



PSRP REVIEW SUB-REPORT:

Mapping PSET opportunities for youth in Postmasburg and Danielskuil in the Northern Cape

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GLOSSARY OF TERMS

ABET	Adult Basic Education and Training
AET	Adult Education and Training
ASF	African Scholars Fund
BSP	Basic Support Package for Youth
B-BBEE	Broad-Based Black Economic Empowerment
CET	Community Education and Training (College)
CoS	Centres of Specialisation
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
ECD	Early Childhood Development
ED	Enterprise Development
ESD	Enterprise and Supplier Development
FETC	Further Education and Training Certificate
GETC	General Education and Training Certificate
IDP	Integrated Development Plan
JET	Joint Education Trust
NATED	National Accredited Technical Education Diploma
NEET	Not in Education, Employment or Training
NCV	National Certificate (Vocational)
NPO	Not-for-Profit Organisation
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSFAS	National Student Financial Aid Scheme
NYDA	National Youth Development Agency
NYS	National Youth Service
OQSF	Occupational Qualifications Sub-Framework
PHT	PEACE Humansrus Trust

PLP	Pre-Vocational Learning Programme
PSET	Post-School Education and Training
PSRP	(REAP's) Post-School Readiness Programme
PYEI	Presidential Youth Employment Intervention
QCTO	Quality Council for Trades and Occupations
REAP	Rural Education Access Programme
REIPPPP	Renewable Energy Independent Power Producers Procurement Programme
SAQA	South African Qualifications Authority
SED	Socio-Economic Development
SETA	Sector Education and Training Authority
SIOC-CDT	Sishen Iron Ore Company - Community Development Trust
STEM	Science, Technology, Engineering and Mathematics
TVET	Technical, Vocational, Education and Training
TSM	Three Streams Model

THE BRIEF

REAP commissioned a researcher to undertake desktop research, mapping

- PSET preparation opportunities for high school learners; and
- various PSET opportunities for youth

in the Lesedi catchment area.

There were four aims:

1. To deepen our understanding of **complementary PSET preparation opportunities** for high school learners - such as those offered by the mines.
2. To identify **funding options** for various PSET opportunities including at TVET colleges.
3. To identify training and education opportunities for those **who did not get into university/TVET college** and who are (potentially) NEET.
4. To scope alternate PSET opportunities for learners who **exit school at grade 9 or prior to completing grade 12.**

The proposed desktop method was to rely mainly on the internet with some recourse to any experts who might enrich the search fields.

While the researcher was not asked to verify the current status of what she found, she contacted some of the leads directly either where she could find no information on the internet or wanted to enquire further. This is much appreciated.

Where she was battling to access information and where she could not be expected to get information first hand, we sent her leads to the two staff members doing stakeholder interviews.

OVERVIEW

The focus of this research report was to map post-school readiness opportunities and post-school education and training (PSET) opportunities for youth in Postmasburg and Danielskuil in the Northern Cape.

‘Post-school youth’ includes those who have obtained a matric certificate as well as those who have not.

THE RESEARCH PROCESS

This research comprised mainly desktop /internet searches for

- post-school readiness initiatives offered at schools; and
- PSET opportunities and funding for a range of young people who are no longer at school;

that relate to youth in the two towns in the Lesedi catchment area. These were supplemented by interview conversations.

As the research phase was time-constrained, this report is not exhaustive – rather it includes ideas and leads that could be pursued in a second phase of enquiry. A few examples of opportunities with potential have also been included, as they could be valuable to explore further.

This research task was a depressing endeavour. There were many initiatives offering promises of jobs, bursaries and community upliftment, but on closer investigation there are many factors that exclude these particular young learners – educational requirements, opportunities that have expired or a focus on the larger urban centres of a specific town. For example, Assmang’s Beeshoek Mine is located about 65 km from Postmasburg. They offer two learnerships for matriculants and a YES programme for unemployed youth – however these programmes are only run in Midrand and transport from other areas, accommodation and meals are not covered.

One wonders how a young learner with limited computer literacy and data would even begin to navigate the myriad of government, corporate and NPO programmes (and their acronyms) to find meaningful support; and even if they could find the opportunities, what it feels like to be told again and again “not here; not now; not you”.

Increasingly, the bridge between young people and PSET opportunities is becoming technology-driven. For example, for the JOBS and YES programmes, young people must access potential opportunities by registering on an app, and an algorithm links them to any opportunity that matches their profile and location. This ticks the boxes of efficiency, cost effectiveness and wide potential accessibility, but loses the heart of

meaningful long-term face-to-face connection and mentoring that these young people need. While these technological solutions create an impression of network and connection, in reality they foster self-isolation and make learners feel responsible for their own situation, despite this being largely way beyond their power and control.

Although still in early development, the Basic Support Package for Youth funded by the Jobs Fund, the DG Murray Trust and the government, seeks to breach this divide with face-to-face coaching support.

Following a review of this research, REAP's Emma Francis and lead researcher Penny Morrell developed conclusions and recommendations, included at the end of the report. This was not part of the researcher's task.

POSTMASBURG AND DANIELSKUIL

Like many small rural towns in South Africa, Postmasburg and Danielskuil have central business centres with a municipal office, a police station, a church, a clinic and a variety of local businesses e.g., PEP, KFC, Spar, furniture stores, guesthouses, auto parts shops.

These towns are reliant on the mines and solar farms in the area which provide jobs for local people and attract contractors from out of town with income to spend on goods and services. It is largely these mines - and, increasingly, solar farms - that provide the bursaries, learnerships, artisan apprenticeships or workplace learning for young people, thanks to the regulatory requirement of directing funds towards community development through social and labour plans.

Economic profiles

Mining

The economic activity in these two towns focuses around the mines:

- Idwala Lime in Danielskuil;
- Kolomela Iron Ore in Postmasburg; and
- Sishen Iron Ore Company (SIOC) in Kathu.

'Mining activities have been rapidly on the increase in the last few years' (IDP, 2022, p.9) – and both Kolomela and Sishen have reserves to sustain approximately 14 years of productive mine life, which could be extended to 20 years with efficiency measures and investments in new technology (Kumba Operations, 2022).

The mines tend to employ contractors for skilled work, while semi- and unskilled workers are drawn from the local community. According to a youth employment survey,

32% of youth in the Tsantsabane area are employed in the mines as machine operators, with some jobs as general workers, plant cleaners or belt attendants (Quantify Research, 2018, p.29).

The mining sector is required to contribute to local communities through Socio-Economic Development (SED) and Enterprise Development (ED) programmes.

Solar Energy

The Integrated Development Plan (IDP) for the area reports that there is growing number of solar plants within the ZF Mgcawu District and Tsantsabane Local Municipality (IDP, 2022, p.10).

There are three solar parks located between Postmasburg and Danielskuil:

- Redstone Concentrated Solar Power Project
- Lesedi Solar PV Farm
- Jasper Solar Farm.

Redstone has 636 direct jobs on site which is projected to grow to 1,800 direct jobs by the end of 2022. Currently 339 employees are from Tsantsabane and Kgatelopele; 45% of employees are young people under the age of 35 and 15% are women.

Employment figures (current and projected) were not immediately available for Lesedi and Jasper solar farms.

The Renewable Energy Independent Power Producers Procurement Programme (REIPPPP) requires each energy project to source locally for 40% of its project spend, which will support local economic development. These projects are also required to allocate a percentage of their revenue to support socio-economic and enterprise development in the local communities where they are located.

An example is Jasper's Power Company Economic Development Charter:

*'We support small businesses as part of our Jasper Power Company Economic Development Charter, and by doing so we're also supporting the local community by helping to stimulate the local economy, while keeping business booming within the Postmasburg local region. The support of the community works both ways when it comes to buying from and owning a small business. Every purchase made from these companies helps the owner provide wages for their workers, keep the lights on, and put food on the table for their families.'*¹

¹ Web url: <https://www.jasperpower.co.za/suppliers.html>

They list hardware and furniture stores, construction and transport businesses, computer solutions and graphic design businesses, a community newspaper and a driving school.

Agriculture

The IDP for the area reports that ‘agriculture has never been a key feature of the local economy’ (IDP, 2022, p.9). This has therefore not been pursued as an option for post-school youth.

Manufacturing

Similarly, according to the Tsantabane IDP Report (IDP, 2021, p.9), ‘there is no evident labour-intensive manufacturing. Manufacturing is in decline across the board’. So again, this has not been identified as a sector providing training or employment opportunities.

Tourism and hospitality

Postmasburg has an hotel, plus one large guest house (35 beds), a few smaller guesthouses (6-7 beds) and various bed & breakfast establishments. There are a few small guest houses and bed and breakfasts in Danielskuil. These establishments typically require staff to maintain and clean the premises as well as provide services like meals and reception.

That being said, the IDP notes that while ‘useful investments have been and are being made in tourism, ...the volume of tourists is simply not sufficient to act as a driver of the economy’ (IDP, 2022, p.9).

Business services

Postmasburg has a range of financial and technology support services, e.g., banks, a post office, a Postnet, computer sales and repairs, accountancy and bookkeeping services. Danielskuil has a much smaller business support hub.

There are potential employment opportunities for young people who acquire skills and experience in business administration, bookkeeping, technical computer skills. There may even be entrepreneurial opportunities e.g., offering courier services by bicycle.

Retail

The IDP identifies retail and services as ‘a growing sector of the economy’ but adds that ‘its potential is very limited by the smallness of the market and by the competitive proximity of Kimberley, which has taken a lot of business away’ (IDP, 2022, p.9).

The larger retailers in **Postmasburg** are Shoprite, SuperSpar, TOPS at Spar, Family Pick 'n Pay, PEP.

Smaller businesses include

- bottle stores (Shoprite Liquor, Liquor City);
- cell phone shops (Vodacom Chatz, MTN Store, Pep Cell);
- a few furniture stores (Beares, OK Furniture, Lewis);
- clothing shops (Sportscene, Tekkietown, Ackermans, Foschini);
- pharmacies (Medi-Wise, Alpha, Local Choice);
- hardware / building supplies (Build-It, Postmasburg Building Supplies, Easy Build, Zincover DIY); and
- food outlets (KFC, Stony River Spur).

Main retailers in **Danielskuil** are Spar, OK Foods, PEP.

This is supplemented by smaller businesses like:

- bottle stores (Kuilville Liquor Store, Maranteng Liquor Store, OK Liquor);
- furniture stores (Russells, Danielskuil Furnishers); and
- a few clothing shops, pharmacies, a hardware store and takeaways.

Typically retail outlets employ shelf-packers, cashiers, cleaners, retail assistants / managers, finance clerks/managers and various roles in receipt and management of stock. They may also employ waitrons and cooks.

Some of the national retail chains train their own staff – see below.

Transport services

Both towns have a number of vehicle repair and auto spare businesses² while Postmasburg³ also has a dealership selling vehicles. The towns rely on transport networks for access to the mines and solar farms as well as sourcing manufacturing items and materials from larger centres. There could therefore be opportunities for young people with skills like vehicle servicing and repair or panel beating. For any employment opportunities, a code B driver's license would give an advantage, as would a code C1 and / or advanced driving skills training.

