GAUTENG
LEGISLATURE

RESEARCH INTO
THE PUBLIC FURTHER EDUCATION AND TRAINING COLLEGES SECTOR

THE ROLE OF COLLEGE-INDUSTRY PARTNERSHIPS IN ENSURING GRADUATE EMPLOYABILITY

Final Report

A Project Commissioned by:
The Gauteng Provincial Legislature
RFQ No: 6000005938

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JET EDUCATION
SERVICES

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ACKNOWLEDGEMENTS

ACRONYMS

AC	Alexandra Campus
ADT	ADT Security
ATL	Alarm Technican Learnership
BLC	Business Linkage Centre
BRAIN	Business Referral Advisory and Information Network
CBO	Community-Based Organistion
CEO	Chief Executive Officer
CETA	Construction SETA
CJC	Central Johannesburg College
CNC	Computer Numerical Control
DoE	Department of Education
DoL	Department of Labour
EDI	Enterprise Development Institute
F&B	Food and Beverage
FEBDEV	Foundation for Economic and Business Development
FET	Further Education and Training
FETI	Further Education and Training Institution
FIETA	Forest Industry and Education Training Authority
FOODBEV	Food and Beverage SETA
GDE	Gauteng Department of Education
GDP	Gross Domestic Product
GET	General Education and Training
GPL	Gauteng Provincial Legislature
HAI	Historically Advantaged Institutions
HDI	Historically Disadvantaged Institutions
HE	Higher Education
HOD	Head of Division
HR	Human Resource
HSRC	Human Sciences and Research Council
IDS	Institutional and Development Support
JET	JET Education Services
KZN	KwaZulu-Natal
MC	Monte Casino
NBI	National Business Initiative
NGO	Non-Governmental Organisation
NIP	Nissan Incubation Project
NQF	National Qualifications Framework
NSDS	National Skills Development Strategy
NSF	National Skills Framework
NUMSA	National Union of Metalworkers of South Africa
POSLEC	Private Security, Legal and Correctional Services
QA	Quality Assurance
QAF	Quality Assessment Framework
RNW	Resolve World Wide
SA	South Africa
SAQA	South African Qualifications Authority
SCC	Springs Chamber of Commerce
SETA	Sector Education and Training Authority
SMME	Small, Medium and Micro Enterprise
SWGC	South West Gauteng College
THETA	Tourism, Hospitality and Sport Education Training Authority
TOP	Trade, Occupational and Professional
T-TEP	Toyota Technical Education Programme
TVET	Vocational Education and Training
UK	United Kingdom
VE	Vocational Education
WHO	World Health Organisaiton

EXECUTIVE SUMMARY

INTRODUCTION

This qualitative research report into the role of college-industry partnerships provides information to senior policy-makers, implementers of college-industry partnerships, educationalists and practitioners interested in making the reconstituted FET landscape more efficient, effective and responsive to the world of work. 10 in-depth case studies describe the successes and challenges that current initiatives face in promoting the development of medium to high level skills in the country.

BACKGROUND

The Gauteng Provincial Legislature issued a restricted tender in March 2004 to investigate the role of college-industry partnerships on graduate employability. JET Education Services won the research tender at the end of March 2004 and worked to agreed deadlines to produce a draft report. A draft report was scrutinised by a Stakeholder Forum, led by the Chair of the GPL Standing Committee on Education, on 23 September 2004, before finalisation.

STATEMENT OF THE RESEARCH PROBLEM

Now that Further Education and Training Institutions (FETIs) have been formally reconstituted, the long-term national vision for the FET sector, as stipulated in the FET Act of 1998, is 'a co-ordinated FET system providing high-quality, flexible and responsive programmes and opportunities for a learning society'.

A principal indicator of responsiveness is determined by whether graduates, on exiting FET learning programmes, find employment in the industry for which they have studied and developed marketable skills. Partnerships are widely seen as a vehicle for facilitating the development by FETIs of curricula that meet market needs, thereby providing learners with training that is comparable to industry standards and which is likely to lead to employment. The result has been that FETIs, working with industry partners, have experimented with a number of partnership forms to meet varying needs. This research seeks to identify and describe the range of these partnerships in the province in order to elucidate best practice in establishing, maintaining and supporting such partnerships.

RESEARCH QUESTIONS

The research has been guided by the following questions:

- Which models of college-industry partnership are most effective in improving graduate employability?
- What is the relationship between different labour market conditions, specific industry characteristics and the form of partnership established?
- What are the steps required to establish successful partnerships?
- Which models of strategic support to colleges by, *inter alia*, SETAs and government departments are most effective in promoting successful partnerships?
- Which policy elements are conducive to or inhibitive of successful partnerships?

- To what extent do gender and HIV and AIDS considerations shape the partnerships and the nature of the support required?

LITERATURE REVIEW

The literature review relates current conditions in the world of work in South Africa to the new institutional landscape that has been constructed in the FET sector. Changes in the sector have been motivated by the drive to transform the sector from being highly fragmented, supply-led and ill-suited to meeting the developmental priorities in the country, in a context of high unemployment and low levels of skill. A comparative overview of developments in equivalent sectors in other countries, both developed and developing, serves to distil a number of the factors that contribute to the successful establishment and maintenance of college-workplace partnerships.

The National Challenge

There is little doubt that rapid change in the FET landscape has been spurred by high levels of unemployment and the demand for the development of medium to high-level skills. Government has been consistent in identifying that any increase in the competitiveness of the South African economy will rely, in large measure, on the effective implementation of the country's human resource development strategy. Current figures provide an indication of the scale of this task. Figures released by Stats SA (2001) indicate that of 26.4 million people of working age, only 10.4 million were employed, with 3.2 million unemployed. Equally dismal are the numbers of people aged 20 years or more who have Grade 12 or post-matriculation qualifications (i.e., 6.6 million out of 23.3 million).

The Challenge in Gauteng

In Gauteng, where a third of all the workers in the country are employed, the GDE FET Directorate has identified a number of growth industries, where there is a high demand for skills related to certain occupations:

- Information Technology;
- Financial services;
- Electrical, chemical and mining engineering;
- Motor vehicle construction and artisanal work; and
- Wholesale and retail non-clerical work,

These are areas where FETIs in Gauteng may seek to establish their competitive advantage as providers of quality training for niche markets. The challenge is, however, great, as a recent HSRC tracer study indicates that 62% of FET graduates are unemployed five years after graduating.

The Policy Framework

Since the late 1990's, the national policy framework put in place to address the critical skills shortage in the country are, to a large degree, the competencies of both the DoE and the DoL. The Skills Development Act, the National Skills Development Strategy and other legislation and regulations include FETIs as important drivers of change. The new curriculum for the FET sector, to be introduced in 2006 by the DoE, will articulate with the broader framework.

Importantly, within the Skills Development Act (1998), learnerships are identified as being valuable mechanisms for fostering linkages between structured learning environments and the workplace. The learning component (comprising 30% of training time) and work experience (comprising the remaining 70%) are designed to result in a qualification recognised by SAQA and the relevant industry. Learnerships are contractual relationships between learners, training providers and the workplace, where the relevant Sector Education and Training Authority (SETA) provides funding and plays an important intermediary role.

Funding for programmes in the FET bands may currently be accessed through five main sources. These are the following:

- The Skills levy through SETA accreditation and learnerships;
- The Skills levy through the DoL, where a proportion of the National Skills Fund may be used for developmental programmes such as the training of unemployed and/or retrenched persons, the youth and SMMEs;
- The DoE where subsidies are provided for certain curricula (referred to as Report 190/1 courses). Innovative programmes that have the approval of the provincial DoEs may also find some funding through this window;
- The private sector, where industry pays the FETI for training.

Partnerships in the FET Sector

A recent audit of partnerships (NBI: 2003) found that Gauteng, with an average of 62 partnership projects per college, is well above the national average of 39. However, only 2.9% of partnerships nationally involve the SETAs. In Gauteng, the figure is slightly higher at 3.2%. These figures suggest that SETAs are failing to assert themselves meaningfully in the skills development terrain.

Minister Mdladlana's Budget speech in June 2004 forthrightly picks up on this point by highlighting that, while much has been achieved, the implementation of the NSDS must be improved. In particular, failing SETAs are to be reviewed before the second five-year strategy is launched early in 2005.

A brief overview of the diversity of college-industry partnerships in the South African terrain shows that many of these partnerships have developed in idiosyncratic fashion. Importantly, there is as yet little research in this area. The presentation of 10 case studies, within this research, does, however, help to identify some regularity in an array of factors which emerge to sustain best practices in a highly organic, rapidly changing and largely under-researched field.

METHODOLOGY

This research adopted a case study methodology. Data was collected through interviews with the three main constituencies responsible for driving partnerships (i.e., college managers and educators, business representatives and senior managers in the DoL, DoE and three relevant SETAs, etc.). A number of learners participating in each partnership were also interviewed.

Case studies were selected according to 4 criteria to ensure that:

- A wide spread of FETIs in Gauteng were represented;
- A wide spread of campuses across the HDI and HAI spectrum were examined;

- Programmes across a range of labour market sectors were covered; and
- A high number of those campuses identified by the NBI as being efficient in establishing and managing partnerships were described.

This resulted in the following exemplar partnerships being researched:

	Partnership	Field directed at	Campus	FET College	Previous status
Formal Sector:					
1	W&R Learnership	Wholesale and Retail	Pretoria Campus	Tshwane North	HAI
2	Alarm Technician Learnership	Electronic/Engineering (Home Security Industry)	Pretoria West Campus	Tshwane South	HAI
3	SAAB	Electronic/Engineering (Defence industry)	Centurion Campus	Tshwane South	HAI
4	Toyota Technical Education Programme	Electronic/Engineering (Motor industry)	Ellispark	Johannesburg Central	HAI
5	Learnership in Tourism: Events Support	Tourism	Roodepoort	South West Gauteng	HAI
6	Montecasino	Electrical/electronic Engineering (Gaming industry)	Alexandra Campus	Johannesburg Central	HDI
SMME Sector:					
7	SMME Development Initiative	SMME	Kwa Temba	Ekuruleni East	HDI
8	A Re Tswaraneng	SMME	Soshanguve Campus	Tshwane North	HDI
9	Nissan Incubation Programme	SMME	Soshanguve Campus	Tshwane North	HDI
10	Venture Creation programme	SMME	Centurion Campus	Tshwane South	HAI

The descriptions of our case studies are organised according to 14 headings. Summaries of the 10 case studies are found in tables A and B.

CONCLUSIONS AND RECOMMENDATIONS

We structure the following set of recommendations around our six research questions. These fall into three groups: those relating to partnership models and how they are established, those relating to government policy and support, and those relating to HIV and AIDS and gender issues. By and large, our conclusions and recommendations apply equally to the formal and SMME sectors, with the exception of special measures which are required for the effective implementation of SMME programmes.

Models, Employability and Partnership Establishment

Three of our research questions fall into this broad category:
- Which models of college-industry partnership are most effective in improving graduate employability?
- What is the relationship between different labour market conditions, specific industry characteristics and the form of partnership established?
- What are the steps required to establish successful partnerships?

Conclusions
Our first conclusion in relation to these questions is that there is only one partnership model: one which simultaneously satisfies the needs of four sets of partners: business, learners, colleges and government. Within this principle, there is no one format which constitutes the proverbial magic bullet. Partnerships may be initiated by a business in response to its own labour needs, by a SETA in response to identified industry demands, or by a college, in response to either. South Africa's legislative framework and funding regime for skills development facilitate all three processes.

The National Skills Development Strategy (NSDS) incentivises businesses and colleges to establish partnerships, provide training and promote placement opportunities in response to labour market needs. Although the ideal partnership form is the formal learnership, some space should also be provided for non-learnership programmes so as to maximise the space for innovative projects which fall outside the framework of learnerships, and which may provide important new models for general use and/or useful solutions to local problems.

In terms of implementation, our research indicates that, to date, business has been faster to respond to the challenges posed by the NSDS than either the colleges or the array of state and parastatal institutions. Only half of the six formal sector projects have received learnership status, although all have applied. None of the colleges involved in these programmes has succeeded in obtaining funding from the DoE for programmes which do not comply with Report 190/1 requirements. The unevenness in response by different partners inhibits the full implementation of the NSDS vision.

The colleges in our sample have, by and large, played a responsive role in the partnership projects in which they are involved. However, in order to become more pro-active in establishing new partnerships, colleges need to open new opportunities by identifying areas of scarce skill in their respective local labour markets. This step requires research into local labour market conditions.

Similarly, our four SMME sector case studies reveal that such partnerships may be initiated by formal sector businesses, communities or NGOs. Once again, the SETAs and other state and parastatal institutions appear to be the least responsive of all the sets of players, with all four projects having applied for SETA approval and only one receiving it to date. Furthermore, although at least three if not all four of our sampled partnerships would qualify for funding from at least one of the funding windows of the National Skills Fund, which is accessed through the provincial offices of the DoL, not one has received a grant from this source. Similarly, only one of our projects has succeeded in obtaining money from the NDA, while none have been successful in accessing grants from Ntsika or the Umsobomvu Fund.

Although it was beyond the scope of the current research project to directly measure the effects of training on employment and production, it is reasonable to accept the testimony of business leaders particularly, but also of colleges and learners, that the

formal sector training partnerships we studied are serving important needs in the labour market. Nevertheless, more information is needed concerning the post-college employment experiences of all graduates. In this regard, there is no substitute for a major longitudinal research programme which systematically tracks college graduate over a number of years.

Concerning the partnership projects operating in the SMME sector, the evidence clearly indicates that that the one programme directed towards existing entrepreneurs is assisting them to become more productive and to access an increased volume of contracts. However, there is not enough information to assess the extent to which the three SMME projects aimed at fostering new entrepreneurs amongst unemployed youth or retrenched workers are succeeding. Keeping track of the graduates of such programmes is a notoriously intractable problem, requiring considerable resources, expertise and patience. Here too, a longitudinal tracer study will be invaluable to illuminate the success of SMME development programmes.

Recommendations

Recommendation 1: For those colleges which have been less successful at partnership formation, it is recommended that they:

- Generate institutional commitment to the establishment of partnerships, through strategic planning which involves all levels of management, and the commitment of resources, including personnel, dedicated to the pursuit of partnership programmes.
- Establish networks with local businesses, with the specific aim of exploring partnership opportunities.

Recommendation 2: Both for those colleges seeking to set up partnerships for the first time and those which have demonstrated some success in the past and wish to become more pro-active, it is recommended that they:

- Investigate local labour market skill shortages, through research. This step, in turn, will require either that research capacity be developed within the College, or that such work be contracted out.

Recommendation 3: It is recommended that the GPL/GDE stimulate the implementation of Recommendations 1 and 2 in Gauteng colleges, through the circulation of policy directives and best practice case studies. One way of starting the latter step may be to circulate an abbreviated version of the current research report, and to hold discussion forums on these findings.

Recommendation 4: It is recommended that the GPL/GDE consider a longer term strategy through which individual colleges develop areas of specialisation in different labour market sectors. This will enable colleges to develop higher levels of specialist expertise in their respective niche fields, thus increasing the impact of their skills training, and the effectiveness of their partnership projects.

Recommendation 5: It is recommended that the GPL/GDE commission a research project which tracks the course of college graduates, from a variety of programmes – including both formal and SMME sector courses – in order to delineate and understand the various pathways taken by graduates towards further study, employment in different sectors of the labour market, or unemployment.

Policy and support

Two of our research questions fall into this category:

- Which models of strategic support to colleges by, *inter alia*, SETAs and government departments are most effective in promoting successful partnerships?
- Which policy elements are conducive to or inhibitive of successful partnerships?

Conclusions

Our research has highlighted the slow response of SETAs to applications for registration by partnership projects as a bottleneck to the registration of learnerships. This applies equally to partnerships directed towards the formal and SMME sectors. We further noted that this bottleneck may be caused by a number of possible factors, most notably:

- The unfamiliarity on the part of colleges with SETA requirements, resulting in applications which may be deficient in one or other way.
- Administrative inefficiencies on the part of SETAs.

Another very serious bottleneck is the inability by the DoE to develop a curriculum framework for non-Report 190/1 programmes.

A third problem is the inefficiency of parastatal support agencies, such as The Umsobomvu Youth Fund, Ntsika and the National Development Agency, to respond to the needs of SMMEs.

A more fundamental and longer-term difficulty is the inadequate preparation provided by the schooling system for study of any kind at the FET level.

Recommendations

Recommendation 6: It is recommended that the GPL/GDE engage with three sets of actors mentioned above – the relevant SETAs, the national Ministry/Department of Education, and those parastatal institutions whose brief it is to provide support to SMMEs – at the appropriate levels of seniority, in order to identify the causes of bottlenecks to delivery, to formulate processes for eliminating these and to set performance targets for future action.

Recommendation 7: It is recommended that local business groupings examine the model established by the Springs Chamber of Commerce (and others) to train and support SMMEs.

Recommendation 8: Regarding the poor foundation competencies exhibited by entry-level FET learners, it is recommended that the GPL/GDE examine ways of improving the effectiveness of the GET system to teach fundamental knowledge and skills such as reading, writing and calculating. This is a long-term project which must be tackled as a prerequisite first task in seeking to improve the development of the country's skills base, at every level.

HIV and AIDS and Gender

Our final research question falls into this category:

- To what extent do gender and HIV and AIDS considerations shape the partnerships and the nature of the support required?

Conclusions

On the issue of gender, it would seem that gender stereotypes continue to structure the demographic profiles of college programmes, although our case studies show that learners are beginning to `break out' of these traces within the context of a national skills development strategy that has gender equity as a central tenet within a programme for broad-based change.

On the question of HIV and AIDS, all the projects address the issue through a life-skills component which forms a part of the training programme. And while, many colleges are establishing campus facilities for learner counseling and support on health and safety issues, we felt that few projects spoke with any sense of urgency or understanding of the seriousness of the pandemic in the South African context.

Recommendations

> **Recommendation 9:** It is recommended that the GPL/GDE publicise success stories of individuals who break gender stereotypes – such as women in engineering or men in nursing – on all FET campuses in order to promote a change in practices.

> **Recommendation 10:** It is recommended that the GPL/GDE circulate guidelines for HIV and AIDS education, counselling and support on all FET college campuses, and monitor adherence to the guidelines.

TABLE A: PARTNERSHIP PROJECTS							
SECTION 1: FORMAL SECTOR PARTNERSHIPS							
Partnership	Learnership	Partners & Roles	Process	Learners	Qualification	Duration	Funding Source
1.1) W & R Learnership, Pretoria Campus, Tshwane North College	- Yes - Learnership Registered - Formal contracts -Certified qualification	- W & R SETA - Pretoria Campus - Various employers in W & R sector, for example, Spar, Foshini	Initiated by SETA through sector skills plan: - Learnership registered - Providers advertised - Companies recruited	40 unemployed per year, recruited by College: - N4 and N6 Business studies graduates invited - Write test in numeracy and communication - Interview for interest and attitude	NQF L2 & L4	1 year per level	Skills levy through SETA - R10600 per learner to College - R 25,000 to company per learner -R 14,400 to learners
1.2) Alarm Technician learnership, Pretoria West Campus, Tshwane South College	Yes	-ADT security -Pretoria West Campus -Poslec SETA	Initiated by employer, ADT security, because of need for trained technicians. Started as a pilot	20 Learners (of a national total of 105). Selected by ADT: - N6 Engineering graduates from college invited to apply - Psychometric and aptitude tests - Interview	NQF L4 & L5	1 year per level	- ADT paid wages to learners as an incentive to continue completing modules - ADT provided training material, equipment and protective clothing
1.3) International partnership for skills development, Centurion Campus, Tshwane South College	- Signed training agreement – SAAB and Centurion campus - SAAB must meet offset requirements for the supply of fighter planes - Learnership being investigated by the campus	- Centurion Campus - SAAB and other Swedish companies including Volvo, Ericsson - SA companies such as DENEL - DoD - DoL	- Initiated by SAAB and followed by market research by Centurion campus - Began as a pilot project in 2002 to last up to 2009 - Yearly renewal of contract	- 80 disadvantaged learners since 2002 - Recruitment through annual advertising - Assessment given to matric learners who are high achievers in maths and science	N2 level to CNC level	2 years to obtain an aeronautical technician qualification	SAAB provides: - R1000000 for a campus Metrology laboratory - R555000 for overseas training of lecturers - R1000000 for bursary schemes to cover N1 to CNC levels - Each bursary is worth R24000 for tuition, subsistence, materials

| | | TABLE A: PARTNERSHIP PROJECTS |||||||
| | | SECTION 1: FORMAL SECTOR PARTNERSHIPS |||||||
Partnership	Learnership	Partners & Roles	Process	Learners	Qualification	Duration	Funding Source
1.4) T – TEP Programme, Ellis Park Campus, Johannesburg Central College	- No - This is pre-apprenticeship training - Top graduates (at least 70% for theory and practical) selected for apprenticeship - Applied to MERSETA for learnership, but frustrated by slow progress	Toyota SA: - loans equipment to college - Trains educators - Holiday work to some learners - Annual skills contest teachers and learners - Campus provides theoretical and practical training	Initiated by Toyota, with 13 T–TEP institutions around the country and 328 worldwide	- Currently 24 T – TEP learners are at N2 level (1123 since 1991) - Toyota and the College advertise the programme - Selection: Learners must have N1 and be able to pay for their own tuition	Enriched N2 and N3	N1 – Trimester N2 – 2 trimesters	T-TEP learners fund their own tuition. The enriched N2 course is more expensive (R1800.00 per trimester) than a normal N2 course (R1300.00)
1.5) Learnership in Tourism, Roodepoort Campus, South West College	Yes, through THETA	Roodepoort campus: - Training provider - Maintains links with industry and learners THETA: - Manages and quality assures the learnerships - Funding by THETA and Business Trust Hospitality industry: - Provides workplace experience	- THETA: needs analysis, as part of sector skills plan: revealed training gaps - Initially a pilot at Glenburn lodge for unemployed youth - Campus active in working with industry partners and Theta	70 learners have taken part in this learnership which leads to a national certificate in Tourism: Event support(level 4) - Recruitment is conducted by SWGC - Selection by written test and interview with an industry partner	NQF Level 4	1 year to cover fundamental core and elective components	The learnership is funded by THETA through skills levies SWGC receives 10% of the total invested in learnerships by 2005
1.6) Monte Casino Partnership, Alexandra Campus, Johannesburg College	- No - Initiated by Monte Casino in 1998 because of the need for slot machine technicians - Informal arrangement through a verbal agreement between Alexandra Campus and Monte Casino	- Tsogo Sun: Monte Casino provides graduates with training opportunities through its in- house training programme - Campus: recruiting ground for students who have attained N6 in electrical engineering	- Every six months, Tsogo Sun takes 4 - 6 learners into their training programme - The campus advertises and also uses its database of graduates to recruit applicants - Screening: written test and interview	- 5 to 10 N4 learners/ graduates every 6 months - Written test - Interview to assess interest and basic knowledge	Directed towards N6 electrical engineering learners and graduates	In-house training directed towards an accredited national diploma takes 6 months	- The Monte Casino slots department funds the project for staff, learner and training costs in the region of R80000.00 - The campus receives no funding

	TABLE A: PARTNERSHIP PROJECTS						
	Section 2: SME SECTOR PARTNERSHIPS						
Partnership	**Learnership**	**Partners & Roles**	**Process**	**Learners**	**Qualification**	**Duration**	**Funding Source**
2.1) SME Development Initiative, Kwa Thema Campus, Ekurhuleni East College	- No - Project is seeking government funding, through the Services Seta or provincial government.	- Impala Platinum Refineries: funds training as part CSI programme. - Campus: provides training on Saturdays - BLC: mentors and supports SMMEs; obtains funding through the 14 member companies of the Chamber	- Springs Chamber of Commerce established Business Linkage Centre (BLC) to support of SMMEs, local economic development and BEE targets - Campus has a formal agreement with Impala Plats	- 150 SMMEs trained since 2003 - Participation is that participants must have an SMME in the services sector. - A course commences once 50 new SMMEs are identified for training - BLC maintains database of SMMEs	Level 1 mini-business management course, where accreditation from the Services SETA is being sought	Saturday tuition for 12 modules over 1 year	- Training: Im Plats provided R100,000 for training and materials (further R 100,000 to be allocated shortly) - Support: Each member company provided R25,000 to the BLC in 2003 - Procurement: R22.3 million spent by member companies procuring services from participating SMEs in 2003
2.2) A Re Tshwaraneng, Soshanguve Campus, Tshwane North College	- No, but - campus is awaiting registration for a learnership - A broad-based training initiative to meet social and economic needs of the community across 36 project sites	- A management committee governs the project - A registered CC to fundraise, plan, organize, and manage - Soshanguve campus provides training and facilities - The Are Tshwaraneng network of NGO's, FBO's, Clinics and social workers	- First initiated by the board Chairperson of A RE Tshwaraneng - Formal contracts signed - The campus provides empty space for A RE Tshwaraneng offices	- Youth: +- 410 children; +- 4000 youth - 330 young unemployed women - Project identifies people for training. - Campus interviews candidates, as only twelve people per trade can be trained.	A number of programmes use NQF standards for carpentry, plumbing, plastering, tiling, welding, etc - For the social health programme, nursexs are trained by an accredited provider, the nursing council.	- Multiple programmes of variable duration	- Dept of Social Welfare (R650,000 in 2002; R895,000 in 2003) - National Development Agency (R252,000 in 2002). - The Italian embassy(R17,000) - Each of the 36 project sites raises funds for its own activities. Collectively R2m raised to date.

TABLE A: PARTNERSHIP PROJECTS							
Section 2: SME SECTOR PARTNERSHIPS							
Partnership	Learnership	Partners & Roles	Process	Learners	Qualification	Duration	Funding Source
2.3) Nissan Incubation Programme, Soshanguve Campus, Tshwane North College	- No - Training for retrenches	Nissan: funding - Soshanguve campus: entrepreneurial training in 6 areas: - Screen printing - Sandblasting - Vegetable drying - Brick making - Furniture manufacturing and coffin-making and -laundry	- Initiated by Nissan in 2003 - A formal contract signed Oct 2003 - The FETI conducted a survey of local labour market needs and identified the skills shortages in the community.	- 90 trainees - Ditlhare training center keeps a database of ex-Nissan employees. - Screening: a trainee must have had previous exposure or experience in one skill related to any of the 6 courses.	- Accreditation sought from the FoodBev SETA, the CETA and the Forest Industries Sector SETA (FIETA)	- 18 months of training followed by assistance to learners in setting up their own business - Business development courses last 3 weeks and courses in `hard skills' last approximately 45 days.	- Nissan has provided the R 2.5 million for the project.
2.4) Venture Creation Programme, Centurion Campus, Tshwane South College	- Yes - Joint effort initiated by Centurion Campus and FEBDEV representatives	- Campus: delivers entrepreneurial training - Foundation of Economic and Business Development (FEBDEV), a section 21 company, provides support to SMEs. - DIDTETA funds 40 learnerships	-FEBDEV formalized a partnership with Centurion Campus in 2002, in collaboration with DIDTETA. - Written contract signed - All learners selected for a learnership also sign a contract.	- Participants must have an interest in being an entrepreneur. - FEBDEV conducts interviews - Potential participants are sent by the DoL or from other business centre - Unemployed youth main beneficiaries	A national certificate in Venture Creation is awarded, based on an action-learning methodology to retain learner interest	12 months	Skills development funding through the DIDTETA SETA.

TABLE B: PARTNERSHIP PROJECTS (continued)							
SECTION 1: FORMAL SECTOR PARTNERSHIPS							
Partnership Project	Strategy & Management	Curriculum & QA	Employability	Benefits	HIV & AIDS, gender	Success Factors	Challenges
1.1) W & R Learnership, Pretoria Campus, Tshwane North	- Fully supported by College top management -Proactive approach	SETA processes for QA, SAQA registration, verification and moderation	As with all learnerships, the companies do not guarantee jobs: -Depends on vacancies -Colleges find it hard to keep track of graduates -Learners confident: based on their knowledge of the market	Employers: -Tax incentives -Opportunity to select employees. College: -Meet strategic targets -Responsive to community needs -Funding Learners: - Training and experience -Employment opportunity -Allowance	HIV and AIDS dealt with briefly in one component: Safety -General support and counseling on campus -Predominance of women on learnership, but placement depends on company needs	-Parties have found each other, through implementing a successful learnership	-Tracking learners after graduation - Ensuring quality training - Keeping learners motivated - Parsimonious mindsets on part of companies
1.2) Alarm technician learnership, Pretoria West Campus, Tshwane North	- Fully supported by College top management -Close liaison between senior management at ADT and the College	Developed by ADT, within DoE and DoL guidelines -Benchmarked against Australian standards to make them internationally recognized	- 60% of learners gain employment - ADT tracks graduates. - Unemployed learners directed to employment agency - Some learners are qualified as assessors - ADT is reaching employment saturation.	ADT: - Learnership is a vehicle for selecting employees - SDL claimed back - Tax deduction College: - Funding from ADT - Increased enrolment, especially women Learners: - Alarm technician certification - Many employed in ADT or other companies	- HIV and AIDS covered in life skills component - 5 – 10% of learners are women: engineering field still viewed as domain of men	- Effective communication and contact between all parties - Leadership support - Responsive curriculum matched to the world of work	- Employers shy of learnerships as they fear that they may be obligated to employ graduates - Inadequate support form SETA's and DoE - Accessing SETA funds for trainees that do not have work placements - Industry reaching employment saturation

TABLE B: PARTNERSHIP PROJECTS (continued)							
SECTION 1: FORMAL SECTOR PARTNERSHIPS							
Partnership Project	Strategy & Management	Curriculum & QA	Employability	Benefits	HIV & AIDS, gender	Success Factors	Challenges
1.3) International partnership for skills development, Centurion Campus, Tshwane South College	- Programme articulates with the vision and mission of College. - Steering committee comprised of Swedish and South African project members. - Staff given training to support capacity building for multi-skilling	- 3 local lecturers trained internationally - Accreditation for the metrology testing facility being sought - Bursaries awarded for 2 or 3 modules towards learners obtaining accredited qualifications - Close contact with and feedback from industry ensures the responsiveness of curricular - Learners obtain aeronautical technician certificate on completion of CNC level	- 60% of graduates finding employment - Additional support to learners: roleplays, CV preparation, etc - A campus support officer makes monthly checks, tracks learners - Learners inform the campus if they have found employment	Employers: - Estimated that 20 – 30% of the aviation industry's requirements can be met by programme - 80 bursaries awarded annually since 2002 - Access for disadvantaged learners to high-tech training Campus: - Funding for infra-structure and equipment - Lecturers trained overseas	- Life skills component addresses HIV and AIDS - Medical and optical problems addressed through student support service and a student counselor - The majority of learner are male	- Effective management structures and clarity of roles - High levels of co-operation, communication and transparency between partners - Detailed project plans - Competent, trained staff - Funds generated by offereing training to industry - Effective quality control systems	- Insecure future without state funding - Political climate: project will be ended prematurely if arms deal terminated - Insufficient trained staff - Depressed state of economy limits employment opportunities
1.4) T – TEP Programme, Ellis Park Campus, Johannesburg Central College	Initiated by Toyota, and fully supported by management in the college	- 50% practical work in workshops at college - T –TEP council decides the curriculum; council comprised of Toyota Training staff, Toyota Dealers and representatives from the T-TEP institutions - The enriched N2 programme is comprised of 2 phases	- 389 out of 1123 learners apprenticed to Toyota since 91 - Decline recently, only 5 – 10% of graduates offered apprenticeships - Toyota tracks learner performance at College - Holiday placements at Toyota for some learners.	Toyota: - An effective screening tool for selecting apprentices College: - Training for staff and equipment from Toyota Learners: - Prospect of Toyota apprenticeship - High quality training in high growth industry	- Lifeskills course in phase 1 contains an HIV/AIDS component - The motor industry and learner profiles continue to be male- dominated	- The programme has been implemented for 12 years - 2 new T-TEP institutions have joined this year - The company's name is the prime selling point attracting learners - Standard of teaching is high	- Funding for disadvantaged learners is difficult

TABLE B: PARTNERSHIP PROJECTS (continued)							
SECTION 1: FORMAL SECTOR PARTNERSHIPS							
Partnership Project	Strategy & Management	Curriculum & QA	Employability	Benefits	HIV & AIDS, gender	Success Factors	Challenges
1.5) Learnership in Tourism, Roodepoort Campus, South West College	College: - Working with THETA to achieve its vision - Approaches the learnership as a business venture - Employs a manager for programme development and a skills co- ordinator to oversee training - Monitors activity in the workplace THETA: - Manages the learnership	- Articulation with United States qualifications - Curricula developed through broad consultative process - Registered assessors monitor learner performance - A quality management system is used by the campus to assure quality of training - Courses are becoming more industry- responsive and industry based.	- 80% of learners have found employment - SWGC keeps track of graduates through an electronic database - As industry recognizes the certificate, employers contact the college for qualified learners	College: - Registered with THETA - Stronger ties with the industry - Increased enrolments Hospitality Industry: - Tax rebates - Skilled employees Learners: - Attainment of accredited qualification - Workplace experience - Enhanced career prospects - Stipend	- HIV/AIDS comprises a component of the Health and Safety module - The learnership is currently showing a greater take- up of female learners	- Effective and regular communication between THETA, college and Industry partners - Effective management, leadership and governance by college and THETA - Strong commitment on the side of all parties	- Lack of guidance from the GDE - Lack of sufficient numbers of accredited personnel at the college to conduct training and assessment. - The current staff complement is overloaded working through the legal consequences of MOU's
1.6) Monte Casino Partnership, Alexandra Campus, Johannesburg College	- Leadership support for and commitment to the partnership - Strengthened ties with labour market and gaming industry - Learnership office for the campus manages the partnership and maintains industry links - College retains a training manager	- Monte Casino's in- house training Course is used - Qualified industry technicians conduct training - Negotiations are underway to register the programme as a learnership	- 3 learners employed every year (50% success rate) - Campus maintains a database of graduates - Additional feedback from learners obtained informally - Learners not employed by Monte Casino have marketable skills in industry	Industry: - Selection of trainees from successful learners College - Increased enrolments including females and youth Learners: - Free training - Workplace experience - Salary: R1500 pm during training - Employment opportunities	- College has a learner support center HIV and AIDS-related matters - Montecasino has HIV and AIDS component to in-house training - 90% of learners are male, though more female youth are presenting for training as technicians	- Effective leadership, management and governance displayed by college and industry partners - Quality training responsive to industry needs - Effective mechanisms for selecting candidates - Demand in the industry for slot technicians	- The lack of formalisation has sustainability implications

TABLE B: PARTNERSHIP PROJECTS (continued)

SECTION 2: INFORMAL SECTOR PARTNERSHIPS

Partnership Project	Strategy & Management	Curriculum & QA	Employability	Benefits	HIV & AIDS, gender	Success Factors	Challenges
2.1) SME Development Initiative, Kwa Thema Campus, Ekurhuleni East College	- Full CEO support for the initiative on the side of the College - The business development office manages all partnerships: investigating replicating the programme in Duduza. - The BLC and the Business Development Manager of Impala Refineries are equally enthusiastic	- A DTI electronic initiative (BRAIN- Business Referral Advisory and Information Network) provided the initial - The BLC manager and the Impala CSI manager sit on the college academic board. - The BLC contributed a legal course. - SAQA unit standards were used to write the course. - Opportunities for further advanced courses have been identified.	- In 2003, member companies procured servces worth R 22.3 m from SMEs. - The BLC maintains a learner database - College has a learner support division which includes a Job Shop and other services.	All: project supports LED priorities Impala Plats: - Achieves CSI and BEE targets. College: - Receives corporate funding for training and links to business network. SMEs: - Receive training - Access work from Chamber companies. Springs Chamber of Commerce: - Meet BEE targets	- The FETI is planning to introduce a lifeskills module, including a focus on HIV/AIDS - 10% of learners are women - 90% are black	- A mutually beneficial initiative - Finance form private sources - Quality training - Responsive curricula - Continuous support to SME's from the BLC - Opportunities for SME contracts with member companies of SCC	- Capital for SMEs: NTSIKA not playing its role - Companies meet equity requirements in tenders by fronting token partners - Lack of info on legal matters, eg Workman's Comp - Low levels of literacy and numeracy among SMME learners - Little DoE funding beyond Prog 101 courses. - Slow SETA response to application.
2.2) A Re Tshwaraneng, Soshanguve Campus, Tshwane North College	- Management steering committee includes manager, 2 co-ordinators (1 from each campus), 30 project leaders and 5 teams of experts and community caregivers. - Each of 36 sites has own board of community members - College management actively supports initiative: aligned to strategic plan	- Training is needs driven - Formal skills programmes are 30% theoretical and 70% practical - Progs based on SAQA unit standards - Some accredited through MERSETA and CETA. - Learners are assessed though practical and theoretical exams by lectures, moderators and assessors - Report- back system ensures all partners receive feedback - Some partners have own QA mechanisms	- College claims that 99% will be self or project employed and 1 % will find formal employment. - Nursing programme, has 77% success rate - Evidence of success is largely anecdotal: formal tracking system would help to verify the success of graduates finding employment.	College: - Social responsibility targets met - Network with business and the community is established. - Some funding. Community: - Resources mobilized - Improved social cohesion Learners: - Free training - SMME support - Enhanced employment opportunities - Increased self-confidence	- A 24-hour crisis center established - Group volunteers for the youth wing of the center disseminate information on HIV and AIDs at schools. - Participants in the social and health service activities are predominantly female. - The partnership does not address gender equity directly.	- Community-driven and responsive to community-needs. - Effective management and working communication systems. - All parties accountable and conduct activities in a transparent manner.	- Project depends on vulnerable sources of funds - Accessing funds through the Skills Development Fund cumbersome - Obtaining DTI support for SME training programmes difficult

TABLE 2: PARTNERSHIP PROJECTS (continued						
SECTION 2: INFORMAL SECTOR PARTNERSHIPS						

Partnership Project	Strategy & Management	Curriculum & QA	Employability	Benefits	HIV & AIDS, gender	Success Factors	Challenges
2.3) Nissan Incubation Programme, Soshanguve Campus, Tshwane North College	- The partnership has the full support of the campus manager and college CEO - Top management has established advisory bodies to be more responsive to labour market and community needs and obtain SETA accreditation. - Contact with Nissan is conducted through a consultancy called Resolve Worldwide. This ensures effective communication between partners.	- Courses meet industry standards (eg bricks are SABS approved) - Courses based on SAQA standards, but still awaiting accreditation from the relevant SETAs. - The campus outsources the training of courses for `hard skills' to industry trainers because of lack of staff. - The old SMME course of the campus continues to be used.	- Given newness of project, success cannot be easily not measured. - A coffin-making SME has registered with Rosslyn Chamber of Commerce. - Laundry project will focus on cleaning overalls: campus has signed a contract with a provincial laundry company. - The campus tracks and has a target of placing 80% of all trainees in workplace settings to gain formal exposure.	College: -Receives funding from Nissan to train, purchase equipment and employ additional staff. Nissan: -Achieves CSR targets. Learners/Trainees: - Obtain skills for self-employment, and support in workplace - Exposure to workplace settings and income-generating opportunities.	HIV and AIDs receives minimal attention within the curriculum. - Trainees have access to the A RE Tswaraneng clinic. - 60% of trainees are men. - Against traditional gender expectations, some women are being trained in sand-blasting and vegetable drying.	-Post-training support to trainees is crucial in helping them to set up their own income-generating activities - Communication between stakeholders - Effective leadership and management - Planning, commitment and co-operation.	-Attaining SETA accreditation for courses. - More support and funding from government, SETAs, etc., to ensure long-term sustainability - The sourcing of equipment from various sites in the country to be used at the campus.
2.4) Venture Creation Programme, Centurion Campus, Tshwane South College	- College commitment to addressing community needs - Needs analysis conducted by college - External evaluators regularly provide critical feedback - Approach of partners is co-operative	The action-learning methodology as promoted by FEBDEV adopted by college - A series of simulated learning experiences provided for participants. - Most QA is currently conducted by FEBDEV. The campus has approached the Services SETA to do QA.	- No formal employers involved but partners are seeking to link to industry and the labour market. - 100% success rate in creating self-employment claimed	- Learners become self-sufficient - Stipend of R 140 per week from DIDTETA for transport, stationary and other costs. - College meets strategic plan targets -FEBDEV meets its mandate in supporting budding entrepreneurs	- A learner support office on campus with a full-time counselor is accessible to those on the learnership. - A life skills programme includes information on HIV and AIDs. - 60% of learners are female.	- DIDTETA funding. - Dedicated staff - Quality training - Effective support structures for budding entrepreneurs. - Local buy-in - Linkages with a broad range of stakeholders.	- Further funding from the SETA or the National Skills Fund will ensure sustainability. - Funding for learner business plans and capital costs. - Lack of entrepreneurial culture in country.

