

*“Enabling the digital transformation
 of South Africa’s
 schools and colleges”*

SABENews



Dear reader

It seems like just yesterday when I was writing the introduction to the last newsletter. Despite this year’s highly unusual circumstances, time continues to march on relentlessly. As Christmas and the end of 2020 draw near, no doubt many organisations will be reviewing whether the objectives set at the beginning of the year have been achieved or are still attainable.

The theme of this month’s newsletter is Capacity Building. Allow me to share with you what we are doing internally. A key objective for SABEN was to grow the organisation to meet the demands of providing quality service to an increasing number of customers. I am happy to report that the lockdown has not halted these efforts and new staff will be joining our Support Desk and Finance teams in January 2021. Furthermore, we are aligning the way we deal with your service requests by upskilling all of our client-facing staff in ITIL 4 fundamentals. We hope that you will start to feel the difference in the way we interact with you, and appreciate all feedback, whether positive or negative.

In keeping with our strategy of streamlining our operations, SABEN will be consolidating our offices from three separate spaces into a single office. We will be relocating within the same building from where we currently operate, and look forward to inviting visitors from our beneficiary community from January 2021, subject to COVID-19 regulations at that time.

We are pleased to hear, with the shift to alert level 1, that all TVETs were able to return to “business as usual.” This also signalled the resumption of several external activities on the TCCP project, with many service providers unable to access sites while colleges were closed.

In the last quarter, last-mile connectivity was established for several campuses, with many more in the pipeline to be completed by the end of the year.

While the month of August had come and gone, we do not forget the invaluable contribution of all women in our society and especially those who are in the TVET sector. The following quote is for you:

“Be proud of how you’ve been handling the past few months. The silent battles you fought, the moments you had to humble yourself, wiped your own tears and pat yourself on the back. Celebrate your strength”

- etsy.com

We would like to thank everyone who contributed to this newsletter, and I would like to express my gratitude to my colleague Angela Mias for the tremendous work that goes into compiling this newsletter every quarter. We trust that you enjoy reading it.

Lastly, we would like to extend our condolences to Ekurhuleni West College, Alberton campus, on the passing of three students who tragically died while travelling together in a motor vehicle on 21 September.

Yours sincerely,

Garth Scholtz
 General Manager

*“you may not have the capacity
 to create the waves,
 but you can learn the ability
 to surf the waves”
 – Ekere Marshal*



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Please Note:

We are open for business during lock down! Please continue to log faults and requests at support@saben.ac.za or call us on 021 205 1900.

Have a story? We would like to hear from you, so please share your stories with us via email to: angela@saben.ac.za

Like a battery, the human mind and body must be fully discharged to stretch their capacity.” – Haresh Sippy

CAPACITY BUILDING OF CAMPUS MANAGERS



Dr Nick Balkrishen, DHET Regional Director, Mphumalanga and North West

We have asked Dr Balkrishen to share some of the findings of his study “Capacity Building of Campus Managers” and the following article is an extract from his PhD thesis.

One of the biggest challenges facing South Africa is the high rate of unemployment, especially amongst the youth which, in the last quarter of 2019, stood at 49%. It is abundantly clear that TVET colleges are uniquely positioned to provide

unemployed youth with both intermediary and higher level education and training that may result directly in employment. In order to enable TVET colleges to successfully accomplish this task they need to produce education and training that is of a high quality. However, the efficiency of TVET colleges in South Africa, especially in terms of student performance, needs improvement. The researcher argues that the campus managers of TVET college campuses have a critical role to play in improving student performance and, in fact, they should be the catalysts of educational change on their campuses – change that will bring about improved student achievement. Consequently, this mixed methods study sought to identify the leadership development needs of campus managers on TVET college campuses and explored how the leadership development of campus managers may be strengthened to ultimately improve student achievement in TVET colleges in Mpumalanga province, South Africa.

