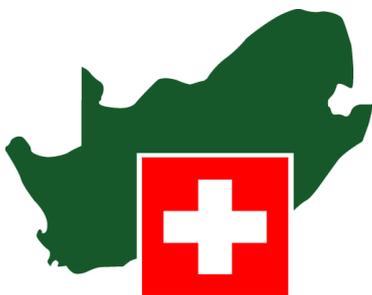# The Swiss-South African Cooperation Initiative (SSACI)

A Review of FET College Partnerships and Linkages

Consolidated Research Report

July 2011

SSACI

SINGIZI CONSULTING
LEARNING & DEVELOPMENT : CONCEPTS THAT WORK

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SECTION A: INTRODUCTION AND METHODOLOGY

1 INTRODUCTION

Singizi was brought on board by SSACI in January 2011 in order to conduct a review of partnerships and linkages between public FET colleges and external organisations, including the public and private sectors. The key focus of this review has been to:

- Establish how many partnerships and linkages are currently active in the FET college sector;
- Review what types of organisations these relationships have been developed with; and
- Review the nature and the focus of these relationships.

It is noted here that the review focuses on both partnerships and linkages, as it is understood that not only are there different definitions of what constitutes a partnership, but that some of the relationships outlined here are not likely to meet even the most common definitions of what constitutes a partnership. This issue is highlighted in this report and it is intended that it then be explored further in Phase 2 of this study.

In order to address the above, Singizi adopted a two-phased approach to the review. The first phase focused on obtaining data on the numbers of relationships, the types of organisations involved in these relationships, and some key data on the nature of these relationships. This data was analysed and included in a report submitted in April 2010.

The key findings of the first phase included the following:

- That there appears to be large numbers of partnerships/ linkages;
- Many of these relationships are active over a long term period of time rather than short once off and ad-hoc;
- That these relationships are in a range of fields though there are certainly fields where relationships appear to be most in evidence;
- Further, that there is a range of types of partnership/ linkages: these range from the provision of programmes such as the N programme to relationships that focus directly on supporting learners to access workplace exposure and experience; and
- Few college/industry relationships appear to focus on lecturer development and very few on the provision of workplace experience for lecturers though it was found that some SETAs appear to enable these partnerships by supporting lecturer development.

The second phase of the review then aimed to build on the findings of phase 1 and explore the nature of these relationships in more depth. As such, a number of partnerships were selected in order to provide "vignettes" or cameos that intend to give insight into the workings of these relationship. This second report, submitted in

June 2011, focuseed on understanding these relationships, considering the rationale for instituting the partnerships, and the anticipated and, where possible, actual benefits accrued to each of the partners. The report then provided an analysis of this data so as to enable a greater understanding of the manner in which these relationships reinforce (or do not reinforce) each other, and the value of each of these different kinds of relationships. Finally, it began to suggest some of the implications of these findings for both policy and programmatic activities.

This report integrates these two phases and highlights the key issues emerging out of these two phases and the implications that they suggest for the relationships between industry and FET Colleges.

2 METHODOLOGY

As indicated the research was conducted in two phases. The methods used in each phase are outlined below:

2.1 PHASE ONE

Report one noted that it was initially proposed that Singizi would address biographical questions about the number and nature of partnerships and linkages by collecting and analyzing data already collected in other FET college research and evaluation process and/or data already in the public domain. However, it became evident in the early stages of the data collection process that little comprehensive or consistent data was available, and that a meaningful analysis of what was available would not be possible.

As a consequence, Singizi opted for the development and administration of a Partnerships and Linkages Survey that FET colleges were requested to complete. This decision was made in the context of an awareness of the pressures on FET colleges to participate in a multitude of research studies, and cognisance of this was taken such that the survey was developed in a manner that enabled the research team to elicit as much data as possible, with minimal effort on the part of the colleges. It is likely that this, combined with follow up calls and reminders, contributed to the high return rate (66%). As outlined in the methodology, the Partnerships and Linkages Survey was disseminated to all public FET colleges. Of the 50 colleges, a total of 33 colleges responded. This indicates a response rate of 66%. The table below outlines which colleges returned the survey forms.

	Name of FET College	Province
1	Buffalo City Public FET College	EC
2	East Cape Midlands College	EC
3	King Sebata Dalindyebo FET College	EC
4	Port Elizabeth FET College	EC
5	Flafius Mareka FET College	FS
6	Goldfields FET College	FS
7	Ekhurhuleni East FET College	GP
8	Ekhurhuleni West FET College	GP
9	South West Gauteng FET College	GP

10	Western College for FET	GP
11	Elangeni FET College	KZN
12	Esayidi FET College	KZN
13	Majuba FET College	KZN
14	Mnambithi FET College	KZN
15	Thekwini FET College	KZN
16	Umfolozi FET College	KZN
17	Capricorn FET College	LP
18	Lephalale FET College	LP
19	Letaba FET College	LP
20	Mopani South East FET College	LP
21	Sekhukhune FET College	LP
22	Waterberg FET College	LP
23	Gert Sibande FET College	MP
24	Nkangala FET College	MP
25	Northern Cape Rural FET College	NC
26	Northern Cape Urban FET College	NC
27	Orbit FET College	NW
28	Vuselela FET College	NW
29	Boland College	WC
30	College of Cape Town	WC
31	False Bay FET College	WC
32	Northlink FET College	WC
33	South Cape FET College	WC

Figure 1: College Returns by Province

The colleges that did not respond include the following:

1	Central JhB
2	Coastal KZN
3	Ehlanzeni
4	Ikhala
5	Ingwe
6	King Hintsa
7	Lovedale
8	Maluti
9	Motheo
10	Mtshashana
11	Sedibeng
12	Taletso
13	Tashwane North
14	Tshwane South
15	Umgungundlovu
16	Vhembe
17	West Coat

Figure 2: Colleges that did not Return the Survey

The full survey is attached as Appendix 1.

It should also be noted here that during the time that Singizi was undertaking this research it was also conducting an Employer Survey for the NBI (under the auspices

of the EPP). This survey focused on training and included a specific focus on public FET colleges. This instrument used for this survey included some questions on college-employer partnerships and linkages, which Singizi made as directly comparable as possible with those posed in the FET College Partnerships and Linkages survey. The findings of the Employer study are referenced in the report, as relevant: some of the findings of the NBI study reinforce the data that has emerged in this study and, in particular, where this is the case, we have highlighted this, as it suggested the need to engage about the implications of these crosscutting findings in decision-making processes.

In addition to the survey, Singizi has also engaged with all of the SETAs in an effort to get SETAs to share information on which partnerships/linkages they have with the FET College sector. SETAs were requested to send documentation on partnerships and linkages in any available form to the Singizi team. Documents were received from BankSETA, FASSET, MERSETA, TETA, THETA (now CATHSSETA), CTFL SETA, MQA, INSETA, Services SETA, CETA, ETDP SETA (11 SETAs). In addition an interview was held with the Foodbev SETA.

The data obtained from the SETAs, including, where possible, the level of formality and nature of this relationship has been captured and is attached as Appendix 2. An analysis of the data emerging from the SETAs is included at relevant points in this report. This analysis focuses on adding to data on trends emerging from the college data, and/or noting additional points of interest, as relevant.

It should be noted here that these data needs to be viewed as supplementary rather than complementary to the college data, as a one-on-one triangulation of partnerships and linkages was not possible, partly due to the fact that not all colleges and SETAs responded, but also because the SETA data provided insufficient detail to consistently allow for direct comparisons. Nonetheless, as mentioned, important thematic points have emerged from the SETA data, and these will be explored further in the case studies and in the next report.

In addition to the above, Singizi has also engaged with DHET on their perceptions of partnerships and linkages in the FET sector. These views are also included in this report.

These key sources of data are reviewed in this report, and the final sector of this report integrates these findings with those emerging from Phase 2 of this study, and the posits possible implications of these findings for relationships in the colleges and the contribution that these make to achieving the objectives for FET Colleges and the support that they may require if they are to be further strengthened.

2.2 PHASE TWO

The research team selected a sample of colleges and SETAs with whom to engage further. This included three FET colleges (Boland, Gert Sibande and East Coast Midlands) as well as relationships embarked upon by two SETAs (Merseta and ETDP Seta). These were chosen to ensure that we considered colleges that had an exceptionally large number of relationships, as well as those that have been able to form linkages in a range of contexts (urban/rural). In addition we considered SETAs which work actively with colleges and which are in sectors in which there are a large number of relationships, that is engineering and ETDP.

This engagement involved an interview with a central person in either the college or the SETA and then two relationships were explored further by conducting additional interviews with the different players involved in the relationship. This allowed the team to triangulate the data (with the exception of one case which is highlighted below) so that it was possible to verify the nature of the partnership from more that one perspective and contrast responses where relevant. The full list is provided below:

SETA/FET College/Institution	Contact Person
Boland College	Cathy Robinson Former head of partnerships
East Cape Midlands	Danie Kilian Vice Principal Planning, Research and Institutional Development
Gert Sibande	Monica Swart ELU Manager (Skills Academy Manager)
College of Cape Town	Hilton Scheepers
	Charlene Beering
ETDP – SETA	Dr Burton Malgas Chief Operations Officer
	Wasoo Naidoo Skills Advisor
	Gerrard Francis Gauteng Provincial Coordinator
	Nkhensani Mabina
MerSETA	Christo Basson Senior Manager LETQA
Inseta	Tumi Peele
Department of Public Works (Mpumalanga)	Shantall Bundy
University of Western Cape	Shamus Needhaus
Power Construction	Morkel Stofberg
Volkswagen	Dr Lee
	Deon Borcheds
Tjeka Training Matters	Chavie Burger

Based on these interviews the team was able to develop a number of cameos which are outlined in this report, and from which have formed the basis for further analysis. Again the implications of these cameos are teased out in the fnal section of this report, and these combined with the findings from phase one, are considered when determining the implications for relationships between industry and colleges.

SECTION B: STARTING TO THINK THROUGH PARTNERSHIPS AND LINKAGES

2.3 THINKING THROUGH DEFINITIONS

This report has been purposefully cautious in the use of the term, "partnership", and has in the course of this exercise embraced the broader notion of "relationships", encompassing both "partnerships" and other relationships best described as "linkages". It is our understanding that part of the scope of this and the second phase of this report is to begin to define more clearly what these "relationships" are, what the nature of these are, and what their importance for the FET sector is. This section provides a starting point for an analysis that will be deepened in the second phase of this study.

Firstly, it is important to reflect on the notion of a "partnership". In developing this analysis, we draw on some key literature of partnerships between industry and education institutions. These articles suggest that an authentic partnership includes one in which the respective roles and contributions include shared risk and take into account the different agendas of the partners. Some definitions of the different types of partnership is provided below:

> *A private- public sector partnership is where parties undertake a joint business project, of mutual benefit, constructed around a business plan with various partners contracting to provide services.*

> *A social partnership is structured around a social agenda with defined benefits and risks and an agreement to work together in a cross-sector manner, to constructively and synergistically solve a problem or provide a service. Such partnerships will have a business dimension in their management and evaluation.*

> *An education partnership is a partnership developed between an education organisation and a prospective business employer for the purposes of two-way learning about the practical and theoretical dimensions of school and the world of work in order to complement classroom based learning with the intention of learners being better equipped to enter the world of work*

> *A learning partnership is where the parties within a partnership commit to a learning agenda within the partnership for their own professional development, for furthering understanding about the focus of the project, and deeper understanding of the practice of partnerships.*

In an article that considers this issue[1] in more depth it is suggested that for there to be a meeting of the different agendas and the formulation of meaningful projects, it is necessary to consider the potential benefit to the different stakeholders involved. They cite some of these potential benefits (Scottish Consultative Council on the

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1
   Stan Hardman and Diane Raubenheimer, *Why Business Education Partnerships? An international perspective and the South African Contextual Framework*, The Institute for Partnerships between Education and Business (IPEB), Report No. 2, August 1996)

Curriculum, 1995; Calgary Educational Partnership Foundation, 1996; Miller, Cramphorn, Huddleston and Woolhouse, 1995) and an adapted version of this list are provided below.

Benefits for business	Benefits for employees (involved in projects)
- Enhanced company image and positive public relations with the local community - Increased interest in and knowledge of company products and the development of a potential client base - Enhanced business opportunities in areas such as customer services - A better educated society - Work ready individuals available for recruitment - Influence on the curriculum which will help to ensure that potential employees have skills relevant to the needs of business - Enable the implementation of certain company policies on, for example, equal opportunities, or recruitment procedures - Improved motivation of employers/staff development - Increased awareness of current realities faced by education and training - Demonstrate an active role for the support of education and training - Learners can offer help and valuable insights into current problems/issues in the company.	- Improved personal skills in areas such as communication, planning, organisations, coaching, inter-personal skills - Better understanding of modern education and training methods and issues pertaining to vocational and occupational training - Increased self-esteem, confidence and motivation/a morale boost 'Feel good' factors, for example by acting as a role model for learners, involvement in Governing Bodies - Provide management development opportunities
Benefits to learners	Benefits for lecturers
- Greater awareness of career and employment opportunities - Core skills (life skills) like using numbers, communicating and negotiating, personal and interpersonal skills, problem-solving and decision making, using information technology - Participation in real life projects involving hands-on, critical and analytical thinking activities - Positive attitude towards work, and work-related skills - More students staying in school - Ongoing records of skills and skill growth - Builds self-esteem	- Updated subject specific knowledge and its relationship to the world outside of the college - Real contexts for learning and real problems for classwork assessment - Increased self-esteem, confidence and personal motivations - Improved personal skills in areas such as management and training techniques - Insights into the needs of industry - Interaction with professionals from the business community - Professional development, through engaging in the workplace, access to additional staff development and presentations at conferences, etc - Greater team spirit - Awareness of the best practice of others - Additional resources

Benefits for Colleges
- Access to business skills for specific subject contributions
- Enhanced college image within the local community
- Enriched learning and teaching methodologies
- Access to lecturer development support
- Support for college development plans
- Effective utilisation and access to resources, such as people, equipment and consumables

- Provide a new look at potential areas of curriculum career opportunities
- Support with curriculum development to ensure its relevance to changing needs of the workplace
- Opportunities for learners to access work place exposure and to integrate theory and practice
- Opportunities for learners to access work opportunities after the programme is complete

It is suggested that the ability to blend the range of benefits for different stakeholders will, in part, determine the effectiveness of partnership projects. That is, unless partnerships involve some tangible reciprocity of exchange they often collapse. This suggests that successful partnerships always involve 'additionality' – something added, or improved, or changed [presumably for the better].

This does not negate from the reality that all partnerships involve power relations, which are usually of an asymmetrical and uneven nature. Rather what it indicates is that if this is to work these power relations should be taken into account and, critically, that for the partnerships to work, they should be structured in accordance with the criteria suggested by this discussion.

Also emergent from the literature, is a final point on partnerships, which is also reflected on in this phase of the study. That is, that there is a need to consider whether partnerships are always important and always good. It is suggested, for example, that 'feel-good' partnerships only take us so far[2]. "Thus, while 'good partnerships' are better than 'no partnerships,' 'no partnerships' are better than 'bad partnerships'".

This insight leads us to question the notion that partnerships are the "only way". It is posited here that other models have been neglected in the focus on partnerships, and that these (often simpler) linkages may well be preferable in some instances. This issue is considered throughout this report and in the final discussion of this report,

A final note here is that the above begs the need to begin reflecting on what defines "success" for an FET college. If these include factors such as relevance, quality, access and so on, it may be fruitful to explore how different types of relationships on the continuum of partnerships to linkages can impact on or affect these definitions of success in different ways. It is suggested that any reflection on the value of the different type of relationships needs to be framed within this context and should consider the extent to which these relationships contribute to the College achieving higher levels of success.

2.4   A NOTE ON THE ROLE/S OF EXTERNAL PARTIES

One of the areas relating to partnerships (in the more formal sense here) that warrant investigation in the context of organisations like SSACI pertains to the possible roles of external parties in facilitating and/or "brokering" partnerships.

The evaluation team has previously reviewed SSACI's role in this regard in the Work-Based Exposure programme, where participating colleges were required to develop relationships with companies for short-term work-based exposure for NCV learners. One of the findings of this previous evaluation was that some of the FET colleges involved experienced significant difficulties in initiating relationships with companies. Some of the factors that college interviewees suggested to explain this difficulty included a lack of human resources, a lack of "business know-how" and the

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[2] D Robertson

communication skills required to engage with employers, a lack of senior management commitment (in some cases) and so on.

