



DGMT

EDUCATION GUIDE

 **YOUTH
CAPITAL**

BASIC EDUCATION

As a country, we've gotten to the point where almost every child is enrolled in their first year of basic education. While we are proud of this, a hard truth is that only 37% of Grade 1 learners will pass matric (Broekhuizen, and others). So, while we congratulate the post-apartheid government and parents on ensuring that all children are enrolled in Grade 1, now we need to see throughput (when you as youth complete basic education and access higher education), be equally prioritised.

But what is tripping up 63% of enrolled Grade 1's who never complete their race to Grade 12? Despite the progress made since 1994, race, geographical location and socioeconomic status still predict how good a school is, and how likely learners are to perform well (Moses, and others). We could be using schools as safe spaces to build young people's critical thinking and creativity, nurture positive relationships with caring adults and build important skills, but we often don't - leaving learners exposed to factors that push and pull them out of school. Push-out factors are within schools (Dockery) and include: poor quality teaching from sometimes unqualified teachers, high teacher absenteeism, hunger while at school, overcrowding, undiagnosed learning disorders (and lack of support if diagnosed), lack of proper sanitation, subject-shaming, uncaring schools, etc. Outside school factors are called pull-out factors (Dockery) and they exist in communities and can include violence and crime, and alcohol and drug abuse. Therefore, young people who dropout are not naughty or lazy, as some people might think. The truth is that most of you spend 10 years or more committed to your schooling, dealing with difficult situations in your homes, schools or communities. In addition to all the difficult situations you are dealing with, you also now have to deal with the impact that Covid-19 is having on your education. Schools with economic

challenges are struggling in various ways, they are unable to adhere to social distancing because of overcrowding, the need to share resources such as textbooks, as well as children having to take public transport to get to school.

Completing matric is important for opening up different opportunities for young people - the number of people participating in the economy (by either being employed or looking for work) increases dramatically for those who have at least a matric. In order for you to get through school you need to be provided with essential resources and support to aid your school journey.

Here are some of the ways in which this can happen:

- With the high rate of grade repetition, your schools should not just progress you to the next grade, they need to make sure you have any knowledge gaps. For those of you who have knowledge gaps, you should receive the individual attention you need to catch up.
- You should be tracked as you move through the school system, so that you get timely, targeted support. This can happen by using existing education data systems to continuously track and report on your marks, conduct and attendance.
- The social, familial and economic pressures you face as young people are just as important in shaping your success as your academic performance or the quality of teaching, therefore you should be provided with wrap-around support. Thus, management support teams within schools should be taken seriously and properly resourced, to fully provide you with this support.

While we need to make sure every learner has a real chance to pass matric, we need to build up training and development options for learners without a matric - both in terms

of skills and employment opportunities; improve career guidance and information about other post-schooling options. These young people need to be re-engaged and offered support to re-enter education or training so that they can stay on track. Furthermore, paths back into education need to be simplified and the necessary information made available to those of you who have dropped out.

Every young person has the right to basic education so that they can thrive in higher education and the workplace. To make that right a reality for all young South Africans we need learners, parents, teachers, communities, NGOs and the government to work together. South Africa needs an educated and skilled workforce to thrive.

HIGHER EDUCATION

South Africa's most commonly known and sought after institutions for higher education are universities and universities of technology. A university is an institution of higher education and research, which grants academic degrees in a variety of subjects - it provides both undergraduate and postgraduate education. A university of technology offers vocation oriented and hands-on diplomas and degrees, and focuses on innovative problem-solving research (SA Study). Although these institutions and private degree-granting institutions are held in high esteem, they are not the only viable option for South Africa's young people. There are other higher education options, including Technical and Vocational Education and Training (TVET) colleges - they are meant to be available to learners from Grade 10 for education and training with a view, towards a specific range of jobs and employment. We will look at TVETs and other options in more detail in the Higher Education 2 section.

If you, as a young person, attend these institutions for higher education your chances of getting your first decent job almost doubles; 49% of working-age people with matric are employed, compared to 84% of working-age graduates from higher education institutions (STATSSA). So, it is imperative that you as young people

aim to further your education after basic education.