In order to realise this research aim, the study was designed with a two-phase sequential explanatory mixed methods approach. The goal was to obtain statistical information from all the academic staff in the 16 TVET colleges in Mpumalanga and then follow up with semi-structured interviews with six purposely selected campus managers to explore the results of the survey in greater depth and find out their views on how the leadership development of campus managers could be strengthened. The conceptual framework identified three constructs of leadership development, namely, formal development, informal development and experiential development strategies, which provided the structure for the entire study. It emerged from the literature review that, after classroom instruction, leadership is regarded as the most important factor to influence student performance. However, there is very little empirical data on how to develop educational leaders in vocational institutions. The situation is even more dire when it comes to the campus managers of TVET colleges in South Africa where there is virtually no empirical data on the prevailing leadership capacity of college management and their leadership development.

Despite the mediocre performance of campus managers, the study found that leadership development opportunities for campus managers was severely limited. In those few instances where it did occur, it was uncoordinated and generic in nature, it lacked funding and did not significantly alter the leadership behaviour of campus managers. The study also highlighted how the leadership development of campus managers in Mpumalanga province was lagging behind, in particular in relation to the developed countries. Consequently, the recommendations made to strengthen the leadership development process take on an even greater significance.

In order to introduce high-quality, leadership development training for campus managers that is nationally coordinated, the researcher strongly recommends that the DHET should, as a mandatory priority, develop a leadership development framework which will guide all the development strategies pertaining to campus managers. Arguably, the most important component of the framework will be the introduction of professional standards for campus managers which will explicitly indicate the expectations of campus managers in relation to successful student achievement. It is essential that policy makers also make funding available for the successful implementation of the proposed leadership development framework.

The researcher is extremely excited about the proposed model for the leadership development of campus managers which was the last objective of the study. The model, which developed organically and is based on a blend of existing literature and the findings from this study, pro-

vides a visual representation of the various critical aspects necessary for the development of TVET managers. The model is underpinned by a national framework for the leadership development of campus managers and is based on ten strategies, namely, induction, identification of training needs, mentoring and coaching, communities of practice, networking, staff wellness, experiential development, licensure, national Institute, and leadership qualification.

The literature cautions that oversimplifying the impact of leadership development on TVET colleges, especially with all their complexities and ambiguities, may be misleading. The researcher is acutely aware that leadership is not the only factor that affects student achievement as there are a number of other mitigating factors which play a role. In addition, the leadership development of campus managers is neither a quick fix nor a ‘one-size-fits-all’ option. Instead, it should be regarded as an ongoing process comprising various stages and levels. In order to be successful, the leadership development of campus managers requires an integrated approach with critical reflection that is evidence based with continuous feedback playing a critical role.

The researcher is of the opinion, shaped by his observations, experience and reinforced by the findings of this study, that an intervention in the leadership development of campus managers is useful as it has the potential to make a significant impact on student achievement – especially in the short term and without the need for exorbitant resources. Thus, while the development of the leadership capabilities of campus managers does not necessarily imply a miraculous change in the performance of TVET colleges, it is a critical element in the overall mix of improvement interventions that may play a significant role in ensuring improved student achievement. In summary, for leadership development of TVET college campus managers to be effective, leadership development should be centralised, standardised, aligned to prescribed standards, closely monitored, adequately funded, mostly mandatory and quality assured by the DHET.

Finally, the researcher concludes with the following quotation by Tirozzi (2001, p. 439), whose dream the researcher shares.

*“The time has come to put the campus manager’s leadership brush to the canvas to paint a picturesque vision of what tomorrow’s TVET colleges can and must be.
The beauty of the finished canvas – excellence and enhanced”*

The researcher is convinced that a nationally coordinated leadership development system, as suggested in the study, has the potential to accelerate the realisation of this dream. The youth of South Africa deserve nothing less.

- Dr Nick Balkrishen, an edited version of the conclusion of my PhD study.