² Danielskuil: Auto spares: P&H Banda, DK Auto; Vehicle repair: Hardy's Auto Clinic, Shaun's Auto Centre, Alternator and Starter Centre.

³ Postmasburg: Auto spares: HRD Auto Spares, Autozone; Vehicle repair: NC Wheel and Tyre, Battery Centre, Hi-Q, Commercial Tyre Service Centre, NC Wheel and Tyre, Point-S Tyres, Dealership: Toyota.

Services

Municipalities

Located in the Tsantsabane Local Municipality, the municipal employment opportunities in Postmasburg include: community and social service, finance and admin, road transport, waste management, and waste water management (Tsantsabane Local Municipality - Overview, 2022).

Danielskuil is located in the Kgatelopele Local Municipality where the municipal employment opportunities are in: finance and admin, electricity, and waste water management (Kgatelopele Local Municipality - Overview, 2022).

Advertised job opportunities in these municipalities usually require qualifications and experience. However, there are occasional opportunities for young people with Grade 10-12. Stakeholder interviews will reveal what opportunities for training, work experience and employment are currently available.

What is key is workplace readiness skills: a driver's license, good written and verbal communication skills (including proficiency in local languages and minute taking).

The health and social services

In Postmasburg there is a small state hospital. The patient referral pathway is via the Postdene Community Health Centre which opens once a week staffed by a doctor.

Some of the mines – e.g. Sishen South Mine, Beeshoek Mancorp Mine – have Life Occupational Health Clinics that also refer to the hospital.

For private patients, there are a few doctors and a physiotherapist. The closest medical clinic is in Kathu.

In Danielskuil there is a local clinic and a couple of local doctors.

There may be employment prospects in these two towns for Registered Nurses, Enrolled Nurses (EN) and Enrolled Nursing Auxiliaries (ENA), although these posts would be advertised at District level.

Police and security services

There are SAPS branches in both Postmasburg and Danielskuil.

The largest security firm is Rhino Security based in Kathu, but with a presence in both towns. Masicebise Security Services is located in Postmasburg. Retailers or businesses may employ security guards.

This sector would seek employees who are physically fit, have a driver's licence and training or experience in policing, safety and security.

Libraries

Both Postmasburg and Danielskuil have a small public library – offering learners access to books and limited study space.

Presumably they employ librarians / library assistants though these posts will be few.

Churches

There are 20 churches listed in Postmasburg, and six in Danielskuil. There is one mosque in Postmasburg.

Some of the churches offer 'outreach' to the high schools in the area, give occasional motivational talks or hold awards ceremonies for young church members who have successfully obtained a matric certificate. Some of the churches have choirs or run in-house religious / motivational programmes.

Prospects for youth in these towns

PSET

National research suggests that for a learner cohort (Grade 9-12) from Postmasburg and Danielskuil, a few may find unskilled jobs, most will join the 'Not in Education, Employment or Training' (NEET) grouping, with some learners attending a TVET college,⁴ or go to university.⁵

⁴ DHET TVETMIS (TVET Management Information System) does not record the prior schooling of learners, and the enrolment figures are not only for first time entry learners, so there is no accurate percentage of learners from Grade 9-12 entering TVET colleges.

⁵ Approximately 9% of matriculants enter university immediately, while 3% may go at a later point in their lives (Van Broekhuizen, van der Berg and Hofmeyer, 2016, p.8)

Of the 60% of learners who write matric, only 37% will pass (van Broekhuizen, van der Berg and Hofmeyer, 2016, p.8). The young people who drop out at any stage of schooling or PSET or fail to obtain employment post-study will swell the ranks of the local NEET population.

For the NEET grouping, SALDRU reports that ‘the numbers are – rather depressingly so – well known by now: first quarter Quarterly Labour Force Survey data of 2022 indicate that the official unemployment rate stands at no less than 63.9% among youth aged 15 to 24, which is 1.9 times the national average, 34.5% (Statistics South Africa, 2022a: p14). They add that ‘37% of young people between the ages of 15 to 24 are Not in Employment, Education and Training (NEET). Statistics South Africa describes this group as “disengaged from the labour market” (Statistics South Africa, 2022b) and defines them as “young people [who] have been discouraged with the labour market and [who] are also not building on their skills base through education and training” (Statistics South Africa, 2022a: p 14)’ (SALDRU, 2022)

For learners who graduate from TVET colleges, national statistics suggest that 40% will find employment, self-employment or workplace-based learning within 18-30 months of graduation (Rogan and Papier, 2020) – probably in the mines or solar farms in this catchment area. For the university students, about 8.8% will access university but only 4% will obtain degrees within 6 years (van Broekhuizen, van der Berg and Hofmeyer, 2016, p.8).

A recent Oppenheimer Memorial Trust report quotes a skills expert who argues that South Africa’s TVET system currently

‘acts as a gigantic recycling system for hundreds of thousands of secondary school leavers, keeping them occupied for three to four years until they are reintroduced into the labour market with little new knowledge and skills, and without the expected improvements in their job prospects.’ (Oppenheimer Memorial Trust, 2022, p.12)

The current approach to preparing young people for accessing PSET seeks to address ‘the problem of massive youth unemployment’ through education and training; through equipping youth to get a qualification (any qualification) and find a job (any job).

At TVET colleges, many learners choose a qualification based on whether they can get a stipend rather than on their interests or passions (Arnott, 2022). TVET qualifications, especially the technical subjects, are often outdated, do not match industry’s standards, and are not highly regarded by industry (Brey, Brownell and Motala, 2021, p.37). If these young people do find work, it is likely to be at a low level, leaving them trapped in a job that does not align with their interests or aspirations.

Self-employment / entrepreneurship

A recent survey of South African youth included their perceptions of self-employment:

'Our findings also support the growing trend in South Africa (and globally) towards self-employment through entrepreneurship and side-hustling. The pandemics of youth unemployment and more recently COVID-19 have further accelerated this shift, Nearly 2/3 of our members [respondents] indicated that self-employment is their preferred career path – just 21% noted that they would prefer to work for an employer. In addition, more than 2/3 of these members who are hoping to one day be self-employed are already taking action to pursue an entrepreneurial venture.

This entrepreneurial pursuit was also found to be particularly high among Voices members living in rural areas (71%).

An even higher percentage of our members (79%) have a business idea that they would like to work on.'

The report then presents the respondents' views on the support needed:

While the lack of funding for young entrepreneurs is paramount, Voices Unite entrepreneurs who already own/run a business also emphasised the lack of relevant and effective networks and the lack of support from the legal and regulatory environment as other critical factors impeding their success.

Similarly, when asked about what services are most important for business incubators to provide, more than half of Voices members pointed to mentorship and networking services, followed by business guidance and training (Voices Unite, 2021, p.8).

THE POST-SCHOOL EDUCATION AND TRAINING (PSET) SECTOR

UNIVERSITIES

One of the 26 universities in South Africa, Sol Plaatje University, was founded in Kimberley in 2014.

'In developing the focus for its academic disciplines, Sol Plaatje University has looked to the unique needs, competence and characteristics of the Northern Cape region. This approach brought the current focus areas of teacher education, ICT and data science, heritage studies, paleo-sciences and creative writing in African languages to the fore.'

It currently has four schools – namely Economic and Management Sciences; Education; Humanities and Natural and Applied Sciences.⁶

⁶ <https://www.spu.ac.za/>

Students from the Northern Cape also tend to go North West University, the universities of Johannesburg and Wits, the University of the Free State and Central University of Technology in Bloemfontein and the universities of the Western Cape, Stellenbosch and Cape Town.

BRIEF OVERVIEW OF SKILLS TRAINING IN SA

Occupational education and training in this country is currently in a state of transition. In the past, training providers were accredited to run occupational qualifications by the South African Qualifications Authority (SAQA) using registered qualifications from the National Qualifications Framework (NQF). Under the new system, training providers are being accredited by the Quality Council Trades and Occupations (QCTO) which manages the Occupational Qualifications Sub-Framework (OQSF) which provides the standards for all occupational qualifications, part-qualifications and skills programmes. (Note: SETAs are still funding the QCTO and historical qualifications.)

The historical qualifications have a registration end date of 30 June 2023⁷, with a phase-out period for learners to enrol up to 30 June 2024. After this date, training providers must realign their programmes to match the QCTO standards or offer the new QCTO programmes.

Some qualifications registered on the NQF are now also registered in the parallel system of the QCTO. Training service providers including the TVET colleges are mainly offering NQF qualifications, but they will be required to make the shift to the QCTO system as soon as these qualifications expire. This will mean a much-needed upgrading of the occupational training currently offered.

Additional research could map the available qualifications in the active economic sectors in the Lesedi catchment area – but would need accredited training service providers to make these accessible.

However, it would also be important to consult the sectors in the area to check if there would be uptake of young people with these occupational qualifications, as some businesses prefer to train their own staff so that the skills are customised to their needs - without referring to the country's qualifications system.

An example of this is D'Olive Rose Boutique Hotel – the largest guesthouse in Postmasburg (35 beds) – as well as guesthouses in Kathu and Danielskuil who employ 3-4 young people annually through advertising open positions. The requirement is a

⁷ If the QCTO system is not fully functional by this end date, historical qualifications may be extended. This has happened in the past.

Grade 9 or Grade 11. They have their own training materials and prefer to do custom on-the-job training for reception work, chefs, housekeepers and administrators.

TVET COLLEGES

Two of the 50 TVET colleges in the country are in the Northern Cape:

- Northern Cape Urban TVET College (NCUT) – based in Kimberley, with four campuses⁸
- Northern Cape Rural TVET College (NCRT) – based in Upington, with five campuses⁹

An overview of the types of qualifications typically offered by TVET colleges is listed in Appendix A. The qualifications offered at NCUT and NCRT are listed in Appendix B and C.

Students with NSFAS funding, on a learnership, or with a bursary can study at any TVET College in South Africa.

⁸ City Campus; Moremogolo Campus; Phatsimang Campus; Central Office situated in the Kimberley CBD.

⁹ Upington, Kathu, De Aar, Kuruman, Namaqualand.

Centres of Specialisation

The NCUT is one of 19 Centres of Specialisation (CoS) in South Africa. This is part of a flagship project offering QCTO (Quality Council for Trades and Occupations) qualifications in high-demand trades, namely:

- | | |
|---|----------------------|
| 1. Boilermaker | 8. Mechanical Fitter |
| 2. Bricklayer | 9. Millwright |
| 3. Carpenter and Joiner | 10. Pipe Fitter |
| 4. Diesel Mechanic | 11. Plumber |
| 5. Electrician | 12. Rigger |
| 6. Fitter and Turner | 13. Welder |
| 7. Mechanic (Automotive Motor Mechanic) | |

Centres of Specialisation offer a 50/50 dual system apprenticeship that combines 'technical education at a TVET college with simulated practical training and authentic work experience in a single integrated learning programme'.