But fees for higher education institutions are so high, and because of our country's inherent systematic inequalities, students of colour are the ones who cannot afford to pay. It is due to these exorbitant fees that in 2015 and 2016 students rallied around the country in protest, demanding that #FeesMustFall (SAHO). The movement led to student fees not being increased, and the government increased funding for universities (SAHO). Although there is a lot of doubt as to how the government will maintain this in the future, for the sake of the youth's future, we hope that they do.

Although financial support is a huge factor that affects students' participation in higher education, there are other things that students require in order to survive the university experience. Dell Young Leaders, a bursary programme that aims to provide wrap-around support for students at two of the top universities in South Africa, reported that only 18% of its students believed that the most powerful impact of the intervention was financial and material support. On the other hand, 50% felt that psycho-social and community support were the most valuable aspects (Dell Young Leaders Case Study). This means that more

than half of the students who received the bursary felt that the following was more important than the financial support:

- face-to-face talks with mentors to discuss their challenges and wins;
- help with university administration;
- study support;
- peer mentoring and;
- career guidance.

Wrap-around support is crucial for young people because being away from home and attending these massive institutions can be a culture shock and can be overwhelming in many ways. For better wrap-around support and assistance, young people could consider enrolling with academic development programmes such as the Education Development Unit (EDU) at the University of Cape Town which provides you with extensive support. Programmes like these offer you mentorship, academic workshops, counselling, specific support regarding language development, and a chance to make friends quicker with fellow participants. If young people are not in these types of programmes the institutions they are attending can better support them by closely tracking their progress to ascertain who needs additional individual support in order to successfully finish their qualification.

A huge mistake a lot of young people make is that they solely focus on their studies at university and do not partake in extracurricular activities with societies, clubs, and organisations. These types of activities are a great starting point to build social networks and enhance soft skills. Social networks will prove to be valuable after university – your social networks can consist of people who can give you job advice, connect you to opportunities and perhaps serve as references on your curriculum vitae. Soft skills include communication, critical thinking, and

conflict resolution. Acquiring soft skills is vital as they are one of the most desired qualities amongst employees (Economic Graph).

Only 6% of young people who enroll at university will complete their studies within six years (Broekhuizen, and others) because of the many challenges they face. Young people will get pushed out of higher education because of financial challenges, stress levels, lack of support from friends and family, demanding class and study schedules, etc. We call upon all community members; parents, teachers, principals, mentors, and local government to come together to offer friendly and uplifting support to our young people who are attending these institutions for higher education so that they do not feel isolated or alone as they take on this challenge. We also call upon universities to commit to making sure every single graduate gets their certificate, no matter their historical debt - without these certificates, young people have no signifier for their qualifications.

HIGHER EDUCATION 2:

It can be very demoralising if you do not manage to get into the university or university of technology that you wanted. However, it's not how many times you fall that counts, but rather how many times you get back up. So, if you as young people find yourselves not being able to pursue your first choice, know that you have other options.

If you were not accepted by your first choice due to your marks, you can try to improve your marks by rewriting some of your exams. You can register for supplementary exams by registering for the Second Chance Programme with the Department of Basic Education via your school. These exams are usually written in June.

If you cannot improve your marks, there are other institutions from which you can obtain your tertiary education. Remember that it is important that you consider all of your options. If you attend institutions of higher learning, your chances of getting your first decent job almost doubles. The number of people participating in the economy (by either being employed or looking for work) increases dramatically for those who graduate from higher education institutions (StatsSA).

At this point, you already know about Technical and Vocational Education and Training (TVET) colleges as a great alternative for universities. Certain courses at these colleges are, by law, available to learners with Grade 9 for education and training with a view towards a specific range of jobs, and employment. They offer courses in industry fields such as agriculture, arts and culture, business, hospitality, commerce and management, education, training and development, engineering, manufacturing and technology, services, building construction and security. The duration of the courses ranges from several months to several years (The Skills Portal).

Please remember that not everyone is well suited to the theoretical teaching style that universities offer – it is perfectly fine to have TVET colleges as your first option.

Another option that you as young people may consider is applying for learnerships with the Sector Education and Training Authority (SETA) certified learnership programmes. A learnership is a learning programme that includes both theoretical learning and practical on-the-job experience to obtain a registered qualification. There are over 21 SETAs that represent most industries in South Africa; including agriculture, food and beverage, manufacturing, culture and arts, tourism, hospitality and sports, media, advertising, information and communication technologies, and transport, to name a few (South African Job Opportunities). This is a great option as it allows you to hit two birds with one stone: you get work experience and end up with a qualification.