*“Growing your leadership capacity demands personal effectiveness.
Being effective is the ability to do the right thing at all times, no matter the cost.”
— Benjamin Suulola*

TCCP Update

SABEN promotes broadband connectivity to improve teaching, learning and management at TVET colleges nationwide

The TVET Campus Connection Programme (TCCP) is providing access connectivity of the TVET colleges to South African National Research and Education Network (SANReN). This connectivity will provide 200Mbps upload and download speeds with no data shaping or limitation.

To forge a knowledge economy South Africa needs a skilled and capable workforce. A workforce comfortable with digital technologies and able to combine and recombine available information to produce creative solutions to shifting challenges. Key to the restructure of the education system towards this goal is access to high-speed internet for all learners, students and staff. To this end, South African Broadband Education Networks (SABEN) is working to provide high capacity bandwidth for schools and colleges.

The first leg of this project is the provision of connectivity to South Africa's Technical and Vocational Education and Training (TVET) colleges in South Africa: the TVET Campus Connection Programme (TCCP). This connectivity will provide a minimum of 200Mbps speed with no data shaping or limitation.

Several campuses have already gone live on the network, including those of False Bay TVET College, Ekurhuleni East TVET College, and the Northern Cape Rural TVET College. As 2020 moves into its last quarter, the TCCP team are working tirelessly to connect a further 100 campuses before the end of the year.

SABEN is a subsidiary of the Tertiary Education and Research Network of South Africa (TENET) and was established in 2015 with the mandate to end bandwidth poverty among South Africa's schools and colleges. To achieve this, it partners with the South African National Research and Education Network (SANReN) and forms a part of South Africa's National Research and Education Network (NREN), serving as the sole provider of NREN services to public TVET colleges in South Africa.

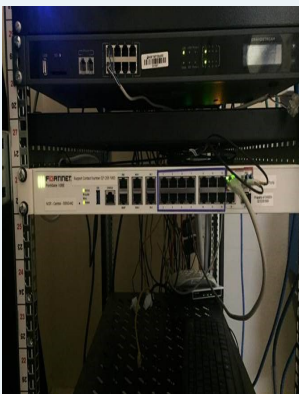
An NREN is a specialised Internet service provider dedicated to supporting the unique needs of the research and education communities within a country. SABEN provides TVET colleges access to the SANReN network, separate from the commercial internet, which offers high-speed connectivity designed for the needs of teachers, researchers, and students. It is engineered to support high-quality services that remain consistent regardless of the number of users on the network, and can accommodate sudden spikes in traffic.

"Access to South Africa's research and education network will better equip TVET colleges to improve their transformative potential, and meet the demands of industry in the fourth industrial revolution," says Helga van Wyk, Project Lead of the TVET Campus Connectivity Project.

"SABEN's vision is to provide the best possible service at all times, and to continue to grow our service offerings in line with international best practice and the changing needs of education in South Africa."

Northern Cape Rural connectivity in action

Northern Cape Rural
Central Campus



Northern Cape Rural
Business Unit





Skills Mismatches and Shortages within the TVET Sector: Peril or Promise?

Despite the strong policy commitment within the TVET system to: (1) expand access for enrolment and (2) strengthen the sector's capacity to provide vocational skills that prepare youth for productive employment, the sector continues to face significant challenges. Combining negative perceptions by both prospective employers and society, TVET graduates are often perceived as lacking the relevant skills and attributes necessary to succeed in the labour market. Such concerns are even more salient in moments of economic strain as in the current global health and economic crisis, and within the current technological expansion described as the much acclaimed Fourth Industrial Revolution (4IR).

Recent evidence, however, from DHET's flagship national Skills Demand and Supply studies (Reddy et al. 2016; Asmal et al. 2020) show a promising outlook for graduates with TVET qualifications within a rapidly changing labour market. While still precarious, this promise is most readily seen in the potential of the TVET sector to provide mid- and high-level technical qualifications. The precarity exists due to the ongoing misalignment between skills demand and supply. This mismatch is exacerbated by quality concerns linked to both the training and subsequent qualifications offered by TVET institutions.