CHAPTER ONE
INTRODUCTION

1.   INTRODUCTION

In March 2004 the Research Office of the Gauteng Provincial Legislature put the project – on the role of college-industry partnerships in ensuring graduate employability – out to restricted tender. JET Education Services was awarded the contract at the end of March 2004, with an eight-week deadline for producing a draft report. This document has been discussed at a Stakeholder Forum at the end of September 2004 before having been finalised.

2.   STATEMENT OF THE RESEARCH PROBLEM

The newly established FET Institutions (FETIs) are, according to the FET Act of 1998, expected to be responsive to the needs of the labour market. One of the principal indicators of responsiveness is the extent to which graduates obtain and keep employment in industry. One of the mechanisms mooted for strengthening the employability of graduates is college-industry partnerships. However, while the FET Act makes broad provision for the establishment of such partnerships, it does not define how these should operate. This is understandable, given the diverse conditions and demands of different sectors of industry.

Some colleges have maintained partnerships with industry over many years, while new partnerships have blossomed under the new dispensation established by the formation of the FETIs under the Act. These partnerships take a variety of forms, depending on labour market conditions, and the specific character of individual colleges and workplaces.

The purpose of the present research initiative is to identify and describe a range of partnerships in order to delineate best practice in establishing, maintaining and supporting college-industry partnerships. The work was guided by the following questions:

1. Which models of college-industry partnership are most effective in improving graduate employability?
2. What is the relationship between different labour market conditions, specific industry characteristics and the form of partnership established?
3. What are the steps required to establish successful partnerships?
4. Which models of strategic support to colleges by, inter alia, SETAs and government departments are most effective in promoting successful partnerships?
5. Which policy elements are conducive to or inhibitive of successful partnerships?
6. To what extent do gender and HIV and AIDS considerations shape the partnerships and the nature of the support required?

CHAPTER TWO:
LITERATURE REVIEW

3.   LITERATURE REVIEW

3.1   Introduction

Over the last decade, the transformation of technical education in South Africa has been a prominent aspect of the education reform agenda. Characterised as a weak and fragmented education-led, predominantly college-based system, poorly articulated with an almost non-existent work-based system with little employer involvement, the reform of South African technical and vocational education provision after 1990 was deemed critical for social and economic development (Chisholm 1992: 6 *cf.* Badroodien: 2003). It was hoped that, with reform, further education and training provision would nurture the kinds of knowledge and skills that could fulfill socio-economic development imperatives.

As a result, the *New Institutional Landscape for Public Further Education and Training Colleges: Reform of South Africa's Technical Colleges* (DoE: 2001) set out to develop a flexible infrastructure that could respond to the particular skills needs of the country. It is envisaged that the new policy environment will encourage and direct the FET college sector away from a previously reactive approach to one which actively engages with South Africa's economic and developmental challenges. As part of this shift, FET colleges need to develop close partnerships with business, industry and the community.

In this regard, partnerships are understood as mechanisms whereby FET colleges engage with particular stakeholders to map out their institutional agendas. Partnerships, for some institutions, therefore, entail close relationships with industrial partners, and, for others, close ties with communities and developmental initiatives. Understanding the ways in which economic and developmental challenges in the college sector are addressed necessitates looking closely at the intersection between the world of work, individual college sites and the specificities of local conditions.

This literature review will commence with a brief discussion of the world of work in South Africa. It then describes the new FET college landscape, followed by an examination of the different bands of FET colleges, in general, and how they relate to the world of work and/or local economies.   Finally, we distil a set of factors associated with the successful establishment and maintenance of college-workplace partnerships under a variety of local conditions.

3.2   The South African Labour Market

Two key factors that shape labour environments in South Africa are the size of the employable and employed population and the geographical location of the South African population (Badroodien: 2003). In October 1999, it was estimated that:
* Of 26.4 million people of working age in South Africa, about 10.4 million people were employed and 3.2 million were unemployed.
* Almost 54 % of the population live in urban areas in South Africa, with just over 46 % in non-urban areas (Stats SA 2001a: 45).

The most active sectors of the labour market are shown in Table 1.

Table 1: *Main economic sectors with economically active people*

ECONOMIC SECTOR	%
Elementary occupations (e.g. domestic, tea-making in a company, cleaners, planting on commercial farms, etc.)	26.4%
Crafts and related trades	13.3%
Technical or semi-professional occupations	10.2%
Sales	12%
Clerical positions	10.4%
Managerial positions	6.7%
Professionals	5.4%
Activities related to agriculture or the informal sector	15%

Regarding the education levels of the SA workforce, only 6.6 million of the 23.3 million people aged 20 years or more in South Africa in 1999 had passed Grade 12 or had post-school qualifications. And of the approximately 735 000 people who were studying at the post school level in 1999, only 232 000 learners were enrolled at technical colleges (Stats SA 2001a: 43).

The provincial socio-economic context in 2003 has seen some changes since 1999. Gauteng is one of the major economic hubs of South Africa, and since 1996 the population has increased by 20%. The following table provides statistics as they apply to Gauteng (sourced from a GDE presentation: 2004):

Factor	Description
Gauteng Population	Estimated at 8.8 million people. This is equivalent to 19.6% of all people in South Africa
Urbanisation	97% with density of 732 persons per square kilometre
Demographics	73.6% Black, 19.9% White, 3.8% Coloured, and 2.5% Indian
Education profile	40% people over the age of 20 have secondary education, 23.6% have a matriculation certificate, while 8.4% have post-matric
Potential Labour force	5.1 million people with an economically active population of 3.6 million.

Gauteng is the engine of the economy, employing almost a third of all workers in the country (28%). The industries in the province provide jobs for an estimated 2.6 million workers. Concentrated primarily in four key sectors, these sectors contribute 75% of economic activity in the province, while another five sectors contribute to the remaining 24% (GDE presentation: 2004):

- Community, social and personal services (31.8%). This is a major contributor to the informal sector with 51% self-employed persons in elementary, craft-related trades.
- Wholesale and retail trade catering and accommodation services (15.3%)
- Manufacturing (13.9%)
- Finance, insurance, real estate and business services (13.9%)
- Transport, storage and communications (7.4%)
- Mining and quarrying (7.3%)
- Construction (6.9%)
- Electricity and gas (1.6%)
- Water sector and agriculture (1.6%)

It is important to note that SMME activities contribute approximately 15% of all economic activity, and, given the lack of regulation in the sector, this is likely to be an underestimation.

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According to the GDE FET Directorate (GDE presentation: 2004), developing trends in the demand for certain occupations in Gauteng are reflected as:
- Highest growth in IT
- Accounting and financial services
- Electrical and chemical engineering (and mining engineering to some extent)
- Growth expected for artisans, including jewellery, food processing, motor vehicle, building and related services (although this is subject to fluctuations)
- Wholesale and retail calls for more sales workers, but a low demand for clerical staff. This is mainly due to a general conversion to computerisation.

It is worth noting that the current unemployment rate for the country is at 40%. According to the census in 2001, Gauteng had an unemployment rate of 29,7% as compared with a total South African rate of 43,9% of non-economically active people in the 15-65 age group (Stats SA: 2001). Yet, there is a high demand for appropriately skilled people, accompanied by a low level of appropriate training for both intermediate and higher level skills (Gamble: 2003b). This ultimately results in a supply-side limit on economic development and decreasing or stagnant productivity. Thus, FETIs are mooted as being a key contributor to national and provincial socio-economic growth and development. However, indications from a recent Graduate Tracer study conducted by the HSRC (as cited within the GDE presentation: 2004), are not encouraging. The study revealed that 62% of FET graduates are unemployed and, of this 62%, 70% are African and 24% are White. The study made the following troubling assertion: the average 21-year old African male is still unemployed two years after graduation. One diagnosis for this situation is that, while there are vacancies in certain jobs, these are not filled because of a shortage of appropriately trained personnel. As a result, the FET sector has recognised the need for FET colleges to become more responsive to the need for higher levels of appropriate training. By forming partnerships with industry, it is argued, the college sector will be encouraged to develop curricula and training programmes which address the needs of the market.

A key element of responsiveness is that colleges should better understand their local labour environments. Too many colleges have been producing graduates in trades that are already saturated or where there is no local market (McGrath: 2003). It is important that colleges respond quickly to new opportunities within their catchment areas and become more adept in training for niches rather than continuing to run in mass production mode. However, it is equally important that colleges are aware of the possibilities of training for provincial, national and regional labour markets, where appropriate (King and McGrath: 2002 *cf.* McGrath: 2003).

In this regard, the NBI (2003) report on college-industry partnerships notes that while broad skills categories are being identified as needs, the information is not specific enough to guide the development of programmes and new curricula.

3.3   The FET Context

3.3.1 The national policy framework

In the second half of the 90's, the Department of Education (DoE) and Department of Labour (DoL) introduced a variety of policies and laws that together set out the goals and strategy for human resource development in SA. Importantly, these provide a framework for transforming the FET sector. The FET sector has a vital role to play in preparing young people for work and citizenship, especially as the FET bands sit at the crossroads between General Education and Training (GET) and the world of work, on one hand, and Higher Education (HE), on the other. Therefore, the newly reconstituted Further Education and

Training Institutions (FETIs) are in a position to facilitate access to higher education and other learning opportunities, as well as increase the skills level of working adults.

The college sector is being transformed from two directions, one largely driven by the DoL and the other emanating from the DoE. In terms of the former impetus, the FETIs are integral within the new skills policy environment as captured in the Skills Development Act, the National Skills Development Strategy and a host of other legislative requirements and regulations. At the same time, the colleges will be subject to the new curriculum for FET to be introduced by the DoE in 2006. This policy is applicable to all programmes falling within the FET bands, whether these are offered by secondary schools or FET colleges.

The FET sector was formally reconstituted in 2002, with the declaration of 50 merged, former technical colleges, colleges of education and training centres into FETIs in terms of the FET Act, No. 98 of 1998. The new education and training landscape and the new legislative environment provide for greater institutional autonomy and financial control and broaden the mission and remit of the new institutions. An important aspect of this new remit is the demand that FET colleges become responsive to the needs of our economy and society by providing high quality and relevant training.

The following table provides a description of all the FETIs in Gauteng:

Table 2: *FETIs in Gauteng*

FETIs in Gauteng	Satellite Campuses	Location	Previous Status
Central Johannesburg Public FET College	1. Alexandra Campus 2. Ellispark Campus 3. Parktown Campus 4. Highveld Campus	Alexandra Doornfontein Parktown Riverlea	HDI HAI HAI HAI
Ekuruleni East Public FET College	1. Benoni Campus 2. Brakpan Campus 3. Isidingo Campus 4. Springs Campus 5. Kwa Temba Campus	Northmead Brakpan Daveyton Springs Kwa Temba	HAI HAI HDI HAI HDI
Ekuruleni West Public FET College	1. Alberton Campus 2. Boksburg Campus 3. Germiston Campus 4. Kathorus Campus 5. Kempton Campus 6. Tembisa Campus	Brackendowns Boksburg Germiston Katlehong Kempton Park Tembisa	HAI HAI HAI HDI HAI HDI
South West Gauteng College	1. Dobsonville Campus 2. George Tabor Campus 3. Krugersdorp Campus 4. Molapo Campus 5. Roodepoort	Dobsonville Soweto Krugersdorp Soweto Horizon View	HDI HDI HAI HDI HAI
Tshwane North Public FET College	1. Mamelodi Campus 2. Pretoria Campus 3. Soshanguve Campus	Mamelodi Pretoria Soshanguve	HDI HAI HDI
Tshwane South Public FET College	1. Attridgeville Campus 2. Centurion Campus 3. Pretoria West Campus	Attridgeville Lyttleton Pretoria West	HDI HAI HAI
West College	1. Carltonville Campus 2. Randfontein Campus	Carltonville Randfontein	HDI HAI
Sedibeng Public FET College	1. Lekoa Campus 2. Vanderbijlpark Campus 3. Vereeniging Campus	Sebokeng Vanderbijlpark Vereeniging	HDI HAI HAI

3.3.2 The National Skills Development Strategy (NSDS)

The NSDS, governed by The Skills Development Act (No. 97 of 1998), is a strategy with targets for a coherent and comprehensive approach to skills development. It is developed, assessed and revised annually under the leadership of the Department of Labour (DoL). One of the aims of the NSDS is to direct the public higher education institutions – including the FET colleges – to become centrally involved in the development of human resource capacity in South Africa. The most relevant tool for this is the development of learnerships.

Learnerships, introduced through the Skills Development Act of 1998, provide a mechanism to facilitate linkages between a structured learning environment and the workplace, so that graduates who obtain a qualification are ready to enter the world of work. In South Africa, learnerships can be considered as a flexible form of apprenticeship. In common with apprenticeship, they combine theory with relevant on-the-job practice. Each learnership consists of a structured learning component and practical work experience which must lead to a qualification recognised by SAQA. Learnerships are not intended to replace apprenticeships, but to extend this type of practice to a wider range of occupations. They are modelled on apprenticeships, but, whereas apprenticeships were applicable only in a restricted number of occupations (such as plumbers, electricians, hairdressers), learnerships apply to any occupation. Apprenticeships are not being done away with, but the intention is to convert them to learnerships over time.

In response to misconceptions concerning apprenticeships, the Minister issued a clarification in his speech to the National Skills Conference in October 2003:

> "Apprenticeships **ARE** learnerships for monitoring and other purposes, such as for grants and tax breaks. This is quite clear. And no one need be concerned that apprenticeships will suddenly cease to exist in the near future. I do not want to fully merge apprenticeships and learnerships until we can be sure that the graduates from the learnership system can command a similar level of recognition and respect from the labour market, as artisans do. But when they do, and I will await advice from the National Skills Authority on this - **To all employers wishing to take on apprentices - do so, in huge numbers, our country desperately needs these skills!"**

> (Mdladlana: 2003, 4, *emphasis as in the original*)

According to a senior DoL official, this statement had an immediate effect in stimulating the growth of registered apprentices, which had declined precipitously in the face of uncertainty regarding their status. The official explained that apprenticeships are regarded more highly in the marketplace than learnerships, because of the untested nature of the latter.

Learnerships involve a contractual relationship between 3 parties: the training provider, learners and the workplace (i.e., a private company). Each learner enters into a temporary employment contract with the employer.   Learners attend theory classes one week per month. This comprises 30% of the training. The theory that is taught in class is then practiced in the workplace, where the learners spend most of their time (70%). There is, therefore, close co-operation between the workplace and a college.

Learnerships are regulated by the Sector Education and Training Authorities (SETAs) which also provide funding. Funding includes a subsidy for the training provider, allowances for the learners, and rebates for the employer on their skills levy contributions and some tax concessions. The Skills Development Act gives SETAs the license to initiate learnership agreements with accredited training providers.

Thus, SETAs clearly have an important intermediary role to play between employers and the providers of education and training, through:

- Developing sector skills plans for the sectors in which they operate
- Implementing the plans by:
  - Establishing, promoting and registering learnerships
  - Approving the workplace skills plans of employers
  - Allocating grants to employers, training providers and workers
  - Monitoring education and training. This includes the Quality Assurance of college curricula and teaching processes.
- Funding learnerships and skills programmes

3.3.3 The new Department of Education curriculum for FET

The draft Qualifications and Assessment Framework (QAF) for the FET level (DoE: 2003) provides a framework for the implementation of a new curriculum for the FET band at grade 10 level in 2006 and the award of the first FET Certificates (FETC) in 2008. This certificate is set to replace the current Senior Certificate (matric).

The QAF makes provision for three learning pathways: the General pathway to be offered predominantly at senior secondary schools, the General Vocational pathway to be offered through the FET colleges and specialised technical schools, and the Trade, Occupational and Professional (TOP) pathway open to those who are able to secure access either to a workplace learning site or a simulated workplace learning site (for example, through an accredited college workshop).

3.3.4 National Qualifications Framework (NQF)

The National Qualifications Framework (NQF) is a key mechanism for integrating the programmes and qualifications offered at different levels of the education and training system by a wide variety of institutions. The NQF is operationalised through the South African Qualifications Authority (SAQA). SAQA authorises all standards and registers all qualifications under the NQF.

3.3.5 Funding for programmes in the FET band

The new FET Institutions have access to five main sources of funding to sustain their programmes:

- Skills levy, through SETA accreditation and learnerships.
- Skills levy, through the Department of Labour. A proportion of the Skills levy, known as the National Skills Fund (NSF) is reserved for special developmental programmes administered by the DoL. A number of specially-designated 'funding windows' of the NSF ring-fence allocations for training for specified priorities, such as unemployed and retrenched persons, the youth and SMME development.
- Department of Education subsidy. The DoE mainly provides subsidies for programmes which comply with the requirements of Report 191. These are generally curricula which go back to pre-1994 days, when they were referred to as NATED courses. According to the DoE, amendments to such programmes will be considered, provided they have the backing of industry and are approved by the relevant SETA. In addition, a small pot

of DoE money is available for funding innovative programmes, provided these have been approved by the provincial Department of Education.

- Private sector, where the industry pays the college to develop new courses and train according to their requirements.
- Private sector, where the industry pays for the learnership or skills development programme with the aim of meeting their corporate social responsibilities.

In general, programmes which currently fall into the last two categories should qualify for SAQA accreditation and therefore qualify for Skills levy funding, through the first or second category above. However, at present there appears to be much activity which is being paid for by the private sector which falls outside the ambit of the NSDS, either because the sponsors of the programmes have applied for accreditation and have not yet received it, or because the accreditation processes are seen as being too clumsy and restrictive and, therefore, not worth the effort.

There is a perception that most colleges continue much as before, providing theoretical training in the engineering fields, with some diversification into business and commercial studies, and the majority of college graduates still not receiving the practical training or work experience needed to fully equip them to practice the trades or professions they are learning. Where workshops do exist, it is feared, they utilise very limited and out-dated equipment and result in inadequate practical training for most college engineering learners. Furthermore, there remains a concern in certain circles that the theoretical training which the colleges provide – particularly the Report 191 courses of the DoE – is generally out-of-date and of a low standard. Thus, FET college qualifications possess poor market credibility and college graduates have difficulty getting jobs or getting accepted into higher institutions to study further. However, this may be a stereotypical view, and one of the secondary objectives of the current research project is to examine the extent to which this is true, and to what extent FETIs have begun to be more responsive to the labour market.

The trend towards market-oriented training systems gives an increasingly prominent role to the private sector. Enterprises, in particular, are expected to undertake a pro-active role in training. Conversely, the traditional role of the government is evolving from government-led and government-owned training systems towards creating an enabling environment for enterprises and individuals, employers and workers, to invest and actively participate in a collective training effort.

Partnerships and strategic alliances between the interested parties have become a key strategy for improving the relevance, efficiency, effectiveness, equity and sustainability of training policies, systems and programmes (Gamble: 2003b). Training is increasingly conceived and promoted as a co-operative effort in which the various relevant institutions in the public and private sectors must participate and share responsibilities. Moreover, the partners concerned are being called upon to contribute to the overall training effort, and to articulate their inputs, making the best possible use of their respective strengths and comparative advantages.

International experience has highlighted the formation of FET partnerships (or linkages) as a key strategy for developing FET responsiveness. In practical terms, only a few countries have set up a coherent systemic framework and appropriate incentives for these partnerships to flourish on a large scale. Nevertheless, there is already an assortment of innovative and interesting experiences throughout the world, which offer options and lessons for promoting public/private alliances in training (Meyer and Taylor: 2004).

Partnerships have been a strategy used by schools, international FET and HE institutions, in both industrialised as well as developing countries, to enhance the pathway between

education and employment (Meyer and Taylor: 2004; Atchoarena: 1999; World Bank: 1998). Through a partnership approach, these institutions have, among other things, been able to: better align their programmes to social, economic and development needs; ensure that their learners gain practical workplace experience; link further and higher education, and tap into and share resources to which they would otherwise not have access.

Given the strong international consensus, albeit not backed by thoroughly convincing success in practice, it is no surprise then that within the South African FET context, partnerships are promoted as a key strategy to facilitate demand-driven education and training provision, improve quality, build links between further and higher education, and prepare learners for formal and self-employment.

3.5 What is a Partnership?

Tennyson and Wilde (2000) define a partnership as "an alliance between organisations from two or more sectors that commit themselves to working together to undertake a sustainable development project. Such a partnership undertakes to share risks and benefits, review the relationship regularly and revise the partnership as necessary".

Every partnership has a purpose, so there is almost a limitless range of partnership types and partnership combinations. A partnership can have as few as 2 partners or more than 10 (Meyer and Taylor: 2004; NBI: 2003). Successful partnerships can have a life-span of as little as one week or as long as ten years or more. Meyer and Taylor assert further that the mix of partners, the activities undertaken, and the time-frame for any partnership are determined by its overall purpose and the outcomes it intends to achieve. When a partnership has achieved its purposes, it is either disbanded or takes on a new purpose and direction which may require a reformation of the partnership and inclusion of new partners.

Measuring benefits is not always a straightforward process as these can be subtle and indirect. Partnership benefits for the different partners in a partnership are never identical. For instance, in some business-education partnerships, the education partner may benefit directly through receiving funding from their business partner to cover the costs of things like learner bursaries, programme development or resources. The business partner, on the other hand, may benefit indirectly from this arrangement by improving its image in the community and the number of overall graduates from the college who could become future employees of the business.

Evidence suggests that there is a positive correlation between the size of a college and the number of partnerships in which it is engaged; and there appears to be an equally clear relationship between a college's overall success rate and its ability to forge such external relationships (NBI: 2003). There also seems to be a correlation between the academic efficiency of the FETIs and growth in the number of partnerships. This is closely related to the fact that partnerships provide educational and/or financial (resource) benefits for partners.

3.5.1 What Comprises a Successful Partnership?

A true partnership is a collaborative relationship that works to the mutual benefit of all involved. It is a synergistic relationship that helps the participants to leverage their resources and investments to become something greater than what they would have been if acting alone.

The literature on partnerships indicates that successful partnerships have the following features in common:

- All partners benefit;
- Partners have the same vision for the partnership;
- Expectations are made clear and partners agree to objectives, roles and responsibilities and methods of operation;
- All partners contribute resources (e.g., time, money, physical resources such as equipment, etc.) toward the partnership;
- There is honesty, trust and transparency between the partners;
- Each partner's expertise and contribution is recognised and respected;
- The partnership has strong effective leadership;
- The partnership adopts a systematic process and approach to partnership development and management;
- Successes are acknowledged and celebrated.

For this study, a successful partnership therefore is defined as one that encompasses all of the features listed above and where:

- employability[1] and employability skills[2] are core focus areas of the partnership; and
- there is a match between the industry sector and field of study.

3.5.2 Types of Partnerships

Meyer and Taylor (2004) are the first to "typologise" South African FET college-industry partnerships. Their discussion of partnerships in SA FET colleges and campuses is primarily based on qualitative research carried out by the HSRC in FET colleges and campuses through two research projects (Gamble: 2003, as cited from Meyer and Taylor 2004) and involved an investigation of curriculum practices in 10 FET college campuses, one in each province. Of the 10 campuses, 3 were located in rural areas, 4 in regional towns and 3 in large cities.

This information provided the basis for Meyer and Taylor's matrix of partnerships in FET colleges and campuses. In the matrix below (table 3), partnerships are mapped according to partnership purpose and partners involved. It is important to note that a single partnership can include a variety of partners. Possible partner combinations for different types of partnerships are indicated in the matrix with an X.

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[1] Employability is defined as being able to find employment either formally or informally.
[2] Employability skills are defined as skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to the enterprise's strategic directions in some way.

Table 3: *Mapping of partnerships at FET colleges*

PURPOSE OF PARTNERSHIPS	COLLEGE PARTNERS					
	Government (national, provincial & local)	Industry & Business (parastatals, corporates, SMMEs)	Community/ CBOs & NGOs	SETAs	Education Institutions (universities, technikons, schools)	Professional associations
Practical training and learner work experience	X	X				
Delivery of short courses, skills programmes, learnerships and other services in response to employer, community and SMME needs	X	X	X	X	X	X
Articulation between FET and HE: accreditation to offer HE programmes; delivery of bridging courses and access to HE courses				X	X	X
Expanding delivery: offering college subjects to secondary school learners					X	
Addressing broader community social development needs	X	X	X	X		
Sharing expertise regarding course development/course material, quality assurance and collaborative teaching	X	X		X	X	
Placement in jobs	X	X				
Enhancement of college staff development	X	X			X	

The studies indicated that campuses are increasing their involvement in developing partnerships. The delivery of a more diverse curriculum to a wider range of learners have broadened the base of potential partners that colleges now work with.

Another research project on partnerships in the FET sector was undertaken by the NBI who conducted a national audit of partnerships during 2003. This study revealed that a total of 1852 partnership projects or linkages exist between FET colleges and industry, government, NGOs and communities across the country. These linkages are distributed unevenly across the provinces with more than 60% of these linkages existing in 2 provinces: Gauteng and Western Cape.

Table 4: *Number of partnerships established in 2003 (NBI: 2003)*

PROVINCE	NO. OF PARTNERSHIPS ESTABLISHED IN 2003	PERCENTAGE OF TOTAL
Eastern Cape	231	12%
Free State	113	6%
Gauteng	432	23%
KZN	245	13%
Limpopo	99	5%
Mpumalanga	45	2%
North West	125	7%
Northern Cape	117	6%
Western Cape	445	24%

In Gauteng, an average of 62 partnership projects per college is evident. This is well above the national average of 39. Table 5 shows the partnership projects by the type of partner and by province (NBI: 2003). It is noteworthy that only 2,9% of partnerships nationally involve the SETAs. For Gauteng the figure is 3,2%. These figures indicate the extent to which the SETAs have yet to assert themselves in the skills development terrain.

Table 5: *Partnerships by partner and province (NBI: 2003)*

Province	Business/Industry	Educational Institution	Community Organisation	Government	Missing data	SETA	Grand Total
Eastern Cape	71	55	41	56	0	8	231
Free State	34	44	13	18	0	4	113
Gauteng	276	51	52	36	3	14	432
KZN	127	49	39	21	3	6	245
Limpopo	6	15	9	18	0	1	99
Mpumalanga	35	3	5	2	0		45
North West	60	30	9	26	0		125
Northern Cape	28	46	15	21	0	7	117
Western Cape	246	86	59	38	3	13	445
Grand Total	933	379	242	236	9	53	1852

The NBI study focused on some of the formal aspects of partnerships, such as the nature of the contractual agreement, the length of time the partnership has existed, the purpose of the partnership (learnership, sharing of resources, learner placement, training and curriculum development for the partner) and the vocational field in which the partnership was forged. This is a useful starting point for the present study, which attempts to get beneath the surface of these formal features, through a detailed examination of 10 examples of partnerships in Gauteng.

3.6   What Lessons Can Be Learned From Other Countries?

Further Education and Training serves two broad purposes. First, it is intended to provide relevant skills to existing employees and new entrants to the job market.

Second, FET provision is seen as a solution to the problem of youth unemployment in many countries, both developed and developing.

Youth unemployment and unemployment, in general, is a complex issue. It is the result of insufficient demand for labour, but it is also due to a mismatch between young people's skills and the skills that employers demand (International Labour Conference: 2002). Therefore, supported by efforts to boost aggregate labour demand, education and training institutions and specific youth programmes must convince managers of the employability of young people and also provide young people with appropriate skills and experience. In the context of stagnating formal employment in many developing countries, training must provide skills that enable young people to become self-employed.

3.6.1 Lessons From Industrialised countries

Meyer and Taylor (2004) suggest that the literature on TVET in industrialised countries seems to raise more questions than answers for SA. For e.g., in countries like France and the UK, concerted efforts over decades to stimulate greater demand for TVET have had limited success (Gamble: 2003c). This is largely because there is a popular demand for

the traditional academic curriculum and also because learners still seem to regard TVET as a second best option.

In contrast, in a handful of countries, such as Denmark, Germany and Switzerland, have, as an integral feature of their training systems, formally linked education and initial training with employment, based on the needs of the labour market (International Labour Conference: 2002). The result has been to keep youth unemployment rates low and ensure a relatively smooth transition from school to work for young people. Japan, too, has been successful in keeping unemployment among young people at low levels. The system has maintained high levels of educational attainment, generally, and has managed to raise the scholastic achievement of low achievers. There are direct recruitment linkages between schools and employers, and employers provide training to young employees as part of their lifetime career development. Despite the life-long employment system in Japan showing signs of erosion, these institutions have so far managed extraordinarily well to keep youth unemployment very low (International Labour Conference: 2002).

Gamble (2003) and Hughes (1996) have noted that in Anglo-Saxon countries, the focus is mainly on partnerships between education institutions and businesses, and interaction with partners in other sectors receive little or no attention. Nevertheless, valuable policy lessons can be drawn from the principles that underpin the much admired dual system[3] found in Germany (Meyer and Taylor: 2004):

- Companies' participation in training partnerships and the apprenticeship scheme is voluntary;
- Organisation and control of TVET is left to the partner that pays for it. The state and local government pays for and controls curricula which are taught mainly in schools and pertain to general competencies. Employers pay for and determine job-specific training in the workplace.
- The dual system provides for flexibility and career choice.

However, Meyer and Taylor (2004) argue that such a system could not be readily imported into a developing country such as South Africa for two reasons: Firstly, the formal sector companies account for a much smaller proportion of employment and the bulk of economic activity is located in the SMME sector. This means that the labour market structures of low and middle-income countries, such as South Africa, are markedly different from those of Germany. Secondly, the strong tradition of enterprise-sponsored training seems to be very specific to German history and culture (World Bank: 1998).

In Australia, the story of partnerships differs from that of Germany. Generally, colleges have not taken the initiative in forging partnerships with companies, despite having strong institutional capacity and significant incentives available in the TVET system for this. The general pattern is that colleges wait for companies to take the initiative once they have "bought into" the concept of partnerships (World Bank: 1998 *cf* Meyer and Taylor: 2004).

3.6.2 Lessons From Developing Countries

In countries such as Indonesia, Korea and Mexico, companies seem to be interested only in doing their own training. Where, this is usually made up of short, occupation-focused skills development programmes, as opposed to learnerships and full qualifications (World Bank: 1998; Meyer and Taylor: 2004). Early evidence is that South African businesses are following this trend. There appears to be very little spontaneous employer-demand (apart

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[3] An interlinked, concurrent, institution-based training (theoretical and practical) and workplace experience system.

from SETA-driven initiatives) for learnerships or for SAQA-accredited training. The demand for short, accredited skills programmes is also limited.

In the SMME sector, there is typically little or no employer demand for college-based training. For example, in Malaysia there is no evidence that financial incentives equivalent to the skills levy in South Africa have had an effect on persuading small businesses to invest in training, beyond their own in-house training programmes (World Bank: 1998 *cf* Meyer and Taylor: 2004).

In some countries, such as India, there have been moves towards formalising partnerships due to the proliferation of "fly-by-night" private trainers following the partial privatisation of TVET. However, Atchoarena (1999) argues that even if partnerships are formalised in bureaucratic or legal frameworks, they always remain fragile and dependent on the trust that is established between partners.

In Africa, the spectrum of potential TVET partners extends beyond companies. NGOs, international aid agencies and churches, all play a role in initiating and/or sustaining apprenticeship schemes. Africa's main challenge relates to migratory patterns. Many learners are migrants from rural areas with weak or non-existent social support networks in the cities (Afenyadu *et. al.*,: 2001). There is evidence to suggest that some African colleges are addressing this. For example, a courier service in Khartoum (Sudan) trains and employs street youth. In Senegal, artisans' associations train and employ street children and support them to set up their own sustainable SMMEs. Similarly, in Nairobi (Kenya), an artisan apprenticeship scheme trains and supports street children to find employment or attain profitable self-employment. The value of a holistic approach in response to the complex set of challenges associated with the FET sector in developing countries can be illustrated by the model employed successfully by the Ugdugu Society.

Three lessons stand out from this and a number of other case studies:

- Vulnerable categories of learners, especially those from extremely poor backgrounds outside of traditional frameworks and/or stable family life, need exposure to alternative pathways to socialisation that enhance their overall identity formation and prepare them for life in an urban setting.
- Facilitation of training and work opportunities and sustained support over a period of 2-3 years, typically provided by an external agency such as a church or NGO, is critical to helping vulnerable learners experience TVET as meaningful.
- Where formal job opportunities are scarce, TVET/FET can usefully dovetail with business support initiatives to ensure successful self-employment in SMMEs. Such support might include start-up finance for entrepreneurs, as well as assistance with setting up efficient management and administrative systems.

It is important to note that these aspects are normally beyond the colleges' scope of work and capacity. By implication, forging a viable interface between TVET and self-employment depends on partnerships being successful and especially sustainable. Experience elsewhere in Africa suggests that these partnerships would need to involve not only business, but other social partners, as well.

According to Afenyadu *et. al.*, (2001), the pathways that prevail in many African countries are:

- The "low road to small business" - from school to public training, to informal apprenticeship, to informal sector paid employment, and finally, to self- employment.

- The "no road to small business" - from general education and/or training that lacks exposure to market realities, straight to self-employment.

These pathways are in contrast to the "high road to small business" pathway, where a learner moves from school to training (generally combining formal and informal institutions and enterprise-based training), then on to paid employment in the formal sector, before moving on to sustainable self-employment (Afenyadu *et. al.*,: 2001).

Evidence of the success of many of the programmes which focus on the traditional college clientele remains limited, despite large amounts of donor money having been invested in them (King and McGrath: 2002 *cf.* McGrath: 2003). Generally, there is little likelihood that college graduates will enter into successful self-employment immediately from college. Rather, they are more likely to progress to viable self-employment through an initial, perhaps even lengthy, period of wage employment (King and McGrath: 2002; McGrath and King: 1995 *cf.* McGrath: 2003).

The more radical approach of addressing a new clientele of existing informal sector workers has also been attempted in a number of countries. At the maximalist end of the spectrum, it has resulted in institutions such as the Malawi Enterprise Development Institute being transformed from a regular training college to an institution with a principal focus on enterprise development for those already in self-employment (Grierson and McKenzie: 1996; McGrath and King: 1995). A number of other programmes have sought to provide additional training, often theoretical, to those employed in the informal sector, alongside their conventional offerings (King and McGrath: 2002). This chimes with trends in countries such as Australia, where the focus has shifted to life-long learning and the needs for up-skilling those in employment as opposed to providing pre-employment training.