Current TVET training	CoS Training
• All public TVET colleges offer all approved programmes • Qualifications are not linked to occupational competence • Many curricula are outdated • Trade theory is front-loaded, with long intervals between theory and practice • Most college students (even in N courses) get no practical training or work experience • Most students are selected by the college without reference to employers • There are few linkages between public colleges and industry	• Each college will specialise in one or two apprenticeships relevant to local industry • New qualifications that reflect occupational competence • The curricula have been recently designed by industry experts • Trade theory, simulated practice and work experience are tightly interwoven • All apprentices enrolled for new qualifications get practical training and work experience • Employers select and manage their own apprentices • There is close interaction between the college and employers throughout the training

(Brey, Brownell and Motala, 2021, p.37)

PRIVATE COLLEGES

While there are no (well-known) private colleges in Postmasburg and Danielskuil, some post-matric youth from the Northern Cape attend private colleges like

- Boston College¹⁰ in Kimberley (also in most major cities in the country); and
- Rosebank College¹¹ (in Bloemfontein, Johannesburg and Pretoria, among others).

These offer a range of diplomas and certificates as well as undergraduate degrees.

Another example is the TSIBA Business School¹² in Cape Town and Johannesburg. A 'social enterprise' business college, it is specifically aimed at ensuring learners from weak schooling backgrounds succeed. A highly mentored programme with excellent success, it offers post-school qualifications in Business Administration and boasts a "postgraduate employment rate exceeding 90%" (TSIBA, 2022). The qualifications are run full-time at the business school, while short courses can be accessed through distance learning.

Some young people also seem to pursue post-matric work-related courses through distance learning – like Oxbridge College¹³ based in Stellenbosch in the Western Cape – although there are many other national offerings.

NOT-FOR-PROFIT ORGANISATIONS (NPOs)

Various NPOs offer occupational training – particularly home-based care, lay counselling and early childhood development. An example in this area is CUSTODA Trust.

CUSTODA Trust

Young people are trained in the theory and practice of early childhood development (ECD), giving them the skills to work in ECD centres or start their own ECD businesses. They offer:

- Further Education and Training Certificate: Early Childhood Development NQF Level 4
- Higher Certificate in ECD: NQF Level 5

¹⁰ <https://www.boston.ac.za>

¹¹ <https://www.rosebankcollege.co.za>

¹² <https://www.tsiba.ac.za>

¹³ <https://www.oxbridgeacademy.edu.za>

Located in Delportshoop, (60 km from Danielskuil; 140 km from Postmasburg), CUSTODA runs week-long residential training blocks throughout the year. Between these blocks, learners return to their local community to do practical training in ECD centres.

CUSTODA also provides post-qualification small business skills training to support these ECD practitioners to run their ECD centres as successful businesses.

APPRENTICESHIPS AND LEARNERSHIPS¹⁴

Apprenticeships

Redstone Solar Thermal Power

Redstone Solar Thermal Power provides artisan apprenticeship training for the following trades:

- Electrical
- Mechanical
- Millwright
- C&I Technician
- Fitter & Turner
- Instrumentation Mechanician

Requirements:

- 18-34 years old
- From Tsantsabane and Kgatelopele Municipalities
- Must study at Artisan Training Institute / YES Technical College

Bursaries usually cover

- tuition fees
- on-campus accommodation
- textbooks

Lesedi Power Project

Lesedi offers apprenticeships / internships for STEM-related subjects, with a focus on Electrical Engineering.

Lesedi offers two of these at a time with a duration of 12-24 months.

Requirements:

- A detailed CV
- Relevant certification
- From the Tsantsabane and Kgatelopele Municipal areas.

Funding covers:

- a computer
- transport for daily commute
- monthly stipend
- personal protective equipment (PPE)

¹⁴ These are examples of apprenticeships and learnerships. The mines and solar farms adjust their offerings regularly according to the particular skills they require.

Learnerships

A learnership is a work-based education and training programme with a combination of theory-based classroom training and workplace training/experience.

General requirements:

- NQF Level 2: Grade 9;
- NQF Level 4: Grade 11 or 12.

Learners may receive a small monthly stipend. Learners often choose a learnership because it is funded, rather than based on interest.

A learnership may be offered by a company, private training provider or a TVET College. Entry requirements may vary depending on the qualification or provider.

Duration:

Minimum of one year of study (approximately 120 credits per qualification).

Kumba Iron Ore

Kumba Iron Ore offers artisan learnerships for the following:

- Fitter
- Electrician
- Millwright
- Plater / Welder
- Transportation Electrician
- Diesel Mechanic

Year 1: training at Sivos Technical Training Centre (Kathu)

Year 2: on-the-job training at Sishen mine

Year 3: relevant trade test

Funding covers:

- tuition and training
- subsidised accommodation + meals for learners outside Kathu
- monthly stipend
- personal protective equipment (PPE)
- toolbox for trade

The learnership includes an enrichment programme that encourages community service.

On completion, graduates may be offered employment.

Applicants from Northern Cape (especially Tsantabane Municipality) are given priority. (Kumba Iron Ore, 2022)

Requirements:

- Grade 12 + N2 certificate with 4 subjects relevant to the learnership (5 relevant subjects for Millwright learnerships)
- Participated in Technical Test Battery (TTB) assessments

Lesedi Power Project

Lesedi offers learnerships/in-service training for learners who need to complete their P1 & P2 in Electrical Engineering in order to obtain their National Diploma.

Lesedi offers three of these per year with a duration of 12 months.

Requirements:

- A detailed CV
- Academic transcript/marks
- Relevant certification
- Letter from the institution
- From the Tsantsabane and Kgatelopele Municipal areas.

Funding covers:

- a computer
- transport for daily commute
- monthly stipend
- personal protective equipment (PPE)

YES4YOUTH Learnerships

A growing number of companies across the country are supporting the YES4YOUTH learnership programme, including:

- Hyundai (learners also graduate with a driver's licence);
- Clicks;
- Traffic Metro and Law Enforcement;
- Ster Kinekor;
- Ford; and
- Bidvest.

Companies improve their B-BBEE scorecard rating by offering learnerships.

The quality of the learnership experience varies, however. Anecdotal reports indicate that in some learnerships, learners are not actively given workplace skills training but are left on their own with their smart phones. However, at a minimum the programme does provide workplace exposure and a stipend for 12 months. Stipends vary according to the programme, but are usually around R4,000 p.m.

Examples of learnerships run by companies that have branches ¹⁵in the catchment areas are:

- Spar YES4YOUTH Learnership
- KFC Fast Food Services Learnership (NQF Level 3)

¹⁵ Most Yes programmes are offered in the major centres. There is potential to request a local programme if the branch has the capacity to offer it.

Duration and structure	Requirements
YES4YOUTH Learnerships	
1-year full-time work experience for unemployed youth with a monthly stipend. - Learners are given a smart phone from Yes4Youth and will use the app to build skills. - Learners must complete weekly and monthly Yes4You surveys. - After the learnership, learners create a CV with new skills which will be verified and will get a reference from the company or institution.	The requirements vary and are set by the participating company / institution. Most learnerships reviewed required that applicants: - are 18-25 years old - have completed Grade 12.
SPAR YES4YOUTH Learnerships	
1-year full-time Practical work-based exposure in a Spar store plus classroom training.	- Black SA citizen (BEE) - Completed Grade 12 18-28 years old - Unemployed - No criminal record - Has not been part of Yes4Youth programme in the previous 8 months. - Will commit to 12-month programme.
KFC Fast Food Services Learnership (NQF Level 3)	
1-year full-time 8 months practical work-based exposure 4 months classroom training - Opportunity for paid employment after completion	- From Free State or Northern Cape 18 - 25 years old - Completed Grade 12 - Six months' work experience - Strong English communication skills

SCHOOLING

START TO CUT AGAIN FROM HERE

THE THREE STREAMS MODEL

The Department of Basic Education (DBE) is currently developing and piloting the three streams model (TSM)¹⁶ for possible integration into mainstream schooling. The three streams are: academic, vocational and technical (WCED, 2022).

- **Academic Stream**
 - Providing learners with good quality general education, preparing them to enter tertiary institutions.
 - Already exists in current schools and special schools.
- **Vocational Stream**
 - Providing learners with educational choices that align with a vocation or profession e.g., engineers, teachers, artists, equipping them to enter PSET at universities, universities of technology and TVETs
 - Already exists in current schools and focus schools e.g., Technical, Agricultural and Art high schools.
- **Occupational Stream**
 - Providing learners with education educational options that align with an occupation – incorporating a balance of theory and practical and preparing them to enter the workplace.
 - Piloted in Schools of Skill ¹⁷from 2017, and full implementation commenced in 2021.

The current schooling system is largely targeted towards the academic stream, so this model seeks to incorporate into schools a broader range of subject choices, technical skills and ‘21st century’ skills like robotics and coding.

The biggest issue is how to integrate the TSM into the existing schooling system. A few of the challenges are as follows:

- Getting support / buy-in from key role players at an administrative level within the schooling system e.g., provincial administrators and subject advisors; as well as education deans, education departments at universities, universities of technology and teacher training colleges.

¹⁶ An excellent overview of the detailed elements of the model can be found at: <https://wcedportal.co.za/the-three-stream-model>

¹⁷ Schools of Skills provide schooling for learners with special needs. These schools already offer a curriculum that is skills-based.

- Teacher training institutions will need to update their programmes and teach student teachers how to teach within this model. Academically-trained teachers will need to learn how to integrate and teach the practical aspects of vocational and technical subjects. Technically-trained teachers will need to integrate more theoretical and academic components.
- CAPS curricula and support material will need to be written and equipment packs for technical subjects will need to be developed.
- Teachers within schools will need to be trained to teach new subjects and this training would need to take place in technical environments to orient teachers to how to teach the practical components.
- Teachers with specific technical skills may need to be hired.
- A funding model will need to be in place to ensure there are the substantial resources needed for implementation.

Currently, the draft coding and robotics curriculum is being finalised and will be piloted from Grades 4 – 9 in 2023 (DBE, 2022).

Reviews

The TSM is still in the exploratory stage – with conversations with key stakeholders, a pilot in Schools of Skill and the pilot rollout of one subject (Coding and Robotics) in general schools in 2023.

For example in late 2021 the model was presented to the Universities South Africa's (USAF) Education Deans' Forum for feedback by Dr Moses T Simelane, Chief Director: Curriculum Implementation and Monitoring at DBE.

During this process of stakeholder engagement and piloting, the model is being refined. For this reason, no reviews or evaluations have yet been conducted. Dr James Keevy, a policy researcher and CEO of JET Education Services, nonetheless raised the need for an independent evaluation of the TSM:

"This is an incredibly complicated intervention that affects the whole system — not only Post-Secondary Education and Training (PSET). So, to do this well, we need to make sure that it is research-informed." (Universities South Africa (USAF), 2022).

The DBE is developing an implementation plan (called a Master Plan), which will outline the steps forward with this initiative.