According to Statistics South Africa, the unemployment rate among TVET graduates in the second quarter of 2019 was 33% compared to only 7% among university graduates. Specifically, recent findings from the revised Skills Supply and Demand report (Asmal et al. 2020) confirm growing structural unemployment among graduates with TVET qualifications with unemployment almost doubling from 312 000 in 2013 to 555 000 in 2019 (both measured in quarter 2 of the respective years). Unemployment for those with qualifications in the business studies fields was highest, growing 95 000 in 2013 to 216 000 in 2019 (a 9% increase, from 30% unemployment to 39%). This is followed by engineering graduates who went from 81 000 unemployed in 2013 to 138 000 in 2019 (contributing an unemployment share of 25% in 2019). Besides natural science graduates, who comprise approximately 6% of unemployed TVET graduates, all other fields contributed less than 5% to the unemployment outcome of TVET graduates.

The above evidence strongly points to several implications for the sector. Firstly, as indicated above there is an observed skills mismatch. Many TVET graduates with business studies and engineering qualifications are consequently employed in occupations not related to their fields of study. Whilst this might be taken to signal an oversupply, for instance, of business skills, it also begins to point to possible wastage of human potential. This should not be taken to suggest that these fields are not in demand by prospective employers but rather that these skills are not being supplied at the correct level. In other words, many TVET graduates may be graduating with low skills compared to their stated level of qualifications. These low skills levels therefore result in low absorption of individuals with TVET qualifications in the tertiary industry sector compared to those with university qualifications. Considering that most job growth has been in the tertiary industry sector, graduates with TVET qualifications face a daunting challenge.

A second implication for the TVET sector is the inadequate coordination between the relevant role players which include employers, education planners and skills planners. Cohen (2019) makes the point that TVET colleges should adopt a demand-led approach, where businesses are actively involved in devising training, skills, and career pathways for TVET students. This will facilitate the business sector being engaged as a critical stakeholder in skills mapping initiatives thereby ensuring that the skills with which students exit the training pipeline are fit for purpose.

Evidence by the World Economic Forum (2018) and locally through Sector Education and Training Authorities (Rasool, 2020), highlight some of the critical skills lacking which need to be developed by recent TVET graduates within the Fourth Industrial Revolution (4IR) context. These include critical thinking, speaking and writing, data analytics, people's skills, and emotional intelligence among others.

A third and obvious implication is related to the shifting skills landscape linked to the current technological changes ushered in by the 4IR. Certain occupations across certain sectors and industries that require routine tasks are expected to be replaced by increased automation and technology. One of the critiques of the TVET system has been its failure to embrace adaptability and flexibility to respond to industry needs. For TVET to thrive in the 4IR era, they need to demonstrate agility in the type of training offered and qualifications produced.

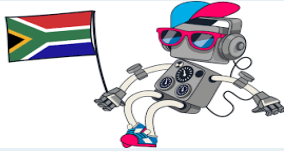
From a demand side perspective, the government has the responsibility to develop and pursue labour-intensive forms of economic growth able to absorb graduates across all skills levels. The demand side also requires coordination across government departments not only to ensure that curricula include emerging skills but also provides opportunities for student and graduate placements for better skills development. Though the recent Presidential Stimulus Plan fails to mention the word TVET, it however, does suggest an expansion of internship programmes to support employment and skills development to match qualifications levels.

The TVET sector has enormous promise for supporting skills development and supply within the Post School Education and Training sector and in the role of reducing unemployment as envisaged by the National Development Plan which anticipates increasing TVET enrolments to 2.5 million by 2030. To do so it must adapt to meet the changing needs of a metamorphosing labour market. These new skills can and should be anticipated with the eminence of the inevitable 4IR. This is possible through improving the level and quality of engagement between colleges and business communities to ensure relevance of training to employers. However, the system continues to be plagued by a negative perception in society, poor resourcing compared to the university sector and limited opportunities for collaboration for appropriate skills development.

