



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

ADDRESS BY THE MINISTER OF HIGHER EDUCATION AND TRAINING, DR. BE NZIMANDE, MP, FOR THE OFFICIAL HANDOVER OF THE NEW WATERBERG TVET COLLEGE, THABAZIMBI CAMPUS ON 30 JUNE 2016

The Acting Executive Mayor, Councillor,

And all Councillors present

The Council Chair Prof Lesiba Teffo and members of the Council

The Principal Mrs Selaelo Lekoloane and the Management of the College

Traditional leaders present

Representatives of mines

Representatives of business

My special advisors

Officials from my Department and other Departments

Students, Parents,

Comrades,

Members of the Media

Ladies and Gentlemen

[Good Morning! Sanibonani! Dumelang!](#)

It is exactly a year now since I came to this area to do a sod turning on the 21st June 2015, where I made a promise that the youth of this community will have a TVET campus from which they can further their education and training, and acquire skills that enable them to find employment and contribute to the development of this community and of country at large.

While our government has made great strides in undoing the legacy of oppression, exploitation and exclusion under apartheid and to improve the lives of our people, statistics continue to show a backlog of apartheid in unpleasant stories of the brunt of economic stagnation that our youth bear. To address this, government recognizes need to train our people, especially youth, on a number of skills programmes. We also realise that our youth need proper career guidance to direct them to programmes for which they have an aptitude, and which will provide training areas needed for the country's economic growth. Our Department would like to encourage the youth to enrol for scarce and critical skills like Engineering, Artisans, Law and so on, in order to ensure that these skills are kept secure at all times.

Over the next five years we are committed to strengthen the capacity of the post-school education and training system. We will collectively work towards the long-term goals set out in the NDP, such as increasing qualified artisans to 30,000 per annum, and increasing enrolments at our Technical and Vocational Education and Training (TVET) Colleges to 4 million.

The Department continues to address the plight of students who are unable to graduate because they cannot find places for experiential learning. We are strengthening interventions and practical responses to meet our slogan of "Together, turning every work place into a training space". In pursuit of the inherent objectives of this slogan, a concerted effort is being made by all stakeholders to ensure that work-integrated learning and the

placement of TVET college learners, University of Technology graduates and out-of-school youth gain momentum throughout the country.

Last year, I spoke at length about the work my Department does and continue to do to advance in achieving our overall objectives of building a fair, equitable, non-racial, non-sexists and democratic South Africa. Related to our government's objective, one of our major focus is to bring institutions of higher education and training to areas that have historically been neglected, especially rural areas such as this one throughout the country. A key part of our education system is Technical and Vocational Education and Training (TVET). Expanding this historically small part of the system has been our priority as we have dramatically pushed the ration of TVET College to University students from 1 to 4 to close to 1 to1.

In conjunction with this month's celebration and commemoration of the 40th Anniversary of the 1976 Youth Uprising, which were student struggles centred around the right to quality education for all, this day is special both for the community of Thabazimbi and also to us as the Department of Higher Education and Training, as we officially open this Thabazimbi Campus of the Waterberg TVET. For the community, this Campus opens doors of education and training to the community and youths, that will develop artisan skills that will provide employment of our youths as well as provision of necessary skills for mining and its value chain. As the department of Higher Education and Training, we are excited at this milestone as we officially open the first of the 12 TVET institutions across 4 provinces as set out in our TVET Infrastructure Development Program. I'm

pleased to affirm that there is progress in the construction of the other 11 campuses as well as refurbishment of two campuses. Before the year ends, we will be handing over another two Campuses in Nkandla A and Bambanani for uMfolozi TVET College. For the rest of campuses, the supply chain processes are at an advanced stage.

Thabazimbi is a well known mining town, with a long history of iron ore and steel mining and production. Before Apartheid's Homeland Industrial Development program, which relocated some of the iron ore mining and production to Newcastle in KwaZulu-Natal, this town was the epicentre of iron ore and steel mining in South Africa. This TVET program has a potential of opening avenues for artisan skills amongst the youth, which in turn also opens opportunities for further mining exploration and most importantly for beneficiation and ability of Thabazimbi to grow its local economy.