Apprenticeships are similar to learnerships in many aspects, but they are an opportunity that is available for those who prefer more practical professions such as plumbing, welding, engineering, mechanics, etc. During an apprenticeship, a majority of the time is spent learning practical skills under the supervision of a qualified tradesperson. The duration of the apprenticeships varies, but usually, it lasts for four years. Transnet, Eskom, Barloworld, Toyato, SAB are a few companies known to run apprenticeship programmes (The Careers Portal).

Some bursary funds are available for higher education. However, not all young people desiring to go to an institution for higher education will secure a bursary, scholarship, or financial aid. This will be a very challenging position to find yourself in, but there are many people who have been in similar situations that chose to

work part time to finance their own studies. Universities such as UNISA offer long-distance learning, and you can tailor your studies to suit your financial and time constraints. While you work, you also have the option to take online courses on Massive Open Online Courses (MOOCs) platforms such as FutureLearn, Coursera, Canvas and EdX. Although these courses do not count towards university credits, they are free, don't have any entry requirements and can make a great addition to your CV. Especially if you choose courses with relevant skills to the career path you would like to follow.

The path to higher education and eventually a decent job is not the same for everyone. Some paths will be straightforward, but most will not. And although universities are

more sought out, they are not necessarily the most suitable choice for everyone. Before applying to higher education institutions, consider all of your options carefully – take into consideration what type of teaching method suits you best (perhaps you are more inclined to a practical type of teaching style), your interests and passions, and your financial and time constraints. In addition to this, be open-minded and have a plan B, C, and even D.

As with universities, young people in other institutions for higher learning should be receiving wrap-around support and their certificates (regardless of historical debt) as discussed in the preceding sections.

SMALL SOLUTIONS TO SOME OF YOUR CHALLENGES IN EDUCATION

- If you experience severe difficulties with reading, writing, listening, spelling, and doing mathematics, ask a parent or teacher to get you evaluated for a learning disorder.
- Petition for organisations such as Room to Read (they offer a comprehensive Literacy Programme that combines home-language classroom instruction with high-functioning libraries) to come to your community.
- If at risk of dropping out, find a mentor in your community/someone you trust to talk to about it.
- Find out about after-school youth-focused support programmes in your communities such as Ikamva Youth <http://ikamvayouth.org>.
- Be more expressive about youth's challenges and support needed in your community.
- If you've recently failed matric or would like to improve your marks, here's how: <https://bwisehealth.com/article/i-failed-matricwhat-do-i-do-now>
- Speak about #subjectshaming on social media and support each other through the challenges of opting out of prioritised subjects. Performance in Maths and Science is important and the education system should definitely be striving to improve these, but the truth of the matter is not all students are gifted or interested in these subjects and this should not be a reflection of their smarts. Parents should nurture their children's natural talents and interests, and teachers should be

discouraged from subject shaming and stigmatising students that excel at other subjects.

- Do you need more information on what your options are? See the DGMT Pathways from School to Work map: <https://youth.dgmt.co.za/pathways-from-school-to-work/>. Find After School Options: <https://educonnect.co.za/find-after-schooloptions/>
- Speak to a career guidance counsellor or a teacher or a mentor about which higher education institution is best for you.
- Speak to individuals from your community who went to higher education institutions about their experiences.
- Ask those who have gone to higher education institutions for help with the application process - both for financial aid and for the institutions you would like to study at.

- Ask your teacher, professors or tutors to mentor you.
- Start study groups with your classmates.
- Finding a free tutoring programme.
- Be honest about your experience at university with family, friends, and community.
- Find out if your institution has counselling services.