In conclusion, the DHET Skills supply and demand reports show that with increased availability of data, skills mismatches in South Africa can be better addressed. More specifically, a credible data system is quintessential to assess the contribution and impact of the TVET system on the livelihoods of South Africans. While unemployment of graduates with TVET qualifications has increased, the sector has the potential to collaborate, innovate and mitigate job losses through relevant skills training and transcend the skills mismatches and unemployment challenges by capitalising on the new provisions as outlined in the presidential employment stimulus plan.

- Submitted by Dr Sam Fongwa and Ms Bongwiwe Mncwango
Inclusive Economic Development Programme of the Human Sciences Research Council, Pretoria.

*"I told her once I wasn't good at anything. She told me survival is a talent."
— Susanna Kaysen*



Songezo's journey to WiFi

The year is 2001, I'm 6 years old crying, throwing a tantrum. Why you might ask. I so desperately wanted to travel with the national team to Burkina Faso, I was that emotionally involved in what was happening on television, albeit black and white. For me I never saw the difference, having been born in an environment without electricity it was perfectly normal. Until we moved late 2002. Everything all of sudden evolved; the tv had colour, the house was brighter, cooked food was instant. To me as a curious observer, I was obsessed with colour tv. For 6 years I sat in front of it every day when I came back from school, but truth be told as a society, we are slowly evolving beyond tv, as a source of information and entertainment, everything is happening online. In 2014, after being rejected by a college, if it weren't for Facebook, I wouldn't have seen the post, that pointed me to the direction of the Vodacom IT Centre, where my interest for IT started, but the passion for technology had always been there, because it was all around me. I was just more curious than others. I lived in an environment that didn't have a library and a school that didn't have a working computer lab. At first, I was intimidated by it because of no prior exposure to it. It's funny that my interest grew more whilst I had given up on it. In 2015, after being rejected by a college for the second time, I was working at Pick N Pay and during lunch time, I would connect to free Wi-fi. It blew my mind how fast it was, having been used to mobile data. I learnt a lot about the IT industry, and then an opportunity knocked for me to study the networking side of it. I work within the space of technology, and I see it evolving rapidly every day. Some would say it's even becoming essential, take online banking for instance, it's easier and faster to do all your banking needs online. And that's what technology is there for, to make our lives a lot better. But technology in this country is evolving in an unequal pace. When the world views our country, it won't separate its judgement of us. We will be judged under one umbrella and that is, the future is already in SA, but it's unevenly distributed. And with that said, those holding onto the future, are in a way holding back a part of themselves. I'm proud to be working for a non-profit company, that is working towards ending bandwidth poverty in education.

- Songezo Apolisi, SABEN Helpdesk Technician

The fastest network in SA that you can't get: read the article here: <https://mybroadband.co.za/news/broadband/365268-the-fastest-network-connection-in-south-africa-that-you-cant-get.html>

SAP Africa code week goes fully online, intros mobile app: read article here <https://www.itweb.co.za/content/KA33wMdDjzTMyrdZ>

Covid19 may have already infected 20 million in SA: read article here: <https://www.dailymaverick.co.za/article/2020-09-14-covid-19-may-have-already-infected-20-million-in-south-africa-says-prof-madhi/>

NSFAS clarifies application process: read article here: <https://www.politicalanalysis.co.za/nsfas-clarifies-application-process/>

College News

Working towards the employability of students

In our July edition of the newsletter we touched on this matter of employability of students as we look at our role in the bigger picture of what is ultimately the most significant goal of teaching and learning at institutions of Higher Education and we observe the collaborative strategies that are in place to achieve this goal.