In some colleges, therefore, SSACI supported partnership initiation in a very hand-on manner, and brought external experts on board to assist colleges to broker and manage these relationships.

Whilst efforts were made to transfer the necessary skills to broker partnerships to colleges (including the development of a detailed step-by-step manual), some colleges reportedly still struggled to broker relationships without direct SSACI support.

In the context of this report, which looks at partnerships and linkages with FET colleges more generally, the question of what broad supporting role external organisations can play requires some consideration.

Tennyson and Wilde[3] suggest that the broker is best defined as "an intermediary between different parties, but in an active rather than a passive way, to interpret one party to the other or to negotiate some kind of agreement or "deal".

Brokers play different types of brokering roles, and Tennyson and Wilde suggest that the four key categories are the broker as "coordinator" (often this is an internal person), broker as "animator" – i.e., someone brought on board specifically for the task of initiating partnerships, broker as "pioneer" – i.e. someone who drives the direction of the partnership with some level of independence. The role that SSACI has played to date could best be described as falling within the "coordinator" and "animator" categories.

Tennyson and Wilde suggest that a key issue in the brokering process pertains to "ownership" of the partnership. As they state, "no matter where the ownership of the partnership lies, the broker does not own the partnership, however important his or her role in creating it. All brokers need to remember that they are essentially the managers of the process".

Whilst this has been SSACI's approach in the WBE process, one of the questions that become important in the context of discussions around ownership is how to encourage colleges to take ownership of partnerships, given competing demands on resources, capacity to implement relevant programmes and to act responsively to the needs of industry, challenges with the quality and experience of practitioners, challenges ensuring the ongoing relevance of offerings, as well as real difficulties encountered in establishing a discourse understood by both parties. Again this is considered in this report and is highlighted in the concluding section of this report.

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[3] Tennyson, R and Wilde, L (2000). The Guiding Hand: Brokering Partnerships for Sustainable Development, USA, The Prince of Wales Business Leaders Forum and the United Nations Staff College

SECTION C: FINDINGS EMERGING FROM THE PARTNERSHIP/LINKAGE DATA

3 BIOGRAPHICAL INFORMATION

3.1 TOTAL NUMBER OF PARTNERSHIPS/LINKAGES FOUND

As a starting point to the analysis of returned data, the table below provides an outline of the numbers of partnerships/linkages reported on. FET colleges were asked to indicate (i) the total number of partnerships in their college and (ii) details on each of these.

	FET College	Total Number of Partnerships Reported	Number of Partnerships Outlined in more detail in survey
1	Boland College	301	Data submitted separately
2	Buffalo City Public FET College	16	15
3	Capricorn FET College	7	9
4	College of Cape Town	7	7
5	East Cape Midlands College	14	8
6	Ekhurhuleni East FET College	10	10
7	Ekhurhuleni West FET College	10	10
8	Elangeni FET College	13	13
9	Esayidi FET College	10	9
10	False Bay FET College	35	16
11	Flafius Mareka FET College	3	3
12	Gert Sibande FET College	12	10
13	Goldfields FET College	3	3
14	King Sabata Dalindyebo FET College	5	10
15	Lephalale FET College	8	8
16	Letaba FET College	3	3
17	Majuba FET College	16	16
18	Mnambithi FET College	7	7

1 9	Mopani South East FET College	17	17
2 0	Nkangala FET College	10	10
2 1	Northern Cape Rural FET College	12	10
2 2	Northern Cape Urban FET College	20	14
2 3	Northlink FET College	50	10
2 4	Orbit FET College	8	8
2 5	Port Elizabeth FET College	50	10
2 6	Sekhukhune FET College	8	8
2 7	South Cape FET College	28	41
2 8	South West Gauteng FET College	13	13
2 9	Thekwini FET College	9	11
3 0	Umfolozi FET College	20	10
3 1	Vuselela FET College	15	10
3 2	Waterberg FET College	2	4
3 3	Western College for FET	10	10
	TOTAL	752	343

Figure 3: Total Numbers of Partnerships/Linkages Reported on

As is evidenced from this table, colleges reported a total of 752 active partnerships/linkages, but provided details on only 343 of these. These 343 partnerships/linkages therefore form the basis of much of the analysis in this report.

Two further issues need to be noted in terms of the above table. The first is that Boland College submitted data on its 301 partnerships/linkages in a different format, and so it has not been possible to include that data in this analysis. However, this data will be included in the final report. Further the concluding section of this report suggests that this college might perhaps be considered to be one of the case studies as the shear numbers of partnerships/linkages suggests the need to understand how this has been possible and the nature of these linkages/partnerships, including the extent to which these are effectively supported by the college.

The second issue to note is that some colleges (highlighted in grey) reported a certain number of total partnerships, but then supplied more detailed information for a higher number. Whilst there are various speculations regarding why this is the case, it is not possible to provide these categorically. For this reason an attempt is being made to contact each of these colleges so as to understand the anomaly in this data.
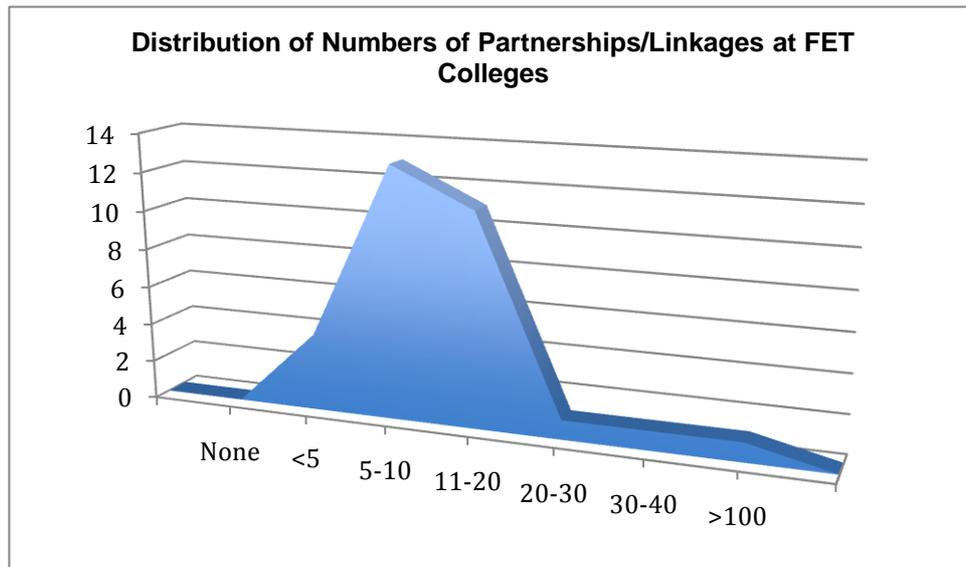
Figure 4: Distribution of Numbers of Partnerships/Linkages at FET Colleges

If one reviews the average numbers of partnerships/linkages across colleges, as per the figure above, it becomes evident that most colleges have between 5 and 10 or 11 and 20 partnerships. Thereafter, the distribution curve drops considerably, with only a few colleges having in excess of 20 partnerships/linkages.

It is worth noting here that 91% of the colleges reported that the number of partnerships/linkages at the college had increased over the past three years.

Some of the explanations provided by colleges for this increase include the following:

Esayidi FET College	We have recently started to focus more on this
Mnambithi FET College	This is due to the Government Departments and SETAs starting to use FET Colleges as providers of choice
Lephalale FET College	[We are] Started putting an emphasis on partnerships to facilitate: Workplace experience for students; Accreditation of courses and workshops; Contact has been made with other SETAs eg. CHIETA, and visits took place, but nothing is finalized yet.
Port Elizabeth FET College	Most of these partnerships are with SETAs, governmental departments and accreditation partners, our scope has increased especially after NSDS 3
Gert Sibande FET College	We have more programmes approved by Seta's than before.
Northern Cape Rural FET College	Our partnerships with various institutions are increasing on an annual basis. FET Colleges fall under Higher Education as well as all the SETAs, which means partnerships between all SETAs and FET colleges has become priority to comply with job creation.

It is interesting to note in terms of the above the emphasis that many respondents have place on the role of SETAs in facilitating partnerships and linkages. This appears to be consistent with the manner in which SETAs understand their role. SETAs that responded all emphasise the importance of this relationship, and indicate that it has been built into their KPAs. The relatively high number of FET colleges with

which the SETAs reportedly have a relationship also provides evidences of the role that SETAs are playing within this environment.

3.2 ARRANGEMENTS FOR THE MANAGEMENT OF PARTNERSHIPS/LINKAGES

FET Colleges were also asked to comment on how college partnerships/linkages are managed. It was found that 25 of the 33 (75%) colleges indicate that they have a dedicated unit that deals with partnerships and linkages, whilst the remaining 8 (25%) indicate that they do not have a dedicated unit. Interestingly, there was no correlation between the existence of a dedicated unit and the total number of reported partnerships/linkages. However, it may be that the quality and depth of these partnerships/linkages differ, depending on whether or not there is a unit, and this will still need to be probed further.

Linked to the above, colleges were asked to indicate how many full time and part time staff members they had dedicated to partnerships/linkages. These figures varied considerably from no dedicated staff members, to up to 12 dedicated staff members. However, as with the previous data, it was found that (see figure below) that there is no obvious correlation between the numbers of staff members dedicated to partnerships and linkages, and the total number of partnerships.
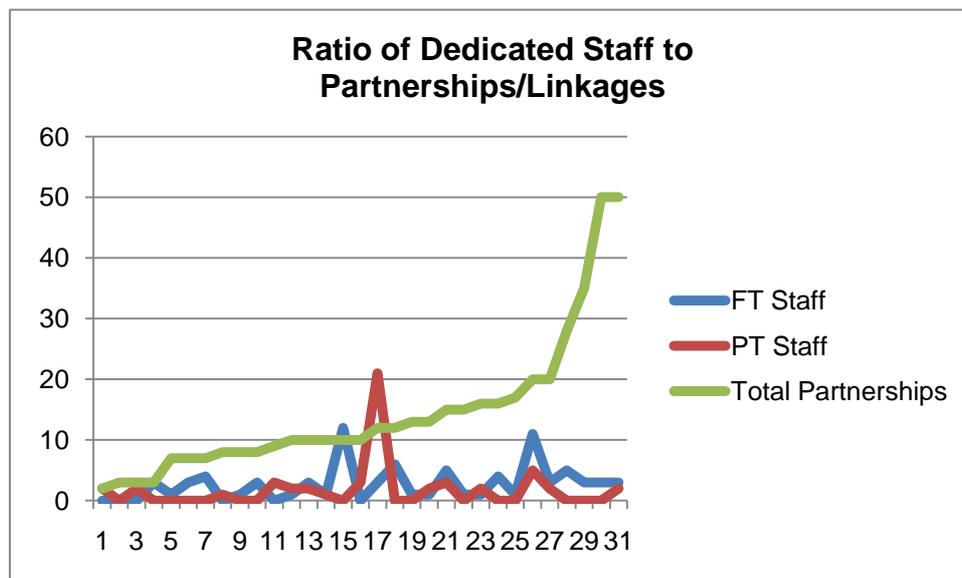
Figure 5: Ratio of Dedicated Staff to Number of Partnerships/Linkages

As indicated, these findings warrant more investigation, and it is suggested that the next phase of this review may reflect on some of these issues further. Nonetheless, there is one observations emerging from the data worth noting. Critically, this includes the need to understand what is in place where there is no dedicated unit to enable these partnerships/linkages. It would also be important to understand what else is in place where there is a dedicated unit. For example, in two of the colleges with the highest number of partnerships/linkages (Boland College and PE College), respondents indicated that the forging of partnerships/linkages is imbedded in staff and/or management KPAs. Both of these colleges reportedly have few staff dedicated in a full-time capacity to partnerships/linkages. Boland College, for example, reports that it has no full-time staff on partnerships/linkages, whilst PE

College has three full time staff members. This suggests that there is a need to understand what role a dedicated unit plays in forging new relationships, and which other factors emerge either as - or more - important that this. Further, as highlighted previously, it would be important to explore whether having dedicated staff effect the quality and depth of the partnerships/linkages. These issues warrant further investigation.

The final question with regards to the management of partnerships posed asked FET college respondents to indicate whether or not they believe that partnerships/ linkages are a priority for the institution.
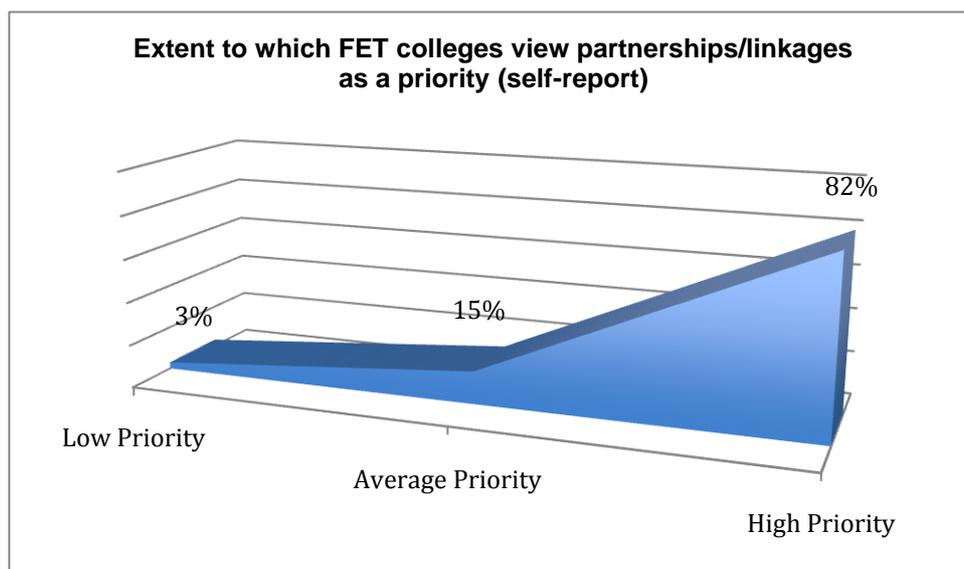
Figure 6: Extent to which FET Colleges view partnerships/linkages as a priority

As evidenced, the vast majority of respondents indicated that partnerships/linkages were a priority for the college. Those who responded that partnerships/linkages were a low or average priority indicated that there was a need for the college to ensure that partnerships/linkages were elevated in terms of importance. There was no correlation between responses in terms of the perceived priority of partnerships/linkages in the college, and the number of partnerships. Again, issues pertaining to the quality and depth of the partnership/linkages would be a variable that would need further consideration in this regard.

In their open-ended comments on this question, several respondents indicated that partnerships/linkages were a priority for the college in terms of sustainability. Comments in this regard included:

Majuba FET College, KZN	The Newcastle Training Centre (one of the campuses), as well as the Learnerships/Skills Unit are self-sustainable. These Units depend on Partnerships/Linkages in order to sustain itself & grow
Northern Cape Urban	The development & maintenance of partnerships are of utmost importance to the College – it is considered as, besides delivery in educational needs of the industry/economic sectors, a vital instrument in the survival of the College sector

One college emphasised that partnerships were important for the placements of students in the workplace, and other colleges made more general statements about the importance of relationships with workplaces in the context of the mandate of FET colleges.

4 NATURE OF PARTNERSHIPS AND LINKAGES

This section of the report provides an outline of some of the characteristics of the 343 partnerships/linkages that colleges have reported on.