While the TSM may be regarded as much needed and worthwhile, the logistics of making such major changes to the schooling system are likely to be impeded by funding and implementation challenges, and this model is not likely to be fully functional in the near future.

SUPPLEMENTARY SCHOOLING: COMMUNITY EDUCATION AND TRAINING (CET) COLLEGES

Section 3 of this report (below) identifies training and education opportunities for learners who cannot access TVET / university, due to the lack of a suitable matric certificate.

Those who reached Grade 12 but did not get good results could improve their matric results through supplementary schooling in order to access TVET / university.

Supplementary schooling is offered nationally through Community and Education (CET) Colleges – which offer the following:

- Adult Education Certificate (AET): Levels 1-3
- General Education and Training Certificate (GETC) / ABET qualification (NQF Level 1)
- General Education and Training Certificate (Grade 9)
- National Senior Certificate (NSC) ¹⁸
- National Senior Certificate (NSC) rewrites

The Northern Cape CET is located in Kimberley and supports seven Community Learning Centres (CLCs) and 80 satellites across the Northern Cape.

- In Postmasburg, there is one CLC (Kolomela CLC; located the Postmasburg Showgrounds) and a satellite. The CLC offers the full range of courses.
- In Danielskuil, there is one satellite at Danielskuil Combined Intermediate School, offering only the ABET /GETC courses. If there is a committed group of 25 learners who want to do their NSC or rewrites, the CET will arrange to offer this.

¹⁸ Unfortunately, the DBE's intention to roll out the National Adult Senior Certificate for Adults (NASCA) with a streamlined curriculum has been put on holding due to funding and implementation challenges.

1. PSET PREPARATION OPPORTUNITIES FOR HIGH SCHOOL LEARNERS

START TO CUT AGAIN FROM HERE

This aspect of the research aimed to identify post-school preparation opportunities that may exist for high school learners that complement those offered by REAP – such as those offered by the mines.

Other than the three programmes listed below, this research did not discover any sustained and long-term support for high school learners for Grade 9 subject choices career guidance or Grade 12 post-school studies and bursary applications.

There have been occasional or ad hoc events or interventions in the past, e.g., a career exhibition at Kolomela mine; and an NPO-led radio career fair run over two weeks with various educators and representatives from the mines presenting career options (Mulungisi, 2021).

Peace Humansrus Trust (PHT)¹⁹

The Trust has funded two programmes:

- to help Grade 12 learners apply for university bursaries; and
- a winter school for Grade 9 learners regarding subject choice - at which various types of jobs are presented and learners are helped to make subject choices that match these careers. (Horwitz, 2019, p9).

Lesedi Power Project

Lesedi is currently implementing a Math Tutoring programme for learners in Grade 10 and 11 at Kuilville High School in Danielskuil. The programme is delivered after school for two hours from Mondays to Thursdays, its aim being to improve Math passing levels as well as encourage learners to take up STEM-related subjects

¹⁹ The PHT is a community trust created by Jasper Power Company in 2014 as a vehicle to disburse funds into the local community as part of its SED commitment.

RESOURCES AND MATERIALS

There is a multitude of on-line and print-based resources around subject and career choices and about PSET options – some of which are South African / suitable for this context. A separate search can be conducted for these if this is useful.

Universities

Many of the universities have websites or published webinars or videos around making subject choices that articulate with careers or further studies, e.g.

- University of Johannesburg Subject Choice Webinar (University of Johannesburg, 2022)
- Stellenbosch University video on Grade 9 subject choice (Stellenbosch University, 2021)
- Go Study Wits: a web portal with many resources including a comprehensive listing of careers with the study choices that lead to these (Go Study, 2022).

African Scholars Fund (ASF) Workbooks

An NPO, the African Scholars Fund (ASF), has self-guided, interactive workbooks for:

- Grade 9 Subject Choice
- Grade 10 Career Guidance

The workbooks include activities that are signed off by the LO teacher and parent, so the parents are fully involved in the young person's choices and career direction. The workbooks are simple and clear, and written for learners who are second language English speakers. They are designed to inspire and motivate, but also to support learners to focus in Grade 12 because they have already made appropriate choices around subjects and careers.

There is also an online guide to NSFAS applications for Grade 12s.

AFS makes these workbooks and guides available to any learner nationally who needs them.

SELF-EMPLOYMENT / ENTREPRENEURSHIP

Various projects promote self-employment / entrepreneurship by offering skills training to young people.

BizFlame

Bizflame is six-week entrepreneurial training programme for high school learners. Funded by Jasper Power and implemented by the business incubator specialist Raizcorp, the programme focusses on 'entrepreneurial training, practical experience, along with relevant business skills'.

In March 2022, it was run as a pilot for twenty Grade 10 learners at Blinkklip Secondary School in Postmasburg - offering first and second prizes of a laptop for the best small business ideas. The programme may be offered at other high schools in Postmasburg and Danielskuil (BizFlame, n.d.).

Pitch your Business

Young entrepreneurs can pitch their small or micro business ideas in order to compete for an investment grant from Jasper Power. Their short slide-based presentations (five slides) must include a business plan, equipment or training needs and the costs of these. The investment is only for equipment and / or training.

The initiative is advertised in the first quarter of every year and applicants must reside in Tsantsabane or Kgatelopele municipalities (Pitch your Business, n.d.)

2. FUNDING/ BURSARY OPTIONS FOR PSET OPPORTUNITIES – PARTICULARLY UNIVERSITIES AND TVET COLLEGES

START TO CUT AGAIN FROM HERE

A desktop search was undertaken to identify funding/ bursary options for various PSET opportunities, particularly for universities and TVET college.

NATIONAL FINANCIAL AID SCHEMES

National Student Financial Aid Scheme (NSFAS)

NSFAS – the country's National Student Financial Aid Scheme – is the most accessible fund available to financially under-resourced South African students who wish to study at a local university (including universities of technology) or a TVET college.

In 2019 this funding was converted from a loan into a non-repayable grant. Available only to South African citizens, requirements for eligibility are:

- Financial need – household income under R350,000 per annum.
- Meets requirements for chosen course of study.
- Registered for their first qualification
- Max period of funding is 5 years

NSFAS covers

- tuition fees
- residence or private accommodation
- food
- textbooks
- travel costs where applicable

Funza Lushaka Bursary Scheme

The Funza Lushaka Bursary Scheme is a national state-funded bursary for young people who want to become teachers. Two types of qualifications are supported

- 4-year **Bachelor of Education** degree (BEd), specialising in Foundation Phase (Grade R – 3); Intermediate Phase (Grade 4 – 6); Senior and FET Phase (Grade 7-12).
- One-year **Postgraduate Certificate in Education (PGCE)** for graduates whose degrees reflect two priority subjects. Only the PGCE for Senior Phase and Further Education and Training Teaching (SP-FET) (Grade 7-12) will be funded.

Bursaries cover

- tuition fees
- on-campus accommodation
- meals
- textbooks
- living allowance

Available to South African citizens under 30 years old, requirements for eligibility are as follows:

BEd

- Grade 12 with exemption or admission to a Bachelor's degree.
- Level 4 pass in chosen teaching subject.
- For Foundation Phase specialisation: a pass in Maths or a Level 4 in Maths Literacy + Level 4 in the Home Language.
- A Level 4 in Maths if wanting to teach Technology and / or CAT with subjects and marks matching.
- Accepted at a recognised higher education institution.
- The qualification must include subjects which will allow the student to specialise as a teacher in at least two priority subject areas.

PGCE

- An undergraduate degree.
- One recognised priority subject at third year level and one recognised priority subject at second year level.
- Majors in Psychology and an African Language (for Foundation Phase).
- An adequate number of modules in recognized priority subjects.

75% of bursaries are for Black candidates (B-BBEE).

BURSARIES FOR STUDYING AT UNIVERSITY

There is a very large number of bursaries for university study which can be accessed via database-driven websites, e.g. <https://bursaries.co.za/>. This could easily be overwhelming for learners, and there is a need for an organisation or mentor to curate this experience, identify the most promising bursaries and even liaise with corporates with a local presence to allocate a fixed number of bursaries to learners from these town.

Notably, REAP supports university students with local funding from Jasper Power Company, Lesedi Solar Park Trust and PEACE Humansrus Trust (PHT).

While financial need is a criterion for many bursaries, academic merit is also regularly applied. For the STEM²⁰ areas of studies, many bursaries set a high minimum for results in Mathematics and Physical Science, a standard that is often also a university entrance requirement for these courses.

Some examples of local and national bursaries for studying at a South African university are listed below.

²⁰ Science, Technology, Engineering and Mathematics

Qualifications/ programmes supported	Requirements	Support offered
Jasper Power Company ²¹		
• <u>Engineering</u> (specific preference for Electrical Engineering) • <u>BCom Accounting</u> – CA stream with CTA. Honours level compulsory. • <u>BCom Information Systems/Technology</u> – Honours level optional	Requirements: • Grade 12, with subjects and marks matching entrance requirements • 75% of bursaries for Black candidates (BEE)	• Tuition fees • On-campus accommodation • Meals • Stipend for books, data and pocket money
Lesedi Power Project		
<u>Qualifications related to STEM (Science, Technology, Engineering and Mathematics)</u>	Requirements: • Grade 12 certificate • Academic excellence based on academic transcripts (latest & previous year) • Proof of university registration letter • Proof of residence • Family proof of income (between R351 000 and R650 000) • From Tsantsabane or Kgatelopele (Postmasburg and Danielskuil are priority areas)	• Tuition fees • Accommodation in residence or equivalent • Stipend • learning materials (books, stationery) • Laptop
PEACE Humansrus Trust (PHT)		
Information was not accessible from PHT – but historically PHT has funded full cost bursaries. They now do so via REAP, supplementing core funding from NSFAS plus funding REAP to provide holistic support. PHT currently supports three university students and 18 TVET students in this way.		

Qualifications/ progs supported	Requirements	Support offered
SIOC Community Development Trust Bursary Programme²²		
• <u>Agriculture</u> (specialisations: Agricultural Economics / Agricultural engineer food technologist / Environmental officer / Food technician / Livestock product analyst / Veterinarian) • <u>Business management and economics</u> (specialisations: Accounting / Actuarial Science / Auditing and Tax / Economics / Project Management / Statistics and mathematics) • <u>Education</u> (specialisations: BEd. Foundation Phase / BEd. Natural Science / BEd. FET Mathematics / BEd. FET Physical Science / Economics and Management Science / BEd. Language / BEd. Special Needs) • <u>Engineering and Science</u> (specialisations: Architecture / Civil Engineering / Electrical Engineering / Environmental health / Geology / Quantity Surveying / Town planning) • <u>Health and clinical related sciences</u> (specialisations: Advanced EMS / Biochemistry / Chemical, Biological, Medical Lab sciences / Dentistry / MBChB / Nursing / Pharmacy) • <u>Information Technology</u> (specialisations: Computer Sciences and communication / Data Science or Analytics / Software Development / Web design and development) • <u>Law</u> (specialisation: LLB) • <u>Tourism</u> (specialisations: Arts and Culture Heritage / Ecotourism Management / Hospitality Management)	• SA citizen • Under 35 years • Minimum overall average of 65% • From Northern Cape specified municipalities • Accepted at a tertiary institution within South Africa	• Registration fees • Tuition fees • On-campus accommodation • Study material • A quarterly stipend.

