", as the process was popularly known, took place in the year 2015. It therefore cannot be right that today, some of our colleges or campuses are still branded FET colleges. It cannot be right that some of our colleagues from TVET colleges still carry the "FET" domain name in their e-mail addresses, particularly after the communication campaign DHET Communications ran at college level following the announcement of the new nomenclature in 2015.

Our responsibility as Public Relations and Marketing is to assist and work closely with all colleges to successfully implement the CI and Branding Manual of the Department. But also, we expect colleges to work together to learn from one another and consult where there is confusion. It is for this reason that we welcomed an invitation and participated at the recent Eastern Cape Marketing and Communicators Forum Meeting which took place at Buffalo City TVET College in East London. The platform provided us with an opportunity to present the CI and Branding Guidelines, engage, advise and provide clarity where there was confusion. The meeting was also an opportunity to provide colleges with guidance on some of the best practices on the website and social media that colleges can follow to maximise on these platforms. But also, this consultation was an eye opener for us as we took with us a lot of good practices from the Eastern Cape TVET Colleges, to use in our daily work.

Following our engagement at the Eastern Cape Marketing and Communicators Forum Meeting, we intend to take these consultations to all TVET Colleges Communicators Fora in the sector to address some of these challenges highlighted above. This activity is very important and should be to all of us, to deliver mainly on a coherent branding strategy that will ultimately assist our sister organisations in the formulation and delivery of services by having clarity of purpose and consistency in communication.

This publication is our first edition for the year 2023 and touches on the brilliant work done by TVET colleges and some of the work done with different partners in the sector. In 2022, Allan Grey Makers embarked on a brilliant initiative to expose as many young people to entrepreneurship as possible in all 50 TVET colleges across the country. The Vhembe TVET College celebrated its 60th Anniversary early this year which was addressed by the Deputy Minister. The Honourable Minister, Dr Nzimande recently launched the youth civic and democracy education campaign at uMfolozi TVET College. Read about these and other brilliant initiatives in the sector in this 70th Edition of the TVET College Times.



IN THIS ISSUE: Cover story

In 2022, Allan Grey Makers embarked on a mission to expose as many young people to entrepreneurship as possible in all 50 Technical and Vocation Education and Training (TVET) colleges across the country. And so, the journey of the inaugural National Inter-College Entrepreneurship competition began. Endorsed by the Department of Higher Education and Training, the Inter-College Entrepreneurship competition is a national pitching competition that aims to foster a culture of entrepreneurship among TVET students.

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

Minister's Statement on the State of readiness for the Academic year 2023

Extracts of the statement delivered by Higher Education, Science and Innovation Minister Blade Nzimande on the Post-School Education and Training sector State of Readiness for the Academic year 2023

We welcome you all to our first media briefing of the year 2023. I called this briefing to share with the public our readiness for the opening of the 2023 Post-School Education and Training (PSET) academic year.

Allow me to take this opportunity to congratulate the 2022 matriculation class for attaining 80.1% national matric pass rate.

I am happy that sixty-five per cent of the 219 597 distinctions obtained by the matriculants were in critical subjects such as accounting, business studies, economics, mathematics, and physical science.

This means that we are systematically addressing all imperatives related to the social justice principles, especially equity and redress.

I also welcome the good news that out of the 2022 matric class, 278 815 students achieved a bachelor's pass, 197 357 (26.7%) achieved a diploma pass, and 14.9% (108 159) achieved a higher certificate pass, regardless of the fact that this class faced significant challenges due to the Covid-19 pandemic and load shedding.

I must indicate that the matric pass rates for each province will be a helpful planning instrument for the PSET sector for the further allocation of resources, particularly for our Technical Vocational Education and Training (TVET) sector and our community colleges.

I also congratulate all our PSET students who also wrote their 2022 examinations at our TVET colleges, Community colleges and Universities.

I wish to take this opportunity to also urge those who have not successfully completed the requirements for their 2022 academic programmes not to give up on improving their education and training in order to improve their life chances and career prospects in a changing world.

The PSET system offers a range of differentiated pathways to students including opportunities for training, learnerships and internships.

Our skills development system will be offering

more opportunities through our SETAs, including but not limited to learnerships, which provide both theory and practical workplace training, including apprenticeship (artisanal trades).

May I also take this opportunity to further pass our condolences to men and women, both students and staff that we have lost in our sector due to various reasons. Our thoughts are with their families, friends and colleagues.

The recent incidents include the assassination of Mr Mboneli Vesele, the Executive Protection Officer to the University of Fort Hare and the killing of Mabutho Jenamo, a Community Education and Training (CET) college student who was attending his classes at Reneilwe Community Learning Centre in Mamelodi East in Gauteng.

Before I provide further details on our state of readiness for the academic year 2023, let me indicate that our sector is working on a sector-based strategy and plan to respond to the negative effects of load shedding and the resurgence of COVID-19 Omicron sub-variant named XBB.1.5 ("Kraken").

I will also briefly share our response on gender-based violence within the PSET sector.

ON LOAD SHEDDING

Many are concerned about the impact of load shedding on the PSET system.

Based on the data submitted by universities, it is clear that there are different strategies being considered by our universities. Both my Departments of Higher Education and Training and Science and Innovation will be establishing a working group consisting of our universities and TVET colleges to ensure that an inclusive approach is adopted to allow for collective beneficiation from the local Intellectual Property (IP) efforts developed by my Department of Science and Innovation and its entities.

I will update the public on this effort following the conclusion of our internal consultation processes.

ON COVID-19 "KRAKEN" VARIANT

Similarly, we are also working with institutions in the PSET sector to monitor and manage public health protocols, as advised by the Department of Health, to ensure maximum safety on our campuses and sites of learning.

Over the last three years, Higher Health has played

an instrumental role, within the context of the policies of both the DHET and the Department of Health, towards putting protocols, procedures, systems and capacity to deal with the Covid-19 pandemic. All these instruments remain active should we need to apply them in response to this new variant.

ON GENDER-BASED VIOLENCE

We have noted incidents of gender-based violence on campuses and this has in many cases resulted in female students being brutally killed. The brutal murder of Nosicelo Mtebeni, Uyinene Mrwetyana, Precious Ramabulana, Jesse Hess, and many more others highlights the vulnerability of female students to gender-based violence. All our institutions working with Higher Health seek to provide safe workplaces and learning spaces for all staff and students in our institutions.

Higher Health is currently implementing programmes towards addressing the challenges of sexual and gender-based violence, within the PSET system. These programmes are aligned to the DHET "Policy Framework to Address Gender-Based Violence (GBV) in the Post-School Education and Training System".

Through Higher Health we have established a multi sectoral PSET Gender-Based Violence Technical Task Team chaired by Professor LenkaBula, to ensure the effective implementation of the DHET Policy Framework.

In addition, I have established a Ministerial Task Team (MTT) on sexual harassment and gender-based violence in the university sector. This MTT is chaired by Professor Sibongile Muthwa. The report of the MTT was submitted to me for consideration and I will soon be releasing it to the public.

As part of dealing with gender-based violence in our institutions, I will also be launching the "Transforming MENTalities Initiative", which will be a multistakeholder partnership within the PSET sector, with a particular focus on mobilising men in our sector to be part of championing a world free of gender biases, stereotypes, violence and discrimination.





ON TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

On 2022 TVET Examinations

For our 2022 National Certificate (Vocational) [NC(V)] Level 2 to 4 examinations, a total of 166 184 students enrolled for examinations, out of which 133 442 candidates wrote the November 2022 examinations.

Although the total number of candidates who wrote the 2022 examination decreased by 4 909 (3,7%) compared to the cohort that wrote the 2021 examination. This is a matter of concern to the Ministry as our country needs much greater throughput from this crucial sector.

Our report also indicates that more female candidates (72.1%) participated in the November 2022 examination than male candidates (27.9%).

Our TVET candidates in the 15 to 18 age group represented only 1.5% while those in the 19 to 24 age group made up 64.7%. The candidates in the 25+ age group comprised 33.7%.

This distribution of candidates according to age groups has been stable over a period of two years.

In so far as the student percentage distribution per province in 2022:

- KwaZulu-Natal had the highest wrote percentage proportion of (21.8%);
- Gauteng followed by (19.9%);
- Limpopo (17.2%);
- Eastern Cape (12.4%);
- The lowest percentage of those wrote was recorded in Free State with (4.9%) and followed by Northern Cape (0.9%).

We had a total of 898 901 subject entries enrolled for the November 2022 NC (V) examination which decreased by approximately 4.6% compared to those of November 2021.

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A total of 218 262 candidate subject entries were enrolled for the November 2022 examinations – 136 301 on N2 and 81 961 on N3.

The number of candidate subject entries enrolled for the 2022 examinations increased by 31 419 (14.4%) compared to those of 2021.

Attending to queries relating to outstanding examinations results and certification

To lodge any TVET examinations or certification related enquiry, the exam centres and/or candidates are encouraged to make use of the DHET Exams e-query solution for colleges on www.eservices.gov.za.

The main benefits of this solution amongst other are exam centre/candidate can manage their query, life cycle and availability of online service 24/7.

I would also like to appeal to all our prospective students who are still seeking spaces within our TVET colleges for Entry Level Programmes (ELP) to

contact their colleges of choice for available enrollment spaces for the academic year 2023.

On Commencement of Classes

With the final set of results received on the 17 January 2022 classes commenced yesterday, Monday, 23rd January 2023.

On Number of Enrolments

Our TVET colleges planned headcount enrolment for 2023 is 497 032 for the ministerial approved programmes with additional 59 383 headcount enrolment for programmes that is funded through other funding sources, thus bringing the total planned TVET enrolment for the academic year 2023 to 556 415.

We acknowledge the fact that this figure is still substantially lower for us to attain the 2,5 million students' enrolment plan in TVET colleges by 2030 as projected by the National Development Plan. We are however working hard with our plans to ensure that we accelerate the growth of our TVET sector.

Let me also indicate that we are standardising our registration and admission processes in our TVET colleges to do away with different processes which has been applied by our colleges. This will include standardisation in the processes of issuing of certificates.

This standardisation process will also help us in the migration from manual to online registration processes in all our TVET colleges.

We have also witnessed student growth on several colleges who have now begun to embrace the use of technology in their enrolment processes and reducing the number of walk-ins in TVET colleges.

Ten (10) of our colleges will also be introducing a new programme in Robotics in this academic year. This is part of our curriculum transformation strategy for the TVET sector in ensuring that our colleges remain responsive to the needs of a changing economy.

UNIVERSITY EDUCATION

Universities commencement of the academic year

University registration for the academic year 2023 commenced from 16 January and is expected to close on 20 February. However, there will be several of our universities that will allow late registrations. These universities include CPUT, DUT, MUT, RU, UFH, WSU, TUT and UNIZULU.

Prospective students are advised to continue to liaise with the universities of their choice through their communication channels.

On 2023 University enrolments

The overall total enrolments within the public university sector for the 2023 academic year is projected to provide 1 112 439 spaces, that is an additional 41 545 spaces. This is an increment from the 1 070 894 in the 2022 academic year. This illustrates that our university sector is steadily growing.

In terms of the gender profile of our enrolments from the 2021 audited data, we have 655 427 female and 412 428 male students.

In the 2023 academic year, our first-time entering enrolments have been projected at 208 299 nationally. Sixty-nine thousand and sixty-nine (69 069) of these first-time entering enrolments will be within scarce skills areas and have been projected as follows:

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

A considerable portion of the spaces within scarce skills areas require a National Senior Certificate (NSC) mathematics mark of at least 60%.

As a result, through my Department of Science and Innovation, we have developed collaborations with Provincial Departments of Education to support Mathematics, Science and Technology Education (MSTE).

This intervention will ensure that we increase the number of learners passing Grade 12 in mathematics, science and technology education.

To ensure that the entire public sector university system is developed, we are intensifying the implementation of the University Capacity Development Programme (UCDP) to improve student success, quality of teaching and learning, including research and to support curriculum renewal in all our universities.

Last year (2022), I also launched the Professor Sibusiso Bhengu Development programme to strengthen our historically disadvantaged universities.

Whilst we urge students to also consider the TVET colleges as an option, we have started considering the blended learning mode as an alternative to accommodate more students.

In this regard, I have commissioned the Council on Higher Education to conduct a study on blended learning. This mode of delivery will enable more access to higher education. This may assist with achieving the National Development Plan goal of 1.6 million enrolments in our universities by 2030.

Having said that I must applaud our universities for their achievement in exceeding the targets for the veterinary science, animal sciences and teacher education areas. Well done for this achievement.

ON CENTRAL APPLICATIONS CLEARING HOUSE (CACH)

Another initiative introduced in my Department is the Central Applications Service (CAS) system.

CAS is central to improving data management for enrolments and is at an advanced stage. We have now entered the piloting stage to stress test the system.



Five (5) Universities have participated in the pilot phase. They include the Tshwane University of Technology, Sefako Makgatho Health Sciences University, Vaal University of Technology, University of Limpopo and the University of the Western Cape. The next piloting phase will include Rhodes University, NorthWest University and the Central University of Technology.

To further enable access to all our institutions, we will be opening our Central Applications Clearing House (CACH) on 27 January 2023.

CACH will close on 31 March 2023 and the services are available from Monday to Friday between 08:00 to 18:00 and Saturday from 08:00 to 14:00.

ON COMMUNITY COLLEGES

Our Community Colleges re-opened on 11 January 2023 for inland provinces and on 18 January 2023 for coastal provinces.

I am delighted to report that through our Community Colleges this year, we will be introducing a new programme on Civic Education.

The Civic Education Programme will teach the importance of protecting and supporting South Africa's democracy and fostering better understanding of citizens' roles and responsibilities. Some of the topics covered will include: Human rights, Constitutional rights, Voting as a Right and Responsibility, Countering Racism, Stigma and Discrimination.

Community Colleges also offer the Senior Matric (Amended) and the Second Chance Matric Programme for those learners who may have failed Grade 12 or learners who wish to improve some of the Grade 12 subjects. This is done in partnership with the Department of Basic Education.

We will also be progressively introducing skills, occupational, learnerships and non-formal programmes through funding support from the National Skills Fund (NSF) and our Sector Education and Training Authorities (SETAs).

Lastly, our Community Colleges will also be introducing a Digital Literacy programme as part of the National Electronic Media Institute of South Africa (NEMISA) partnership for Community College lecturers.

SKILLS DEVELOPMENT PROGRAMMES

Our skills development system has planned for the current financial year to open about 107 000 workplace-based learning opportunities, inclusive of learnerships in various sectors of our economy during this financial year.

We are planning to increase these workplace-based learning opportunities from 1 April 2023 to 110 500 to benefit, in the main, our young people, those between the ages of 15 to 24 years old, our Matriculation Class of 2022 will greatly benefit in these interventions.