It is unfortunate that our education system has not inculcated an environment of experiential learning through community engagement as part of learners formal basic education throughout high school, as that experience would have provided students with a foundation of basic leadership skills like discipline, especially with regard to commitment and time management, taking responsibility, working together in a team, build confidence, exposure to and subsequent understanding of our diverse cultures, empathy, ethics, and so much more. All of these social skills is what shapes good citizenship. By the time these students arrive at institutions of Higher Learning, they already have a solid foundation of skills needed for further advancement and development.

Another factor is the lack of a very necessary subject which has not really received the much needed attention that it deserves, that of Career Guidance. Much has already been said about how this missing component has contributed to the downfall and often demise of students who have wrongly chosen courses and completely mismatched their interest and skills.

In an article by Prof Francis Petersen, Rector and Vice-Chancellor at Free State University he writes: "Ultimately, we have an educational responsibility that goes

beyond the content of our academic curricula and our training modules. It's also about introducing students to an environment on our campuses where values such as social justice, inclusivity, and care are actively demonstrated. These values must transpire in the way we talk to each other, listen to each other, interact with each other. We must show them what good citizenship is all about; not only teach it to them".

He also makes reference to Professor Melanie Walker, and her co-author Dr Samuel Fongwa, who in their recent book, Universities, Employability and Human Development, raise the following important point: "Employability should involve more than individuals' entry into the workplace, or contributions to human capital and economic growth. It should also encompass public good values, such as concerns of social justice, inequality, and poverty reduction".

Upon reflection, with all the "re-imagining" that Covid19 has forced us into, I guess we need to get the creative juices flowing. Just when we hope to focus on experiential learning and a wholistic approach to learning, social distancing makes it's entrée. I just wonder what will eventually become our reality!

- Angela Mias, Office and Stakeholder Administrator
IOL news 16 Dec 2018

In Other College News

Speaking of employability, Zamabinda Jili, Snenhlanhla Mbatha and Anele Jili, all three former students from Majuba TVET College, have taken the leap and opened their own catering and decorations business, putting their invaluable knowledge and skills which they have acquired at the college's IT and Business Campus where they attained their N6 Certificates in Hospitality, as well as a 12 month internship programme in China, into practice. The trio continue to receive support from the college's Work Integrated Learning Unit on business matters, yet another great initiative. This business venture is just one of many examples and an inspiration to others in the TVET sector in terms of potential and opportunity. I have no doubt that the internship programme, where they have acquired much experiential knowledge, has made a huge difference in their confidence to take this leap of faith. We wish them well and great success for the future.



Zamabinda Jili, Anele Jili and Snenhlanhla Mbatha



Mrs Maryna Marais, retired Principal, Orbit and Ehlazeni Colleges

With August having been the "TVET Month" and the month of celebrating women, we wish to pay tribute to a woman who has served the TVET College sector in the position of Principal for 17 years, (15 at ORBIT and 2 at Ehlazeni), finally retiring after having been in education for 46 years. She is none other than Mrs Maryna Marais, who will most certainly be remembered for her tenacity and "Making A Difference" which can be seen in Ehlazeni College's slogan of "Dream, Action our dreams, Result-focused, Exceed expectations". We at SABEN were fortunate enough to have met Mrs Marais on our travels to all the campuses in 2019 in preparation of the TCCP rollout and what stood out for us about her, was her passion for and dedication to education. It is no small wonder that when she was about to retire as Principal of ORBIT TVET College, she was approached by the DHET to take over the reins at Ehlazeni TVET College. I am sure that she will be sorely missed, and I do believe that many have benefitted from her inspiration and wisdom and will continue to "do the right thing" on the journey towards success. We wish Mrs Marais all the best for her well-deserved retirement.