3.7   The initiation and management of partnerships in South Africa

At this stage, partnership practice varies tremendously from campus to campus and the approach used to establish and manage partnerships is often *ad hoc* and inconsistent. The majority of FET partnerships are also informal and based on personal relationships, rather than college strategy. South African and international experience shows that although partnerships often develop as a result of personal relationships, and that this can be an important factor in their success, educational institutions tend to be more successful in partnerships, if they adopt a strategic approach to them. Furthermore, partnerships that are carefully and systematically developed and well-managed are more likely to be sustained and achieve their goals.

The success of a campus in relation to partnerships is often linked to it having a campus head that strongly supports the development of partnerships and ensures the existence of an enabling institutional environment for partnerships to be established and flourish. Furthermore, a sound understanding of how to build partnerships, as well as knowledge of the issues that underpin partnerships is seen as being key to successful partnership activity. In response to this, many colleges are planning, or are in the process of establishing a dedicated partnership or marketing function, and are setting up college policies to guide their work in this area.

Examining the mechanisms by which partnerships have been established in South Africa is an important point of focus in the current study, particularly as they tie to strategic planning. According to the NBI study, a majority of principals (44%) indicated that college strategic planning was one of the primary processes used for initiating a partnership. Only a few of the respondents (20%) indicated that research into SETA skills plans were used as one of the processes for initiating a partnership; 21% indicated that environmental

scans were used and 14% conducted research into provincial skills plans. The low focus on SETA activities may indicate an area of strategic weakness in the process of partnership formation, given the critical importance of the SETAs in the new skills development drive.

3.8   Best Practice: Some South African Examples

Research into best practice involves the identification of factors, or variables, that combine to account for success. The assumption is that if these variables are replicated in other organisations or institutions, then, similar successes may be achieved. However, there is no agreement on the degree of generalisation that is possible. Some view best practice as a generic universal, replicable everywhere, irrespective of institutional and structural differences (Gamble: 2003).

There is a contrasting body of literature that points out that contextual factors always play a role in how 'best practice' is implemented. Schon (1971:161) says that "every alleged example of local implementation of central policy, if it results in significant social transformation, is in fact a process of local social discovery". This means that any study of best practice needs to take contextual factors into account. Boxes 1– 3[4] are examples of partnerships in colleges outside of Gauteng that seem to have developed successful partnerships which are assisting learners to be better prepared on entering the world of work.

BOX 1: Example of Best Practice in the Eastern Cape

Port Elizabeth College - Curriculum innovation and partnerships

To achieve a harmonious balance between theory and practice and tackle significant criticism of general college training, PE College adapted the curriculum of the National N-Diploma course in Hospitality and Catering. The college added six months of practical in-service training, as well as a preliminary wine course (represented and certified by the Cape Wine Academy) and a computer component at the N5 level. The six months of practical training is conducted in co-operation with industry under the college's supervision. This training is implemented after the N5 course and assessment thereof contributes to the learners' N6 semester mark.

The college holds marketing functions to encourage industry involvement and can now place those learners who do not find their own work placement. Relations with industry have improved so much since the in-service training was introduced that industry now contacts the colleges, asking for learners to be placed with them. The target groups are learners who have successfully completed the National N5 certificate in Hospitality and Catering Services. About fifty learners participate annually. Of these, about half are from previously disadvantaged communities. A total of 60 to 70% of learners find work after completion of their N6 course (mainly from their previous employers). About 10 to 20% of learners become self-employed and even create work for others. PE College staff members are convinced that their excellent performance during the in-service training contributes to this high employment rate.

Among the many benefits for learners are that they have had a chance to improve their knowledge and skills in the work environment. They develop confidence and problem-solving skills. Learners are given the opportunity to identify their strengths and can make better choices about possible job opportunities. They gain maturity and often secure permanent placement in a job as a result of the in-service training. Learners produce more professional presentations. They use new products and the latest technology. Many found the opportunity to work alongside catering specialists a valuable and informative learning experienceg.

Industry also benefits in many ways. Learners have knowledge and skills to make a real contribution. Industry can select possible candidates for future full-time employment. Employers are able to fast-track previously disadvantaged learners to obtain responsible positions. Industry uses college facilities and learners to cater for big events, because they know the capacity of colleges and trust them as partners.

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[4] Colleges chosen for the Ministerial Awards for best practice. Extracted from the webpage on FET highlights (http://www.ccf.org.za/docs/CollegeFocusHighlights5.htm - anchor9)

In terms of benefits for colleges, this project markets college training. Staff members are exposed to training, as well as new products and technology (Industry has cook-offs and demonstrations in college kitchens). The college secures more donations because of this partnership with industry and benefits from free training opportunities for staff and learners. The partnership enhances the placement of qualified N6 learners in permanent employment.

BOX 2: Example of Best practice in Ellisrus

Capricorn College - College industry linkages

The college project is called "A re someng", which is Sotho for `Let's work'. The project was aimed at getting learners to work. The main objective was to improve the relationship between the business sector, community and the Department of Labour (DoL) by being a link as a training provider to:

- Assist learners to enter a small business enterprise, thus creating entrepreneurs.
- Help the unemployed embark on a structured learning programme.
- Equip learners with knowledge, skills and tools to start their own ventures or gain acceptability for employment.

The businesses involved were informed of the project and offered a 20% discount on all materials purchased for the project. The DoL contributed R184 000 towards the project and assisted to monitor the training offered.

Twelve learners from each college were selected from applications throughout the province. They were given an entrepreneurial test and the best forty-eight applications were accepted. The learners were put through an induction programme with their parents or guardians. All training costs were covered by business, the DoL and the college. Once the learners had successfully completed their trade practical training, they were put through an intensive 15-day self-employment programme.

A Co-ordinator and Moderator from the college managed all purchasing, training, and site visits, while a full-time administrator dealt with all attendance registers and stock control. Safety aspects were part of every programme's initial syllabus and were adhered to strictly throughout the programme. As a result, programmes were injury-free. Programmes were evaluated and adjusted by the co-ordinator and DoL. Regular phone calls help to up-date the learner database and offer help.

A total of sixteen out of the forty-eight learners have successfully started their own businesses and future courses like these are to be offered regularly.

BOX 3: Example of Best practice in Mpumalanga

Nkangala College: Mpumalanga Stainless Steel Initiative

Nkangala FET College at Middleburg Campus has risen to meet one of the FET challenges. It has launched a new steel manufacturing scheme to develop intermediate to high-level skills and competencies. The Mpumalanga Stainless Steel Initiative (MSI) trains people to manufacture stainless steel products, form their own businesses and employ staff. The free training lasts for six weeks and learners are taught how to cut, roll, bend and weld sheet metal. Other subjects include safety and business entrepreneurial skills. By the end of the training, the MSI learners have produced a large range of marketable stainless steel products from food trolleys to braais to lampshades.

The learners are carefully selected and only those with business plans to manufacture feasible products are chosen to do the training. Learners must also be financially independent until their product is on the market. For six months after the training, the entrepreneurs can rent a MSI cubicle for R100 a month. The large manufacturing machines are also available for a small fee. During this time, they must establish their business and, by the end of the six months, find their own premises. MSI helps them to market their products. This high-quality learning programme develops a wide range of skills and delivers a business opportunity for employment growth for all South Africans.

3.9   The question of employability

Unemployment is extremely high in South Africa – and the figures are rising (Kingdon and Knight: 2004). It is possibly the biggest threat to the maintenance of a stable society and the effective governance of the country. Whereas, in most countries, those who are unable to find formal jobs take up informal employment. This typically leads to low levels of open unemployment. In South Africa, a large proportion of workers are openly unemployed and do not take up informal sector work.

Unemployment can have disastrous consequences for a country's economic welfare, crime rate, social stability and production rate. According to official statistics, in 2002 broadly 41 per cent of South Africans were jobless (this includes all jobless persons who were actively in search of work saying they want a job). In comparison, the informal sector comprises about 19 per cent of the broadly defined workforce (Kingdon and Knight: 2004).

A report by Oxford University looks at whether unemployment in South Africa is largely voluntary or involuntary, as unemployment that is largely voluntary can be downgraded as a policy concern (Kingdon and Knight: 2004). The research sheds light on the nature of unemployment by asking whether unemployed people choose to remain outside the informal sector. The research shows that the unemployed would have higher incomes and be happier if they were self-employed. Lack of participation in the informal sector is not due to choice, but rather due to barriers that prevent people from entering the sector.

According to the report, people remain unemployed in South Africa because of the lack of formal jobs (low labour demand) and because they come up against barriers when seeking to enter informal employment. There are various possible reasons why the informal sector has been unfriendly to newcomers (Kingdon and Knight: 2004). Among the barriers are licensing controls and restrictive by-laws in urban centres. Moreover, labour market institutions such as Bargaining Councils and Wage Boards extend sectoral minimum wages to all firms in the industry and region, including small firms, and penalise those who do not comply, thus imposing a burden of high labour costs on small firms. Such measures may seriously inhibit the entry and growth of small firms. Furthermore, black South Africans were severely repressed under apartheid and may not have developed the entrepreneurial and social skills necessary to confidently enter and be successful in self-employment. Other obstacles to informal sector entry are a high crime rate, poor infrastructure and a lack of credit facilities.

However, the role of skills training cannot be overlooked in facilitating formal employment (Bennel: 1998). The number of people in South Africa who lack the appropriate skills necessary to find formal employment is still a concern. This is one of the main reasons why the FET sector plays an important role in skilling learners and unemployed youth through their learnerships and skills programmes.

The extent to which any particular qualification or training programme increases the chances of employment, relative to other programmes, or indeed relative to no training at all, is not easy to ascertain from a distance. In the case studies highlighted above, the learners, college staff and industry partners all give direct testimony to the employment opportunities created by the programmes. Gaining a systemic picture, on the other hand, is a much more difficult task. In addition, there is a degree of unreliability in the information obtained through case studies of this kind. In the first instance, the learners interviewed are generally prospective job-seekers, who will enter the job market on completion of their

studies. However, optimistic they feel, this is no guarantee of a job. The second kind of difficulty derives from the fact that colleges rarely keep track of past learners.

The only systematic way of building a picture of the employment rates of college graduates and how these relate to different programmes is through tracer studies, whereby past graduates are tracked and their current employment status recorded and analysed. This is a difficult task, given the mobility of educated young people. A recent tracer study conducted in SA (Badroodien: 2003), in 2001, attempted to make contact with 10 000 learners from the 1999 cohort of N3 college graduates across the country. A 35% response rate was obtained. The study found that most learners were still studying, having gone on the N4-N6, with a small fraction having entered the technikon sector. Of those who had left college on completion of N3, only 30% of the sample were in employment. For engineering learners, only 25% had found employment.

A follow-up study in 2003 selected the 1500 engineering learners from Gauteng out of the earlier tracer study (Gewer: 2004). It was found that the employment rate of these graduates had almost doubled to 41%, although most were employed in fields other than engineering. Many of these graduates, 5 years later, were still studying, although it is likely that they had not been studying continuously since 1999, but were dipping in and out of the system, depending on the availability of money, employment opportunities and the success they were having in college. Neither study has established correlations between types of FET programmes and length of study, on one hand, and rate and types of employment, on the other.

The results of these tracer studies illustrate the difficulties of investigating the relationship between particular college programmes and employability. In view of this experience, it would be wise to temper the expectations surrounding the current research project with respect to the light it is likely to throw on the question of employability. Nevertheless, we are hopeful that valuable insights will be generated from the case studies which follow.

3.10   The current state of skills development in South Africa

In section 3.3 above, we described two sets of conditions driving change in FET colleges. On one hand, the policies and funding mechanisms of the NSDS have been in operation for over five years and, as we shall see in our case studies below, many colleges have begun to exploit these opportunities to develop successful partnerships. On the other hand, although implementation of the DoE curriculum for all institutions offering programmes at the FET level is due to commence in 2006, there is little clarity on what this means for college/industry partnerships.

In his Budget speech in June 2004 (Mdladlana: 2004), the Minister of Labour struck a an upbeat note, declaring the following achievements, against the targets of the NSDS for the period 2000-2004:

- Training 144 056 unemployed people using the Social Development Funding Window of the NSF. 79% of these trainees were placed in temporary jobs. 58% of them were women and 56% under the age of 35.
- Allocating an additional R446 m to supplement SETA funds towards training 18 298 unemployed learners. Part of these funds are to be used to establish learnerships in the public sector. The SETAs were instructed by the Minister to increase their uptake of learners, and to publish a list of five scarce skills areas to be prioritised in their respective sectors by the end of June 2004.

- 4,4 million currently employed workers enrolled in structured learning programmes, exceeding the target of 3 million.
- Registration of 640 learnerships across all sectors of the labour market.
- 70 000 unemployed young people participating in learnership programmes.
- The establishment of 21 Employment and Skills Development Lead Employer Agencies, which will see to the training of members of SMMEs, using R90 m from NSF and SETA Discretionary Funds.
- Provision of training in scarce skills areas, through the allocation of:
  - R21 m to the National Research Foundation to fund postgraduate bursaries in accounting, actuarial science, auditing, bio-informatics, biotechnology, chemistry, computer science, demography, earth sciences, engineering, financial management, information systems, management studies, mathematical sciences, microbiology, physics, tourism and transportation.
  - Over R100 m to the National Student Financial Aid Scheme to fund undergraduate studies in science, engineering, computer science, information systems, tourism management and commerce.
  - R35 m to the Finance SETA for a programme to train school managers, educators, university learners and school learners in mathematics and accounting.
  - R20 m to the Department of Education's literacy programme.

This information supplemented the report of the Minister to the National Conference in October 2003, with respect to two other achievements:

- 72% of large firms which are paying their Skills Development levies are claiming grants for training. This compares very favourably with the NSDS target of 75% by March 2005.
- Over 50% of medium-sized firms (which employ between 50 and 150 workers) which are paying their levies are claiming back grants against a target of 40%.

In his Budget speech of June 2004, the Minister also announced that he was taking the following measures to tighten the implementation of the NSDS, in preparation for the finalisation of the second five-year strategy, due to be launched in October 2004:

- Securing a service level agreement with the South African Revenue Services aimed at improving compliance with the Skills Levy amongst employers.
- Issuing written instructions to two SETAs – the Defence SETA (DIDTETA), and the Local Government and Water SETA (LGWSETA) – for underperformance in several areas of operation.
- Issuing written instructions to a further six SETAs – Public Service, Mining, Tourism, Forestry, Police, Wholesale and Retail – for underperformance in one or more areas.
- The appointment of a new board for the Umsobomvu Youth Fund, whose mission it is to promote skills development and job creation for young people.

There is obviously much to celebrate in the achievements of the NSDS over the last five years. What the effect of this supply-side activity will be on unemployment and the national growth rate remains to be seen. At the same time, the last four bullets above constitute a tacit admission by the Minister that a number of factors are inhibiting the full achievement of the Department's vision. These include the attitudes and practices of some employers and the operations of a number of government institutions.

Furthermore, not only is there clearly something amiss in the design of SAQA, but it is becoming increasingly apparent that the Departments of Education and Labour are divided as to how to address the problem. In his 2004 budget speech, the Minister of Labour

announced that the two departments were engaged in a joint review of SAQA. What he did not mention was that a review had been commissioned in 2001, and published in April 2002 (DoE and DoL: 2002). Whilst it was positive about the goals of the NQF and the importance of further work towards these goals, it made it clear that the expected bridge-building between education and training had not progressed nearly as far as anticipated. It found that there was still considerable tension and disagreement about the respective roles of the main institutional actors, including SAQA itself. Two consultants were appointed to comment on this document in 2002, and the two departments formulated a joint response in 2003, which took the form of a proposal for radical restructuring of the system (DoE and DoL: 2003). The silence following this response indicates that it constitutes an awkward compromise with an uncertain status.

To further complicate matters, SAQA issued a report in August 2004 (*Business Day*: 2004) showing that the majority of SETAs are not quality assuring training that is being provided. As a result, only 16,87% of learners have received a qualification registered with the national qualifications framework. The SAQA report attributed this situation to pressure from the DoL to get learnerships up and running. One of our SETA interviewees admitted that the organisation had experienced great difficulties in undertaking the various functions expected of it, and was only now beginning to get on top of things.

In contrast to these developments emanating from the side of labour, the implications for the responsiveness of the new DoE curriculum for FETIs are not at all clear. In this regard, the DoE has more detailed plans for the schooling sector than it has for FET colleges: the DoE has produced subject curricula for schools, rules of combination for the FETC and an implementation plan. Most provinces have plans for educator training, although few have begun training. In contrast, very little preparation has been initiated for the college sector. While policy and curriculum frameworks are under the jurisdiction of the national DoE, finalisation of the details, together with their implementation, are provincial competences. At the national level, the DoE has not formulated a coherent curriculum framework, with relevant funding mechanisms, to guide colleges in the development of new programmes. Indeed, it can be argued that the absence of such a framework, by default, limits funding to those programmes which comply with Report 190/1, and that this is inhibiting responsiveness and innovation.

As a consequence of this lack of guidance at the national level, provinces are also unprepared for the implementation of the FETC in the college sector. One exception is the Western Cape where, in frustration with inhibitive funding regulations, the WCED obtained R14 million from the Provincial Treasury for the development of programmes by colleges which:

• Respond to market needs;
• Attract significant numbers of learners; and
• Result in high levels of post-training employment amongst graduates.

In conclusion, the formation of the kinds of partnerships between FETIs and industry described in sections 3.5.2 and 3.7. above, occurs as part of a massive upsurge in activity in the field of industry-related education and training. The resulting volumes of training are unprecedented in the history of the country. These developments are guided by legislation, the DoL, and to a lesser extent the DoE regulations. They are fueled by a huge injection of funds, principally from the Skills Development Levy. And, they are being driven by a raft of new institutions. Yet, there is evidence to indicate much unevenness in the levels and quality of training, and in the functionality of the institutions involved in the training. Such unevenness should come as no surprise, given the scale of these developments and the short time for which they have been operational.

It should also come as no surprise, therefore, that the formation of college-industry partnerships is following a somewhat idiosyncratic pattern, with each partnership being one of a kind, an innovation in an untested field, in which partnership managers are required to identify a market opportunity; establish a relationship with a firm; navigate their way through a maze of regulations to obtain accreditation and funding; and, in many instances, negotiate new administrative arrangements with officials who are as new to undertaking an enterprise of this kind as they are.

In the interest of establishing higher levels of order in this terrain, the NBI research (described above) recommended that government departments, companies, SETAs and FET colleges develop more detailed plans, so as to provide greater clarity and enable other partners to respond more systematically to their needs and strategic priorities. However, given the magnitude of this task, such clarity is unlikely to emerge in the short-term.

Under these conditions, the current research project is likely to elucidate best practices which will be enormously helpful to prospective new partnership managers. At the same time, the research can do little more than scratch the surface of a large and very dynamic field. The benefits and limitations of the project must be understood against this background.

3.11   HIV and AIDS and Gender Considerations

Employability is also affected by other social issues, especially gender and HIV and AIDS. The role that college-industry partnerships can play in ensuring effective employability can, therefore, be influenced by how they address other social issues such as HIV and AIDS and gender inequality.

According to the Department of Health (2003) and UNAIDS/WHO (2003), South Africa's experience of HIV and AIDS is as the "fastest growing epidemic in the world, with 5.3 million people infected". Prevalence rates are said to be higher among young people, especially teenage girls. According to the Department of Health, more than 51% of those infected are women and of the over 1 700 new infections daily, the largest proportion are among the 15-29 age group. Over 1 million children have already lost one or both parents (UNICEF: 2003).

The impact of HIV and AIDS on learners, educators and the education system as a whole is fast becoming devastating.

Carol Coombe (2001) has underscored the myriad effects of HIV and AIDS on South Africa's educational sector. These include:

- lower enrollment rates, given:
    - child AIDS mortality;
    - mortality of HIV-AIDS positive mothers who die young and leave fewer offspring; and
    - nonattendance by children who are ill, impoverished, orphaned, caring for younger children, and/or working (with a disproportionate burden placed on girls in households, because of a reliance on traditional gender norms).
- higher dropout rates;
- loss of qualified educators and administrators;
- fewer tertiary learners as secondary school output and quality decline;

- inability of financially-constrained provincial education departments to provide adequate formal education, given:
  - o rising sick leave and death benefit costs;
  - o additional costs of educator training;
  - o pressure to turn resources away from education to other social sectors such as health and welfare; and
  - o declining contributions from parents and communities, a situation which thereby shifts more of the costs back to government.

Since schools and other education institutions (such as technical colleges) cater for young people who are most `at risk', the education sector has a crucial role to play in increasing awareness of the pandemic and advocating prevention measures.

With regard to gender specifically, one key issue emerges: creating equal opportunities for women in the labour market. In light of the South African government's transformation agenda to redress gender imbalances in the workplace, skills development aimed at facilitating women's entry into scarce skills areas is imperative.

In terms of policy development that targets gender equality in society in general, and in education in particular, the post-apartheid South African education enterprise has been somewhat successful. The change of regime in 1994 brought with it major policy changes, including a legislative framework hailed as being conducive to the promotion of democracy in general, and gender equality in particular (Morrell: 1998). To illustrate, the country has enthusiastically ratified the various international Human Rights conventions, including the United Nations Convention on the Rights of the Child (CRC), and adopted a constitution that commits the government to protecting universal human rights, including the right to equality for all. Within the international education arena, like other countries, South Africa's gender and education agenda is also informed by the goal of improving girls' access to education as identified at the 1990 World Conference on Education for All in Jomtien, Thailand (Hulton and Furlong: 2001).

In South Africa, legislation and policy targeting gender inequality, and related to such international policy objectives, has yielded some positive results (Moletsane: no date). To illustrate this, with the introduction of education policy targeting school hierarchies for transformation, small strides have been made in hiring women in positions previously held by men in schools and in national and provincial departments of education (Morrell: 1998a), and more girls are registering for subjects which traditionally attract male learners.

Despite this, Neuman and Ziderman (2003), in their report "Can Vocational Education Improve the Wages of Minorities and Disadvantaged Groups – A Case For Israel?", argue that:

- Women are under-represented in courses leading to the high-paying blue collar (manual labour) occupations typically held by men, while being over-represented in so-called 'female' VE courses which do not enhance earnings.
- Women need better VE career guidance which encourages them to consider enrolling in technical courses of study.
- Measures aimed at women are likely to be effective only if introduced in parallel with other steps which, over the longer term, would lead to changes in social norms concerning appropriate subjects of study and occupations.

Taking both these as critical to the achievement of social and economic upliftment, it was deemed necessary to determine the extent to which these FET college-industry partnership programmes address gender and HIV and AIDS.

CHAPTER THREE

METHODOLOGY

4. METHODOLOGY

A case study methodology was adopted. The audit of college-industry partnerships undertaken by the NBI in 2003 was a broad overview which focused mainly on quantitative aspects. By contrast, the purpose of the present research is to 'get beneath the surface' in order to understand how these partnerships are set up, maintained and supported. A case study approach was, therefore, most appropriate.

4.1 Interviews

The main source of information on the case studies was derived through interviews with the people concerned. Three main constituencies were interviewed:

- **College component**
  Individual and focus group interviews were conducted with relevant constituencies, generally in face-to-face settings, although a number of discussions were also conducted by telephone.

  These included at least one person in senior management, one or more of the college staff responsible for managing the partnership, together with one or more of the teaching staff.

  Interviews were also held with learners, generally in a focus group discussion. The learners interviewed in the focus groups were either graduates of the college who were enrolled in a learnership programme or community learners enrolled in a skills development/entrepreneurship programme.

  For the former, learners were tracked by contacting the learnership and/or marketing co-ordinator who is responsible for keeping the contact details of all learners who had passed the year before and had therefore been selected to participate in the learnership or programme. A random selection of between 3 and 5 learners was made.

- **Industry component**
  At least one of the industry partners was interviewed. This included the person responsible for managing the partnership on behalf of the company.

- **Government structures**
  We interviewed a senior manager in the national DoE and DoL, the manager responsible for learnerships in the Wholesale and Retail SETA, the SGB manager in the Tourism SETA, and the senior manager of the FET Directorate of the Gauteng Education Department (This interview took place on 3 September, 2004).

 A full list of interviewees is given in **Appendix A**.

The issue HIV and AIDS and gender was investigated by asking a few questions[5] around how HIV and AIDS and gender is factored into the project, how it was dealt with by the project and what precautions are taken by the stakeholders.

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[5] Refer to questions 3f, 3g, 8d, and 8e in the Partnership manager interview (Appendix B); question 7 in the learner interview (Appendix D); and question 15 in the industry partner interview (Appendix C).

We also studied available documents relating to the partnerships which we could access from the partners.

4.2   Sampling

Ideally, a case study approach should be based on a larger research picture in which the main parameters have been drawn. Under such circumstances, when it is known how they fit into the bigger terrain, case studies are able to zoom in on particular aspects and examine key features in more detail. This requires that the case studies are chosen so as to sample a range of conditions across key variables, which, in turn, is premised on a good description of the larger terrain. It was not possible to be as rigorous as we would have liked in our sample selection, given the very dynamic state of the training terrain, the novelty of many of the developments, and the undeveloped state of research in the FET sector at the present time. Our literature review indicates that the process of partnership development in South African FETIs is characterised by a generally idiosyncratic approach which is strongly influenced by particular individuals and contextual circumstances. This is to be expected in a sector undergoing rapid transformation. Similarly, it is to be expected under these conditions that research has barely begun to describe the sector and provides little guidance for a study such as the present one. What we know is sketchy and only very generally indicative.

Initially, sites were to be selected because successful partnerships yielded graduate employability benefits specifically (according to our definition). However, given the information provided by the 2 tracer studies, namely Badroodien (2003) and Gewer (2004), that college tracking systems are generally weak, the decision was taken to sample according to innovation and the strength of the partnerships.

Nevertheless, we used all the information available, and are confident that the ten partnerships selected for the study represent a wide spectrum of this activity at three levels: the college level, the level of the campus or specific delivery site within each multi-site college, and the level of the particular partnership selected from the many which are maintained by each campus. A purposive sampling procedure was adopted at each of these levels.

4.2.1 Selection of colleges

The first step was to select the Gauteng colleges to be included in the study. In the interests of inclusivity, we invited all 8 Gauteng colleges to participate. We got responses from five colleges, of these all five were included in our sample.

As it happens, this includes four of the five colleges identified in the NBI survey as being efficient at managing partnerships. The NBI survey used a rather crude measure of efficiency, defined as having more than the average number of partnerships (NBI: 2003).

Table 6: *NBI sample vs the GPL sample*

College	NBI efficiency	GPL sample
Central Jhb	No response	Yes
Ekurhuleni East	Yes	Yes
Ekurhuleni West	Yes	No
South West	Yes	Yes
Tshwane North	Yes	Yes
Tshwane South	Yes	Yes
West College	No	No response
Sedibeng	No	No response

4.2.2 Selection of campuses

After discussions with researchers involved in previous studies – including the NBI survey and the Meyer/Taylor study – 10 campuses, spread across our five chosen colleges, were recommended by our informants as employing successful partnerships.

One of the considerations during this process was the need to survey a range of college campuses spread across the Historically Disadvantaged Institution/Historically Advantaged Institution (HDI/HAI) divide. This was considered important so as to capture the kinds of partnerships that are beginning to be forged in what has come to be known as South Africa's dual economy, consisting of a high skills/high technology sector which reflects practices characteristic of the developed world and a low skills/appropriate technology sector which resembles more closely the developing world. While individual campuses do not divide neatly into those serving these two respective sectors in the South African economy, the history of the campus is likely to have a profound influence on the kinds of programmes it offers, while the target audience remains very similar to the one which the campus in question has traditionally always served. While, in general, these expectations were met, we discovered important exceptions to this rule. We will draw attention to these in our conclusion. These exceptions indicate that individual campuses are beginning to break out of the patterns established under apartheid. Given that merged FETIs have supposedly centralised their administration, financial management and governing structures and that these changes are subsuming the idiosyncrasies of individual campus sites, it is important to look at what this means for strategic support.

A process of negotiation with relevant college staff (CEO/campus heads, marketing managers, and learnership/skills managers) resulted in 8 of the 10 recommendedcampuses being selected for our sample. These are shown in the table 7 below.

4.2.3 Selection of specific case studies

The third step was to select one or more individual partnership projects on each campus for study. One piece of information from the NBI study of use in this process was the distribution of partnerships by vocational field. This is shown in figure 1. The figure shows that two fields of study – Engineering and Business Studies – comprise 56% of all partnerships. This distribution indicates that, in order to obtain anything approaching a representative picture of the field, we should choose around half of our studies from these two fields, with significant representation from each.

Figure 1: *Partnership projects by vocational field*
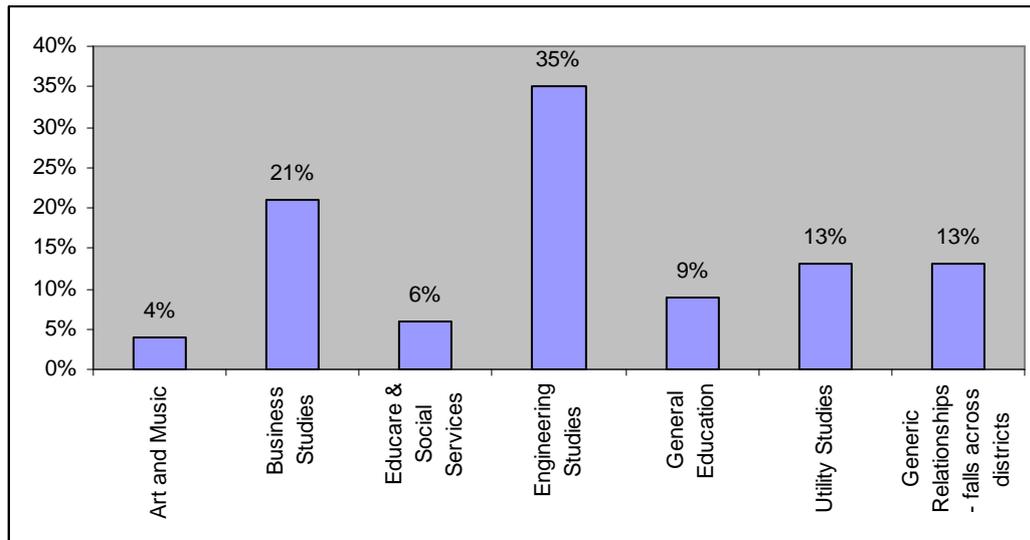
We decided, however, not to classify the various partnership projects by vocational fields only, as these are too broad to be useful in understanding the labour market conditions faced by any particular case study. For example, Business Studies is taught to budding entrepreneurs, established small business proprietors, and managers in the formal sector. Thus, we adopted a labour market perspective when classifying and selecting our case studies.

We surveyed a range of partnerships across different sectors of the labour market, focusing on the SMME, electronics/engineering, motor industry, wholesale and retail (W&R), and hospitality sectors. We were guided in these choices by the distribution of partnerships by vocational field shown in Figure 2, and by our earlier discussion concerning the availability of jobs in certain sectors of Gauteng's economy.

This process resulted in the following set of exemplar partnerships:

Table 7: *Case studies selected*

	Partnership	Field directed at	Campus	FET College	Previous status
Formal Sector:					
1	W&R Learnership	Wholesale and Retail	Pretoria Campus	Tshwane North	HAI
2	Alarm Technician Learnership	Electronic/Engineering (Security Industry)	Pretoria West Campus	Tshwane South	HAI
3	SAAB	Electronic/Engineering (Defence industry)	Centurion Campus	Tshwane South	HAI
4	Learnership in Tourism: Events Support	Tourism	Roodepoort	South West Gauteng	HAI
5	Montecasino	Electrical/electronic Engineering (Gaming industry)	Alexandra Campus	Johannesburg Central	HDI
6	Toyota Technical Education Programme	Electronic/Engineering (Motor industry)	Ellispark	Johannesburg Central	HAI

	Partnership	Field directed at	Campus	FET College	Previous status
Informal Sector:					
7	SMME Development Initiative	SMME	Kwa Temba	Ekuruleni East	HDI
8	A Re Tswaraneng	SMME	Soshanguve Campus	Tshwane North	HDI
9	Nissan Incubation Programme	SMME	Soshanguve Campus	Tshwane North	HDI
10	Venture Creation programme	SMME	Centurion Campus	Tshwane South	HAI

It is important to note that it was difficult to select cases which had a formal strategy or programme to encourage entrepreneurship of **graduates only**. In many instances, entrepreneur-related skills training is provided to unemployed community members, regardless of whether they are college graduates or not. This limited our selection of cases to include entrepreneurship programmes to those geared towards community members across-the-board.

4.3   Instrument Construction

This process consisted of two main steps:

- **Construction**
  Three semi-structured interview schedules were developed. One for each college and industry partner, and one for the learners[6]. Interviews with government officials were less structured, since these were conducted last, and were used to investigate issues that had arisen during the case study interviews.

- **Piloting**
  All three instruments were piloted for this study in order to test theiruser-friendliness, and the extent to which they facilitated the extraction of the required information. They were then revised in light of this experience.

4.4   The Fieldwork

Two members of JET's staff conducted fieldwork interviews. They both have extensive experience in case study interviewing.

4.5   Data-Analysis

In order to retain the integrity of the case studies, each one is presented separately as a 'thick description'. In order to facilitate comparisons across the partnerships, we have organised the descriptions according to 14 headings:

- Overview
- Purpose

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[6] Refer to Appendix for copies of the instruments

- The partners and their roles
- Process of establishing the partnership
- Scope, duration and costs
- Recruitment
- Strategy, Management, and support to the programme within the college
- Curriculum, teaching and QA
- Employability (responsiveness), post-training support and tracking
- Benefits
- HIV and AIDS and gender considerations
- Success factors and sustainability
- Challenges
- Conclusion

Although each partnership represents a unique solution to a particular set of conditions, a number of general lessons are apparent. We draw on these in Section 6. We then end the study with a set of conclusions and recommendations.

CHAPTER FOUR
CASE STUDIES: FORMAL SECTOR

5. CASE STUDIES

5.1 Formal Sector

5.1.1 Wholesale and Retail Learnership, Tshwane North College, Pretoria Campus

5.1.1.1 Overview

The Wholesale and Retail (W&R) learnership is a national initiative on the part of the Wholesale and Retail SETA. The work of the W&R SETA is central to the establishment of the venture. It has already accredited 24 training providers, of which Tshwane North College, Pretoria Campus is one. Without the learnership, the partnerships established by the Pretoria Campus over the last 2 years with private companies would not have materialised. Pretoria campus is currently in Phase III of the learnership.

5.1.1.2 Purpose

The W&R learnership is a structured work-based learning programme which combines theory and structured workplace experience leading to a national qualification (NQF level 2 and 4). It is directed at unemployed N6 business study graduates. It is part of a national SETA initiative to give workplace experience and training to unemployed youth who are younger than 35 years. The learnership was established after a national needs assessment was done which revealed that there was a shortage of skilled level 2 and level 4 youth within the W&R sector, together with the fact that many South African youth are unemployed.

Learnerships and skills programmes are therefore the most obvious areas in which the lives of the unemployed are changed for the better. The reason for the learnership is that the wholesale and retail sector has more than 806 000 workers in formal employment. More training providers needed to be credited so that quality learning can be achieved more often. According to the Education and Training Quality Assurance manager, "the sector is not chasing numbers but ensuring quality and ensuring that the certificates issued are worthwhile. To create opportunities for the unemployed, the W&R SETA has already paid R5.6-million in terms of learnership grants". The learnership manager of the group, said that "599 learners were the first graduates of the W&R SETA registered qualifications in November 2003. Many more learners have already been recruited in phase II and III of the learnership, of which 40 business studies graduates have been recruited by Pretoria Campus".

5.1.1.3 Partners and Roles

There are 3 main partners:

- W&R SETA which provides the funding, assists with the implementation of the roll out plan, undertakes QA, and ensures that the learnership is well managed.
- Pretoria Campus of the Tshwane North College, which is the training provider of the theory component of the learnership. The College also plays the leading role in terms of rolling out the plan, placing learners in the workplace, and seeking and establishing

partnerships with private companies who are willing to place learners in their organisation for a 1-year period.

- Private Companies. A number of private companies within the W&R sector are currently in partnership with Pretoria Campus in this learnership. These are Spar, Foschini, Railway Outfitters, Railway Furnishers, Upton's Codec Express and Skybound Art Centre. They place a learner in their organisation for a period of 1 year and give the learners the necessary exposure and training i.e., they give learners an opportunity to gain workplace experience through practical application of what they studied at Pretoria Campus.

5.1.1.4   Process of Establishing the Partnership

Every year, since 2002, the W&R SETA has advertised for training providers for the learnership. In response to this, the Pretoria Campus submitted a proposal which specified how they thought the learnership would be managed and rolled out. The proposal was screened by the SETA and approved. Thereafter the campus was allocated as one of the training providers for the W&R Learnership. The first roll out occurred during the first pilot phase of the learnership in March 2002. Pretoria campus is currently in Phase III of the learnership.

A great deal of time and energy was spent trying to get accredited by the SETA. More went into trying to enlist the services of private companies. Part of the learnership agreement states that companies who participate in the learnership must be registered with the W&R SETA and must have made their contribution to skills levy. Enlisting the companies is done by the learnership coordinator who is based at FET Head Office and which is currently located at Pretoria Campus. Once the company agrees, a formal contract is drawn up and signed by representatives from both the companies and FET institution. Learners are then interviewed and selected and successful persons are placed into the learnership programme. Learners must also sign an agreement stating their responsibilities for the duration of the learnership.