Currently our target on skills programmes in various sectors of the economy, is to have 148 000 beneficiaries. This target will be increased from 1 April 2023 to 149 000.

Currently for those entering artisanal trades, we have a target of 22 000 beneficiaries, which will be increased from 1 April 2023 to 23 000 beneficiaries.

Central to the NSF skills development funding programme in 2023/24 will be the acceleration of skills development funding through massification in agricultural, digital and information technology programs and skills in small business development and entrepreneurship in partnership with other government departments.

All these programmes will be coordinated through the District Development Model, as well as making use of accredited Skills Development Providers.

We are still on track in funding artisan development programmes and the NSF will continue to fund them.

The NSF will also post new requests for proposal from qualifying Skills Development Providers to carry out and support the placement of learners for work integrated learning, in particular targeting the NEET group.

All these skills development funding efforts will release an estimated 3 billion rand from the NSF to support beneficiaries in agricultural, digital and information technology programmes and skills in small business development. These investments exclude our investment in artisan development and other support skills development programmes.

ON BOGUS COLLEGES

I want to once more send my warning to unsuspecting students and parents to be aware of what we call bogus colleges, which mislead members of the public through false promising advertisements which illegally promise to be offering both nationally and internationally recognised qualifications.

I request the public to be vigilant and not fall for fake operators who are not registered and recognised by the South African qualifications system. We urge all parents and students to check on registered colleges in our DHET website www.dhet.gov.za

STUDENT DEBT

Before I can provide details on our National Student Financial Aid support, I want to indicate that the extent of student debt poses a threat to future sustainability of our higher education institutions.

Current student debt is at about the R16.5+ billion. This cost of debt is about R1,5 billion per annum which could be directed towards infrastructure development and/or growing the academic system.

This is the reason that we are working hard to conclude the consultations on the Comprehensive Student Funding Model.

In the interim, NSFAS has agreed with all our institutions to allow all the confirmed NSFAS funded students to register for the 2023 academic year. This arrangement also applies to all students who qualify under the Historic Debt Funds and Close Out Report.

As a result, we appeal to institutions to register these students and allow administrative processes between NSFAS and the institutions to continue.

Missing middle funding

The issue of the missing middle is being finalised within the Comprehensive Funding Model process. Working within the policy framework we will avail loans and bursaries and direct these efforts toward students located within the scarce skills categories.

THE NATIONAL STUDENT FINANCIAL AID SCHEME (NSFAS)

The NSFAS applications for the funding for the 2023 academic year opened on 28 September 2022 and will close on 31 January 2023.

I am happy to report that we will be able to fund all qualifying students on the DHET bursary scheme who have been admitted for funded programmes at public TVET colleges and universities in 2023.

As of Friday, 20 January 2023, a total of 1 131 419 applications have been received through the scheme's online application portal and 156 700 of these applications are from SASSA beneficiaries.

All SASSA beneficiaries have received instant funding approval, pending registration at any of our public universities or TVET colleges.

NSFAS will release application results for those who applied for funding for the first time and returning students on 06 February 2023 while the funded list for continuing students has been released today, 24 January.

It is important for unsuccessful applicants to note that they have the opportunity to appeal such NSFAS decisions by submitting relevant supporting documents between 20 January and 20 February 2023.

All application decisions, including the appeal option and appeal processes will be available to applicants through the myNSFAS portal accessible via the NSFAS website; www.nsfas.org.za

To cater for the first few months of their academic journey while applicants wait for their application results, NSFAS will make upfront payments to institutions to cover for cost related to registration, tuition fees and living allowances.

As I indicated earlier, NSFAS is currently finalising this upfront payment schedule for payment to universities and TVET colleges and payments will be made by end of January.

This therefore means that all NSFAS funded students will be registered by all the institutions without paying an upfront registration fee.

Those who have applied for NSFAS funding for 2023 are encouraged to log onto their myNSFAS accounts to track their applications.

The good news is that NSFAS applicants can access their application updates at the tip of their fingers through a new WhatsApp line and a USSD code.

You can add NSFAS on WhatsApp 078 519 8006 or dial *120*67327 to track your 2023



Let me also remind all those who have not applied for NSFAS funding that they still have until 31 January to apply for funding.

As of 13 January 2023, NSFAS has deployed its staff members to institutions across the country to assist with funding related issues, data exchange processes with institutions to ensure seamless data integration and the registration of students onto new NSFAS systems.

I have also urged NSFAS to drastically improve its communications systems and urgently build capacity for prompt responses to all NSFAS enquiries. Not a single NSFAS query must be left unresponded to.

I also wish to use this opportunity to warn all those who are improperly benefitting from NSFAS to desist from doing so as we intend intensify chasing on them and on identifying them. We will take criminal actions against them.

I have urged NSFAS, working together with the DHET, to intensify efforts in identifying all the crooks who are defrauding NSFAS and benefitting illegally from its funds.

On the 2023 NSFAS Eligibility Criteria and Conditions for Financial Aid

With regard to the 2023 NSFAS Eligibility Criteria and Conditions for Financial Aid, let me upfront indicate that we have significantly increased the TVET colleges allowances for students.

- TVET college students studying occupational programmes will be funded for the cost of tuition for the duration of the qualification.
- TVET college students who are registered on an occupational qualification may qualify for allowances ONLY if in simulated training.
- It must however be noted that students registered on an occupational qualification that has an employment contract do not qualify for NSFAS allowances.
- TVET college graduates will be funded for a university undergraduate qualification regardless of the benefit that they would have derived from the application of the N+ rule at a TVET college level. (On condition they did not exceed the TVET N+ Rule)

On academic eligibility

- As of 2023, First Time Entering Students (FTENs) must achieve a course credit pass rate of 50%;
- As of this year (2023) continuing university students must achieve a progressive course credit pass rate of 55%. It must also be noted that all returning university students must meet ongoing academic eligibility requirements in order to remain funded by NSFAS. It must also be noted that academic progression criteria will increase from 55% to 60% over time.
- The N+ Rule for distance university students will be reviewed as of 2024;

Let me also indicate that we have had very candid consultation engagements with USAF, SAUS, DVC's academic and Registrars of universities to determine the 2023 academic progression rates.

On Allowances

• An inflation linked increase of 5% on allowances has been effected for our universities and TVET colleges on student allowances, with the accommodation allowance increased by 7% and capped at R45 000 per student per annum.

- This year (2023), a Living allowance of R6 000 per annum (distributed monthly) will be introduced for the first time for our TVET college students. I must say that this has been one of our commitments as government to ensure we truly and systematically transform our TVET colleges into institution of choice.

• We are also removing a 40 km distance control for TVET college students replacing it with a more equitable 10 km radius. This also applies to our universities.

• NSFAS will also administer allowances for TVET college students with Disability similar to universities. The DHET Disability Grant for TVET colleges will also be redirected to NSFAS. Additionally, NSFAS has also embarked on regional engagements and training sessions for Financial Aid Officers (FAOs) and Student Representative Councils (SRCs) in order to ensure that they are equipped with relevant information and training to assist students on campus during the registration period and beyond.

On Student-Centred Model and NSFAS Student Accommodation Portal

For the past two years, NSFAS has made strides in its implementation of the Student-Centred Model and two of the main initiatives aimed at this is the implementation of the NSFAS Direct payment solution, better known as the NSFAS Bank Account, and the development NSFAS Student Accommodation Portal.

Now this is very important for all students to pay close attention to:

Through the NSFAS Bank account, NSFAS seeks to pay all beneficiaries allowances directly without any so-called 'middleman' (intermediary). After a beneficiary has been onboarded, they will receive a card (virtual or physical) to perform most transactions as we do with mainstream bank accounts.

Beneficiaries who have not been onboarded onto the new payment system are urged to sign in to enable NSFAS to pay their allowances.

NSFAS STUDENT ACCOMMODATION

There is a shortage of over 400 000 beds for student accommodation for public tertiary institutions, with rural based universities and TVET colleges being the most affected.

The shortage of student accommodation exposes students to immense vulnerabilities, such as, serious crimes and gender-based violence (GBV). Some students stay in facilities that are uncondusive to performance in their academic work.

All these work against the Department's objective to skill our youth and consequently stimulate their entry into the mainstream of our economy. To address this challenge, the Department of Higher Education and Training and its entity, the National Student Financial Aid Scheme (NSFAS),

will employ the allocated budget for infrastructure and student accommodation to partner with investors and property developers, to stimulate the rapid construction of university residences in a manner that will enable the state to eventually own and control these assets.

Whilst NSFAS processes are underway, all institutions will apply their own existing process to allocate accommodation, this includes both universities and TVET colleges.

The new reforms by NSFAS, will not apply in this current registration period. NSFAS will give institutions three months' notice prior to the implementation of the new accommodation dispensation.

It must be noted that NSFAS opened the new accommodation portal on 9 December 2022 and forty-four (44) Accreditation Agents were appointed to start with the accreditation of accommodation.

Since the opening of the portal, there are 1 120 accommodation providers that have applied on the site, with 574 272 beds listed.

I therefore want to urge institutions and private accommodation providers to continue to apply for accreditation in the NSFAS-portal.

NRF POST GRADUATE FUNDING

In order to ensure that the children of the working class and the poor are supported to pursue their post-graduate studies, the National Research Fund will prioritise all NSFAS funded undergraduate students who meet the criteria for admission to pursue their honours, master's and doctoral studies in all areas of Science, Engineering, Technology, Social Sciences, and Humanities.

The Full Cost of Study (FCS) or Partial Cost of Study (PCS) funding will be awarded to South African citizens and Permanent Residents only, who are either financially needy (i.e., those whose combined household family income is less than or equal to R350 000 per annum), living with a disability or exceptional academic achievers.

Let me indicate that all NRF continuing students who are eligible for a second or third year of funding must submit a Progress Report and not a new application.

CONCLUSION

In conclusion, let me thank all stakeholders within the Post-School Education and Training sector with whom we have been consulting in preparation for the 2023 academic year. They include SAUS, SATVETSA, SACPO, USAF and Labour Unions. Thank you very much for the guidance and support that you continue to provide to my department.

I also thank my Deputy Minister, our Director-General, DDGs and the entire DHET team, NSFAS and Higher Health for ensuring that we continue to work on the ground with all our stakeholders in order to realise our plans.

Lastly my gratitude goes to President Cyril Ramaphosa and all my Cabinet colleagues who continue to support our sector's dynamic growth.

Thanks to all our parents as well. May I wish all our institutions well for this academic year.



Minister's address on the launch of the 2023 Tertiary Institutions Youth Campaign

Higher Education, Science and Innovation Minister Blade Nzimande's Address on the occasion of the KwaZulu-Natal Launch of the 2023 Tertiary Institutions Youth Campaign held At uMfolozi Tvet College, Eshowe Campus on 31 March 2023

It is my pleasure and honour to be joining you today on the occasion of the KwaZulu-Natal launch of the 2023 Tertiary Institutions Youth Campaign held here at uMfolozi TVET College, Eshowe Campus.

This provincial launch follows the national launch which was held at Rhodes University, in the Eastern Cape on 7 March 2023.

I must say as the Minister of Higher Education, Science and Innovation I am grateful to be associated with a campaign whose objectives are to:

§ Promote a civic culture of ongoing engagements and exchange of ideas within institutions of higher learning through targeted CDE programmes;

§ Engage students' views about electoral democracy and impact of participation thereof through debates;

§ Promote Online Voter Registration to students within institutions of higher learning across the Republic;

§ Conduct on-campus voter registration using the Voter Management Device and;

§ Empower the students' electorate with information to participate meaningfully in democratic & electoral processes.

Ladies and gentlemen

The Department of Higher Education and Training seeks to improve the capacity of the Post-School Education and Training (PSET) system to meet the skills needs and development of the country.

The Department has oversight over four main categories of PSET institutions, namely: public and private Higher Education Institutions (HEIs); Technical and Vocational Education and Training (TVET) colleges; Community Education and Training (CET) colleges and private colleges.

In 2020, our Post-School Education and Training system had 343 institutions namely: 26 public Higher Education Institutions, 132 private Higher Education Institutions, 50 Technical and Vocational Education and Training (TVET) colleges, 126 registered private colleges and 9 Community Education and Training (CET) colleges.

Tomorrow, we will be publicly releasing the 2021 statistics on the Post-School Education and Training in our country. However for the purposes of our engagement today, the 2020 statistics is of relevance.

By 2022, our enrolment in Post-School Education and Training Institutions stands as follows:

(a) Over 1.3 million students enrolled at public

and private HEIs in 2020, with the majority of enrolments in public HEIs (1 094 808) while private HEIs enrolled 219 031 students. The target in the National Development Plan (NDP) is 1.6 million enrolments by 2030.

(b) The majority of students in public HEIs enrolled through the contact mode (682 440 or 62.3%), while 412 368 or 37.7% enrolled through the distance mode of learning.

(c) Enrolment in TVET colleges reached 452 277 in 2020, reflecting a 32.8% or 221 213 decrease when compared with 2019 (673 490). This number reflects a count of students enrolled in each enrolment cycle (there are six enrolment cycles at TVET colleges). The NDP indicates that headcount enrolment in TVET colleges should reach 2.5 million by 2030.

(d) There were 142 538 students enrolled in CET colleges in 2020. The NDP target for enrolment in this sector is 1 million students by 2030.

(e) Students enrolled in private colleges were 96 754 in 2020, and this figure represents enrolment in 107 out of 126 private colleges registered with the Department in 2020.

Through our Community colleges this year we have introduced a new programme on Civic Education which teach the importance of protecting and supporting South Africa's democracy and fostering better understanding of citizens' roles and responsibilities.

Some of the topics covered will include: Human rights, Constitutional rights, Voting as a Right and Responsibility, Countering Racism, Stigma and Discrimination.

My other entity, Higher Health is currently rolling out new digital National Higher Health Civic and Health Skills Co-Curriculum which is an NQF Level-5 accredited qualification through a tripartite partnership between Higher Health, the Health and Welfare Sector Education and Training Authority (HWSETA) and the Quality Council for Trades and Occupations (QCTO) – with dedicated gender studies module of five (5) credits as well as mental health, disability.

Commissioner Mashinini, I am giving you these statistics and information to indicate that our Post-School Education and Training (PSET) sector is more than ready and available to work with the IEC on this campaign.

Let me preface my speech today by a quote by Abraham Lincoln's Gettysburg Address, delivered in 1884 at the height of the American Civil War. Lincoln extolled the virtues of what he called 'government of the people, by the people, for the people'. Indeed, over many decades, this concept has been regarded as the genesis of the democratic concept.

In South Africa, the Bill of Rights in our

Constitution grants all citizens aged 18 and older the right to vote.