TERMS TO DEFINE

- **Basic education:** Basic Education in South Africa includes: Grade R to Grade 12. The Department of Basic Education also includes adult literacy programmes as part of basic education.
- **Socioeconomic:** Socioeconomic describes one's financial and social environment.
- **Vocation:** A type of work that you feel you are suited to doing and to which you should give all of your time and energy. It is interesting to note the difference between the term vocation and job. Job is defined as regular work you do to earn a living.
- **TVET colleges:** Technical and Vocational Education and Training (TVET) is a college where you obtain knowledge and technical skills for the world of work. Throughout the course of history, various terms have been used to describe elements included in TVET. For example, Apprenticeship Training, Vocational Education, Technical Education, Technical-Vocational Education (TVE), Occupational Education (OE), Vocational Education and Training (VET), Career and Technical Education (CTE), Workforce Education (WE), Workplace Education (WE), etc. (UNESCO-UNEVOC).
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- **Learning disorders:** Learning disorders, or learning difficulties, make reading, writing, listening, spelling, and doing mathematics difficult for a learner. A learning disorder is not a problem with intelligence or motivation. Children with learning disorders aren't lazy or dumb, in fact, most are just as smart as everyone else. Their brains just work uniquely – they have different ways of receiving and processing information (HelpGuide). For example, dyslexia is a disorder that makes it difficult for a child to understand the relationship between sounds, letters and words. While many factors can influence learning, a child with a learning disorder is different from a child who struggles to learn because of a lack of stimulation or environmental problems, as a result of emotional problems or mental illness, a lack of cognitive or intellectual potential, or physical disability such as impaired hearing or sight. While all of these factors can influence learning, these

children are generally not considered to have a definable learning disorder. (Health24).

- **Psycho-social support:** this term refers to the ever-changing relationship between the psychological and the social aspects of a person. The psychological aspects include the internal, emotional and thought processes, feelings and reactions, and the social includes relationships, family and community network, social values and cultural practices. Psychosocial support refers to the actions that address both the psychological and social needs of individuals, families, and communities (Psychosocial Interventions).
 - **Mental health:** Mental health refers to someone's state of mind. It is about thinking, behavioral, and emotional wellbeing. Mental health can affect daily life, relationships, and even physical health. We all go through times when we feel worried, confused or down. But when it starts to feel difficult to do everyday things like hanging out with friends, getting work done or doing the things we normally enjoy, this could mean we have a problem with our mental health (Young Minds). You can keep mentally healthy by eating a balanced diet, sleeping well, exercising, being sociable, and asking for help from a social worker, or a counsellor if you've been feeling low and stressed for long periods of time.
 - **Hard skills vs soft skills:** Hard skills are job-specific skills you can gain through education, training programs, certifications, and on-the-job training. Softs skills are interpersonal skills such as adaptability, attitude, communication, creative thinking, work ethic, teamwork, networking, positivity, time management,
- motivation, etc. (The Balance Careers).
- **Social capital:** is the value that comes from participation in social networks, which allow individuals to achieve things they couldn't on their own. Social networks are the connections you make at school, extracurricular activities, church, clubs, internships, work, etc.
 - **NSFAS, bursaries, and scholarships:** National Student Financial Aid Scheme is a government entity under the Department of Higher Education, Science and Technology established according to the NSFAS Act (Act 56 of 1999) to provide financial support to disadvantaged students who wish to further their studies at public universities or TVET colleges (NSFAS).
 - **Bursaries:** vary in amounts and professions and are given to students in order to further their studies. In return for funding your studies, the company may require you to repay them by signing a work contract with them. Another type of bursary is a donor bursary (a bursary awarded to a deserving candidate in a specific field of study or in recognition for his/her work in a specific field of study).
 - **A scholarship:** is a financial award usually given to students based on their outstanding academic achievements. Recipients are not always expected to repay or work back the money they receive (Nelson Mandela University).
 - **Covid-19:** Covid-19 is the name for the disease caused by the coronavirus. This is simply short for coronavirus disease 2019. Coronaviruses are a large family of viruses that cause illness ranging from the common cold to more serious diseases.

GET THE FACTS! BUST THE MYTHS!