It is also pleasing to note that the construction of this campus was done expeditiously. Construction commenced in September 2015 and was completed in time, coincidentally and poetically in June, as we celebrate the youth, on the 40th anniversary of Youth Uprising in 1976.

We meet here today inspired by the history of this town and its people, while we also look forward with anticipation to what this college is to become, i.e. "a rapid response mechanism" to the skills needs of the two provinces, Limpopo and North West, and for the rest of South Africa. I have also noted that Thabazimbi is not only centred at a strategic

place between Limpopo and Northwest provinces, but it is also at a diagonal corner of South Africa, Botswana and Zimbabwe.

About the Thabazimbi Campus

The design of the campus is based on standard plans developed for a model TVET Campus, which I approved in 2012. The campus is designed and built as a multipurpose campus to cater for mix programming including TVET education, Higher Education, AET, Skills and Learning Programs. This campus is built to focus on engineering, with an aim to develop artisans to meet key scarce skills in the area and in the country. The campus is also designed for a mix delivery of teaching and learning. For contact (face-to-face) instructions, the campus has been built with capacity of 732 students at a time, but has a 1000 optimum utilization capacity. Through a well resourced E-learning Resource Centre as well as computer rooms with extended hours of access for students to the Internet, the campus can also offer a significant proportion of computer aided instruction.

Due to site limitations the campus does not provide student accommodation. The campus also has limited provision of sports facilities. But, there are ongoing discussions with the local municipality to secure use or ownership of the community sports field nearby. This will potentially provide an opportunity for a partnership and for development of facilities to the benefit of the surrounding community.

Community Beneficiation and Local Procurement

The establishment of this campus is part of government's Strategic Integrated Projects (SIPs), specifically SIP 14, which focuses on higher education infrastructure. As part of SIP 14, the TVET Infrastructure Development Program is mandated to support the socio-economic development of communities where campuses are constructed by providing jobs and business opportunities from the public monies spent. This was a tender condition for the Thabazimbi project. On this premise about R13,709,662 was spent on the local economy. This is 48% of the expenditure which was targeted for the procurement of local goods. Furthermore, in line with government's stated objective, which is to ensure tangible benefit of local communities from government programs and where public funds are being used, training opportunities and local procurement were extended to the Thabazimbi community during construction of the campus.

Pursuant to the above 35 young people were recruited from the Thabazimbi community to be given accredited short skills training in Level 2 of Community House Building. This was preparatory training for them qualify for undergoing a learnership. The campus construction site provided them with the requisite practical and workplace training while Waterberg TVET College gave them the necessary theoretical training. In addition to the workplace training on site, the students employed their skills for the direct benefit of the community by refurbishing a house in Extension 3, Regorogile Location. They will also be building another house within the community as part of their learnership program. Furthermore, with bricks and building material left over from the construction of this campus. The quality assurance aspect of the learners' training was addressed by the

relevant SETA, the Construction Education and Training Authority (CETA). All of this was overseen by the Department's TVET Infrastructure Program Team.

I am particularly pleased by this project because today these learners are graduating and receiving their statements of results. We are very pleased to see, among them, women in a field which for decades was effectively closed to women in South Africa. We must not forget that, even as they were being trained, the learners were supported with stipends of R1 500 each a month to help them with transport and basic refreshments. A total amount of R1 183 804 has been spent to date for the success of the skills development program.

One questions might be raised on this program, viz. *'Where to, from here, for these learners?'* I am glad to report that, from the 1st of July 2016, these students will form part of the first cohort of the Thabazimbi Campus students by doing a learnership in Community House Building. The Services SETA has committed funds to support this training, helped by the Construction SETA on the quality assurance front. Services SETA has agreed to contribute significantly to the ongoing operational costs of the new college site.

Skills Development and Training

The opening of this campus is also significant because it contributes towards the strategic goals of the Department of Higher Education and Training, viz. to address the plight of "NEETS", that is young people who are not in employment, education or training, by

expanding access to post-school education institutions, and more specifically within the college sector. In line with the Strategic Plan of the Waterberg TVET College, programme offerings of the campus will respond to the labour market needs of the Waterberg District and the Thabazimbi Local Municipality in particular, as well as the general needs of the Limpopo province.