4.1 LEVELS OF FORMALITY AND DURATION

Firstly, colleges were asked to indicate the levels of formality of the partnerships and linkages. As per the figure below, it emerges that a full 77% of partnerships and linkages are formal in nature, and take the form of a formal MOU or contract.
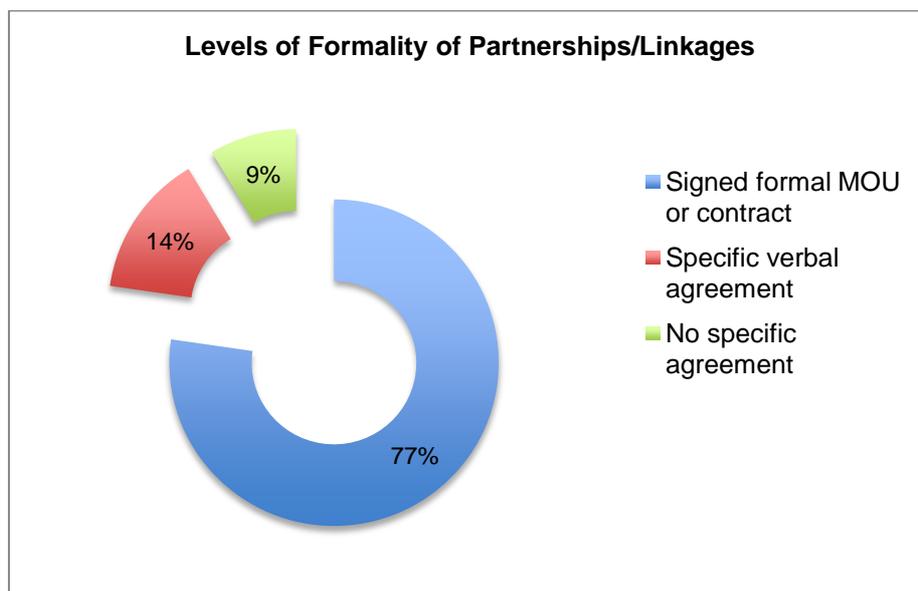
Figure 7: Levels of Formality of Partnerships and Linkages

College respondents were asked to indicate whether or not partnerships and linkages were "once off" or ongoing.
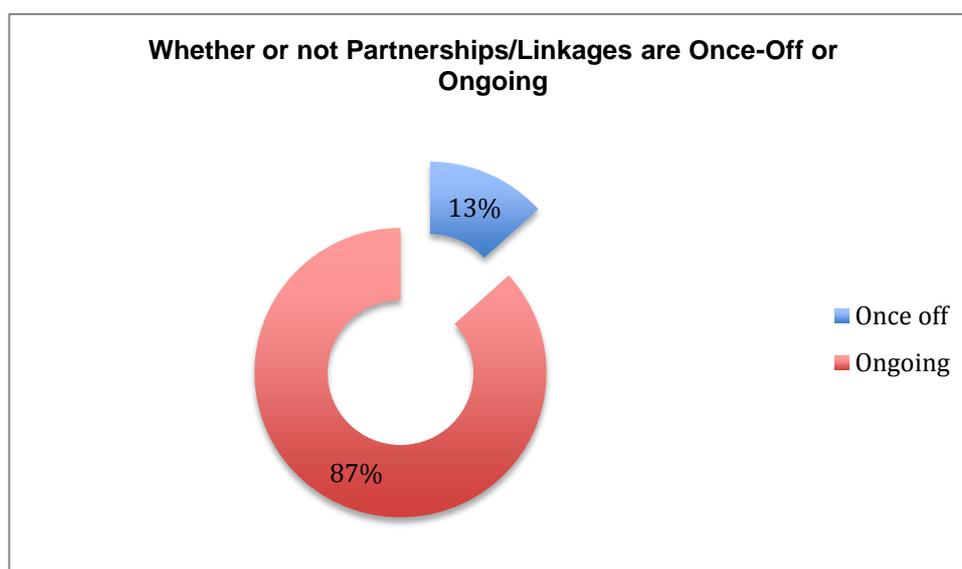
Figure 8: Whether or not partnerships/linkages are once-off or ongoing

As evidenced in the figure above, a full 87% of partnerships/linkages were described by FET college respondents as ongoing or active. This is an interesting finding, as it suggests that where relationships have been established, these appear to be relatively long lasting, rather than constantly in flux.

Respondents were then asked to indicate the agreed-upon duration of partnerships/linkages, where relevant. As per the figure below, it is interesting to note that a good 27% have a duration of between 2 and 5 years, and that close to half appear to have no overall specific timeframe. Very few relationships are short-term and, equally, very few extend beyond five years.
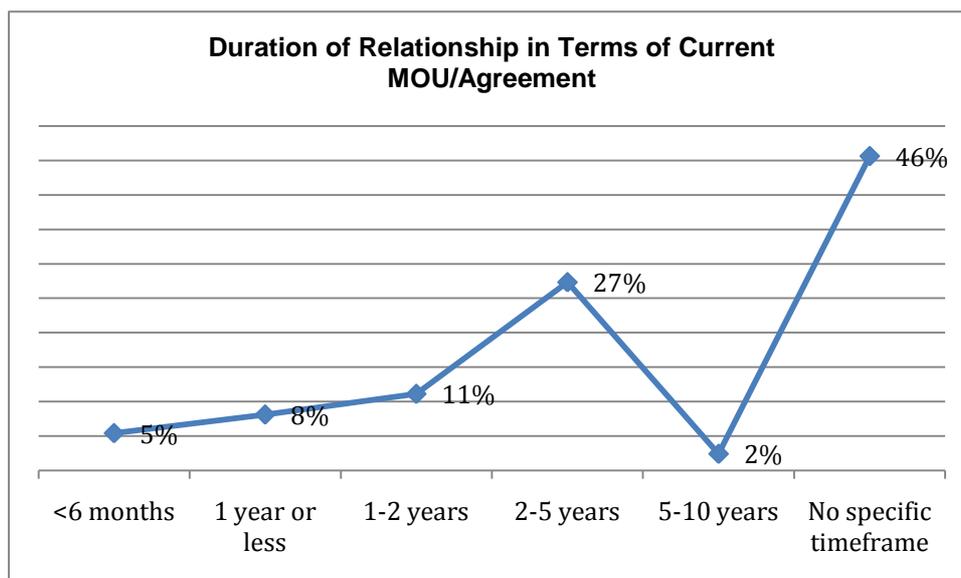
Figure 9: Duration of Relationships

4.2   NATURE OF RELATIONSHIPS

Colleges were asked to provide the names of each partner/linkage organisation. Once the data was received, Singizi coded this data into a set of primary categories, including government, industry and commerce[4], SETAs, education and training institutions, development organisations, international organisations and unions (of which there was only one). The figure below provides an outline of the partnerships/linkages by these categories.

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[4] Note that the parastatal partners (of which there were a small number) were coded as "industry and cimmerce" in this instance.

Partnerships/Linkages by Category

- Industry/Commerce
- Government
- SETA
- Education and Training Institution
- Development Sector

51% • 20% • 10% • 9% • 6% • 3%
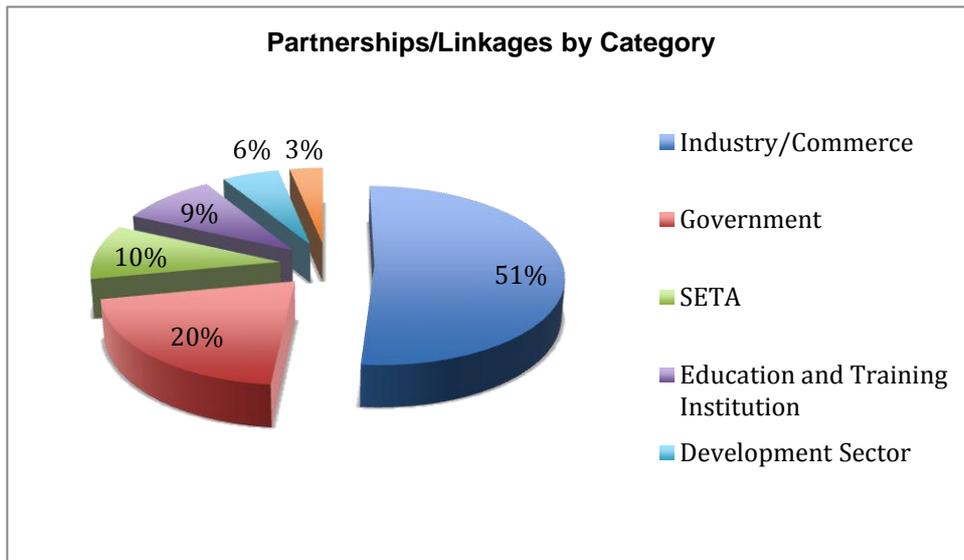
Figure 10: Partnerships/Linkages by Partner Category

As the figure above indicates, just over half of the partnerships/linkages are with industrial or commercial enterprises, followed by 20% in the government sector including national, provincial and local and linked entities). 10% of relationships reported are with SETAs and 9% with other education and training institutions.

The figures that follow will look more closely at the nature of these relationships in terms of the totals within these categories. This data is also available in tabular form and is attached as Appendix 3.

Nature of Partnerships/Linkages

Donated money to the college	3%
Placements to college lecturers	4%
Purchase of equipment	4%
Training to college lecturers	7%
Feedback on the curriculum	9%
Performs some assessments or moderation activities	9%
Bursaries for unemployed learners	11%
Staff go to college for training	12%
Work-based experience for students	13%
Recruits students from the college	14%
Short work-based explosure for students	16%

Figure 11: Nature of Partnerships/Linkages

As evidenced in the figure above, of the total number of partnerships/linkages outlined, the most frequent form of relationship is for short work-based exposure for students (i.e. a placement of a few days or weeks). This is followed closely by the recruitment of students from the colleges and work-based experience for students (placements of a few months or more on programme completion). It is noted, though, and this emerged in discussions with the DHET, that this question does not differentiate between work-based experience that forms a compulsory component of a qualification, and work-based experience that simply compliments the programme. However, it is anticipated that the majority, though certainly not all, of this category is likely to be part of a qualification given the length of time and that it is during the

programme. At the other end of the spectrum, it is evident that lecturer training and placements are significantly less of a focus of partnership/linkage arrangements.

It should be reiterated here that many of the types of relationships described here may not fall within a conceptual definition of a "partnership" and may be only a contractual arrangement that could be described more as a linkage. An example of this could be where an organisation's only relationship with the college is that they send their staff to the college for training. This review process will return to this issue again in Phase 2.

It is noted here that this finding resonates closely with the finding in the NBI employer survey. Whilst the employer survey dealt with work placements separately the data from this survey also suggests that placements rank highly, and that the recruitment of students form a focal point of contact. In addition, the NBI data also confirms that lecturer development is not a priority area in terms of partnerships and linkages.
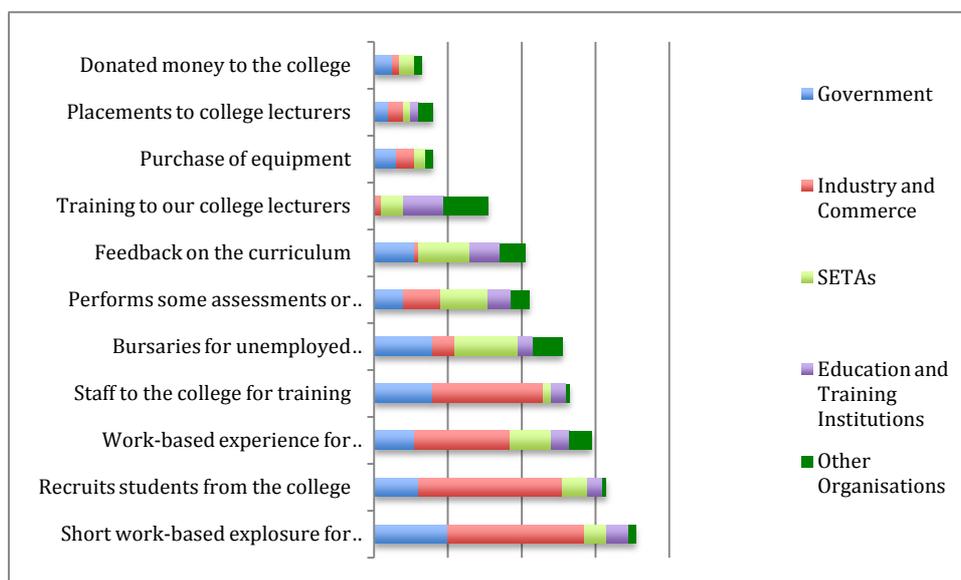
Figure 12: Nature of Partnerships/Linkages by Partner Category

The figure above provides a representation of the nature of partnerships/linkages by the different categories of "partners" or external organisations. Here it becomes evident, for example, that work placements and work-based exposure for students is generally more prominent in industry/commerce relationships, although there is evidence of these in relationships with government also. It is worth noting that lecturer development is not a priority area at present in industry and commerce, as well as government relationships.

Relationships with education and training institutions, on the other hand, appear to focus more on lecturer development.

Finally, this data suggests that SETA relationships appear to focus more on bursaries, assessment and moderation activities, and feedback on the curriculum. However, a review of the SETA data provides a more nuanced picture here. The data suggests that SETAs are in fact working with FET colleges in support of a number of innovative projects. For example, in one project the SETA is working with a college, and the college has set up a simulated programme that allows learners to run their own bank. In addition it was found that there are many examples where SETAs are working with the FET colleges to enable learnerships and skills

programmes, as well as supporting the capacity building of FET lecturers. There is also a case where the SETA has contributed to the resources within an engineering workshop.

Fields in which Partnerships/Linkages Operate

Field	Percentage
Culture and arts	0%
Law, military, science and security	1%
Human and social studies	1%
Communication studies and language	2%
Agriculture and nature conservation	3%
Services	3%
Health and social sciences	3%
Mathematical, computer and life sciences	4%
Physical planning and construction	5%
Business, commerce and management	11%
Education, training and development	12%
Manufacturing, engineering and technology	33%

Figure 13: Fields of Partnerships/Linkages

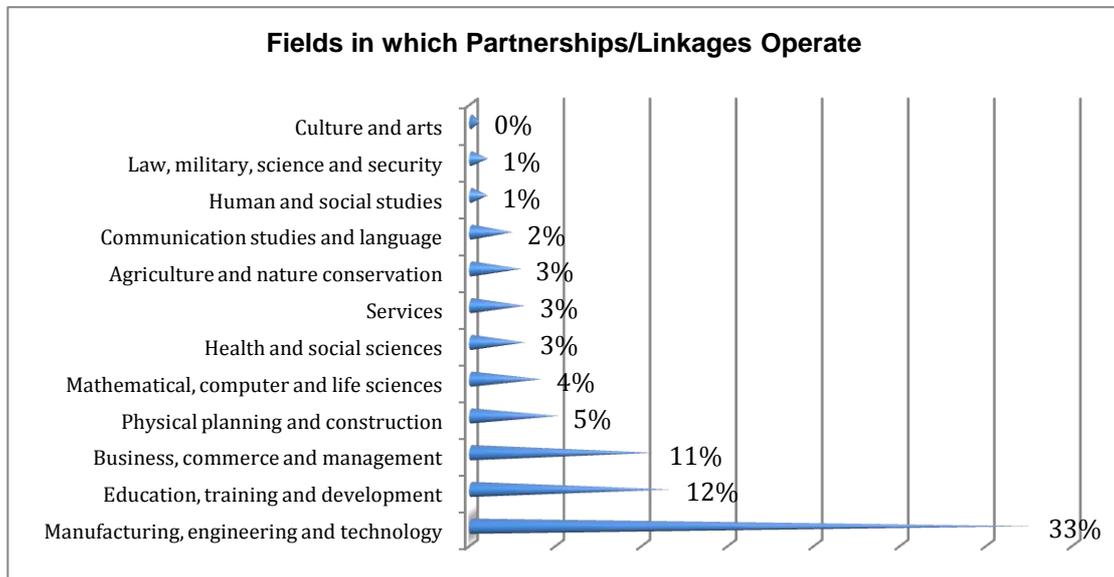In terms of the field in which partnerships/linkages appear to be operating, the figure above suggests that manufacturing, engineering and technology is by far the predominant field in which colleges are involved in external relationships. Education, training and development, and then business commerce and management follow this field. The remaining fields then taper down from 5% to 0% in culture and arts. 12% of the total partnerships/linkages cut across fields, and an additional 10% fall into a range of other categories.

The NBI Employer Survey data resonates with this and suggests that of the sample of companies that returned the survey and that use FET colleges, this is primarily in the disciplines of manufacturing, engineering and technology, and business, commerce and management.