The reality is that young people need to take a stand and constructively engage on socio-political issues. No country can succeed if it does not invest in the future of young people to become tomorrow's leaders.

Our Bill of Rights is a fundamental tenet in our Constitution to ensure that all South Africans enjoys their freedom.

Section 19 (3) of the Bill of Rights states that "every adult citizen has the right to vote in elections for any legislative body established in terms of the Constitution and do so in secret".

Section 19(3) provides that every adult citizen has the right:

§ To vote in elections for any legislative body ... and to do so in secret; and
§ To stand for public office and, if elected to hold office.

In order to ensure universal adult suffrage guaranteed by the Constitution, and the enjoyment of the full spectrum of political life essential to democracy, the Preamble and the Founding Provisions must be read together with other constitutionally entrenched rights. These rights include:

§ Freedom of conscience and opinion (s 15).
§ Freedom of expression (s 16).
§ Freedom of assembly (s 17).
§ Freedom of association (s 18).
§ Freedom of movement (s 21).

Ladies and gentlemen

Our gathering today comes in a month in which we celebrate Human Rights. This is the month in which as South Africa we pay tribute to those men and women who had the foresight to proclaim that all people in this country have inalienable human rights.

The theme for Human Rights month this year is: 'Consolidating and Sustaining Human Rights Culture into the Future'

Since the advent of democracy, successive administrations have done much to ensure the progressive realisation of these rights for all South Africans.

The expanding provision of basic services to households has been one of the most important interventions to improve the lives of all South Africans.

According to Statistics South Africa, access to water and sanitation, electricity, housing and other services like waste removal has increased steadily over the last three decades.

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Around two million indigent households receive free basic water, free basic electricity and free solid waste removal.

Yet, despite this progress, there are still many people who do not have access to all of these services. Many people live in informal settlements without adequate housing, water or sanitation.

In some municipalities, the provision of these services is unreliable. There are times when water is not provided or is of poor quality, or where refuse is not collected.

The failure to provide adequate services consistently is a human rights issue.

That is why our government is working to improve the functioning of local government, which carries the greatest responsibility for the provision of these services.

Another significant intervention against poverty is the provision of social grants, which are the main source of income for about a quarter of households.

Just over 2.5 million people were receiving social grants in 1999. Today, over 18 million people are receiving these grants.

To relieve the pressure on poor households during COVID-19, government introduced the special R350 Social Relief of Distress (SRD) grant. While this grant has been extended to the end of March 2024, work is underway to provide basic income support for the most vulnerable within the country's fiscal constraints.

As part of a commitment to expand access to higher education for students from poor and working class backgrounds the number of students funded by NSFAS increased from 580,000 in 2018 to 770,000 in 2021 and for the current financial year, NSFAS has approved the provisional funding of a record of 1,083,055 students. Our budget is projected to be around 47.6 billion.

This illustrates the strong commitment by the ANC government to expand access to the PSET sector.

Furthermore, to improve the student access to their

allowances, NSFAS has introduced a NSFAS Bank account to ensure that beneficiaries are paid directly and on time by eliminating third party dependencies.

Despite this, as we saw in the last few weeks, many students are still experiencing difficulties in funding their studies, accommodation and living expenses.

This is the reason that this year, government plans to finalise the Comprehensive Student Funding Model for Post-School Education and Training. This model will ensure that funding is mobilised to reach those who don't meet the NSFAS criteria.

It is indeed undeniable that if we are to advance and secure these social and economic rights into the future then we need to tackle poverty and inequality. We need to create employment and economic opportunity.

To achieve this, we need to grow our economy and achieve far greater levels of investment.

YOUTH AT THE FRONT

Programme Director

Frantz Fanon, in his seminal work titled "The Wretched of the Earth", argued that every generation has a responsibility to take a stand against social injustice.

The youth of the 1970s critique the apartheid government in South Africa. Black Consciousness motivated the youth of 1976 to engage in mass action. The youth of 1976 were inspired by, amongst others, the youth of the 1940s who established the African National Congress Youth League (ANCYL), whose leaders included Nelson Mandela, Oliver Tambo, Robert Sobukwe, Walter Sisulu and Anton Lembede.

Forty-seven years ago, on June 16 1976, thousands of Soweto high school learners took to

the streets to protest against the government's intention to impose Afrikaans as a medium of instruction in black schools.

After 1976, many young people left the country to go into exile. Since their aim was to take South Africa by means of an armed struggle, they received military training. Some of them died in exile and others were hanged in South Africa.

Young people in post-apartheid South Africa need to honour these heroes by participating in politics. If young people today do not participate in politics, it would mean that they do not acknowledge the contribution and sacrifices made by the youth of 1976.

More importantly, our youth must pursue education. As our former President Nelson Mandela says, "Education is the most powerful weapon which you can use to change the world".

Education is the key to eliminating gender inequality, to reducing poverty, to creating a sustainable planet, to preventing needless deaths and illness, and to fostering peace.

For our youth to take over this country and its economy, they first need to be educated then we will be certain that they will be taking this country to prosperity.

Ladies and gentlemen

POST-APARTHEID SOUTH AFRICA

The advent of democracy in post-apartheid South Africa has fundamentally changed the political landscape. Firstly, at this juncture young people in South Africa have rights; they can decide whether or not to participate in politics, unlike in the past where the political environment required people to be active.

Secondly, some aspects of globalisation have influenced the thinking of many young people in South Africa in relation to politics. By and large, most young people in the post-apartheid era idolise the American lifestyle informed by neo-liberalism, consumerism and globalisation.

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However I must indicate that, in approaching the subject, there is a need to understand the complex interplay of race, class and the imperial project. In this regard, the conceptual suggestiveness of Marxian political economic extraction is of distinct use, or otherwise, the debate is grounded in a structured set of factors, overdetermined by the construction of race. For the purpose of our gathering today, I will not go deeper into the Marxian political economic extraction.

The effects and abnormalities of racism have also been naturalised and normalised by some in society. For instance, there is a tendency to presuppose that a black person is no good but to work for a white person.

This line of thinking is informed by the racist thinking that black people were made to work for white people only.

Even though some of the black people who are bearing the brunt of economic exploitation have accepted their exploitation as a natural phenomenon as opposed to challenging the status quo. This demonstrates how sophisticated racism can be in society.

The fundamental question that we have to ask today, is how do we ensure that we lead the changes we want to see in our country now and for future generations. This is where the power of a franchised society is powerful. This is what our founding father of our democracy fought for.

RESEARCH STUDY ON POLITICAL APATHY AMONGST STUDENTS

Ladies and gentlemen

In a research study on Political apathy amongst students: A case study of the Nelson Mandela University by Ntsikelelo Breakfast, Gavin Bradshaw and Richard Hainess published on 4 September 2017.

The participants in the focus groups were asked whether they had participated in a local or national election.

The principal researcher explained to the participants what is democracy, freedom, voter education and political campaigning. This aspect is important because elections are a cornerstone of democracy; without elections there is no democracy.

Most participants in the focus groups indicated that they had never voted before in local or national elections, even though they had been eligible to vote.

This aspect is emphasised by the following answers:

'Voting turnout in the 1999 and 2004 elections was very low amongst young people. This evidence leads one to arrive at the conclusion that political apathy amongst young people does exist in South Africa.' (Male, Nelson Mandela University (NMU) third year political science student)

'Political parties are not doing enough to encourage young people to vote for them.' (Female, Nelson Mandela University (NMU) second year sociology

student).

On the other hand, all participants indicated that they would like to vote in the coming elections. However, one young woman felt that there was no point for young people to vote if politicians were not going to deliver on their promises.

REGISTERING TO VOTE AND VOTING

Ladies and gentlemen, based on the purpose of our gathering today, we need to ask one fundamental question as to whether registering to vote and ultimately voting will really make a difference.

The answer is of course it does! Voting gives you an opportunity to be part of decision-making that affects your life and the future of our country. If you don't vote, others will make the decisions for you.

History shows that democracies in danger of losing their freedom register frighteningly low voter turnouts. In thriving democracies, people vote in large numbers and the people's voice remains supreme.

I however remain concerned about the reports that it seems more students are losing interest in voting for the Student Representative Council (SRC) because they don't think their votes bring about change.

I therefore want to challenge the University management, working together with the South African Union of Students (SAUS) and the South African Technical Vocational and Training Student Association (SATVETSA) to deal with this challenge of lack of apathy to participate in student elections and politics.

However, here are our top reasons that the IEC has sponsored on why we should vote:

§ Because you can!

You may take your right to vote and all other rights in our constitution for granted, but 25 years ago most of the people in our country were not allowed to vote. Many of them were arrested and jailed for demanding this most basic human right. Others were tortured and killed. Because of their sacrifice, today you can vote simply by presenting yourself at a voting station with your ID during a registration event that puts you on the voters' roll for life, and lets you vote in every future general and by-election in your area.

§ Elections have consequences

You have the power to decide on the quality of life you want for yourself and your community, and even future generations. Voting is your chance to stand up for the issues you care about. This is your life: take the time to help decide what's best. Voting - rather than just venting on social media or protesting - is the best way to make your voice heard and make a positive input on the issues that concern you.

§ Not voting is giving up your voice

Elections are decided by the people who go out and vote. If you don't vote, someone else will make the decision for you. If you don't vote you get stuck with

other people's choices - and you can't even complain about it because you let it happen! By participating in the electoral process as a voter, you get a say in how things are done for the next five years. Your power is in your vote.

§ It's your money

You pay taxes (even when you just buy a loaf of bread), but do you know how that money is being spent? Most people don't. Voting is your chance to choose how your taxes are spent - such as funding for social services, healthcare and schooling.

§ Democracy needs you!

Democracy only works if people participate. That sounds obvious, but unless people actively participate in the process, democracy doesn't work. It takes constant renewal among citizens to make democracy flourish.

§ Voting is an opportunity for change

If you're thinking that right now you've got better things to do with your time and you'll vote next time, think again! Five years is a long time to be stuck with something that you don't want or doesn't work.

Just imagine what it would be like to be stuck with the same cellphone for five years, especially one with limited features. Just think how many cellphone upgrades you are going to get before you get the chance to upgrade your government!

§ Our generation knows best

Technology and connectivity means that our generation is probably the best informed and equipped to vote in South Africa's history. Social media and the internet is giving us access to information which previous generations of voters didn't have. You are becoming the experts ahead of your parents and grandparents. Use that expertise to make sure our country heads in the right direction!

In conclusion

Let me take this opportunity to thank the Electoral Commission of South Africa for involving all our Post-School Education and Training institutions to launch this Annual Tertiary Institutions Civic and Democracy Education (CDE) Youth Campaign here at uMfolozi TVET College.

Thank you very much.





Deputy Minister Manamela launched the Renewable Energy Specialisation Skills Development Programme

Excerpts of the Deputy Minister, Buti Manamela's Address on the Launch of the Renewable Energy Specialisation Skills Development Programme on 19 April at Gert Sibande TVET College, Standerton

As we gather today, particularly in this province of Mpumalanga, the realities of the current socio-economic challenges in our country, in our provinces and in our communities are cause for great concern. These challenges are exacerbated by the impact of the global climatic changes, changes in the world of work, shifts in industry trends, rapid technological advances and a developing country attempting to industrialise and drive inclusive economic participation during these uncertain times.

The National Development Plan (NDP) vision identifies building a capable, ethical and developmental state as a critical enabler for the effective implementation of the priorities of government and the achievement of the NDP 2030 vision. This means a South Africa that has the capacity to formulate and implement policies that serve the national interest and policies focusing on overcoming the root causes of poverty and inequality, and building the state's capacity to fulfil this role.

It is therefore important that as we celebrate the good government policies we are currently implementing, that we also focus on building capabilities and capacity to implement such policies. Neglect to build local capacity will result in the import of skills to implement policies and plans to the exclusion of South Africans meaningfully participating in the economic activities of nascent and changing industries.

Building a capable State requires strong local and international strategic partnerships

The NSDP recognises that for the country to achieve high levels of economic growth and address unemployment, poverty and inequality, social partners must work together to invest in skills development in order to achieve the vision set in the NSDP of an educated, skilled and capable workforce for South Africa. We cannot ignore the real challenges faced by the Mpumalanga province as we transition and decarbonise our economic activities. We require the people of Mpumalanga to be part of the solutions of reducing emission and still safe guarding the community's livelihood. This requires determination of aligned policies, relevant pace of transitioning and plans that are JUST and indeed not going to leave anyone behind.

I am particularly pleased that this much-needed skills programme evolved through strong partnership between Energy & Water SETA, USAID and Power Africa and their collaborative effort to ensure women are part of the solution. The Department of Higher Education and Training has always been a strong advocate of strategic partnering between various role players within the private, public and PSET sectors. Understanding that to address the triple burden of inequality, poverty and unemployment, will require the collective resources of critical stakeholders. Partnerships such as this one, are essential to forging a brighter future for impactful skills development.

The fact that this programme targets women to be trained is not insignificant. As President Cyril Ramaphosa highlighted during this year's State of the Nation Address, and I quote "a growing economy must also be an increasingly inclusive economy". This goes beyond support for co-operatives, small businesses, and the informal sector, and has at the heart of it the most vulnerable groups of our population, being our youth and women.

A number of initiatives were announced that aims to support women-owned businesses and industry-wide transformation target achievement, and the energy sector in particular is a key area of focus given the rapid pace at which the sector is transitioning. We can't expect women to participate if they are not capacitated.

The World Bank has projected that fourteen million new jobs worldwide will be needed for clean energy growth by 2030. We cannot do that without including women in technical and leadership positions in the energy sector, a sector that is still predominately male. When we empower women through education, we address gender disparity and inequality and begin to break down gender stereotypes and norms.

There is no reason why we should still see more young men interested in Science, Technology, Engineering, and Mathematics or STEM subjects. I urge EWSETA, industry and the PSET sector to be proactive in engaging high school students by advocating for exciting and new careers and opportunities that a green economy brings.

Young women are not equipped with the right information to help them make career choices and take advantage of opportunities that exist. I hope that the young women who are part of this Renewable Energy Specialisation Skills Development Programme will assist as ambassadors and will become strong advocates for greater female participation in such programmes due to their own experience and value gained.

I am further encouraged, that programmes like the Renewable Energy Specialisation Skills Development Programme, which we are launching today, will make a valuable contribution to addressing the shortage of skills at a technical level and within the province that is currently earmarked for priority focus on upskilling and re-skilling it's workers, youth and communities.

South Africa has firmly embarked on a Just Energy Transition, with the intention of reducing our Greenhouse Gas Emissions without disadvantaging communities. However, given our unique South African context, the word "Just" means that strategies and plans adopted, must ensure that the lives and communities that are tied to current industries are not left behind when the country moves towards a low-emissions economy. This Renewable Energy Specialisation Skills Development Programme is integral to the Just Energy Transition journey - It will develop local skills in renewable energy, that are needed today and in the future. A skilled Mpumalanga workforce will directly benefit from new job opportunities.