Qualifications/ programmes supported	Requirements	Support offered
Kumba Iron Ore Bursary Programme ²³		
• <u>Civil Engineering</u> • <u>Corporate Affairs</u> (B degree in Social Science or Business Science) • <u>Data Science</u> • <u>Electrical Engineering</u> • <u>Environmental Engineering</u> • <u>Geo-Tech</u> • <u>Geology</u> • <u>Industrial Engineering</u> • <u>Mechanical Engineering</u> • <u>Metallurgical Engineering</u> • <u>Mine Surveying</u> • <u>Mining Engineering</u> • <u>Occupational Hygiene</u> • <u>Projects (SIB)</u>	• SA citizen • In Grade 12 or Grade 12 certificate • Good academic record • Valid Code B driver's license or must obtain it during the bursary period • Must complete vacation work in the Northern Cape during university holidays • Must obtain operational experience in the mining industry during university holidays • Preference to students from the Northern Cape, especially communities close to the mines	• Tuition fees • On-campus accommodation • Books • Paid vacation work
Assmang Khumani Mine Bursary²⁴		
• <u>Electrical Engineering</u> (Heavy Current) • <u>Electrical and Electronical Engineering</u> • <u>Geology</u> • <u>Mechanical Engineering</u> • <u>Mining Engineering</u>	Requirements: • Grade 12 • Registered to study at a recognised university or university of technology • From Northern Cape, residing in: Boichoko, Deben, Dibeng, Groenwater, Kathu, Kuruman, Newtown, Olifantshoek, Postmasburg, or Postdene	• Tuition fees • On-campus accommodation • Meals • Textbooks • Stipend

²³

<https://www.zabursaries.co.za/engineering-bursaries-south-africa/kumba-iron-ore-bursary/>

²⁴

<https://www.zabursaries.co.za/general-bursaries-south-africa/assmang-khumani-mine-bursary/>

Qualifications/ programmes supported	Requirements	Support offered
Shoprite		
• <u>Diploma in Retail Business Management</u> • <u>Bachelor of Pharmacy</u> <i>Both are offered at Sol Plaatje University, Kimberley.</i>	• Minimum overall average of 60% • Minimum overall average of 65% For both: • 27 years old or younger • Studying at a recognised and accredited SA tertiary institution	• Tuition fees • On-campus accommodation <i>After graduation, guaranteed work-back employment at Shoprite</i>
South African Police Services (SAPS)²⁵		
• <u>Basic Police Development Learning Programme</u> (24 months) (See Appendix D).	• SA citizen with valid ID • Grade 12 certificate • English proficient + one other language • Mentally and physically fit • Excellent verbal + written communications skills	• Tuition • Accommodation + meals (for Phase 1) • Study material • Medical aid • Stipend
Henrietta Stockdale Nursing College (Kimberley)²⁶		
• <u>Bachelor in Nursing</u> • <u>Diploma in Nursing</u> • <u>Higher Certificate in Nursing</u> • <u>Advanced Diploma in Midwifery</u>	• Financial need • SA citizen • Grade 12 or NC(V) NQF L4 (See Appendix E for required subjects and marks)	• Via NSFAS • Tuition • Accommodation + meals • Study material • Stipend

²⁵ www.saps.gov.za/careers/basic_police_program.php

²⁶ <https://eduminders.com/henrietta-stockdale-nursing-college-dhet-bursary-scheme/>

BURSARIES FOR STUDYING AT TVET COLLEGES

Locally the Kolomela Bursary Scheme offers a few partial bursaries for those attending TVET colleges, as does PEACE Humansrus Trust (PHT) through the Rural Education Access Programme (REAP).

The other source of funding tends to be stipends paid to TVET students during their workplace learning / apprenticeships / learnerships. These are funded either by the employer at which the student is learning – or by the Sector Education and Training Authority (SETA). The amounts tend to be modest.

For apprenticeships, bursaries usually cover

- tuition fees
- on-campus accommodation
- textbooks

For learnerships, funding covers

- tuition fess
- a small monthly stipend to cover transport and stationery.

BURSARIES FOR STUDYING AT PRIVATE COLLEGES

The Kolomela Bursary Scheme also offers a few partial bursaries for those attending private colleges.

In addition, some of the colleges also offer their own bursaries. An example is the TSIBA Business College which offers a range of scholarships based on affordability and academic merit.

3. PSET OPPORTUNITIES FOR LEARNERS WHO CANNOT ACCESS TVET / UNIVERSITY

The internet search produced very few training and education opportunities for learners who did not obtain a place at a university/TVET college and who either are, or may become, NEET.

OBTAINING A SUITABLE MATRIC CERTIFICATE

As noted above, one option for these young people is to improve their matric results –or obtain their National Senior Certificate (NSC) for the first time – so that they can try to access a university/TVET college. There are many barriers to obtaining this certificate once out of school, however, and NEET young people can take years to achieve this (Needham, 2021, p.45).

As noted above, a possible route to obtaining an NSC is to study through a Community and Education College (CET) – which offers:²⁷

- Adult Education Certificate (AET): Levels 1-3
- GETC / ABET qualification (NQF Level 1)
- General Education and Training Certificate (Grade 9)
- National Senior Certificate²⁸
- National Senior Certificate Rewrites

PSET REQUIRING LOWER MATRIC RESULTS

There is a range of work and study options with dedicated training that require lower matric results than a university/TVET college. Examples are South African Police Services (SAPS) (see Appendix D) and Enrolled Nursing Auxiliaries (ENA) (see Appendix E).

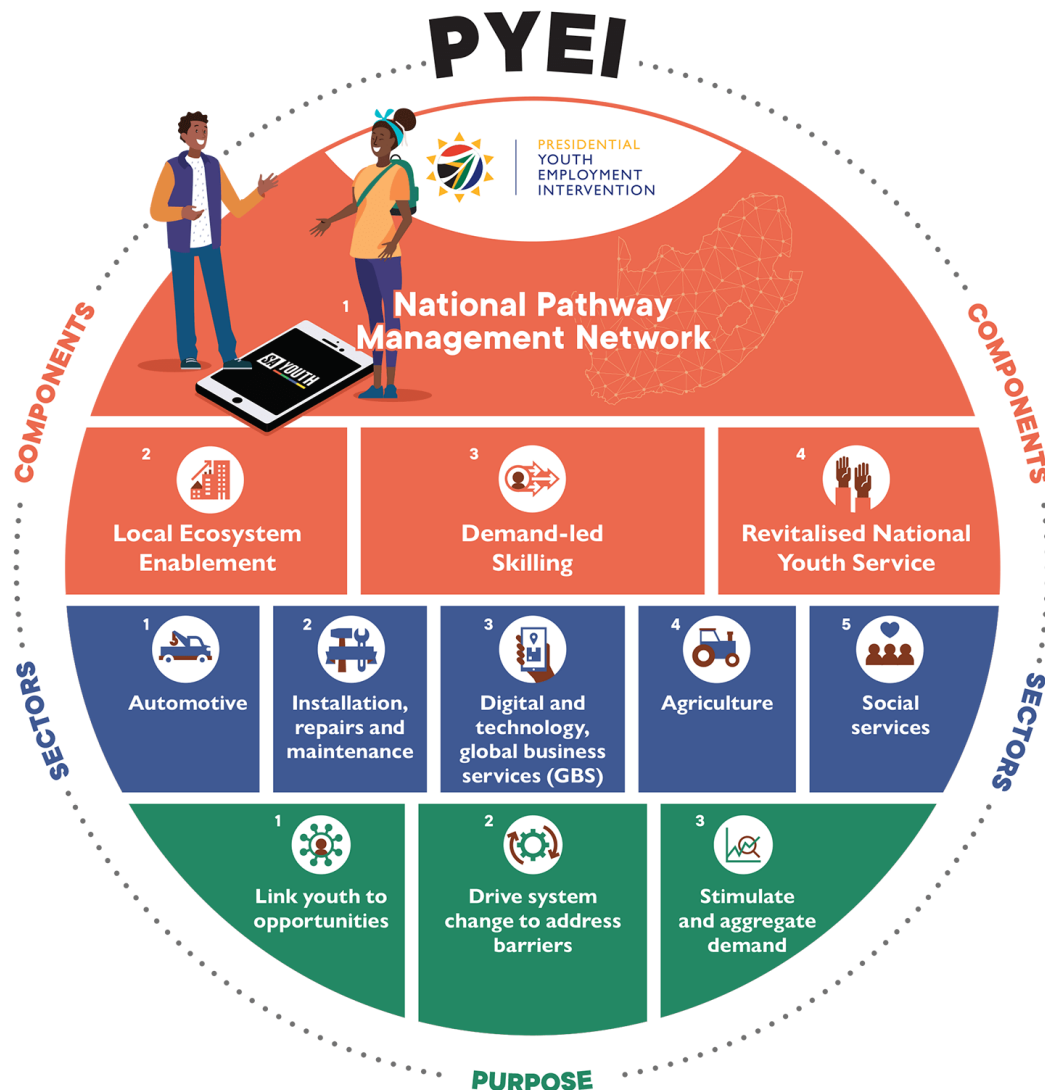
These options can be further investigated.

²⁷ Some of these certificates are also relevant for learners who have a Grade 9 but have not completed Grade 12.

²⁸ Unfortunately, the DBE's intention to roll out the National Adult Senior Certificate for Adults (NASCA) with a streamlined curriculum has been put on holding due to funding and implementation challenges.

'LEARNING AND EARNING': THE PRESIDENTIAL YOUTH EMPLOYMENT INITIATIVE

In his State of the Nation Address in February 2022, President Cyril Ramaphosa reported the concerning statistic that at the end of the first quarter in 2022, 46% of young people between 15 and 34 years were NEET. In response, he presented the Presidential Youth Employment Intervention (PYEI) as outlined in the model below.



This initiative attempts to co-ordinate the various, disparate youth employment and training interventions of government, corporates and NPOs, including revitalising the National Youth Service. In this model, 'learning and earning' are linked, with many of the components offering learners a stipend to work while simultaneously gaining skills (Ramaphosa, 2022).

Education Assistant Programme

As part of the PYEI, young people have been recruited and trained to work as education assistants (Grade 12 certificate required) and general school assistants (non-matriculants). Learners work in their local schools on a five-month contract earning approximately R4,000 per month. They have access to short on-line training courses e.g. digital literacy. Three phases of the programme have already been completed. Phase 4 recruitment will take place from 22 August – 12 September 2022 for placement in schools in 2023.

If this programme continues, it may also offer opportunities for young people in the catchment area to work as general assistants in two areas: Handyman, and Sports & Enrichment agent. Young people must register on sayouth.mobi and apply through the website.