Of interest is that this data highlights the number of partnerships/linkages in the manufacturing, engineering and technology field, and it appears from the SETA data that they are enabling these relationships by focusing on lecturer development in many of the colleges. However, with respect to mining it appears as if the relationship focuses on the provision of the N programmes and this appears to be simply a contractual relationship to provide a programme to mining houses. Similarly, CTFL appears to focus on the delivery of learnerships and it is unclear whether there is a process to support this provision or it is a simply contracting of provision.

In addition, the SETA data confirms that there is a strong relationship with the BankSETA and FASSET, which resonates with the finding that business, commerce and management is a key focus of many of the partnerships.

With respect to education, training and development the SETA data provides a similar picture as with MERSETA where is appears that the SETA is enabling these partnerships through supporting a range of programmes as well as lecturer development.

If one reviews this data by "partner" category or external organisation, it becomes very evident that relationships with industry and commercial enterprises are primarily based in manufacturing, engineering and technology, as well as business, commerce and management. Government-linked relationships tend to be spread across business, commerce and management, education, training and development and manufacturing. SETA relationships also mainly appear to be in the field of manufacturing, engineering and technology.

The one anomaly is THETA, which appears to have strong partnerships but it is unclear the fields in which these programmes are located. This will need to be probed in the future.
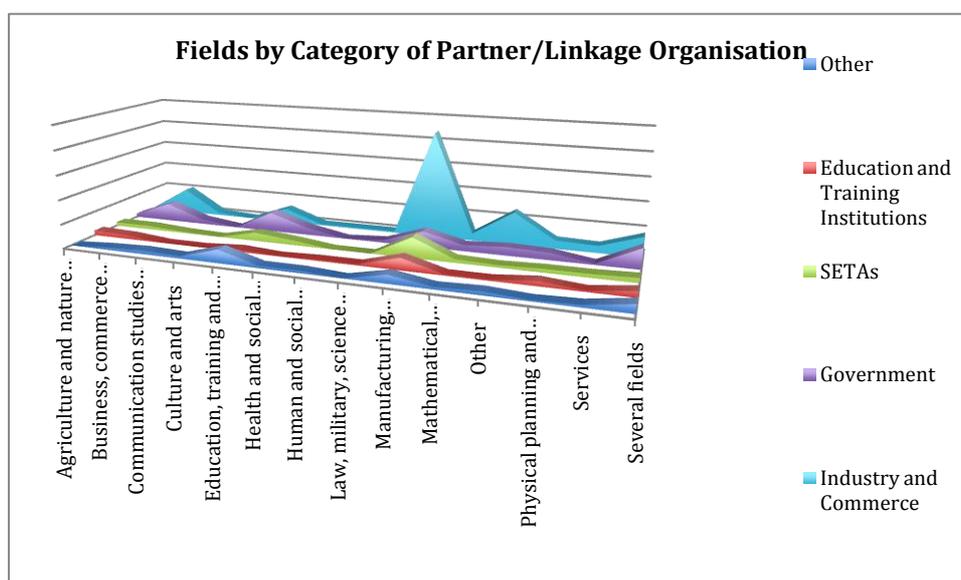

Figure 14: Fields of Partnerships/Linkages by Partner Category

5 INTRODUCTION

This section will provide a description of each of the relationships, and will describe their key features, why the partnerships were initiated and will begin to explore the factors that enable these relationships and the challenges that relate to these relationships. These examples, or cameos, are captured under the relevant college or SETA, depending who the main role player was that we interviewed in order to understand the relationships that they are enabling. and are individually described so that the nuance related to each relationship can be understood before more general learning can be established. These are then discussed in the final section of this report.

6 BOLAND FET COLLEGE

6.1 CAMEO 1

6.1.1 Who are the partners?

Construction
Boland College and SAFCEC (South African Civil Engineering Contractors), TJEKA Training Matters and Academy for Construction Skills ACS (Both specialised private providers)

6.1.2 Rationale for entering the partnership/linkage

Construction
• From Boland's' perspective, this partnership offered an opportunity to expand its scope into an area of training in which there is demand without incurring additional costs. This was seen as particularly important, as it was indicated that the college does not have budget to expand in this regard. In addition, the programme enabled the college to meet the requirements for accreditation (with respect to human and financial resources required), and to therefore be able to apply and receive accreditation. • The private provider, Tjeka/Conskills was looking for a dedicated site to set up a skills centre to service the construction industry, and for a partner who would provide the fundamentals. Up until that point, Conskills had been providing training on a mobile basis and providing the training on-site for clients. However, the learnership requirements meant that there was a requirement that they had a dedicated site, and so they began the discussions with Boland. • Conskills says: *'We see it as building lasting relationships where one can access opportunities together and if you look where we started off and where we are now – we have achieved it with Boland. Sometimes difficult decisions have to be made, but we are looking at longer term relationships.'* • From a key employer's perspective (Power Construction - one of the companies

represented by SAFCEC in the partnership), industry wanted to create a pool of graduates that had the skills to meet their specific job outcomes. As long as this partnership is meeting those needs, then it should remain in place.

6.1.3 Broad objectives of the partnership/linkage

Construction

- To establish and implement a mutually beneficial partnership between a public FET and private provider and industry (including companies, SAFCEC and the Construction SETA).
- To establish an accredited facility where learners can receive fundamentals and construction and civil engineering related training and practical experience as part of a learnership or some other form of occupational programmes on the same site.

6.1.4 Level of formality of the partnership/linkage

Construction

- It was indicated that the partnership has been one of the longest partnerships entered into by Boland, and has been formalised for the past 8 years.
- The partnership is governed by an MOU which is evaluated every year and, based on the evaluation, is renewed annually.

6.1.5 How the partnership/linkage was initiated and who initiated it?

Construction

- The private provider (Conskill/ Tjeka) and the FET College (Boland) began discussions during 2003 at a Construction SETA meeting and then this process got taken forward and was consolidated in such a way as to include the other partners as well.

6.1.6 Main partnership/linkage activities

Construction

This partnership focuses on the following areas:
- Programme provision: fundamentals, core and elective training and practical experience.
- The skills centre at the Paarl campus of the FET was built by the learners and is now used as the site where training in construction and civil engineering related skills can be provided (the site has become an ISOE as well as a trade test centre).

6.1.7 How are the partnerships/linkages monitored, evaluated and learnt from?

Construction

- It was indicated that at the start of the partnership meetings were constant and ongoing and that as part of the contractual obligations reports are provided about the programme and the specific learners.

• However, in view of the fact that it is a long established relationship, the parties now meet biannually but if issues come up then they meet more regularly on an ad hoc basis.
• Boland does a yearly evaluation of the project and based on the results of this evaluation it is determined whether the contract will be renewed.
• Parties indicate that there is ongoing learning and sharing of experiences (both formally and informally).

6.1.8 Enabling factors for the partnership/linkage

Construction
• That there was mutual need for the partnership, which meant that each party benefitted and could see this benefit.
• The partnership offered the college a cost effective way of expanding its scope as it did not have to invest in additional resources – both in terms of infrastructure and skills to teach the core training.
• The college already had a hostel which was being under-utilized and could therefore be made available to this programme
• The college already had a presence in the community and within industry and this could be built upon.
• The person heading up the partnerships unit in the college is entrepreneurial, and saw the gap and acted on it. In addition, the person was able to persuade the college leadership to buy into the project.
• The driver of partnerships understands the need for partnerships and has been trained. The college stated: *'this requires a whole mind shift and every campus needs a partnership committee and if colleges do not work per campus and have a decentralised setup, then every department should have such a committee for evaluating, auditing and reviewing and cannot have one person to review – once a year I go around to each campus to review the partnerships.'*

6.1.9 Key partnership/linkage challenges

Construction
• There was a perception that learners entering the learnerships would be middle-age workers as compared to the younger learners in the rest of the college: it was felt that this could create problems on the campus.
• It was indicated that the FET faced a number of challenges in terms of selling the idea to top management, as well as to campus managers. One of top management's concerns were that the partnership would not effectively build internal staff capacity, as staff would be recruited per project/contract and as a result, this would not benefit the college in the medium to long term.
• Related to the previous point, it appears to have been difficult to establish real integration between the Partnerships Unit and the main college and, similarly, between this programme and the NCV.
• There are a number of areas of risk for partners, which could have derailed the partnership. For example, if the DHET says that the facility is not aligned with policy, then players may have invested in a centre that they would then lose.
• It was felt that there is a real challenge with respect to expertise of lecturers: An employer representative says: '*the biggest problem at FETs country-wide is lack of expertise in our industry field and the affordability of good*

> *experienced lecturers. Private FETs have different relationships with lecturers and therefore have more of them with good industry expertise. Many retired industry experts work for them on ad-hoc/contract basis".*
- It was also felt that the programme mix within the qualifications poses a challenge to the growth of partnerships.

6.2 CAMEO 2

6.2.1 Who are the partners?

Insurance
Boland College and the University of the Western Cape, Insurance Seta and the Financial Planning Institute (FPI).

6.2.2 Rationale for entering the partnership/linkage

Insurance
- Boland was looking for new opportunities to expand their coverage and they therefore had informal discussions with UWC about the possibilities of working with the insurance industry.   - The FPI was in the process of becoming a professional quality assurance body for the insurance industry. They have also acted as a private provider offering non-accredited financial planning courses. However, they felt that it would be preferable if they could offer the training together with another provider and in this process secure accreditation. The FPI also approached UWC and they discussed who should best take over the training (UWC directly or an FET College)   - The INSETA was motivated to become involved in the process, as it would enable the articulation between the training programme (which could be offered by the College and with a Higher Education institution) and would help to create an innovative partnership between industry and the FET College.   - UWC's rationale for involvement was to assist them to take forward their commitment to articulation. They also indicated that it would assist them to develop their relationship with industry and the FETs.

6.2.3 Broad objectives of the partnership/linkage

Insurance
- To develop a mutually beneficial partnership between the FETs in the Western Cape and the insurance industry in such a way that the capacity of the FETs to provide quality training to the insurance industry would be developed.   - To enable employees in the insurance sector who have a number of years experience with access to training, which articulates with higher education (though it is intended that this be expanded for unemployed learners as well).   - To roll out this programme nationally if successful in the WC.

6.2.4 Level of formality of the partnership/linkage

Insurance
Initial discussions began in 2007 but the programme was only implemented in

2010 as a result of the need to get certain processes underway
• The partnership is governed by an MOU and according to all parties, the programme is tightly managed as it is a pilot, and all parties want to learn from the process and ensure its success.

6.2.5 How the partnership/linkage was initiated and who initiated it?

Insurance
• This partnership was initiated by the FPI, who approached UWC to assist in either taking over the training around financial planning, or in assisting them to locate this training within the FET colleges. UWC, in turn, approached Boland and then the other Western Cape FETs.
• Once they were on board, all the parties approached the INSETA for funding and to assist with the accreditation of the colleges to provide the training, and a range of other areas of assistance, such as in relation to the learning materials.

6.2.6 Main partnership/linkage activities

Insurance
The main activities of the insurance partnership, include the following:
• Five of the six FETs in the Western Cape grouped themselves together and with the assistance of the INSETA and became accredited to provide the training (Wealth Management: NQF level 5) as well as to assess the learners. Each of the five FETs has enrolled 20 learners (that is, 100 pilot learners in total).
• The FPI has assisted to write the learning materials (together with the SETA) so as to ensure that the curriculum is sufficient to enable the learners to write the board exam for financial planners.
• UWC's Further Education and Training Institute (FETI) – a unit based at the University - acts as the project manager and as part of this role ensures that the learners that complete the programme can access the second year of a higher diploma in management studies and ultimately to complete a Bcom honours degree.
• INSETA is providing the funding of R20 000 per learner per annum to the colleges and will provide finances for students wishing to study further at university. In addition, they have assisted in getting the colleges accredited to provide the training and have monitored the implementation of the programme and assisted to ensure that the key stakeholders are on board.

6.2.7 How are the partnerships/linkages monitored, evaluated and learnt from?

Insurance
• It was indicated that because this project is a pilot, there are very clearly defined structures and reporting mechanisms so as to monitor the success of the programme.
• The project team, which includes UWC, insurance companies and colleges – which deals with operational issues of running the project - meets monthly.
• The task team, which includes the INSETA, UWC, insurance companies, FPI and

colles, meet every two months to discuss strategic issues.
- A third group comprising UWC, INSETA and FPI meet quarterly to discuss broader issues of the way forward, for example, of bringing in unemployed and getting them into level 4 NQF qualifications.
- Lessons and experiences are shared on an ongoing basis and within and between the different structures and stakeholders.
- UWC stated that the relationship is being comprehensively monitored and continually evaluated and the FPT is continually checking to ensure that the quality of exams is upheld.
- Differences in terms of college performance are also being monitored and are being shared in the various project meetings, as well as an attempt to develop models of best practice.

6.2.8 Enabling factors for the partnership/linkage

Insurance

- There was a mutual need for the partnership.
- A number of the FET colleges already had experience with similar type programmes, which made it easier for them to understand what would be involved. Further, many of these colleges have what is regarded as an 'entrepreneurial' culture.
- UWC had been working closely and has a good relationship with the FET colleges in the Western Cape, and has the capacity to monitor and check on academic levels and able to observe classes and teaching across the FETs to ensure some form of alignment.
- The Further Education and Training Institution (FETI , which is a unit within UWC) was in a position to broker a relationship between the FETs and universities.
- INSETA was committed to working with the FET colleges and to supporting them to develop their capacity and scope and specifically to assist them to begin to build relations with industry so that learners can be placed in employment.
- There was also an also increased willingness from insurance companies (who have their own training companies) to work with FET colleges.

6.2.9 Key partnership/linkage challenges

Insurance

- All parties agreed that the process of managing such a large number of stakeholders is complex and there were varied views as to whether an external project manager or the professional body should play this role.
- It was suggested that not all stakeholders were "*on the same page"* in the initial phases of the project and that this created a challenge for the programme.
- This was particularly felt to be the case for facilitators in the programme, with one stakeholder observing that the different facilitators are '*pulling in different directions*'. One example of this that was given is that the facilitators were recruited from the private sector and it was indicated that some have been critical of the FETs in front of the learners, which has unsettled these learners.
- Also it was felt that FET lecturers were not prepared to play the role required

of them with respect to curriculum development. It was suggested that this is a challenge for the programme and for the development of FET capacity. One interviewee commented that, *'With this type of model, if the colleges are outsourcing and buying in the facilitator, then it is questionable to what extent they are building capacity and investing in their staff to provide the training…'*

- The process of getting the colleges accredited was a real challenge for the programme, and took much longer than anticipated.
- It was also indicated that a challenge for the FET's is their ability to sell themselves to industry and appear credible to them.
- The programme had to deal with complaints from employers who want the facilitators across the colleges to train to the same standard and have the same approach. Hence, partners had to deal with the expectation of some employers who were expecting the '*sameness in everything*' and had to explore what was and was not possible.

7 GERT SIBANDE FET COLLEGE

7.1 CAMEO 1

7.1.1 Who are the partners?

ECD
Gert Sibande and ETDP Seta

7.1.2 Rationale for entering the partnership/linkage

ECD
- The college wished to ensure that they attained accreditation status so as to expand their scope to provide ECD training and improve the quality of their lecturers and general support for ECD.   - In addition to the ECD component of the partnership, the ETDP SETA wished to secure a partner that could provide workplace experiene for learners that they are supporting with a bursary. These learners are studying a Bachelors of Education qualification at UNISA and it was hoped that the College would provide the workplace experience for them. For the college this in turn offered them the chance to work with learners that they could potentially employ as lecturers in the future.   - The SETA also wished to build partnerships with FET colleges and in this context they stated that they wished to become involved as they are committed to developing the capacity of the college in line with their longer term vison of wworking with the public providers (providing.

7.1.3 Broad objectives of the partnership/linkage

ECD
To build the capacity of the public provider to provide quality service and ensuring the surrounding community benefits. This would be achieved by

both additional training for existing lecturers in the college and in addition through the provision of a bursary for learners (10) to complete their studies at UNISA and to undertake their workplace experience at the college.

- To provide ECD training, learnership opportunities and possible employment of learners.
- To assist with establishing resources for ECD practitioners in the form of the setting up of a 'toy library' to provide ECD practitioners in the area with resources to utilise.

7.1.4 Level of formality of the partnership/linkage

ECD
This partnership began about 4-5 years ago and is governed by an MOU.