The green economy remains an open economy to drive growth in the energy, water, manufacturing, and agricultural sector which is prominent in the Mpumalanga province. The beneficiaries of this programme will have opportunities to access meaningful employment beyond the energy sector.

Additionally, by including TVET lecturers in the programme, this programme seeks to address one of the key challenges by improving the quality of education in TVET colleges. TVET colleges remain critical to the growth of the economy and cannot be left behind as we transition. Exclusion of TVET colleges is an automatic exclusion of a larger part of our communities.

Our Minister, the Honourable Dr Nzimande has been extremely vocal on the capacitation of our TVET college system. Partnerships between TVET colleges and industry stakeholders will allow the TVET colleges to be more responsive to new and emerging skills needs in the labour market.

The approach being taken in this Programme with the inclusion of TVET college lecturers, is a major step in advancing government's vision to ensure that TVET colleges make a meaningful contribution to addressing national socio-economic goals by addressing mid-level and artisanal skills development.

TVET colleges need support in other forms such as establishment of practical training facilities within their campuses that will give students access to these new green technologies so that when they graduate and enter the job market, they have received relevant practical exposure on technologies being used by industry.

We need more employers to open their workplaces for students to obtain Work-Integrated Learning and just as important, is the work placement of what will be first-class TVET graduates. TVET colleges play a crucial role within the PSET system, established to support students from previously disadvantaged and rural communities and to provide them with the learning opportunities they need to succeed.

It is therefore, important that as DHET, EWSETA and partners, we increase the availability and access to learnerships, internships, bursaries, and graduate programmes and by so doing, help these young people achieve their full potential and contribute to the growth of our country.

I am excited about what the future holds for the programme's inaugural participants of 100 female learners, and 15 lecturers who are in essence trailblazers, paving the way for future generations.

I wish you well on this journey – it promises to be a fulfilling one. And I extend appreciation on behalf of the Minister of Higher Education and Training, Dr Blade Nzimande and the Department to EWSETA, USAID, Power Africa, Knowledge Pele, the Mpumalanga TVET Colleges and all those who have been instrumental in bringing this programme to life.

Thank you.





TVET Career Guidance on Welding

Make the right career choice

 TVET Colleges of South Africa

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Higher Education and Training
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TVET Colleges
SOUTH AFRICA

TVET Career Guidance on Welding

What does a Welder do?

A Welder permanently joins pieces of metal through welding processes, of which there are many. In addition to fusing metals, a welder also repairs metal parts, as well as grinds and solders materials. Sometimes a welder will spend the day cutting, shaping, and combining materials to make different parts for a variety of industries, for e.g. construction, engineering, automobile, or aerospace fields.

What are the tasks and duties of a Welder?

- Fabricate and assemble metal structures and equipment through the use of welders, cutters, shapers and measuring tools.
- Produce metal products according to customer or employer specifications.
- Use multiple welding machines to repair and maintain metal equipment and structures of various sizes.
- Read and interpret diagrams, sketches and blueprints to determine operations, required materials and timeframes for projects.
- Set up, operate and maintain welding equipment.
- Understand and implement personal and company safety measures by wearing specialized goggles, helmets and gloves.

What skills and abilities are required to become a Welder?

- Good at working with your hands;
- Must be very mechanically-minded;
- Must be able to take exact measurements and work accurately;
- Must have the ability to remain very detail-focused at all times;
- Must work methodically and excel in problem-solving situations; and
- Must be able to perform many different tasks on the job site (i.e. multi-task).

What are the working conditions of a Welder?

Welders frequently are exposed to potential hazards. They use protective clothing, safety shoes, goggles, helmets with protective lenses, and other devices to prevent burns and eye injuries and to protect them from falling objects. Some welders are isolated for short intervals while they work in booths constructed to contain sparks and glare. Welders often work in a variety of awkward positions, having to make welds while bending, stooping, or working overhead. In some settings, however, working conditions vary and few hazards or discomforts are encountered.

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

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

- NC(V) Programme:

A Grade 9 Certificate + college requirements set per programme.

- NATED Programme:

N1 admission - Grade 9 Certificate + college requirements set per programme.

N4 admission - Grade 12 with a pass in Mathematics + college requirements set per programme OR an NC(V) Level 4 Certificate in Engineering and Related Design.

What should I do if I want to study Welding?

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

To study Welding: www.tvetcolleges.co.za

For more Career Guidance: www.careerhelp.org.za

Minister Nzimande launches the 2023 Youth Civic and Democracy Education Campaign

Supplied by Livhuwani Mudimeli

Higher Education, Science and Innovation Minister Blade Nzimande launched the 2023 Youth Civic and Democracy Education Campaign at uMfolozi TVET College's Eshowe Campus on 31 March 2023. The campaign aimed at young citizens in tertiary institutions to grow youth participation in South Africa's electoral democracy.

The objectives of the campaign include, among others, to promote a civic culture of ongoing engagements and exchange of ideas within institutions of higher learning through targeted Civic and Democracy Education (CDE) programmes; engage the views of the students about electoral democracy and impact of participation thereof through debates; promote Online Voter Registration to students within institutions of higher learning across the Republic; conduct on-campus voter registration using the Voter Management Device and; to empower the students' electorate with information to participate meaningfully in democratic and electoral processes.

Minister Nzimande gave the Chairperson of the Independent Electoral Commission (IEC), Glen Mashinini, statistics of Post-School Education and Training (PSET) to show that PSET is more than ready and available to work with the IEC on the campaign. He mentioned that young people need



Performance by the students of uMfolozi TVET College

to take a stand and constructively engage on socio-political issues. Minister further urged young people in post-apartheid South Africa to honour the youth of 1976 who engaged in mass action by participating in politics.

"If young people today do not participate in politics, it would mean that they do not acknowledge the contribution and sacrifices made by the youth of 1976. You have the power to decide on the quality of life you want for yourself and your community, and even future generations. Voting is your chance to stand up for the issues you care about," said Dr Blade Nzimande.



Chairperson of the Independent Electoral Commission of South Africa, Glen Mashinini and Higher Education, Science and Innovation Minister Blade Nzimande

The Chairperson of the Independent Electoral Commission of South Africa, Glen Mashinini informed the students that the IEC wants to ensure that every student gets an opportunity to register. Mashinini mentioned that the primary goal for the campaign is to grow the culture of online registration by college communities.

The campaign seeks to reach all TVET colleges and universities across the country.



Vhembe TVET College celebrates 60 years of academic excellence

Supplied by Makaroka Mphahlele



Principal: Basani Hlekane, Deputy Minister: Buti Manamela and Phineas Khwekhwe (College Alumnus, 1963) leading the cake cutting ceremony to officiate the 60th anniversary celebration



College Principal: Basani Hlekane, Chairperson of College Council: Ravhura Thiathu, Deputy Minister of Higher Education, Science and Innovation: Buti Manamela, Chief: Thovhele Gole Mphaphuli and DHET Limpopo Regional Manager: Frans Ramonyatse

Vhembe TVET College celebrated 60 years of academic excellence in March 2023.

A series of celebratory events were held to mark this historic milestone.

Vhembe TVET College is the first in the Vhembe region and was established in 1963. The College has gone through different changes in addressing the skills needs of South Africa since its establishment. It is a product of various generational institutions.

The College has been known as Bantu State School (1963), Finyazwanda College (1985), Technical College of Venda (1992), Vhembe FET College (2003) and Vhembe TVET College (2014). "At the heart of the College is the

the community continues to offer the College has played a pivotal role in shaping the College in becoming one of the leading TVET Colleges in Innovation," said the College Principal, Basani Hlekane.

At the celebration ceremony held at the College's Makwarela Campus on 31 March 2023, Higher Education, Science and Innovation Deputy Minister Buti Manamela gave a keynote address. The event was attended by the DHET officials, the Royal Council, Vhembe District Municipality officials, College partners, College Council, Management, staff members and students.

The long serving staff members of the College were awarded with certificates for their continued

Principal, Basani Hlekane, indicated that the College did not achieve the excellence by accident but through the collective efforts of all role players.

In his address, Higher Education, Science and Innovation Deputy Minister Buti Manamela congratulated the College on the milestone of reaching 60 years. "We wish the College many more years of good governance, academic excellence, and sustainable strategic partnerships," he said.

Among the success of the College, Deputy Minister Manamela highlighted the Mashamba Campus Greenhouse, 4IR laboratory, Clothing production plant and the water generation partnership "Mahala Pump".



The newly unveiled memorial plaque





Student breaks his own record at the COSACSA national track and field event

Supplied by Madire Mashabela



Senior male long jump gold medallist, Faith Moyo

Capricorn TVET College's Faith Moyo broke his own College Sports, Arts and Culture South Africa(CoSACSA) national record with a jump of 7.33 metres to win gold in the senior male long jump at the national CoSACSA 2023 Sakhiwo Zuma Track & Field Championship, held

at Umsunduzi Athletics Stadium from 26 to 30 April 2023.

Faith broke his record of 7.12 metres, which he set last year. The 21-year-old athlete from Mankweng in Limpopo is doing his National Certificate (Vocational) Level 3 in Finance, Economics and Accounting at Capricorn TVET College's Polokwane Campus.

"I definitely aim to break records, I always strive to do better all the time when I compete. I challenge myself to do greater and this I also apply when I'm preparing for competitions.

I feel so great that I have managed to reach my goal of breaking my own record, I attribute this feat to the hard work that I invest in my training sessions. In the near future I see myself at the Olympics representing South Africa in Long jump and breaking world records," says Faith Moyo.

Student Support Services Manager at Capricorn TVET College, Tebogo Mogale, congratulated the College's athletics teams that represented the College and Province at the competitions.

"Congratulations on your efforts. We are really proud of you. We are delighted that we have a national record breaker in Faith Moyo. Congratulations and keep up the good work," she said.



Faith Moyo doing his final jump at the CoSACSA 2023 Sakhiwo Zuma Track & Field Championship

COSACSA delivers another successful National Track and Field event

Supplied by Lungisa Siboza

College Sports, Arts and Culture South Africa(CoSACSA) hosted a successful national CoSACSA 2023 Sakhiwo Zuma Track & Field Championship, at uMsunduzi Athletics Stadium from 26 to 30 April 2023.

The event saw more than 700 athletes from public TVET colleges represent their respective provinces in shot put, long jump, high jump, javelin, discus and running, amongst others.

The President of CoSACSA, Aubrey Mposula, attributed the successful delivery of the 2023 Sakhiwo Zuma Track & Field Championship to his

colleagues and students who worked tirelessly to ensure that the event was a success. He congratulated all the participants for their efforts and also lauded team KwaZulu-Natal for obtaining position one.

"2023 CoSACSA Sakhiwo Zuma Track & Field championship was a momentous occasion. As an organisation we were still coming to terms with the loss of our fellow-students and colleagues to an unfortunate car crash and also we needed to draw strength from that setback to ensure that students' talents and abilities are nurtured and afforded conducive environment for showcasing. Equally,

the event was an opportunity to officially unveil the new name of the games, "CoSACSA Sakhiwo Zuma Track & Field Championship".

"New records were set and many young athletes registered their personal best performances. We would like to encourage all colleges to keep the momentum going by registering college athletics clubs so that there is continuity for all the athletes.

"The presence of the Department of Higher Education and Training's Director-General, Dr Nkosinathi Sishi and Deputy Director-General responsible for TVET, Sam Zungu was indeed a validation of the importance of the games and the department's support of extra-curricular activities," said Aubrey Mposula.



The overall winner was the KwaZulu-Natal team for the National COSACSA Sakhiwo Zuma Track & Field Championship



Dr Nkosinathi Sishi congratulating one of the medal recipients



Creating joy through cooking

Supplied by Shavika Reddy

When you meet Snetheba Ndaba at The Capital, Zimbali Resort, you are immediately whisked away by her sunny disposition and vivacious energy. Her inventiveness in the kitchen is inspired by the same traits that make her who she is. She invites us into the hotel kitchen, where she makes a fancy omelette in front of the camera. For someone with the skills of a Chef de Partie, this is, of course, second nature.

When Ndaba reflects on her journey, she is amazed at how she went from being a student who did not think she will succeed because of her humble township upbringing to being a Chef de Partie at a prestigious resort. It was not always smooth sailing for Ndaba when unforeseen circumstances prevented her from completing her matric at Isibukosezwe High School. Nonetheless, she is not the kind to give up easily, in 2012 she enrolled at Elangeni TVET College Mpumalanga Campus to study NC(V) Hospitality.

"Hospitality was perfect for me because of my lifelong interest in cooking, as well as my curiosity and appreciation for the cuisines and cultural practices of other countries," she says. Ndaba was selected as one of the top students in her class in 2014 to participate in the in-house training at the Hilton Hotel in Durban. From 2015 onwards, she worked there as a Commis Chef.

During the COVID-19 outbreak, globally the hospitality industry plummeted, and the establishment closed its doors. "I was one of many retrenched and I had to rely on social grants as a

source of income. Life was very difficult as I was the sole provider for my family," she says.

Fortunately, Ndaba was able to find work as a chef at La Rosa, Suncoast, and after landed her current job at Zimbali. During the interview, we learned that a 'Chef de Partie', is also known as a station chef or line cook, who oversees a specific section of the kitchen's operations and when working in a large kitchen, may even be responsible for a team of chefs. But getting here was not a piece of cake for Ndaba.

"It takes 10 times the effort for a woman to prove her worth in this field. The reason is that men dominate positions of authority in the hospitality sector. Deboning, braai master themes (combined grills), and rotisserie are typically considered manly tasks, but I'm used to taking them on and succeeding anyway," Ndaba says.

The Capital at Zimbali is a popular destination for both local and international visitors, and cuisine is an integral aspect of their stay. Ndaba believes that being a chef must be taken seriously, particularly in terms of food preparation and service. "Food plays an important role in the experience of tourists from all over the world and as a chef, you must have knowledge of traditional cuisines from different countries and how they are prepared, so you can easily adjust to any position in the industry," she explains.

According to Ndaba, there are numerous key factors in every job, but in hospitality she believes that being focused and multi-skilled is crucial.

"Time is money, therefore you need to be able to operate efficiently under pressure and with a lot of enthusiasm for whatever it is you're doing," she says.

Since she graduated from Elangeni TVET College, Ndaba has applied the theory and skills she gained there in her daily work. She fondly remembers her time at Mpumalanga Campus and she appreciates her former lecturers for their encouragement.