As we bid farewell to one woman, we welcome and congratulate another, that being, Mrs Karin Hendricks, to the position of Principal at False Bay TVET College, who celebrates her appointment after serving as Acting Principal since 2018. "She takes the helm at a complex and challenging time in the history of public Technical and Vocational Education and Training Colleges." About her appointment, this is what Mrs Hendricks had to say: "This is a wonderful college to lead and never more so at this time in our lives when we are challenged to take up the fight for education of our young people, while trying to do so safely under Covid-19". We have no doubt that Mrs Hendricks will continue to take the college to greater heights.



Mrs Karin Hendricks, Principal, False Bay College

The TVET Campus Connection Programme (TCCP) is well on its way and False Bay College coincidentally, became the first to benefit from it. They are also one of the first to receive a state-of-the-art video conferencing facility at their Westlake Campus, along with Tshwane South TVET, Pretoria West Campus, as part of the Department of Higher Education and Training's National Open Learning Systems Project.

Here we have feedback from some of our newly connected sites, as received.

"Thus far we have had no complaints on the speed besides for the one day, we had no internet for about an hour or so, but TENET managed to resolve the issue. Also, we are not getting the full 200mbps, we are getting about just under 100mbps, but we believe it might be our firewalls that's restricting our speed, so the college is in the process of procuring new firewalls. We have no challenges so far; all is working very well especially since we just completed a major external exam. Thank you". - False Bay Fish Hoek

"I am happy to report that our cut-over went smoothly, so smoothly that the most users on our network did not even notice the cut-over. Our internet connectivity has increased 10 times and it is an absolute dream to do daily tasks. We are very impressed with the service and support we are receiving from SABEN, especially Warren and Wesley. Three of our four sites are live and I expect that the fourth one will be as hassle free as the other three. Choosing SABEN was definitely the right choice". - Northern Cape Urban

"The network connectivity has improved tremendously. The only notifiable difference is in the speed as there are differences per segments: Admin Block from 70 Mbps to 80 Mbps, Block C from 50Mbps to 70Mbps and Block B from 40Mbps to 70Mbps. Bottom line is, there is much improvements though varied in speed as per different segments". - Ekurhuleni East Daveyton

- Angela Mias, Office and Stakeholder Administrator
TVET Times Vol61
www.ehlanzenicollege.co.za
BIZCOMMUNITY 17/07/2020

Introducing the SABEN Team



Mark Day
Service Support Manager

Mark started at e-Schools' Network as a developer in 2008, as his first permanent job, making any tool the company needed. From there Mark got promoted to the IT Manager of e-Schools' Network where he worked closely with Tenet on the TV White Space (TVWS) project to connect 10 schools to the internet using TVWS. It was this relationship between e-Schools' Network and Tenet that created the first iteration of the SABEN helpdesk.

Mark was then thrust into the role of doing IT management/Service Support management for both e-Schools' Network and SABEN where his knowledge of large networking, firewalling and how TVET colleges work, grew. To this day he enjoys learning and acquiring new knowledge to help support and grow the utilization of bandwidth within the TVET college sector.

"Nothing gets transformed in your life until your mind is transformed"
- Ifeanyi Enoch Onuoha

Basic Protective Measures Against The New Coronavirus World Health Organisation (WHO)

Wash your hands frequently

Regularly and thoroughly clean your hands with an alcohol-based hand rub or wash them with soap and water.

Why? Washing your hands with soap and water or using alcohol-based hand rub kills viruses that may be on your hands.

Maintain social distancing

Maintain at least 1 metre (3 feet) distance between yourself and anyone who is coughing or sneezing.

Why? When someone coughs or sneezes, they spray small liquid droplets from their nose or mouth which may contain virus. If you are too close, you can breathe in the droplets, including the COVID-19 virus if the person coughing has the disease.

Avoid touching eyes, nose and mouth

Why? Hands touch many surfaces and can pick up viruses. Once contaminated, hands can transfer the virus to your eyes, nose or mouth. From there, the virus can enter your body and can make you sick.

Practice respiratory hygiene

Make sure you, and the people around you, follow good respiratory hygiene. This means covering your mouth and nose with your bent elbow or tissue when you cough or sneeze. Then dispose of the used tissue immediately.