7.1.5 How the partnership/linkage was initiated and who initiated it?

ECD

- Gert Sibande initiated the partnership. The college approached the SETA to become accredited and to be supported to do the ECD training.
- As a result of this process and with the support of the (then) Department of Education, the college became an ISOE for the Seta.
- The college then requested that the SETA fund the 10 learners who are studying a Bachelor of Education through UNISA and who want to become college lecturers.

7.1.6 Main partnership/linkage activities

ECD

7.1.7 How are the partnerships/linkages monitored, evaluated and learnt from?

ECD

- As per the agreement of the MoU the parties (involved on the project team) meet formally on a quarterly basis to review the partnership
- In addition individuals involved in the different projects also meet separately and assist to monitor the progress being made in each of the projects using the agreed upon monitoring tools.
- The parties indicated that learning is shared between the parties on an ongoing basis.

7.1.8 Enabling factors for the partnership/linkage

ECD

•	There was a will to become involved in the partnership from the college who wanted to expand its scope and get accredited to provide ECD training and in particular ECD related learnerships
•	The SETA was keen to work with an FET college to ensure that it expanded the capacity to provide ECD learnerships in the country.
•	The SETA wanted to become involved with the college, as they required a vehicle to place their learners, as they were concerned about them getting practical experience as well as employment.

7.1.9 Key partnership/linkage challenges

ECD

- There have been what are reportedly minor challenges in the relationship, which relates to the payment of stipends: it was indicated that these have since been resolved with the SETA.
- The SETA felt that the learnership might place an additional administrative burden on the college. However, the FET did not highlight this as an area of concern.

7.2 CAMEO 2

7.2.1 Who are the partners?

Public works

Gert Sibande and Mpumalanga Department of Public Works

7.2.2 Rationale for entering the partnership/linkage

Public works

- The college wished to develop new relationships.
- The provincial department was looking for a FET (as part of their commitment to building and strengthening relationships with FETs), which could provide training for unemployed youth, as well as provide community health building learnerships and placement for learners (as the department has a placement strategy which the college is part of).

7.2.3 Broad objectives of the partnership/linkage

Public works

- To assist the FET to secure their accreditation status with the Construction SETA so that the department could contract the college to provide the range of training it requires.
- To enable graduates to secure employment post the programmes.

7.2.4 Level of formality of the partnership/linkage

Public works
This relationship began in 2007/8 and is also governed by an MOU. Within the MOU there are a number of projects, which have specific business plans, time lines and reporting structures.

7.2.5 How the partnership/linkage was initiated and who initiated it?

Public works
- Public works approached the college after their Minister gave the department a mandate to strengthen their relationship with FET Colleges.   - The department approached three FET colleges in Mpumalanga, including Gert Sibande, and requested that they assist with training and placement of learners.

7.2.6 Main partnership/linkage activities

Public works
- The college initially focused on attaining their accreditation status with the Construction SETA (CETA)   - As part of the partnership learning materials were developed.   - Initially the college sub-contracted the provision for the Department, but by the second year it had developed the capacity to manage the programme and the college sourced its own facilitators who they trained, and are now on their database so that they can use them whenever they are requested to training in these areas.   - The Department funds the training.

7.2.7 How are the partnerships/linkages monitored, evaluated and learnt from?

Public works
- The parties holding monthly meetings to review activities that are going on in the programme. These meetings are informed by reports from the project manager who is responsible for very hands on project monitoring.   - Lessons are shared within the department and college.

7.2.8 Enabling factors for the partnership/linkage

Public works
The Department was committed to utilise FETs to fulfil its mandate to enable training for individuals in the community. In particular, they felt that the FET colleges had the capacity to support their training requirement in terms of venues and resources to ensure that the programme could run smoothly (for example to cover the costs of stipends until they get paid back by the department). They also felt that they were trusted in the community.

- The FET College was willing to participate in the relationships as it enabled them to expand their scope in a credible manner and to build a relationship with the public sector, which it indicates that it finds useful, as they have not had much success in developing relationships with the private sector: "*Building relationships with government departments has been most useful because we are in the rural area and we find it difficult to get employers on board to take our learners for experiential training…if departments send their employees then they will get experiential training. As a result, we do a lot of government learnerships.*"

7.2.9 Key partnership/linkage challenges

Public works

- The parties did not raise any challenges with the relationship, although the college stated that they felt that the Construction SETA prefers to use private providers. They say that this perception is based on the fact they received provisional accreditation and the regional office in Nelspruit was supposed to do an inspection to grant the FET full accreditation. However, they say that this has still not happened, despite numerous attempts to get this addressed. Their concern is that this might affect their relationship with the department, for example, if this issue is not addressed. *'If they let our accreditation lapse then the department won't be able to use us in the future.'*
- The FET College did, however, indicate that they experienced challenges around building a relationship with the private sector. The college stated: *'The mines use the colliery training college in Witbank and rather send staff there than to the FET. They only want to use the FET for theoretical training and not practical. Even Eskom they send their people to Midrand to do the training there. The main employers in the area are not using the FET. Even Sasol do their own training. And only want to use the college for the N courses.'* It indicated that to try and address this challenge, they are looking to see how they can accommodate small employers who might find it expensive to send staff long distances to be trained and may be willing to use the FET college in the area. In terms of the possible reasons why the larger companies are utilising training opportunities elsewhere, the college was not clear why these choices are being made, aside from the fact that they have always used these facilities.

8 EAST CAPE MIDLANDS FET COLLEGE

8.1 CAMEO 1

8.1.1 Who are the partners?

Automobile manufacturing

- East Coast Midlands and the Uitenhage branch of Volkswagen (VW)

8.1.2 Rationale for entering the partnership/linkage

Automobile manufacturing

- The FET college wanted to offer occupational training in the auto field, but they did not have the capacity to offer the core training. The college explained that they also did not have a workshop to utilise for the occupational programme as the current resources are reportedly allocated to NVC training.
- In addition, it was indicated that the college wished to form the relationship as they needed access to moderators and assessors
- It was felt to be an opportunity to strengthen the relationship between the FET college and industry. This was felt to be valuable as it was hoped that this would encourage industry to input into the curriculum to make it relevant to their needs so that graduates would be employable by industry.
- It was also indicated that VW needed the relationship, as they were looking for a provider to provide components of the training for learnerships and apprenticeships

8.1.3 Broad objectives of the partnership/linkage

Automobile manufacturing
- To improve the employment potential of learners.   - To provide learning that is recognised and accredited by industry and institutions of Higher Education.   - To provide the college with an opportunity to expand the scope of their training and to be able to integrate theory and practice more effectively, such that the training is more relevant to the needs of employers.   - To increase the resource base of the FET college.

8.1.4 Level of formality of the partnership/linkage

Automobile manufacturing
The relationship was formalised through a MOU which was signed in 2011. This sets out clearly the roles and responsibilities of each of the parties. Prior to the MOU the relationship had not been formally defined.

8.1.5 How the partnership/linkage was initiated and who initiated it?

Automobile manufacturing
- There was a long and established relationship, which existed between the company and the FET and which formed the basis of the current partnership.   - It evolved from the time that the VW training manager was on the FET college council, and discussions began on how to begin to collaborate together and share resources.

8.1.6 Main partnership/linkage activities

Automobile manufacturing
The FET will implement a range of activities, including the provision of the

fundamental training which forms part of the learnerships. It will also provide certain core modules against unit standards (and in particular the theoretical knowledge required by apprentices); it will also develop learning material that is industry orientated whilst covering the broader curriculum and will develop staff as facilitators of outcomes based learning.

- VW will provide core and specialised programmes applicable to the industry; it will clarify quality standard requirements; provide expertise to support practical training; assist with recruitment processes including entry requirements, screening of individuals and the provision of career guidance for all candidates interested in a technical career.

8.1.7 How are the partnerships/linkages monitored, evaluated and learnt from?

Automobile manufacturing

- The MOU sets out a clear process for the monitoring and evaluation of the partnership. This includes quarterly meetings, as well as weekly meetings if required (though these are reportedly not always held, which parties suggest is not a problem as they indicate that there is sufficient levels of informal interaction).
- The MoU indicates that in order to ensure accountability the quarterly meetings will be documented so that learning can be shared on an ongoing basis.
- As part of the monitoring of the process, the MOU provides for the regular auditing of materials, learners and processes to ensure the effectiveness and impact of these different elements in the workplace.

8.1.8 Enabling factors for the partnership/linkage

Automobile manufacturing

- It was suggested that the partnership was made possible, as each party respectfully recognised each other's capabilities and focused on their area of expertise
- Related to this previous point, it was indicated that there is mutual need (VW wanted training for staff and FET College wanted relevant programme which would enable graduates to access employment - '*For a long time education determined the curriculum and industry was always unhappy as it did not meet its needs…now we invite stakeholders from the industry to look at our curriculum to make sure it meets their needs.*')
- It was also suggested that what enables the partnership is a shared commitment to the programme and the recognition that the partnership ensures that the learning is recognised (through improving the capacity of facilitators, levels of resources and access to their assessors and moderators).
- It was also suggested that the long relationship established between the FET college and VW created sufficient trust between them and a basis for exploring what other programmatic options may be possible.

8.1.9 Key partnership/linkage challenges

Automobile manufacturing

- Industry indicated that there had been challenges with respect to the resources available for the programme including the limited range of courses they could offer, the quality of the learning material and the limited industry experience of the lecturers. The company observed, '*how will they (FETs) serve the industry unless they are aware of developments and are up to date in terms of their technical abilities?*'
- It was also suggested that it was a challenge that the partnerships unit – which has initiated learnerships and apprenticeships (as the rest of the college has been devoted to NCV) – does not have a dedicated site and a core staff complement paid for by the college: '*Up until now we put up 10 prefab classrooms on existing sites and the rest was normal classrooms and for practical training went to VW. The workshops are dedicated to NCV.*'
- The FET explains that because of the funding formula up until now, the only funding it could source for more occupational linked training was from SETA's, National Skills Fund or employers. The partnerships unit, he FET argues, (like other FETs) is generally a separate unit and it has to be cost effective and cover its own costs as well as provide a percentage to the main college for utilising some of their resources. 'We appoint our own staff and buy our own equipment and money from projects goes back into the unit to sustain it – aside from a percentage given to the main college.'
- It was also felt that there are insufficient levels of support from the Council for these partnerships.

8.2 CAMEO 2

8.2.1 Who are the partners?

Metal and related sectors

- East Coast Midlands, Merseta and Welford Eddy (to provide workplace experience)

8.2.2 Rationale for entering the partnership/linkage

Metal and related sectors

- The FET College and SETA realised that they shared a common goal of ensuring the employability of NCV learners and they wished to seek ways of enabling the NCV graduates to access alternative pathways to employment
- The SETA wanted to pilot a project, which explored another pathway to artisanship through filling in the gaps between NCV4 and the artisan trade test.
- The SETA had also set itself the strategic objective of working with the FET colleges and this project provided them with the chance to strengthen this relationship and develop the capacity of the college.

8.2.3 Broad objectives of the partnership/linkage

Metal and related sectors

- To improve the facilities of the college through the upgrading of the college's welding centre (which has now become an ISOE).
- To implement a pilot, with 10 NCV 4 graduates, which enables them to access an accelerated artisan development which fills the gaps between the NCV level 4 and what is required in order to undertake a trade test. In doing this, the pilot will be implemented in accordance with RPL principles.

8.2.4 Level of formality of the partnership/linkage

Metal and related sectors

- The parties have had a relationship for a number of years which was not governed by a formal agreement. During this time, the welding centre was upgraded by the SETA and became an accredited ISOE in 2007.
- The current pilot programme is governed by an MOU. This has been operational since the beginning of 2011.

8.2.5 How the partnership/linkage was initiated and who initiated it?

Metal and related sectors

- The FET approached the SETA as it was concerned with the growing number of unemployed learners who had completed their NCV 4 and were not being absorbed into industry.
- Discussions with the SETA led to an agreement that they would jointly implement the pilot programme.

8.2.6 Main partnership/linkage activities

Metal and related sectors

- The SETA will provide the funding for the pilot: this is to cover payment to the FET as well as a stipend of R2 500 per month per learner for the 85 weeks of the accelerated artisanship programme.
- The FET College will manage the process including the time the learners are in the college where they will provide the theoretical input and then monitor the learners in the company where they will get the workplace experience.

8.2.7 How are the partnerships/linkages monitored, evaluated and learnt from?

Metal and related sectors

- The partnership is monitored by both the SETA and the FET college: The SETAs quality assurance body in the EC is responsible for the monitoring of the programme while the FET College monitors the learners both inside the FET and when they are in the company.

• There is also a task team, which is supposed to meet regularly and is responsible for reviewing monitoring reports. But it is indicated that it has not met as regularly as the parties would like.
• However, the FET college is providing the SETA with ongoing reports and records so that all aspects of the programme can be monitored (this includes the usage of the logbook system).
• It is suggested that the approach to the M&E is one that ensures that the pilot can be fairly structured, but remain experimental.

8.2.8 Enabling factors for the partnership/linkage

Metal and related sectors
• The FET college saw the potential of involving the SETA in a project which would benefit both parties and meet their broad objectives.
• The SETA was looking for an opportunity to test the pathway to artisanship and have an opportunity to document and establish it beyond the pilot.

8.2.9 Key partnership/linkage challenges

Metal and related sectors
• It was indicated that the current project is still unfolding and that there are no major challenges: where problems arise it was indicated that these are quickly addressed by both parties.
• The SETA, however, commented that the one challenge that faces the FET college and could become an obstacle to future partnerships if not addressed, relates to the speed at which the FET college could move from vocational to occupational training, so as to benefit industry.

9 MERSETA

9.1 CAMEO 1

9.1.1 Who are the partners?

Auto and metal
• MERSETA and the College of Cape Town

9.1.2 Rationale for entering the partnership/linkage

Auto and metal
• It was felt that the college could achieve ISOE status, which would enable the FET college to deliver programmes supported by the SETA.
• The SETA also indicated that they have an active commitment to supporting the FET colleges and this partnership therefore strengthened this work
• The FET college was eager to enter the partnership, as it meant that the SETA supported (with staff development) and funded the college to assist

| them to attain ISOE accreditation. |
| • For the FET college this was an important driver as it provided them with an opportunity to expand their scope of provision. |

9.1.3 Broad objectives of the partnership/linkage

Auto and metal

- To accredit the FET as an ISOE (automotive division) so that it could provide quality training programmes which are aligned with the NQF.
- To build the colleges' capacity: not only in terms of the development of learning materials but in terms of staff development with respect to both technical and management skills.

9.1.4 Level of formality of the partnership/linkage

Auto and metal

- The partnership is governed by a MOU which covers the period 2009-2011
- However parties indicate that it is anticipated that the relationship will continue beyond 2011 and that there will be follow up projects.

9.1.5 How the partnership/linkage was initiated and who initiated it?

Auto and metal

- This partnership was initiated by the MERSETA who called on FETs to provide a motivation to become accredited as an ISOE.
- Following this, the SETA ETQA manager reviewed the college's motivation and granted them ISOE status in 2008.
- As part of this process, the SETA also agreed to provide the FET with funding for a range of activities such as staff development.

9.1.6 Main partnership/linkage activities

Auto and metal

- Senior college staff went to the UK as part of a research process that was being conducted around developing best practices for managing colleges. The staff went for one month and this was followed up with a further month of interaction with their international colleagues – the intention was to ensure international benchmarking.
- The SETA provides funding for these interventions and ensures that their ISOEs are exposed to international experience so that '*we will be then able to work with them".*
- In addition, staff members to go to VW in Uitenhage for a period of time to get training in engine management systems and electronic based training for a week

9.1.7 How are the partnerships/linkages monitored, evaluated and learnt from?

Auto and metal
- It was explained that the FET College is expected to report to the MERSETA on a quarterly basis. However, over the last two years it has reportedly only formally reported twice during that period. The SETA did not appear to be too concerned about this and presumably it has not been a priority. However, interviewees stated that after the UK visit, the college wrote a report which was sent to the SETA and that outlined the developments that had taken place in terms of staff capacity issues.   - It was suggested that the monitoring aspect of the programme could be improved.

