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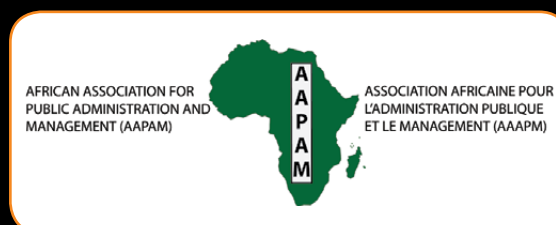
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Editor's column

Alcohol abuse in schools

See the Alateen advertorial on page 9.

The Department of Basic Education published the National strategy for the prevention and management of alcohol and drug use amongst learners in schools (2013). [Source]

While the Strategy offers the framework for the development of implementation plans at provincial, district and school levels, this is an ongoing process and as such, the Strategy is a working document that will be amended as required.

Alcohol abuse by learners has been linked to academic difficulties, absenteeism, and drop-out from schooling, thus impacting negatively on the attainment of quality basic education. It is also associated with a host of high risk behaviours, including unprotected sex, crime and violence, traffic accidents, and mental and physical health problems.

The main goals of the strategy are to retain learners in school and to create a safe learning environment that contributes towards quality education. Objectives include ensuring that schools are alcohol and drug free zones, increasing knowledge, life skills and confidence amongst learners so that they are less likely to engage in problematic alcohol and drug use, and managing alcohol and drug use-related problems amongst learners in order to enhance learning outcomes and learner retention.

Nationally, 50% of learners have never used alcohol in their lifetime, while 35% currently use alcohol (past month use). Of concern are the high levels of binge drinking amongst learners, defined as having five or more drinks in one sitting, with 29% doing so. The age of initiation of alcohol use also appears to be decreasing, as more learners in younger age groups had their first drink of alcohol before the age of 13 years, than learners in older age groups.

One of the most consistent findings in research studies on substance use is the relationship between peer and adolescent alcohol and other drug use. Deviant peer affiliation, indicated by behaviours such as skipping school, drinking alcohol, or experimenting with drugs, increases the likelihood that an adolescent will use alcohol and other drugs.

However, it is unclear whether peer influence results in drug use, or if adolescents who use drugs select other drug-using peers as friends. Availability of substances in and around the school, as well as a lax attitude of schools towards alcohol and other drug use by their learners, is likely to result in greater use of substances. It is of concern that 9% of South African learners have been offered, sold or given an illegal drug on school property.

Current regulations declare that all public schools are drug free zones. No person may possess illegal drugs on public school premises, or enter the premises while under the influence of an illegal drug or alcohol. The regulations also make provision for the searching of school premises, or persons present on the premises, by a police officer, principal or delegate, if there is reasonable suspicion for possession of substances.

Yours in sober education

Janos Bozsik

Editor

Upskilling and the Gig Economy emerge as smart ways to fight youth unemployment

For South Africa's youngest citizens finding a job remains an enormous challenge. While the country's official unemployment rate is now 27.7%, the most affected group by far are young people under the age of 35, as a staggering 38.6% of youth are currently unable to find work. Against the backdrop of a sluggish economy finding creative and innovative solutions to high unemployment among the youth is an urgent concern, even more especially as South Africans celebrated Youth Day on 16 June.

Today, skills development programmes together with participation in the Gig Economy are beginning to emerge as smart solutions to youth unemployment by creating avenues for young people to hone internationally recognised skills while gaining valuable real-world work experience. Defined as a flourishing environment of short-term contracts or freelance work, the Gig Economy could create much needed opportunities, both for those seeking work and those looking to expand their skills.

The promising opportunities of a growing Gig Economy here at home led to the launch of the Nerd Academy, an initiative of Piehole.tv in collaboration with ProcurementExpress.com, which offers free programmes designed to upskill the unemployed and assist them in marketing themselves successfully to canvass for work in Europe, Asia, the United States and beyond.

According to Priscilla Kennedy, founder of video production company Piehole.tv, the programme is proving successful with previously unemployed people finding work from places like as far afield as San Francisco, and those getting jobs are even contracting some out. Kennedy says that examples of the skills being developed within the programme and earning revenue includes: administrative tasks, translation, web development, graphic design and storyboarding.