Chef de Partie Snetheba Ndaba devotes her time to cultivating her passion for cooking into beautiful dishes - seen here preparing her fail-safe French omelette recipe

Emerging and Commercial Farmers get valuable training from Boland TVET College

Supplied by Minette Kilian

Boland TVET College in partnership with Q-Point has been hard at work in order to respond to the growing demand of the emerging farmers. It is imperative to continuously train staff, traders and students in techniques and skills in analysing the horticulture value chain and to identify viable market solutions.

Through a workshop, Carel Jaspers, from Q-Point who is an expert in these fields, shared his vast knowledge with the participants from Boland College, Elsenburg, farmers, traders and students. The latest methodologies and practices for value chain analysis incorporating strategies for sustainable impact and gender equality were some of the important lessons learned at the workshop.

Participants were exposed to a wide range of interventions designed to promote sustainable market-based solutions in the areas of market access, market demand, input supply, technology or product development, management training, policy reform, and access to finance. The experts also provided specific guiding principles to integrate gender in the value chain analysis. The practical nature of the training taught the participants how to observe horticultural value chains in South Africa.

Participants were divided into groups and over the four days they had to prepare business plans and SWOT analyses for their chosen production. Whilst it was great to hear from the experts and learn the theory, it was vitally important to know the participants of the workshop could put the theory into practice. The emerging farmers, students and traders had to show that they will be able to apply

the knowledge and skills learned throughout the workshop.

Participants visited the Boland College farming site, greenhouse and Brug Plaas, which is a Global Gap Certified farm. Boland TVET College is thankful to Q-Point for the successful workshop it provided.



Vincent Uys (Lecturer: Boland College) and Carel Jaspers (Q-Point Facilitator) with group of learners

uMfolozi TVET College's Maritime students to train with the SA Navy

Supplied by Nothando Mdletshe

It was a glorious day at uMfolozi TVET College's Esikhawini Campus as the College bid farewell to 20 Maritime students who were eager to begin their practical training with the SA Navy on 1 February 2023.

The group consisted of 4 transport and logistics students, 4 from hospitality and 12 from engineering. Speaking at the send-off ceremony, Acting Principal at the College, Elsie du Toit said, "We're proud to be the first TVET College to have a Maritime Academy and to have embarked on a new route of training. We hope these students will be good ambassadors of the College."

Speaking on behalf of students, Sandile Ndlovu said he was ecstatic that his dreams would soon come true. He was looking forward to receiving more practical exposure and thanked uMfolozi for introducing him to this field.

"Thanks to the College management and staff for the support. It was a privilege to be part of the

programme. We will set a platform for upcoming students to apply for what I've studied," Ndlovu added.

Maritime Project Coordinator, Sandile Ntshangase said, "At the beginning of the programme we had no idea what the outcome of the programme would be. We're happy to have groomed students of high caliber and who remained disciplined. It wasn't easy but we're happy to celebrate this

milestone. We hope they'll represent us faithfully and diligently."

Lt Mlindelwa Chiliza from the SA Navy pleaded with the students to remain disciplined in the absence of their lecturers for the next 18 months. He added that there's a lot they will learn from the work integrated learning. "We look forward to have you in our midst and hope you will come with many innovative ideas," he said.



Maritime students who will be going through training with the SA Navy

Training for the renewable energy skills demand in solar photovoltaic sector

Supplied by Roshin Schmidt



Premier Alan Winde and Lecturer Akhona Winisi at the State of the Province Address in Cape Town

Photovoltaic Systems and renewable energy technologies have a special meaning for South Africa as the country tries to keep the lights on.

The country's sustainable development vision is outlined in the National Framework for Sustainable Development (2008) as "South Africa aspires to be a sustainable, economically prosperous and self-reliant nation that safeguards its democracy by meeting the fundamental human needs of its people, by managing its limited ecological resources responsibly for current and future generations, and by advancing efficient and effective integrated planning and governance through national, regional and global collaboration".

All countries aim to transition from outdated fossil fuel power generation systems to sustainable

green energy solutions, to reverse the impact of climate change. Research shows that green jobs are few and far between, and young people who are on the cusp of entering the labour market do not feel they have been prepared to apply for them.

Creating more pathways to green jobs includes green skills development throughout the education systems and providing young people with career guidance into green jobs and more importantly training opportunities. False Bay TVET College entered into a partnership agreement with the Manufacturing, Engineering, and Related Services Sector Education and Training Authority (merSETA) in 2019 to equip the College with the necessary infrastructure and pedagogical expertise for the emerging and much needed solar photovoltaic sector.

A photovoltaic (PV) system is composed of one or more solar panels combined with an inverter and other electrical and mechanical hardware that uses energy from the sun to generate electricity. As part of the collaboration, with merSETA and the South African Renewable Energy Technology Centre (SARETEC), training in the QCTO registered qualifications, Solar PV installer and Solar PV repairs will be rolled out at the Westlake Campus of False Bay TVET College.

Since March 2019, two False Bay TVET College candidates have completed the following facilitator training and are in the process of completing the ARPL process to qualify as electricians: National Higher Diploma in Mechanical and Electrical Engineering; National Advanced Diploma in Technical Education; and Certificate in Solar PV installations and repairs.

As part of the qualification development, staff earmarked to pioneer the PV programs attended the international Solar Conference in Abu Dhabi, from 16 to 18 January 2023. The international exposure was funded by merSETA, and the South African delegation was led by the SARETEC team. During this international visit to the Solar Expo & Forum in Abu Dhabi, a leading solar marketplace, the world's leading engineering companies, technology providers and pioneering financiers together with the region's top utilities, oil and gas, industry buyers, and government showcased new systems and developments in the renewable energy space.

It was an opportunity to interact with global suppliers in solar, renewable energy, water efficiency, sustainable waste management, smart cities, and climate change. Upon their return, Akhona Winisi and Sinethemba Mpati said that they were inspired by the next generation of innovators who are developing out-of-the-box solutions for complex challenges in the expansion of green energy technology.

While the country and economy continue to invest in renewable energy solutions and strive for liberalisation from the outdated fossil fuel power generation systems, the College will continue to ensure the provision of relevant skills development and training.

Akhona Winisi, upon his return, was invited as a special guest by Premier Alan Winde to the State of the Province Address, delivered at the Western Cape Provincial Parliament Building in Cape Town.



TVET Career Guidance on Marketing

Make the right career choice



TVET Colleges of South Africa



DHET



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higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



TVET Colleges
SOUTH AFRICA

TVET Career Guidance on Marketing

What is Marketing about?

Marketing is a career that refers to activities a company undertakes to promote the buying or selling of a product or service.

What are the duties and tasks performed in the Marketing industry?

- Advertise and promote new products and services on social media, newspapers, television or radio stations.
- Research needs of customers and develop products;
- Determine pricing, packaging, sales, promotions and distribution;
- Guide consumers on products and brands; and
- Develop marketing plans and strategies to effectively promote products or services.

What skills and abilities are required for a career in Marketing?

- Must be technology-savvy;
- Be a confident public speaker;
- Good networking ability;
- Good oral and written communication skills;
- Time management and good teamwork;
- Be creative; and
- Good computer skills to produce and record information.

What are the working conditions in the Marketing industry?

Most marketing professionals work in an office environment. They typically have their own offices, but they may attend meetings or events often. Some may work in a variety of locations and need to travel frequently to attend networking events, product launches or exhibitions. They usually work office hours, but during busy periods may be required to work overtime or even during weekends.

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

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

- **NC(V) Programme:**
A Grade 9 Certificate + college requirements set per programme.
- **NATED Programme:**
Grade 12 Certificate + college requirements set per programme OR an NC(V) Level 4 Certificate in Marketing.

What should I do if I want to study Marketing?

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

To study Marketing: www.tvetcolleges.co.za

For more Career Guidance: www.careerhelp.org.za

Free State CET College hosts a successful Award and Certification Ceremony

Supplied by Mahlatse Galane



Deputy Director-General Ms Thembisa Futshane delivering a keynote address

The Free State Community College celebrated an Award and Certification Ceremony of 452 students who completed the General Education and Training Certificate (GETC) and Business Practice Skills on 28 February 2023. Top performing lecturers and centre managers were also awarded certificates and trophies in recognition of their hard work.

The occasion was attended by the Department of Higher Education and Training, College Council and Management, Free State Premier's Office, Department of Correctional Services, Higher Health, SETAs, National Skills Fund, Free State Department of Education, Umalusi and other key

stakeholders.

Deputy Director-General for Community Education and Training (CET) Ms Thembisa Futshane delivered the keynote address, congratulating all the students who achieved good performance despite the many challenges they faced in the 2022 academic year.

In her address DDG Futshane applauded the College Council and Management for the support given to students, lecturers, and Centre Managers. She also highlighted DHET's interventions and support to colleges. This will increase enrolments, improve academic performance, increase the skills offering, occupational and non-formal programmes. Higher Health was applauded for the role they play in assisting the College in fighting

Gender-Based Violence and all other social ills affecting the students.

The Award and Certification Ceremony recognised the following categories of top achievers:

- GETC Students: Best TOP three performing students.
- GETC Students: Best performing students.
- Occupational Skills: Competent students.
- Best Lecturer per Learning Area.
- Best Performing Learning Centre:
- Category A: 100%
- Best Performing Learning Centre:
- Category B: 52%–100% with 15 or more students.



Winners flanked by senior managers of the Department and other stakeholders

SATVETSA elects new Student Leadership

Supplied by Livhuwani Mudimeli

The Department of Higher Education and Training (DHET) recently convened a national elective conference to elect the new National Executive Committee (NEC) for the South African Technical and Vocational Education and Training Student Association (SATVETSA) at Elangeni TVET College's Pinetown Campus, Durban.

Deputy Director-General for TVET Sam Zungu addressed the elective conference. In his address he indicated that he was pleased with a balanced gender representation within the newly elected executive committee. He encouraged SATVETSA committee to join Higher Education, Science and Innovation Minister Blade Nzimande, Deputy Minister Buti Manamela as well as Director-General Nkosinathi Sishi on their calls to tackle the issue of Gender-Based Violence (GBV) in higher institutions. He said that student leaders should work together in developing policies to create safer environments in their respective campuses.

The former SATVETSA President, Mr Siphiwe Khumalo, mentioned that students in leadership must use the opportunity to save the lives of the students in the TVET sector. "Load shedding is another pandemic to this country which affects the lives of the students. The TVET sector should provide skills that are necessary and bring solutions to the challenges faced by society," said Mr Khumalo.

The newly elected SATVETSA national executive committee is as follows: Mr Genius Shabalala: President, Ms Kgaogelo Chokoe: Deputy President, Mr Wongali Mgwali: Secretary-General, Mr Mbulelo Gobo: Deputy Secretary, Mr Thabelo Mofokeng: Treasurer, Mr Sevano Ambraal: Sport, Art and Culture Officer, Ms Kelebogile Olifant: Student Funding Officer, Ms Nthabiseng Mdakane: Gender Officer, Ms Relobogile Lekoetje: Policy Development and Student Performance Officer, and Ms Masego Booyesen: Student Wellness, Campus Safety and Disability Officer.

The President of South African Public Colleges Organisation (SAPCO), Prof. Dipiloane Phutsisi

applauded the outgoing leadership of SATVETSA. She said that Mr Khumalo led with passion and determination during his term. She further indicated that SATVETSA is part of SAPCO, and they will be failing if they do not give it the support it deserves.

The new President of SATVETSA, Mr Genius Shabalala told the delegates that a true revolutionary leader must be guided by a great feeling of love. "You cannot lead your people if you do not love them," said Mr Shabalala.



Newly elected NEC members of SATVETSA

Clamping down on Bogus Private colleges

Supplied by Nashveer Nemesar

The Department of Higher Education and Training (DHET) recently embarked on a public awareness campaign on bogus private colleges in Rustenburg, North West. This exercise was aimed at enforcing compliance with the relevant legislations in the private college sector.

The DHET conducted impromptu inspections at 14 private colleges in partnership with the Rustenburg Municipality led by the Executive Mayor, Cllr Shiela Mabale-Huma, including the local law enforcement authorities.

Departmental stakeholders such as the South African Qualifications Authority (SAQA), Council on Higher Education (CHE), Quality Council for Trades and Occupations (QCTO) and UMALUSI also played a very instrumental role in the inspection blitz targeting private colleges.

The public awareness campaign was also taken to major public venues in Rustenburg, such as Midtown Mall (near the taxi ranks), with the aim to expose fraudulent or bogus private higher institutions that are rampant, particularly, this time of the year, as they rob unsuspecting students and parents of their hard-earned cash.

Dr Shaheeda Essack, Director: Registration of Private Higher Education Institutions, deemed the inspection blitz an unquestionable success. "Thus far we have discovered that most colleges are fully compliant in Rustenburg. Some were issued fines and some were found wanting in areas of the fire and electricity regulations not being met. Another challenge was that some colleges were not fully compliant in the sense that apart from offering accredited programmes, they also offered a few unaccredited programmes, especially the N1–N3, or they begin to offer programmes in anticipation of receiving accreditation whereby they have already started the process of registration. The franchising of colleges is also a huge problem. Overall, it has been a positive experience," said Dr Essack.

She further said: "This is a country-wide campaign conducted throughout the year and the



Executive Mayor of Rustenburg Municipality, Cllr Shiela Mabale-Huma interacted with students and community at the public awareness campaign held at Midtown Mall (near the taxi rank). She also handed out information on how to help prospective students verify if a college is fraudulent or legitimate

Department will be visiting all provinces during the year. Thus far, we have made great strides in Pretoria, Johannesburg and Rustenburg and will continue to keep the momentum going."

Another cause for concern is that many of these illegitimate private colleges are operating only with online studies and lure the students into enrolling by way of showing very creative looking websites. The websites look very exciting and inviting that students find it difficult to differentiate between the legitimate and the illegitimate colleges. Dr Essack advised prospective students to first check with the Department of Higher Education and Training (DHET) if colleges are legitimate or not by contacting the DHET Toll Free number on 0800 8722 22 or visit the Department's website at www.dhet.gov.za to make the right choice.

"Remember, some of you are registering a child with your last money and when he/she has to graduate or has to look for a job, the last thing you

wish for is to learn at that moment that the institution in which your child spent so much time and money is not recognised. This will be a major loss to any family and we do not wish for any family to go through such an experience, hence the importance of this campaign," said the Executive Mayor.

Cllr Shiela Mabale-Huma applauded the willingness and effort by different government departments to work together on the bogus colleges awareness campaign. "We all have a constitutional mandate to ensure that we take to the community of Rustenburg and society at large what is expected of us as local government, provincial government and national government," she concluded.

The Executive Mayor acknowledged and thanked the Ministry of Higher Education, Science and Innovation for the great work in conducting the inspection blitz campaign on bogus private colleges.