9.1.8 Enabling factors for the partnership/linkage

Auto and metal
- It was indicated that what assisted the development of this partnership is the fact that the particular FET college has established a footprint in industry and in the province and '*they can see that we have connections with industry…. Our relationship with industry is good and they are using the FET.*'   - The other factor that was seen to be enabling for the partnership is the commitment made in NSDS 3, which requires that public FETs became the main provider for skills development. It was indicated that this led to a change in the work that SETAs were doing with the FET colleges (though it was indicated that some of this work was already taking place)

9.1.9 Key partnership/linkage challenges

Auto and metal
- It was indicated that the one challenge is that the MERSETA has not followed up with implementation as needed, and has not intervened sufficiently where challenges emerge. For example, it was indicated that the college struggled to get companies on board in terms of finding opportunities for workplace experience and, particularly, if they are trying to place unemployed learners.   - Conversely, the SETA indicated that the big challenge is that the college needs to ensure that the curriculum is revised, and that the college moves more towards occupational qualifications. They also indicated that there is a real need for staff development at the colleges. This view was reinforced by the FET college who stated that in order to develop a real partnership, there was a need to ensure that they have proper skilled staff, resources and facilities that have equipment that is up to date: '*If the ISOE is to continue here we need to make a greater impact and need to place our staff in industry as our facilitators need to have up to date training.*'

10 ETDP SETA

10.1 CAMEO 1

10.1.1 Who are the partners?

ECD
• ETDP and the College of Cape Town

10.1.2 Rationale for entering the partnership/linkage

ECD
• The college suggests that it entered this relationship with the ETDP SETA as it provides them with the opportunity to focus on providing training to one of its niche markets, namely ECD, and to fulfil its mandate of up-skilling people and ensuring their employability. • The SETA sees the relationship with the college as an opportunity to *"ensure that we have better outputs from the FETs."* And to ensure that "*learners are more employable.*' • It was also indicated that the college was motivated to enter the relationship as it assisted them to attain accreditation status to provide ECD training up to level 4, but also to provide level 5 (NQF) so that learners could access higher education.

10.1.3 Broad objectives of the partnership/linkage

ECD
• To enable the college – following its ISOE accreditation - to be in a position to deliver programmes on behalf of the SETA. • To ensure that the SETA has a public institution that it can rely on to deliver quality ECD training. • To enable the FET College to offer a level 4 and 5 course which provides learners access to higher education where they are able to do a Bachelor of Education through UNISA.

10.1.4 Level of formality of the partnership/linkage

ECD
• The relationship began before 2009 when the college was accredited as an ISOE. Since then, the relationship has grown and a number of programmes have been embarked upon, each being governed by an MOU or service level agreement which stipulates the deliverables and reporting mechanisms.

10.1.5 How the partnership/linkage was initiated and who initiated it?

ECD
• The partnership was initiated by the SETA as part of its drive to develop ISOEs.

• In this process, ECD training was identified as the key area.

10.1.6 Main partnership/linkage activities

ECD
• The college had to go through a process of accreditation which required staff capacity building, development of learning materials (which was done in conjunction with the SETA) • Once accredited, the college can provide ECD training up to level 5, manage learnerships, as well as assist NGOs to train their staff around ECD. • In turn, the SETA acts as the quality assurance partner, and provides funding for the training – if training goes out on tender – but also in some instances provides bursaries for learners and pays a stipend to those on learnerships and also sources learners when they issue a tender for a private for ECD training. • The SETA acts as a facilitator in terms of developing relations between the FET and the sector, so as to increase the chances of learners being placed in employment.

10.1.7 How are the partnerships/linkages monitored, evaluated and learnt from?

ECD
• The partnership is ttightly monitored and there is on-going informal communication between the parties. In addition, it was indicated that the SETA has verification teams going to the college on an ongoing basis, while the provincial coordinator also monitors the project. • There are also quarterly meetings in which the FET provides quarterly reports • It was indicated that the SETA is very proactive in sharing such information, and is at the forefront in terms of ensuring this happens.

10.1.8 Enabling factors for the partnership/linkage

ECD
• The partnership was made possible because the college was identified as a possible site for an ISOE – which implies that the college has the standing in the community as well as with industry. • As part of the process around accreditation, assistance and funding was made available in terms of building staff capacity as well as in terms of learning materials. • It was suggested that this commitment, from the SETA, to support the colleges to enable them to deliver better quality training to young people and the community more broadly. • It was indicated that being within DHET and having NSDS 3 creates an enabling environment for these relationships

10.1.9 Key partnership/linkage challenges

ECD
- The parties did not highlight significant challenges. However, the SETA acknowledged that they might have misjudged the extent to which they needed to provide guidance and assistance to the FET College once the MOU was signed. A SETA representative stated that as a result, the relationship took longer than normal to get off the ground. '*There was some misunderstanding of what was expected…We signed the MOU and then expected the FET to get on with things and provide regular feedback…In fact they needed more guidance and hand holding through the process then we realised, so we needed to have a closer relationship and more meetings to assist them.'*   - More generally, the SETA stated that, for partnerships to happen, FETs need to build capacity and have dedicated people to deal with partnerships and build experience that way. It was also indicated that there was a need for the FET college to build relationships with industry, '   - From the FET side, no real challenges were highlighted except for initial problems which emerged around the distribution of stipends to learners (also highlighted in the case of Gert Sibande) but it was reported that this has been sorted out so that there are no longer delays from the side of the SETA in providing the stipends which are now done by the FET.   - In terms of the colleges' commitment to partnerships, the unit stated that when it was first established it received the 'cold shoulder' from the academic staff, who had traditionally gone out on an *ad hoc* basis to industry to seek partnerships. With the centralisation of that function in order to ensure better controls and coordination, partnerships are working well and *'we ensure deliverables are met…effectively, we act as the project managers.'*

10.2 CAMEO 2

10.2.1 Who are the partners?

Gauteng
ETDP and eight FETs in Gauteng

10.2.2 Rationale for entering the partnership/linkage

Gauteng
- The SETA indicated that it wanted to set up the Gauteng FET forum with the purpose of formalising its relationship with the FETs so as to find a way of increasing its provider footprint across the province.   - It was also felt that a forum created mechanisms for them to work with these colleges, and to develop a plan to strengthen their capacity and to consider which programmes should be supported.

10.2.3 Broad objectives of the partnership/linkage

Gauteng

• To build the capacity of the FETs in Gauteng and to assist them to secure accreditation for the scarce and critical programmes that should be rolled out by the SETA.
• This forms part of the SETAs overall commitment to working with and building FET capacity so that they can deliver on skills programmes.

10.2.4   Level of formality of the partnership/linkage

Gauteng
• There has been no MoU signed at this point though it was indicated that this remains an intention.

10.2.5   How the partnership/linkage was initiated and who initiated it?

Gauteng
The proposed partnership was initiated by the SETA.

10.2.6   Main partnership/linkage activities

Gauteng
• The SETA proposed the setting up of the forum with the purpose of coordinating skills development, capacitating the FET colleges and accrediting them to do scarce and critical skills training for the SETAs.
• The FETs in turn have identified the skills needs in their organisations and have presented this to the forum so that the SETA can fund the capacity building where required.

10.2.7   How are the partnerships/linkages monitored, evaluated and learnt from?

Gauteng
• Since the forum was established, there have been quarterly meetings and the intention is that there will be joint monitoring and impact studies of the various programmes which are to be implemented.

10.2.8   Enabling factors for the partnership/linkage

Gauteng
• The SETA and the FETs saw the potential benefit in working together – it was

| seen as a win-win situation for both sides. |
| • The NSDS 3 provided the added incentive for the SETA to initiate such a process which they want to expand beyond Gauteng. |

10.2.9 Key partnership/linkage challenges

Gauteng
The relationship is still in its initial phase and no real challenges have as yet emerged.

SECTION E: DISCUSSION

11 KEY POINTS EMERGING FROM THE SURVEY

The survey results in this report suggested the following key messages:

- That there appears to be large numbers of partnerships/ linkages between FET Colleges and workplaces;
- Many of these partnerships are active over a long term period of time rather than short once off and ad-hoc;
- These partnerships are in a range of fields though there are certainly fields where partnerships appear to be most in evidence;
- Further, that there is a range of types of partnership/ linkages: these range from the provision of programmes such as the N programme to relationships focus directly on supporting learners to access workplace exposure and experience; and
- Very few college/industry relationships appear to focus on lecturer development though it was found that some SETAs appear to enable these partnerships by supporting lecturer development.

Also of interest is that it was found that, colleges with dedicated units or many dedicated staff members do not necessarily translate into an increased number of partnerships/linkages.

These findings highlight the need to explore which are the other factors that relate to the formation of partnerships/linkages, such as the institutional culture, so as to try and understand whether these factors encourage and support the formation of such partnerships/linkages: so in this example, the survey noted that it would be important to understand whether the institutional culture is one that ensures that partnerships/linkages are built into strategic plans and/or the KPAs of managers and staff at these. In addition, the survey suggested that it would be important to

establish whether factors such as the location of the college are important in determining the partnerships and linkages that are formed.

Finally, the survey report noted that there is also a need to understand how these factors, regardless of whether they impact on the actual number of partnerships/linkages, affect the depth and quality of each of these partnerships/linkage.

These issues were the considered in more depth in the cameos that were explored and in particular considered the implications of these findings for the way in which college and workplace relationships can be conceptualised (either directly or through a SETA), and the implications of this for both policy and support. The following section highlights the issues that emerged within the cameos before concluding by noting some of the issues that require further attention.

12 ISSUES EMERGING FROM THE CAMEOS

12.1 FORMS AND OBJECTIVES OF PARTNERSHIP/LINKAGE ENGAGEMENT

It was found that in the cameos the partnerships/linkages typically focused on one or more of the following:

- o Delivery of a programme or a component of a programme;
- o Programme and curricula: including reviewing and changing curricula, supporting assessment and related
- o Institutional development: management support, lecturer development and assisting with infrastructure
- o Learner support: Career guidance, workplace exposure and workplace experience

An exploration of the cameos pointed to the fact that the relationships entered into focus on different areas with some typically focusing on provision to industry, as well as a commitment to ensuring access for the broader community. In most of these cases the FET colleges indicate that their reasons for entering the relationships are to extend their scope, to reach a particular target audience and to receive accreditation status. It appears that in a number of cases, the agreement of the FET College to provide the programme meant that the SETA, or the company, was willing to support institutional development imperatives (including curriculum review, learner recruitment, assessment, etc). .

For example, Gert Sibande has entered into relationships which ensures the delivery of programmes, institutional development through the building of staff capacity, as well as learner support through the placement of learner - either within their institution or to attempt, where possible, to place learners externally. In addition, Gert Sibande has taken advantage of opportunities presented by government departments, as it has not had a huge success in terms of the private sector engagement.

East Coast Midlands, has taken it one step further and sought to engage with industry in terms of reviewing and changing curricula to meet the needs of industry,

as reflected in the partnership with Volkswagen. In addition, industry acted as moderators and assessors in the process. In the case of the insurance industry partnership with Boland (and other colleges in the Western Cape), the industry and UWC are constantly reviewing and assessing the level of training to ensure full articulation into higher education, as well as ensuring that the learners are able to be in a position to write the board exam for financial planners.

What is interesting is that there were very few relationships that support the improved implementation of the NCV: though the East Coast Midlands is piloting a project to explore a fourth pathway to artisanship which links in with a commitment to learner support. This relationship is an attempt to ensure the employability of its NCV learners.

The SETA partnerships have tended to focus not only on the delivery of programmes (ECD), institutional development (building FET management staff and lecturer capacity), learner support in terms of attempts to place learners as well as articulation between workplace learning and higher education.

12.2 ROLE OF THE DIFFERENT TYPE OF RELATIONSHIPS

The report then looked at the roles of the different parties, as well as how colleges view different types of relationships, what impact these have on their institutions, which type of relationships are more beneficial to the different parties and whether linkages and formal partnership support colleges differently.

The cameos pointed to the fact that the various parties play different roles and their involvement differs. For example, the linkage between Gert Sibande and Public Works appears rather straight forward, with the Department providing funding and the FET acting as a service provider. A similar scenario exists between ETDP SETA and the College of Cape Town. However, in this case, the SETA is committed to ensuring full articulation between workplace learning programmes and higher education through the accrediting of the FET to provide a level 5 course, which provides learners access to higher education. So over and above the role of funder, the SETA has assisted in building capacity in the institution as a result of the accreditation process. The partnership between the insurance industry and Boland (and other WC FETs) is also aimed not only at providing training for financial planners, but ensuring articulation between vocational training and higher education.

There are a number of instances where the partnerships between SETAs and FETs are aimed at capacitating the FETs to become public providers, as well as ISOEs and fulfil the SETA mandates and their obligations in terms of NSDS 3. The examples of these include MERSETA (College of Cape Town) and ETDP SETA and, in such, cases the SETAs have provided funding for capacity building (staff development), assistance with the development of learning materials and the like.

In the case of the partnership between VW and East Coast Midlands, the relationship is a much deeper one, with parties not only sharing resources, but filling the gaps for each other in terms of where training is required. The result is that VW trains the FET learners, and the FET trains VW employees. In addition, as highlighted above, there is engagement around the curriculum and constant process of refining it to ensure it meets industry needs. Ultimately, without VW, the FET would not be able to do the training it is currently doing. What is also interesting about this partnership is that it highlights the fact that through one form of linkage – involvement of the governance

structure of the college – a deeper partnership was developed. The same goes for Boland in relation to its partnership with its private provider, Tjeka. In both cases, the parties are filling the gaps for each other – as well as ensuring resources – workshops, skills centre – to meet each other's needs.

The East Coast partnership with MERSETA is also interesting in that it is not just a straight forward relationship of the FET acting as a training provider (as in the case of the ETDP SETA and the Collage of Cape Town) and the SETA providing the funding. Rather, the parties are jointly exploring one of the pathways to artisanship so that it could be rolled out more extensively. This is seen as an important contribution to ensuring the employability of NCV learners.

In terms of exploring which relationships are more beneficial and the impact of these on colleges, it should be highlighted that in the majority of cases, the institutions did not differentiate between partnerships and linkages, except for Boland and East Coast Midlands. They both argued that a partnership was, firstly, long term and, secondly, was based on meeting specific needs identified and, thirdly, for mutual benefit.

Having said this, what these cameos pointed to is the fact that it is difficult to establish where on the continuum a different relationship sits. On the face of it, a relationship might look like a straightforward contractual relationship (such as in the case of Gert Sibande and Public Works with the Department funding training and the college acting as a training provider). However, because the Department required a particular service, it worked with the college to get accredited with the CETA so that it could provide the training the department required. Through the accreditation process, the department assisted the college in a range of areas. Similarly, the involvement of VW on the board of an FET college led to a relationship developing that has ultimately led to an exciting partnership. Conversely, a long and old established partnership between Boland, private providers and others has not necessarily led to the building of institutional capacity. Hence, what the cameos are showing is that one type of relationship, for example, what could be termed a linkage, does not necessarily support and//or benefit colleges to a lesser extent than partnerships.

In view of what is emerging, all types of relationships need to be supported and enabled as it is not clear where a particular linkage/partnership will lead to and what impact it will have on the college. It is however, necessary to monitor the extent to which these relationships are evolving in a way that ensures access, relevance and quality are addressed. For example, whilst Boland might not currently be contributing towards institutional capacity, it is ensuring communities have access to the college through the types of partnerships it has embarked upon.

In another example we can see that whilst Boland has not necessarily led to the improvement of the quality of lecturers but what its partnership with VW is doing is contributing towards the improvement of learning materials as a result of industry input.

These relationships illustrated a number of factors: firstly, that while the relationships may not directly contribute to the core programmes of the college they can support the achievement of the college objectives. Also that one type of relationship may lead to another and that this highlights the value of different forms of relationships.

12.3 LEVELS OF PARTNERSHIP/LINKAGE ENGAGEMENT

The cameos then considered the level of partnerships and how partners engage and the challenges that may emerge in this process and whether the relevant players are involved in these partnerships/linkages.