5.1.1.5   Scope, duration and costs

Phase III of the learnership runs for a period of 1 year. It is rolled out on two separate levels: level 2 and level 4.
- Level 2 – a generalist course which provides basic training such as performing elementary business calculations, compiling verbal and written communications and using computer technology in retail and wholesale practices. Learners are required to spend 28 hours per month at College.
- Level 4 - a specialist course which offers more advanced training and requires more hours (35 hours per month). This focuses on compiling and delivering presentations and persuasive written communications to enhance retail and wholesale practices, and interpreting financial reports.

The W&R SETA is the sole funder.
- The College gets R10 600 per learner.
- Employers get a grant of R25 000 per learner and at the same time qualify for a substantial tax benefit.
- Learners are also paid an allowance: R14 400 per year per learner.

5.1.1.6   Recruitment

The learnership pays for 40 unemployed learners. In addition, companies who are registered with the W&R SETA sometimes send some of their casual workers to participate in the learnership as part of skills development. In the latter case, the company pays the Campus for the training and instead of developing a whole new course, these employees are simply put into the learnership programme.

In Phase I (in 2002) there were 18 learners but only NQF level 2 was offered. In the following year, Phase II was rolled out on NQF level 2 and 4 and 23 learners participated. In the current phase, Phase III, 42 learners are presently registered in the learnership.

The learners who have graduated from N4 or N6 business studies are selected from the Pretoria Campus database, which contains a list of previous students. This database is managed and controlled by the marketing department. Only those who successfully passed their formal or Nated course are considered. The recruitment process is an active one in that ex-learners are called by the campus learnership officer and asked to come in to write a test. This "placement tool" is an assessment on communication and numeracy skills. It is was developed as a level indicator by W&R SETA but the campus uses it as a guideline for selecting students and placing learners in the correct NQF level. Only those learners that get a pass of 80% or more are selected for an interview. The interview assesses learners in terms of interest, dedication, commitment level, need, and work behaviour. The interview is conducted by the industry partner.

5.1.1.7   Strategy, Management and Support to the Partnership within the College

The learnership is wholly supported by Tshwane North FET College. In fact, the decision to participate in the learnership was proposed by the College top management. It is seen by the College management, particularly by the CEO and campus manager, as a vehicle for uplifting the community, particularly disadvantaged youth, preparing learners for employment. In other words, the learnership ensures that the College is responsive to the labour market and community needs, a target stipulated in the College's strategic plan.

The learnership coordinator for Tshwane North FET, manages the W&R learnership on behalf of the Pretoria Campus. She reports to the Skills manager and HOD for learnership development. Her responsibilities include: planning venues, facilitators, preparing budgets, co-ordinate assessments, assess results on IETA database, contact companies, ensure contracts are signed, and problem solve when necessary. She also ensures that the attendance register of learners per company is regularly completed. In addition, she liaises with companies and SETAs. The Campus submits quarterly reports to both the industry partners and SETAs. These reports outline the completed provision and planned provision per student.

The W&R SETA plays a big role in quality assuring the learnership – they oversee that the learnership is well managed, facilitated, and administered at the College Level. The Department of Labour approves the Unit Standards and accredit the qualifications.

Learners are assessed through interviews, role-plays, and knowledge tests. Both the campus and the companies play a role in these assessments. It is also a responsibility of the learners to keep a "portfolio of evidence", a diary of their experiences during the learnership. 10% of this is moderated, usually by the W&R SETAs.

5.1.1.8   Curriculum, teaching and QA

The W&R learnership programme is composed of:

- Theoretical training at the Pretoria Campus (30%)
- Practical training at the workplace (70%).

The learnership course content is based on SAQA unit standards[7], the total number of credits depends on the qualification level reflected in the NQF. Industry partners do not contribute to the curriculum directly, unless they serve on the Standards Generating Body which is involved in developing the unit standards.

The course is structured according to 3 components:

FUNDAMENTAL
- Using computer technology in retail/ wholesale practices
- Compiling verbal and written communication
- Performing basic business calculations in Retail/Wholesale

CORE
- Processing retail/wholesale documents
- Handling cash
- Displaying and marking merchandise
- Understanding industry, structures, terms & concepts
- Promoting merchandise
- Applying safety, security & housekeeping
- Attending to customers
- Handling stock
- Processing credit transactions

ELECTIVE
- Applying specialty merchandise in retail/wholesale practice
- Applying furniture and appliance retail/wholesale practices
- Applying food handling retail and wholesale practices
- Compiling & delivering presentations & persuasive written communications to enhance retail/wholesale practices
- Generating electronic data to enhance retail/wholesale practice
- Interpreting financial reports in retail/wholesale practices
- Monitoring flow of retail and wholesale documents
- Monitoring cash systems in retail/wholesale
- Co-ordinating promotional activities
- Providing customer service
- Processing stock
- Selling goods and services
- Buying merchandise
- Monitoring credit in retail/wholesale
- Implementing speciality merchandise in retail/wholesale practices
- Implementing CFTA retail/wholesale practice
- Implementing furniture and appliance retail/wholesale practice

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[7] Unit standards are components or building blocks of NQF qualifications. Each unit standard is formulated in such a way that it can be used as a framework for a skills programme.

- Implementing food handling retail/wholesale practices

According to college staff, the learnership has impacted on the curriculum and teaching of the college. It "has improved and contributed to the expansion of non-Nated programmes to address the needs of industry", says the Tshwane North FET Skills manager and HOD for learnership development.

5.1.1.9 Employability

The learnership is said to be successful because it is meeting the needs of both learners and industry. "Learners need training and work experience, while companies need labour (even if it is only part-time)", says the learnership co-ordinator. During the learnership, learners are given a great deal of support from college facilitators, from mentors and coaches at the companies, and from other learners.

Learners are not guaranteed employment by the company in which they are based. According to the learnership coordinator, "if the company does employ, this is based on whether there are vacancies available". This statement was echoed by the industry partner. Learners are told that employment is not guaranteed at the end of the learnership.

Once the learnership term has ended, it is difficult for the campus to keep track of learners and to give them support. The only information the campus has is from learners who keep in touch with facilitators at the college, but this is informal and hardly ever documented.

For example, one learner from Phase 1 of the learnership was based at a furniture company as part of his learnership. During this time, he was taught computer skills which he did not have before. He benefited so much from this that he opened up his own company, creating and printing business cards. He has even managed to employ three other learners who were in the learnership at the same time. As a group, they have successfully entered the job market. There are others who have managed to get part-time employment at companies similar to the one where they had been placed originally. They are cashiers, stock controllers, receptionists and data-capturers. This points to the fact that learners are able to use their new learned skills `to make some money'.

All of the learners interviewed, felt confident that they would get employed. During the focus group, one of the learners interviewed said that "We are trying to prove ourselves to the company where we're at so that if there is an opportunity we have a standing chance…but more importantly, at least we are getting experience" Those that did financial management during their N6 have been able to put their theory into practice, but only in LEVEL 4 of the learnership. Learners seem to be aware of other learners' success. One learner commented that a friend of hers, who was registered in the learnership a year before, had successfully gained full-time employment in marketing. Employability depends on learners being proactive. "Employability is determined to a large extent on our performance: if we work hard, are dedicated, and follow rules, we are more likely to find a good job. We have something to add to our CVs", was a comment made by one of the learners. "We are not going to stay at home, but will go out and apply and apply and apply until we get something". Another learner had arranged to do part-time work for her uncle, doing some financial record-keeping.

5.1.1.10 Benefits

The learnership has many potential and concrete benefits for all stakeholders:

For the employer:

- Training according to the Skills Development Act
- Special needs of companies can be met
- Extra hands
- Learner allowance
- Higher profit through well-trained staff i.e., competent staff who are empowered and require less supervision thereby improving on productivity and quality.
- Own selection of learners without any obligation to take on a "learner employee"
- Help with accreditation of company to W&R SETA
- Training opportunity for untrained employed staff
- Tax deduction for each learner with registration as well as on completion of learnership
- Contribute towards the upliftment of standards and skills in SA
- Get exposure to other companies through the learners.

For Tshwane North College, Pretoria Campus:

- Able to meet the targets set in the College Strategic plan
- Being responsive to community and industry needs
- Adequately preparing learners for employment
- Getting some funding for the training from W&R SETA
- Contribute towards the upliftment of standards and skills in SA.

For learners:

- Are provided with easy access to learning and training
- Get practical hands on experience
- They have an opportunity to earn while they learn
- Become more self-developed
- Increased opportunities
- Become more marketable
- Receive a formal qualification recognised by the Department of Labour.

5.1.1.11 HIV and AIDS and Gender Considerations

HIV and AIDS is dealt with briefly in one of the Unit Standards, "Safety". The component is restricted to providing learners with basic information. However, learners have open access to support on campus. A counsellor assists learners whenever necessary. Learners reported that they all did the Safety Module, "it was compulsory". All interviewed learners saw the importance of getting HIV and AIDS information and all were aware of the campus counsellor whom they could go if needed.

The learnership consists mainly of females (there is a general trend which shows more female learners doing business studies-related courses). However, placement of male or female graduates is dependent on company gender profiles on site. Some companies have a preference or a need for males, while others prefer females.

5.1.1.12 Success Factors and Sustainability

Essentially the success of the W&R learnership lies in the fact that the SETA is able to address the needs of the W&R industry in a way that all parties benefit. More and more learners have been placed in the learnership, and it is hoped that this trend will continue well into the future.

The following factors have contributed to the success of this learnership:

- Good working relationships with other partners
- Commitment and dedication from everyone involved
- Strong communication links
- Well-structured plan
- Effective and efficient management at all project sites (training provider, company, SETA)
- Good negotiation and business skills (marketing)
- Carefully selected facilitators to ensure quality training.

5.1.1.13 Challenges

The campus is faced with a few challenges:

- No mechanism in place to monitor employment rate after learnership completed.
- Ensuring quality training, facilitation, assessors and moderators is not an easy task and requires a great deal of time and effort.
- Keeping learners motivated for the year is difficult at times.
- More willingness from industry. There are still parsimonious mindsets on the part of some companies, where companies are still uncertain as to what the "consequences" of their participation will be.

5.1.1.14 Conclusion

In the midst of generally bad press for the SETAs, it is heartening to observe a learnership programme working as intended. Colleges need to inform themselves of all the possibilities for instituting learnerships, and to use this information to investigate opportunities for widening the programmes they offer. It would seem that part of the problem of establishing learnerships is a reluctance on the part of companies in offering their premises for learnerships. One way of getting more colleges and companies involved would be for SETAs or the Department of Labour to advertise success stories, to streamline the regulations and processes entailed in setting up learnerships, and to publicise these to employers and educational service providers.

5.1.2 Alarm Technician Learnership, Tshwane South College, Pretoria West Campus

5.1.2.1 Overview

The Alarm Technician Learnership (ATL) was established over two years ago in January 2002. It was initially a pilot programme that Tshwane South FET College: Pretoria West Campus established with ADT Security in collaboration with the Police, Private Security, Legal and Correctional Services (POSLEC) SETA. It was a pilot phase of the national learnership, which provided a National Certificate in Electronic Security at NQF level 4 and 5. It was the first of its kind in South Africa and in the private security industry. This pilot ended in November 2003 while the official learnership ended in April this year in 2004 but was deemed successful because most of the learners who participated have attained full time employment. A new learnership, the "Technical Security Learnership", is currently underway.

5.1.2.2   Purpose

The ATL was a programme that was established in January 2002 by ADT Security. The initial agreement with the POSLEC SETA was for 2 years. The learnership started informally with Pretoria West Campus, because of this identified need for skilled technicians in the security market, and as a result it was termed "the pilot phase". The pilot came to an end in November 2003 however the learners continue with the learnership until NQF level 4 until they attain the total credits of 265. The main aim of the project was to provide practical skills and workplace experience to the electrical and electronics engineering learners who graduated from Tshwane South College so that there would be sufficient qualified technicians who would be able to enter the "alarm technician market".

The programme filled a gap in the labour market: ADT Security needed qualified skilled electronics and electrical engineers to service their systems. To add to this, ADT did not have the necessary structures and infrastructure in place to provide the training as per NQF requirements. As a result of this need, ADT contacted Pretoria West Campus (along with several other service providers in the FET sector) to provide the general theoretical training.

The main objective of both the Campus and ADT was ultimately to ensure that learners with the necessary skills became employed. The project target was to provide 30% training on campus (theory and some practical) and 70% practical training at the workplace of the registered qualification company i.e., ADT Security.

A new learnership is currently underway. Using their experiences in this learnership, ADT has registered a new learnership with POSLEC SETA. This "Technical Security Learnership" is aimed more at secondary school learners and some technical college learners with no specific electronics experience. Phase 1 of this learnership has already begun - ADT has taken on 30 learners, as of January 2004.

The learnerships "exemplify our determination to raise standards of delivery in the security industry, and to honour ADT's commitment to job creation and training in South Africa", says the national training manager for ADT.

5.1.2.3   Partners and Roles

After negotiations and planning, a formal written contract was drawn up formalising the partnership or "business agreement" between the main partners: ADT Security and Pretoria West Campus.

- ADT Security is the main funder of the partnership. They supplied the training material, equipment (tools) and protective clothing (uniforms) to the learners. Each learner who participated in the learnership was paid a wage. This was a structured incentive-based process, where learners were paid more for every block-module passed. In addition to this, ADTs role was to provide workplace training, i.e., 70% as per learnership standards and to do the summative assessment and moderation of learner portfolios.
- Pretoria West Campus was initially the sole training provider. The learnership later expanded on a national level once ADT had formalised the learnership with POSLEC. As part of this national learnership, Pretoria West acted as one of the 7 national FET training providers in the learnership. The campus played a critical role in providing quality education by training learners in both the theory and initial practicals in the workshops for the Pretoria region.

POSLEC SETA is linked to the partnership in that the partnership is a registered learnership and that the programme is accredited. ADT offers the learners with a National Certificate in Electronic Security Technician (NQF level 4 and 5). ADT is in its final stages of preparing the certificates – it is busy uploading credit awards and therefore, certificates have not been awarded to learners. POSLEC SETA had not provided much funding, but has been involved in making grants and incentives available to the ADT which ADT uses to fund the partnership.   They played an important role in terms of approving and accrediting programmes, quality assurance, maintaining open negotiation channels with ADT for future partnerships.

5.1.2.4   Process of Establishing the Partnership

The project was initiated by ADT Security who had a workplace need for more qualified technicians. There was a shortage of properly skilled technicians in the industry (nationally), and many security companies' staff were not adequately qualified. As a result, ADT entered into a formal contract with POSLEC SETA. However, ADT did not have the necessary structures and infrastructure in place to provide the training as per NQF requirements. Therefore, ADT approached Pretoria West Campus to pilot the learnership and later ADT make contact with various other FET Colleges to act as training providers in the national learnership. Technical colleges who participated until April 2004 in the programme are Krugersdorp, Germiston, Pretoria West, Bellville, Western Province, Russell Road (in Port Elizabeth) and Swinton Road (in Durban).

This national programme is accredited by the relevant SETA, POSLEC, and because ADT was paying a skills levy, they undertook to participate in the learnership in partnership with FET institutions to provide learners, the budding ADT staff, with a certified qualification.

5.1.2.5   Scope, duration and costs

The learnership ran for 2 years and ended this year early April 2004 (this period included the pilot phase). Two learnerships were developed during this time: The Electronics Security Technician, at NQF level 4 (a one year national certificate), and the second

learnership, the Advanced Electronic Security Technician at NQF Level 5, is a further one year national diploma. "Essentially it ran as one learnership but at different levels".

This two-year programme consists of four six-month modules, during each of which learners alternated between the lecture rooms of a technical college and experiential learning in the workplace. As per learnership requirements, 30% of the training was conducted at the campus. This was mainly theory-based. Most of the practical training (70%) was done at ADT. Modules or blocks include basic wiring, installation, and programming, both theory and practicals. The qualification needs 265 credits and takes 2 years to do.

The training programme, was developed by ADT in consultation with educational experts from technical colleges and with key ADT suppliers, namely from industry persons sitting on the SGB. Standards are strictly enforced, with a compulsory competence level of 75% in both practical and theoretical modules.

The business agreement was that ADT pay the training provider, Pretoria West campus, for any training provided. About R6 million has been allocated by ADT for the national study. For the Pretoria West campus, this amounted to a total of R120-00 per day per learner. This excluded the training material which was provided by ADT. In addition learners who participated in the project were paid a wage of between R500 to R3000 by ADT. This was an incentive-based payment, where as learners progressed through the each of the learning blocks, they received more money. For example, one learner said that he was paid about R500 in the first 3 months of the training. Thereafter he was paid R1032. This amount steadily increased with every module successfully completed, as per unit standards qualifications.

5.1.2.6   Recruitment

Recruitment was done by ADT. This is an active process: initially all N6 electronics learners who graduated from Pretoria West Campus were told of the ADT learnership by the Training Centre staff after ADT approached the campus. Later the learners from the N4 to N6 levels were told. All interested graduates were required to undergo a rigorous screening process. The stringent selection process includes psychometric testing as well as aptitude assessment. This involves being interviewed and writing tests specifically developed by ADT. Following this, the most competent and skilled learners were chosen on the basis of the following criteria: all had to have a matriculation, some form of electronics experience and no history of criminal activities.

Nationally, 105 learners participated in the ATL programme. Of a total of 29 learners, 20 learners were selected, from Pretoria campus, all of whom are now in their final year as alarm technicians.

5.1.2.7   Strategy, Management and Support to the Partnership within the College

The partnership was explicitly in line with the college vision which states that the institution as a whole should be responsive to the needs of the labour market and that the College should make a concerted effort to prepare students/graduates for the workplace. In the College Strategic Plan, forming solid partnerships with industry, community and the government is critical to the successful development of the FET sector as a whole.

There was an effective management system in place to ensure the smooth running of the partnership. The partnership is managed by the national skills manager for ADT and the group HR director of ADT South Africa. ADT communicates with Pretoria West Campus through the learnership co-ordinator. Contact between the training manager at Pretoria West Campus, and the learnership coordinator from ADT is done on a regular basis. Because of the good working relationship established between the two partners, the learnership is continuing.

5.1.2.8   Curriculum, teaching and QA

ADT technical skills development programme has been designed to comply with the requirements set by the POSLEC SETA, and is a formal qualification recognised by the Department of Education and the Department of Labour. The learnerships (both NQF level 4 and 5) have been benchmarked against Australian Standards to make them internationally comparable. This enables organisations providing training for electronic security technicians to register their learnership programmes with the POSLEC SETA.

The course was specifically written for the learnership, and was developed by ADT. The syllabus was prepared in consultation with educational experts from technical colleges and with key ADT suppliers. This process was facilitated by the national skills manager for ADT, who has played a crucial role in learnership development, curriculum development and QA. He sits on the SGB whose task is to develop unit standards. Thus, the course was developed to be responsive to industry needs. The curriculum is based on teaching learners basic wiring, installation, and programming, both in terms of basic theory and hands on practicals.

Theoretical training is provided by Pretoria West Campus (as with all other FET partners in the learnership) with some practical exposure on the campus workshops. Learners are also required to spend 70% of their time on ADT premises to get workplace experience.

The course is accredited by POSLEC SETA and as such, learners are given a certificate at the end of the project, if they successfully complete course requirements. Therefore, quality assurance is an important aspect of this learnership. Assessment of the learner performance is done by qualified assessors and is then moderated by qualified internal moderators. This process is verified by POSLEC SETA. Learners are required to write a theoretical examination, as well as a practical exam.

Pretoria West also has an effective system to track students: learners are required to sign in and out on a register daily while on training. The information is captured on a database.

5.1.2.9   Employability

The response from school- and FET-leavers has been overwhelming, mainly because, successful candidates normally become full employees of ADT during the programme and are guaranteed ongoing employment on its successful completion. In fact more than 60% of all learners who participated have successfully gained employment.

Most learners from Pretoria Campus who participated are now full-time employees of ADT. The training manager at Pretoria West Campus says that there is "a definite match between student and employment needs, where ADT needs qualified people and learners need experience. The learnership is the perfect vehicle to meet these needs". In this regard, the course is responsive to both employment and learning needs. One of the

learners interviewed telephonically reported that he was working full time for ADT, and he felt that "if I did not participate in the project I would not be working for ADT right now. I am very thankful to ADT and my college". Another learner did not feel as positive. He was one of the graduates who had completed the learnership but was not offered employment at ADT. A bit disgruntled he said, "I learned a lot from my experience in the learnership but I don't understand why others were chosen and not me. I will be approaching competing companies, as I have the qualification and experience"

Learners are given support during and after learnership by both ADT and Pretoria West campus. From ADT, the national skills manager has learners' information on a database as part of the assessment and moderation. This database is used by the national skills manager to keep track of learners in terms of those who were employed and those that were not. He explains: "ADT can't employ all learners who participate in the learnership. We are starting to reach saturation point. However, we don't just train and drop learners. Those who are not employed are given additional support by ADT – we give their names to employment agencies and give them a letter of recommendation".

The learnership has also given learners to opportunity to do sub-contracting. This was particularly evident in KZN. Also, learners at the end of the learnership are not only qualified as an alarm technician or electronics technician. They are qualified assessors and "some learners will be going into the education and training field for sure – especially with more and more security companies embarking on this initiative", says the national skills manager for ADT.

Because of the success of this learnership, the College will begin with a new Learnership while learners complete the NQF level 4 qualification at the workplace. This points to the sustainability of the project in the long run.

5.1.2.10 Benefits

The partnership is beneficial to all parties:

- *Pretoria West Campus:* Receives funding, equipment and material from ADT. There is an increase in enrolments, with more young women enroling for courses of this nature.
- *ADT Security:* Most important, through the partnership, the company is able to train and select employees in a structured way, with support from the Skills Development Fund. Furthermore, it achieves its corporate social responsibilities by playing an active role in empowering young black people to become skilled technicians. Regulations issued in terms of the Skills Development Act and Skills Development Levies Act (1999) allows for a Strategic Cash Grant, which enables ADT to claim back 10% of their Skills Development Levy because they have undertaken education and training interventions in certain strategic areas. ADT also receive a tax deduction as approved in the Budget Speech on implementation and completion of Learnerships.
- *Learners:* They are the main beneficiaries. They become equipped and certified as an ADT alarm technician by trained assessors, but more importantly, most have managed to get employed on a full-time basis with ADT. Most are earning a decent salary, starting from R500 to R3000. It opens doors for learners in terms of career development. Learners are given the necessary skills to find employment at companies competing with ADT. "I know for fact that our competition have approached learners', says ADT.

5.1.2.11 HIV and AIDS and Gender Considerations

HIV and AIDS education is a critical part of the programme, through a Lifeskills component. The national skills manager for ADTfurther stated that at the moment this component is an elective, "but we (SGB) are trying to make it a fundamental module so that all learners, not only those in advanced levels, have access to this information".

The company's affirmative action policy has been applied to help increase the representation of people from previously disadvantaged sectors in the security industry - including females. ADT was quite pleased and slightly surprised with the number of women interested in the learnership. ADT's national skills manager said that between 5-10% of learners in the learnership were women. This shows that there is a growing interest from women in wanting to be technicians, however, gender stereotypes in certain sectors and job markets, such as that of electronics, electrical technicians/engineers, is still very rigid, but the campus is doing what it can to address this. Thus far, most participants have been black and male (90%).

5.1.2.12 Success Factors and Sustainability

The partnership is regarded as successful because graduates who completed the learnership have become certified and have full-time employment. According to the group HR manager of ADT South Africa, the programme will not only help to create employment, but will also raise the standards of technical expertise of security systems. "There is no doubt that the demand for well-trained technicians in the security industry far outstrips the available manpower," he says. "This programme has gone a long way towards correcting this imbalance. The course provides a solid foundation for an exciting career in one of South Africa's growth industries - a career path for which there has up to now been no formal qualification."

The main factor governing the success of the programme that it was based on the real needs of the industry – there was a shortage of properly skilled technicians in the field.

Continuous contact and communication between all parties was critical in ensuring overall success of the project. Having an efficient, dedicated committed management system in place which ensures quality is provided, having proper leadership, devoted and enthusiastic co-ordinators, competent trainers and committed learners played a crucial role in the success of this learnership. Effective mentoring programmes were also an important element because learners were guided by skilled ADT staff. Learners also contributed to the success: they all adhered to the rules and regulations set by training providers, they were punctual and disciplined learners.

Because of the success of this learnership, the College is moving to the next level which is to offer Phase 1 of the new learnership, "Technical Security Learnership". This points to the sustainability of the partnership in the long run, not only with ADT but with other FET institutions in South Africa.

5.1.2.13 Challenges

The campus faces the challenge of extended the partnership to other relevant workplace providers. This challenge relates very closely to the mindset of employers and industry, who are sceptical of participating in learnerships, fearing that they will have to employ all

learners who participate in the learnership. Despite this, the college feels it is slowly breaking the barrier and making progress.

Another difficulty is that providing quality education to the expectation of the workplace provider is not always an easy task. Continuous negotiations and discussions are necessary and are at times very time consuming. Having adequate support from SETAs and the DoE would go a long way towards making partnerships even more successful that what they are now.

For ADT, they were faced with the initial hiccup of not having the proper structures and QA measures in place. This was because information on the process and steps to be followed are not general public knowledge. However, this has been sorted out. ADT also mentioned that "in the beginning, communication with FETIs was difficult, because they had different expectations and understanding of what the learnership entailed. Now that is not so much of a problem, but effective communication structures are very important to ensure its success."

5.1.2.14 Conclusion

The partnership constitutes a happy marriage between an expanding industry with increasing needs for technical skills, a college which is able to supply the required training, and Skills Development funding through a learnership registered with the POSLEC SETA. This is the ideal combination envisaged in the Skills Development vision.

However, already there are signs that the industry leader, ADT, which initiated and is driving the partnership, is approaching saturation in terms of taking on trainees. Once ADT has reached a point where it requires relatively few new recruits to satisfy natural attrition in its labour force, the project is likely to scale down significantly. It would seem that the Skills Development regulations, designed principally for trainees who have work placements, are not sufficiently flexible to adapt to that situation, and the flow of SETA funds will slow to a trickle.

5.1.3 An International Partnership for skills development and training, Tshwane South College, Centurion Campus

5.1.3.1 Overview

In September 2000, a Swedish group, consisting of Sweden's aerospace and Defence Corporation, Saab Technologies, and Swedish Metal Workers' Union Members, were in South Africa for an Air Show. During this time they visited the Centurion Campus of Tshwane South FET College. SAAB had originally intended establishing a new institution for technical training in Johannesburg. They, however, realised that an agreement with Centurion would be financially advantageous, in view of the fact of the already existing infrastructure. A meeting between a high-level Swedish delegation and Centurion Campus followed in October 2000, and culminated in the signing of a Training agreement between SAAB and Centurion Campus. In May 2002, the project was launched.

The project has been active for 3 years and its success can be gauged from the fact that the College was honoured by Professor Kader Asmal with the Silver Award for Industrial Linkages from the National Education Department. The project was initially proposed for a 7-year term, and it is anticipated that the Steering Committee will give the "green light" for the project to continue until 2009. This partnership has benefited all partners: SAAB aerospace, Tshwane South FET College, and other Swedish companies active in South Africa, but most importantly the disadvantaged learners in South Africa.

5.1.3.2 Purpose

The main purpose of the SAAB project is to empower learners in the engineering field through high-quality vocational education and training, with the ultimate aim of getting people into the job market.

This project is providing scarce training for an increasing demand in the aviation industry due to the offset requirements of the Gripen aircraft project. These aircraft are scheduled for delivery in 2006. A substantial amount of training is required for the technicians involved. SAAB's human resources vice-president describes the initiative as part of a larger partnership between Sweden and South Africa aimed at technology training and skills transfer.

The project's strategic objectives and subordinate goals are to provide:
- A sustainable learner support service
- Efficient management
- Sound financial management
- Responsive training programmes to meet national and international standards.

Translated into actions, this meant that the Campus had to:

- Develop operational plans that included training Computer Numerical Control (CNC) operators to supply an offset from the Gripen programme
- Develop lecturer and learner exchange programmes, both nationally and internationally.
- Maximise the utilisation of resources by upgrading and multi-skilling local artisans
- Overcome poor perceptions of the technical college sector on the part of industry and community, by delivering quality training

- Overcome poor perceptions of a technical career on the part of learners, by illustrating the important role played by technicians in the economy.
- Provide advanced training for lecturers in high technology systems
- Stay abreast of new developments in the field of high technology.

5.1.3.3   Partners and Roles

The project is made up of the following stakeholders:

- *Tshwane South College*, Centurion Campus is providing high quality vocational education and training in specialised engineering machinery for the building of aircrafts such as the Gripen.
- *Swedish government*: The project enables the Swedish government to contribute to the technological and economic development of SA
- National Union of Metalworkers of South Africa (NUMSA): sees to the interests of its members by ensuring that demographic equity is maintained.
- *Department of Labour* ensures that the skills taught at the Campus are in line with SETA requirements, the Skills Act, and Qualifications framework (SAQA, NQF). Learnership establishment is being investigated by the Campus.
- *Department of Defence[8]*. SAAB and its partner, BAE Systems, have been contracted by the Dept to provide 28 new swing-role Gripen advanced fighters to the South African Air Force from 2006 when they will begin to replace the Cheetah fighters which will then have been in service for more than 20 years. The contract contains certain offset requirements, which stipulate that a certain percentage of sub-contracts be locally held. The project provides the skilled labour which will enable SAAB to meet these requirements.
- *SAAB* is one of the world's leading high-technology companies, specialising in defence, aviation and space equipment. SAAB is listed on the Stockholm Stock Exchange and has a market capitalisation of approximately $1-billion (R10.5-billion). SAAB's investment in Centurion Campus is in line with its overall strategy of forging partnerships with South African industry.
- *Swedish Companies*: Several of SAAB's sister and partner companies, including Volvo, Ericsson, Scania, ABB and some non-Swedish firms, including Delta Motor Corporation are training partners. They use the Centurion facility to train their employees in high-technology skills. "The fact that a number of other companies have decided to draw on Centurion Campus's growing levels of technical sophistication, expertise and ability in this area, is testimony to the importance of the partnership we have formed and to the perspectives it offers South Africans and the growing partnership between our two countries," says SAAB's human resources vice-president
  SA Companies: Training partners such as Denel, Snap-on, Atlas, Naschem and RMI. Centurion Campus does training for ± 200 companies.

5.1.3.4   Process of Establishing Partnership between SAAB and Centurion Campus

The partnership was formally established in May 2002. Two years prior to this, negotiations over how the partnership was to be implemented was done. This involved conducting market research into the training needs of SAAB and other Swedish companies

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[8] The earlier role of the SANDF to support Centurion Campus in the upgrading of Technology was drastically scaled down in the past 6 years.

in South Africa. The needs analysis revealed an increasing demand in the aviation industry due to the offset requirements of the Gripen aircraft project. These aircraft are scheduled for delivery to the South African Air force in 2006. The needs analysis also revealed that training in this field was relatively scarce and therefore a substantial amount of training was and still is required for the technicians involved.

These needs formed the basis in the strategic plan for developing a formal agreement with SAAB and other Swedish companies that are active in South Africa. This agreement declared Centurion Campus as the training provider for the project for a period of 7 years. A funding scheme for the execution of the training for SAAB in accordance with the partnership agreement was then developed. The development and implementation of a training programme was executed shortly after the funding contract had been finalised. Critical to this process was the continuous co-operation of all stakeholders.

The project was piloted in 2002 and has since then been very successful in providing the necessary skills in engineering, specifically geared for the aviation industry. The partnership is *en force* until 2009, however, the campus is contractually obligated to annually justify the continuation of the partnership after the initial pilot phase by submitting reports to the International Steering Committee.

5.1.3.5 Scope, Duration and Costs

The original project budget caters for a possible total period of seven years pending continued positive results and accepted project management with regards to finance management. SAAB is the main funder and has to date provided a total of R1,000,000 to Centurion Campus to fund the Metrology laboratory, R550,000 annually for training lecturers overseas on the CNC machines and R1,000,000 for bursary schemes. Bursaries are developed and managed by Centurion Campus but funded by SAAB. About eighty bursaries worth about one million rand are being awarded annually to learners for studies at Centurion Campus. Bursaries cover courses from N1 to CNC level and costs R24,000 per learner. Learners are not given a stipend (pocket money) but their studies, accommodation, meals and learning materials are paid for by the SAAB bursaries.

SAAB, in collaboration with other partners, has also donated the specialised equipment needed for training such as the CNC machines (refer to photo 1). Andries & Hauser donated 3 million Rands worth of equipment in 2003 to Pretoria West Campus (part of Tshwane South College) for the Instrumentation Project – the first in South Africa.

Photo 1: One of the female learners busy with the CNC computer-programming course with the lecturer. Here, she is learning how to programme the CNC machines to carry out specific engineering tasks.

The project also generates funds from training that are ploughed back into the project, i.e., with 20% of private learner enrolments (not part of the bursary) using the SAAB equipment and technology for training.

The project is currently in year 3 and the finances measured against budgetary projections are well on course. The Chairperson who sits on both the South African and SWEDEN steering committee and the Project Leader for Tshwane South, both of whom are based at Centurion Campus, reported that the financial targets for years 1, 2 and 3 have been satisfactorily realised. This is supported by the fact that Tshwane South was awarded the Silver Ministerial award for Industry linkages for 2003.

The Campus Head for Centurion Campus, further stated that if the project were to be discontinued before the 7-year period, "the aviation industry would suffer by loosing the offset of the Gripen project. The College and community will loose the generous bursary funding, donations of high technology equipment and overseas staff training and therefore the community would be the poorer".

5.1.3.6   Recruitment

The campus makes use of an active process to recruit learners. This is done by advertising annually throughout South African newspapers and circulars to other FET Colleges for learners to become involved in the programme for learners to become involved in the programme. Many applications are sent into the campus from learners all over South Africa. These applications are checked and inspected by the recruitment officer. The list is then shortlisted and, according to achievements and qualifications, potential learners who are interviewed are given assessment tests. A prerequisite is that learners need to have passed matric and must be high achievers in maths and science. The selection of bursary recipients must then be approved by the steering committee that includes Union representatives. The project has already helped 80 disadvantaged learners since 2002.

5.1.3.7 Strategy, Management and support to the Programme within the College

The vision of Tshwane South FET College is "to be a world class FET college" while its mission is to "empower learners through high-quality vocational education and training".

The partnership with SAAB and other partners is seen by the Centurion Campus and Tshwane South College as a whole to be "Business Education". Working outside of business principles in a partnership of this nature would be imprudent and to the detriment of the College, learners and partners. "Without strategic planning, the partnership would not have reached the status of where it is today".

Guiding the development, planning and implementation of the partnership, were strategic objectives and subordinate goals of Tshwane South FET. These are linked to the merger process
- Service delivery: Develop Learner support service
- Management: Subdivisions or subsystems procure and transform inputs into outputs
- Financial management: Realistic and achievable operational plans in line with legislation
- Training and learning: National and international partnerships, responsive programmes

- Strategic Actions:
  o Establish Head Office for the new merge College consisting of four campuses
  o Maximum utilisation of scarce teaching resources
  o Overcoming the technical college perceptions
  o Form more training partnerships – internationally and nationally
  o Staying abreast with new technology in our training programmes to meet clients' specific requirements

These College strategic objectives impacted on how the partnership was implemented, from training CNC operators to staying abreast with new high technology in the field of aeronautical engineering.

The College has accepted the SAAB project as an integral part of South Africa's future due to the strategic importance and economic advantages it provides to South Africa by providing specialised training and bursaries to disadvantaged learners.

Critical to the success of the partnership is having a secure and competent management team, made up of a Swedish Steering Committee, and South African Steering committee, a project leader and other staff. See organogram below:

SAAB Project: Human Resource

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        ┌─────────────────────────┬─────────────────────────┐
┌───────────────────┐     ┌───────────────────┐
│ Steering Committee │     │ Steering Committee │
│   South Africa     │     │  Sweden Sweden     │
└───────────────────┘     └───────────────────┘
┌───────────────────┐
│   Project Leader   │
└───────────────────┘
    ┌───────────────────┬───────────────────┬───────────────────┐
┌───────────────┐  ┌───────────────┐  ┌───────────────┐
│ Administration │  │   Financial   │  │   Marketing   │
│    Manger      │  │    Officer    │  │    Officer    │
└───────────────┘  └───────────────┘  └───────────────┘
┌───────────────────────┐
│  Learner Counsellor    │
└───────────────────────┘
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Due to limited human resources several project members are required to perform multi-functions. As a result, additional training for multi-skilling of staff members needed to be done. This has been achieved at appreciable expense.

Ensuring that the operational impacts are well managed is vital in ensuring success of the project. The project was recently evaluated although the findings have not been written up yet.

5.1.3.8   Curriculum, teaching and QA

The partnership has had a substantial impact on curriculum and teaching at the Campus. For one thing, there are insufficient capable lecturers due to the high technological skills necessary for the training.   Therefore, lecturing staff members are sent overseas for training in Sweden for three weeks a year.   Additional lecturers have, in some cases, been appointed on a part-time basis to handle the workload while the lecturers are away on training. So far 3 lecturers, including one from the Pretoria Campus, have been trained and are highly qualified in their field, as a result of the international training received.