The prevalence of independent workers is on the increase internationally and Kennedy says that the potential benefits for South Africa's youth are only just starting to be explored: "I've worked remotely for various international companies for nearly 10 years – on trains, beaches and cities across multiple countries. There is no reason why people can't be sitting in the middle of the Karoo and delivering value to the rest of the world with the added benefit of being able to earn Dollars and spend in Rands."

Solving the youth unemployment crisis requires imaginative solutions and collective action which recognises the importance of skills development to unlock decent work opportunities both here at home and abroad are vital according to Kennedy. It's a view that's also shared by President Cyril Ramaphosa who in March announced the Youth Employment Service, or YES initiative – a new collaboration between government and business to provide more jobs and apprenticeships for South Africa's young workers.

"Online access to the Gig Economy has even more potential for youth in rural areas, who despite having qualifications and marketable skills remain jobless.



Priscilla Kennedy



The same is also true for young people who want to expand their skillset but cannot afford expensive courses or travel to tertiary institutions. By taking advantage of technology and the multitude of online courses and freelance platforms, South Africa's youth can kick-start their careers and sharpen their skills to compete in the global digital economy," concludes Kennedy. ▲

South African teachers urged to enter national ICT in education competition

The Internet Service Providers' Association of South Africa (ISPA) and the Digital Education Institute (DEI) have issued a joint call for the country's teachers to enter the 2018 ISPA SuperTeacher of the Year Competition.

Registration opens on 01 March 2018 and will close on 30 April 2018. Amongst other requirements, competition entrants must submit a completed ICT in Education project that outlines the successful implementation of ICT skills and technologies within the schooling environment. All pertinent details are available on www.ispasuperteachers.co.za.

One of the country's premier ICT in education accolades, the ISPA SuperTeacher of the Year Awards are a much-anticipated fixture of the annual, long-running iWeek Internet industry conference and exhibition and have been held every year since 2001. The iWeek event will take place in August this year in Cape Town.



Last year's ISPA SuperTeacher of the Year Awards Gala Dinner saw the crowning of Amandla Vinjwa as ISPA SuperTeacher of the Year, Marina Myburgh as ISPA TechTeacher of the Year and Mokhudu Machaba as ISPA MobileTech Teacher of the Year for 2017.

According to project manager Milford Malunga at DEI, "The ISPA SuperTeacher of the Year Awards are well respected in education circles, both for their longevity and for the huge role the Awards have played in terms of encouraging teachers to pioneer ICT in their classrooms."

The teacher project has equipped over 5 000 teachers with ICT skills thanks to continued support from ISPA's members who pledged their further support at iWeek in 2017.

In previous years, only educators who had participated in ISPA's 'Train the Teacher' ICT skills programme were eligible to submit projects for adjudication by the ISPA SuperTeacher judging panel. Opening the competition up to all educators currently teaching at schools throughout South Africa recognised that tremendous strides have been made in equipping local teachers with the kind of ICT skills that they may want to showcase, even though they may



not have received these skills through ISPA and the DEI's ICT in education interventions.

The three ISPA SuperTeacher award-winners each receive a trophy as well as various sponsored prizes.

Please visit www.ispasuperteachers.co.za to register for the competition, for more information on the three award categories and detailed competition entrance requirements. ▲

Primary schools excel at first 2018 & 2019 Jaguar Primary Schools Challenge race

The first race of the 2018 and 2019 Jaguar Primary Schools Challenge (JPSC) Race was held recently at Scibono. A total of 14 teams participated representing eight primary schools in the Johannesburg South and West regions.

The competition, now in its third season, attracted learners between the ages of 5 and 11 from different primary schools, requires teams to design, manufacture and race their own miniature Formula One cars.

The JPSC offers primary school pupils the opportunity to take part in a fun, hands-on STEM (Science, Technology, Engineering & Maths) activity to tackle real life problem solving while learning areas such as design, manufacturing, team work, communication and business skills.

The Schools are supported by the Gauteng Department of Education through the Senior Education Specialist's from the Natural Science and Technology subject group in the Intermediate Phase as part of their Maths, Science and Technology (MST) projects.