The case studies showed that within partnerships there can be either two partners, multiple partners or partners at different levels (local and national), fulfilling different roles. The partnerships involving two partners include, for example, the one between East Coast Midlands and VW. In this partnership, the parties understand each other's need to the extent that VW has offered to allow the FET lecturers to spend time in their workshops and upgrade their skills and knowledge. However, the institution has, as yet, not taken up this offer, as it claims that it cannot release staff because of time constraints. It is questionable, however, how balanced the partnership is in terms of mutual benefit, as without VW and access to their workshops for training and workplace experience, the FET would not be able to do the training it would like, or have the learnerships it currently has. A key challenge in the relationship has been around the quality of learning materials provided by the FET, as well as the fact that the institution is able to provide the basic training around learnerships and apprenticeships, but not in relation to more specified and hi-tech training at this point.

An example of a multiple partner relationship including having partners at different levels is the insurance partnership between Boland (and other colleges in the WC), UWC, FPI and INSETA. Whilst this partnership is in its early stages and is effectively being piloted, it provides the opportunity for real learning and sharing of experiences. The parties have acknowledged that managing multiple partners is challenging and especially trying to manage the differing expectations of employers, as well as ensuring that the different colleges – who are using the same learning materials – are providing learners with the same level of training. The development of the learning materials between INSETA and the FPI proved to be quite a lengthy process, as they sought to ensure that it met industry needs. Linked to this is the issue of the facilitators – who have been contracted from the private sector and are set in their ways. *'They are used to getting a handout and teaching from that. We wanted a project that can change and take on new curriculum and they don't want to put in anything in terms of the development of the curriculum. This is an issue as the project is also aimed at building FET capacity.'* As a result of on-going interaction, the parties are getting to understand each other's needs and they all want the partnership to succeed as it will be to the benefit of all.

These cases suggest, then, that the different numbers of partners (from two to multiple) have implications for the extent to which resources need to be invested in managing the relationship and ensuring a shared understanding of the goals of the programme. The cases also highlight, however, that imbalances can come to the fore in partnerships, and that there is a need to reflect on the extent to which different parties are playing the anticipated roles.

12.4 FACTORS THAT ARE ENABLING OR HINDERING THESE RELATIONSHIPS

This section then considered the issues highlighted by the survey pertaining to the factors that enable and hinder relationships, and whether external assistance is required in facilitating or assisting in relationships.The cameos highlight that positive and beneficial relationships can emerge if:

- Colleges are commitment to partnerships/linkages;

- This is reflected in the Key Performance Indicators of relevant managers and staff;

- That resources are allocated to partnerships;

- That there is a champion driving partnerships who understands what is required;

- That the college has a good standing in terms of industry, or has a presence in the community;

- That there is a willingness on the part of industry to consider working with FETs, and the college shows that it understand and/or is willing to cater to the needs of industry.

The challenges or the factors that hinder partnerships (as emerging from these case studies) include:

- If colleges do not understand or value the need for partnerships and do not have a strong person driving such initiatives;

- If the college does not have a relationship with industry,

- The capacity of college lecturers and whether they are up to date with industry developments;

- The quality of learning materials and whether they match industry needs;

- The limited resources available to the partnerships unit and the fact that in the majority of the colleges explored, the units are separate from the main college (and effectively operate almost autonomously which limits the potential impact of partnerships).Finally, in terms of the role of partnership brokers or external agents to assist in terms of partnership, there was little comment on this, except for some input around the need for an external agent to assist in terms of information sharing and the sharing of best practice around partnerships. The general view was that the partnerships function should be an internally driven function and was about having the 'right person' or champion to drive such processes otherwise it would 'always be a nice to have'.

10. CONCLUSIONS AND AREAS FOR DISCUSSION

This section highlights some key learnings from the survey, the SETA analysis and the cameos. It then sets out the implications of these for building such relationships going forward:

Firstly, the majority of relationships that were surveyed are considered to be partnerships with formal agreements in place governing the role and responsibilities of each party with clear guidelines around reporting on deliverables and progress. However, the nature of these partnerships vastly differs, and while they are formal, some may be referred to as a linkage (where only a programme is being offered) while others are more complex partnerships where there are multiple activities taking place and in some cases for more than one target group.

Secondly, and flowing from this, the case studies do not necessarily reflect that colleges benefit more from partnerships rather than linkages or, more importantly, that there is such as a clear distinction between them. Rather, the case studies provide a sense that relationships are organic, and also potentially have significant unintended benefits to the parties involved. This suggests that there is no single formula for a successful partnership, per se, outside of the fact that commitment to the relationship is paramount.

Thirdly, there are some colleges, such as Boland, which has an unusually large number (over 300) of partnerships (and these are formal partnerships with MoUs and does not include what the college defines as informal relationships or linkages) as compared to Gert Sibande (12) and East Coast Midlands (14). The emerging data does not provide a clear indication as to why there is such a difference between the colleges, as they all have relatively small and tightly run partnerships and linkages units, most do not have extensive resources and rely almost entirely on funding from SETAs, NSF or employers to keep going. The KPIs of the majority of staff stipulate that they should support partnerships and the majority of top management appear to acknowledge the need for partnership. However, despite this, in all cases these relationships are generally viewed as 'extra work' and a burden to already overloaded lecturers.

The answer to the Boland-type case, therefore, appears to lie in the personalities of those driving partnerships in the FETs and whether or not they are able to:

- Identify potential partnerships

- Build up relationships with industry (there is an assumption that college staff know how to engage with industry. Interviews point to the fact that this is not always the case)

- Take advantage of opportunities that arise instead of merely being recipients of relationships initiated by the SETAs or other parties.

In addition to the above, however, is also the sense of not being hampered by a perceived lack of specific capacity and the ability to bring in the necessary resources to affect these partnerships. For example, in the case of Boland, the key driver is a real 'go getter' and someone with an entrepreneurial spirit who is extremely well connected both within industry and externally. It would also appear that the driver clearly understands what the role requires. To some degree, this spirit is evident in the driver of partnerships at the East Coast Midlands College, who is also continuously exploring opportunities.

A key part of this is not only identifying potential relationships, but being able to manage them. In the case of Boland the partnerships entered into on the different campuses are controlled from the centre, and no campus can enter into a partnership without approval from the head of the partnership unit who requires compliance with a standard template in order to properly evaluate the nature of the potential relationship. The risks of a Boland scenario is, however, that when the driver leaves, it is uncertain as to whether the systems that are in place will be able to ensure the various partnerships are maintained.

A related point, and one that is considered to be a real concern, is the fact that these units appear to operate quite separately and/or operate parallel to the main college. They do not appear to be moving into the mainstream part of the college to improve core provisioning: for example in the Construction programme in the Boland, it does not appear to be positively impacting on the quality of the lecturers providing the construction NCV or influencing the way in which this programme is delivered. This

is, however, not always the case. For example, in the case of the College of Cape Town a different scenario emerges.

In addition, the units have to be self-sustaining as they do not receive funding from the college. Some interviews point to the fact that these units in fact pay the FET an administration fee for the use of various facilities or services. It would further appear that revenue from that this unit generates goes back into the unit but not necessarily in the case of the College of Cape Town, where the revenue goes back into the college as a whole.

Fourthly, the case studies point to the need for further clarity around the purpose of partnerships. For example, what should the benefits of partnerships for colleges be? Should they be contributing to improved access – in which case to what, to the core programmes of the FET Colleges as defined in policy or to any programme? If quality – then for which programmes? The ones that form part of the partnership or those implemented across the college? Similarly, with respect to relevance, the same questions should be asked.

Fifthly, as highlighted above, relationships are benefitting colleges, learners and other stakeholders in various ways. There are some partners who are ensuring greater access for communities such as Boland and Gert Sibande. This raises the issue of the role of colleges in more rural areas, and the role they should be playing in terms of the broader community. Then there are relationships which are seeking to improve the quality of lecturers (College of Cape Town and Gert Sibande) and learning materials (insurance, East Coast Midlands) while others to ensure the programmes are meeting the needs of industry and are relevant (East Coast, Boland). However, whilst there are examples of attempts by colleges to ensure programmes are meeting the needs of industry, there does not appear to be an attempt to adapt existing college programmes, but rather to develop new ones.

Sixthly, it can be seen that the shift in policy and the imperatives outlined in NSDS III have all worked to encourage SETAs to play a critical role in terms of building institutional capacity in colleges and begin to ensure they network and build relationships with industry. This is critical if FETs are to become the provider of choice for industry and the public sector. This highlights the importance of the role of the SETAs in enabling capacity building of the colleges, but emphasises the imperative that there is clarity as to the types of programmes that should be supported and how.

Finally, the role of the SETAs helps to address the question of whether external parties can assist colleges in developing partnerships. The general view is that this should be an internal college function, but driven by a champion otherwise it will always be a 'nice to have'. The type of external support suggested included DHET (or other organisations) organising workshops where experts are brought in to share with colleges best practices and for them to learn which relationships work and most beneficial to colleges. This should also include international best practices. As one partnership manager stated, '*we need to expose more FETs to relationships that work*'.

In view of what has emerged, the following issues emerge that require further dialogue and concrete consideration, where possible. The appropriate fora for these discussions and considerations will require further review and discussion.

1. Consider what the objectives for partnerships are (including whether the objectives relates to the sustainability of almost "stand-alone" college units or improving the management, relevance and quality of the programmes run by the entire college (as a public provider);

2. Linked to the above, there is a need to review the split between income generating and funded programmes and implications, either positive or negative, for the overall development of the college, as well as on the quality of learning.
3. Provide direction regarding the nature of programmes that should be supported by these relationships: most are in occupational programmes rather than vocational. Is this appropriate? It may not be avoidable but what is the response? Is there a need to try and encourage a balance? Or to seek ways to ensure that the occupational programmes in turn support the improved performance of the vocational programmes?
4. It is suggested that there is a need for DHET to continue to encourage partnerships in policy (with respect to SETAs but also within the colleges themselves) as stating the imperative for partnerships in policy appear to play a critical role in encouraging SETAs to work with the FET Colleges and appears to have opened the door to a number of new relationships.
5. However, it appears from the research that the policy should not only establish formal partnerships – as defined in the introductory sections of this report – but should also support the establishment of other linkages as these also appear to contribute to the performance of the college and in fact, where successful, appear to support the development of other forms of relationships.
6. Linked to the above, there is a need to ensure that the M&E framework monitors these relationships to establish (i) the nature of the relationship against the defined criteria (ii) whether the partnerships are contributing to the agreed upon objectives for college development (as determined by the way in which previous questions were answered – is it whole college development or separate units, the balance between income generating programmes and funded programmes, as well as between vocational and occupational programmes (both those that lead to qualifications and skills programmes). It is noted that this requires a careful consideration of the indicators so it is possible to determine, as indicated previously, whether the relationships are either positively impacting on the college – or negatively)
7. Finally, it was found that an external body (either DHET or another agency) could play a role in assisting to share information about partnerships and linkages across colleges, both as a platform for showcasing achievements and good practices, as well as fostering new potential linkages.

It is hoped that these findings and the implications outlined assist to take forward the discussions relating to college/industry partnerships and linkages. The findings highlight the extent to which there is already activity taking place in this regard, and suggest that policy decisions taken by DHET have already begun to promote the growth of these relationships. The possibility of extending this further clearly exists but the study suggests that some careful decisions are required to ensure that these relationships support the objectives for FET Colleges as set out in policy and help to develop them in accordance with the mission and vision set out for Colleges as part of the post-schooling environment.

13 APPENDIX 1: SURVEY INSTRUMENT

SSACI

The Department of Higher Education and Training (DHET) has asked the Swiss-South African Cooperation Initiative (SSACI) to research the nature of relationships (e.g. partnerships and other linkages) that exist between FET colleges and the workplace. This project aims to understand how the colleges have developed relationships with workplaces and other organisations, how these could be developed further, and the areas in which it would make sense to priortise building such relationships.

We kindly request that your college completes this brief survey in order to help SSACI and the DHET to understand what relationships are currently in place, and where additional focus is required.

Completion date: Please complete this survey by no later than **14 March 2011**
Return fax: Forms can be faxed back to 0880117266959 (please make for attention Conny Matjokana)
Return email: Alternatively, forms can be emailed to conny@singizi.co.za
Queries: Please call Conny Matjokana on 011 728 2889

Biographical Information

1	Date	

2	Name of FET College	

3	Province	

4	Name of individual completing this survey	

5	Role/position in college	

Management of Partnerships and Linkages at the College

		Yes	No
6	Does the college have a dedicated unit or department that deals with partnerships and linkages?		

7	How many staff members does the college have who work on partnerships and linkages full time?	

8	How many staff members does the college have who work on partnerships and linkages part-time?	

9	To what extent do you feel that the college considers the development and maintenance of partnerships/linkages a priority? Tick one response and explain in the space below	Not a priority	
		A low priority	
		An average priority	

		A high priority	

10	In total, how many partnerships/relationships with different workplaces or other organisations does your college currently have in place?	

11	Has this number increased, decreased or remained the same in the last 3 years? Tick one and please explain your response below	Increased	
		Decreased	
		Remained the same	

Survey of Current Relationships that Your College Has in Place

In the sections that follow, please provide brief details of each relationship that your college currently has with a workplace or other organisation by completing the table below for EACH of these relationships separately. If you require more than the allowance for ten partnerships/linkages, just copy and past to add additional sections.

		Relationship 1	

12a	Name of partner organisation		

12b	Level of formality of the relationship	Signed formal MOU or contract	
		Specific verbal agreement	
		No specific agreement	

12c	Is this relationship a once-off relationship or one that is ongoing in nature?	Once off arrangement	
		Ongoing arrangement	

12d	How long is the relationship scheduled to last for from start to finish?	6 months of less	
		1 year or less	
		1-2 years	
		2-5 years	
		5-10 years	
		No specific time-frame	

12e	Nature of the relationship with partner organisation (tick one or more, as relevant)	It recruits students from the college when they have completed their programmes	
		It offers placements for students for short work-based exposure (placements of a few days or weeks)	
		It offers placements for students for work-based experience (placements of a few months or more)	
		It performs some assessment or moderation activities for learners	
		It sends their staff to the college for training	
		It provides bursaries for unemployed learners to attend the college	
		It offers training to our college lecturers	
		It offers placements to our college lecturers for development purposes	
		It gives feedback on the curriculum to ensure that it is relevant to the needs of industry	
		It assists us with the purchase of equipment to allow learners relevant practical experience	
		It has donated money to the college	
		Other (please outline)	

12f	Field that relationship is linked to	Several fields	
		Agriculture and nature conservation	
		Culture and arts	
		Business, commerce and management	
		Communication studies and language	
		Education, training and development	
		Manufacturing, Engineering and technology	
		Human and social studies	
		Law, military, science and security	
		Health sciences and social services	
		Mathematical, physical, computer and life sciences	
		Services	
		Physical Planning and Construction	
		Other (please specify)	

14 APPENDIX 2 – SETA DATA

Name of SETA	FET College partnership	Purpose of Partnership	Company/ies involved	MoU or Not	Type of Programme
BankSETA	Central JHB College Milpark Business School				Letsema & KUYASA programmes (provides IT skills, e-mail applications and working knowledge of software).
	Port Elizabeth FET College		Capitec Bank		"Banks in Action" Programme (a simulated programme that allows learners to run their own bank. The aim is to grow awareness of banking and microfinance as viable careers).
	50 FET Colleges nationwide		Financial Service Board		Financial Literacy training to learners in 50 FET Colleges nationwide.
	2007/2008 – Esayidi & Thekwini 2008/2009 – Elangeni & Umfolozi 2009/2010 – Letaba & Waterberg 2010/2011 – College of Cape Town & West Coast		Insight Strategies	MoA	Build capacity of facilitation staff in FET colleges to deliver New Venture Creation Training to unemployed learners. This project supports 2 FET colleges per year.
	Motheo FET		A BankSETA registered employer in the microfinance industry which has 17 branches in the Free State.		Capacity building of the FET to deliver work readiness programme for the microfinance industry.
FASSET	• Boland		Institute of Certified Bookkeepers (ICB) – it has		Performs delegated functions of accrediting providers, conducting

			been accredited by FASSET as a Quality Assurance Partner.		assessment and certification of learners.
	- Flavius Mareka - College of Cape Town - East Cape Midlands College – Business Unit - Elangeni - False Bay FET College - Goldfields - Majuba - Maluti - Motheo - Northern Cape Urban FET - Northlink - Port Elizabeth FET - South Cape College - Tshwane North FET - West Coast FET				
merSETA	Northlink FET	Institute of Sectoral or Occupational Excellence			Access programme for N4 learners into Cape Peninsula University of Technology
	College of Cape Town	Institute of Sectoral or Occupational Excellence			International exposure of lecturers to develop best practice model for SA FETs
	West Coast College	Institute of Sectoral or Occupational Excellence			Welding centre of excellence inclusive of lecturer development
	East Cape Midlands FET	Institute of Sectoral or Occupational Excellence			Pilot project to entrench NC (V) 4 learners into trade testing and artisanship
	Coastal KZN FET	Institute of Sectoral or Occupational Excellence			Tooling centre of excellence and lecturer development