This programme has not been evaluated, and it is unclear how many phases will be offered, or if all provinces will be included. This lack of clarity is reflected in many questions from young people on-line. The internet research revealed a clear difference in perceptions about the programme from government officials and participants.

“For the young people that are placed in PYEI, this has provided a ray of hope, courage and a sense of service to their communities. Some youth have indicated that they used the money received to provide a bed for their parents, some are using the money to put food on the table at home since there is no-one working within their household. The project further created a love for teaching in some of the youth. This is a beautiful story that will leave lasting footprints in the minds of all the youth that grabbed hold of the opportunity”. –Paddy Padayachee (Deputy Director General, Gauteng Department of Education)

But a young person said

“It is sad that our journey is coming to an end and quite tragic that we can no longer apply for the programme again! It has helped our families... Through the programme I have found love and passion for teaching but I do not qualify for Fundza! Where do we go from here!? We are going to be depressed again and we were starting to find our place in society! I know our kids are gonna be saddened about our departure”. (Lalla Hiriyama)

OTHER OPPORTUNITIES

Although the next section presents a range of options for those without matric certificates, these are also open to those who have matric certificates whose results exclude them from universities and TVET colleges.

4. PSET OPPORTUNITIES FOR LEARNERS WITHOUT A MATRIC CERTIFICATE

This section scopes PSET opportunities for learners who exit school prior to completing Grade 12 – though these are also accessible to those with matric certificates whose results exclude them from universities and TVET colleges.

The government's 'three streams' model notwithstanding, an internet search was conducted to identify PSET opportunities which may lead to paid work which could be accessed by youth who do not have a matric certificate.

BRIDGING THE GAP TO TVET

The **Pre-vocational Learning Programme (PLP)** is a one-year foundational (bridging) programme offered at various TVET colleges to equip learners to study at college level. It targets learners with Grade 9, 10 or 11 who do not meet TVET entry criteria in their chosen area of study or are not well-prepared to study. Offered at the Northern Cape Rural TVET College, it helps to build academic confidence, develop study skills and prepares them for learning at post-secondary level. It provides students with an opportunity to improve their results and be able to enter into the stream of their choice on completion, be this NCV or NATED Business/ Engineering studies. This course is funded by NSFAS and its annual cost is R5440.00 with an expected 2-3% increase for next year. (Should the student fail in this one year and wish to repeat, they will be expected to fund the course themselves, as NSFAS does not fund repeating subjects.)

The PLP was initially created in response to the high dropout rate of TVET learners, as well as the long completion times for courses. It acts as a bridging programme for learners who struggle to transition from high school to TVET colleges, especially in more technical subjects.

There are four subject areas:

- **Foundational English:** Written comprehension and speaking with confidence.
- **Foundational Life Skills:** Study skills, organisation skills, fitting into life in a TVET college.
- **Foundational Maths:** Key concepts for subjects that require pure mathematics.
- **Foundational Science:** Basic chemistry and physics – preparing learners for engineering courses.

If Maths and Science are not foundational for their intended course of study e.g. hair dressing or early childhood development, learners do not have to take these components.

The PLP is not a standalone programme. After graduating from the PLP foundational year, learners may continue with their studies at the TVET College.

LEARNERSHIPS and INTERNSHIPS

Kolomela Iron Ore Artisan Learnerships

While the learnerships listed above all require Grade 12, the Kolomela mine also offers a few learnerships for those with a Grade 9 certificate. Further details were not available for inclusion in this report, however.

DVD Quality Mining²⁹

X1 Dump Truck Operator Internship

In this 3-month internship, young people are trained as a dump truck operator and are given practical experience. Possible stipend.

Requirements:

- SA Citizen from local area e.g., Kathu, Postmasburg
- Grade 10-12
- Age: 18-35
- Medically fit
- Must pass Dover Test³⁰

SKILLS PROGRAMMES

Northern Cape Urban TVET College

The Skills and Innovation Centre in the Northern Cape Urban TVET College offers two skills programmes – each lasting three months- that could lead to employment namely

- gas welding;
- vehicle servicing.

At their Moremogolo Campus, their Occupational stream offers skills such as bricklaying, plumbing, electrical engineering, jewelery engineering, mechanical engineering, carpentry etc. The college has all the necessary facilities but these courses are currently undersubscribed.

Requirements:

Passed Grade 9-12

Age: 18-35

²⁹ DVD Boskop Mine is located 19km from Kathu and 34 Km from Postmasburg.

³⁰ The Dover test is a skills assessment test used to identify suitable candidates for apprenticeships and internships.

QCTO Occupational Skills Programmes – potential opportunity for development

The Quality Council for Trades and Occupations (QCTO) has developed a suite of skills programmes designed to build occupational skills that equip learners to have a higher chance of securing a job. The skills programmes focus on practical work, simulations and may include work experience requirements.

Since this is a new offering, however, **there are currently no providers offering these skills programmes** – though NPOs, local private training providers and TVET Colleges are likely to offer them in the future. These skills programmes have the potential to open doors for young people to create a micro-business or find part-time employment in local businesses, including the mines and solar farms.

The programmes applicable to this learner cohort are:

- seven programmes at Level 2 (entrance requirement Grade 9) e.g., Cell phone repairer, Workshop tool assistant;
- eight programmes at Level 3 (entrance requirement Grade 10) e.g., Barber, Plumbing hand; and
- six programmes at Level 4 (entrance requirement Grade 11) e.g., Coded welding, Renewable energy workshop assistant.

See Appendix F for the full list.

Most programmes are of 30 days duration. (QCTO, 2022)

Jasper Power Learn2Drive Programme³¹

This programme partners with local driving schools to support young people to obtain their learner's and driver's licences (Learn to Drive, 2022).

Kolomela Mine Community Skills Development Programmes

These skills development programmes focus on the skills most needed for entry-level jobs, e.g.

- Engineering
- Driving skills to obtain a driver's license
- Web design and basic computer skills

The engineering training takes place in Kathu, while the other training takes place in Postmasburg.

³¹ This programme was put on hold during COVID lockdowns, and we have not received confirmation that it has restarted.

LINKING TO WORK

A number of projects / organisations offer training to young people that may link them to work.

Kgatelopele Youth Info Centre

The Kgatelopele Youth Info Centre in Danielskuil offers services to youth including:

- Typing (CVs)
- Printing and scanning
- Email
- Online applications
- Training workshops e.g., computer skills

The Youth Centre has an active Facebook page, linking youth to jobs, learnerships, workshops, internships, skills workshops and 'learning and earning' opportunities.

SA Youth

This is an on-line database that links a young person to 'learning and earning' opportunities. Businesses, organisations and government departments can list jobs, learnerships, as well as learning and volunteering opportunities here. Young people can use a cell phone data-free to register on the platform and be linked to opportunities based on their postal code and educational level.

"The [SA Youth mobi] platform is part of the Presidential Youth Employment Intervention, which brings together several government departments: the National Youth Development Agency, Harambee Youth Employment Accelerator, Jobs Fund, Youth Employment Service, National Business Initiative and Confederation of Associations in the Private Employment Sector, among others, to create pathways for young people into earning opportunities." (Mungadze, 2022)

To test the system, this researcher created a dummy profile as a Grade 9 unemployed youth from Postmasburg with no skills. This profile linked to just one job – a driver in Postmasburg, with a matric, a driver's licence and 12 months driving experience.

Another search offered the feedback:

"There are no recommended opportunities to show you. There are three things you can still do:

- 1 - Make sure your Profile is up to date.*
- 2 - Read this Hustling content, and*
- 3 - Search for other opportunities near you."*

Essentially, this platform is an attempt to provide a technological ‘solution’ to the deep, systemic problems of youth unemployment. It is included in this research project, as ‘learning and earning’ opportunities through the PYEI can only be accessed through the platform. Also, if the database grows it could create linkages for young people.

It would be valuable for an organisation to mediate the process of registering and checking for opportunities with a group. This could include managing expectations and providing psycho-emotional support, so young people learn to see the platform as a potential resource and do not feel despondent, incompetent or underqualified when mismatched with opportunities above their educational level or skills set (Yes4Youth. 2022).

ON-LINE PEER LEARNING

There is a wide variety of on-line courses available, of variable quality and expense. A list of skills could be identified, and on-line courses evaluated for quality and relevance to local work opportunities or township ‘hustles’.

On-line learning success requires that these are curated for learners, by an NPO or motivated teacher, however. The course material could be offered to a small group in a peer-based learning context. This would reduce costs and create a motivating and enriched environment, breaking the isolation of on-line learning. One example is listed below.

TSIBA Ignition Academy

A suite of short business-related courses aimed at unemployed youth, employees and entrepreneurs is offered on-line by TSIBA Ignition Academy. There are no entry requirements. The courses are:

- Business
- Cashier and retail assistant
- Business correspondence
- Work readiness
- Telephone etiquette
- How to run a retail business
- Customer service
- Personal development
- Attention management
- Emotional intelligence in everyday life
- Emotional intelligence at work
- Anger management

Each short course is based on a student guide. A 300 – 500-word article is studied per day, followed by an assessment when the course material is completed.

The cost is R799 per course. The Academy suggests that funding could be sourced from local business enterprises e.g., the mines; supermarkets or fast-food chains, as part of their Skills Development and Enterprise and Supplier Development (ESD) offering to improve their B-BBEE scorecard rating.

MICRO-BUSINESS

Training young people with skills that enable them to set up viable (micro) businesses is another option.

Blossom Care Solutions

Blossom Care Solutions has created an innovative programme that supports young women who are NEET.

Focusing on 'period poverty', the programme trains young women to set up micro-businesses manufacturing and selling sanitary pads. This is sponsored by businesses as part of their SED commitment to local communities. The micro-businesses have guaranteed orders from corporate CSI donation programmes, which give 10 free pads per month to girls in local schools. Blossom is working to secure other channels to market – in townships (spaza shops and supermarkets); and at a national level (Spar and Pick 'n Pay) to increase the market.

Tshipié Ntle manganese mine – located in Kuruman (85km from Danielskuil; 150 km from Postmasburg) – has formed a partnership with Blossom Care Solutions to set up a sanitary pad manufacturing factory to implement the programme (Mining Weekly, 2022).

While this programme is in Kuruman, outside of the catchment areas of this research, it is included as there is potential for mines, solar farms or businesses sponsor young women from these communities to set up their own micro-franchises.

An innovative Solar PV pilot

The South African Renewable Energy Technology Centre (SARETEC) and the Manufacturing, Engineering and Related Services Sector Education and Training Authority (merSETA) are currently running an innovative pilot to offer the qualification: Occupational Certificate: Solar Photovoltaic Service Technician. The programme covers three skills areas:

- Mounting
- Installing (including electrical wiring), and
- Farm Technician

This enables learners to mount and install household or small business solar PV systems, and / or work on solar farms. With the potential to 'sell' stored energy into the Eskom grid, this presents a real income-generating opportunity for young people in the future.