MYTH	FACT
Completion of basic education in South Africa is compulsory.	Education is compulsory from Grade 1 to Grade 9, but from grades 10 to 12 education is optional and is sometimes taught in a specialist technical, community or private colleges. Do you think school should be compulsory until one obtains their basic education, i.e. a National Senior Certificate (NSC), or an equivalent qualification?
Children with learning disorders cannot succeed at school.	Children with learning disorders can and do succeed. Although they need organised and supportive parents and teachers, and supportive measures (e.g. individual or group corrective lessons by a trained corrective teacher, speech and language therapy, homework tutors to assist with individual homework sessions, etc.), students with learning disorders can reach their potential, despite learning problems.
I cannot study at university if I matriculate at a TVET college and obtain the National Certificate Vocational (NCV) level 4 instead of the National Senior Certificate (NSC) from a traditional school.	The National Certificate Vocational (NCV) level 4 is an equivalent qualification to the National Senior Certificate (NSC), and can sometimes be seen as a higher qualification than a matric qualification. Therefore, the NCV is accepted by some South African universities (subject to minimum admission requirements). Thus, if you change your mind about an academic path after having attended a TVET college, you can pursue studies at a university.
The only way to solve our education crisis would be to invest more money.	South Africa allocates between 4.7% and 4.9% of its gross domestic product (total wealth in one year) to basic education, thus spending more on education than most advanced economies such as the United States and the United Kingdom. And yet, we perform worse than other developing countries such as Zimbabwe, Kenya and Swaziland (Mail&Guardian). Therefore, just throwing money at the problem is not enough, our government needs to do better at allocating, managing, administrating the resources invested in the education system. How can we hold people in local government accountable for the way they are spending educational resources?
All graduates stand similar chances of securing a job.	A cohort study in the Western Cape highlights that unemployment, two years after graduation, amongst black graduates entering the labour market for the first time is 20%, compared to only 4% amongst their white counterparts (Pathways from university to work).

I have to extend my degree if I am accepted into an academic development programme like the Education Development Unit (EDU) at the University of Cape Town.	This depends on your National School Leaving (NSC) results. You can choose to either complete your degree as per normal or do it over an extended period of time.
If I do a learnership, the qualification I obtain is not widely recognised.	The qualification you obtain after completing a learnership is registered on the National Qualifications Framework (NQF), and is therefore widely recognised and accepted.
Learnerships are the same as internships.	Although both learnerships and internships provide you with work experience, they are not the same. Internships hardly ever include a formal educational component, whereas learnerships have to. By law, young people are entitled to remuneration during learnerships, unlike internships. Most importantly, a young person who successfully completes a learnership obtains a registered qualification. Despite the differences, internships are also a great option that will offer you the opportunity to gain work experience, build social networks and enhance your soft skills.
I will be overlooked by companies, because I have a qualification from a TVET college.	This is not true. In fact, some TVET qualifications are better suited for some occupations.
You don't have to dry your hands after washing them.	Studies show that germs can be more easily transferred to and from wet hands, which is why drying hands is essential to staving off bacteria after handwashing.
Having COVID-19 means that you will have the virus for life, you can never fully recover.	Most of the people who catch COVID-19 can recover and eliminate the virus from their bodies. If you catch the disease, just make sure you treat your symptoms. Other patients can fully recover through medical care.

DID YOU KNOW?

Levels of drop-out in South Africa differ significantly by **race**. Research has shown that “only 44% of Black and Coloured youth aged 23-24 have attained matric compared to 83% of Indian youth and 88% of White youth” (SPAULL). There are also slight provincial differences in the number of young people attending school, with poorer provinces (Limpopo, Mpumalanga, Free State) having a higher proportion of Grade 1-9 children in school than wealthier provinces (Gauteng, Western Cape).



(FLEISCH)

DID YOU KNOW?

Those of us who finish matric might still struggle to access our certificates. In January 2020, the MEC for Education in Gauteng announced that 7,066 South African matriculants would not be receiving their national senior certificates, **because they didn't have IDs (Brener)**. Meanwhile, almost 5,000 **foreign citizens would also have their matric certificates withheld**, because they couldn't present the right documents.



(Brener)

Repeating years, whether at school, college or university, is the biggest predictor of one of us dropping out of education.



(Kritzinger)

MORE THAN 50%

of young bursary recipients use some of their funds to provide FINANCIAL SUPPORT TO SOMEONE IN THEIR HOME.

(Dell Young Leaders Case Study)

8 OUT OF 10 GRADE 4S IN SOUTH AFRICA ARE UNABLE TO READ FOR MEANING – IN EITHER ENGLISH OR THEIR HOME LANGUAGE.



You can **apply to study** some courses at **TVET** colleges from **Grade 10 onwards** and obtain a National Certificate Vocational (NCV) level 4 which is an equivalent qualification to the **National Senior Certificate (NSC)**.



(HOWIE)

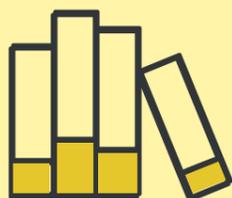
DID YOU KNOW?

Since September 2019, only South African public degree-granting institutions may call themselves a **'university'**, whereas other accredited private degree-granting institutions tend to call themselves colleges, institutes or business schools.



