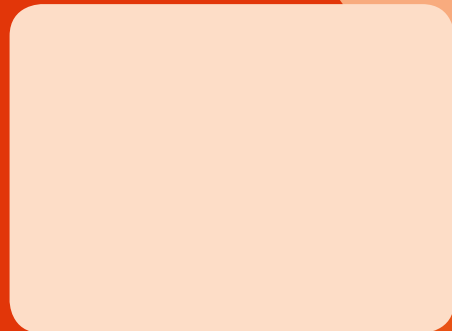




ArcelorMittal



REPORT

ARCELORMITTAL Achiever Awards

5 August 2014

Introduction

This is the report for the Achiever Awards component of the ARCELORMITTAL Skills Development Summit.

Criteria

The criteria for the awards are outlined in the information documents supplied by the ARCELORMITTAL Training Awards. This includes the following:

- Industry relevance
- Innovation
- Sustainability
- Exceptional creativity
- Socio economic impact

1. Process

Dedicated organisers also completed the process for entry to the awards and nominations. The role of the SABPP was to judge the awards by categories. The entries were received through an online facility and sorted out by Jetline Printing in Parktown.

2. Nomination process

The process was as per the Award Rules as contained in the information pack.

3. Event

The Awards were held as part of the ARCELORMITTAL Skills Development Summit on the 5th August 2014.

4. Categories

There were seven (7) categories for entry. They were:

- Best Innovative Programme
- Best Training Partnership Programme
- Best Graduate Trainee Programme
- Best Training Programming: Small Company
- Best Public Sector Training Programme
- Best Training Programme: Large Company
- Best Training Provider

Note: all the categories have specific elements, which are needed evaluating and judging.

5. Presentation

The nominee entries were evaluated on the basis of the seven categories entered into. It is important to note that there were some nominees, which were nominated into more than one category as per entry.

Following is a presentation of the winners in each category.

Category 1: Best Innovative Programme

This award recognises the most innovative and progressive training programme in all mediums of creativity and highlights originality in the process.

The best nominee for the category was LIGBRON E- LEARNING PROJECT.

The organisation has achieved in this category because of the following reasons:

- THE "Ligbron e-learning Project" is a school community project that shares mathematics and science lessons to 5 rural, disadvantage & underperforming schools by using video conferencing and desktop sharing. The Ligbron e-learning project uses 21st century technology to help schools to uplift their standard of teaching and learning and improve results.
- The Ligbron e-Learning Project is the first of its kind in Africa, a country that is grappling with the challenges of finding sufficient resources to boost the quality of education – particularly in science and mathematics – over vast geographic distances.
- Each e-learning classroom has an SMART interactive whiteboard, a LCD screen with a digital camera (next to the IWB), a sound system and wireless microphone that is connected to a PC. The LCD screen next to the IWB shows the image of the teachers from linked schools, enabling them to take an active part in the lesson. The SMART boards display the presentation of

the leading teacher and any student and teacher can write on the SMART board at their own school and it will be displayed on all the connected SMART boards in all the schools.

- These 6 schools are also connected to a central file server that is situated at Ligbron Academy. This file server contains all the math and science recourse materials such as: lessons, common tests and exams, recorded video lessons as well as lesson notes for the remote teachers and students. The lesson notes are printed out the day before the actual transmission and then handed out to the students on the day of the lesson. During each session, the presenter record the lesson and it is saved on the file server for the purpose of revision or it can be downloaded on a memory stick for the students to take home.
- The Ligbron e-Learning Project that have started as a community project have extend enormously in the last 4 years. We want to convey our gratitude to each and every sponsor for investing in this uplifting project. The e-Learning project exist of 6 schools and includes approximately 5400 pupils in 2014.