The programme is competency-based and is offered through three components :

- Knowledge components: Completed on-line using cell phones, incorporating augmented and virtual reality for practical simulations. On passing competency assessments, learners are invited to attend practical training.
- Practical Training Workshops: At nominated TVET Colleges with specially designed workshop facilities under the guidance of technical mentors.
- Workplace Assignments: When learners have mastered the practical skills, they enter approved workplaces to complete workplace assignments (MERSETA, 2022).

An integrated model

While not in the Northern Cape, the **Ray Mhlaba Skills Training Centre** located in Nelson Mandela Bay in the Eastern Cape provides a potential model for a youth skills training centre in the Lesedi catchment area.

The **Ray Mhlaba** is located in Nelson Mandela Bay, Eastern Cape. This vibrant, thriving skills training centre offers both NQF qualifications (for learners with Grade 9-12), as well as skills programmes for youth who are NEET. The Centre's objective is to empower youth with the skills and confidence to find jobs in the formal sector or to start their own businesses.

The programmes offered match the needs of local businesses, especially restaurants, guesthouses, and hotels. There is an on-site restaurant/coffee shop which caters to both the general public and participants who are attending workshops in the Centre's for-hire training venue. The restaurant is staffed by learners as part of their workplace learning. There is also a fully-equipped workroom for carpentry and joinery.

Area	Title	Level	Duration	Employment Opportunities
Hospitality	Professional Cookery NQF Level 4	Training to become professional chefs + hospitality required standards of food preparation and customer service	12 months	hotels, guest houses and restaurants
Accommodation Services	Skills Development Programme: Basic Housekeeping	hospitality industry required Levels 1-3 standards of basic housekeeping skills	6 months	hotels, guest houses, cleaning companies and entrepreneurial cleaning opportunities
Food and Beverage		Food and beverage / table attendance	12 months	hotels, guest houses, restaurants, game reserve lodges and retail outlets
Butchery	Skills Development Programme: Butchery Skills	Techniques of working with meat; use of butchery equipment & machinery; training to become a blockman. Programme conducted in a fully	6 months	butcheries, meat manufactures, retail outlets

		operational butchery.		
Bakery	NQF Level 2 & 3	Skills required to become a professional baker	12 months	hotels, guest houses and restaurants
Woodwork	Entrepreneurial Training Programme	carpentry skills, furniture making, restorations, saleable item production	10 months	building contractors, carpentry manufacturers + entrepreneurial opportunities
Needlework	Entrepreneurial Training Programme	Needlework skills + arts and crafts Use creativity in developing saleable items for the tourism industry	6 months	tourism outlets e.g. museums, airports, craft markets, hosiery manufacturers +entrepreneurial opportunities
Beauty – Nail Technician	Entrepreneurial Training Programme	skills and tools to become self-employed nail technicians or employed within the beauty industry	6 months	beauty salons, nail bars + entrepreneurial opportunities
Early Childhood Development	ECD NQF Level 4 & 5	Skills required to work in or run an ECD centre	12 months	day care centres, crèche's, play schools
Caregiving	HIV Aids & Palliative & Home-Based Care SETA accredited	Basic nursing education & the understanding of terminal illnesses and the HIV Aids pandemic	6 months	public home-based care sector, children's homes, old aged homes, public clinics and adult centres

The Centre has been running for 13 years; 1,314 learners have studied there of whom 82% are employed.³²

BUILDING YOUTH LEADERSHIP

Aimed at building youth leadership, the **loveLife Mpintshi Programme** focuses on youth in school (12-17 years) and out-of-school (17-24 years).

This is a volunteer programme that is designed to build skills and competencies - e.g.

- communication skills,
- workplace skills (facilitation, organisation, running meetings),
- leadership skills;

and to build their sense of personal self-worth by being part of a group of peers working to bring about positive change in their local communities.

As volunteers, they will be trained to run loveLife's healthy sexuality, positive lifestyle and skills development programmes. This includes running a computer skills programme called Cyber Ys. (Four youth as permanent staff; 30 youth mpintshis).

³² Ray Mhlaba Skills Training Centre: Working to reduce poverty and unemployment of youth, 2022.

Other loveLife youth skills programmes include:

- cellphone repair;
- first aid;
- driver's licence training and
- workplace skills training (Kathu Gazette, 2021).

The Sishen Iron Ore Company Community Development Trust (SIOC-CDT) and Anglo-American have provided three years' funding for loveLife programmes in the Tsantsabane Municipality.

PUBLIC PROGRAMMES

Expanded Public Works Programme

The Extended Public Works Programme (EPWP) is a poverty alleviation scheme that aims to provide temporary jobs for unemployed youth in four sectors: Infrastructure, Social, Environment & Culture and Non-State Sectors. As of March 2022, the minimum wage of an EPWP worker is R12.75 per hour. There are several programmes that fall under the EPWP, e.g.

- National Youth Service (NYS) Programme³³ which comprises workplace exposure in the construction sector and practical skills experience, e.g. in plumbing, painting, paving, welding, and manual work.
- Artisan Development Programme³⁴ which offers artisanal skills training e.g., diesel mechanic.

These opportunities are advertised on the Northern Cape government websites and local social media channels.

Community Works Programme

The Community Work Programme (CWP) provides short-term contract work for unemployed youth on community service projects that benefit the local community e.g., environmental clean ups, classroom repairs.

In the Northern Cape, the CWP is implemented through the national NPO, Themba lethu Development. From time to time, the local municipalities advertise CWPs in Tsantsabane and Kgatelopele.

³³ The NYS is implemented by partners e.g., National and Provincial Department of Public Works, National Youth Development Agency (NYDA), Construction, Education and Training Authority (CETA)

³⁴ Currently, only 367 young people nationally are enrolled in this programme.

Basic Package of Support for Youth

Currently in the exploratory phase, the Basic Support Package for Youth (BSP) - funded by the Jobs Fund, the DG Murray Trust and the government - seeks to support young people who are NEET and who are overwhelmed by their life circumstances and do not have the skills to navigate the myriad of work and study opportunities which could be available.

The BSP offers a bridge for young people by creating a mentored pathway for them. The programme:

- 'Proactively reaches out to young people aged 18-25 years who are NEET;
 - provides customised guidance through a trained youth coach;
 - connects young people to services to overcome barriers in their lives;
 - connects young people to opportunities best-suited to their longer-term plan; and
 - follows up and continues to support young people as they plan their next step'
- (Allie-Edries, N., 2022, 14)

CONCLUSIONS AND RECOMMENDATIONS

These conclusions and recommendations were developed by REAP's Emma Francis and lead researcher Penny Morrell, following a review of this research. This was not part of the researcher's commissioned task.

CONTEXT

Economic opportunities in the Northern Cape are centralised around the mines and solar power projects with a few supplementary jobs in services, retail and hospitality. While the two TVET colleges and Sol Plaatje University offer a range of qualifications, it is not clear that there will be formal jobs for those who graduate from them – or from the other PSET institutions in the country - in the catchment area.

The arrangements in the **skills training sector** in the country are currently shifting towards occupationally-recognised qualifications – in addition to which there is some doubt about the value of **TVET qualifications** with respect to opening doors to employment. In addition, some organisations prefer to train their own staff – thus providing opportunities for those without a post-school qualification.

The envisaged **Three Streams Model** for schooling – which intends to more assertively include vocational and occupational streams at schools, thus providing a link to possible employment – does not seem to be imminent. Piloting is underway, however.

Given the evidence that young people are increasingly looking to **self-employment and 'side-hustling'** for financial sustainability, supporting those youth who are drawn to this as an option needs to be considered – apart from formal PSET. The support needed was identified as mentorship and networking services, followed by business guidance and training.

REAP's core business is promoting access to, and readiness for, post-school education and training. In undertaking this research REAP has not curtailed its findings or focus to its own scope, however – but in taking up proposals it will need to consider the breadth of its PSET undertaking.

ISSUES ADDRESSED

1. PSET readiness programmes

This research found very little evidence of post-school readiness programmes of any kind being run in schools.

Recommendations

With no immediate sense of duplication or organisations with whom to partner, REAP to continue to offer its relatively comprehensive post-school readiness programme.

2. Funding / bursary options for PSET opportunities

In addition to the national state-funded bursaries offered through NSFAS, Funza Lushaka and SAPS, there is a plethora of bursaries, particularly for study at university, listed online on various databases.

Locally, the mines and solar power projects offer quite a wide range of bursaries to attend university while some also support students at TVET colleges.

Access to these need to be mediated as learners are unlikely to find them on their own.

Recommendations

REAP to consider

- actively partnering with other bursary providers to provide psycho-social support only (as it has already done with funding from Kolomela Mines); and
- assisting learners to apply for other bursaries and offer them REAP's psycho-social support.

3. PSET opportunities for learners who cannot access university / TVET college

For those who would still like to access university or a TVET college despite having insufficiently good matric results, improving these and/or **finally getting a suitable matric certificate** is one route – though not an easy one. The Community and Education Colleges (CET) which are meant to be situated locally – are one way of pursuing this.

A number of careers **accept young people with lower G12 results** like SAPS and entry-level nursing. Other options like these could be investigated further.

A limited number of **apprenticeships and learnerships** are offered locally – mostly through the mines and solar power projects. Most require a G12 though some are for those without matric certificates.

Breaking through the ceiling to employment for those who are NEET – even though they have a matric certificate - is not easy and is recognised as a national problem. The recently launched **Presidential Youth Employment Initiative** is set to address this, although it is in early stages of implementation. Education assistant, and possibly Handyman, and Sports & Enrichment Agent, are some of the ‘learning and earning’ short-term opportunities available. It is not clear whether this skilling will lead to more permanent work, however.

Other work and study options open to matriculants are given in the next section which addresses opportunities for those who do have matric certificates.

Recommendations

Recommendations are included in those made in the next section.

4. PSET opportunities for learners without a matric certificate

A bridging course to post-secondary education is offered at the NCRT. The **Pre-vocational Learning Programme (PLP)** targets learners with Grade 9, 10 or 11 who do not meet TVET entry criteria or are not well-prepared to study - and helps to build academic confidence, develop study skills and prepares them for learning at post-secondary level.

Various organisations offer **entry level skills** that can lead to employment. The NCUT offers welding and vehicle servicing and Kolomela Mine Community Skills Development Programme offers engineering, driving, computer skills and web design. Jasper Power Learn2Drive Programme offers driving lessons! The QCTO’s suite of short Occupational Skills Programmes – which includes training for things like cellphone repairer, workshop tool assistant; barber, plumbing hand etc – remains a promise of things to come, with a number of significant issues still to be addressed.

Some employers prefer to do their **own on-the-job training** with non-matriculants while a few have learnerships and internships intended for this group, e.g. to become a dump truck operator.

Two organisations - SA Youth and Kgatelopele Youth Info Centre - provide young people with access to **links to employment** – though this seems to be largely technological without much personal mediation.