The primary schools that participated included

- Glenanda and Townsview primary schools in Mulberton
- Tshepana, Stretford, Lawley and Orange Farm primary schools from South West of Johannesburg
- Julius Sebolai, Lejoleleputsa and Joshua Naude primary schools from the west of Johannesburg

Team 'Force 1' from Glenanada Primary School walked away as winners of the best portfolio, best verbal presentation and overall knock-out race winners.

1. The winning team was 'The Big Five Hunters' from Lejoleleputsa Primary School in Meadowlands, Soweto.
2. Second place went to team 'Fast and Furious' from Orange Farm Primary who also won the fastest car category.
3. Third place went to team 'No Limit' from Jozua Naude Primary School, Roodepoort, who also won the best engineered car.

The top 10 winning teams from this district race will automatically qualify for the regional races to be held with 30 teams.

Pieter du Plessis, F1 in Schools programme manager at Sangari Education, the company responsible for bringing the challenge in South Africa, said: "At first it was a challenge getting both learner's and teachers to buy into

the concept of designing and racing a miniature F1 car. But the concept has now caught on and interest is growing rapidly."

"The JPSC-F1 is literally STEM education in action. Teacher involvement is critical for learners, who need both emotional and physical support," he said.

Christo Jones, deputy chief education specialist for Technology, Gauteng Department of Education, said: "Partnering with Sangari Education to bring active STEM education to primary schools is a good starting point towards improving the education system in the country. Seeing young people design F1 model cars on computers, manufacture and then race them is really inspiring." ▲



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Image: Christof van der Walt

An overview



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South Africa's top 20 millennials shine at the 9th Serious Social Investing Conference

Twenty of South Africa's top youth leaders took to the stage at this year's Serious Social Investing Conference held on 29 May at Melrose Arch in Johannesburg, to share their insights on how to tackle social development issues in South Africa. Each speaker captivated the audience by delivering a 20 minute presentation on what they were doing to resolve issues in the country ranging from renewable energy, to unemployment to early childhood development and even shortfalls in leadership.

Hosted by Tshikululu Social Investments and the FirstRand Foundation, the conference sought to look at how the youth were addressing social challenges in South Africa.

"Tshikululu Social Investments has been delivering on social investment for the past 20 years. Building on solid experience through fresh approaches and strategic innovation has been one of Tshikululu's strengths since inception. It has been a profound experience today to see how the youth are mobilising to address persistent issues in our society using unconventional solutions." said Tracey Henry, CEO of Tshikululu.

Some of the speakers included

Zulaikha Patel: The 15-year-old who led the protest against hair policies at Pretoria Girls' High School just over 2 years ago, and has since become a global icon advocating for women's rights and African identity. Zulaikha's talk focused on what changes needed to be made in education to break down cultural perceptions held by teachers.

Dr Sandile Kubheka: A practising doctor at the age of 20., the gifted Kubheka is the youngest doctor in South Africa. He discussed the gap that exists between private and public healthcare, and the challenges of providing healthcare to South Africa's geographically dispersed populations. Earlier this year, Sandile was voted the 4th most influential South African of 2018.

18-year Trevor Lwere: A Ugandan student from the African Leadership Academy, Trevor presented on African democracy being undermined by world financial bodies and multinational corporations. Trevor also talked about the urgent need to groom the next generation of African leaders, noting that "Only 6% of African students have access to post-secondary education. It's a scary reality given that the average age in Africa is 17 to 18 years. Will future leaders be educated to deal with the problems at hand?"

Research Professor at the University of Stellenbosch, Dr Nic Spaull focused on early childhood schooling, stressing that the system is failing children at the first hurdle and that all subsequent problems in a child's school life is a direct result of leapfrogging early childhood literacy. Spaull identifies the fact that "78% of students cannot read with meaning by grade 4 and this is the key binding constraint in South Africa's education."

Other notable speakers include academic and author, Sizwe Mpofo-Walsh, researcher Ayanda Charlie and digital entrepreneur, Allan van der Mullen.