Criteria:

Application of solutions to meet required creativity and originality – a number of partner Companies within the same industry originality in the process – addresses the unemployment within the youth

Feedback

Awards:

Ligbron Academy received the following awards since 2008:

- 2009 - Microsoft SA Peer Review Award winner, Johannesburg
- 2009 - Microsoft PAN African Silver Award, Mauritius
- 2009 – World Bank Award for “Innovation in Education”
- 2009 – Microsoft World Wide Innovation Forum Award, Brazil
- 2010 – EBA Community Project of the year Award – Ermelo, SA
- 2010 – SMART Technologies; 1st Africa Showcase School, Canada
- 2010 - Centre for Public Service Innovation Award, Jhb, SA
- Innovative use of ICT for effective Service Delivery

First Runner-up

- 2010 – Star in Education Award, Durban, SA
- 2012 – National Teachers Award – Excellence in ICT
- Provincial Winners & National 2nd place
- 2012 – Public service innovator of the year
- 2012 - Centre for Public Service Innovation Award, Jhb, SA

Innovative Service Delivery institution-Award winner

- 2013 – Huisgenoot/YOU/Drum Educational Award – Frans Kalp

National & International Conferences:

Ligbron Academy visit several national/ international conferences, educational shows and forums to stay informed of all the newest education technologies and trends in the world.

Countries visited since 2008 are:

- United Kingdom; BETT Educational Show – 2008, 2009, 2010
- United Arab of Emirates – 2009, 2010
- Mauritius; Microsoft Pan African Teachers Forum – 2010
- Brazil; Microsoft Worldwide Teachers Forum – 2010
- Canada; SMART Technologies Executive briefing centre - 2011
- Tanzania; e-Learning Africa – 2011, Japan-2012, Ghana - 2013
- Category 2: Best Training Partnership Programme



Category 2: Best Training Partnership Programme

Training partnerships are key, and this award honours participants who harness the contributions of a multitude of stakeholders in their skills and training initiatives.

The best nominee for the category is TEKMATIION PTY LTD

Goals achieved

- Over 1000 students have come through this program in the past 10 years.
- Students have been readily accepted into industry after completing their P1 at TEKmation (PTY) LTD.
- Students have qualified and graduated and went on to further their studies.
- The program is recognised by other Universities of Technology.
- TEKmation (PTY) LTD has grown into a reputable and well-equipped and well-run establishment.

Partners

Alliance Partners
Universities of Technologies
TEKmation (PTY) LTD is also a partner in training with the Universities of Technologies to offer Work Integrated Learning (WIL P1) in Mechanical and Electrical Engineering. One of the strong points of TEKmation (PTY) LTD is that it places most of the WIL P1 students in industry for WIL P2 Practical Training. Through its professional relationships, TEKmation (PTY) LTD has formed Alliance

Partnerships with:

1. Durban University of Technology
2. Mangosuthu University of Technology

This alliance enables TEKmation (PTY) LTD to provide the P1 Workplace Integrated Learning for final year diploma students in Electrical and Mechanical Engineering. TEKmation (PTY) LTD in this regard is accredited by ECSA to conduct P1 WIL Training. TEKmation (PTY) LTD is committed to the placement of students in industry for the P2 WIL Training after students have completed their P1 WIL Training.

University of South Africa

TEKmation (PTY) LTD provides Practical Training to UNISA students in the fields of Engineering and Technology

PURPOSE OF THE PROGRAM (Work Integrated Learning P1):

The Universities of Technology offers the National Diploma in Engineering comprising four semesters of academic study spread over two years and two credit bearing blocks of six months in industry. Thus the full Qualification is a three-year diploma, which is only awarded when the academic component plus the work integrated learning component, is successfully completed.

The placement of learners in industry for the work integrated learning component is the responsibility of the learner and very often the learners have difficulty in finding work place opportunities immediately after completing their academic component of study. It is common for learners to wait for

work placement opportunities for years, thus delaying the learners from qualifying due to the difficulty of securing suitable work-placement opportunities.

The P1 program at TEKmation was initiated when the seven students from the Power Engineering Department of the Durban University of Technology approached us to assist them in securing work integrated learning opportunities as they failed in securing these opportunities themselves.