Starting a microbusiness is another option open to those without a high-level matric. Based in Kuruman (outside of Lesedi catchment area) Blossom Care Solutions trains young women to set up micro-businesses manufacturing and selling sanitary pads – and, supported by various donation and mentorships, is linking to large contracts to secure income. Teaching technical skills to do with solar power with a view to employment or running their own business is another option – while an Eastern Cape skills training centre oriented to the catering and tourism sectors offers as an example of an integrated learning and earning model which can lead to self-employment. This could be replicated in the Northern Cape.

Youth leadership offered through **loveLife** in Postmasburg is another avenue that develops both ‘soft’ skills (through the **Mpintshi Programme**) and ‘hard’ skills (cellphone repair; first aid and driver’s licence training).

There are **public programmes** through which young people can ‘learn and earn’ – like

- the National Youth Service (NYS) Programme (offering skills in plumbing, painting, paving, welding, and manual work);
- the Artisan Development Programme (e.g. diesel mechanic); and
- the Community Work Programme (CWP) which provides short-term contract work for unemployed youth on community service projects e.g., environmental clean ups, classroom repairs.

Recommendations

Recommendations are made jointly here for opportunities for young people with a poor matric or no matric certificate at all.

1. The primary proposal is that **REAP considers addressing the needs of the many post-school youth who are not able to access formal PSET** in a programme that is organised and incremental – whether they leave school in Grade 10, 11 or 12. This ‘Alternative Options Programme’ could include the following:
 - including in the Grade 12 PSRP workshop curriculum, options other than formal PSET (universities and TVET colleges);
 - including in the career fairs held annually at each school, ³⁵ options other than formal PSET (universities and TVET colleges);
 - advocating that those who are still interested in attending a TVET college consider the one-year bridging course offered at NCUT, the **Pre-vocational Learning Programme (PLP)**;

³⁵ As we do not want to promote learners leaving school before Grade 12, we will have to consider how to include options into the G10 and G11 workshop sessions.

- ascertaining which **learnerships and apprenticeships** are being offered each year (as some companies change them annually) – and their entry requirements - and link learners with these;
 - researching and profiling more options (in addition to nursing) for **careers and funding options** for matriculants whose marks did not get them into TVET college or university;
 - compiling a comprehensive list of **entry level opportunities** that young people may access (whether they left school before Grade 12 or are in Grade 12 and their Grade 11 results indicate they are unlikely to access university or TVET college.)
2. A project focussing on **working with those who are already NEET** in these two towns is a considerable undertaking. REAP will need to decide the extent to which it could become involved in supporting youth who are already out of school who are not in the formal university / TVET sectors.
- If REAP decides to extend its offering, it may want to circumscribe its involvement and/or chose particular sectors or fields on which to focus. For instance it may
- offer a modest service that helps link young people to study or ‘learn and earn’ opportunities, managing expectations and providing psycho-emotional support; and/or
 - link young people with **public programmes** - including the Presidential Youth Initiative – to breaking the cycles of being NEET and building entry-level CVs; and/or
 - link with another organisation who might work with youth who are NEET to connect them to links to possible suitable employment using resources from existing online resources e.g. SA Youth and Kgatelopele Youth Info Centre.
3. The extent to which REAP might work with other organisations to **promote self-employment / entrepreneurship** should also be considered. For example it would be well within REAP’s scope to
- link school learners to existing competitions/ initiatives; and
 - include entrepreneurs in the career fairs.

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APPENDIX A: QUALIFICATIONS OFFERED AT TVET COLLEGES

NC(V) National Certificate Vocational

A skills-focused qualification with a combination of classroom-based training and workplace learning.

Requirements: Grade 9 or equivalent qualification

Duration: Three years per level of study

National Accredited Technical Education Diploma (NATED)

N1 – N3

Requirements: Grade 9 or equivalent qualification

Duration: Four months per level of study

N4-6

Requirements: Grade 12 or equivalent qualification

Duration: 18 months theory and 18 months practical experience

Exit qualification: National Diploma.

May exit with a certificate but this excludes having done workplace learning.

NQF qualifications

NQF Level 1-5

These are offered as SETA-funded learnerships.

Requirements: Grade 9-12

Duration: Usually 1 year per level

QCTO qualifications

These qualifications are being phased into the TVET Colleges during a transition period, and eventually will replace the other qualification types.

APPENDIX B: NORTHERN CAPE URBAN TVET COLLEGE: QUALIFICATIONS OFFERED

NC(V) - National Certificate Vocational - courses

- Transport and Logistics
- Safety in Society
- Office Administration
- Information Technology & Computer Science
- Tourism
- Finance, Economics & Accounting
- Civil Engineering & Building Construction: Plumbing
- Electrical Infrastructure Construction

NATED Courses

City Campus

- Electrical Engineering (N1 - N3)
- Mechanical Engineering (N1 - N3)
- Fitting
- Diesel / Motor
- Platers

Moremogolo campus

- Civil Engineering (N1 - N2)
- Electrical Engineering (N1 - N2)
- Foundational Programme
- Masonry / Building
- Plumbing

National Diplomas

Phatsimang Campus

- Marketing Management
- Business Management
- Tourism

City Campus:

- Management Assistant
- Financial Management
- Marketing Management
- Intro to Business Management

APPENDIX C: NORTHERN CAPE RURAL TVET COLLEGE: QUALIFICATIONS OFFERED

NC(V) - National Certificate Vocational - courses

Pre-Matric Business Studies

- Pre-Vocational Learning Programme
- Hospitality
- Office Administration

Pre-Matric Engineering

- Electrical Infrastructure Construction
- Automotive
- Fabrication
- Fitting & Turning

NATED courses

Post-Matric Business Studies

- Public Management
- Human Resource Management
- Management Assistant
- Financial Management
- Business Management
- Tourism
- Legal Secretary

Post-Matric Engineering

- Mechanic
- Electrical Engineering
- Fitting & Turning
- Boilermaker
- Auto Electrical

APPENDIX D: BASIC POLICE DEVELOPMENT LEARNING PROGRAMME

The 24-month **Basic Police Development Learning Programme** trains young recruits in

- legal and policing skills;
- effective service that will improve community satisfaction; and
- skills to create a safe and secure environment for all who live in South Africa.

There are 10 accredited SAPS academies in the country - located in the Eastern Cape, Western Cape, Kwa-Zulu Natal and Gauteng.

	Description	Benefits
Phase One: Academy (10 months)	Foundational phase – will mainly focus on acquiring necessary knowledge and skills. Practical application of knowledge and skills	R3,175 per month Free meals and accommodation Polmed medical aid – lower plan membership, no pension fund
Phase Two: Workplace experience (12 months)	Workplace exposure at a station.	R 7,275 per month Own meals and accommodation Polmed medical aid – lower or higher plan membership, pension fund and all other benefits (Leave, allowances, etc)
Phase Three: Academy (2 months)	Integrated assessments.	

After graduation, trainees are given positions within SAPS as constables.

Permanent appointment after 24 months:

Earnings: R 10,307 per month

All benefits applicable to SAPS Act members

(SAPS, n.d.)

APPENDIX E: NURSING EDUCATIONAL REQUIREMENTS

Required education

Registered Nurses (RN): 4 years	Perform all general nursing responsibilities + supervision of Enrolled Nurses and Enrolled Auxiliary Nurses	• National Senior Certificate (GR12) • English (First additional language) – NQF Level 4 with 50% (code 4) • Home Language – NQF Level 4 with 50% (code 4) • Life Science – NQF Level 4 with 50% (code 4) • Mathematics– NQF Level 4 with 40% (code 3) <u>or</u> • Mathematics Literacy – NQF Level 4 with 50% (code 4) 50%
Enrolled Nurses (EN) 2 years	Perform limited nursing care.	• Computer Literacy – NQF Level 3 with 40% (code 3) • Minimum total score of 24 excluding Life Orientation
Enrolled Nursing Auxiliaries (ENA) 1 year	Perform basic procedures and care for patients	• National Senior Certificate (GR12) • English – NQF Level 4 with 40% (code 3) • Life Science or physical science subject – NQF Level 4 with 40% (code 3) • Mathematics– NQF Level 4 with 40% (code 3) <u>or</u> • Mathematics Literacy – NQF Level 4 with 50% (code 4) 50% • Computer Literacy – NQF Level 3 with 40% (code 3) • National Vocational Certificate • Life or physical science subject - NQF Level 4 with a minimum of 50% • Mathematics– NQF Level 4 with a minimum of 50% <u>or</u> • Mathematics Literacy – NQF Level 4 with a minimum of 60% • English communication Skills – NQF Level 4 with a minimum of 50% • Computer Literacy - NQF Level 3 with a minimum of 40%

APPENDIX F: QCTO SKILLS PROGRAMMES – NQF LEVELS 2-5

Level 2

☐	SP ID	Skills Programme Title	NQF Level	Credits
1	SP-191221	Basic Furniture Upholsterer	2	28
2	SP-191210	Basic Kitchen Appliance Repairer	2	27
3	SP-191211	Cellphone Repairer	2	25
4	SP-2110010	New Venture	2	32
5	SP-210408	Refrigerant Safe Handling	2	37
6	SP-1112201	Workplace Preparation	2	30
7	SP-191207	Workshop Tool Assistant	2	24

Level 3

☐	SP ID	Skills Programme Title	NQF Level	Credits
1	SP-191220	Animal Health	3	60
2	SP-210501	Assistant Handyman	3	82
3	SP-191215	Barber	3	36
4	SP- 191201	Domestic Water and Drainage Pipe Repairer	3	49
5	SP-191202	General Residential Repairer	3	31
6	SP-210403	Plumbing Hand	3	83
7	SP-191208	Shielded Metal Arc Welder	3	40
8	SP-200901	Work Place Preparedness and Risk Control Assistant-Communicable & Other occupational ...	3	3

Level 4

☐	SP ID	Skills Programme Title	NQF Level	Credits
1	SP-210402	Coded Welding	4	96
2	SP-191213	Eco Ranger	4	60
3	SP-211004	Hot- and Cold-Water Systems Installer	4	93
4	SP-210602	Renewable Energy Workshop Assistant	4	24
5	SP-200902	Work Place Preparedness and Risk Control Officer- Communicable & Other occupational Di...	4	5
6	SP-211009	Workplace Essential Skills	4	20

Level 5

☐	SP ID	Skills Programme Title	NQF Level	Credits
1	SP-210603	Advanced Spatial Intelligence Data Scientist	5	40
2	SP-211001	Assistant Life Coach: Communication, Integrity and Confidence Coaching	5	30
3	SP-210601	Auxiliary Community Development Facilitator	5	70
4	SP-211003	Community Counsellor	5	25
5	SP-211006	Community Development Facilitator (Drug and Alcohol Abuse Awareness)	5	25
6	SP-210409	Conflict Management	5	8
7	SP-220323	Energy Performance Certificate (EPC) Practitioner	5	25
8	SP-220319	Learning and Development Facilitator	5	36
9	SP-211005	Moral Regeneration Education and Awareness Facilitator	5	30
10	SP-211002	Occupational Screening Spirometry	5	8
11	SP-210604	Spatial Intelligence Data Scientist	5	56
12	SP-220322	Workplace Based Practitioner Programme	5	30