The curriculum has seen significant changes to accommodate the partnership requirements. This involved improving on existing courses and developing new and responsive courses. Single module skills courses do not improve a learner's employability appreciably. Therefore the structure of the bursaries has been changed and learners are now awarded bursaries for 2 or 3 modules and this allows them to obtain meaningful qualifications that are accredited by SETAs. Currently, the campus offers the following skills training courses which deal with both theory and practice: CNC, metrology, pneumatics, hydraulics and PLC, all of which are specifically geared to train technicians who are able to manufacture high technology components for the Gripen and Hawk aircrafts.

The overseas partners are very quality conscious and therefore they play an active role in providing learning material and training on CNC machines. In order to accommodate the project, the CNC machining centre had to be extended to accommodate the increasing load of training activities. The metrology course is an important component of the training. The campus is in the process of establishing a Metrology Facility and equipping it with state of the art instrumentation. This facility will eventually be certified as an accredited test facility.   The campus also keeps in close contact with industry needs, and receives

regular feedback from employers. This feedback is incorporated into the strategic planning for curriculum development and college responsiveness.

Learners start at the N2 level until the CNC level. It takes learners 2 years to complete the course at the end of which learners will receive a certificate indicating that they are qualified as aeronautical technicians.

5.1.3.9 Employability

The reason why the campus is offering such a wide range of training is to enhance job opportunities for graduates once qualified. The increasing demand in the aviation industry due to the offset requirements of the Gripen aircraft project scheduled for delivery in 2006 has resulted in qualified learners getting employed. The chairperson of steering committee in SA says that the recruitment of learners to jobs is very successful. Despite the generally depressed job market, to date the project has had a success rate of placing 60% of all learners into the engineering industry.

After completing their courses learners are assisted in the process of obtaining gainful employment. Support includes CV preparation, mock interviews, negotiating with firms, and general assistance to obtain employment. Support is provided to learners on issues such as labour regulations, even after they have found employment.

The campus has an effective tracking system. Learners are called on a monthly basis by the campus support officer. Those learners that find employment on their own are required to inform the campus. Similarly, learners are required to inform the campus if they change employers.

5.1.3.10 Benefits

The following groups and sectors will benefit directly or indirectly from the project:
- Students from previously disadvantaged communities:
  - About eighty bursaries worth about one million Rand are being awarded annually to students for studies at Centurion Campus. Bursaries awarded in 2002 and 2003 and 2004.
- Industry in South Africa:
  - Will benefit from the Training and new high technology and equipment being obtained from Sweden as part of the project. The Metrology Laboratory being established at Centurion Campus in 2004 will aid quality control by providing a calibration facility and the training of quality Technicians.
- The Aviation Industry in South Africa:
  - The aviation industry in SA, to take full advantage of the lucrative offset emanating from the Gripen and Hawk aircraft contracts. This project through Centurion Campus is able to provide some of this training. It is estimated that 20-30 percent of their requirements can be met.
  - Will be able to get the highly trained Computer Numeric Controlled machining technicians required for manufacturing components for the Gripen and Hawk aircraft purchased for the South African Air Force and scheduled for delivery in 2006.
- The SA Economy:
  - The economy will get a boost due to the contractual offset of the aircraft contract.
- The SA Labour Market:
  - The labour market will gain by an increase in jobs available as a result of the aircraft contracts.

- Centurion Campus:
  - Funding for Metrology Laboratory
  - Donations of high-technology equipment
  - Overseas Training for Lecturers
  - Bursary scheme
- Other FET Colleges:
  - Centurion will provide vacation courses to enable lecturers from other FET Colleges to be trained on the high-technology equipment. Invitations are being extended in 2004.
- National Union of Metalworkers of South Africa (NUMSA):
  - Negotiations have been initiated with NUMSA, to provide a wide spectrum of training courses for their management, and administrative personnel at Head Office, regional, and centre level. The personnel are situated throughout the country and accordingly the training will be provided on a block-release system.

5.1.3.11 HIV and AIDS and Gender Considerations

An important aspect of the partnership is that of providing lifeskills training to the learners. This is tackled by the learner support structure that provides counselling, stress control, drugs, HIV and AIDS training and pregnancy, and assistance with medical and optical problems. For example, eye tests and spectacles are issued to learners who need these. This additional workload for the learner counsellor is handled by additional part-time appointments.

Female learners who are interested in the programme have the same opportunities as their male counterparts, although the majority of applicants are male. One of the learners interviewed was a female participant. She is currently in her last module of the course and has already been offered a job in one of South Africa's biggest aircraft manufacturing companies. She said she enrolled at the campus for electrical engineering. Two years into her course she was advised by one of her lecturers to do mechanical engineering as there would be more job opportunities that the electrical engineering market was fast becoming saturated and many people were struggling to find jobs. At first she did not take the advice to heart because she felt that mechanical was too difficult, but two weeks later she decided to enroll for the mechanical engineering course. She has not regretted her decision. Her lecturer has even said that she is out performing many of her male counterparts.

5.1.3.12 Success Factors

The partnership appears to be successful, primarily because of the effective management structures in place at the campus and at the partnering companies. Efficient strategic planning and high levels of co-operation, transparency and communication between partners are also important. Some of the specific measures in place to ensure success include:
- Careful and detailed project plans for the envisaged seven-year planning window of the project are in place.
- The appointment of a competent Project Leader and assistants.
- The appointment of Overseas and Local Steering Committees.
- A computerised budgeting system in the hands of a competent internal auditor.
- A management information system that provides accurate up-to-date information for management decisions.
- Competent staff providing support for the project staff.
- Ensuring that funds are being generated from training to ensure that the project will be self-sustaining after the seventh year.

- Maintaining a motivated and enthusiastic team of skilled personnel for the project.
- Aggressive and effective marketing of the training and services provided by the project. The customer and marketing management is an ongoing function, and the success of their activities can be gauged by the very successful Swedish open-day held in Centurion in September 2003. The exhibits were of a very high standard and overseas visitors attended the exhibition. This will have an important impact on the decision to prolong the project.
- Capacity-building of staff to maintain high standards demanded by the Swedes.
- Effective quality control systems in place and functioning.
- Effective contingency plans in place to ensure continuity of all systems.

5.1.3.13 Challenges

Centurion Campus needs to prolong the project to extend its high-technology training capability in order to fully achieve its mission and remain a leading Institution for technical training in South Africa.   Negotiations are currently underway with SAAB and other companies and government departments.

The campus is still faced with a number of challenges.

CONSTRAINT	DETAILS OF CONSTRAINT
Job placement of learners	The high unemployment rate and depressed state of the economy limits the number of bursary students that can be placed in meaningful jobs
Budgetary	There is an approved budget of funding mainly from the overseas partner within which to operate. Exchange rates can impact on the overall figure at the end of the day
National and Provincial legislation	Legislation impacting on the college could hamstring our envisaged operations
Political intervention	If the arms deal is stopped or drastically curtailed, the requirements for highly skilled aviation technicians will decrease.
Facilities	The availability of lecture rooms, workshops and laboratories is limited and the project activities must be a "best fit" within this constraint.
Staff	- The budget for staff salaries is limited and consequently larger groups than ideal must be used. - Highly skilled staff are becoming difficult to recruit and keep as they command higher salaries in industry. - Part-time and temporary staff are used to fill gaps - Salaries of Education Department employees are fixed. - Moratorium on certain appointments.
Learner support funding	- The funding available for learner support is limited and must be carefully controlled. - Extra counsellor required. - No pocket money can be provided.
Enrolment of learners	The enrolment of learners in the various courses is limited by the availability of staff and facilities.
Sustainability	The project is revenue earning and must become self-sufficient within seven years. This will require increasing our training activities.
Tuition fees	The fee structure must be such that the college remains competitive, this will mean that certain courses will cross-subsidise others.
Selection of bursary learners	The selection of bursary recipients from the many applications must be approved by the steering committee that includes union representatives.

The successful continuation of the partnership is dependent on the following:

REQUIREMENT	ACTION
Extend CNC facility	Revenue earned from training will be reinvested
Establish Metrology Laboratory in existing venue but requires extensive renovation	Will have to be met by funding from the College
Equipping the Metrology Laboratory with the necessary instruments	Overseas partner will provide funding for the major items
Extending LearnerSupport Services, Counselling and Job hunting	Additional part-time counsellor will be funded by SAAB
Staff training locally and overseas	Partially funded by Centurion Campus and by overseas partners
Increase administration capacity	Additional staff will be partially funded by each partner
Extended accommodation for bursaries	Existing premises and services be utilised for this
Provide spending money for students	Discuss and negotiate with overseas partner

Closer to home however, it was suggested that the Department of Education could do more to assist the College with the process, by providing more staff or providing funding to assist with renovations, hiring of additional staff members, etc.

5.1.3.14 Conclusion

It is clear from discussions and findings that the SAAB project is very successful. All stakeholders in the partnership have the same objectives and shared vision, which is to provide high quality training in the aeronautical engineering field. On financial grounds, the decision to prolong the project should not be a difficult one. Careful budgeting, cash flow control, and auditing have ensured that the project is financially sound. In order to ensure sustainability, the project is generating revenue from the training courses. This revenue is ploughed back into the project and will ensure a longer life for the project.

The College has accepted this project as an important integral part of South Africa's future due to the strategy and economic advantages and the support of the community by providing training and bursaries.

5.1.4 Toyota Technical Education Programme (T-TEP), Johannesburg Central College, Ellis Park Campus

5.1.4.1 Overview

The T-TEP initiative was started by Toyota in an effort to source the best apprentices for its dealerships around the country. FET Colleges are supported by Toyota to provide enriched N2 and N3 programmes. Students are also offered holiday work at Toyota dealerships. After they have completed N3, a small percentage of the best learners are then offered apprenticeships with Toyota.

5.1.4.2 Purpose

The purpose of the partnership is to introduce learners to the automotive industry, provide them with the best technical training, and to create a pool of high quality potential Toyota apprentices.

5.1.4.3 The partners and their roles

The partnership consists of two parties: Toyota SA, and the Ellis Park Campus. Their respective roles are outlined below.

For Toyota:

- Each T-TEP institution is provided with technical equipment used in training learners on basic skills in the automotive industry; this is loaned to the institution.
- Training is provided to educators at T-TEP institutions.
- Where possible, holiday work is offered to learners at Toyota dealerships.
- A skills contest is held each year in the interest of improving the standards of teaching and learning, with prizes for both learners and the best T-TEP institution
- Toyota is considering instituting a bursary scheme for disadvantaged learners.

For Ellis Park Campus:

- Provides the theoretical and practical training.

5.1.4.4 Process of establishing the partnership

T-TEP institutions are chosen by Toyota SA, in conjunction with Toyota Motor Corporation of Japan. There are now 13 T-TEP institutions around the country. Ellis Park was the first to be established in 1991.

5.1.4.5 Scope, duration and costs

The South African network is part of a worldwide system of 328 T-TEP schools in 46 countries from which more than 20 000 learners have graduated. Of these, more than 1000 have joined Toyota dealerships. A total of 1123 learners have graduated from the T-TEP programme in SA, with 389 employed by Toyota over the past 11 years. These

figures indicate that the average rate of employment by Toyota of T-TEP graduates is much higher for SA (35%) than for the world as a whole (5%).

The T-TEP course is an enriched N2 and N3 programme. It takes longer than the normal N2 and N3 and is, therefore, more expensive. Whereas a student could complete an N2 in one trimester at R1300, the T-TEP N2 takes two trimesters at R1800 per trimester. The learners are responsible for finding their tuition fees themselves. At present there are 24 T-TEP learners at the N2 stage. According to the College staff, the dropout rate between N2 and N3 is 'very high'.

5.1.4.6 Recruitment

learners apply to enter the programme. This is a reactive process, where the programme is advertised at the College. Toyota also advertises more widely. Much of the advertising is by word of mouth. The entrance qualification at Ellis Park is N1.

5.1.4.7 Strategy, Management, and support to the programme within the College

The partnership is supported by the college management as it attracts learners and resources. However, it is an initiative of Toyota rather than the result of a pro-active, strategic drive by the college.

5.1.4.8 Curriculum, teaching and QA

The curriculum, which includes 50% practical work in the workshops, is decided by the T-TEP Council, comprised of Toyota training and field technical staff, Toyota dealers, and representatives from T-TEP institutions.

The enriched N2 programme is done in two phases:

- Phase 1: Maths, motor trade theory, life skills (including communication), and workshops.
- Phase 2: Industrial electronics, engineering science, life skills (including computer literacy), and workshops.

5.1.4.9 Employability

The above figures notwithstanding, the college claims that only 5-10% of graduates are offered apprenticeship opportunities at Toyota. Toyota tracks the performance of the learners while they are at the college, both during the routine parts of their training and during the annual skills competition. The company also builds relationships with those learners who receive holiday placements at Toyota. Once they have entered the company as apprentices, the college has no further formal contact with them.

5.1.4.10   Benefits

Toyota:
- The programme provides a screening and training mechanism for ensuring that the company sources the best quality apprentices for its dealerships

Ellis Park Campus:
- Receives equipment and training from Toyota
- Attracts learners into the programme, which is in high demand.

Learners:
- Receive high quality training
- May be offered apprenticeships, provided they have achieved at least 70% for both the theory and practical components.

5.1.4.11   HIV and AIDS and Gender Considerations

The Life-skills modules contain an HIV and AIDS component.

The majority of learners are men, with the occasional female every year. This profile is undoubtedly due to gender stereotypes prevailing in the motor industry.

5.1.4.12   Success factors and sustainability

The programme has been going on for 12 years at Ellis Park, and is spreading throughout the country, with the addition of two new T-TEP institutions this year – one in Polokwane and one in Kimberley. Obviously, the programme is working: "The T-TEP schools have proved a great success", says the Assistant General Manager for Toyota SA.

The primary success factor is the attraction of the company name: exposure to Toyota products and the possibility of an apprenticeship with the largest selling car manufacturer in the country, and one of the largest in the world, is a huge attraction for learners.

A second factor is the excellent teaching at Ellis Park, the oldest T-TEP institution in South Africa. A company like Toyota would not tolerate inferior work from one of the suppliers of its human resources.

It is clear that, as long as Toyota continues to sell cars in large numbers, the programme is sustainable.

5.1.4.13   Challenges

The most immediate challenge facing the programme is the question of finance. Almost all the learners come from very poor homes and find the tuition fees a struggle. For those who do not live at home, there are the additional living costs.

The issue of cost is part of a larger problem: Toyota operates in a buyer's market concerning the college and the students. Exposure to the company and having the prospect of an apprenticeship at Toyota is sufficient incentive to attract learners. Similarly, the prestige of being associated with the company, the resources provided by the

programme, and the fact that it attracts learners to the college, are sufficient incentives for Ellis Park to continue to offer T-TEP. Thus, there is no incentive for Toyota to fall in with the Skills Development plans by turning the programme into a learnership. Indeed, T-TEP is a scheme for feeding learners into Toyota's in-house apprenticeship scheme.

5.1.4.14 Conclusion

There is no doubt that T-TEP provides high quality training and the prospects of excellent work opportunities to its learners. In this sense, it fulfils the spirit of the National Skills Development Strategy. However, there is no way at present of using the programme to connect two complementary and urgent needs: the need for funding by the learners and the college, on one hand, and the need for the SETAs to spend their rapidly accumulating Skills Levy funds on training of this type, on the other. This is a highly anomalous situation. Funding for learnerships are only provided if the learners are receiving workplace experience during their training, and have a 70% chance of job placement after training.

The only solution to this problem would seem to be for the architects of the Skills Development regulations to find a way to channel some of the abundant funds collected through the Skills Levy to programmes of this type.

5.1.5 Learnership in Tourism: Event Support, Reception and F&B Service, South West Gauteng College, Roodepoort Campus

5.1.5.1 Overview

THETA - the Tourism, Hospitality & Sport Education Training Authority - promotes and facilitates skills development in the travel and tourism, hospitality, conservation and guiding, sport, and gaming and lotteries sub-sectors. To ensure consistent quality of the learnership, THETA has accredited training providers and employers offering training. Roodepoort Campus is one such provider. The Learnership in Tourism: Event Support, Reception and F&B Service was established in 2001 and has been running until 2004 in partnership with various hospitality settings, namely Glenburn Lodge, Groco Lodge, and the Thatchery Restaurant. Theta developed this qualification as one of seven learnership streams among them tourist guiding, conservation, tourism reception and tourism car rental. The seven learnerships cover the industries they represent, so every business, large or small, can get involved. The active engagement of the industry is crucial to its success.

5.1.5.2 Purpose

It is predicted that tourism has the potential to become the second largest contributor to South Africa's GDP, offering the greatest opportunities for job creation and employment in the country. Attracting foreigners to visit South Africa – and promoting the country to its own inhabitants - will provide an increased need for facilities and services, thus providing the need for more jobs. In addition, while sport is recreational for many local inhabitants, it is also becoming a significant reason for visitors to come to this country.

It is not surprising, therefore, that these pursuits are seen by government as key to the development of the economy and as a way of addressing unemployment. To meet these expectations and to maximise our international competitiveness, both big and small businesses need to offer a range of exceptional opportunities and excellent customer service. Highly skilled, motivated and productive people are central to this enterprise.

The partnership operates with the mission to provide a Learnership in Tourism: Event Support, Reception and F&B Service for unemployed and employed learners. This qualification will enable those who support events to contribute innovatively and positively to a growing industry where there is a demand for professional skills.

"Learning is second only to freedom and I have made it my mission to contribute towards ensuring that the necessary educational opportunities for training and transfer of skills are made available to everyone and at every level in our industry. The opportunities for event and conference tourism in South Africa are fantastic and we will promote this through education, experience and example", says the manager for programme development at South West Gauteng College: Roodepoort Campus.

5.1.5.3 Partners and Roles

The two main partners are South West Gauteng College (SWGC): Roodepoort Campus and THETA but without the active engagement of the industry the learnership would not be a success. It is a formal partnership, and as such contracts between each of the industry partners and THETA as well as industry partners with SWGC were signed at the start of the learnership.

- THETA's role in the sector is to manage the learnerships and quality assure the whole process. They fund the learnership in tandem with the Business Trust and the NBI (BT/NBI).
- South West Gauteng College: Roodepoort Campus is the training provider and provides the theory component of the learnership, as well as maintaining communication links with learners and industry partners both during and after the learnership.
- Hospitality industry: The campus in collaboration with THETA actively procured the places in the hospitality industry, namely, Glenburn lodge, Groco Lodge, and the Thatchery Restaurant. They provide the workplace experience for learners participating in the learnership. They provide the venue for learners to practically implement their embedded knowledge through a mentoring and coaching learning process.

5.1.5.4   Process of Establishing the Partnership

Initially it was a pilot programme for training NQF Event support to unemployed learners. This was done first with Glenburn Lodge. SWGC learned a lot and was able to present 3 learnerships from 2003 to 2004 (with Groco Lodge, Govelneis Convention and The Thatchery Restaurant). Last year the partnership was extended to include in-house training of staff.

The active engagement of the industry is crucial to the success of such a learnership. Therefore, using THETA support, SWGC embarked on finding industry partners who would provide the workplace experience. The process of including industry representatives was done through:

- A letter of intent being sent out to all SETA registered industry partners;
- A road show in early 2003; and
- Networking.

The launch of the learnership was by a needs analysis done by THETA, which revealed that there was no training available for the event support stream. The gap between the skills needed and skills available - identified in the Sector Skills Plan - provided further persuasive reasons for employers to engage in training in order to remain competitive, both within and beyond South Africa's borders.

5.1.5.5   Scope, duration and costs

70 learners have taken part in South Africa's first industry initiative learnership which leads to a National Certificate in Tourism: Event Support (Level 4).

The learners spend about 25% of the year in off-the-job learning, where they acquire the theory behind the practical tasks which they perform, and life skills as part of the qualification. Every Tuesday, theory training is provided.
About 75% of a learner's time is spent with his or her employer gaining relevant experience. Employers have also been asked to offer projects where assistance is needed so that the learners can build their experience. Workplace guides are being developed so that the learners will be able to integrate all their learning into the workplace.

The learnership is funded by THETA through the skills levy. SWGC gets 10% of the total invested in learnerships by 2005.

5.1.5.6 Recruitment

To place learners in the workplace, a SWOT analysis was done. 70 learners have participated until now. The recruitment process is both active and responsive to learners approaching the SWGC. It is done by the SWGC.

Learners doing the tourism and hospitality course at the college were told of the learnership. Interested learners were required to undergo a selection process – where they had to write a test and go to an interview with the industry partner.

5.1.5.7 Strategy, Management and Support to the Partnership within the College

The learnership was an important venture for SWGC, where hospitality and tourism courses form one of the main teaching components. Embarking on the learnership with THETA was a strategic move on the part of the college, to meet its vision and mission which is to provide learners with necessary skills to make them employable, while at the same time establishing links with the Hospitality and Food and Beverage Industry. It was seen by campus and college management as a business venture – SWGC would get funding for providing the learnership.

The learnership is managed centrally by THETA. On campus, the learnership is supervised by the Manager for Programme Development for SWGC. She is responsible for negotiating and finalising contracts and liaising with industry partners. The skills co-ordinator who works closely wit the Programme Development Manager oversees the training process. She visits the workplaces to monitor learners and workplace trainers. She also writes reports to the workplace trainers, as part of the communication and liaising side of things.

5.1.5.8 Curriculum, teaching and QA

The learnership is an NQF level 4 programme. To ensure that the learnership and qualification is relevant, useful and valued, it was developed through consultative processes involving all stakeholders. The learnership is comparable to a United States qualification to ensure internationally competitive skills but it also includes a strong South African slant.

The Event Support Learnership Course is held over a one-year period, and is divided into three components (as with all learnerships):

- Fundamental;
- Core; and
- Elective.

The Fundamental and Core relate to basic business and tourism competencies. The Elective relates specifically to the Special Events Industry. Once all three are complete and the learner is assessed as competent against all Unit Standards, the learner will have achieved a National Certificate in Tourism.

Registered assessors monitor and assess learner performance. Once learners have demonstrated proficiency or competence against the twenty-one unit standards that make up the Certificate in Tourism: Event Support, a certificate is awarded.

The learner achieving this certificate will be able to support event co-ordination through all phases, namely: research, planning, design, co-ordination and evaluation. They will demonstrate a basic understanding of all the elements of an event and the inter-relatedness of the elements, context and external factors which might influence an event and the impact thereof.

The learner will demonstrate an ability to supply appropriate solutions to problems and constraints. They will monitor and improve the event through critical evaluation. Learners competent in Event Support will provide professional, quality support through all phases of the event.

In addition, they will be well positioned to extend their learning and practice into other areas of the hospitality and tourism industry, or to strive towards professional standards and practices at higher levels.

A Quality Management System is used by the campus to assure quality. Trained assessors, recognised and accredited by THETA, are used to assess and monitor learner performance. Regular visits by facilitators or assessors at the workplace are conducted on a weekly basis. Constant communication between the college and the industry partners is done by written reports, phone or e-mail.

The learnership has had a significant impact on SWGC curriculum and teaching. The formal courses are becoming more industry-responsive and industry-based. Introducing the practical component of working in a real work environment also proved to be very useful for teaching tourism and hospitality. The campus has developed new learning materials based on their experience and relationship with the industry partners.

5.1.5.9   Employability

SWGC keeps track of its former learners through an electronic database. The campus uses this database to follow up with learners on work placements. Because the course is responsive to industry needs, opportunities of finding employment are greatly enhanced. The certificate awarded is recognised by the industry. So far, the programme has had a high success rate. Of 70 learners, 60 (85%) of all unemployed learners who participated in the learnership have been employed in the sector. For example, at Glenburn Lodge during the pilot phase, all 4 learners who participated were declared competent and were employed after completion of the learnership. Employment depends both on vacancies and on whether learners perform up to industry standards. The skills co-ordinator reported that the college has received many requests for qualified learners to fill vacant posts from employers.

5.1.5.10 Benefits

One of the many advantages of the Tourism Learnership Project is the anticipated ripple effect. Qualified employees will be able to share their skills with colleagues within their own enterprise. The productivity and efficiency will be significantly enhanced. Both employers and tourists will benefit and in the longer-term, South Africa's reputation as a tourist destination will be enhanced.

The learnership has benefited all stakeholders:

For SWGC:

- Given opportunity to become a registered service provider with THETA
- Given opportunity to participate and benefit from other learnerships
- Mutual trust and stronger relationships formed with the labour market i.e., the hospitality industry
- Recognition by that community that quality training is being offered
- Increase in enrolments
- Growth of staff - have accredited facilitators, assessors and moderators
- Responsive curriculum and teaching.

For industry partners:

- Have skilled and qualified employees
- Increased staff productivity as less supervision is required
- Tax rebates
- Have accredited facilitators, assessors and moderators
- Growth of staff.

For learners:

- Have necessary skills and qualification to find employment
- Obtain workplace experience
- Earn stipends
- Improve self-esteem and independence
- Improve career prospects.

5.1.5.11 HIV and AIDS and Gender Considerations

HIV and AIDS is an integral part of the module dealing with health and safety. Learners must pass this module to be awarded their qualification.

The learnership deals with gender equity in a strategic manner. Selection of candidates is made following the Skills Development Act and SETA requirements, i.e., males and females are treated equally. The learnership currently has more females than males.

5.1.5.12 Success Factors and Sustainability

The partnership is successful because it provides a mechanism for meeting complementary needs of the college, industry and community.

The learnership has contributed to developing life-long partnerships between the college and the workplace trainers.
The main factors contributing to success and sustainability are:

- Co-operative working relationship;
- Open and transparent relationship;
- Effective and regular communication between THETA, SWGC and industry partners;

- Effective management, leadership and governance by SWGC and THETA;
- Dedication and commitment by all parties;
- Skills training in line with labour market needs;
- Sufficient funding.

5.1.5.13 Challenges Factors

The main obstacle facing the learnership is the provision of guidance and support from GDE. The signing of the MoUs with the SETAs also posed a problem because the college was not sure about the consequences and legalities of the process. However, this is being worked through.

The only challenge remaining is that of adequate staffing. Currently the college does not have enough staff to conduct the training and do the assessments. It is too much work for the few qualified and accredited staff. SWGC believe the continued networking with the industry and more support from GDE is very important for the continued success and sustainability of the partnerships and learnerships.

5.1.5.14 Conclusion

The learnership has been a great success for the hospitality and tourism sector, particularly in the events,and food and beverage sectors. Ensuring that the courses are responsive to industry needs has played a significant role in its success. This is another example of partnerships which operationalises the best intentions of the National Skills Development Strategy.

5.1.6 Montecasino Partnership, Johannesburg Central College, Alexandra Campus

5.1.6.1 Overview

The Montecasino partnership has been in operation since 1998, but it is an informal one. The agreement was initiated by Montecasino at a time when the gaming industry was booming in South Africa. There was a definite need to develop technicians and employ people with the skills required to service and repair slot machines and other computerised gaming machines, and with the casino industry developing and expanding, the need is growing. Alexandra Campus, at the same time was faced with qualified electrical engineers with no practical experience and poor opportunities to find work. Working together, the partnership has been able to meet the needs of all parties involved.

5.1.6.2 Purpose

The partnership is directed towards N6 electrical engineering learners or graduates. The purpose of the partnership is to equip learners with the necessary experience and skills to access work opportunities.

The partnership is not a formal one. It is a verbal agreement established between Alex campus and Montecasino which was concluded before the merger of FET colleges. It was established in the late 1990s, when there was a need to develop technicians. With recent developments in the casino industry, the emerging growth of the slot industry has created a continued demand for trained slot technicians.

5.1.6.3 Partners and Roles

There are 2 main partners:
- ***Tsogo Sun: Montecasino*** – provides the skills development to learners who have completed their academic theory in the electrical engineering field. Learners are accredited and awarded a National Diploma. The casino also arranges any external training that may be required to complete the practical tests.
- ***Johannesburg Central College: Alex campus*** – provides Montecasino with the required number of graduates to participate in the in-house training programme.

5.1.6.4 Process of Establishing the Partnership

Just prior to the FET merger in 1998, Alexandra College established an informal partnership with Montecasino. This arrangement was initiated by Montecasino after they had approached Alex College "on another business-related aspect". Mr Alex Moyo, who was a senior lecturer in the Engineering department at the time, informed Montecasino of the community's need: learners were getting their N6 qualification but were not able to find employment because they did not have much practical training or work experience. With the growing demand for trained slot/gaming technicians, someone from Montecasino's technical department phoned the college asking for an intake of electrical engineering graduates.

This informal arrangement has continued over the years. With the emergence of the National Skills Development Plan, Tsogo Sun has taken the initiative in becoming a key

player in developing and skilling disadvantaged learners. Their training programme has been expanded to other institutions, with Wits Technikon being one of them.

5.1.6.5   Scope, duration and costs

The partnership is directed towards providing learners with a recognised qualification that makes them employable. Chosen trainees receive hands-on training in the basic skills necessary to become slot technicians. In addition to learning how to service and repair slot machines, learners also do an introductory module on computer operations.

Every 6 months, Montecasino takes 4 to 6 learners into their training programme. During the process they are exposed to the work environment and are given "real work experience". Upon successful completion of the 6-month training course, learners are accredited and awarded a national diploma. Learners who fulfil the requirements are employed by Montecasino.

The Montecasino Slots Department is funding the project. The campus does not receive any funding though. The funding allocated is for the in-service training of learners and staff. A technical school is currently under construction, where all employees and trainees will receive detailed training and practicals. At this point in time, training is done at a technical workshop housed on Montecasino premises. An amount of R80 000 is allocated for the project.

5.1.6.6   Recruitment

Recruitment is done by Montecasino (MC). This is an active process. An advert is sent to the HOD for engineering studies at Alex Campus (AC), who places the advert on the departmental notice board. The same is done at Wits Technikon. Interested learners with N4 or N6 forward their CVs to the respective campus representatives who then forward the CV to the training and development manager at Montecasino who then forwards the information to the training officer.

Alex Campus goes a step further. The campus has an electronic database which contains contact details of electrical engineering learners who graduated and are no longer based on campus. Learners are required to submit their CVs to The HOD for engineering studies once they attain their formal qualification at AC, who then keeps it on record. This database is used to select learners whom they feel are qualified and who meet Montecasino's criteria. The campus normally selects between 5 and 10 learners and sends their CVs to MC.

Both the manager for training and development and the training officer for Montecasino are both involved in arranging a selection test at the institution. This takes half an hour to write. Successful candidates are interviewed. This process takes two weeks. Criteria used for selection include: seriousness; loyalty, commitment, aptitude, good problem solving skills, good communication skills, basic knowledge of electronics and the ability to work in a team.

5.1.6.7 Strategy, Management and Support to the Partnership within the College

Positioning Further Education and Training (FET) colleges to play a meaningful role in preparing students for a changed economic landscape continues to be a key challenge for the country. Historically, the old technical colleges worked closely with industry to provide technicians, mostly for the parastatals and the mining sector. In the past 15 years this role has been expanded to include the training of artisans for trades in sectors such as the building industry. According to the principal and chief accounting officer of CJC, the emphasis is now on the general services industry, which includes everything from cosmetology and hair care to early childhood development services and the tourism sector, including casinos.

Before the merger, AC's strategy plan was to ensure graduate employability. Now that the merger has taken place, this issue is even more of essence. Johannesburg Central College is making more of an effort to actively link to the labour market. CJC's CEO, says the aim is for each campus to cater for a specialist niche. "We will try to match up each campus' curriculum so that courses are relevant for their immediate community". The Montecasino initiative, falls in line with this strategy – it is the first step to making sure learners get employed. The CEO is quite passionate about this "partnership" and the Head of the Institutional Development and Support (IDS) for CJC is working towards formalising this link. For him, CJC is perfectly placed to ensure that more young South Africans are in the education — and employment — loop.

At campus level, the partnership is managed by the HOD and learnership office for Alexandra Campus. The Head of the Institutional Development and Support (IDS) for CJC is directing learnerships for the whole of CJC and working towards formalising industry links while the Training and Development Manager oversees the training programme on Montecasino's side. Working in close cooperation with each other, the partnership has successfully been able to meet its objectives.

5.1.6.8 Curriculum, teaching and QA

The training programme is using Montecasino's in-house training course. Training is done by qualified industry technicians. The following modules are included in the program:

- Introduction to Slots
- Money Validation
- Applications of Electricity
- Slot Mechanical Operations
- Slot Machine Electronics
- Slot Machine Microprocessor Operations
- Slot Machine Operation and Troubleshooting
- Introduction to Computers/Windows
- Professional Development
- Practical application

The partnership is not linked to a SETA. It was an initial agreement with a private provider, one built on specific company needs. MC and AC did not see the need for linking it with a SETA. At the time, basically because it is an in-house training programme. However, negotiations are currently underway to register the programme as a learnership.

The linkage with Montecasino has had a positive impact on the curriculum at AC. The campus has, as a consequence, introduced a new component, "logic systems" as part of the electrical engineering course. It was developed by the campus head and is based on the requirements of the MC selection tests.

In addition to this, the college is currently in the process of constructing workshops at the AC. The aim is to give learners practical experience.

5.1.6.9 Employability

Besides storing and filing learner CVs and maintaining a database of graduates, there is no tracking system in place to follow learners after completion of their studies. Despite not having a formal tracking system in place, the campus does manage to get input from learners. This is done on an informal basis, through casual chats with former graduates who keep in contact with AC. However, there are plans afoot, says The Head of the Institutional Development and Support (IDS) for CJC, to formalise a tracking system as part of the Quality Management System.

The success rate of the programme is around 50%, with at least 3 learners being employed as slot machine technicians every year, as a result of participating in the programme. The Training and Development Manager at Monte Casino supports this statement. Last year, of 6 AC learners who were selected, 3 were offered full time employment" at slot machine technicians. However, he says that employment depends on learner performance. Montecasino prepares learners for the market place by "developing their skills and rewards only the best performers by offering them employment. The challenge is that the slots department can only afford to employ a certain number of learners at a time due to financial constraints. However, one hopes that learners who are not placed manage to find employment elsewhere". This means that MC prepares learners for the market place by developing their skills and rewards only the best performers by offering them employment, however, students are not limited to MC for employment opportunities, but may find work at other casinos. The engineering HOD told us of one learner who is now working for Caesars Palace Casino. He is "doing so well that he even drives a better car than me".

In addition to this, the campus uses their database to sometimes recruit services from graduates, e.g., for part time lecturing, facilitating or training. "We are proud of our product and will use them whenever and wherever we can", says the engineering HOD.

5.1.6.10 Benefits

Although the partnership is not a formal one, there are benefits being experienced:

For the College:

- Offering learners with a programme that provides employment
- Increase in enrolments
- Increase in the number of female learners enrolling in engineering courses
- Responsive curriculum.

For Montecasino:

- It is cost effective: it would have cost MC a lot more money to offer the training from scratch
- It is economical: MC uses trainees to service and repair slot machines, while on the training course. Learners get paid a salary of R1500-00 but this is well below what a qualified technician gets paid.
- MC has a potential workforce. The gaming industry is a very dynamic one and there is a high staff turnover. Training ensures that MC has future staff.
- Staff are competent and qualified according to MC requirements. This means technicians require less supervision and productivity is increased.

For learners:

- Get free training
- Get workplace experience
- Get salaries while in training
- Have increased opportunities in gaining meaningful employment – it opens up channels
- Increase in self confidence and independence
- Get necessary skills to pursue a career.

5.1.6.11 HIV and AIDS and Gender Considerations

One challenge CJC has to handle is the learners who bring with them loaded personal baggage. "The reality is that we do have students who come from very disadvantaged and difficult backgrounds where their parents may be dead because of Aids, for example. Our task is to support these students to create opportunities for them by giving them relevant middle to high level skills," says the CEO.

The CEO believes the college is attracting the right kind of educators to tackle these specific needs, and also plans to beef up CJC's counseling services.   "We use professionals from industry to teach and also send our educators on courses so they stay current and are supported in implementing the FET guidelines".

The campus has recently developed a student support centre that deals with health and wellness issues. HIV and AIDS is dealt with here.

MC has their own in-house HIV and AIDS training that all employees need to attend. It is part of their Employee Assistance Programme which is compulsory for all selected trainees to attend.

In terms of gender equality, more females are beginning to show an interest in becoming technicians, although at this time there are more males who participate. About 90% are males, and usually males are selected for the training. Interestingly, MC says that no white learners have been taken into the training programme because they have not shown any interest in applying.

5.1.6.12 Success Factors and Sustainability

The main factor leading to the success of the programme is that it is based on the real needs of the casino industry and of inexperienced engineering graduates.

The following elements have assured its successfulness:

- Proper selection of candidates
- Enthusiasm, commitment and passion for learning
- Hard work and dedication
- Effective communication structures
- Good working relations
- Effective leadership, management and governance
- On-going support
- Quality training and well prepared learners
- Labour market opportunities.

The fact that this partnership has lasted for over 5 years is proof of its sustainability.

5.1.6.13 Challenges Factors

The main challenge facing the partnership is that it is not yet formalised. This has negative implications for sustainability, although CJC is working on this.

Also, because MC can only offer training to a limited few, not all learners are exposed to the opportunity, which is why the selection process is so stringent.

5.1.6.14 Conclusion

This initiative is providing an opportunity for motivated individuals to prepare for a career in the booming casino industry.

CHAPTER FIVE
CASE STUDIES: INFORMAL SECTOR

5.2   SMME programmes

5.2.1   Ekurhuleni East College, Kwa Temba Campus

5.2.1.1   Overview

The project was initiated in 2002 by the Springs Chamber of Commerce (SCC) who wanted to do something for emerging small contractors, in the broader interests of stimulating local economic development and meeting the BEE commitments of the member companies. The SCC then established the Business Linkage Centre as a key mechanism for implementing the idea, through the provision of training and support to SMMEs. Long standing relationships between the drivers of the project, located in the corporate sector, and the Ekurhuleni East College led to the involvement of the latter as the training provider.