This led to the curriculum and design of the P1 program and the consequent Department of Power Engineering approval, the throughput at this point in time being extremely low, the bottleneck being the Work Integrated Learning component. The

TEKmation P1 program has cleared the bottleneck of the throughput challenge to a large degree. This program received the Engineering Council of South Africa also approval at a later stage.

The first group of seven learners, after completing the P1 program with TEKmation were immediately snapped up by industry to complete the P2 component of the diploma. The following semester forty learners registered on this program and 10 years later this program still attracts hundreds of learners a year from both the Durban University of Technology and the Mangosuthu University of Technology.

Value Added to learner:

Engineering practical skills

A range of engineering skills across a few disciplines, including electrical, mechanical, instrumentation, welding and refrigeration.

Punctuality and Regularity

Students' punctuality and attendance are strictly monitored and controlled. Problem students are often disciplined to enforce the importance of regular attendance and punctuality in the working world.

Time Management

Students are required to work on various tasks and projects within strict timelines

Financial skills

Many students qualify for stipends and allowances and are guided to manage and budget their money to be able to accommodate for travel, food and other expense.

Health, safety and environment awareness

An integral part of all program offerings constantly remind our learners to be safety-conscious at all times.

Work Ethic

Students are aided to work hard during the training day and to take homework in the form of research and assignments.

Communication and report writing skills

Criteria:

Program utilizing multiples of stakeholders
 Developing and expanding reputation in training and business – as indicated above; the initiative multiple centres in collaboration with various stakeholders;
 Higher Education is part of the project



NATIONAL DIPLOMA IN ENGINEERING					
DUT	DUT	DUT	DUT	Industry	Industry
Semester 1 6 mths	Semester 2 6 mths	Semester 3 6 mths	Semester 4 6 mths	P1 6 mths	P2 6mths

Category 3: Best Graduate Trainee Programme

This award recognises an intensive graduate trainee programme that supports youth development and yields good results in business in any sector.

The best nominee for the category is
AUTOMOTIVE INDUSTRY DEVELOPMENT
CENTRE

Goals Achieved by the use of the programme

- 1495 people trained in different interventions in 2013/14
- 60 SMME body repair were training in the following programmes:
- Business management;
- Technical training
- 543 people trained at Gauteng Automotive

Learning Centre in the following programmes;

- Health and Safety
- Role of supervisor
- Quality tools and visual management
- Automotive components and manufacturing assemble learnership

Winterveld Automotive Enterprise Hub was launch on 11 February 2014 by Gauteng Premier Nomvula Mokonyane together with the Economic Development MEC Mxolisi Xayiya to tackle youth unemployment. The cooperative and small business will receive support and mentorship in technical and business managements skills from the hub and create a total of 82 direct and permanent jobs

AIDC Enterprise development department have supported over 300 enterprises over the past 7 years on the following programme;

- Total productive maintenance
- Cleaner production programme
- Lean manufacturing programme
- Quality management system
- Supervisor learnership
- Around 356 taxis converted to run on LPG gas and in the process training 30 LPG technicians and established 8 LPG re-fuelling stations and services 193 taxis to date.
- 7184 people trained since inceptions

Learnerships

The durations of learnership is normally one year and qualification are on NQF levels 2-3 and can lead to qualify as an artisan, technician and engineer qualification are listed below:

- Automotive repair and maintenance
- Vehicle service
- Commercial vehicle
- Spray painting and body repair
- Automotive component manufacturing
- Fitting and machining
- Tool manufacturing
- Fabrication/boiler making
- Welding
- Mechatronics
- Autotronics
-

Artisanship programme

Boiler Maker
Diesel Mechanic
Electrician
Toolmaker

SMME Body repair and Mentorship programme

- Cooperative's
- New panel beating company



Category 4: Best Training Programming: Small Company

For small companies offering excellent training with staff compliment of less than 50 employees. This award covers all sectors and seeks out programmes that have demonstrably helped the business to excel in its field of expertise.