From top left: Allan van der Meulen, Sizwe Zim, Trevor Lwere, Nolo Mokoena, Ayanda Charlie, Sipho Hlongwane, Shahil Juggernath, Alexandra Flusk, Zulaikha Patel, Nthato Moagi, Wandisile Nqeketho

From bottom left: Ayabonga Cawe, Busi Mkhumbuzi, Lana Mazahreh, Tracey Henry, Sandile Kubheka, Peter Setou

"Learning about how respective young people and organizations are taking it upon themselves to take social investment seriously in their daily activities has been a remarkable experience. This is one the best conferences I have been too. The content was energising, impactful and authentic. All 20 of the speakers were absolutely brilliant!" says Beth van Heerden, Executive of Arts & Culture at FirstRand Foundation.

The Serious Social Investing Conference was organised by content giants Creative Space Media and brought to you by Tshikululu Social Investments in partnership with FirstRand Foundation. ▲

FOR EDUCATORS & PRINCIPALS

What is Alateen?



Alateen is:

...a fellowship of young Al-Anon members, usually teenagers, whose lives have been affected by someone else's drinking.

Purposes of Alateen

Young People Come Together to:

- share experience, strength, and hope with each other
- discuss their difficulties
- learn effective ways to cope with their problems
- encourage one another
- help each other understand the principles of the Al-Anon program

Alateen Members Learn

- compulsive drinking is a disease
- they can detach themselves emotionally from the drinker's problems while continuing to love the person
- they are not the cause of anyone else's drinking or behaviour
- they cannot change or control anyone but themselves
- they have spiritual and intellectual resources with which to develop their own potentials, no matter what happens at home
- they can build satisfying and rewarding life experiences for themselves

Sponsorship & Supervision

In order to be registered as an Alateen group, there must be TWO Alateen Group Sponsors at each meeting. These sponsors – Al-Anon Members in Alateen Service (AMIAS) – are experienced Al-Anon members, certified through the Alateen Service certification process, prior to serving, and are in possession of a SAPS Police Clearance Certificate, renewed annually.

Where Alateens Meet

Alateen groups meet in church halls, school rooms, or other suitable places (often in the same building as an Al-Anon group, but in a separate room as **Alateen meetings are CLOSED to non-certified adults**).

Alateen Literature

Members are encouraged to read Al-Anon and Alateen Conference Approved Literature and materials. Written from members' personal sharings, these recovery tools can help them deal with their problems.

We believe alcoholism is a family disease because it affects all the members emotionally and sometimes physically. Although we cannot change or control our parents, we can detach from their problems while continuing to love them.



We do not discuss religion or become involved with any outside organisations. Al-Anon has but one purpose: to help families of alcoholics.

UNDERSTANDING THE EFFECT OF ALCOHOLISM ON CHILDREN

For nearly 70 years, Al-Anon Family Groups, globally, has helped the families who live with the disease of alcoholism.

The disease of alcoholism in a family member or friend affects children and teenagers in many ways that impact on their behaviour and ultimately, their school work.

Frequently, students and educators do not realise that a relationship with an alcoholic could be a factor in poor performance, disruptive behaviour and other problems.

Alateen helps young people understand how alcoholism affects the lives of all who are associated with a problem drinker.

Alateen in South Africa

We have learned that learners are very cautious about attending Alateen meetings at their schools.

In some areas Alateen meetings are held in the evenings in a nearby church hall, community centre or somewhere secure.

Parents/guardians must give written permission for Alateen attendance.

Alateen South Africa has groups across the country.

A list of Alateen meetings may be found on our websites:

<http://www.alanon.org.za/meetings/>
<http://www.alanongauteng.co.za/>
<https://al-anon.org/newcomers/teen-corner-alateen/>

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Al-Anon Family Groups
Help and hope for families and friends of alcoholics

Seventh modular library donated to primary school in Mpumalanga

“Reading is important, because if you can read, you can learn anything about everything and everything about anything.” – Tomie dePaola

Four years since the pilot of a modular library was constructed by CSX Customer Services, a group company of JSE-listed Metrofile Holdings Limited, in collaboration with South African charity group, SHOUT for a safer South Africa, a seventh modular, fully serviced library has been launched in Bushbuckridge Primary School in Mpumalanga.

