

**KEYNOTE ADDRESS BY THE DEPUTY MINISTER OF HIGHER  
EDUCATION AND TRAINING, MR MDUDUZI MANANA**

**2014 - 2024 DECADE OF THE ARTISAN**

**CAPRICORN TVET COLLEGE, SESHEGO CAMPUS**

**PROGRAMME THEME: “IT S COOL TO BE A 21<sup>ST</sup> CENTURY  
ARTISAN”**

Programme Director

Chairperson of water and sanitation portfolio in Polokwane Municipality, Cllr Eddie Maleka

The Principal of Capricorn TVET College, Mr Khorombi Ronald Madzhie

TETA CEO, Ms Maphefo Anno-Frempong

Distinguished Guests, in particular our future leaders, social partner representatives from industry, media, officials from DHET, TETA and Capricorn TVET College

Ladies and Gentlemen

Good morning,

Programme Director, it gives me a great pleasure to address future leaders on the 7<sup>th</sup> leg of the Decade of the Artisan here at Capricorn TVET College, Seshego Campus. Opening the doors of learning is as important today as it was when the Freedom Charter was written. Today, the barriers to post school education are not formalised or legalised through the colour of one's skin and racial designation. However, the legacy of apartheid lives on in a host of problems related to the poor quality education in parts of the country, and socio-economic conditions that young people have to grapple with as they pursue their education and work careers. These deep historical inequalities need to be addressed if the post-school system is to provide equitable and quality education and training for the majority of the population.

Education and Training are crucial elements for the transformation of South African society. The establishment of the DHET in May 2009 created an opportunity to build and sustain a

single, coherent, differentiated and highly articulated post-school education and training system. It is imperative to ensure those young people emerging from colleges, universities, those not in education, employment or training and those already employed, be provided with skills needed to be productive, flexible, innovative, and able to earn sustainable livelihoods in a fast changing economy.

Programme Director, there has been less emphasis, particularly at a school level, on career and vocational guidance for our youth. The result is that young people in particular may opt for a programme because it is marketed or there is financial aid. There is lack of guidance to direct young people to programmes for which they have an aptitude, and which will provide training in areas needed by the economy. Our entire skills development system must dedicate the necessary resources to support career and vocational guidance, as this has proved to be a critical component in successful skills development initiatives.

Programme Director, the need for the development of qualified artisans to support the economy remains a high priority, especially when you consider the fact that a large number of qualified and competent artisans are required for the government's strategic infrastructure projects like building roads, schools, ports, universities, power stations and all the other projects. Some of the projects have been implemented in line with the National Development Plan of 2030. This has made us realize that we need a much longer advocacy programme to create awareness and share information with young people about artisan development and available careers within the artisan system.

To our future leaders, do you know what an artisan is and how to become one? An artisan is a person who has been certified as competent to perform a listed trade in accordance with the Skills Development Act. You too can be an artisan; only if you follow your passion and talent. The shortage of artisans in the country is an obstacle to economic growth.

For you to become a qualified artisan, you need to have proper career guidance. Grade 09 is a pivotal year in determining your career as it will be time you make subject choices. To choose a good career, you must know what career path you want to take. An important consideration to take is to choose careers that are in the scarce and critical list, since they are the ones in short supply and highly needed in the industry sectors. To name a few, the following skills are needed and in high demand: bricklayer, carpenter, electrician, millwright, boilermaker, plumber, painter, plasterer, welder, and pipe fitter. Here are the requirements of becoming an artisan:

- Minimum of 40% in Mathematics(excluding mathematical literacy) at Grade 09 level or National Certificate (Vocational) Level 02; and in case civil,

mechanical and electrical categories of trades a minimum of 40% in the relevant N02 trade theory or the relevant vocational subjects of the National Certificate (vocational) Level 02

The entire pathways end with a trade test at a national trade test centre that is accredited by the Quality Council of Trades and Occupations (QCTO). In order to call yourself a qualified artisan, you must pass the trade test.

For career guidance on artisanship programmes on offer in South Africa, you can contact the following:

- The Department of Higher Education, through KHETHA career programme on 086 999 0123  
SMS or send a please call me on 072 204 5056  
Website: [www.careerhelp.org.za](http://www.careerhelp.org.za)  
Walk-in Centre: 123 Francis Baard Street, Pretoria
  
- INDLELA Tel 011 206 1000
  
- National Artisan Development Support Centre (NADSC) 011 736 4400  
  
E-mail [nadscinfo@dhet.gov.za](mailto:nadscinfo@dhet.gov.za)  
Website [www.nadsc.dhet.gov.za](http://www.nadsc.dhet.gov.za)
  
- Lastly young people are advised to visit any Technical Vocational Education and Training College nearer to them for more information