The best nominee for the category is VUKANI UBUNTU

Results to Date:

Vukani has played a major role in drawing relevant stakeholders closer, in terms of consolidating the urgent need for a One-Stop Job Shop in eMalahleni (Witbank), and we have held over 30 meetings, where we met all the relevant stakeholders on a face-to-face basis, over the past 12-months.

Partnerships Formed

Vukani further played a key role in facilitating meetings and directly assisting some of the government agencies, including the formation of partnerships with the local (Municipal) LED Dept.; eMalahleni Radio Station - Communication and branding partner.

Stakeholder Engagement

- Government (local, provincial and national): LED, DMR, DHET, NSF, MQA, Nkangala FET;
- Private sector: 80% of mines in the area (via a workshop facilitated by DMR regionally);
- 8 engineering factories, Two Personnel Agencies;

- Work-Seekers Trained & Placed
- 14 of these candidates were placed in gainful employment (after facilitating RPL/assessment and CVs);
- Vukani trained a further 12 successful candidates during this period in an introduction to life-skills (ICT Training) and basic artisanal skills.

Research

- 164 Job Seekers interviewed and registered on database;
- Extensive Research was conducted in this sector – vital towards understanding the current constraints of job-creation in the area.
- **The organisation has achieved in this category because of the following reasons:**
- Learners are able to enhance the added value of the skills, knowledge and understanding develop
- Competency development
- An entry to the industry and career growth
- The course innovation is designed to reduce downtime, mitigate risks and to promote functional and technical efficiency in the workplace



Category 5: Best Public Sector Training Programme

Recognising a government department that has implemented an effective and relevant skills development initiative. The winning programme will have shown exceptional creativity and innovation and brought about positive change in driving service delivery and Batho Pele.

NB: Some of the organisations, which entered in this category, were not considered because they were not the government departments.

The best nominee for the category is
LIGBRON E – LEARNING

The organisation has achieved in this category because of the following reasons:

The Ligbron project team helped teachers become computer literate and trained them in how to use their interactive whiteboards and educational software to maximum effect. The benefits Ligbron experienced from using the interactive whiteboards motivated us to drive the use of technology in the less-advantaged schools. Advantages include greater pupil involvement and enthusiasm and ease of access to internet-based information. An added advantage of the conference-based approach for the rural Schools is that pupils can ask questions to more than one teacher. This enriches their learning experience. It also opens up communication between the pupils at the schools as they work together on tasks. This makes them feel that they are part of a world wider than their village and helps broaden their horizons.

There is healthy competition among the pupils to come to the front and work on the interactive whiteboard at the same time as a pupil in another school, while being able to see each other. This helps create confidence and a willingness to explore their new knowledge with each other. Ligbron has created a distance-learning environment where several classrooms within a 50km radius can virtually work on a SMART interactive whiteboard. The Ligbron e-learning project also uses this technology to train the teachers and uplift the standard of teaching and learning in rural, less advantaged and underperforming schools.

The project has proved most successful in bridging the urban-rural digital divide and a positive attitude has been created, especially in rural schools, towards using wireless technology to spread educational material from interactive whiteboards. Being able to share quality teaching among the geographically dispersed classrooms has had a marked improvement in the quality of lesson content and teaching methodology. There has been an improvement in discipline and concentration levels of learners. They are positively motivated to learn, and attendance at schools involved in the project as improved during the past few years. The project has had a major impact on the confidence on the math's and science teachers in these schools, and has created enthusiasm for learning among the pupils. Children are now motivated to take up these subjects and no longer



Category 6: Best Training Programme: Large Company

This involves large companies offering exceptional training to large numbers of employees (exceeding 200) in all sectors.

The best nominee for the category is ESKOM

The organisation has achieved in this category because of the following reasons:

Purpose of the training programme

The aim of the programme was to develop contractors, mainly in the construction and engineering field (but also in disparate fields), to not only obtain Eskom contracts, but to deliver on these contracts subject to Eskom specifications. In a broader sense, the aim was (and is) in support of Government's efforts to alleviate poverty through the National Development Plan, the Accelerated and Shared Growth Initiative (AsgiSA), the Competitiveness Fund as well as the R9 billion Government Jobs Fund.