Managing Director of CSX Customer Services, Mario Martins, says that this initiative is as a result of the dire need for improved literacy and education within South Africa. By providing these modular libraries, Martins says that CSX Customer Services greatly assists children to learn and expand their imaginations. Previously launched libraries include Tembisa, Harrismith and Soshanguve, with future plans to launch one in Motherwell in the Eastern Cape.

“A percentage of the CSX business is focused on providing education sector solutions both locally and in Sub-Saharan Africa, making our role in the library project a significant and strategic one. Many children are known to walk as far as 6km to gain access to a library, and we hope that in providing these modular libraries, the time saved walking such far distances will result in an environment that is safe, conducive to more reading and provide better learning experiences. Education and imagination are key in the development of the minds of young people”.

Martins says that these modular libraries are constructed from chromadex materials and are designed to last up to fifty years, requiring very little maintenance. CSX has fully equipped these libraries, including children's furniture to create a fun and secure environment: “The libraries are each equipped with an estimated 10 000 books that are specifically selected by



Breadline Africa, who also appoint librarians to run the facilities. Each library is conveniently situated in well-lit areas and are typically in safe communal areas. To date, the feedback has been exceptionally favourable, with many children choosing to spend their afternoons reading,” says Martins.

CSX is inspired by the opportunity to assist in the education of young people and are very proud to give back to communities in need. “We remain committed to supply as many modular libraries as possible in hope of significantly assisting the education of the less fortunate in South African and surrounding countries,” says Martins. ▲

A helping hand for those who help

The Bambanani Trust Care, from Fourisburg, a non-profit organisation received a printer and new uniforms as well as a donation to assist them with the Office rent, from Frontier Inn Dihlabeng Community Trust.

The Bambanani Trust Care runs an after-school care programme to help children with their homework. The Frontier Inn and Casino paid R15 000 towards the rental of their offices, a printer and new uniforms.

The project also targets 10 000 people infected and affected by HIV/Aids in the Fourisburg area, offering home based care for the ill. They work closely with the clinics and hospitals in the area, and the goal is to give hope to the frail and the ill and offer support to their families. ▲



Project Leader from Frontier Inn and Casino is Paul Ellis (rear), with all the staff from Bambanani Trust Care project

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Schools must adapt approach for educating and engaging Generation Alpha

The traditional approach to education must be revolutionised in order to ensure the best outcomes for the current generation of school children, who are increasingly being called Generation Alpha, and whose world differs materially from the world in which their Millennial parents grew up, an education expert says.

“Generation Alpha represents those children who were born after 2010, who are now at the beginning stages of their school careers,” says Jenny Coetzee, career educator and founding member of the ADvTECH Group’s prestigious Crawford School La Lucia.

Coetzee, currently MD of the soon to be opened Crawford International School in Kenya, has in the course of her decades-long career forged an exceptional reputation as a visionary pioneer and leader in the education space.

She says each generation – whether they be Generation X, Y or Z – grew up in a world different to that of their parents and the generations before them. Just as each of these generations were exposed to unique circumstances, challenges and opportunities, so are the newest generation, whose labelling as Generation Alpha is fast gaining traction.

“These children are the most connected, educated and sophisticated generation ever, so when educating, a school should provide an environment that enhances learning for these digital integrators,” she says.

“These children live in an open-book environment – just a few clicks away from any information, they connect in a borderless world – across countries and cultures, and they communicate in a post-literate community where texts and tweets are brief, and where visuals and videos have the greatest impact.”

She says schools should be putting special emphasis on developing critical thinking and problem-solving skills, so that students are equipped to see problems from different angles and formulate their own solutions.

“Regardless of the field they choose to enter for their careers, the ability to think, be creative and act quickly is an indispensable tool for the future, particularly in view of increasing automation and the expectation of the workplace of the future, as identified by the World Economic Forum.

“It goes without saying that technology must be embraced in today’s schools, but what is of crucial importance, is that it is effectively used to enhance pedagogy and improve learning. In order to achieve this, schools must be equipped with high speed internet and embrace the value of social platforms.”