ALTHOUGH OVERALL ENROLMENTS IN HIGHER EDUCATION HAVE INCREASED SINCE 1993, **'THE GROSS PARTICIPATION RATE OF BLACK, AND ESPECIALLY AFRICAN AND COLOURED SOUTH AFRICANS, CONTINUES TO BE CONSIDERABLY LOWER THAN FOR WHITE SOUTH AFRICANS'**.

(NEXT GENERATION)



TVET Colleges were previously known as Further Education and Training (FET) Colleges. All public FET Colleges are now known as TVET Colleges, and the private ones are just known as colleges.



Supplementary exams for matrics are now known as Second Chance National Exams. They take place in June of the year following Matric. You need to register in advance to write these exams.



DID YOU KNOW?

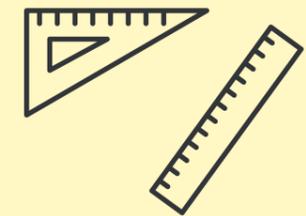


More than one third of schools worldwide and half of schools in the least developed countries have no place for children to wash their hands at all.

SOUTH AFRICA HAS A VAST ARRAY OF PRIVATE COLLEGES

to choose from, for example, Rosebank College, Vega School of Branding, City Varsity. These colleges tend to specialise, are smaller, and because they are independent they are more expensive.

South Africa's universities and other academic and technical tertiary institutions are some of the best on the continent and in the world.

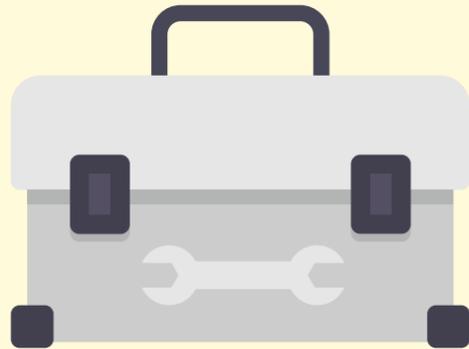


In South Africa, the Department of Education offers special exemption for learners with special educational needs (including learning disorders). These must be applied for by the school and may include:

- Extra time for exams
- Spelling concession
- Handwriting dispensation
- Oral exams
- A planning aid for exam writing
- Questions on tape
- The use of a computer during exams

DID YOU KNOW?

There is a growing shortage of artisan skills such as welding, plumbing and carpentry. A few years ago, South Africa was importing welders from the Philippines, because there was a lack in the country. This shortage means that future welders, plumbers and carpenters will earn much more than they used to because the demand for their skills is much higher. So, as young people, if you are passionate about working with your hands, do not be deterred from that because you assume there will be little compensation for this type of work.



RESOURCES

- How to choose the right high school subjects:
<https://educonnect.co.za/wp-content/uploads/2017/08/grade-9-guide-pdf>
- More information on TVET colleges:
http://www.tvetcolleges.co.za/Site_Public.aspx
- Defining economics:
<https://study.com/academy/lesson/what-is-economics-definition-historytimeline-importance.html>
- Additional information (including list of venues) for the Second Chance Programme:
<https://www.careerhelp.org.za/content/education-and-training/matricsecond-chance-programme>
- Gross Domestic Product explained:
<https://www.youtube.com/watch?v=-Zhum539cyE>
- Information on social capital:
<https://www.youtube.com/watch?v=tTvbf1WVYFE>
- A video about mental health:
<https://www.youtube.com/watch?v=nCrjev3-Js>
- Find bursaries here:
<http://www.zabursaries.co.za>
- Facebook Group for bursary opportunities:
All Bursaries South Africa
- South African universities have several academic development programmes. For example, University of Witwatersrand has the South African Actuaries Development Programme. Pro-tip:
Google search the university you want to go to and see if they offer academic development programmes.
- List of all TVET colleges in South Africa:
<https://www.careersportal.co.za/education/list-of-tvet-colleges>
- Do I qualify to write a supplementary exam? Find out more here:
<https://brightsparkz.co.za/supplementary-exam-everything-youneed-to-know/>
- Read a story about a young person's experience at a TVET college:
<https://educonnect.co.za/move-forward-with-a-tvet-college/>
- Entry Requirements for the SETA Learnerships and list all the SETAs:
<https://jobso.co.za/seta-learnerships/>