5.2.1.2   Purpose

The purpose of the SMME Development Initiative is to provide owners of small enterprises operating in the services sector (e.g., painters, tilers, picture framers, plumbers, marketing experts, building contractors, etc.) with:
- Business skills such as marketing, new business development, and financial management.
- Support in the workplace in applying these skills (e.g. registering their business, securing loans from a bank, etc.); and
- Access to markets, in the first instance, through the SCC members, and to wider networks.

The project arose from an identified need for essential business skills on the part of SMMEs, on the one hand, and from the desire on the part of members of the SCC to secure quality services from previously disadvantaged providers. The business partners in the project felt that black economic empowerment needs to be taken down to the level of SMMEs in order to empower the most disadvantaged.

5.2.1.3   The partners and their roles

The partners are:
- Impala Platinum Refineries funds the training component and takes a very active interest in all aspects of implementation. This is part of the company's corporate social investment programme.
- The Kwa Temba campus of Ekurhuleni East College provides the training, through a 12 module course delivered on Saturdays. One of the products of the course is a business plan.
- The Business Linkage Centre (BLC) was established by the SCC. This component is funded by the 14 companies who subscribe to the Chamber. It provides the mentoring and support components to the SMMEs during the implementation of their business plans, and connects them with business opportunities. This is an intensive, on-going process during which the participants are contacted regularly.
- The 14 member companies (including the Ekurhuleni Metro and Impala Plats) of the Chamber fund the BLC and procure services from the SMMEs participating in the programme, through the BLC.

The partnership was established in 2002 and the College has a formal signed contract with Impala Plats. The remaining elements are held together by verbal agreement. The first course was delivered to 50 participants from February 2003.

5.2.1.4   Process of establishing the partnership

The project was initiated by Impala Plats and the BLC following a needs assessment by the latter. The College was brought in because of its links with IP, which sends its N-level learners in engineering to Ekurhuleni East for training; finalisation of the programme was a long and involved process.

5.2.1.5   Scope, duration and costs

Courses are run on a needs basis: as soon as there are 50 new SMMEs, the next course commences. 150 have been trained since 2003.

Funding for the project has been provided as follows:
- **Training.** Impala Plats has given R100 000 to training (including materials, refreshments, etc.) to date and is in the process of allocating a further R100 000.
- **Support.** The member companies contributed R25 000 each to the BLC in 2003. This gives a total budget annual budget of R350 000 for the staffing and running of the centre.
- **Procurement.** Member companies between them procured a total of R22,3m in services from participating SMMEs in 2003.

The BLC is seeking ways to access government funding for the programme, either nationally through the Services SETA, or provincially.

5.2.1.6   Recruitment

Recruitment is done by the BLC. This is an active process: the BLC currently has 200 SMMEs on its database and aims to put all who need it through the programme. The database is constantly growing, both through the BLC identifying SMMEs, and through the latter getting to hear about the project and contacting the BLC. The only requirement is that the participants must have a small business in the service sector.

5.2.1.7   Strategy, Management, and support to the programme within the College

The programme is explicitly in line with the college's vision, which states that the institution seeks to be responsive to the labour market and to prepare its graduates for self-employment. This is further spelt out in the strategic plan. The project is managed from the New Business Development office within the college, which seeks out opportunities such as the present project. It has the full support of the CEO, to whom the project reports monthly. According to the business partners the response of the college, from the CEO down, was 'unbelievable' and for them this is a key success factor.

The project has also assisted the college to become more responsive to the needs of the labour market. For example, the college is in discussions with the Ekurhuleni Metro to

replicate the programme in Duduza. The college is also setting up links between the SMME Development Initiative and its other programmes. For example, it is in the process of establishing a Business Incubator, which will draw on graduates from the college in financial management to provide bookkeeping and other services to the SMMEs.

5.2.1.8   Curriculum, Teaching and QA

The course was specifically written for the programme, drawing on BRAIN (Business Referral Advisory and Information Network), a DTI electronic initiative, and the knowledge and experience of the lecturers. The BLC contributed one module on legal matters. Fred Jones, manager of the BLC, and Wally Rivers, of Impala Refineries, both act as facilitators on the training programme.

While SAQA unit standards were used in writing the course, the college is battling to get accreditation from the Services SETA. This would appear to be due to work overload on the part of the SETA rather than something more fundamental. Learners get a certificate from the college on completion of all requirements.

Participation of learners during training is tracked through a weekly register, while the learners evaluate the training. Not all learners complete all modules in the minimum time, but then roll over into the next course.

Wally Rivers describes the training programme as a 'Level 1 Mini-Business Management course'. He considers it to be the starting point for more advanced training. In his view, the SMMEs require far more training on aspects such as tendering, HR management, the use of computers and procurement, if they are to advance their businesses.

5.2.1.9   Employability

The BLC is in constant contact with learners. The college also maintains its own database of learners, and recruits services from them. For example, one of the former learners on the course now supplies the college with all its picture framing. (The college has a Learner Support Division, which includes a Job Shop, which provides career guidance, training in writing CVs and placement services through formal contacts with personnel agencies and informally through its networks. However, this is not part of the present project, and the BLC provides these services).

Although the BLC keeps in close contact with learners, there is as yet no formal process for establishing the extent to which the training and support components meet their needs. The BLC is in the process of establishing criteria for different levels of service provision (size of the job and level of quality required) in order to match the needs of clients with the respective levels of expertise of the SMMEs. In addition, the BLC meets regularly with a Steering Committee, consisting of senior executives of participating companies, and a Buyers Forum, consisting of managers in the Purchasing Division of the companies, in order to keep the expertise of the SMMEs aligned with the needs of the clients.

5.2.1.10   Benefits

For Impala Refineries:

- Achieves its CSI targets.

For Ekurhuleni East College:

- Receives funding
- Develops its knowledge about the small business sector through active engagement
- Extends its network and hence enhances the chances of finding new business.

For Member companies of Chamber of Commerce:

- Have access to a steady supply of services from previously disadvantaged small businesses.

For SMMEs:

- Receive training, support and new business opportunities.

5.2.1.11 HIV and AIDS and Gender Considerations

The project did not take account of HIV and AIDS until it was brought to their attention by a Sunday Times article on the effects of HIV and AIDS in the SMME sector. The college is now planning a module on life-skills, which will provide education on HIV and AIDS.

About 90% of students are black and 10% women. Gender stereotypes concerning the role of women in certain sectors and jobs are still extremely rigid, but slow progress is being made in changing them.

5.2.1.12 Success factors and sustainability

The main factor governing the success of the programme is that it was based on the real needs of SMMEs in the market place. The partnership provides a mechanism for putting the needs of the various providers (funders, training and support providers, and the employers of the SMME services) into a mutually beneficial relationship.

The following elements of the project guarantee that all these needs are met:
- Finance for the training and support services
- Quality training. The relevance of the training is strengthened through having both the manager of the BLC and the CSI manager at Implats as members of the college Academic Board. Continual adaptation of the course to the changing needs of the marketplace is important. The skills of the lecturing staff is critical to success in this regard.
- On-going support to SMMEs by BLC
- Labour market
    - Direct: work opportunities offered to SMMEs by member companies, which have an imperative to meet BEE spending targets
    - Indirect: the SMMEs develop networks through the BLC, the College, and the work offered by the member companies

The BLC is at the centre of efforts to replicate the project, which presently operates in only the Eastern region of the Metro, in the other two regions.

5.2.1.13 Challenges

For the SMME learners:

- Access to markets and work opportunities is a driving need for the SMMEs. Although they have benefited significantly from the programme, they feel that there is a need to change the mindset and habits of procurement managers in the majority of companies, who tend to stick to their traditional service providers and do not see the potential in the SMME sector. According the manager of the BLC, this has been a tough nut to crack, but progress has been very significant and extremely rewarding for all parties. There is also a need to equip students to expand their labour markets by marketing their services outside of the immediate area. The BLC is assisting them to do this, for example, by taking them to the recent Franchising Exhibition in Sandton.
- Capital and cash flow is another pressing need: since SMMEs wage a hand-to-mouth existence, they frequently experience cash flow problems, particularly when invoices are not paid promptly. A lack of assets hinders their access to capital. In this regard, they are rather derisive in their views on Ntsika, the state body tasked with assisting SMMEs, describing it as a 'talkshop'. The BLC manager confirms this: he applied to be a tender advice centre for Ntsika 2 years ago and is still awaiting a response.
- Government regulations. The SMMEs feel discriminated against by the 80:20 tendering regulations, which award 20% of the marks for a tender for equity considerations. While they feel they should meet these requirements without any question, they are often undercut by 'front' companies with token equity partners.

It would seem that some of the SMME difficulties concerning government regulations arise from a lack of information. For example, one of the SMMEs won the R1m tender to upgrade the Daveyton police station. He used a number of subcontractors and was not aware that he was responsible for ensuring that the latter paid contributions to the Workman's Compensation Fund to SARS, who is now demanding the full some from him. Problems such as these highlight further areas of training which would be very useful to the SMMEs.

For the College:

- Low levels of basic education and proficiency in English on the part of the SMME students. This problem provides an argument for including basic literacy and numeracy in all programmes of this kind.
- On the question of funding, while the funds provided by Implats have been instrumental in initiating the training programme, this is not a long-term solution. Training of this kind has only two routes to sustainability. One, the learners pay the costs, which is not a viable option, given the poverty levels of the beneficiaries. Two, the college accesses government funding, either through the Department of Education (DoE), or the Department of Labour (DoL).

With respect to the DoE, it is highly ironic that, although all the policy documents stress the need for innovative programmes which are responsive to the job market, the DoE only provides subsidies for NATED programmes, which, by definition, exclude the kind of responsive curriculum developed for the SMME Development Initiative.

Which brings us to the question as to how Skills Development funding may be brought to bear on facilitating programmes of this kind? In this regard, participating companies cannot access their levies for the programme, as it is not their own employees who are benefiting. One possibility is for the college to establish a learnership through which they can then access funds through one of the SETAs. It is not clear whether the regulations governing

learnerships makes provision for self-employed adults. A further problem in this regard is that, although the college has applied for accreditation for the training programme, the application is now stuck at the level of the SETA. A final possibility would be to attempt to access the Social Development window of the Skills Levy fund administered directly by the DoL. The College needs to find out whether this programme qualifies for funding from this source, although it is doubtful that this is likely to be a long-term solution.

In the area of HIV and AIDS: the project has not paid much attention to this issue to date, the new life-skills component should go some way towards addressing it.

5.2.1.14   Conclusion

The project would appear to be providing an innovative and highly successful solution to the problem of local economic development, through the training and support of SMMEs and linking them to business opportunities. Structurally, the success of the programme may be attributed to the fact that it puts the complementary needs and resources of the different partners into a synergistic relationship.

However, there is no doubt that, in practical terms, success derives from the vision, enthusiasm and inspirational leadership of one or two individuals. Key amongst these are Mr Fred Jones, former manager of the Springs Chamber of Commerce and now manager of the Business Linkage Centre, whose brainchild the project is, and Mr Wally Rivers, Business Development Manager of Impala Refineries. One may conclude that a good idea is not enough to ensure success: the idea needs to be driven, brought to fruition and sustained by ongoing leadership. On the other hand, one or two energetic drivers are also not enough: if the programme does not meet complementary needs in the market, no amount of energy will ensure its sustainability.

Finally, the question of funding is central to considerations of how projects of this kind might be sustained and replicated, thus contributing to economic development and the empowerment of emerging SMMEs on a larger scale. In this regard, there is a gap between the Skills Development fund and regulations, on one hand, and channeling those funds to deserving cases, of which the Ekurhuleni SMME Development Initiative is undoubtedly one, on the other. There appears to be a blockage in deploying the funds to programmes on the ground, which are serving the purposes of the Skills Development Act. This problem appears to arise from a combination of clumsy regulations on the part of government, administrative weakness in the SETAs and other government support agencies, including the DoL, and a lack of information on the part of potential beneficiaries of these funds regarding how to access them.

However, the CEO stated that the college will everything in its power to ensure that project continues, even without the support from Wally Rivers and Fred Jones, by seeking funding from other sources. The project falls part of the college's vision and is included in the Strategic Plan. This shows commitment from the most senior levels down to the college's new Business Development Section. The college is busy planning to set up incubators at its campuses as part of their new initiative called the "Company on Campus Project". These will be used as workplace-learning opportunities within skills development initiatives such as the BLC project discussed above.

5.2.2 A Re Tswaraneng: Capacity building/Skills Development Programme, Tshwane North FET College Soshanguve Campus

5.2.2.1 Overview

A Re Tswaraneng, a Setswana word meaning "Lets Hold Hands", is a community project that started in 1997 in Soshanguve. It was established to meet the growing needs of the community, both socially and economically. A Re Tswaraneng belongs to a network of NGOs and other partners operating in the Northern Pretoria region. Tshwane North FET College Soshanguve Campus was approached in 2000 by one of the project members of A Re Tswaraneng and has since been successfully collaborating to address the needs of the Soshanguve community.

5.2.2.2 Purpose

The partnership between A Re Tswaraneng and Soshanguve Campus was initiated to meet the identified needs of the Soshanguve community for economic empowerment. It is mainly a social service project with elements of business management and entrepreneurial skills and as well as formal skills training in various civil trade areas, such as bricklaying, construction, carpentry, painting, plastering, welding, and plumbing. The partnership was established to meet the rising needs of the community. The Skills Manager for Soshanguve Campus said that the project is a "flagship of the department of welfare".

5.2.2.3 Context

Soshanguve is a semi-rural area, approximately 35 km northwest of Pretoria. Although located in Gauteng, it is surrounded by North West Province and Limpopo Province. Soshanguve forms part of a bigger area, including Mabopane, Rietgat, Loate, Winterveld and Ga-Rankuwa. Although different boundaries exist, it forms one broader community with relative similar needs to be addressed. Poverty is a big issue and job opportunities are scarce in the neighbouring environment. It impacts very negatively on social development, economic growth, safety and security and quality of life.

Most parents work in Pretoria or Johannesburg, which results in the youth and the aged being left alone for most of the day. Little assistance and guidance by family members is available. This causes an inability to meet basic needs, lack of literacy and skills development, little opportunity to provide jobs, inaccessibility to services, lack of guidance and support to abandoned children.

Very little infrastructure such as old age homes, day care centres for abandoned children, hospices for HIV and AIDS sufferers and affected persons, facilities that can cater for the needs of the disabled members of the community and related services are available.

5.2.2.4 Partners and Roles

A Re Tswaraneng is the umbrella for a complex network of community development activities. The partners include:

- A Management Steering Committee which governs the project

- 'Go Ithuta Soma', a registered close corporation which is responsible for planning, organising and managing the training, capacity-building and skills development programme. It is also responsible for fund raising and financial management related to the capacity-building programme.
- The Soshanguve campus of the Tshwane North FET College, which provides some of the training and provides facilities for other project activities.
- A Re Tswaraneng works with a network of NGOs (such as Holy Cross and the Alzheimers and Related Disorders Association), churches, clinics and social workers operating in the Northern Pretoria region.

The partnership was initiated by the chairperson of the executive board of A Re Tswaraneng, who is also a member of parliament and has some involvement from the Department of Welfare. Because 'A Re Tswaraneng' was beginning to grow quite expansively, it became clear to A Re Tswaraneng and its staff that a central office would need to be established. At the same time, the chairperson was informed that the Soshanguve campus resources were at the time was being underutilised.

Realising this opportunity, the chairperson approached the management of the Soshanguve campus in 2000 for assistance in establishing a central office for A Re Tswaraneng. An agreement was reached between the two parties, and a formal contract was drawn up. Following this, the campus identified empty space and these spaces/sites were revamped using A Re Tswaraneng funds. It is important to mention that learners were used for the revamping process – learners were given actual work as part of their practical training.

5.2.2.5 Programmes and beneficiaries

The project serves three categories of beneficiaries: the youth, women and the elderly. A wide variety of activities are undertaken through the 36 sites comprising the project. Each site has a project management committee and members receive training from Shoshanguve Campus in business management and fund raising.

For unemployed youth, formal training in civil services (e.g. carpentry, plumbing, plastering, tiling, painting, welding, etc.) using NQF standards is provided by Soshanguve Campus. Many learners either start their own entrepreneurship business or manage to get formal placement in a company. Some learners return to the campus for further training, paying for the course themselves.

One of the services for the elderly is a co-operative feeding scheme. The youth are involved preparing the food and distributing it to the elderly. Soshanguve Campus provides training in these functions.

Soshanguve Campus also assisted with the Women in Agriculture initiative. Women in this project were taught how to plant vegetables and were given the necessary skills to be able to sell these vegetables to the community, to other A Re Tswaraneng projects such as the feeding scheme, and even to schools. One of the interviewees from this project, a 59 year old women was confident that the "vegetable selling business" was beneficial not only for the community but for women. She added that she enjoys doing what she does because she was doing something constructive with her time while at the same time making a little bit of money "to be able to buy me that extra something special".

An important aspect of the A Re Tswaraneng project is the social health aspect. Soshanguve does not play a role in the recruiting, screening or selecting of participants,

nor do they provide the training. Soshanguve Campus only provides the facilities. The nurses get the theoretical training (provided by an accredited service provider, the nursing council) while at the same time, they get on-site training. Nurses go out to the community and apply their skills and knowledge within a home-based care programme for the elderly or ill. This project has been very successful. For example, the project started off with 180 participants and is only left with 40 because the others have been absorbed into the formal sector (hospitals, clinics, etc.,).

The following table gives an idea of the number of beneficiaries of the various programmes:

FOCUS GROUP	NUMBER OF PERSONS
Children, youth and families Children Youth Families	 +/- 410 children +/- 4 000 youths Currently 850 families benefit from the community home care service
Older persons	1 800 aged / disabled in Soshanguve, +/- 200 frail persons
Women	330 young unemployed women

5.2.2.6 Funding

As the need for services provided by A Re Tswaraneng in Soshanguve is enormous, much lobbying for funding and resources from government, the international donor community such as embassies, European Union, the United Nations, etc., is undertaken.

- Funding and support in the areas of social services and health are received by A Re Tswaraneng from the Department of Social Development (R650 000 in 2002; R895 000 in 2003). The National Development Agency (R252 000 in 2002). The funds received are used to train the community and learners training in the A Re Tswaraneng projects at the Soshanguve Campus as well as to pay the A Re Tswaraneng people working in the head office also based at the campus.
- Each of the 36 project sites raise funds for their own activities and to date a total of more than R2 million has been raised this way. The total funds, including those raised by individual projects, are centrally managed by the Management Steering Committee.
- The Italian Embassy provided art-training courses at their own costs (R17,000).
- Soshanguve Campus receives some funding from the Department of Labour. Funding from the DoL was attained after the campus and A Re Tswaraneng wrote and presented a proposal and funds are used to pay for the training of the unemployed involved in the SMME development. The amount is based on the type and length of course done (i.e. Per course, per day and per learner). The project co-ordinator and SMME developer for Soshanguve Campus, stated the campus had received provincial accreditation from CETA. As a result, the campus received some funds from the Skills development fund, although this was a small amount. Last year, roughly 250 people were trained through the Department of Labour. The skills manager at Soshanguve campus said that the campus is in the process registering the project as part of a learnership with the Construction SETA (CETA) to get "proper funding". This is still in its infant stage as the request to the SETA was made early this year and the campus is still waiting to hear what the CETA says.
- Soshanguve Campus charges A Re Tswaraneng a "reasonable price" for their use of the campus facilities for administration, training and meetings, all which are paid for through A Re Tswaraneng funds. This amounts to R1000 monthly. The campus skills

manager says this arrangement was done not to make money for the campus, but to teach them how to manage funds and pay expenses. It also a way of giving back to the community.

5.2.2.7   Recruitment

The recruitment process is both an active process and is responsive to the people approaching A Re Tswaraneng. Soshanguve Campus plays an important part in the whole process, primarily because they provide the office space and, secondly, because they provide skills training to community members selected by the various A Re Twaraneng project sites. Generally, however, the project sites are approached by the community members themselves. For the training however, A Re Tswaraneng identifies a group of people to participate in the training programme. This is normally based on a mini-needs and skills audit. The Campus then insists that the identified participants go through an interview process, where the "best" candidates are chosen. This is done because the campus can only train 12 people per trade.   After training, learners are put into a workplace environment and given support and guidance where necessary.

5.2.2.8   Strategy, Management and support to the Programme within the College

Started during 1997 in Soshanguve as part of an outreach programme, the projects gradually grew in the number of persons attending regular meetings and services at service points in Soshanguve. A need therefore arose in the community to get more involved in the management of the programme and link it with various other community-driven initiatives.

The programme structure was adjusted to provide for a Management Steering Committee, a Programme Manager, two co-ordinators (Soshanguve North and South), 30 project leaders and 5 teams of qualified personnel and community care-givers, as shown in the organogram below. These board members are responsible for controlling the funds and overseeing the project activities.
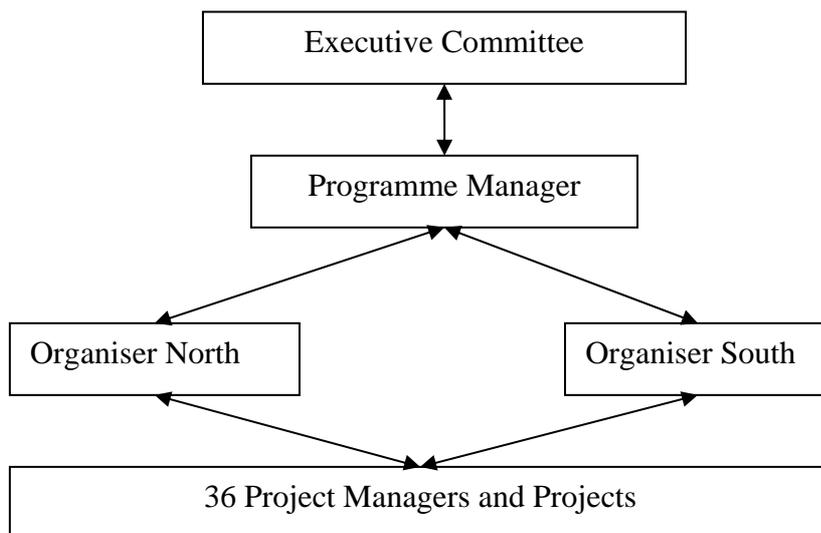
Each of 36 A Re Tswaraneng project sites has their own management board made up of community members.

Tshwane North College has a responsibility to participate in initiatives that deal with social development and to put back into the community so that it can "create a better future" for the community members, the college and themselves. In other words, the college as a whole seeks to be responsive to the needs of the labour market and to help its learners, and, therefore, the community, to become self-sufficient. Part of the college's strategic plan involves the identification of community and labour needs in a strategic manner. Through its link with A Re Twaraneng, Soshanguve Campus has a strategic link to the labour market for the Soshanguve region.

Tshwane Soshanguve Campus's link with A Re Twaraneng is therefore unambiguously in line with the College vision and is supported 100% by College Management. The current College HOD for learnership and skills development is in full support of the partnership and has integrated it into the college Strategic Plan.   Soshanguve Campus's skills manager is the project overseer at the campus but also sits on the steering committee as the training advisor. He therefore has hands-on knowledge of the project and its activities. The skills manager reports to the HOD for learnership and skills development on a regular basis.

5.2.2.9   Curriculum, teaching and QA

The Steering Committee has training advisors on its board, who provide guidance and assistance with regards to skills training programmes. Soshanguve Campus is the main training provider.   Training is described as being a needs-driven approach.   The skills programmes are formal in nature and deal with both the theoretical and practical side of things – 30% is theory and 70% is practical. In addition to this, all learners involved in the programme are trained in entrepreneurial skills. The campus developed this course on its own.   Learners are taught how to develop a business plan, skills and are trained in marketing and financial management, in whatever field they are doing, whether it be painting, tiling or carpentry.

SAQA unit standards were used to design some the programmes, particularly those for construction and engineering and related trades. Programmes are in the process of being accredited through the CETA and the MERSETA.   The course design and outcome is largely dependant on what is being taught. For example, for construction and civil trades, a certificate of completion is given, while a short course is offered for the basic cooking classes.

Quality Assurance is important for the campus.   Learners/ participants are assessed through exams, theoretical and practicals.   Assessments are done by campus lecturers, assessors and moderators.   Other partners have their own QA measures in place. However, generally a report-back system is in place for all partners.

5.2.2.10   Employability

A Re Twaraneng has extensive reach and infrastructure on the ground, and as a result keeps in close contact with the participants and the community.

Although the project managers interviewed are enthusiastic about the success of the training programmes in terms of the employability of participants, the evidence is largely anecdotal. For example, there are two established SMMEs which deal with building and

selling window frames. Soshanguve Campus is registered as a local business service centre through "NTSIKA", one of the service points for NAMPAK, a government organisation that gives support and information (e.g., on the tendering process) to people wanting to be entrepreneurs.   Soshanguve Campus claims that 99% will be self-employed or project employed and 1% will find formal employment. A Re Tswaraneng has reported that learners have attained positions in the semi-professional, managerial and artisan fields.   According to the A Re Tswaraneng steering committee chairperson, more than 200 people have managed to secure jobs in the semi-professional and artisan fields. One of learners interviewed was involved in the civil services side of the project. He was a 45-year old man who had previously been working as a driver. He decided to get involved in the project because "I knew about A Re Tswaraneng and what they did. I thought they could help me. I spoke to A Re Tswaraneng and now I am learning what it means to plaster and paint. I hope I can use my skills now to become self-sustained. A Re Tswaraneng told me that they know of someone who needs my services".

However, it seems that the greatest success is occurring in the nursing programme associated with A Re Tswaraneng and which takes place at the campus. The project started off with 180 participants and is only left with 40 because the others have been absorbed into the formal sector (hospitals, clinics, etc). This is a 77% success rate. The remaining 40 continue with the home-care programme and get paid a small remuneration for their efforts.

These informal, anecdotal tracking systems are useful indications regarding the success of the project, the lessons learned may be sharpened considerably if A Re Tswaraneng were to institute more formal tracking systems.

5.2.2.11   Benefits

It seems that all members and partners are benefiting in one way or another from participating in the partnership.
- For Soshanguve campus (and Tshwane North College), the major benefits are that the partnership acts as a platform from which it is able to address its social responsibility needs and develop the community.   The campus also gets some funding, and has managed to develop an extensive network within business and community.
- A Re Tswaraneng's main role is to ensure that learners or community members are placed in a project.   The partnership with Soshanguve Campus gives A Re Tswaraneng the necessary resources and facilities to do this. They are able to meet their objectives, which is to upgrade and serve the community.
- Learners get free training and SMME support from Soshanguve and other A Re Tswaraneng partners. They receive additional skills, get the opportunity to open their own business and/or find formal employment. Learners are also given an increase in self-awareness and self-belonging – the youth involved feel part of the community. "The community needs me and I need the community. Together we help each other in a beneficial way, supporting one another".
- Ultimately, the main beneficiaries are the community members. The community is enhanced because the level of skills is improved. This impacts directly on society because there is a possibility of poverty relief and reduced levels of crime.

5.2.2.12   Social Issues

HIV and AIDS and other health issues play a major role in the project as a whole. As a result, A Re Tswaraneng developed a 24-hour crisis centre staffed by a full-time nurse and

social worker. This centre is available to the whole community. A youth wing has recently been established, whereby a group volunteers go out to schools and provide information on HIV and AIDS.

Gender equity is not something that the partnership addresses directly. However, most people who participate in the social and health services tend to be female, while those participating in the services arena are male. Most, if not all are black. Despite this, male and females are treated equally and given the same opportunities.

5.2.2.13 Success Factors

This partnership is categorised as being successful because it is well-managed and has good communication systems in place. All members and partners seem to have the same goals and deliverables from the start. Accountability and transparency are big factors. Close ties with various community members (churches, schools, SMMEs, etc.) is an important factor in ensuring the employability of beneficiaries.

Essentially, the main factor governing the success of the partnership is that it is based on the real needs of the community. The partnership with the campus and other partners provides a vehicle for putting the community needs first. There is extensive community's involvement. "People are delivering to people, it's not a service coming from an outsider", said one learner interviewee.

5.2.2.14 Challenges

One major constraint as stipulated by all interviewed, is the growing magnitude of the project and growing demands, particularly from neighbouring provinces (North West, Limpopo and Mpumalanga) that are hearing about the successes achieved in Soshanguve. Consequently Re Tswaraneng is beginning to take strain in trying to keep up. Further funding, and more support from government offices would be very welcomed.

A second kind of challenge facing the project is common to all SMME programmes: access to markets to sell the services of the entrepreneurs.

5.2.2.15 Conclusion

Everyone who was interviewed wasof the opinion that the project is highly successful. The power of community organisation is visibly demonstrated in the energy and achievements of A Re Tswaraneng. This is an example of communities taking the initiative and driving their own development.

Nevertheless, despite the differences in context between this programme and the previous one situated in the industrial East Rand, it has a major feature in common with the Ekurhuleni initiative: the project would benefit enormously if ways could be found to channel some of the resources of government – principally the Skills Development Fund and the assistance to SMMEs offered by DTI – into its training programmes and operations.

5.2.3 Nissan Incubation Programme, Tshwane North College, Soshanguve Campus

5.2.3.1 Overview

The Nissan Incubation Programme (NIP) was launched in September 2003. Although it is a relatively young initiative, it is considered worth investigating as a case study because of its target group and because of the objectives and intended impact of the project on the Soshanguve community.

5.2.3.2 Purpose

Recent developments in the economic and social climate have resulted in retrenchments and redeployment affecting many workers in South Africa. Nissan has had to follow suit and retrenched many workers. For many of these retrenchees, Nissan was their first employer and they were trained on-the-job. A few of them have Standard 10 and have been doing administrative work, while the majority have low education levels and have been working in low-skilled positions. Most of them reside in GaRankuwa, Mabopane, Soshanguve, Letabile and some in Klipgat. Based on similar work done in 2002, it was found that there is a huge interest in starting small businesses.

The main objective of the NIP, therefore, was to give ex-Nissan employees, who had been retrenched from Nissan, some entrepreneurial business skills in conjunction with other skills, so that retrenchees were in a better position to develop their own SMME and establish "businesses that are sustainable". In other words, the partnership was aimed at providing opportunities that would assist ex-Nissan workers to make sound choices and take full advantage of available education and training, job-creation and employment opportunities.

Specifically, the partnership provides opportunities for workers to:

- Understand changes in their own lives within the broad social context;
- Develop skills in goal-setting and decision making;
- Build confidence and self-esteem;
- Identify their educational and vocational strengths, interests and challenges;
- Articulate their own preferred direction;
- Make sound personal development plans based on genuine opportunities for education, work and social activity.

The project is guided by community development and social upliftment.

5.2.3.3 Partners and Roles

There are two main partners:

- Nissan, Rosslyn who are the sole funders
- Soshanguve Campus which provides the training on entrepreneurial development and skills training in 6 main areas: screen printing, sand blasting, vegetable drying, brick making, furniture manufacturing & coffin making, and laundry.

5.2.3.4   Process of Establishing the Partnership

The partnership was initiated by Nissan in late 2003. Nissan approached Soshanguve Campus because this FET campus is a well-known service provider in business and skills training.   More importantly though, Nissan had had a previous relationship with the Campus, where Nissan would take in young learners as part of an "apprenticeship" programme. Nissan felt that by sending retrenchees to an existing training provider would be more cost-effective and beneficial than trying to duplicate the programme on Nissan sites.   After a process of negotiations and discussions between the campus skills manager, and the marketing and HR manager for Nissan a formal written contract was drawn up in October 2003.

In 2003, Soshanguve campus was tasked with conducting a survey of local labour market needs. The findings suggested that there was a shortage of skills in the Soshanguve community. It was felt at the time that the partnership would allow for all parties to benefit in one way or another, and would be the perfect vehicle to meet the various parties' needs: For the campus to meet the requirements as stated in the Tshwane North FET Strategic Plan, for Nissan to meet its social corporate responsibility, but more importantly, to meet the growing local labour market need for more skilled artisans.

5.2.3.5   Scope, duration and costs

The partnership is for 18 months during which learners are incubated into business and skills training, and after which they are guided and supported into starting their own business.

The programme is made up of 6 skills courses. The table below shows the number of trainees currently involved in the courses:

Course	Number of trainees
Screen printing	3
Sand blasting	10
Vegetable drying	15
Furniture/coffin manufacturing	48
Brick-making	10
Laundry	4
Total	**90**

Nissan has provided R2.5 million for the project. The co-ordinator of the partnership at Soshanguve Campus stated that the campus is working towards getting SETA funding, namely with the Food and Beverage SETA (FOODBEV), Construction SETA (CETA) and with the Forest Industries Sector SETA (FIETA). Applications have been made and the project is awaiting a reply from the SETAs.

5.2.3.6   Recruitment

At the moment, the campus has 90 trainees as part of the NIP. A greater intake of trainees would be done if Soshanguve campus had sufficient staff and resources. Bearing this in mind, only a small group of learners were recruited to participate in NIP.

The following process was followed:

- Nissan is told by the campus how many learners the campus is able to train during the 18 month period.
- Nissan sends a number of potential trainees. This is done through an organisation called the Ditlhare training centre which keeps records of the pool of ex-Nissan worker names on a database.
- The learners arrive at Soshanguve campus, where each one of the applicants are interviewed by the campus co-ordinator. This is done to assess their suitability for the course.
- Selection is based on the level of interest the person has for one of the 6 training courses, as well as previous exposure to or experience in one of the skills that is related to the course.

5.2.3.7   Strategy, Management and Support to the Partnership within the College

Soshanguve Campus has worked well with Nissan as is evident from their previous projects. As a result, Tshwane North College is in full support of this partnership. The partnership is clearly aligned to the college vision which is to "make dreams a reality" by "ensuring vocational quality education is provided". It is part of the college's responsibilities to "go where people are and train where there is need". In other words, the college Strategic Plan also makes a point of ensuring that college programmes and courses are responsive to the labour market and to community needs. The NIP project is undoubtedly meeting this requirement as the project is geared to meeting the needs of the Soshanguve community (as determined by the needs analysis). The partnership has the full support of the Campus Manager and the CEO of Tshwane North who both agree that a partnership such as this is a step in the right direction. At top management, there are advisory bodies that provide assistance in guiding the process and establishing links with the labour market by engaging with Soshanguve Campus in local economic forums, ward councils, links with municipalities and other CBOs.

Tshwane North College also supports the Campus in attempting to establish linkages with the relevant SETAs so that courses are accredited and the college is able to get some funding to ensure project sustainability.

In terms of management, the project is managed on campus by a team consisting of the skills manager for Soshanguve Campus, the project manager as well as the project co-ordinator/ business and entrepreneurial skills lecturer. The HR manager from Nissan ensures that funding is allocated properly. Direct contact with Nissan is done on occasion, but most of the communication is done through a consultancy: RNW (Resolve World Wide). RNW facilitates the partnership and ensure effective communication between stakeholders.

5.2.3.8   Curriculum, teaching and QA

The programme is a two-phased one. Learners are first put in a business development course that deals with "soft skills". This looks at providing the trainees with the necessary knowledge on how to establish an SMME, business management skills, fundraising skills, basic financial management skills and communication skills. This is usually a 3-week course. Thereafter, learners are taught "hard skills". This refers to the actual training in brick-making, or screen-printing, or coffin making. Courses are short (about 45 days).

For quality assurance purposes, the campus ensures that courses are of the highest quality. For example, in the brick-making course, bricks are made according to SABS standards and are SABS approved (Refer to Photo 2 and 3). Similarly, the vegetable drying project is done according to the required food standards of THETA, while the laundry project follows industry standards.

Photo 2 (left): Manufactured bricks by those involved in the brick-making initiative.
Photo 3 (right): A group of men enrolled in the Nissan project, busy with the manufacture of SABS approved bricks.

Although SAQA standards were used to develop the courses, the campus is struggling to get accreditation from the relevant SETAs. However, the feeling is that the delay in getting accredited is due to bureaucracy and workload rather than to fundamental shortcomings in design of the programmes.

The partnership has had no direct impact on teaching and curriculum of the college. They have continued to use their old SMME development course. The only difference is that lecturing staff are not involved in teaching the hard skills to the trainees – the campus simply does not have the staff to do this. For this reason, the campus outsources industry trainers.

Once they have learned what to do and have the necessary skills, the students are incubated – the second phase of the programme. This usually entails an after-care and mentoring programme where they are taken to relevant industries/businesses and shown how business operates. Trainees are given ongoing support by the campus. The campus assists with funding providing information on the labour market. At the end of the programme, trainees are given a certificate showing the completion of all requirements.

5.2.3.9   Employability

It is difficult to measure the success of the partnership with regards to employability because the endeavour is a fairly new one. Most learners have been in the project for only a 3-month period. However, there are some success stories. Mr Zondo, parliament member and who has close ties with the department of welfare is aware of the partnership and refers to the partnership as being a "great helping hand for the Soshanguve community". A representative of the parliament and who has some involvement in the Department of Welfare, made mention during another interview of one SMME that arose as a result of this project. It was established earlier this year. The business's focus is on coffin manufacturing (refer to photo 4). This SMME developed a business plan (with the help of Soshanguve Campus) and is now a registered business with the Rosslyn Chamber of Commerce. According to him, the Nissan project is doing very well and has managed to

employ a number of people. Learners support his statement by saying that "without this training [they] would not be in a position to get employment or get money to support [their] families". This shows that the project is helping people to make something of their lives by showing them how to become innovative and self-sustaining. It also shows that the training is meeting the needs of the community, and that there is a match between learner and community/industry needs.