Students must also be exposed to new technologies, such as 3D printing, drones and robotics, and schools should articulate the possibilities these new technologies create. They must also expose students to new fields such as user experience design, and the latest schools of thinking such as

design thinking models as a scaffold for project work.

“Just like Generation Z before them, schools looking after Generation Alpha must cultivate the spirit of entrepreneurship. Entrepreneurial thinking and leadership are imperative and entrepreneurship courses must form part of the curriculum where collaboration between subject disciplines is encouraged.”

Coetzee says it is imperative that schools nurture a global outlook, and that students are able to benefit from strong networks formed with international education bodies. And teachers must be trained in the latest strategies and teaching techniques.

“Children come to us naturally curious about their world and wanting to explore it. Their imaginations are vast and untamed, creating endless amounts of practical and impractical things. As teachers we need to continue to nurture them to develop their curiosity and imagination, as well as teach them how to apply them creatively and purposefully using technology as a tool.

“We may not know exactly what lies ahead for our students in the future, but we know what skills and tools they will need once they get there: to think critically, to work as a team, but most of all to be curious and excited about learning in this world that is so different from the world in which we were raised.”

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Children can also suffer from burn out

Gone are the days when children went to school, came home, made a peanut butter sandwich and went to play with the neighbourhood kids. Cindy Glass, Director and Co-founder of Step Up Education Centres explains “Children are naturally high-energy beings and very little thought is given to the extreme pressures and overloading of activities that our children face in the world that we find ourselves living in today. As adults, we are familiar with the challenges of physical and emotional burn-out, but we do not consider that children are prone to burn out as well. In fact, burn out in children, if left unchecked, can lead to depression, complete apathy and a myriad of health issues.”

Cindy goes on to explain that many children are being subjected to competitive and pressured activities all day, every day and at a pace that most adults would find challenging to keep up. “Academic expectations, sports (school and clubs), cultural and religious studies, extra lessons, music, art, drama, dance ... the list goes on and on ... when packed, back-to-back into the daily schedule of children can lead to overloaded children becoming exhausted and this may lead to burn out.”

Parents who notice that their children are showing a combination of the following signs may want to consider that their children may be heading towards burn out- or worse-have already burned out.

- A loss of motivation or desire for activities that they once enjoyed or looked forward to.
- Anxiety, fearfulness and panic attacks
- Fatigue and tearfulness, withdrawn, uncharacteristic tantrums
- Feelings of dejection, making excuses or simply refusing to attend activities that they may have enjoyed before
- Physical illnesses, loss of appetite, nail biting
- Falling behind in academics or other activities

Burn out is not something to be taken lightly

Cindy gives the following tips to consider when dealing with burn out in children:

1. Choose to be a mindful parent. Watch, communicate, listen-with-understanding, acknowledge that something needs to change and act to help and support your child.
2. Honestly assess the activities and stress causers in your child's life. Work with your child to reduce or stop the activities that cause the greatest stress.
3. Allow time for your children to just BE. Allow time for rest and reflection, for childish games and laughter. Teach your children the importance of listening to their bodies and making healthy choices for themselves – choices that are uplifting, enjoyable and less pressured.
4. Be realistic in terms of how many activities your child is doing every day and every week. Watch for signs of exhaustion. Engender a relationship of non-judgemental communication with your child. Guide, support and teach them positive coping skills (which may or may not involve a change in schedule).



5. Choose to create balance in yours and your children's lives. There is no advantage or positive learning that can take place from overloading a child. It is important for children to learn a variety of skills as they grow, but be aware of how much is expected of them – too much can be counter-productive.

Cindy concludes by saying “Burn out in children is more prevalent that we may have allowed ourselves to consider before. It can lead to serious consequences. As parents, it is essential that we acknowledge that children, although naturally high energy beings, can and will burn out if their lives are out of balance and the signs are left unchecked.”

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NQF explained: what prospective students should know before they sign up

Terminology related to education in South Africa can often be very confusing, particularly when learners and prospective students need to consider the National Qualifications Framework (NQF) and talk of accreditation and registration. It is however very important that prospective students get to grips with the terminology, as not doing so can have serious implications down the line, an education expert says.