As government we have taken a conscious decision to spread accessibility of education and training to all South Africans. Today, I open this College far away from the Witwatersrand complex because we want to decentralize access to education and training and to ensure that as many young people in the deep corners of our country as possible have access to this very important government intervention. This is in line with the main policy objectives of the White Paper for Post-School Education and Training which calls for: Expanding access, improving quality and increasing diversity.

We've placed TVET system at the centre for the training of young school leavers, providing them with the skills, knowledge and attitudes necessary for employment in the labour market. The Thabazimbi college is placed between provinces where there is prospects for massive mining growth. The platinum belt stretches from the North West province to the Sekhukhune District Municipality in Limpopo, whilst Coal fired power stations have high prospect for triggering skills demands that are related to other spheres of study.

Thabazimbi Campus Total Costs

Total Contract Value (Construction)

Approved	Spent/Claimed	Balance	%
R 190 093	R 174 895	R 15 198	
606.00	126.00	480.00	92%

Local Beneficiation

Local Procurement

Committed	Achievement	Balance	%
R 28 514	R 13 709	R 14 804	
014.00	662.00	352.00	48%

NB: The committed target for local procurement amount is included in the construction budget

Skills Development

Committed	Spend	
R 1 000 000.00	R 1 838 040.00	

NB: The contractor added R838 040.00 from his profit to ensure success of the programme.

The R1m is included in the construction approved budget

Programmes

In terms of the College's Strategic Plan, the programme offerings of this campus will respond to the labour market needs of the Waterberg District and the Thabazimbi Local Municipality in particular, but also to the general needs of the Limpopo Province. Apart from the iron ore mine which is closing down, Thabazimbi Municipality is surrounded by platinum producing mines. The main programmes will respond to skills required by the mines through qualifications in the trades, agriculture, business and entrepreneurship.

The table below captures some of the programmes to be offered by the College:

National Certificate (Vocational) (NC(V))
Electrical Infrastructure Construction
Boiler Making
Fitter and Turner
Engineering and Related Designs (Automotive)
Office Administration
Report 191 Nated Engineering Studies
Diesel Mechanic (N1 – N3)
Electrical Infrastructure Construction (N1 – N3)
Boiler Making (N1 – N3)

Fitter and Turner (N1 – N3)
Water and Waste Water Treatment (N1 – N3)
Report 191 Business Studies
Management Assistant (N4 – N6)
Business Management (N4 – N6)
Artisan Trades
Diesel Mechanic Trade – with AgriSETA and MerSETA
Chain Store Operations Learnership Level 3 – with W&R SETA
Community House Building – with CETA and SSETA

The College has reported a student enrolment of 333 for this campus as at now. Teaching and learning is currently conducted at the Waterberg TVET College's Amandelbult Campus (30km from Thabazimbi). Preparations for the students to move into the new campus in 2017 are well underway.

Skills Funding to TVET Sector

Since 2011 the National Skills Fund began to engage Technical and Vocational Colleges as alternative partners for skills development among communities. The geographic and

spatial positioning of the country's fifty (50) TVET colleges and their more than 260 campuses across the country mean that they are located closest to the majority of our communities in the country, especially the working class and the poor. It is partly for this reason that the NSF together with SETAs are directed to partner with them in the delivery of skills development in our communities.

Over the last four years the National Skills Fund, specifically has invested in R398 million which saw more than 7000 learners beneficiaries getting in trained in programmes that included skills programmes, apprenticeships and Learnerships. The NSF has begun further negotiations with TVET colleges countrywide to continue with this initiative. This year (2016) the NSF will enter into further contracts with TVET colleges that will see learners benefiting until 2018 when the new skills landscape for the country is implemented. Such a landscape will include establishing centres of specialisation in our TVET colleges to take into account region-specific skills. For example, given the long-term development that is taking place in the Waterberg District including the work of the Strategic Infrastructure Projects (SIPs), the DHET is considering investing in our TVET colleges (including the ones in this area) to ensure their ongoing contribution to the economy of the region. Thus as we open this and other campuses to come, we are actually preparing for a bigger goal of having our TVET colleges as the preferred sites for skills development of our people.