The added value to the qualified learner

Many, if not most, of the learners who enter the course have little more than a matriculation certificate. Although it is a requirement that they should be the registered owners of their own businesses, they are exempted from this should they be closely related (e.g. daughter, son, sibling) to the owner. Consequently, by coming into contact with the other learners – who are involved in their own businesses – the

group work method ensures that they are able to engage in peer learning.

In a report presented to the Steering Committee of the programme, it emerged that many of the learners had massive success. In total, more than 400 contracts, to the value of R1.2 billion, were awarded to the students.

This is, to be blunt, an inordinately successful programme.

Goals achieved by the use of the programme

As the programme was focused on the empowerment of learners, a summary of what was achieved follows:

- From 2008 till March 2014, 527 business owners and 179 line construction employees were trained a total of 706.
- Of these, 463 were male and 242 female, with a significant youth component numbering 376.
- A staggering 695 students passed the course (again, this figure includes the business owners as well as the line construction courses).

The benefits to society and the economy

The students reported the acquisition of machinery, equipment and vehicles to the value of R300 million, the creation of more than 200 additional permanent jobs, and an equal number of temporary jobs.

Clearly, the benefits to society are direct and indirect. If one considers that each

company supports 4 dependents, and given that more than 500 company owners were trained, and more than 200 permanent jobs were created, then at least 2800 people derived benefit from the programme. In addition, by acquiring new machinery and vehicles, the programme poured money into the South African economy.

Finally, the programme is an enduring one, as well as a continuing one. Therefore, the benefits will continue to be felt for a protracted period.

It focuses on the following three objectives/ outcomes:

- Job creation
- Career success
- Career progression

In the end, trainees can move into specialisation or leadership and management development programme

Criteria:

Quality – *the training is a response mechanism to three elements*

Relevance of program –

tailored to develop specialist (technical and functional) skills and leadership development career pathing;

Effectiveness –

It creates job opportunities and encourages career growth

Creativity –

it provides multiple exit paths;

Category 7: Best Training Provider

This recognises a training provider that provides excellent skills development services to a client or a number of clients.

The best nominee for the category is CHRISTEL HOUSE SA.

The organisation has achieved in this category because of the following reasons:

- Achieved 100% matric pass rate four years in running
- Christel House learners give back to their communities by volunteering
- Conduct parent workshops
- Has social service and Health support for the needy
- Reach about 706 communities a day

References

"Christel House is a school which is changing lives for the better. When you drive in, it is like driving in a private school in the up market suburb but is it next to an informal settlement – bringing good education to the people. This model needs to be replicated and more Corporates should be involved"

"It is heartening to see how technologically savvy the children at Christel House are. It is also great to see how technology is used in all its many various ways, to help develop the huge amount of skills among the children." Dell President of Europe, Middle East and Africa, Aongus Hegarty "Christel House is a school which is changing lives for the better. When you

drive in, it is like driving in a private school in the up market suburb but is it next to an informal settlement – bringing good education to the people.

Francie Shonhiwa Group Manager – CSI PPC LTD

"Christel House is one of many projects sponsored by Dell South Africa. It is part of our global giving programme, which is that 1% of profits should go into making a difference,"

Michael Collins, Dell Vice-President and General Manager EMEA Emerging Markets

Comments from judges:

- Intentions of the programmes were excellent and relevant in most nominees but lack the originality and innovation required for categories
- No clear motivation submitted
- Lack of relevant supporting documents
- No statistical support where required and makes difficult to judge the outcome
- 2nd and 3rd runners that enter years in succession must articulate the improvement from when they entered in the nomination
- Need to make a distinction between what a company plans to do and what was actually achieved

Report compiled by
SABPP Committee Members



Christel House®
South Africa