Photo 4: *One of the workers at the Campus's coffin manufacturing site.*

The laundry project has also seen some success (Refer to photo 5). The campus has managed to sign a contract with "Masakani", a provincial laundry company, whereby the people involved in the laundry project will be cleaning overalls. As a result, the campus is in the process of expanding the laundry facility and will be installing a special laundry machine that will remove paint stains.

Photo 5: *Three ladies involved in the laundry project at Soshanguve Campus.*

Soshanguve campus has the responsibility of keeping track of who was trained and aims to get the learners placed into workplace environments to gain practical work experience. Their target is to place at least 80% of all trainees.

5.2.3.10 Benefits

Although the project is in its initial phase, benefits are beginning to emerge:

- Soshanguve Campus: receives funding from Nissan to provide training and to buy additional equipment and employ more staff.
- Nissan: achieves its CSI targets and meets its social responsibilities.
- Learners/Trainees: receive the necessary skills, and opportunities to earn money

5.2.3.11 Social Issues

Health and safety is a big part of the curriculum, although HIV and AIDS constitutes only a small part of the curriculum. However, there is a clinic and counselling facility on site (as part of the A Re Tswaraneng project) which trainees are welcome to use.

The profile of trainees is 60% men and 40% women. However, in many instances, the skilling is still very much gender stereotyped. For example, no women have shown an interest in making bricks, screen-printing or in making furniture. There is however more gender diversity in the vegetable drying and sand blasting projects.

5.2.3.12 Success Factors and Sustainability

The initial success can be attributed to the post-training support given to the trainees by the campus and to the phasing of trainees into income-generating activities. Constant communication between the trainees, trainers and campus staff is maintained. This ensures that trainees get help if needed, for example, on writing a business plan, or getting initial start up funding, or on establishing links with the community and industry.

Other factors contributing to initial success as:

- Good management and effective leadership
- Effective planning and preparation
- Good communication between partners
- Ensuring the expectations by all parties are addressed and met
- Co-operation by all stakeholders
- Commitment, enthusiasm and dedication by all stakeholders

5.2.3.13 Challenges Factors

So far, the campus's main challenge has been the organising of resources. Equipment and machines are often scattered all over South Africa, from Krugersdorp to Cape Town. This has impacted on the project in that the training of hard skills has been delayed while awaiting the delivery.

There is still a problem of people acclimatising to change in a positive way. The labour market is a very competitive environment and any new businesses that pop up threaten the better-established businesses. Learning to work as a team would go a long way in addressing this challenge.

However, the main challenge the campus faces is that of future sustainability. The campus is doing everything that it can to ensure community projects such as this one are more long term and sustainable, e.g. through registering the course as part of a learnership, maintaining a good working relationship with Nissan for future projects and keeping up to date with labour market and community needs.

More funding and support from SETAs and government would assist the college in making the partnership a greater success and would ensure long-term sustainability.

5.2.3.14 Conclusion

The partnership seems to be a success, with much of the success attributed to good management, planning and, above all, support to the learners in their business ventures. The partnership was aimed at providing business and hard skills to unemployed retrenched workers who previously worked for Nissan. The project would appear to be providing a pioneering solution to the problem of local economic development in the Soshanguve community by teaching people how to be self-sustaining individuals.

5.2.4 Venture Creation Programme, Tshwane South College, Centurion Campus

5.2.4.1 Overview

The Enterprise Development Institute Programme is a venture creation programme which is taking place at the Centurion Campus of the Tshwane South College. It is part of a partnership with the Foundation for Economic and Business Development (FEBDEV) and the SETA for Diplomacy, Intelligence, Defense and Trade & Industry (DIDTETA). The partnership has been operating formally since 2002, after a written contract was signed. The partnership was developed specifically for the unemployed youth in Pretoria South.

5.2.4.2 Purpose

The partnership was established to address the high rate of unemployment in South Africa. Pretoria South, including Centurion and surrounding areas e.g. Olievenhoutbosch, is well known for its socio-economic problems. Many of the unemployed dropped out of school prematurely and some do not speak English, nor do they have basic business or trade skills. Without these skills, and in a highly competitive job environment, it is very difficult for them to succeed.

To reach the unemployed, FEBDEV has partnered with local institutions to create satellite centres that provide affordable skills training and entrepreneurship courses in needy communities. One of these sites is Tshwane South College, Centurion Campus. FEBDEV encourages entrepreneurial activities in these satellite centres by providing start-up funding, office space, business plan support, professional advice, and access to online business support agencies. To reach South Africa's youth, FEBDEV's regional facilitators take the entrepreneurship courses and action-learning methodology directly to schools and FET institutions in an effort it calls "Hands-On Enterprise", which facilitates entrepreneurship discussions, events and competitions. FEBDEV also facilitates web-based online peer support and sponsors Market Day competitions to increase its reach into many schools nationally. All FEBDEV initiatives have been operationalised as strong partnerships with local government, industry, and provincial Departments of Education.

The main purpose of the partnership with Centurion Campus is, therefore, to provide unemployed people, including graduates, with entrepreneurial skills through a learnership to ensure that this community has the means to become self-sustaining. The partnership targets are to generate funds within the framework of delivering sustainable market-driven programmes.

To establish the partnership, much time and energy from staff at the campus was needed. However, the partnership was not initiated by Centurion Campus alone. It was a joint effort by the marketing department at Centurion Campus and from FEBDEV representatives. The parties had existing ties to each other through the "Employment and Skills Development Agency", a similar project run by the College.

5.2.4.3   Partners and Roles

The partnership is made up of 3 main partners:
- Tshwane South College, Centurion Campus which provides practical and theoretical skills (entrepreneurial training) through a 12-module course delivered over 12 months at the Enterprise Development Institute which is based on campus.
- FEBDEV[9] is the main support agency of the project, in terms of course development, implementation, after care support to learners and mentoring. FEBDEV's efforts to helpgrassroots entrepreneurs are an important link in the chain connecting small business development, economic growth, and poverty reduction.
- The partnership is funded by DIDTETA who funds 40 learnerships

Through FEBDEV, the project is also linked to support agencies such as Sempi's Business Centre and ABSA Busicore which give learners support, once they have completed the course and have established their own SMME.

Because starting and developing SMMEs is part of the focus of the National Skills Development Strategy, the partnership operates as a learnership through DIDTETA. This SETA is the funder of the 40 learnerships comprising the programme, and offers a National Certificate in Venture Creation to all graduates who successfully complete the training. If finances permit, more youths are expected to undergo training interventions in the year 2004 and beyond.

Centurion Campus is currently in negotiations with the Services SETA for quality control. However, it should be mentioned that there is a Memorandum of Understanding between DIDTETA and Services SETA, and negotiations with the Campus is considered to be merely a formality.

5.2.4.4   Process of Establishing the Partnership

FEBDEV started by targeting FET technical colleges, which were already offering entrepreneurship classes, and welcomed their advice. After achieving success with the programme, some of these colleges offered to partner with FEBDEV to create satellite centres that serve local communities. FEDBEV had been working with Centurion Campus of the Tshwane South College informally since 1998. In 2002, the partnership was formalised. The Campus has on its board one of the DIDTETA members, who holds entrepreneurship initiatives dear to his heart, was keen for the partnership to take ground. As a result, the campus and FEBDEV entered into a formal partnership, in collaboration with DIDTETA. In September 2002, a formal written contract was signed and has since then been operating formally as a learnership through DIDTETA. All learners selected to take part in the learnership are required to sign a contract as well.

5.2.4.5   Scope, duration and costs

FEBDEV in conjunction with Centurion Campus (through EDI) provides an entry point to micro-business opportunities for entrepreneurs from Pretoria's poorest communities, and

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[9] The Foundation of Economic and Business Development (FEBDEV) is a non-profit Section 21 organisation in South Africa. Its headquarters, directed by Norma James and Marc Swanepoel, are in the Gauteng Province. FEBDEV promotes entrepreneurship, education and skills training targeted to the poorest groups in South Africa. It also provides planning, practical and management assistance to micro-business start-ups. FEBDEV is funded by the UK Department for International Development (DfID), ABSA, the Anglo-American Chairman's Fund, De Beers, South African Breweries, The Rotary Club: Claremont, and many provincial Departments of Education.

encourages entrepreneurial thinking among the unemployed and young people. It has created an action-learning methodology that engages students in a language-independent learning platform. Action-oriented learning uses programmes that do not split the learning process in to theory and practice, but combine the two to create a more stimulating learning experience. FEBDEV and EDI use this method to capture the interest of their learners and in doing so differentiate themselves from other organisations running business theory courses.

Courses/programmes are delivered over 12 months. The course focuses on providing the theory on how to establish a business, while at the same time it provides practical hands-on experience on what learner's need to do. The first phase started in September 2002 and ended in September 2003. At the end of September 2003, the EDI centre at Centurion campus enrolled a second group.

5.2.4.6   Recruitment

All participants in the EDI project are largely unemployed, from feeder areas to the Campus such as Olievenhoutbosch. The recruitment process is a responsive one. Potential participants are either sent to the campus from the Department of Labour or from other business centres linked to FEBDEV. For example, one learner in the venture creation programme heard about the learnership form the Sempi Business Centre where the learnership was being advertised. He contacted the centre who took his name down. He was later called by FEBDEV for an interview and was shortly afterwards placed in the training programme at EDI. Another learner followed an alternate route. She gave her CV to the Department of Labour and a few weeks afterwards she was invited by FEBDEV for an interview. The only requirement used for selection is that participants must have an interest in being an entrepreneur and opening up their own business.

5.2.4.7   Strategy, Management and Support to the Partnership within the College

Unemployed and unskilled people of all ages and circumstances are of great concern to Tshwane South College. The college undertook a needs analysis in response to the strategic plan developed after the merger. Following this needs analysis, the college felt that for the college to be responsive to community and industry, the needs should to be addressed in a strategic manner, and as a consequence, the needs have been incorporated in the college's Strategic Plan. These are as follows: RPL, ABET, learners with special needs and skills training.

The learnership is explicitly in line with the college vision and the strategic plan, which is to be responsive to both community and industry needs, and to do all that it can to prepare learners to become self-sustaining. Within this understanding, the campus is developing responsive programmes in collaboration with its partners, such as FEBDEV.

The EDI project is managed by jointly by EDI and FEBDEV. Effective cooperation, commitment and having a common vision and goals have been critical to successfully managing the process. The key is to set concrete goals and take small achievable steps. Important in this process is to critically evaluate efforts, report back to clients and supporters, and adapt as needed. The organisation also engages external evaluators on a regular basis to provide critical feedback on projects.

5.2.4.8   Curriculum, teaching and QA

FEBDEV and Centurion Campus were faced with a problem in formulating the curriculum. The problem is that entrepreneurship courses are generally too theoretical and formulaic to hold the attention of the learners or the lecturers. FEBDEV decided it may have the answer: the action-learning methodology. After all, how can you lecture entrepreneurship when it is much more about practice than theory? FEBDEV cooperated with technical colleges to change their teaching method from lecture-based to interactive learn-by-doing. Students and teachers both thrived in the new environment, and sensed that the theory had become practical.

The partnership has significantly impacted on the curriculum and teaching of the Centurion Campus through the adoption of FEBDEVs action-learning methodology.   FEBDEV's Enterprise Development Programme has evolved as a comprehensive course that provides the practical and theoretical skills to start a small business. The action-learning method leads participants through a series of Simulated Learning Experiences. English is taught to those who need it for their chosen profession, although it is not necessary for the course methodology.

While learners are in the learnership, they are required to think about, plan and finally establish their own SMME. They are given some theory, but most of the learnership is practically-orientated.   Essentially, it is an on-the-job application programme where learners act as their own employers. Learners who were interviewed said that they are now qualified and skilled on how to run a business – "I can do a budget, manage finances, write my own business plan and even do a bit of marketing and research. I am in a better position to negotiate deals, and I am more confident to do this now because of EDI and FEBDEV".   Another learner said that "I am doing what President Mbeki said, we must take up and be responsible for ourselves, and that is what I am doing".

Photo 6: *A group of young learners working on their business plans on the computers at EDI.*

Providing learners with support is a necessary component of this initiative. Weekly review sessions are conducted with the learners by campus staff. Learners said they come once a week to the campus to report what they have done in their lectures. Quality assurance is important to the project, although the necessary measures are not yet fully in place. Most of the quality assurance is maintained by FEDBEV.   At the moment, there is a Memorandum of Understanding between DIDTETA and the Services SETA, but the campus is in the process of formalising the linkage with Services SETA, so that the programme can be quality controlled.

5.2.4.9 Employability

Both FEBDEV and Centurion Campus are in constant contact with students. This is done through weekly review meetings. During these meetings, progress on the SMMEs is assessed, and support is given, where necessary, by the campus lecturers and staff involved in EDI. As part of the financial assessment, lecturers also keep cash books, and together with the learners they check aspects such as income, expenditure and profit.

Formal employers are not involved in the project, although the campus is working with FEBDEV to establish links to industry, in order to link learners to the labour market.

Because learners are "phased into income generating activities, the recruitment of learners to jobs after training is 100% successful", says the EDI manager. The target is gainful self-employment of all learners in the learnership. Continual support and guidance ensures this, for example, through follow up meetings.

The success of the project is reflected in the SMMEs that are established and the turnover that they are beginning to make. For example, 6 months ago one learner started a brick manufacturing company. The campus, in support of this SMME, now has a close link with this company: the Construction Department recruits services from him i.e., to supply bricks. This learner makes enough money to pay rent and has successfully managed to get machines in his yard to make bricks. These machines cost R56,000-00. The learner did not have the necessary funding to purchase the machines. Instead, he used his skills and managed to get the machines donated/sponsored by ABSA Busicore (with the help of EDI). He says his business is doing "very well". "I have established a relationship with Concor who were looking for a BEE company – I supply 40% of my bricks to Concor.

Another learner has opened up her own SPAZA shop, "Nomakajani", which is based on her home property. She sells biscuits, sweets, cigarettes, chicken feed and chicken giblets. She is pleased with the results and even has her grandmother helping out when she is not able to be at the shop. She is putting profit into the bank and getting a salary every month. She said on cigarettes alone, she makes R100 per week and in a month she makes close to R400. She is very happy with the skills she has learned and is even willing to come lecture at the campus for the next training phase.

5.2.4.10 Benefits

The partnership has been hugely beneficial:
- The most tangible benefit of the partnership for the college is that it provides a platform for a working relationship with other partners. It also allows the college to meet it targets set in the strategic plan.
- For learners, who are the primary beneficiaries, they learn how to be self sufficient, to make money to support themselves. Many graduates report a higher level of self-confidence and have done things they would not have imagined before, such as opening a bank account. The programme has given them the basis for becoming successful business people. While on the learnership, they are given an allowance of R140 per week to cover transport, stationary, and even to buy products to sell. This is funded by DIDTETA. The amount is very small, but once the Services SETA gets involved, the campus along with FEBDEV, hopes to give learners a bigger allowance.
- FEBDEV benefits because it is doing what it initially set out to do. FEBDEV celebrates the entrepreneur, because entrepreneurs ultimately have multiple effects. A citizen moves from unemployment to employer, transforming the poorest communities in South Africa.

5.2.4.11 Social Issues

HIV and AIDS is included in the curriculum. Participants are provided with information about HIV and AIDS, how it is spread, how it can be prevented, etc., through a life-skills programme. The campus has a learning support office with a full-time counselor. Learners involved in the learnership have access to this office at all times.

The partnership deals with gender equality though its selection criteria. Thus far, there have been 40% males and 60% females. The campus works on the premise that all men and women are equal in the labour market, and will, therefore,accommodate any learners despite, age, gender, race or disability.

5.2.4.12 Success Factors and Sustainability

According to our respondents, the lifeblood of the project is the DIDTETA funding.

The main factors governing its success are:
- Committed, enthusiastic, dedicated staff
- Quality training
- Ownership and local buy-in
- Linkages and partnerships developed with a broad range of stakeholders
- Effective support structures and mechanisms where viable business ideas are changed into success stories through follow-up and mentoring to individual entrepreneurs.

5.2.4.13 Challenges

FEBDEV's graduates in entrepreneurship generally face two challenges: getting investment funding for their business plans, and having appropriate infrastructure to operate their businesses. For investment funding, FEBDEV has established an annual funded business plan competition and enlists the Rotary Club of Claremont to provide venture capital and small grants for micro-entrepreneurs. For infrastructure and sustainability, it has partnered with the Rotary Club and plans to build an office park with offices for entrepreneurs as they start employing people. Most political and community obstacles were obviated by FEBDEV's strong relationships with government, educational institutions, and local citizens. FEBDEV has learned to create balanced, engaged, and community-oriented steering committees in order to deliver on the vision of its community centres.

A second kind of problem in fostering entrepreneurs is psychological. Most people want simply to get a job, rather than being an entrepreneur. Entrepreneurial behaviour has a multiplicative effect, though, because entrepreneurs employ people in local communities, whereas employees support only themselves. Although FEBDEV arranges for internships and a gradual transition into the workplace, it has simultaneously worked on developing the image of entrepreneurialism amongst young people. By celebrating entrepreneurial accomplishment and partnering to provide venture capital funding, FEBDEV in conjunction with EDI at Centurion Campus hopes to encourage a new generation of entrepreneurs in the poorest communities of South Africa.

Finally, funding is a problem for the Campus: further funding by SETA or the National Skills Fund is highly recommended to make the partnership a sustainable one.

5.2.4.14 Conclusion

This partnership seems to have overcome one of the most difficult problems in providing training and support to SMMEs: the problem of accessing state funds. It would be highly instructive for the rest of the sector if the project were to share the know-how for doing this.

CHAPTER SIX:

LESSONS FROM THE CASE STUDIES

6.   LESSONS FROM THE CASE STUDIES

It may be expected that campuses which traditionally served historically disadvantaged communities would have a greater propensity to deliver SMME programmes, given the relative paucity of formal sector opportunities for their client communities. This is generally the case in our sample of four SMME projects, although it is noteworthy, that one of these case studies is delivered by an HAI college.

Conversely, one might have expected the HAIs to predominate amongst formal sector programmes, and again this expectation is generally met, although one of our six formal sector case studies is operated by an HDI.

These patterns indicate that, while campuses are generally constrained by history in terms of client communities and programme orientation, individual FET campuses are transgressing these boundaries, within the framework of the new skills development climate.

6.1   Formal sector partnerships

6.1.1 Purpose

Of the six formal sector partnership projects, four were initiated by employers in order to provide a supply of suitably trained workers: the Alarm Technician Learnership (ADT), the training programme for slot machine technicians (Montecasino), the pre-apprenticeship T-TEP programme (Toyota) and the programme in aeronautical engineering (SAAB). These four partnerships occur in the services, entertainment, motor manufacturing, and high-tech engineering sectors of the economy. In the first instance the employers have established these programmes for their own benefit, but also understand that the training is benefiting other businesses in the sector too, and indeed the country as a whole. Only the first of these is a learnership. The second is an apprenticeship, with a learnership in application. The remaining two business-initiated partnerships have applied for registration as learnerships. All three partnerships, which have lodged applications with the relevant SETAs, expressed frustration at the slow response.

Two of our formal sector case studies were initiated by the SETAs, within the context of their Sector Skills Plans, which had identified scarce skills in sectors of high growth or growth potential: Wholesale and Retail and Tourism. Both are formally constituted learnerships. Learnerships confer many benefits on all the partners involved. Colleges receive tuition fees for learners, which result in increased enrolments. In addition to having their fees paid, learners receive a stipend, work experience and a certified qualification. Businesses receive tax rebates and allowances. And, at a broader level, the country benefits by having more highly skilled workers and increased levels of productivity.

6.1.2 The partners and their roles

There are four sets of potential partners in each of these formal sector projects: learners, businesses, colleges and state or parastatal organisations (e.g., the SETAs, the DoL, the DoE, Ntsika, the NDA, the Umsobomvu Youth Fund). Their roles are set out below:

Learners	Colleges
• Receive training • Provide labour	• Provide training • May initiate partnership programmes
Businesses	State agencies
• Provide work placements • May provide in-house training • May provide employment, post training • Provide finances, either indirectly through the skills levy, or directly to the programme • May initiate programmes	• Provide strategic direction • Accreditation and QA • Certify learners • Provide finances • May initiate programmes

Any partnership is a mechanism for simultaneously satisfying the needs of all partners.

6.1.3 Process of establishing the partnership

Two-thirds of the six formal sector partnerships were initiated by the private sector and the remainder by the SETAs. While our sample cannot be deemed to be representative of all partnerships of this kind, and hence care must be exercised in drawing conclusions, it would seem that colleges are lagging behind the public and private sectors in creating new training opportunities through partnership projects. However, existing partnerships and networking activities certainly position colleges to `be in the right place at the right time', in order to capitalise on emerging opportunities. Nevertheless, colleges could be more pro-active in establishing new programmes which are responsive to the labour market.

6.1.4 Scope, duration and costs

The two company in-house programmes (6 – 24 learners *pa*) generally take significantly fewer learners than college-based training programmes (20 – 80 learners *pa*).

The six training programmes cluster around NQF Level 4, with a modal length of one year, although, collectively, they span a range of levels and may be shorter or longer than a year.

In terms of funding, the three learnerships are financed by the SETAs. This includes the statutory stipend for learners, fees for the college and tax rebates for participating employers. The in-house Montecasino programme is funded by the company, and includes stipends for learners. The SAAB partnership is generously funded by the company. This includes bursaries for learners, equipment for the college and overseas training for staff. Learners fund their own participation in the T-TEP programme, in the hope that they will be selected for a fully funded in-house Toyota apprenticeship.

6.1.5 Recruitment

The colleges play a central role in recruiting learners for these partnerships. In the case of two of the programmes – Toyota T-TEP and Montecasino – the only role of the college is to provide suitably trained and screened learners for company in-house training. In the case of both the other company-initiated projects and the SETA-initiated learneships, the college recruits for its own training programme.

Recruits must all meet qualification requirements to enter the partnership programme. In addition, 5 of the 6 formal sector programmes apply other screening techniques: these generally involve written literacy and numeracy tests and an interview, while some also

apply psychometric tests. The widespread application of these screening procedures indicates that the partners do not have a great deal of faith in the ability of learners to cope with the intellectual and manual demands of the training programmes. This is a vote of no-confidence in the schooling system to produce the foundational competencies required to enter these programmes.

6.1.6 Strategy, Management, and support to the programme within the College

Partnerships are an integral part of the new skills training landscape. The formation of partnership projects is implicit in the drive to learnerships, which are formal arrangements between learners, the state, colleges and employers. As such, the promotion of partnerships is part of the core business of the SETAs and colleges. In the case of our six formal sector case studies, all the colleges are committed to the promotion of partnerships in both their strategic plans and organisational arrangements. These are lessons which may be important for colleges which are not yet successful in partnership formation.

6.1.7 Curriculum, teaching and QA

The development of curricula for the formal sector case study projects occurred through a variety of different routes. Of the three learnership projects, the company (ADT) played a pro-active role in developing the curriculum for the programme it initiated. For the other two learnerships, the SETAs were more pro-active in setting standards, although the curricula were developed by the colleges.

The international partnership at Centurion campus is using a Swedish curriculum, but has applied for South African accreditation. The Montecasino project uses an in-house curriculum, and has also applied for a learnership. The T-TEP project uses enriched N2 and N3 curricula: developing the curricula has been a collaborative process between participating colleges, the Toyota training centre and Toyota dealerships. In this case, too, the project has applied for its programme to be registered as a learnership.

Whatever the specific route to curriculum development adopted by each project, all curricula have been developed through a participative process in which the perspectives of business, the college, the SETAs and international partners, in varying degrees, have enriched the product. SETAs are missing important opportunities to participate in the development of industry-initiated curricula, two of which are led by world-class manufacturing companies.

6.1.8 Employability

Four of our formal sector partnership projects claim high levels of success (60-80%) in placing graduates in employment. In two cases, the colleges keep track of graduates, and in the other two cases it is the company that undertakes this role.
The W&R learnership project does not keep track of graduates and, therefore, cannot give figures for success rates in terms of employment. The T-TEP project, which has been in operation in South Africa for 11 years as part of a world-wide programme, has, in the past, placed 30% of graduates in apprenticeships in Toyota agencies. This virtually guarantees learners a job, although this figure has come down to about 5-10% in recent years.

In general, however, it is difficult to measure the success of any programme in equipping its graduates for the labour market. And, despite the claims made by certain colleges, tracking graduates systematically is not an easy task. Nevertheless, the importance of this

information for planning and evaluation purposes, and given the poor state of the knowledge base on this crucial question, it is essential that more detailed information is obtained on the paths taken by learners after having left college. This task is probably best undertaken by a province-wide research initiative commissioned by the Gauteng Provincial Legislature or the Gauteng Department of Education.

6.1.9 Benefits

The benefits of these programmes are fairly uniform across the different projects. For all four groups of partners – learners, colleges, businesses and government organisations – the overall benefit rests in the understanding that they are contributing to the national skills development effort, which in turn is directed towards promoting higher economic growth and greater prosperity in the country.

More specifically, the greatest benefit to learners is the acquisition of formal qualifications, work experience and increased opportunities for securing work. In addition, those who are participating in formal learnerships are paid a stipend.

Colleges benefit from the partnership projects by increasing learner numbers, gaining additional funds and building their networks with employers and government agencies, thereby opening further opportunities for projects of this kind.

Employers benefit through the building of a better trained workforce, being able to choose employees from among the learners in programmes of this kind, and by receiving tax benefits and a return on their skills levy contribution.

6.1.10 HIV and AIDS and gender issues

All the projects address the issue of HIV and AIDS through a life-skills component which forms an integral part of the training. Furthermore, colleges are increasingly recognising the need to provide a permanent campus facility for learner counseling and support on a range of health and safety issues. Three of the host campuses already have such a centre, and one is either being set up or planned at the other 3 campuses. However, few projects spoke with any understanding of how the HIV and AIDS epidemic is affecting their institution. It seems that South Africans still do not fully grasp the seriousness of the situation, and consequently have failed to develop appropriate measures for dealing with it.

Most courses still have a gender bias, depending on the field of study. Thus, the overwhelming majority of enrollees in engineering programmes are male, while women predominate in business studies. While most of the projects report that exceptions to these rules are becoming more frequent, there is still a long way to go before gender inclinations in the labour market are changed to any significant degree. The current climate is, however, conducive for achieving higher levels of equity across jobs: for example, colleges and businesses pointed with pride to the increasing number of exceptions to traditional gender stereotypes in their enrolment and employment patterns.

6.1.11 Success factors and sustainability

The essential feature of all successful partnerships of this kind is to find a set of complementary needs – the workplace requires skilled person power, training providers the capacity to deliver required skills, learners the required entrance criteria, and funders a home for resources earmarked for skills development in the country. Indeed, partnership projects provide the mechanism for putting these needs into a complementary relationship.

The role of state departments and parastatal institutions is to direct, facilitate and co-ordinate partnership arrangements.

All the formal sector case studies we describe fit this model. For example, the Alarm Technician Learnership is located in an expanding private security industry in which the need for skilled technicians is growing, and in which there are numerous job opportunities and workplace sites suitable for providing on-the-job training. Similarly, South Africa's arms deal has provided opportunities for local training institutions to partner with more highly skilled counterparts overseas, in order to build local capacity to provide high-tech training. And, to pick a third, highly attractive example, the expansion of the tourism industry is providing many opportunities for instituting partnership training arrangements. These arrangements are blossoming in response to South Africa's recent explosion as a premier tourism destination.

6.1.12 Challenges

The main concerns of learners are three-fold: the knowledge competencies required to enter and complete college courses, money to support their studies, and jobs on completion of the programme. Partnership projects of this kind can do a great deal in addressing the third of these issues, and, as we have seen above, they seem to be achieving some success in this area, although, as we have pointed out, far more information is required. However, although a lack of suitable training may be a significant brake on formal sector economic development, it does not create jobs. Thus, there is only so much that partnerships can do to address unemployment. Nevertheless, there are strong indications that South Africa's formal economy is not achieving optimal efficiency due to low levels of education and skills. Thus, the best way of maximizing the impact of training programmes is to ensure that they target skills which are in demand. This, in turn, requires careful research into local labour market conditions, and maintaining contact with the business sector.

The best partnership form for addressing the second of the students' concerns is the learnership, which not only pays tuition fees, but also provides a stipend to the student. All the formal sector partnerships investigated either have registered as learnerships or are attempting to do so. However, all parties falling into the latter group have expressed frustration that the relevant SETA is holding up the process.

The low levels of knowledge and skills which students bring to the college, which are the result of a poor GET education, create hurdles at both the entry level to FET programmes, and to success rates in completing such courses. This is a problem which goes far beyond the ambit of the present study, but the solution of which is a prerequisite to improving both the quantity and quality of college graduates.

Challenges for colleges include a shortage of trained staff, particularly at the high-tech end of the skills spectrum.

6.1.13 Conclusion

Our studies confirm findings which have been established in other research programmes. The most obvious point is that training does not create jobs, but lack of training may be a significant inhibitor of economic development. Thus, the trick is to find a set of complementary needs – between workplaces requiring skilled person power, training providers with the capacity to deliver those skills, students with the required entrance criteria, and a source of funds looking for a home. Indeed, partnership projects provide the mechanism for putting these needs into a complementary relationship.

All the case studies we describe fit this model. For example, the Alarm Technician Learnership is located in an expanding private security industry in which the need for skilled technicians is growing, and in which there are numerous job opportunities and workplaces to provide on-the-job training. Similarly, South Africa's arms deal has provided opportunities for local training institutions to partner with their more highly skilled counterparts overseas in order to build local capacity to provide high-tech training. And, to pick a third, more peaceful example, the expansion of the tourism industry is providing many opportunities to institute partnership training arrangements.

It would seem that the most difficult and important step in the process of setting up any successful formal sector partnership is to identify a suitable labour market niche at which to pitch the programme. Colleges can do a lot more in this regard, through careful research into local labour market needs. Our research indicates that this process is greatly assisted by the cultivation on the part of colleges of networks with local employers.

6.2   SMME partnerships

6.2.1   Purpose

SMME projects may provide skills for entrepreneurs who are already self-employed, or they may be motivated by adult or youth unemployment, in which case their aim is to stimulate the development of new entrepreneurs. Only one of our four case studies in the SMME sector – the Kwa Thema campus project – falls into the first category.

One project – the Centurion campus Venture Creation Programme – is a formal learnership.

6.2.2   The partners and their roles

The categories of partners include those for the formal sector, but here the business partners may be SMMEs or from the formal sector. In addition, partners in the SMME sector may include an additional type: Non-governmental Organisations (NGOs). The respective roles of the different partners are summarised below:

Learners	Colleges
• Receive training	• Provide training
• May be current or prospective entrepreneurs	• May initiate partnership programmes
Businesses: SMMEs	Businesses: Formal sector
• May provide work placements*	• May initiate programmes
• May provide employment for learners after training*	• May procure services from trainees
	• Provide finances directly to programme
	• Provide support to learners
State agencies	Non-Governmental Organisations
• Provide strategic direction**	• Provide on-site support
• Accreditation and QA**	• May initiate programmes
• Certify learners**	• May provide some of the training
• Provide finances**	• Provide community links

* These functions are theoretically possible, but we found no examples in our four case studies.
** These functions were only found in one case study.

6.2.3 Process of establishing the partnership

Two of our four SMME case studies were initiated by the business sector. In the case of the Nissan Incubation project at Shoshanguve campus, it was started by Nissan in order to provide a livelihood to workers retrenched by the company. The Kwa Thema campus project was initiated by the Springs Chamber of Commerce in order to build the SMME sector, so that companies who are members of the Chamber are able to procure services from these entrepreneurs, and so meet their BEE targets.

The other two projects were initiated by NGOs. In the case of A Re Tswaranang, the programme was started by a network of NGOs working very closely with the community. The Venture Creation project on Centurion campus was initiated by FEBDEV, an NGO working nationally in the field of SMME development.

6.2.4 Scope, duration and costs

The projects all claim to be benefiting significant numbers of learners, the smallest being the Venture Creation learnership, which takes in 40 participants per year.

Training varies from short courses of a few weeks, to longer programmes of up to 18 months, although generally they are substantial. All training is accompanied by on-site mentoring and support in creating and maintaining a small business.

The two private sector-initiated projects are funded by the businesses concerned. The learnership is funded by the DIDETA SETA, while A Re Tswaranang raises its funds from a variety of donors, including the National Development Agency, the Italian Embassy and the Department of Social Development. All three projects are currently without SETA registration, but are attempting to formalise relationships with the relevant SETAs.

6.2.5 Recruitment

In the two business-initiated programmes recruitment is done by the companies; in the case of the Nissan project, the company recruits from its retrenched workers, and, in the case of the Kwa Thema project, learners are recruited from a database kept by the Business Linkages Centre.

The two NGO-initiated projects recruit participants through their community networks.

6.2.6 Strategy, management, and support to the programme within the college

As in the case of the formal sector programmes, the partnerships in our sample which have an SMME focus are part of a strategy which has support from the highest levels of college management. Such a strategy includes the allocation of significant resources for partnership development and management.

Since both existing SMME owners and potential entrepreneurs require extensive support to find and execute work, outside agencies play a central role in each of our four case studies. In the case of the two NGO-initiated projects, the NGOs provide support and mentoring. In the case of the Kwa Thema project, the Business Linkages Centre plays this role. Only in the case of the Nissan project does the campus provide the support, using funds from Nissan.

6.2.7 Curriculum, teaching and Quality Assurance

The Venture Creation programme, as the only registered learnership amongst our four SMME case studies, is fully recognised by a SETA, even though the curriculum is based on FEBDEV's innovative action-learning methodology. Thus, it is subject to the normal SETA QA processes.

The other three programmes have all based their curricula on SAQA unit standards and all three are attempting to establish a more formal relationship with their respective SETAs. For these programmes, QA is currently undertaken by the college. The two industry-initiated projects have both had close business involvement in the development of their curricula.

6.2.8 Employability

Learners in the Kwa Thema programme, the only one which works with existing entrepreneurs, bear strong testimony to how the project is assisting them in their businesses. This is done through developing their business skills, supporting them to implement these, and increasing their business opportunities through contracts with companies participating in the project, through the Business Linkages Centre. They have secured significant volumes of new contracts through this mechanism.

The Nissan Incubation project, working with unemployed adults, is too new to be able to demonstrate its success, although it is very confident that its graduates will be able to create their own employment. The other two programmes, whose targets are unemployed youth, claim very high success rates in work creation on the part of their graduates.

6.2.9 Benefits

Benefits to learners, colleges and, for those programmes involving business partners, the private sector, are very similar to those which obtain in formal sector projects. In addition, the business partners are able to fulfill their BEE targets through the partnerships. The two NGO-initiated projects, which are community-based, claim community upliftment benefits.

6.2.10 HIV and AIDS and gender issues

Here too, the situation is very similar to that for formal sector partnerships. Education and counseling programmes are in place, but these would appear to be adopting a more subdued profile than is required by the urgency of the situation.

6.2.11 Success factors and sustainability

Adequate funding to run the programmes and to support learners in creating their own work are essential to the success of SMME programmes of the kind described in our case studies. The most sustainable form of funding is that derived from a SETA, through a formal learnership. Only one of these projects has achieved this, but the other three are all pursuing it.

The climate in the country, with an increasing focus on BEE, is conducive to directing work towards disadvantaged SMMEs.

6.2.12 Challenges

As in the case of formal sector programmes, bottlenecks in the SETAs appear to present our SMME projects with considerable challenges. Only one of the four partnership projects studied has achieved learnership status, although all have applied.

Furthermore, training and support are only two of the elements required to foster successful entrepreneurs. One of the main additional factors and barriers currently, is the lack of start-up capital. Here, it seems that state institutions such as Ntsika and the Umsobomvu Youth Fund are not very efficient in supporting SMMEs.

6.2.13 Conclusion

We found convincing evidence that the programme which works with existing SMME owners on the industrialised East Rand is greatly assisting these entrepreneurs to consolidate their operations.

However, there is not enough information to assess the extent to which the other three projects in this sector are fostering successful entrepreneurial behaviour among unemployed youth and retrenched workers in the semi-rural North-West parts of the province. Keeping track of the graduates of such programmes is a notoriously intractable problem, requiring considerable resources and patience. More research on this question is urgently needed in order to establish the effect such programmes are having in equipping unemployed people to create work for themselves.

A second observation is that skills training for entrepreneurs needs to be an ongoing activity which addresses three kinds of needs:

• the hard skills required to deliver the service, be this coffin-making or screen printing;
• business skills, such as financial management and business planning; and
• an array of wider skills which relate to an understanding of the labour market, ranging from knowledge about the Workman's Compensation Act to understanding how tender procedures work in different sectors.

Clearly, in order to address such an array of skills requirements, training needs to be an ongoing process, accompanied by intensive support and mentoring. It is not a `once-off' event.

A third point to emerge from our case studies is that SMME programmes may be driven by business groupings, such as the Springs Chamber of Commerce, by NGOs, such as FEBDEV, or by community organisations such A Re Tswaraneng in Shoshanguve.

Finally, supply-side measures, such as skills training, may be important for increasing the chances of SMME success, but they are by no means sufficient. The provision of capital and linkage services, which connect SMMEs with labour market opportunities, greatly enhance chances for success.

6.3   POLICY CONSIDERATIONS

In addition to the sector specific lessons discussed above, there are lessons which emerge from a collective view of all ten studies. These lessons illuminate some of the policies and practices prevalent in the Skills Development terrain which either hinder or facilitate the achievement of the goals of the National Skills Development Strategy (NSDS).