Dr Shaheeda Essack, Director: Registration of Private Higher Education Institutions conducting an inspection at one of the private colleges in Rustenburg to establish if they are fully compliant

The Executive Mayor of Rustenburg, Cllr Shiela Mabale-Huma, was relentless in her pursuit of bringing the illegitimate private colleges to book during the inspection blitz and made it known that this special operation will go all out to enforce the law. She was extremely vocal in her message to the community by stating: "We are encouraging the parents of prospective students to support this initiative because it is for their benefit."

A notable 2023 Examination and Assessment Lekgotla

Supplied by Unarine Mphoshomane



Department of Higher Education and Training Director-General Nkosinathi Sishi delivering a keynote address

The Department of Higher Education and Training (DHET) in collaboration with the Technical Vocational Education and Training (TVET) and Community and Education Training (CET) branches hosted the inaugural national examination and assessment lekgotla, at the Birchwood Hotel & OR Tambo Conference Centre Boksburg, Gauteng on 27 February 2023 to 1 March 2023.

Themed 'reflection on and strengthening of the national examination and assessment system,' the event sought to ensure that there are significant improvements in the conduct of examinations and other key areas relating to the national examination and assessment system.

The Lekgotla focused amongst others, on the following areas: analysis of the results for the November 2022 examinations, the conduct of examination, the national strategy of student attainment, evidence-based reports, terms of reference for internalisation of Nated (N2) to Nated (N3) and National Certificate (Vocational) Levels 2 to 4 TVET examinations, internal continuous assessment, registration, accreditation and standardisation of the results and digitisation of examination and assessment and cyber security. Department of Higher Education and Training Director-General Nkosinathi Sishi delivered a keynote address. In his address, he was firm in highlighting that the examination and assessment

of Lekgotla must approach its tasks robustly in engagements and must also ensure that delegates deliberate and come up with concrete plans and strategies.

"The Lekgotla must be both focused on the immediate as well as thinking about new ways of assessing and examining students. Improving students' performance is non-negotiable. The Lekgotla must therefore explore all the strategies for ensuring that students and lecturers attend classes, they prepare prior, study, and perform well," said Dr Sishi.

In his conclusion, he said that he wishes that delegates consider themselves as leaders of the Department and that they must lay a firm foundation for a massive and rapid expansion of the TVET and CET sector.

Both the Deputy Director-General responsible for TVET colleges, Mr Sam Zungu and Ms Thembisa Futshane responsible for CET colleges facilitated the proceedings. "Community colleges are expected to assess, take stock and seek resolutions to examination challenges and strengthen partnerships between TVET and community colleges as per CET ministerial skills summit," said Ms Futshane.

Attendees of the Lekgotla were provided the opportunity to highlight the achievements as well as the shortcomings in their breakaway commissions. The commissions comprised regional directors, principals, and deputy principals of the TVET and CET colleges, representatives from Umalusi, Quality Council for Trades and Occupations (QCTO) representatives, labor unions, and SRC members.

Deputy Director-General Mr Sam Zungu thanked everyone who took their time and deliberated on important matters that affect colleges. "As you go back to your institutions ensure that you build and strengthen your systems to ensure that we eliminate irregularities," he said.

DHET capacitates TVET college lecturers on Online teaching and learning

Supplied by Khumbelo Naledzani

As we are living in the Fourth Industrial Revolution (4IR) era, Open Learning Directorate in the Department of Higher Education and Training in collaboration with Microsoft South Africa are continuing with the country-wide Open Learning capacity building workshops. The Directorate hosted a three-day Open Learning capacity building workshop in East London, Eastern Cape on 24–26 January.

The country-wide drive of Open Learning capacity building workshops is aimed at equipping Technical Vocational Education and Training college lecturers from all public TVET colleges across the country with the necessary skills in online methodology as well as the application and utilisation of the National Open Learning System (NOLS).

The three-day workshop gives lecturers an opportunity to engage and to work on class activities given by facilitators. The Open Learning Directorate has up to this far visited eight provinces across the country and engaged with a lot of college lecturers in each province.

At the end of the three-day capacity building

workshop all lecturers were awarded certificates of attendance.



Lecturer Development Director: Sello Sethusha photographed with certificated lecturers from Eastern Cape TVET colleges



West Coast TVET college produces the first female Pipe Fitter

Supplied by Ivan Swart

West Coast TVET College's Vredenburg Campus has produced, through its Centre of Specialisation (CoS) in Pipe Fitting, the first qualified female Pipe Fitter in South Africa, Jermaine Adams. This follows Ms Adam's recent trade test which she passed so well by displaying the high level of skills and proficiency during her assessment.

The CoS programme is an initiative of the Department of Higher Education and Training which is rolled out through the Technical Vocational Education and Training (TVET) colleges with focus on 13 specific trades. The trades followed a selection process by the Department of Higher Education and Training (DHET) in collaboration with various industry partners and are quality assured by the Quality Council for Trades and Occupations (QCTO).

The Pipe Fitting Programme at the Vredenburg Campus has now seen the fruits of their training. The first cohort of students have completed their CoS training with the dual system which saw them move between the college and a workplace during their time of study. They are now attempting their trade tests.

"I feel overwhelmed and blessed in many ways to

be the first qualified female pipe fitter in South Africa," said Jermaine Adams. Jermaine was placed at African Project Consultants (APC) in Cape Town for her training during the programme.

West Coast TVET College together with Mopani TVET College were awarded the CoS for Pipe Fitting by the DHET in 2018.

"We are very proud to have been the first College to produce the first female Pipe Fitter. The college looks forward to continuing producing qualified artisans in this trade. The production of the artisans through this programme will contribute to the provincial skills development and the national skills development plan and we will continue to train these students to be employable and responsive to what the world of work needs," said Lungisa Mbulawa, West Coast TVET College Principal. "The College would also like to thank our campus and lecturing staff for their hard work, dedication and their support in getting the students ready to become qualified artisans," he added.

West Coast TVET College's Pipe Fitting Facilitator, Quen Bowie mentioned how Jermaine showed eagerness to work and learn more, which resulted in a positive competition between her and some male students in the field. Quen said Jermaine had

a dream to become the first qualified female Pipe Fitter in South Africa.

"We know that she gave it her all and continued to push and challenge herself to become the first qualified female Pipe Fitter," added Quen.



Lehlwane Matabe (Assessor), Kevin Geswindt, Jermaine Nikita Adams, Quen Bowie and Quinton Hamphreys (Moderator)

TVET colleges taking up space in the 4th Industrial Revolution through Coded Welding

Supplied by Nasiphi Pasiya

West Coast TVET College recently hosted the closing ceremony of a Pilot project called blended learning through Coded Welding Skills programme. The programme was funded by the Chemical Industries Education and Training Authority (CHIETA) with the aim of providing skills to the youth.

The ceremony sought to celebrate the first cohort of graduates of blended learning coded welders in South Africa. Six public TVET colleges participated in this project by enrolling their students for the programme and at least 115 students enrolled through CHIETA.

In his address, Higher Education, Science and Innovation Deputy Minister Buti Manamela said, "From the lessons learnt by the TVET colleges through the blended learning approach, we will be

in a stronger position to establish best practices that advance job creation and boost the country's economic prospects".

The Welding Facilitator from the College's Vredenburg Campus, Musa Ntshangase demonstrated the function of the Welding Simulator machine to show delegates the outcomes of the training students will be equipped with to enter the job market.

Andre Truter, the Executive Mayor of Saldanha Bay Municipality, extended his appreciation of the partnership the Municipality has with CHIETA. He also appreciated CHIETA's continued drive to assist the College and other institutions of learning in various training initiatives, not only in the region but in the province and the country in general.



Higher Education, Science and Innovation Deputy Minister Buti Manamela, CHIETA Board Chairperson Wezi Khoza, CHIETA CEO Yershen Pillay and West Coast TVET College's Principal Lungisa Mbulawa

TVET colleges taking up space in the 4th Industrial Revolution through Coded Welding

Supplied by Ivan Swart

West Coast TVET College has recently broken new ground with the first sod turning as part of the first phase in the construction of the College's 4IR Centre that has now started at the College's Atlantis Campus.

The College envisages the Centre to be the hub of technological skills and training programmes that will equip the communities served by the Atlantis Campus, particularly with the future skills that will

be needed in the near future.

"This forms part of the College's vision to be an internationally recognised Technical Vocational Education and Training (TVET) institution responsive to the skills development and training needs of the 21st century," said the College Principal, Lungisa Mbulawa.

The College plans to offer various programmes such as Mechatronics, Internet of things and Robotics to name but a few.

"These future skills will indeed be needed to equip not only the communities we serve as a College, but will also offer our students the employment opportunities, even in companies that are yet to be established," added the Principal.



Igniting Entrepreneurship in TVET colleges

Supplied by Danel Conradie and Minette Kilian

Self-employment and job creation has become one of the most talked about topics in recent months. Highlighted on media platforms and on the lips of each politician, the demolition of bureaucratic procedures and forms is important to the restoration of the world economy through entrepreneurship.

In 2022, Allan Grey Makers embarked on a mission to expose as many young people to entrepreneurship as possible in all 50 Technical and Vocation Education and Training (TVET) colleges across the country. And so, the journey of the inaugural National Inter-College Entrepreneurship competition began.

Endorsed by the Department of Higher Education and Training, the Inter-College Entrepreneurship competition is a national pitching competition that aims to foster a culture of entrepreneurship among TVET students. Students were invited to submit their business ideas, products or services and existing businesses to take part in the competition.

After registering and submitting their entries, students first had to compete against their peers in Inter-Campus competition rounds. Winners of the Inter-Campus competition then proceeded to the Regional Inter-College Entrepreneurship Competition. Thereafter, all winners and their mentors were whisked away to Johannesburg for the Official Allan Grey Makers conference and national competition where all the winners gained access to business exposure opportunities and had the opportunity to win their share of R100,000 in prizes.

Boland College produced a National Winner, Darius Heath, in the category "I have a product". Darius is an N6 Hospitality and Catering Services student at Boland College's Stellenbosch Campus. He entered his amazing product called Heath Sauces, a smoked Jalapeno sauce with no preservatives, keeping it natural and as healthy as possible.

"It is a vindication of the structures and processes we put in place to create a culture of Entrepreneurship at Boland College," said Hyacinth Adams, a College lecturer who mentored Darius.

By creating awareness and opportunities to reinforce the attractiveness of beginning your own business, competitions of this nature produce a secure environment to experiment with concepts for products/services or business ideas. They are especially beneficial to students who intend to pursue innovation, product development and business-oriented services. Presented with learning and coaching opportunities, participants can confidently pitch their businesses.

Linda Dhladhla, an associate interviewed at the event said "The National Competition seeks to identify student entrepreneurs who are doing amazing work in this space and allow them to expose their business ideas. In South Africa, we have a high unemployment rate and there are not many employment opportunities. We at Allan Grey Makers are encouraging students to pursue entrepreneurship as a career choice. We are showing them how to use their education as an opportunity for them to pursue entrepreneurship, all in the pursuit of the eradication of poverty."

Darius used his prize money wisely and invested in equipment such as an industrial gas stove, blenders and a 60-litre pot. New labels were professionally designed by a graphic designer, and he purchased bar codes to add to the labels. He is also on the lookout for premises to produce larger volumes of sauce.

Winning the Allan Grey Makers Entrepreneurship competition connected him to a number of interested investors. Darius is very grateful for the opportunity that he had to participate in the Allan Grey competition. The exposure opened his mind and this visionary entrepreneur is now working on his dreams, such as expanding on the product line, becoming an employer, and opening opportunities to others.



Darius Heath presented with a R20 000,00 cheque

ORBIT TVET college Graduates and the Platinum Incubator SMMEs receive a massive financial boost from ABSA Bank

Supplied by Tshegofatso Rapoo

Two ORBIT TVET College graduates and The Platinum Incubator (TPI) Small, Medium and Micro-Enterprises (SMMEs) situated at Rustenburg Campus, have received financial boosts of R110 000 and R100 000 respectively from ABSA Bank, towards supporting and growing their jewellery businesses.

Neo Seoharagattha, Director of AfriGlit and Bonolo Matome Director of MekgaboB Creations, were awarded the funding during a handover ceremony which recently took place at ORBIT College's Central Office. In attendance were ABSA Bank representatives, the Business Development Manager from TPI, the Principal of ORBIT College management and staff members.

The two SMMEs made brilliant presentations about the support they have received from The Platinum Incubator & ORBIT College enabling them to grow their businesses into lucrative ones, during the business brunch hosted by the College late last year.

Area Segment Manager at ABSA, Lerato Qoma, who was invited to the business brunch, took note of the two SMMEs and initiated funding for each of them. "As a corporate, this is a proud moment for us because ORBIT TVET College is the first TVET college in South Africa we are funding through this initiative. We can only hope that these two SMMEs will pave the way for other TVET colleges," said Desiree Ntshali Specialist Public Sector at ABSA.

TPI Business Development Manager, Oratile Segakweng said "We are truly grateful to ABSA for the funding as it will elevate our SMMEs businesses and make them role players in the economy."

An equally elated Dika Mokoena, ORBIT TVET College Principal, indicated that the college will continue to monitor the progress of the SMMEs and to support them as best as possible. "It is through hard work that a big corporate such as ABSA bank has noticed your potential, and is today presenting you with this once in a lifetime opportunity," said the Principal.



Stanley Kekana (Acting SSS & Extra Curricular Manager - ORBIT College), Thandi Mokoena (Transactional Banker - ABSA), Oratile Segakweng (Business Development Manager - TPI), Dika Mokoena (Principal - ORBIT TVET College), Desiree Ntshali (Specialist Public Sector - ABSA), Bonolo Matome (TPI SMME & Director of Mekgabo B Creations), Beverley Kgaboesele (Rustenburg Campus Manager), Tebogo Tihopile (Brits Campus Manager), Lerato Qoma (Area Segment Manager - ABSA), Neo Sepharagattha (TPI SMME & Director of AfriGlit) and Ratanang Selomane (Relationship Executive: Enterprise Development - ABSA) during the handover ceremony



Building resilient Entrepreneurs within TVET colleges

Supplied by Roshin Schmidt

It is becoming evident that entrepreneurship is as essential to reducing economic hardships and unemployment as it is meant to improve the economy.

The Department of Higher Education, Science, and Innovation, under the leadership of Minister Blade Nzimande, has spearheaded the addition of entrepreneurship hubs at TVET Colleges to support students to move into entrepreneurship once they have completed their studies.

False Bay TVET College through the Centre for Entrepreneurship, Rapid Incubator (CFERI) has developed several student-focused entrepreneurship development activities and interventions to prepare students for entrepreneurship and self-employment. Delivered through strategic partnerships with public and private sectors, the main incubation programme is funded through the Small Enterprise Development Agency.