The NSF has a number of funding projects spread out in a number of TVET colleges in the Limpopo province over the next 12 months. First, the **Capricorn TVET College**. The

project will include the following learning programs: artisan development (i.e. in diesel mechanic; electrician; welder; bricklayer and plasterer; plumber, etc.); learnerships; internships; skills programs, etc. to benefit more than 1 500 beneficiaries in areas such as Polokwane, Senwabarwana, Seshego and Ramokgoba. Total cost of more than R79 million.

Second, the Lephale TVET College. This project will include but not limited to the following learning programs: work integrated learning in business studies (report 191) to enable students to complete their qualifications; learnerships, etc. to benefit more than 1 800 beneficiaries. Total cost of more than R49 million.

Third, **Letaba TVET College.** This project will include following learning programmes: learnerships (i.e. in civil and building construction, electrical engineering, plumbing, welder, poultry production etc.); apprenticeship (i.e. bricklaying, plumbing, etc.); workplace exposure, etc. to benefit more than 1 500 beneficiaries. Total cost of more than R70 million.

Fourth, **Mopani TVET College.** This project will include the following learning programmes: artisan development (i.e. diesel mechanic, boilermaker, electrician, carpenter, bricklayer, plumber, etc.); learnerships (i.e. building and civil construction, plumbing, professional cookery, electrical engineering, etc.); internships, etc. to benefit more than 2 500 beneficiaries. Total cost of more than R60 million.

Fifth, **Sekhukhune TVET College**. This project will include the following learning programmes: artisan development (i.e. carpentry, bricklayer, electrician, diesel mechanic, welder, fitter and turner, etc.); learnerships (i.e. gardening and horticulture, plant production, animal production, etc.), skills programmes, etc. to benefit more than 1 500 beneficiaries. Total cost of more than R60 million.

Sixth, **Vhembe TVET College**. This project will include the following learning programmes: artisan development (i.e. plumbing, electrical engineering, brick and plastering, etc.); learnerships (i.e. animal production, poultry production, building and civil construction, etc.) to benefit more than 1 400 beneficiaries. Total cost of more than R64 million.

Seventh, **Waterberg TVET College**, this project will include but not limited to artisan development (i.e. diesel mechanic, welding, electrician etc.); learnerships (i.e. animal production, accounting technician, occupational chef etc.); internships and other capacity building projects to benefit more than 2 500 beneficiaries. Total cost of more than R50 million.

SETA also has the following projects lined up for the Waterberg District Municipality

- Bursaries, for 64 beneficiaries at more than R850 000.00;
- Learnerships, for 224 beneficiaries at more than R7 million;
- Skills Programmes, for 380 beneficiaries at more than R3 million;

- Artisans, for 93 beneficiaries at more than R9 million;
- Work Integrated Learning, for 49 beneficiaries at more than R 1 9 million;
- Internship, for 27 beneficiaries at more than R1 5 million;
- Workplace Based Learning Opportunities, for 93 at more than R6.5 million and
- Recognition of Prior Learning, for 142 beneficiaries at more R 900 000.00.

Total beneficiaries for SETAs only within this district are 1 072 to the total costs of more than R20 million.

Universities

The Limpopo Province is home to two Universities, viz. the University of Limpopo and the University of Venda. In 2014 these universities had enrolment figures of 36, 881 students, which was a significant increase in enrolment from 30, 846 students in 2011. On access, first-time entrant students enrolled were 8, 870 in 2014. The number of headcount enrolments by subject field shows that 46% of students are enrolled in science, engineering and technology fields, while those enrolled in humanities constitute 27%, with business, commerce and management having 10% enrollment.

One of the most strategic initiative in the Province is the planning of an engineering competency at the University of Venda, which will be the first Historically Black University to offer engineering programs. A feasibility study was undertaken, to provide my department with an understanding of the types of engineering programs that will possibly be on offer from 2018.