Dr Felicity Coughlan, Director of The Independent Institute of Education, SA's largest private higher education provider, says one of the most important aims of the NQF is to protect the general public from abuse by bogus education providers. She also says that by developing an understanding of the NQF, you can make assumptions about registration and accreditation, which makes it all much easier to understand because a qualification that is not registered or accredited is not on the NQF, so it really is your shortcut to working out what is real and what is not.

"South Africa has a register of all qualifications which is managed by the South African Qualifications Authority (SAQA), and this register is referred to as the NQF," she explains.

"We are fortunate in South Africa to have some really strict rules that educational institutions and training providers have to adhere to, so if you want to study there are a few simple questions to ask to which there are very clear answers. If an

institution is not clear with you on the answers, the chances are you should be cautious about registering."

Coughlan says that something can only be called a "qualification" if:

1. It has a credit value of 120 as a minimum, and
2. is registered on the NQF with an NQF ID (sometimes called a SAQA ID) number.

"The shortest possible qualification is therefore normally one year as it takes about a year of study to do 120 credits. A degree is normally at least 360 credits

NQF Level	NQF/Grade Level		
5 - 10	HET		
4	FET	Grade 12	FLC
3		Grade 11	
2		Grade 10	
1	GET	ABET Level 4 - Grade 9	
		ABET Level 3 - Grade 7	
		ABET Level 2 - Grade 5	
		ABET Level 1 - Grade 3	
		ABET Level 0 Pre ABET	

GET to FET



and so on. Without these two being in place, what you are studying is considered a short course and not a qualification, so it cannot be called a diploma or degree. So, if a South African institution is offering you a diploma for three weeks of study, it is not legitimate and warning lights should start flashing about that institution."

Coughlan adds that if an education institution cannot provide a prospective student with a programme's NQF ID, caution should be exercised as it is then not a South African qualification.

However, even when an institution does provide an NQF ID, one should still verify it independently by searching for it on <http://regqs.saqa.org.za/>

"Look up the qualification and check its level and credit value, as well as information about what it covers. You can then compare that information to the marketing material given to you by the training provider to make sure that the promises and reality match."

Coughlan says that qualifications will only get registered on the NQF if they have been checked for quality and accredited by the Quality Council with the statutory responsibility for doing this.

South Africa has three of these Quality Councils

1. Umalusi is responsible for "school level" qualifications which are on the first four levels of the NQF – Levels 1 to 4.
2. The Council on Higher Education (CHE) is responsible for higher education (post- secondary school) qualifications which are the ones on level 5 to 10 offered by registered private higher education institutions and public Universities.
3. The QCTO (Quality Council for Trades and Occupations) manages vocational training and education from Level 1 through to level 6. The level overlaps with Umalusi and the CHE, but the area of focus is very much the trades and occupations, from plumbing through to being a chef or even some areas of accounting. These colleges are called TVET – Technical Vocational Education and Training Colleges. (In the past called FET (Further Education and Training) Colleges.

Coughlan says the level on the NQF gives one an indication of how complicated the subject matter is. Level 10 is where Doctorates are pitched, for instance, while Level 4 is the level of Grade 12.

"Only registered private and public institutions can offer qualifications that are on the NQF, while both private and public institutions can offer on all levels and through approval from all the Quality Councils. This means that the only difference between public (University) institutions and private higher education institutions – which may as a result of regulations not refer to themselves as private universities – is that the public institutions get some subsidy from the government while the private institutions don't."

Coughlan says when one has a clear understanding of the NQF, that information will assist you in deciding what to study and where.

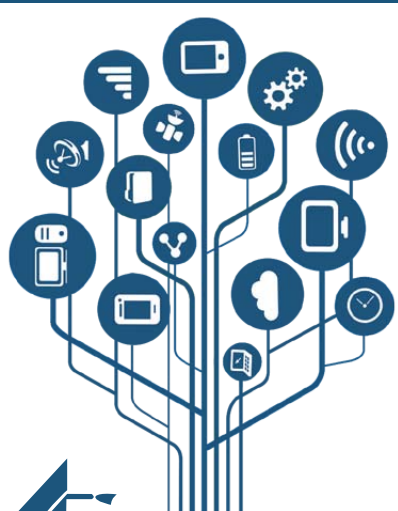
"If, for instance, you want to follow a trade or vocation such as becoming a Chef, you need to find a college (public or private) accredited by the QCTO and registered as a private or public TVET College with a qualification on the NQF.