The first point to be made in this regard is that all ten programmes we surveyed appear to be consonant with the spirit of the NSDS: the development of theoretically-informed and practically-relevant skills which are responsive to the demands of the labour market.

Following from the first point, one has to ask the question: if the programmes are all fulfilling the aims of the NSDS, why are they not all being funded by the National Skills Fund (NSF), or some other instrument of the fiscus, particularly in view of the large pool of unspent funds lying dormant in the SETAs? It would seem that there are at least four kinds of factors involved in answering this question:

- **Lack of proactive behaviour by colleges.**
  It would seem that some colleges are not sufficiently aware of the opportunities provided by the array of funding windows allied to the NSDS. For example, one has to ask the question why, if Centurion Campus is able to construct a SETA-approved learnership for unemployed prospective entrepreneurs, can the other campuses active in this sector not manage to do the same? Admittedly, the array of institutions and regulations governing the NSF must be daunting to say the least, and it must require considerable skill and time on the part of colleges to find a way through this maze. A solution to the problem may be to document the experiences of successful initiatives such as the Centurion Venture Creation programme, detailing the practical steps required to fulfil the SETAs regulations. Given the time at our disposal and budgetary constraints, the present research study was unable to get to this level of detail.

- **Lack of proactive leadership on the part of some SETAs.**
  At least some of the learnerships described in our case studies arose from a well-planned and carefully implemented programme on the part of the relevant SETA. The Tourism learnership regulated by THETA and administered by Roodepoort Campus is a case in point. In this regard, it would be instructive for the SETA to share with other SETAs the steps involved in identifying the need for a specific learnership, and in planning and operationalising the initiative.

- **Inadequate administrative skills on the part of some SETAs and colleges.**
  A number of colleges stated that they have applied for SETA accreditation for their programmes and have been awaiting replies for several months. It is not clear whether the problem stems from inadequate documentation on the part of the college, or inadequate administrative capacity to process the application on the part of the SETAs concerned.

- **Policy gaps within and between the various articles of legislation and regulations governing the field of education and training.**
  It is perfectly understandable that, in order to qualify for financial support from the NSF, training needs to be substantive, relevant and of a high quality. The NSDS response to these criteria is to fund mainly learnerships, with rather insignificant amounts allocated for other training vehicles. Yet, our studies show that there is much excellent training being provided that does not fit the learnership model. A case in point is the T-TEP programme administered by Ellis Park Campus. This

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would appear to be an excellent course, based on up-to-date theory and backed by workshops using the latest equipment in the automotive field, the current star turn in South Africa's manufacturing sector. Yet the project does not qualify for NSF funding.

This is linked to a broader problem. On the one hand, DoE subsidies for training delivered by the FETIs are restricted to the old NATED programmes. This is not necessarily a problem in itself, since popular perceptions to the contrary notwithstanding, many of these programmes remain relevant to the needs of fundamental sectors in the economy. Nevertheless, there is a need to provide space for the development of innovative programmes which respond to the demands of local labour markets, within a national framework which ensures that minimum standards are met. The DoE has made no progress in developing a policy framework for resourcing the development and delivery of new curricula which meet these requirements.

On the other hand, the FETIs are unable to secure resources to develop such programmes through the NSF, given its narrow focus on learnerships. This situation has led the Western Cape Education Department, in frustration at not being able to fulfill the demands of the new Qualifications and Assessment Framework (QAF) for the FET curriculum due to commence implementation in 2006 and unable to obtain funding from either the DoE or the NSF, to secure a special grant from the provincial treasury to fund the development of programmes in line with the QAF. At the same time, UMALUSI is commencing an initiative aimed at overcoming the paralysis resulting in the inability on the part of the DoE to formulate a new curriculum framework for the colleges.

6.4   SOCIAL CONSIDERATIONS

On the issue of HIV and AIDS, we found the ubiquitous inclusion of a Life-Skills component in the training programmes surveyed. However, few projects spoke with any understanding of how the epidemic is affecting their institution. It seems that South Africans still do not fully grasp the seriousness of the situation, and consequently have failed to develop appropriate measures for dealing with it.

On the issue of gender, it would seem that gender stereotypes continue to structure the demographic profiles of the majority of training programmes.

CHAPTER SEVEN:
CONCLUSIONS AND RECOMMENDATIONS

7. CONCLUSIONS AND RECOMMENDATIONS

We structure the following set of recommendations around our six research questions. These fall into three groups: those relating to partnership models and how they are established, those relating to government policy and support, and those relating to HIV and AIDS and gender issues. By and large, our conclusions and recommendations apply equally to the formal and SMME sectors, with the exception of special measures required to effectively support SMME programmes.

In the first instance, our recommendations are directed towards our client, the Gauteng Provincial Legislature, and its administrative counterpart, the Gauteng Department of Education and its component institutions, including the FET colleges. These recommendations are offered in the interests of:

- Improving the effectiveness of existing partnerships, and
- Stimulating the development of new partnerships.

In the second instance, our recommendations also signal steps that can be taken by other partners – individual businesses, business organisations such as Chambers of Commerce, and state and parastatal institutions – towards the above aims.

7.1 Models, employability and partnership establishment

Three of our research questions fall into this broad category:
- Which models of college-industry partnership are most effective in improving graduate employability?
- What is the relationship between different labour market conditions, specific industry characteristics and the form of partnership established?
- What are the steps required to establish successful partnerships?

Conclusions

Our first conclusion in regard to these questions is that there is only one partnership model: one which simultaneously satisfies the needs of four sets of partners: business, learners, colleges and government. Within this principle, there is no one format which constitutes the proverbial magic bullet. Partnerships may be initiated by a business in response to its own labour needs, by a SETA in response to identified industry demands, or by a college, in response to either. South Africa's legislative framework and funding regime for skills development facilitate all three processes.

The primary impetus for the National Skills Development Strategy (NSDS) comes from the legislative framework, five-year plans, and a host of charters, regulations and incentives. In this regard, government is certainly fulfilling its function in directing, stimulating and co-ordinating skills development. The NSDS incentivises SETAs, businesses and colleges to establish partnerships, implement training and seek placement opportunities in response to labour market needs. The ideal partnership form is the formal learnership, and all parties need to focus on ways of eliminating bottlenecks in the establishment of learnerships. At the same time, some space should also be provided for non-learnership programmes so as to maximise the space for innovative projects which fall outside the framework of learnerships, and which may provide important new models for general use and/or useful solutions to local problems.

In terms of implementation, our research indicates that, to date, business has been quicker to respond to the challenges posed by the NSDS than either the colleges or the wide array of state and parastatal institutions. Only half of the six formal sector projects have received learnership status, although all have applied. The inability on the part of many partnership programmes to access skills levy funding leaves the programmes vulnerable to loss of finance and an unsustainable future. Similarly, none of the colleges involved in our six formal sector case studies has succeeded in obtaining funding from the DoE for programmes which do not comply with Report 191 requirements. The unevenness in response from different partners is inhibiting the full implementation of the NSDS vision.

The colleges in our sample have, by and large, played a responsive role in the partnership projects in which they are involved. Two factors have been instrumental in securing their role in these partnerships:

- A high level of commitment on the part of the college, in the form of an explicit focus on partnerships in the College Strategic Plan, the allocation of resources, and support from the highest levels of management.
- The maintenance of networks with local businesses, which puts the college `in the right place at the right time' to take advantage of the partnership opportunities offered by employers.

However, in order to become more pro-active in establishing new partnerships, colleges need to open up new opportunities for learners by identifying areas of scarce skill in their respective local labour markets. This step requires research into local labour market conditions.

Similarly, our four SMME sector case studies reveal that such partnerships may be initiated by formal sector businesses, communities or NGOs. Theoretically, they may also be started by SMMEs, although this is unlikely, given the size of such enterprises. Once again, the SETAs and other state and parastatal institutions appear to be the least responsive of all the sets of players, with all four projects having applied for SETA approval and only one receiving it to date. Furthermore, although at least three, if not all four of our sampled partnerships, would qualify for funding from at least one of the funding windows of the National Skills Fund, which is accessed through the provincial offices of the DoL, not one has received a grant from this source. Similarly, only one of our projects has succeeded in obtaining money from the NDA, while none have been successful in accessing grants from Ntsika or the Umsobomvu Youth Fund.

The question of the relationship between partnership programmes and employability in the formal sector is a complex one. One of the difficulties is that training, through its impact on current and prospective employees, may have two effects on production. First, a supply of skilled new job seekers will enable new businesses and those industries which are functioning below capacity to start new production, or to step up current levels of output. Second, appropriate and effective training enables current employees to work more smartly and efficiently. Thus, training may have profound effects on the economy, without necessarily increasing employment.

Against this background, although we cannot directly measure the effects of training on employment and production, it is reasonable to accept the testimony of business leaders particularly, but also of colleges and learners, that the formal sector training partnerships we studied are serving important needs in the labour market. Nevertheless, more information is needed concerning the post-college employment experiences of all graduates. While individual colleges may have tracking systems in place, these can, at best, follow graduates for two or three years, before they lose contact. There is, therefore,

no substitute for a major longitudinal research programme which systematically tracks college graduates over a number of years.

Concerning the partnership projects operating in the SMME sector, the evidence clearly indicates that the one programme directed towards existing entrepreneurs is assisting them to become more productive and to access an increased volume of contracts. However, there is not enough information to assess the extent to which the three SMME projects aimed at fostering new entrepreneurs among unemployed youth or retrenched workers are succeeding. Keeping track of the graduates of such programmes is a notoriously intractable problem, requiring considerable resources, expertise and patience.

Recommendations

> **Recommendation 1:** For those colleges which have been less successful at partnership formation, it is recommended that they:
> - Generate institutional commitment to the establishment of partnerships, through strategic planning involving all levels of management, and the commitment of resources, including personnel, dedicated to the pursuit of partnership programmes.
> - Establish networks with local businesses, with the specific aim of exploring partnership opportunities.
>
> **Recommendation 2:** Both for those colleges seeking to set up partnerships for the first time and those which have demonstrated some success in the past and wish to become more pro-active, it is recommended that they investigate local labour market skill shortages, through research. This step, in turn, will require either that research capacity be developed within the college, or that such work be contracted out.
>
> **Recommendation 3:** It is recommended that the GPL/GDE stimulate the implementation of Recommendations 1 and 2 in Gauteng Colleges, through the circulation of policy directives and best practice case studies. One way of starting to achieve the latter step is to ciculate an abbreviated version of the current research report, and hold discussion fora on the findings contained therein.
>
> **Recommendation 4:** It is recommended that the GPL/GDE consider a longer term strategy through which individual colleges may develop areas of specialisation in different labour market sectors. This will enable colleges to develop higher levels of specialist expertise in their respective niche fields, thus increasing the impact of their skills training, and the effectiveness of their partnership projects.
>
> **Recommendation 5:** It is recommended that the GPL/GDE commission a research project which tracks the course of college graduates, from a variety of programmes – including both formal and SMME sector courses. The purpose of such a study would be to delineate and understand the various pathways taken by graduates towards further study, employment in different sectors of the labour market, or unemployment.

7.2   Policy and support

Two of our research questions fall into this category:

- Which models of strategic support to colleges by, *inter alia*, SETAs and government departments are most effective in promoting successful partnerships?
- Which policy elements are conducive to or inhibitive of successful partnerships?

Conclusions

Our research has highlighted the slow response of the SETAs to applications for registration by partnership projects as a bottleneck to the registration of learnerships. This applies equally to partnerships directed towards the formal and SMME sectors. We further noted that this bottleneck may be caused by a number of possible factors, most notably:

- The unfamiliarity on the part of colleges with SETA requirements, and hence applications which are deficient in one or other way.
- Administrative inefficiencies on the part of the SETAs.

Another bottleneck, which is at least as serious in hampering the development by colleges of programmes which are responsive to local labour market conditions, is the inability by the DoE to develop a curriculum framework for non-Report 190/1 programmes.

A third problem is the inefficiency of parastatal support agencies, such as the Umsobomvu Youth Fund, Ntsika and the National Development Agency, to respond to the needs of SMMEs.

A more fundamental and longer-term difficulty is the inadequate preparation provided by the schooling system for study of any kind at the FET level.

Recommendations

> **Recommendation 6:** It is recommended that the GPL/GDE engage with three sets of actors mentioned above – the relevant SETAs, the national Ministry/Department of Education, and those parastatal institutions whose brief it is to provide support to SMMEs – at the appropriate levels of seniority, in order to identify the causes of bottlenecks to delivery, to formulate processes for eliminating these and to set performance targets for future action.

> **Recommendation 7:** It is recommended that local business groupings examine the model established by the Springs Chamber of Commerce (and others) for training and supporting SMMEs.

> **Recommendation 8:** Regarding the poor foundation competencies exhibited by entry-level FET learners, it is recommended that the GPL/GDE examine ways to improve the effectiveness of the GET system to teach fundamental knowledge and skills such as reading, writing and calculating. This is a long-term project which must be tackled as the prerequisite first task for improving the development of the country's skills base at every level.

7.3   HIV and AIDS and Gender Issues

Our final research question falls into this category:

- To what extent do gender and HIV and AIDS considerations shape the partnerships and the nature of the support required?

Conclusions

On the issue of gender, it would seem that gender stereotypes continue to structure the demographic profiles of college programmes, although our case studies show that learners

are beginning to break out of these traces under the influence of the new skills development climate.

On the question of HIV and AIDS, all the projects address the issue of HIV and AIDS through a life-skills component which forms a part of their training programme. And, while many colleges are establishing campus facilities for learner counseling and support on health and safety issues, we felt that few projects spoke with any sense of urgency or understanding of the seriousness of the situation in relation to HIV and AIDS in South Africa.

Recommendations

> **Recommendation 9:** It is recommended that the GPL/GDE publicise success stories of individuals who break gender stereotypes – such as women in engineering or men in nursing – at all FET campuses in order to promote such practices and challenge the stereotypical view.

> **Recommendation 10:** It is recommended that the GPL/GDE circulate guidelines for HIV and AIDS education, counseling and support at all FET college campuses, and monitor adherence to the guidelines.

CHAPTER EIGHT
REFERENCE LIST AND APPENDICES

REFERENCE LIST

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APPENDIX A: LIST OF INTERVIEWEES

Partnership Name	Interviewee Name	Party	Mode of Interview	Role in partnership
Wholesale and Retail Learnership: Tshwane North FET – Pretoria Campus	1. Juliet Jones	Government	Telephonic	Education and Training Quality Assurance Manager for W&R SETA
	2. Tebogo Magabudi	Government	Face to Face	Learnership Manager of W&R SETA
	3. Helen Koorzen	FET College	Face to Face	Learnership Coordinator for Tshwane North FET
	4. Marieta Swart	FET College	Face to Face	Skills Manager and HOD for learnership development for Tshwane North FET
	5. Dave	Industry	Telephonic	Representative for Contract Marketing – one of the private companies involved in the learnership ; responsible for overseeing the training programme at the company
	6. Cynthia	Learner (Graduate)	Face to Face	Previous N6 Business Studies graduate in Secretarial administration from Pretoria Campus. Participating in learnership to get workplace experience.
	7. Sophy	Learner (Graduate)	Face to Face	Previous N6 Business Studies graduate in Secretarial administration from Pretoria Campus. Participating in learnership to get workplace experience.
	8. Tebogo	Learner (Graduate)	Face to Face	Previous N6 Business Studies graduate in financial administration from Pretoria Campus. Participating in learnership to get workplace experience
	9. Elizabeth	Learner (Graduate)	Face to Face	Previous N6 Business Studies graduate in Marketing from Pretoria Campus. Participating in learnership to get workplace experience
ADT Learnership: Tshwane South FET – Pretoria West Campus	1. Rietta Gabba	FET College	Face to Face	Project Leader
	2. Timothy Bekker	FET College	Face to Face	Training Manager for project and senior lecturer in electrical engineering for Pretoria West
	3. Peter Bezuidenhout	Industry	Telephonic	National Training Manager and learnership coordinator for ADT
	4. Roy Rawlins	Industry	Telephonic	HR manager for ADT
	5. Jonas Mapunyri	Learner (Graduate)	Face to Face	Participated in the ADT learnership last year. Was an N6 electrical engineering graduate at Pretoria West Campus. Was not offered job after learnership
	6. Anthony Black	Learner (Graduate)	Face to Face	Participated in the ADT learnership last year. Was an N6 electronics engineering graduate at Pretoria West Campus. Was employed by ADT as an alarm technician from March 2004.
SAAB Project: Tshwane South FET – Centurion Campus	1. P.W Butler	FET College	Face to Face	Chairperson sitting on both the South African and Swede steering committee for the project
	2. Rietta Gabba	FET College	Face to Face	Project Coordinator
	3. Welma Bouwer	FET College	Face to Face	Project Leader
	4. Julinda Adriaanse	FET College	Face to Face	Campus Head
	5. Bergt Hergart	Industry	Telephonic	HR vice president for SAAB SA
	6. Emmie	Learner (Graduate)	Face to Face	One of the few female learners currently doing the final module of the CNC training in the SAAB project – computer programmer. Was a previous electrical engineering student at the campus but later changed to mechanical engineering. Is graduating in July 2004 and has been recruited for an interview in one of SA's leading manufacturing companies for the position of CNC programmer.

Partnership Name	Interviewee Name	Party	Mode of Interview	Role in partnership
	7. Thulani	Learner (current)	Face to Face	One of male learners who has been recently offered the bursary to participate in the SAAB project – wants to do the TUT course. Was involved in the project since early 2004 but is very positive about finding a job at the end of his studies.
Learnership in Tourism and Events Support: South West Gauteng College: Roodepoort Campus	1. Vanessa Verster	Government	Face to Face	SGB Co-ordinator for the Tourism and Hospitality SETA
	2. Isabel Stein	FET College	Face to Face	Manager for programme development for SWGC: Roodepoort Campus
	3. Adrie van der Merwe	FET College	Telephonic	Skills Coordinator for SWGC: Roodepoort Campus
	4. Tamsile	Learner (Graduate)	Telephonic	An N6 level hospitality graduate currently participating in the tourism learnership at Roodepoort Campus – placed at Glenburn Lodge. Is hoping to stay on at Glenburn Lodge but will look elsewhere soon.
	5. Lissie DuBruyn	Learner (Graduate)	Telephonic	An N6 level hospitality graduate currently participating in the tourism learnership at Roodepoort Campus – placed at Glenburn Lodge. Has accepted a job as receptionist at Courtyard Bruma and will be starting in December 2004.
Montecasino: Central Johannesburg FET – Alexandra Campus	1. Mr Fassi	FET College	Telephonic	Institutional and Development Support Manager for CJC. Previous acting campus head for Alexandra College
	2. Mr Makhene	FET College	Telephonic	CEO for CJC
	3. Alex Moyo	FET College	Face to Face	HOD for engineering
	4. Lloyd Deinde	Industry	Telephonic	Training and development manager for Monte Casino
	5. Thabiso Messina	Learner (Graduate)	Telephonic	Participated in the training project at Monte Casino 3 years ago. Has since found employment at another casino as a slots technician.
	6. Themba Nkosi	Learner (Graduate)	Telephonic	Graduated from Alex Campus with a N5 level in electronics engineering. Is currently doing training at Monte Casino.
TTEP: Central Johannesburg FET – Ellispark Campus	1. Mr Jurie Botha	FET College	Face to Face	Campus lecturer in Engineering and who liaises with Toyota with regards to TTEP
	2. Mr Thys Pretorius	FET College	Face to Face	Campus lecturer in Engineering and assists with learner placements
	3. Mr John Hawkins	Industry	Face to Face	Toyota Technical Training Centre Manager
	4. /	Learner (N2 level learner)	Face to Face	Impromptu discussion after mid term exam with N2 level mechanical engineering learners
	5. /	Learner (N2 level learner)	Face to Face	
	6. /	Learner (N2 level learner)	Face to Face	
SMME Development Initiative: Ekurhuleni East FET - Kwa Thema Campus	1. Joanette Tereblanche,	FET College	Face to Face	New Business Development Manager for Ekurheleni East FET
	2. Gloria Mashaba	FET College	Face to Face	Strategic Manager for Marketing and New Business Development for Ekurheleni East FET
	3. Cynthia Nzimande	FET College	Face to Face	Business studies lecturer
	4. Wally Rivers,	Industry	Face to Face	Business Development Manager for Impala Refineries based in Springs
	5. Fred Jones	Industry	Face to Face	Manager of the Business Linkage Centre
	6. Timothy Malgane	Adult Learner	Face to Face	A potter who sells household objects through street markets and hawks to shops.
	7. Sifiso Mhlanga	Adult Learner	Face to Face	He is in the gas and boiler equipment business, selling to catering firms and restaurants.

Partnership Name	Interviewee Name	Party	Mode of Interview	Role in partnership
	8. Jan Malinga	Adult Learner	Face to Face	Involved in the building construction, such as schools, RDP houses.
	9. Dr Malaka	Adult Learner	Face to Face	An entrepreneur who will buy and sell almost anything, such as stationery, plastic goods, and catering and events management services
	10. Daniel Magagala	Adult Learner	Face to Face	Entrepreneur in construction services. Daniel was featured in the May 04 edition of Enterprise magazine. Last year he was awarded a R1m contract for renovating the Davyton police station.
A Re Tswaraneng: Tshwane North FET – Soshanguve Campus	1. Raymond Preiss	FET College	Face to Face	HOD for learnership and skills development for Tshwane North FET
	2. Freddy Orsmond	FET College	Face to Face	Skills manager for Tshwane North FET: Soshanguve Campus
	3. Paul Zondo	Community/Government	Telephonic	Chairperson of the ART executive board. Is a parliamentarian and liaises with the Department of Welfare to obtain information to assist /support ART in its various projects
	4. Lucia Malinga	Adult Learner	Face to Face	A 59-year old women involved in the Women In Agriculture Project as part of the ART initiative. After her husband died 1.5 years ago she needed to find a way of sustaining herself. She is providing vegetables to the other A Re Tswaraneng projects (like the feeding scheme), earning between R120-R200 per month but has plans afoot to supply a local hawker with fresh veggies to sell at the market.
	5. Patrick Tsolo	Adult Learner	Face to Face	A 49- year old ex-driver who lost his job in 1998. He was introduced to ART by a friend and decided to enroll in the plastering and painting training programme offered by Soshanguve Campus with his friend. The plan is to work with his friend – painting houses and plastering damaged walls.
	6. Louis Radebe	Young Adult Learner	Face to Face	A 23-year old who comes from Limpopo and who has never been formally employed. He has done odd jobs in JHB here and there but decided to learn how to weld because he saw a need in his community. He wants to move to back Limpopo to make use of his skills in a 'profitable way'.
Nissan Project: Tshwane North FET – Soshanguve Campus	1. Raymond Preiss	FET College	Face to Face	HOD for learnership and skills development for Tshwane North FET
	2. Freddy Orsmond	FET College	Face to Face	Skills manager for Tshwane North FET: Soshanguve Campus
	3. Godfrey Phokojoe	FET College	Face to Face	Project Coordinator and business and entrepreneurial skills lecturer
	4. Jan Chueu	FET College	Face to Face	Project Manager
	5. Steven Petersen	Industry	Face to Face	Marketing and HR manager for Nissan
	6. Joe	Adult Learner	Face to Face	Ex Nissan employee who decided to enroll in the brick manufacturing initiative as part the Nissan retrenchment programme. Believes there is ample opportunity to make some money
	7. Stanley	Adult Learner	Face to Face	Became involved in the coffin manufacturing initiative that is associated with the Nissan project in 2003. Using his business experience attained while at Nissan, he has successfully established a coffin manufacturing SMME which is registered with the Chamber of Commerce. He has even employed 3 people to assist him. There is a big demand for coffins and caskets.
EDI: Tshwane North FET – Soshanguve Campus	1. Charl Heyenrych	FET College	Face to Face	EDI manager on campus
	2. Pam Baldwin	Industry/Community	Telephonic	FEBDEV representative and project coordinator
	3. John	Young Adult Learner	Face to Face	He manufactures bricks. He got funding from by ABSA Busicore with the help of FEBDEV, and has now rented an office and bought machines to build bricks. He is busy establishing a relationship with CONCOR to supply bricks as part of the Black Economic Empowerment process.

Partnership Name	Interviewee Name	Party	Mode of Interview	Role in partnership
	4. Ntabiseng	Young Adult Learner	Face to Face	Participated in the EDI programme since January 2004. Is an unemployed 21-year old female who had been struggling to find employment since completing her matric. Using the information given to her at EDI and FEBDEV, she has opened up her own SPAZA shop, "Nomakanjani", which operates from her home. She is proud that her plan is working out especially because she is making some money – earning on average R400 per week. She plans to do more marketing so that she can make more money.
	5. Thomas	Young Adult Learner	Face to Face	Started with EDI in Janurary 2004. Was inspired to sell perfumes and creams because he sees "female vanity" as being potentially profitable. He buys from factories and sells on demand. At the moment he is struggling to get started because he does not have sufficient funds to buy what he needs to sell at a marked up price (only but is hopeful that he's "ingenuity will help" him out.
	6. Aloysius	Young Adult Learner	Face to Face	Started a gardening service and makes R3000 on turnover every month

Other Government Officials Interviewed

Department of Labour
Mr Sam Morotoba, Chief Director, SETA Co-ordination,

Department of Education
Mr Steve Mommen, Director, Further Education and Training,

Gauteng Dept of Education
Mr Mokaba, Mokgatle, Director, FET (interview scheduled for 3 Sept)

APPENDIX B

<u>PARTNERSHIP MANAGER</u>

1.   POSITION OF RESPONDENT
    a) What is your involvement in the partnership?

_____
_____
_____
_____
_____

2.   GENERAL PARTNERSHIP/ PROGRAMME STRUCTURE
    a) What is the name of the programme/project/partnership?

_____

    b) When was it established?
        Probe: Duration that partnership has been in operation

_____
_____

    c) At what field is it directed (engineering, business, hospitality)?

_____

    d) Who are the partners?

_____
_____
_____

    e) With which SETA is partnership linked and what is role of SETA in the partnership?

_____
_____
_____
_____

    f) What role does government (both nationally and provincially) played in ensuring the success of the partnership and that graduates become employed?

_____
_____
_____
_____

g) What is the nature of the partnership (formal written contract vs. informal verbal contract, client service provider relationship. etc)?

_____

_____

_____

h) Describe the main purpose of the programme? – learnership, skills development, entrepreneurship.
Probe: What (if any) is the mission statement?

_____

_____

_____

_____

_____

_____

i) What is/are the partnership targets?

_____

_____

_____

_____

_____

j) What were the reasons leading to the establishment of the partnership?

_____

_____

_____

_____

_____

_____

k) Describe the process of how the inclusion of industry representatives was done i.e. how partnership was established?
Probe: What time, energy and resources were needed to develop the partnership?

_____

_____

_____

_____

_____

_____

l) What theory, if any, forms the basis for the partnership?

_____

_____

_____

_____

_____

_____

3. PARTNERSHIP FUNCTIONING/PROCEDURE

a) Describe the organisation of placements?
Probe: (i) How many participants have participated?
(ii) How are learners selected to participate?
(iii) Is this an active process or is it responsive to students approaching the centre/campus?

3a) _____

3a (i) _____

3a (ii) _____
_____

3a (iii) _____
_____

b) Describe what learners do in the partnership programme?
Probe: e.g. practical workshops; work placement – where, how?

_____
_____
_____
_____
_____

c) What support are learners given <u>during</u> training/learnership/skills development?

_____
_____
_____
_____
_____

d) Does the campus keep track of former learners? How?

_____
_____
_____
_____

e) What support are learners given <u>after</u> i.e. once programme term has ended e.g. if established SMME?

_____
_____
_____
_____
_____
_____

f) How does the partnership programme deal with HIV and AIDS?

_____
_____

_____

_____

_____

_____

g) How does the partnership programme deal with gender equality?

_____

_____

_____

_____

_____

_____

4. STRATEGIC PLANNING

a)   How does this partnership relate to the strategic goals of the college
   as a whole?
   Probe: Is partnership strategically based?

_____

_____

_____

_____

_____

_____

b) What strategies were used (e.g. co-operative education units, link between
departments and industry centres, advisory bodies, programme accreditation,
quality assurance, link to labour market, SETA links)?

_____

_____

_____

_____

_____

_____

5. MANAGEMENT

a) How is partnership managed? Who, etc?

_____

_____

_____

_____

_____

b) Is the partnership supported by College management (e.g institutional support)

_____

_____

_____

_____

_____

b)   How is project funded? (e.g. money from skills levy)

_____
_____
_____
_____
_____

c)   What quality assurance measures are in place?
     Probe: (i) Is performance assessed?
                       (ii) How?
                       (iii) By whom?

_____
_____
_____
_____
_____

6. NEEDS ASSESSMENT

a) What needs is partnership/programme based on?

_____
_____
_____
_____
_____

b) What are the demands in the particular socio-economic context in which the college operates (employers, community, learners, government)?

_____
_____
_____
_____
_____

c) How did the campus/college go about determining or judging the demand for these programmes (systematic/evidence based)?

_____
_____
_____
_____
_____

d) Are these needs reflected in the strategic plan for development the partnership?

_____
_____
_____
_____
_____

e) To what extent is there a match between learners and employer needs?

_____

_____

_____

_____

_____

_____

_____

7. CURRICULUM AND TEACHING

a) Has partnership impacted on the curriculum and teaching?
Probe: Have programmes in the college/campus changed since partnership has been running?

_____

_____

_____

_____

_____

_____

b) What conditions are in place to encourage the development of responsive programmes?

_____

_____

_____

_____

_____

_____

c) Would you consider the programmes to be responsive to employer and learner needs? To what extent?

_____

_____

_____

_____

_____

_____

d) What is the result / purpose of the programmes (certificates vs. short courses, if applicable)

_____

_____

_____

_____

_____

_____

e) What has been the role of other partners in inputting into the curriculum?

_____

_____

_____

_____

_____

_____

8. BENEFICIARIES

a) Describe the tangible benefits of the partnership to the college?

_____

_____

_____

_____

_____

_____

b) What are benefits to industry partner?

_____

_____

_____

_____

_____

_____

c) What are benefits to learner/graduates?

_____

_____

_____

_____

_____

_____

d) Is there a difference between male and female graduates?

_____

_____

_____

_____

e) Who benefits most?

_____

_____

_____

_____

9. SUCCESS AND CHALLENGE FACTORS

a) Why would you categorise this partnership as being successful? Give one or two examples

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

b) What are the critical features contributing to the success of the partnership/programme?

_____
_____
_____
_____
_____
_____

c) What did/do learners, college, industry have to do that contributed to its success (quality management, leadership co-ordination, workplace mentoring, dealing with disabilities, etc)?

_____
_____
_____
_____
_____
_____

d) To what extent does this partnership ensure that graduates are employed?

_____
_____
_____
_____
_____
_____

e) How successful is the recruitment of learners to jobs after training? (quantify)

_____
_____

f) How are learners generally recruited into employment?

_____
_____
_____
_____

g) Does the campus keep track of former learners? How?

_____
_____
_____

h) What challenges had to be overcome on the way to success? What role does the style of leadership adopted in the college/campus play in overcoming challenges?

_____
_____
_____
_____
_____

i) What challenges does the partnership still face?

_____
_____
_____
_____
_____

j) What support is necessary for successful continuation of the partnership?

_____
_____
_____
_____
_____

k) What recommendations can you make regarding the improvement and responsiveness of the partnership in ensuring graduate employability?

_____
_____
_____
_____
_____

10. INDUSTRY PARTNER CONTACT DETAILS

Please provide the contact details for the main industry contact person
Name: _____

Address: _____

Phone   :   Fax: Email:
_____

11. LEARNER CONTACT DETAILS

Name:

Address:

Phone   :   Fax: Email:

Name:

Address:

Phone   :   Fax: Email:

Name:

Address:

Phone   :   Fax: Email:

Name:

Address:

Phone   :   Fax: Email:

Name:

Address:

Phone   :   Fax: Email:

Thank you for participating in the study

APPENDIX C

Industry Partner Interview

A. **Scope and Background of Company / Partner**

1. Company Name:

_____

2. What is the main type of business activity carried out at this workplace?

Activity	Tick
Agriculture/Hunting/forestry/fishing	
Mining/quarying	
Manufacturing	
Electricity/gas/water supply	
Construction	
Wholesale/retail	
Hospitality	
Financial services (e.g banks, insurance)	
Government	
Community/social/personal (eg NGO, Educare, social services)	

3. Does your company belong to a SETA (Sector Education Training Authority)?

_____

a. **If yes**, which one? (circle option)

MERSETA	Manufacturing, Engineering and Related Services Education and Training Authority
W&RSETA	Wholesale and Retail Sector Education and Training Authority
TETA	Transport Education and Training Authority
THETA	Tourism and Hospitality Education and Training Authority
SERVICES	Services Sector Education and Training Authority
SETASA	Secondary Agriculture Sector Education and Training Authority
PSETA	Public Services Sector Education and Training Authority
PAETA	Primary Agriculture Education and Training Authority
POSLECSETA	Police, Private Security, Legal and Correctional Services
LGWSETA	Local Government, Water and Related Services Sector Education and Training Authority
MAPP	Media, Advertising, Publishing, Printing and Packaging
INSETA	Insurance Sector Education and Training Authority
ISETT	Information Systems, Electronics and Telecommunications Technologies
HWSETA	Health and Welfare Sector Education and Training Authority
FIETA	Forest Industries Sector Education and Training Authority
FOODBEV	Food and Beverages Manufacturing Industry Sector Education and Training Authority
ESETA	Energy Sector Education and Training Authority
MQA	Mining Qualifications Authority
ETDP SETA	Education, Training and Development Practices Sector Education and Training Authority
DIDTETA	Diplomacy, Intelligence, Defence and Trade & Industry Sector Education and Training Authority
CETA	Construction Education and Training Authority
TEXTILES	Clothing, Textiles, Footwear and Leather Sector Education and Training Authority
CHIETA	Chemical Industries Education and Training Authority
BANKSETA	Banking Sector Education and Training Authority
FASSET	Financial and Accounting Services

B. **Partnership**

4. Describe your relationship with the college.

a.   Purpose / targets :

b.   Nature :

c.   Formal/Informal :

5. How long have you been involved with the college?

6. How did the relationship come about (how was it initiated and set up?) What prompted you to want to work with the FET College?

7. How is the relationship managed? (e.g communication)

8. Who are the beneficiaries from this relationship and how do they benefit?

9. To what extent is there a match between learner and employer needs in the partnership?

10. How does the relationship meet your needs? Can it improve? State how. Explore problem areas, if any.

_____

_____

_____

_____

_____

11. What role have you played in curriculum change?

_____

_____

_____

_____

_____

12. What would you say is the main success factors of the partnership? What contributed to its success?

_____

_____

_____

_____

_____

13. From your perspective what are key constraints/obstacles limiting the campus/college in the partnership management.

_____

_____

_____

_____

_____

14. How successful is this relationship in ensuring graduate employability?

_____

_____

_____

_____

_____

15. Does the partnership take HIV and AIDS and gender equality into consideration? How?

_____

_____

_____

_____

_____

C. Employment of College Graduates

16. Do you employ any of the graduates that have participated in the partnership initiative? If no, why?

_____

_____

_____

IF YES:

17. In which are of the following fields are these graduates employed within your company?

Field	Number (%)
Professional / Semi-professional / Technical	
Managerial / Executive / Administrative	
Clerical / Sales	
Transport / Delivery / Communications	
Services occupations (e.g., government official / teacher / police, etc.)	
Artisan / Apprentice and related occupations	
Production foreman/Supervisor/Miner/Quarry worker/Operator/Production and related occupations	
Other - please specify:	

18. Which of the following reasons informed your choices of Technical college graduates? (can choose more than one option)

	Tick
College provides training and skills that company requires	
College provides good quality training and skills compared to others	
Company has good contact with the college	
College delivers high quality black graduates, which enhances employment equity	
Other – please specify:	

D.   Satisfaction with graduate work skills

19. What level of importance would your company attach to the following skills?

	Extremely important	Very important	Fairly important	Minimal importance
Oral communication skills				
A professional approach to work				
Problem-solving skills				
The ability to use their initiative				
Practical job skills				
The ability to work as part of a team				
Computer skills				
The ability to adapt to changes in the workplace				
A positive attitude towards work				
The ability to work with minimal supervision				
The ability to use current technology in the workplace				

APPENDIX D

Learner / graduate/ participant interview

Researcher name: _____

Date of interview:_____

A. General information

1. What is name of programme/project partnership you are involved in?

_____

2. For how long does the programme run?

_____
_____
_____

3. How long have you been participating?

_____

B. Detailed questions

1. What do you think is the main purpose of the partnership?

_____
_____
_____
_____
_____
_____

2. How did you become involved in the programme (recruited, etc)

_____
_____
_____
_____
_____
_____

3. What were your expectations going into the programme?

_____
_____
_____
_____
_____
_____

4. Is the programme meeting your needs/expectations?

_____

_____

_____

_____

_____

5. How has the programme benefited you and other participants?

_____

_____

_____

_____

_____

6. Would you recommend the programme to other learners/ graduates/ learners? Why?

_____

_____

_____

_____

_____

7. What problems have you encountered? (Probe on issues like HIV and AIDS, gender equality, etc)

_____

_____

_____

_____

_____

8. What improvements do you think are necessary?

_____

_____

_____

_____

_____

9. Do you feel you would be able to get a job as a result of this programme? Why? What job? Future implications.

_____

_____

_____

_____

_____