Last year I also indicated that my Department has recognized that the Limpopo Province requires a university that can provide high level skills in the medical field. As it is estimated that 80% of Limpopo Province's posts for doctors and medical specialists are vacant. This highlights a critical need, in the community and the country as a whole, to increase the number of MB ChB graduates. South Africa has a major deficit in medical doctors and the country has not built a new medical training facility since 1976. To date as part of the Presidential priority infrastructure projects that the University of Limpopo School of Medicine opened its doors at the beginning of this year (2016) and enrolling about 60 medical students and we estimate the increase in intake for 2017 to be 120 and a further projection of 180 in 2018. SIYAQHUBA SIYASEBENZA

University Funding Allocation: NFSAS

It is important to note that NFSAS funding allocation to the two institutions has been increasing over the past few years. Allocations to the University of Limpopo and University of Venda increased by 33.7% from R966.6 million in 2015 to R1.3 billion in 2016. The huge percentage increase in allocations to both universities is due to the additional funding that government has provided for historic debt. On the basis of this Universities were requested to allow qualifying continuing students on the historic debt list, registered for 2016, to complete loan agreement forms and to submit to NSFAS for verification and processing. Universities were also instructed to submit ALL unfunded, first time entering qualifying students, in terms of NSFAS criteria to determine the quantum of funds required

if the additional funding received from government is not ample. Universities will receive final additional allocations (named Kgodiso) once this process has been finalised.

The University of Limpopo (UL) received NSFAS allocations for the academic years 2014 - 2016: R370.5 million (2014) funding 12 837 students and R394.4 million (2015) funding 11 868 students. The funding allocations for both universities were received from the following funding categories: DHET grant, National Skills Fund, Historic Debt allocation and Funza Lushaka Bursary Fund. The UL allocation increased by 33.7% from R394.4 million to R587 million in 2016. The number of students is still unknown as the claims processes from universities and colleges are currently underway. The UL allocation for historic debt amounts to R178.8 million to funding 9170 students with outstanding fee accounts.

The University of Venda (UNIVEN) received the following NSFAS allocations for the academic years 2014 - 2016: R211.2 million (2014) funding 7559 students and R270.2 million (2015) funding 7328 students. UNIVEN's allocation increased by 35% from R394.4 million to R587 million in 2016. The number of students is still unknown as the claims processes from universities and colleges are currently underway. UNIVEN's allocation for historic debt amounts to R139.6 million, funding 5390 students with outstanding fee accounts.

Included in the allocations to the two universities are funding provided from the MTEF - DHET grant and NSFAS re-injected funds for the 2016/17 financial year as follows.

TABLE 2: MTEF ALLOCATIONS 2016					
INSTITUTION	DHET-General	DHET-Teacher	DHET-Disability	DHET-Final Year Programme	Total allocation
LIMPOPO	160 026 456	11 924 055	4 571 834	99 052 213	275 574 558
VENDA	111 122 766	8 523 959	4 415 219	50 085 077	174 147 021

NFSAS funding allocations to TVET colleges also increased with 2.9% from R301.5 million in 2015 to R310.3 million in 2016.

Career Services Centre

The department in collaboration with the Department of Basic Education launched the ‘Apply Now’ campaign, aimed at creating awareness of career options, study opportunities and application procedures for PSET. This campaign complements the Career Development Services Helpline, which can be reached at 08609990123, or by SMS or “Please call Me” to 0722045056, which provides advice and guidance to prospective students. The National Career Advice Portal (NCAP) is (<http://ncap.careerhelp.org.za>). Learners looking for spaces in the university education system can contact the toll free call centre on 0800356635, or send SMS with their name and ID number to 49200. They can also access the system through the website (<http://cach.dhet.gov.za>).

To our students and community

Please guard this institution, EYENU. Niyiphathise okwezikhali zamaNtungwa. Yes, we are well aware of numerous challenges facing our youth, including scarcity of employment opportunities, and the frustration this brings. We therefore also call upon our youth to take it upon themselves – in a similar manner as the youth of 1976 – to actively seek out and participate in activities that build instead of waiting passively for help to come to them. As government we are concerned about what is happening in our communities. It cannot be correct that with every disagreement the first thing we do is to destroy property and institutions, which we have struggled and sacrificed so much to build. We must say NO to the destruction of property. Guard this institution it is yours and your future generations to come.

Closing

Sengiphetha, all this work would not have been possible without the unwavering support of the current principal of the College, Ms Selaelo Lekoloane, the College Council and the entire staff.

All the role players,

The team from my Department (TVET Infrastructure Program Team led by Mr Mhambi and Mr Mommen)