"If however you want to pursue a higher education qualification such as a Higher Certificate, Degree or Diploma, you can investigate your options among any of the country's 26 public Universities or 116 registered private higher education institutions.

"As always, it is crucial for prospective students to thoroughly investigate all their options, to ensure they find the best fit for themselves in terms of location, campus, and offering."

Prospective students can find a complete list of all registered private colleges and higher education institutions at: www.dhet.gov.za/SitePages/DocRegisters.aspx ▲

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Youth can benefit from skills demand forecasting

South African youth can benefit from skills forecasting and scenario planning to better prepare for the future and the world of work.

This is according to Applied Development Research Solutions (ADRS) Global, a leading economic modelling research company whose Linked Macro-Education Model (LM-EM) is generating medium and long-term forecasts of skills demand and supply in South Africa.

Recent StatsSA data shows that the unemployment rate among youth (those aged 15 to 24) in South Africa increased to 52.4% in the first quarter of 2018, implying that more than one half of young people in the labour force did not have jobs.

More than four decades after thousands young people resisted the repressive apartheid regime's 'Bantu Education' scheme, important questions remain: what opportunities and future prospects await young people in South Africa? How is it possible to future-proof the youth with sound economic and education policies?

"The LM-EM model is built to inform policy, help labour market participants, especially the youth, and assist human resource planners, as employers of young people," says Asghar Adelzadeh, ADRS Global Chief Economic Modeller.

The model helps identify growth paths linked to economic and education policy scenarios that can benefit the youth.

It has shown that with the current mix of policies, the economy will, at best, grow at a moderate average growth rate of 2.75% between 2018 and 2030 adding about 6.2 million jobs to total employment.

By 2030, total employment and the unemployment rate are projected to reach 22.4 million and 19.7% respectively.

Over the next 12 years, the model shows the share of workers with low skills (no matric) is projected to gradually decline from 45.8% currently to 35.2%.

However the share of workers with high skills (with tertiary education) is expected to increase from 21.1% to 33.2%. Their employment figures will more than double from 3.45 million in 2017 to 7.44 million in 2030.

LM-EM also provides projections of future demand for various occupations across industries. "For example, the demand for managers in the Trade, Catering, and Accommodation sector is projected to increase by about 150 000 over the next 12 years or about 3.1% annually."

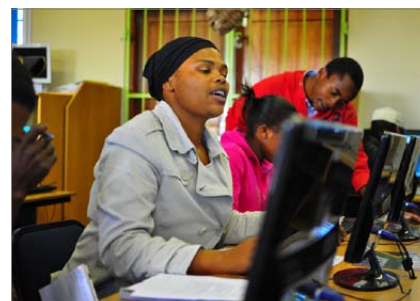
For the youth, LM-EM's 'Occupation Search' facility provides important forward-looking information for 5 000 occupations.

For instance, young people interested in becoming computer programmers can see the demand for computer programmers is expected to grow much faster than

average, more than 15% over the next 12 years.

There will be more than 900 job openings annually in this field, and the overall number of programmers is projected to increase by about 8 000, the model shows.

"It is essential to appreciate the skills needs of the country in an interactive system that captures the relations between the economy and the education sector. LM-EM does this. It also shows that the youth can especially benefit through not only increased investment in education but also adoption of policies that directly target higher growth and employment," added Adelzadeh. ▲



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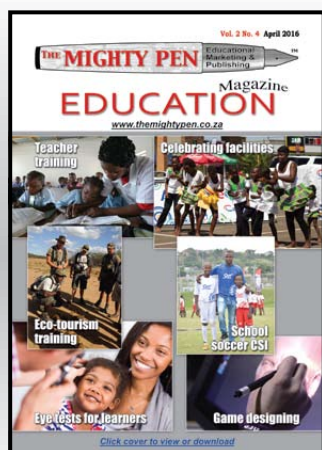
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