Why? Droplets spread virus. By following good respiratory hygiene you protect the people around you from viruses such as cold, flu and COVID-19.

If you have fever, cough and difficulty breathing, seek medical care early

Stay home if you feel unwell. If you have a fever, cough and difficulty breathing, seek medical attention and call in advance. Follow the directions of your local health authority.

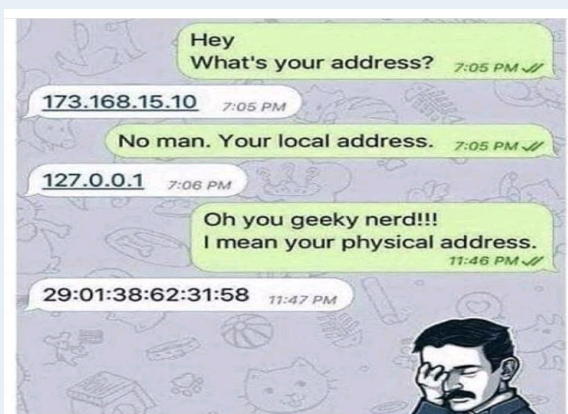
Why? National and local authorities will have the most up to date information on the situation in your area. Calling in advance will allow your health care provider to quickly direct you to the right health facility. This will also protect you and help prevent spread of viruses and other infections.

Stay informed and follow advice given by your healthcare provider

Stay informed on the latest developments about COVID-19. Follow advice given by your healthcare provider, your national and local public health authority or your employer on how to protect yourself and others from COVID-19.

Why? National and local authorities will have the most up to date information on whether COVID-19 is spreading in your area. They are best placed to advise on what people in your area should be doing to protect themselves.

Stay safe and healthy



Computer engineers be like



For all the nerds and their
funny WiFi names,
here are some suggestions!

I pronounce you man and WiFi
It's a small world wide web
The LAN of milk and honey
I'm cheating on my WiFi
Silence of the LANs
The promised LAN
WiFi, why not?

"A good sense of humour is an escape
valve for the pressures of life"
- unknown

SABEN User Guides and Manuals

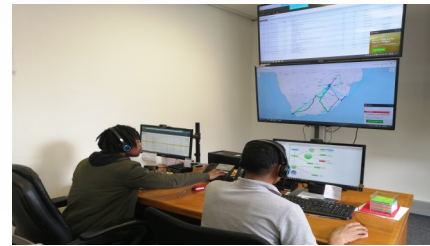
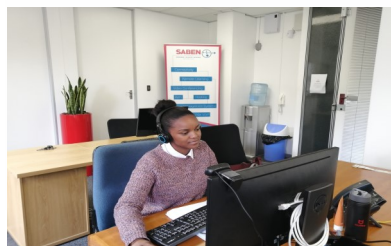
Check out the self-help guides below

- Pointing to the correct DNS server: [Configuring TENET forwarder on a local DNS](#)
- Creating traffic graphs for reporting: [Creating traffic reports for SABEN beneficiaries](#)³
- Enable auto-provisioning of WiFi: [Enabling Option 43 in Windows DHCP for Ruckus auto provisioning](#)⁴
- Provisioning a WiFi device: [Using the SWIPE app to provision a Ruckus WiFi device](#)⁵
- Enable auto-provisioning of VOIP phones: [Enabling Option 66 in Windows DHCP for Yealink auto provisioning](#)⁶
- Configuring VOIP app on smartphone: [Configuring Zoiper with a SABEN PBX extension account](#)

Helpdesk Support

Quick Guide to Reporting Faults

- 1 Logging into the [SABEN Online Ticketing System](#).
- 2 Calling the Network Operations Centre at:
GP: **010 880 0788**
CT: **021 205 1900**
EL: **043 050 4949**
- 3 Support e-mail: support@saben.ac.za



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