Programme Director, to show our commitment to artisan development, we have come up with an artisan advocacy programme, known as the Decade of the Artisan. The DoA is a continuation of 2013, year of artisan programme and will be rolled out from 2014 to 2024. The aim of the programme is to reach out to schools, with the aim of encouraging learners from grade 09 to 12 to consider taking up career in artisanal studies. Furthermore we also want to urge employers to open up doors for experiential learning to the young people. The National Development Plan requires us to produce 30 000 qualified artisans per year by 2030. We are using the Decade of the Artisan programme, as a vehicle to get the youth on board so that they get to see the value and importance of artisanal careers. I would like to

encourage all young people sitting in front of me, to consider taking up artisanship as a career of choice to curb the country's acute skills shortage

Furthermore, I would like to dispel the notion that Universities are the only viable destinations for higher learning. Universities contribute significantly to the development of our youth, but TVET Colleges will take on a more central role in skills development as outlined in the White Paper for Post School Education and Training.

We need to ensure that TVET colleges are prioritized and elevated as institutions of choice for higher education and training by young people. Key objectives in strengthening TVET Colleges include improving access, building partnerships with employers and other stakeholders and improve placement. For the weaker Colleges, we want to turn them into efficiently functioning institutions. For the better- performing colleges (whose number will increase over time) the aim is to turn them into centers of excellence that constantly seek to improve their service to their students and to their local economies.

This is in line with the DHET's vision over the coming years of dramatically increasing the number of students enrolling in TVET Colleges to address the acute skills shortages of the economy and the learning needs of individuals. This includes students enrolled in the general vocational programmes, in apprenticeship programmes and other occupational programmes.

Programme Director, we take education very seriously and a great deal of effort needs to go into improving its quality and supporting lectures at all levels of the post- school system. Over the past fifteen years there have been various interventions and capacity-building strategies aimed at improving TVET Colleges, many of which have included lecture development. Furthermore during the signing of Skills Accord in 2011, the business community committed to draft a report detailing workplace exposure for TVET College lectures, in consultation with TVET Colleges, forging partnership based on geographic spread of TVET Colleges, access to industry, address constraints to accessing workplace exposure and recognize the need for lectures to keep up with, and be trained in the latest technological innovations and trends. This is crucial particularly in other scarce-skill and rapidly-changing areas. This will also ensure that learners are able to benefit from their experience.

Programme Director, relationship between colleges and industries are, with some exceptions weak. It is estimated that approximately 65% of students at colleges are unable to find workplace experience, which is required to complete National Diplomas but valuable for all students. Furthermore most of the colleges have almost no formal linkages with industry,

except where they are offering apprenticeships, learnerships or other skills programme that have inherent practical workplace requirements.

There is however evidence that SETA- sponsored partnership between colleges and employers have been increasing since the adoption of NSDS III (National Skills Development Strategy). In line with NSDS III, colleges must develop close ties to SETAs, which will play an increasing important role in linking them with employers. This will be encouraged and strengthened, and built into the overall post- schooling system

Although there have been improvements over the last few years, there is currently still insufficient focus on providing support services for students in colleges. This must be addressed and funded. Services must include academic support, social support, vocational guidance, assistance for students to obtain workplace placements for practical experience during the course of their studies, job placements on conclusion to allow an easier transition from college to the workplace

Programme Director, the rising levels of frustration and impatience among the youth suggests that time is of the essence; failure to act will threaten democratic gains. In particular, as government we must find ways to urgently reduce alarming levels of youth unemployment and provide young people with broader opportunities. A sustainable increase in employment will require a faster- growing economy and removal of structural impediments such as poor-quality education. The education and training system must cater for the young people and provide them with suitable skills.

Programme Director, allow me to make this clarion call to captains of industries, particularly in the field of artisan development to partner with the government and eliminate youth unemployment and shortage of skills that bedevil our country.

As the DHET, we are mindful that post schooling education is too costly and that the university students have registered their point with government. We would like to reaffirm the government's commitment to progressively introduce free and quality education for the poor. Although the right to protest is enshrined in the constitution, however we would like to urge students to conduct themselves in a less provocative way. Academic programmes and university activities should be allowed to continue without any form of hindrance. To show that we are a listening and caring government, our President Mr GJ Zuma made a pronouncement last year, that there will be no fee increment this year (2016). Furthermore NSFAS has committed to make a provision of 10 billion, with another 4 billion additional from the government to assist needy students this year, 2016

In conclusion, to the future leaders, let me take this opportunity and quote Mr Barack Hussain Obama the President of the United States of America when he spoke to some students at New York School he visited

“...at the end of the day, we can have the most dedicated teachers, the most supportive parents, and best schools in the world-and none of it will matter unless all of you fulfil your responsibilities. Unless you show up to those schools, pay attention to those teachers; listen to your parents, grandparents and elders; and put in the hard work it takes to succeed”

I thank you