The False Bay TVET College CFERI inspires and inculcates entrepreneurial thinking which is coupled with formal training and practical business experience.

Since its establishment 7 years ago, the CFERI has trained 5 763 TVET students, supported 702 SMME clients (within the geographical footprint of the College Campuses), and helped create 110 new SMMEs which resulted in 226 new jobs.

As demographic groups are evolving, the typical Generation Z is a self-driver. It is highly collaborative and social, and values authenticity and non-hierarchical leadership. They are seeking alternative innovative methods of breaking the norm. This mindset creates a favourable springboard for entrepreneurship to thrive.

This concept is used in business development, where those in start-ups are incubated from the initiation stage to a stage where the business can

thrive on its own. Business incubators offer business support services such as bespoke business management training, coaching, and mentoring, linking businesses to markets and finance opportunities, and offering equipment and space for businesses to operate until they reach sustainability.

The False Bay TVET College Centre for Entrepreneurship Rapid Incubator is currently located at the Westlake Campus offering the necessary infrastructure, facilities, equipment, and tools that entrepreneurs can use to design and make their products or prototypes. This is backed by product development and technical support and coaching.

This facility helps businesses in the technical and manufacturing fields to build attractive products and gain traction in their businesses comprising; Furniture and Metal Fabrication Mini Factory (with tools, welding, milling, and turning equipment), Maker's Space (computers with engineering and general design software, 3D printing, laser cutting and vinyl cutting equipment), Coding Lab (consisting of a 10-seater computer lab for the benefit of entrepreneurs in the ICT, digital, and design Industries), and Drone Accelerator Facility (fitted with high-performance 3D printers, milling and electronics for entrepreneurs who venture into the drone operation, maintenance, and manufacturing space. This space is fitted with equipment and software for start-ups to use to grow their businesses).

Students are made aware of the College's CFERI services during their orientation, but it's not enough to entice someone with an idea to bring it to fruition.

Additional engagement opportunities arise through competitions, college activations or

campaigns throughout the year. Entrepreneurship needs to be accessible and approachable, creating the impetus for the on-campus Ignition Cafe which both students and SMMEs in the campus's surrounding communities can utilise. Entrepreneurship promotion is a shared responsibility, incorporating messaging and initiatives in all that is TVET.

The narrative needs to change. Entrepreneurship is no longer a subject in the curriculum. It's a movement of which False Bay TVET College is leading. The College's CFERI was instrumental and a key driver in coordinating and unlocking the partnership with Allan Grey for the Northern & Western Cape Allan Grey & Future Managers 1st Regional TVET Intercollege Entrepreneurship Competition in 2022. Based on the success of the first event, the National TVET Intercollege Entrepreneurship Competition will be an annual occurrence.

Working together with policymakers will develop a typical service offering by CFERI's nationally, including best practices, and support programs for youth-owned enterprises and empowering TVET colleges to bolster the sustainability of CFERI and its beneficiaries.

Entrepreneurship is not just for the privileged, it's for anyone from any socio-economic background who desires to change their narrative. The government, education systems, financial institutions, and communities are all making advances to stimulate the economy. By simply choosing to buy locally, and support the smaller service providers, consumers need to choose responsibly to join the movement. False Bay TVET College CFERI is proud to be setting the trajectory to SMME development and sustainability for future employers.



False Bay TVET College's CFERI Centre



TVET Career Guidance on Carpentry

Make the right career choice



TVET Colleges of South Africa



DHET



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TVET Colleges
SOUTH AFRICA

TVET Career Guidance on Carpentry

What does a Carpenter do?

A carpenter is a skilled craftsperson who works in the construction and cabinet making industry. They fabricate all sorts of wood construction projects such as erecting building frames, roofs, floors and customising kitchens. Do you like building or creating things with wood? Do you have an eye for detail, and like to be precise in what you're doing? Then a career as a carpenter could be right for you.

What duties and tasks does a Carpenter perform?

- Carefully study blueprints and sketches;
- Execute measuring activities;
- Cut, shape and smooth the needed material;
- Build stairways, doors and window frames, partitions and rafters;
- Carve and assemble furniture, kitchen cabinets and drywalls; and
- Layout floorings, roofings or drywalls to ensure they are levelled and compatible.

What skills and abilities are required to become a Carpenter?

- Must be good at working with their hands;
- Must have physical stamina and strength;
- Must have good business skills. Self-employed carpenters must be able to bid for new jobs, track inventory, and plan work assignments;
- Must be detail-oriented;
- Must have a very logical mind and excel in problem-solving situations;
- Must be able to take exact measurements and work accurately; and
- Must be good at maths.

What are the working conditions of a Carpenter?

Some carpenters pre-fabricate cabinets and other structures in homes, shops or factories while others work on construction sites. Their jobs are physically intensive, requiring many hours of standing while cutting, joining, and working with wood materials.

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

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

- **NC(V) Programme:**

A Grade 9 Certificate + college requirements set per programme.

- **NATED Programme:**

Grade 12 Certificate + college requirements set per programme OR an NC(V) Level 4 Certificate in Civil Engineering and Building Construction.

What should I do if I want to study Carpentry?

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

To study Carpentry: www.tvetcolleges.co.za

For more Career Guidance: www.careerhelp.org.za



Collaboration to boost TVET colleges' lecturers

Supplied by Sikelela Dlamini

The Insurance Sector Education and Training Authority (INSETA) has partnered with the Durban University of Technology (DUT) for a 5-year sector-specific research partnership. INSETA recently signed a Memorandum of Agreement (MoA) with Elangeni and uMfolozi TVET Colleges in order to improve knowledge sharing and research activities between the SETA, DUT, and TVET colleges. This collaboration seeks to improve research capacity and increase research outputs in TVET colleges.

Subsequent to the signing of the MoA, a research writing retreat funded by INSETA was held at Elangeni TVET College to provide researchers with the opportunity to make progress on any project while benefiting from focused writing time in an encouraging setting.

Academics have been chosen and are receiving guidance as they perform their first academic work. In his address, Chair of Research in Digitalisation, Professor Colin Thakur, said that any support should be objective-driven. "These academics will deliver their paper at a conference,

and we will afterwards publish a book. We cannot assist you without your participation," said Thakur.

A team of leading local and international academics led by Professor Thakur, enriched the programme by mentoring the lecturers. These included, Dr Stanley Chibuzor a local academic who worked on the publication process with the TVET lecturers; international academics Prof. Zoran Mitrovic (Cybersecurity Expert, Serbia) and Prof Robyn Ruttenburg-Rozen (Ontario Tech University, Canada) who collectively co-supervised the Elangeni TVET lecturers throughout 2022.

Elangeni TVET Business Unit Manager, Thabani Sibiya, said "The purpose of the writing retreat workshop was to capacitate the TVET college lecturers to ensure that they participate in their academic work by doing research and writing to contribute to the research book chapter". The writing retreat workshop also enabled them to write about their TVET sector experience as well as TVET-related topics.

"Taking the lead from the Minister of Higher Education, Science and Innovation, INSETA and DUT are committed to increasing collaboration between SETAs, universities, and TVET colleges in a tangible and directed manner. As INSETA, we applaud the lecturers' dedication to the Research Capacity Initiative with INSETA and DUT. The number of lecturers who pursue research is impressive and it is inspiring to see the dedication to learning and the drive to succeed," said Zakarivva Desal, INSETA Research Specialist.



Elangeni TVET College lecturers pictured with DUT Team during the writing retreat programme

Creating Employment Opportunities through Sustainable Partnerships

Supplied by Mariette Viljoen

ORBIT TVET College has always been serious about enhancing youth employability and advancing students' employment opportunities by forging sustainable partnerships with various industries and businesses.

The College recently hosted its annual Business Brunch at Hedgehog's Nest which saw stakeholders from Sector Education and Training Authorities, mining houses, commercial banks and a number of local businesses, industries and local government departments in attendance. The programme included a discussion about the successes and challenges of higher education with a specific focus on how ORBIT TVET College can further enhance its capacity to empower more young people through relevant education and training.

The Department of Higher Education and Training representative and Regional Manager for Mpumalanga and North West Province, Dr Nick Balkrishen, delivered a powerful message during which he pointed out that TVET colleges are not employers but should offer learning that prepares students to function well after securing employment.

He made specific reference to the newly acquired INTEL laboratory for Artificial Intelligence (AI) at Brits Campus as a sound example of how the concept of relevant, responsive learning is put into practice at ORBIT College.

In his presentation, Dika Mokoena, principal of ORBIT TVET College acknowledged achievements of the College while not shying away from the reality that much work still needs to be done to

equip students with the necessary knowledge and skills to establish and successfully run their own businesses. He expressed his gratitude towards companies like Glencore and Tharisa Mining that have been instrumental in enabling the College to produce a number of qualified artisans.

SMMEs from the Centre for Entrepreneurship and The Platinum Incubator, students from the INTEL AI laboratory and student artisans from the Centres of Specialisation showcased their skills and products at the event by enticing guests through meaningful engagements and presentations of their respective journeys and achievements.

Dr Nick Balkrishen highlighted the importance of forging sustainable partnerships (with new and current partners) with the aim of expanding workplace-based learning opportunities for TVET students.



ORBIT College student and an SMME (Director of MekgaboB Creations) from The Platinum Incubator, Bonolo Matome (right), showcased her jewellery pieces at the event. She is pictured here with the CEO of The Platinum Incubator, Sibongile Shongwe.



Above: College partners and stakeholders from SETAs, mining houses, commercial banks and a number of local businesses, industries and local government departments, attending the event



Dr Nick Balkrishen delivering a keynote address at the event



Gert Sibande TVET College makes a difference in the lives of former students

Supplied by Jabu Mhlabane

Gert Sibande TVET College recently donated a fully furnished house to a family of former students at Kinross, Evander. Freddy and Bongki Prince are both former students of the College and are currently unemployed but volunteering in a local clinic to keep themselves off the streets.

The College Council Chairperson, Dr Bongani Mwale applauded the partnership the College has with the Govan Mbeki Municipality and promised that the College would identify more relevant stakeholders so they can continue meeting the needs of other needy beneficiaries within the region. "I want to acknowledge all of you, starting with the family, community, College officials and

the Govan Mbeki Municipality. We are here to donate a house to a family that actually needs it.

This house was proudly built by the College together with the local municipality. The College will continue to contribute effectively to the communities around the region and also mobilise partnerships with different stakeholders so that we can continue to manifest the culture of giving," said the Chairperson.

Councillor Aaron Mbokazi who is a Member of the Mayoral Committee at the Govan Mbeki Municipality said "It's a special moment for the Govan Mbeki Municipality, simply because a profound need was fulfilled".

The Executive Mayor for the Govan Mbeki

Municipality, Cllr Nhlakanipho Zuma said "I would like to thank all the stakeholders who contributed to this project. We are observing excellency, a sincere deed done by the Gert Sibande TVET College. This culture is one different culture which we salute and honour. Indeed a precious gift was handed over".

Freddie Prince couldn't hold his excitement after touring around their new home. "I'm very grateful for these special gifts. I thank the College for ensuring we have a special home. You can see the way it's built. As former students we are delighted that our College goes beyond the boundaries to meet the needs of their current and former students," he said.



The College Council Chairperson Dr Bongani Mwale and the Executive Mayor Cllr Nhlakanipho Zuma officially opening the house and handing over the keys to the Prince family

Majuba TVET College assists differently-abled students with life changing devices to improve their mobility

Supplied by Thobile Tshabalala

Two Office Administration students with disabilities from Majuba TVET College's Centre for People Development (CPD) Campus recently received new finer wheelchairs sponsored by the College.

Melusi Mokoena (Office Admin Level 4) and Mxolisi Mtungwa (Office Admin Level 2) received new set of wheelchairs as part of the College's efforts to improve students' mobility and academic lives. The wheelchairs were handed over by Muzi Ntshangase (CPD Campus Manager) and Imaan Sokhela (Student Development Practitioner: CPD Campus).

Thandekile Dlamini, Acting Assistant Director for Student Support Services said, the disability

department exists in the College to ensure that all people are supported, respected and given the dignity they deserve at the institution.

"We have an approved disability policy and we are working towards establishing a Disability Rights Unit. We are not yet there but we are really moving very progressively by looking at how we can reasonably accommodate these students by providing human support and furnish them with these kind of devices to try make their lives easier," said Thandekile.

The College already has a Disability Rights Desk which looks at how best the College can support students with disabilities.



Muzi Ntshangase (Campus Manager: CPD Campus) and Imaan Sokhela (Student Development Practitioner: CPD Campus) handing over new wheel chairs to Melusi Mokoena and Mxolisi Mtungwa

Collaboration to enhance TVET Skills and Employability

Supplied by Itumeleng Lelaka



Representative from the Japan Embassy, Mr Takehiro Yamada giving the keynote address

The International Finance Corporation (IFC), a member of the World Bank Group, partnered with the Department of Higher Education and Training (DHET) to strengthen the ecosystem for skills development in South Africa. In alignment with the national priorities for the TVET sector, the programme kicked off in March 2021 with a TVET sector level benchmarking of employability practices and processes.

Based on observations from this exercise, some priority areas were identified, which align with and support elements in the TVET Maturity Model and related assessment framework.

Based on these findings DHET in partnership with the IFC hosted a national TVET Skills and Employability event at the Protea Hotel Fire & Ice, Pretoria on 17 February 2023.

With one of the main foci of presenting the work done to date and deliberate on how good practices can be adopted by the sector to support graduate employability. The event also provided a platform for inputs and commitments from key stakeholders to drive sector level implementation in alignment with the TVET Maturity Model implementation.

On the second day of the event DDG of CET colleges Ms Thembisa Futshane gave the keynote address, emphasising the importance of giving the right kind of support to both CET and TVET students. She also noted that DHET together with the IFC should work together in order to ensure that students are able to participate in the economy of the country.

Also giving the keynote address was Mr Takehiro Yamada (from the Embassy of Japan in South Africa), who gave more insight on the role and participation of the Japan Embassy. In his address he highlighted that the embassy's aim is to enhance human capacity and to improve employability in the higher education system of South Africa.

Themba Msipha Chief Director: Systems Planning and Institutional Support in the Department thanked all stakeholders that were present and appreciated the support they continue to give to the Department.



Deputy Director-General (DDG) of Community Education and Training (CET) colleges Ms Thembisa Futshane addressing the delegates at the event



TVET Career Guidance on Millwright

Make the right career choice



TVET Colleges of South Africa



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TVET Career Guidance on Millwright

What does a Millwright do?

