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Engineering Studies N1-N6 - South West Gauteng TVET College

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Tshwane North Technical and Vocational Education and Training (TVET) College is one of the 50 Public TVET Colleges in South Africa. Tshwane North TVET College is situated in the Greater Tshwane Metropolis area of Gauteng. It consists of a Corporate Office situated in the inner city of Pretoria and six delivery sites (campuses) namely: Mamelodi; Pretoria; Temba; Rosslyn and Soshanguve South and ...

This six-volume handbook covers the latest practice in technical and vocational education and training (TVET). It presents TVET models from all over the world, reflections on the best and most innovative practice, and dozens of telling case studies. The handbook presents the work of established as well as the most promising young researchers and features unrivalled coverage of developments in research, policy and practice in TVET.

"Twenty-twenty hindsight" means perfect understanding of events only after they have happened. In his book, Mosiuoa Sekese looks back on his life in the old and new South Africa and gives his own perceptive interpretation of the past events. Sekese suffered discrimination and prejudice under the old apartheid government as well as the new, democratic regime. His story is highly personal, but provides the reader with unique insights into the social and educational challenges that South Africa continues to grapple with. "I had a quick read and I find the content heartbreaking but fascinating. Especially as a white South African you are drawing me into a world that I always knew existed, but which few people have the guts and conviction to paint into words." - Louise Heystek-Emerton: CEO Wordwise/Khuluma Awethu

"Describes the similarities and differences between the community colleges and their equivalent in 23 countries around the world"--Provided by publisher.

The Technical and Vocational Education and Training (TVET) college environment is marked by increasingly stark juxtapositions between what needs to be achieved in the post-school education sector and the increasing difficulty of current conditions. The 'triple challenge' of poverty, inequality and unemployment weighs heavily on the social, political and economic fabric of the country and expectations are high that the TVET colleges can make a pivotal contribution to counter these challenges. Despite laudable increases in TVET enrolment, the education system needs to work harder to accommodate the weight of demand for post school further education and training (FET) band qualifications from young people not in education, employment or training. At the same time, it is vital to secure adequate quality in TVET programmes which depend so much on the competence and commitment of college lecturers. This collection offers a set of research papers that provide new analytic and empirical material on: □ The political economy of TVET types in different countries which, by comparison, illuminate the South African case; □ A periodisation of government interventions in the TVET sector over the last three decades; □ The unsettled state and status of TVET lecturers in relation to their job requirements and conditions of service; □ The halting evolution of collegial

relationships between college lecturers towards higher collegiality; □ Employer expectations of college graduates and how colleges are responding; and □ An analysis of the outcomes of a college improvement intervention in Limpopo and the Eastern Cape. This book will offer valuable information and insights for decision-makers as well as analysts of institutional change concerning links between education and economic growth, with particular regard to TVET graduates' employment rates.

Examining the curriculum shift from vocational education and training (VET) to further education and training (FET), this book explores the complex challenges facing curriculum development in continuing education and vocational schools in South Africa. The new strategic direction detailed here offers pre-employed, employed, and unemployed workers different kinds of training to be competitive in a difficult labour market. Particular attention is paid to lessons learned and problems experienced in other countries that can be applied to the current South African context.

The low demonstrable effect of education research done in South Africa in particular – and Africa in general – continues to be a problem in scientific records in the educational sciences. This scholarly collected work addresses this obstacle and focuses on recommendations from scholars in different sectorial categories in the field of education. Scholars from a variety of sub-fields within the educational sciences reflect on this particular matter, revisiting the history of research and research outcomes and offering informed recommendations based on in-depth investigation and analysis of aspects of the various discourses within the relevant sub-fields. The scope of the content of this collected work centres on the issue of the lack of scientific records concerning the scientific raising of the impact of education research. The book aims at making a specific contribution to the educational sciences by stimulating scholarly discussion around how to increase the recording of the significance of educational research done in Africa, and in South Africa in particular, and to redirect the research agenda into the direction of making more impact. Impact is conceptualised to mean both scholarly impact (that is being cited and being used as foundation for theory building and for further research) and practical impact (that is improvement of practice, teaching and learning in education institutions at all levels).

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