A Millwright or electromechanician is a highly skilled tradesman who installs and maintains heavy machinery used in industry. They perform maintenance work on production machines, electrically-driven machines and electronic control gear. Millwrights are highly sought-after in industry because their work is both mechanical and electrical.

What are the duties and tasks of a Millwright?

- Installing, maintaining, and repairing industrial machinery and equipment;
- Maintaining and repairing all electrical, electronic and mechanical plant equipment.
- Using specialised tools, such as welders or hydraulic bolters, they align and replace a machine's individual parts;
- Transferring machines to several sites, either to install or repair them;
- Fault-finding on AC & DC motor circuits; and
- Designing and installing Electrical Wire Ways.

What skills and abilities are required to become a Millwright?

- Strong communication and computer skills;
- Availability to travel regularly to different sites;
- An eye for detail;
- Good numeracy skills to take accurate measurements using precision instruments;
- Good time management; and
- Good team worker to solve problems by bringing others together to work through differences.

What are the working conditions of a Millwright?

A Millwright works both indoors and outdoors. Indoor work sites may not have air conditioning or heating. They must often get into awkward positions to reach cramped work spaces. They are also often exposed to high places, such as working on scaffolding. A Millwright has to wear protective clothing and gear, such as hardhats, gloves, and work boots, on a daily basis.

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

- NC(V) Programme:

A Grade 9 Certificate + college requirements set per programme.

- NATED Programme:

N1 admission – Grade 9 Certificate + college requirements set per programme.

N4 admission - Grade 12 with a pass in Mathematics + college requirements set per programme OR an NC(V) Level 4 Certificate in Electrical Infrastructure Construction.

What should I do if I want to become a Millwright?

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

To study Millwright: www.tvetcolleges.co.za

For more Career Guidance: www.careerhelp.org.za



Creating an enabling environment for the eradication of Gender-Based Violence

Supplied by Dr Nkosinathi Sishi (Director-General at Department of Higher Education and Training)

Gender-Based Violence (GBV) is widespread in our country, and it affects almost every aspect of life. In its very explanation, GBV can include social, physical, mental, and economic harm. It also includes threats of violence, coercion, and manipulation.

There are many factors that perpetuate GBV and among them, it is rooted in discriminatory cultural beliefs and attitudes that perpetuate inequality. GBV is not only a South African problem, but a serious problem across the world. The Universal Human Rights Framework on which the South African Constitution (Act 108 of 1996) is based, regards GBV as one of the serious crimes that violates the right to life, equality, human dignity, freedom, and security of the person.

The Bill of Rights affirm the democratic values of human dignity, equality, and freedom. The bill specifically protects the rights of women, men, lesbian, gay, bisexual, transgender, queer, and intersex communities as well as marginalised groups against all forms of GBV and discrimination.

The recent release of the 3rd Quarter Crime Statistics by the South African Police Service (SAPS) are of serious concern, and rightfully so, to all South Africans. The statistics continue to paint a worrying picture of the state of crime in our country. The statistics reveal that only between October and December 2022, 15 545 cases of sexual offences were recorded. This is 1 357 cases more compared to the same period in the year 2021. Of these sexual offence cases, 12 419 were rapes, 2 154 sexual assault cases, 763 attempted sexual cases and 209 were reported as contact sexual offences.

The latest statistics also reveal that out of the 7 555 murder cases recorded in the 3rd quarter, 1 101 murders were of women in the age category of 18 years and above, while 319 murders were of children from 0 to 17 years. The statistics indicate that the number of murders of women at the age of 18 years and above has been increasing for the past three years in the same period (October to December). Between October and December 2020, 866 murder cases were recorded while in the year 2021 of the same period, 902 murder cases were recorded. This means in the past three years between the period October and December, the number of women murdered at the age of 18 and above, increased by 199, a 22.1% increase. This is atrocious and can never be normal in a democratic country such as ours.

But what is even more disturbing is the fact that some of these horrible deeds continue to find their way or take place in places which should be the safest of places away from our households.

The third quarter statistics record that 12 murders took place at educational institutions while 21 attempted murder and 201 assault cases are recorded to have taken place at the same place.

This remains a concern to Higher Education, Science and Innovation Minister Blade Nzimande. It is a huge concern for us as a department and the entire Post-School Education and Training (PSET)

sector. No one wants to send their children to school only to receive them back home in a coffin. Our institutions of higher learning should be the safest place from home for our students and we are doing everything possible in our capacity to ensure that our students are safe in their residence and campuses where they attend classes.

Government has developed a range of programmes and new laws to address the scourge of violence, particularly GBV that is even more prevalent today. In March 2020, Minister Nzimande gazetted the Policy Framework to address Gender-Based Violence in the PSET sector. It is the vision of the Department of Higher Education and Training that this policy framework becomes part of the solution, not only to address GBV in our institutions, but also in society and communities in curbing GBV. The policy framework is a result of a need for concerted efforts to eliminate the scourge of GBV in the PSET sector. It serves as a guide to the entire PSET sector. It aims not only to address GBV occurrences at institutions of higher learning, but also compel the creation of awareness programmes to prevent the occurrence of GBV and to support survivors.

GBV is a threat to the development of a skilled and capable workforce. This is because some survivors of GBV experience depression and as a result leave or drop out of their studies, while some commit suicide. Our institutions of higher learning have a duty to respect, protect, promote, and fulfil the rights of students, staff, and any other people in all spaces. But it is also for the latter reason that as a department, we have brought Higher Health on board to deal with these challenges. Higher Health promotes the health and wellbeing of students across South Africa's 26 public Universities, 50 Technical and Vocational Education and Training (TVET) colleges and 9 Community Education and Training (CET) colleges. It is a national agency under the DHET. Its vision is to be the primary instrument for improving student success rates and completion of students through enhanced levels of holistic health and psychological wellbeing.

Addressing the media on the PSET sector's state of readiness for the 2023 academic year in January this year, Minister Nzimande said the brutal murder of Nosicelo Mtebeni, Uyinene Mrwetyana, Precious Ramabulana, Jesse Hess, and lately Ntokozo Xaba of the Tshwane University of Technology, Mabutho Jenamo, a CET student at Reneilwe Community Learning Centre (CLC) in Mamelodi, Gauteng and many more others highlight the vulnerability of female students to GBV. The Minister announced the establishment of a multi-sectoral GBV Technical Task Team through Higher Health to ensure the effective implementation of the DHET Policy Framework. Minister Nzimande will also launch the "Transforming MENTALITIES Initiative" which will be a multistakeholder partnership within the PSET sector. This will be done with a particular focus to mobilise men in the PSET sector to be part of championing a world free of gender biases, stereotypes, violence, and discrimination.

The recent incident on the murder of Mr Mboneli Vesele, the executive protection officer to the Vice-Chancellor at the University of Fort Hare is of great

concern to us as a department. Among a number of steps, we have taken, we have recently hosted a Safety and Security Workshop with all heads of security from public universities in the country. The purpose of this workshop was to understand and assess the different threats universities go through in their line of work, particularly safety and security departments at various institutions and to assist the department to intervene accordingly.

His Excellency, President Cyril Ramaphosa addressed a Presidential Summit on Gender-Based Violence and Femicide in 2018. Addressing this gathering, the president said GBV is a crisis that is tearing our society apart. He said GBV is a crisis that affects every community in our country and that touches the lives of most families in one way or another. "It is an affront to our shared humanity," he said.

At the recent Presidential High Level Advocacy meeting on Gender, attended by Heads of State and Government, ahead of the African Union Summit in Addis Ababa, President Ramaphosa reminded heads of state about the Kinshasa Declaration which committed all African countries to provide the necessary resources to end violence against women and girls. He committed South Africa's support and participation at high level strategic political engagements at heads of state and government level to drive accountability towards ending violence against women and girls.

The African Union's Gender Champion focuses on, among others, foregrounding the role of male leadership in the agenda of ending violence against women and girls across Africa.

President Ramaphosa further spoke of a need for a rapid review of discriminating laws related to violence against women in all African countries and women's financial inclusion.

President Ramaphosa said making the world of work free of violence and harassment will unleash women's potential and enable other vulnerable workers to enjoy safe and healthy work environments.

I could not have captured it more succinctly. Making the PSET sector an environment free of violence and harassment will unleash our students, particularly girl students' potential and enable other vulnerable students to enjoy safe and healthy student residence and lecturers.

The PSET sector shall be a safe environment for our students, and we will continue to work hard to ensure that this is a reality.

The DHET's aim is to create an enabling environment for the eradication of GBV while instilling respect, protection, promotion, and fulfilment of human rights as enshrined in the Bill of Rights of the constitution of the country.

Best Regards

Director-General, Dr Nkosinathi Sishi

STOP GENDER- BASED VIOLENCE

If you feel unsafe at Campus. If you are physically, psychologically and sexually harmed, or feel threatened, intimidated or harassed. **Talk about it!**

Help is available.

Remember that all information you provide will be treated as confidential and will not be shared with anyone without your consent.

Keeping quiet won't make it go away. **Seek professional help!**



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

STAY
SAFE

VACCINATE TO SAVE SOUTH AFRICA

TOGETHER WE CAN BEAT CORONAVIRUS



We urge you to make use of emergency services such as the National GBV Helpline

0800 150 150



College Name	Principal	Telephone	Websites for contact
EASTERN CAPE			
Buffalo City	Mr VK Hewana (Acting Principal)	043 704 9201/743 4254	www.bccollege.co.za
Eastcape Midlands	Mr Charl van Heerden	041 995 2000	www.emcol.co.za
Ikhala	Ms Tulethu Njengele (Acting Principal)	047 873 8843/5	www.ikhala.edu.za
Ingwe	Mr Bheki Nkonyane	039 940 2142	www.ingwecollege.edu.za
King Hints	Mr Eugene Ntlangano	047 401 6400	www.kinghintscollege.edu.za
King Sabata Dalindyebo	Mr L Mswane (Acting Principal)	047 505 1003	www.ksdcollege.edu.za
Lovedale	Mr Mandla Manaka (Acting Principal)	043 604 0700/01	www.lovedalecollege.co.za
Port Elizabeth	Ms Jessie Figg (Acting Principal)	041 509 6004/6	www.pecollege.edu.za
FREE STATE			
Flavius Mareka	Ms Florence Chechile (Acting Principal)	016 976 0815/0829	www.flaviusmareka.net
Goldfields	Mr Francis Mahlangu	057 910 6000	www.goldfieldsfet.edu.za
Maluti	Mr Veli Mabena	058 713 3048/6100	www.malutitvet.co.za
Motheo	Prof Marianna Phutsisi	051 406 9300/1	www.motheotvet.co.za
GAUTENG			
Central Johannesburg	Mr Mpho Diago (Administrator)	011 351 6053	www.cjc.edu.za
Ekurhuleni East	Ms Happy Sibande	011 736 4400/730 6600	www.eec.edu.za
Ekurhuleni West	Mr Nyelani Mudau (Acting Principal)	011 323 1600	www.ewc.edu.za
Sedibeng	Mr George Mthapo	016 422 6645	www.sedcol.co.za
South West Gauteng	Mr Joseph Monyamane	086 176 8849	www.swgc.co.za
Tshwane North	Ms Thembi Tsiogo	012 401 1950	www.tnc.edu.za
Tshwane South	Mr Joseph Chiloane	012 401 5000/6/73	www.tsc.edu.za
Western	Mr Tshapho Ngcobo	011 692 4004	www.westcol.co.za
KWAZULU-NATAL			
Coastal	Mr Johannes Zwane (Acting Principal)	031 905 7000/3/4	www.coastalkzn.cao.za
Elangeni	Ms Zodwa Aryetey	031 716 6700	www.elangeni.edu.za
Esayidi	Ms R Boodenstein (Acting Principal)	039 684 0110	www.esayidifet.co.za
Majuba	Mr Sanele Motshwa	034 326 4888	www.majuba.edu.za
Mnambithi	Mr Chris Ndlela	036 631 0360	www.mnambithicollege.co.za
Mthashana	Mr Gabriel Dimba	034 980 1010	www.mthashanafet.co.za
Thekwini	Mr Nkosinathi Mchunu	031 250 8400	www.thekwinicollege.co.za
uMfolozi	Mr Jomo Jacobs	035 902 9503	www.umfolozicollege.co.za
uMgungundlovu	Ms Patricia Ntombi Ntshangase	033 341 2102	www.ufetc.edu.za
LIMPOPO			
Capricorn	Mr Lekau Mamabolo	015 880 0281	www.capricorncollege.edu.za
Lephalale	Mr Vincent Ngobeni	014 763 2252/1014	www.lephalalefetcollege.co.za
Letaba	Mr Benjamin Moshoma (Acting Principal)	015 307 5440	www.letabafet.co.za
Mopani South East	Mr Levy Baloyi	015 781 5721/5	www.mopanicollege.edu.za
Sekhukhune	Mr Tebogo Kekana	013 269 0278/9000	www.sekfetcol.co.za
Vhembe	Ms Basani Hlekane	015 963 3156	www.vhembecollege.edu.za
Waterberg	Ms KR Dipela (Acting Principal)	015 492 9009/9011	www.waterbergcollege.co.za
MPUMALANGA			
Ehlanzeni	Mr Elias Mbuyane	013 752 7105	www.ehlanzenicollege.co.za
Gert Sibande	Mr Mabe Molifi (Acting Principal)	017 712 1458/9	www.gscollege.edu.za
Nkangala	Mr Cain Maimela	013 690 1430/3824	www.nkangalafet.edu.za
NORTHERN CAPE			
Northern Cape Rural	Mr Percy Sago	054 331 3836	www.ncrtvet.com
Northern Cape Urban	Mr Brian Madalane	053 839 2060/2061	www.ncutvetcollege.edu.za
NORTH WEST			
ORBIT	Mr Dika Mokoena	014 597 5513/4	www.orbitcollege.co.za
Taletso	Mr MZ Nkomo (Acting Principal)	018 384 6213/2346/7/9	www.taletsofetcollege.co.za
Vuselela	Ms Priscilla Lehoko	018 406 7800	www.vuselelacollege.co.za
WESTERN CAPE			
Boland	Mr Charles Goodwin	021 886 7111/2	www.bolandcollege.com
College of Cape Town	Dr MM Muswaba	021 404 6700	www.cct.edu.za
False Bay	Ms Karin Hendricks	021 787 0800	www.falsebaycollege.co.za
Northlink	Mr Brian Phike	021 970 9011	www.northlink.co.za
South Cape	Dr Tercia Terblanche (Acting Principal)	044 884 0359	www.sccollege.co.za
West Coast	Mr Lungisa Mbulawa	022 482 1143	www.westcoastcollege.co.za

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T: 051 404 8822 (Free State)

KwaZulu-Natal

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Pietermaritzburg
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Mpumalanga and North West

1305 Dr Albert Luthuli Drive,
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