	Buffalo FET	Institute of Sectoral or Occupational Excellence			Commissioning of Mechatronics workshop and lecturer development by German expertise
	Central JHB College			Lead College in Collaborative agreement along with 7 Gauteng Colleges and GDE	Lecturer development; workplace exposure; curriculum review; linking to companies in MerSETA scope. Also forms part of Motor sub Committee with similar aims
	Tshwane North College			Part of Collaborative Agreement for Gauteng	Lecturer development; workplace exposure; curriculum review; linking to companies in MerSETA scope. Also forms part of Motor sub Committee with similar aims
	West College FET			Part of Collaborative Agreement for Gauteng	Lecturer development; workplace exposure; curriculum review; linking to companies in MerSETA scope. Also forms part of Motor sub Committee with similar aims
	Sedibeng College	Institute of Sectoral or Occupational Excellence		Part of Collaborative agreement.	Part of Dipaleseng Presidential project developing learners from the Dipaleseng community in Electrical and Fitting skills

				Part of Collaborative Agreement for Gauteng	Lecturer development; workplace exposure; curriculum review; linking to companies in MerSETA scope. Also forms part of Motor sub Committee with similar aims
	Ekurhuleni East				
	Ekurhuleni West			Part of Collaborative Agreement for Gauteng	Lecturer development; workplace exposure; curriculum review; linking to companies in MerSETA scope. Also forms part of Motor sub Committee with similar aims
	South West Gauteng			Part of Collaborative Agreement for Gauteng	Lecturer development; workplace exposure; curriculum review; linking to companies in MerSETA scope. Also forms part of Motor sub Committee with similar aims

				Part of Collaborative agreement	Part of Dipaleseng Presidential project developing learners from the Dipaleseng community in Electrical and Welding skills
	Gert Sibande FET	Institute of Sectoral or Occupational Excellence			
TETA	Durban University of Technology			TETA is in the final stage of entering with the MoU with the mentioned FET's	Partnership with SAMSA/TETA for the implementation of research on Maritime industry
					Logistics/Supply chain management
	University of Johannesburg				
	Umgungundlovu FET College		Belgium Government – ID 50245		Maintenance co-ordination qualification – also supported by Belgium government – ID 50245
	Waterberg FET College				TETA Deliverable: Assessor/facilitator training Assisting learners to obtain driver's license. Providers: tracking of TETA learners Address some of the key TETA scarce and critical skills which the college has been accredited for, as some of the skills are outside TETA primary focus and scope of coverage.
	Maluti FET College				TETA Deliverable: Assessor/facilitator training

					Assisting learners to obtain driver's license. Providers: tracking of TETA learners Address some of the key TETA scarce and critical skills which the college has been accredited for, as some of the skills are outside TETA primary focus and scope of coverage
	Vuselela FET College				TETA Deliverable: Assessor/facilitator training Assisting learners to obtain driver's license. Providers: tracking of TETA learners Address some of the key TETA scarce and critical skills which the college has been accredited for, as some of the skills are outside TETA primary focus and scope of coverage
	Nkangala FET College				TETA Deliverable: Assessor/facilitator training Assisting learners to obtain driver's license. Providers: tracking of TETA learners Address some of the key TETA scarce and critical skills which the college has been accredited for, as some of the skills are outside TETA primary focus and scope of coverage

	King Hintsa FET College				TETA Deliverable: Assessor/facilitator training Assisting learners to obtain driver's license. Providers: tracking of TETA learners Address some of the key TETA scarce and critical skills which the college has been accredited for, as some of the skills are outside TETA primary focus and scope of coverage
THETHA	Northlink FET College-Tygerberg Campus			MoU provider	
	Northlink FET College-Protea Campus			MoU provider	
	Elangeni FET College-Pinetown Campus			MoU provider	
	Mopani South East FET College-Phalaborwa Campus			MoU provider	
	South West Gauteng FET College-Roodepoort Campus			MoU provider	

				MoU provider	
	Coastal KZN FET College (Soccer Academy)			MoU provider	
	South Cape FET College			MoU provider	
	Tshwane North FET College			MoU provider	
	Vuselela FET college			MoU provider	
	False Bay College			MoU provider	
CTFL SETA	Elangeni FET		Relationships with levy paying companies Aranda Learnership College Eddels Shoes Sew Africa Western Cape Learnership College		Learnership Provision
	Thekwini FET				Learnership Provision

	Umgungundlovu FET		Durban University of Technology		Learnership Provision
			Cape Peninsula University of Technology		
	Umfolozi FET				Learnership Provision
	Coastal KZN FET				Learnership Provision
MQA	Northern Cape FET College		Lesedi Technical Training Campus		NATED courses training

	Mopani South East FET		Palabora Mining Company		NATED courses Training
			FOSKOR(the college utilizes machines at FOSKOR to train their students and lecturers)		NATED courses Training
			PMC (funded the development of accredited MQA trades training centre at Sir Val Duncan campus) IFT Academy LaFarge Training Centre		
					NATED courses Training
	Vuselela FET College		AngloGold Ashanti Engineering Centre		NATED courses Training
	Inkangala FET College		CTC		NATED courses Training
	Northern Cape FET College		De Beers		NATED courses Training

	Westcol FET College		Goldfields Business Academy		NATED courses Training
	Kathu FET College		Kumba Sishen Ore		NATED courses Training
	Orbit FET College		ESTC		NATED courses Training
	Orbit FET College/Westcol College		Impala Platinum		NATED courses Training
	Westcol FET College		Ergo Mining BHP Billiton Academy		NATED courses Training
	Vuselela FET College		BHP Billiton Academy		NATED courses Training
	C N Phatudi FET College		Dikolong Chrome Mine		NATED courses Training

	Umfolozi FET College		QDP Consultants/Uitkomst Colliery Afrisam Richards Bay Minerals		NATED courses Training
	Intec College		BARPLATS - NECSA		NATED courses Training
INSETA	UWC FET Institute				Wealth Management Level 5 Articulation Project (FETI-HETI Project).
SERVICES	Boland College of Cape Town False Bay College Northlink College South Cape College West Coast FET College			FETC –SETA Collaboration Agreement	

				FET/HET Agreement Letters	
	• Mangosuthu University of Technology • Durban University of Technology • Tshwane University of Technology • Cape Peninsula of Technology • AFDA • Damelin • IT Business Campus • Varsity College • University of Cape Town • University of Johannesburg • Monash South Africa • University of KwaZulu Natal • Vaal University Of Technology • Graduate School of Marketing • University of Pretoria • Siyaya Skills Insitute • CTU Training Solutions • CTI Education Group • The Culinary Academy • Concept Interactive • Rosebank College • College of Cape Town City Campus • Institute for Hospitality Education • The Private Hotel School • University of Western Cape				

	• False Bay College • The Animation School • Enhlazeni FET College • MSC College • Unisa • PC Training and Business College • Northlink College • South African Law School • Goldfields FET College • Cape Micro Computer School • University of the Free State • Motheo FET College • Glen College of Agricultutre • Oxbridge Academy • EWC • Oval International • Cida City Campus • University of the Witwatersrand • North West University • Central Johanneburg College • Zodiac Commercial School • Informage RIMS • Majuba FET College • Jeppe College • Cental Business Academy • Walter Sisulu University • Entrepreneurial Business School				

	• New Africa Theatre Academy • Concept Training • University of Fort Hare • Vancouver Insitute of Medical arts • Boston City Campus • Emjay Computers and Business College • Ethekwini FET College • Nelson Mandela Metropolitan University • The Blue Ribbon Hospitality and Cooking School • South West Gauteng College • Central Universty of Technology • Ukwazi School of Nursing • Victory Training College • Dam Technical College • Pinnacle Business College				

CETA	List of Colleges who received accreditation • Coastal KZN FET College • Ekurhuleni East College (KwaThema) • Ekurhuleni West College • Elangeni FET College • Goldfield FET College • Inchanga FET College • Majuba FET College • Maluti FET College • Mguka FET College • Mopani South East College FET • Nkangala FET College • Northen Cape Urban FET • Sekhukhune FET • Tshwane North College FET • Tshwane South College FET • Umgungundlovu FET				
ETDP-SETA	Buffalo City College	Of the 9 FET College 6 benefited from the scarce and critical skills workshop. The partnership with the SETA seeks to further support the colleges in capacity building, accreditation/programme approval through an establishe KZN FET Forum.		FET – HET Agreement Letter	• HOSTED WPA LEARNERS • FET LECTURERS BENEFIT IN VEOP FUNDED BY THE ETDP SETA • PGCE BURSARIES
	Lovedale College				• HOSTED WPA LEARNERS • FET LECTURERS BENEFIT IN VEOP FUNDED BY THE ETDP SETA • PGCE BURSARIES FOR FET LECTURES

	Ikhala FET College				• HOSTED WPA LEARNERS • FET LECTURERS BENEFIT IN VEOP FUNDED BY THE ETDP SETA • PGCE BURSARIES FOR FET LECTURES
	King Hintsa				• HOSTED WPA LEARNERS • FET LECTURERS BENEFIT IN VEOP FUNDED BY THE ETDP SETA • PGCE BURSARIES FOR FET LECTURES
	East Cape Midlands College				• FET LECTURERS BENEFIT IN VEOP FUNDED BY ETDP SETA • PGCE BURSARIES FOR FET LECTURERS
	PE College				• HOSTED WPA LEARNERS • FET LECTURERS BENEFIT IN VEOP FUNDED BY THE ETDP SETA • PGCE BURSARIES FOR FET LECTURERS
	Ingwe FET College				• HOSTED WPA LEARNERS • FET LECTURERS BENEFIT IN VEOP FUNDED BY THE ETDP SETA • PROVIDED ICT TRAINING FOR WSU STAFF MEMBERS FUNDED THROUGH SKILLS PROGRAMME BURSARIES • PGCE BURSARIES FOR FET LECTURERS

	KSD FET College				• HOSTED WPA LEARNERS • FET LECTURERS BENEFIT IN VEOP FUNDED BY THE ETDP SETA • PGCE BURSARIES FOR FET LECTURERS
	South West Gauteng College				Skills programmes, interns and artisans
	Central Johannesburg College				Interns and skills programmes
	Sedibeng College for FET				Interns and skills programmes
	Western College for FET				Skills programmes, interns and artisans
	FET FORUM IN GAUTENG				Coordinate skills development for the FET'S

	Umgungundlovu FET				• TO HOST INTERNS • FET LECTURERS DEVELOPMENT THROUGH BURSARIES AND SKILLS PROGRAMMES • HOSTING OF INTERNSHIPS
	Mnambithi FET College				• TO HOST INTERNS • FET LECTURERS DEVELOPMENT THROUGH BURSARIES AND SKILLS PROGRAMMES • SKILLS PROGRAMME TRAINING • OUT OF SCHOOL YOUTH SUPPORT
	ESAYIDI FET COLLEGE				• SUPPORT FOR LECTURE TRAINING ODETD • FET LECTURERS DEVELOPMENT THROUGH BURSARIES AND SKILLS PROGRAMMES • SKILLS PROGRAMME TRAINING
	Elangeni FET College				• FET LECTURERS DEVELOPMENT THROUGH BURSARIES AND SKILLS PROGRAMMES • SKILLS PROGRAMME TRAINING • FET LECTURERS BENEFIT IN VEOP FUNDED BY ETDP SETA

	Thekwini FET College				• FET LECTURERS DEVELOPMENT THROUGH BURSARIES AND SKILLS PROGRAMMES • SKILLS PROGRAMME TRAINING • FET LECTURERS BENEFIT IN VEOP FUNDED BY ETDP SETA
	Coastal FET College				• FET LECTURERS DEVELOPMENT THROUGH BURSARIES AND SKILLS PROGRAMMES • SKILLS PROGRAMME TRAINING • FET LECTURERS BENEFIT IN VEOP FUNDED BY ETDP SETA
	Mthashana FET College				• SUPPORT FOR LECTURE TRAINING ODETD • FET LECTURERS DEVELOPMENT THROUGH BURSARIES AND SKILLS PROGRAMMES • SKILLS PROGRAMME TRAINING
	Majuba FET College				• SUPPORT FOR LECTURE TRAINING ODETD • FET LECTURERS DEVELOPMENT THROUGH BURSARIES AND SKILLS PROGRAMMES • SKILLS PROGRAMME TRAINING

	Umfolozi FET College				• SUPPORT FOR LECTURE TRAINING ODETD • FET LECTURERS DEVELOPMENT THROUGH BURSARIES AND SKILLS PROGRAMMES • SKILLS PROGRAMME TRAINING
	Capricorn FET College				Provide Computer Training
	Waterberg FET College				Placement of unemployed graduates on Internship Programmes
	Sekhukhune FET College				Placement of unemployed graduates on Internship Programmes
	Vhembe FET College				Placement of unemployed graduates on Internship Programmes

	Gert Sibande FET College				Gert Sibande FET has been selected as an ISOE. The college has been supported in extending its scope and offering programmes that fall within the primary focus of the ETD sector; e.g. ECD L4 & 5. The college was then contracted by the SETA to train learners on the ECD L4. The college hosts learners that are in the internship programmes and most of these learners end up being absorbed for permanent appointment by the college. The college staff are also supported through bursaries to further thier studies. The college support learners that are studying B.Ed FET funded by the SETA by offering them practical sessions at the college and mentoring by the lecturers.
	Ehlazeni FET College				Ehlanzeni FET College submit the WSP/ATR to the SETA. The college host learners in the internship programmes.
	Nkangala FET College				Nkangala FET College has extended its scope and have ECD L5 programme approved by the SETA. It has been contracted to train ECD L5 learners by the SETA.
	Northern Cape Urban FET College			Signed Contract	Institute of Sectoral & Occupational Excellence (ISOE) Delivery of training for ECD level 4 and ICDL

	Northern Cape Rural FET College			Signed Contract	Delivery of ECD levels 4 & 5
	Northern Cape Urban FET		Relationship that FET Colleges have with levy payers - N Cape DoE		Ways of encouraging levy paying organisations to form relationships with FETs - Department of Education employees undergo I.T. training with the FET. Some programmes are funded by the SETA and others directly by the department. In stakeholder meetings, organizations are encouraged to use the FET college for training as they have been identified as an ISOE.
	Orbit College				ISOE
	Vuselela FET				Provision of ETD training
	Relationship that FET Colleges have with levy payers: • N Cape DoE • Vuselela FET College • Orbit FET College				Mous for training of staff

	College of Cape Town				• ISOE PARTNERSHIP - Training learners of learners on the ECD L4 Learnership • Hosting of Interns • Provider for skills programmes- Assessor and Moderator
	South Cape FET College				• Hosting of Interns • ISOE PARTNERSHIP- Training of learners on ECD L4 • Lecturers benefit from ODETD Learnership • Partner in rural area. Identification of learners for ECD and Abet programmes
	Boland FET College				• Hosting of Interns • Training of ECD L4 • Provider for skills courses
	False Bay FET College				• Hosting of Interns • Lecturers benefit from ODETD Learnership • Beneficiary of constituency based funding - PGCE and NPDE bursaries for lecturers
	West Coast FET College				Hosting of Interns
	Northlink FET College				• Hosting of Interns • Lecturers benefit from ODETD Learnership • Lecturers benefit from skills programmes

	Goldfields FET	• Goldfields FET pays skills development levies to the ETDP SETA • They submit a WSP/ATR and are paid a Mandatory grant			• ECD Level 4 • ECD Level 5 • ICT- skills programme • Apprenticeship The ETDP SETA has assisted Goldfields FET through Discretionary grants for the following programmes: • PGCE • Skills programmes • Bursaries • Internships • ABET Level 3 and 4 • VEOP
	Flavius Mareka FET	• Flavius Mareka FET pays skills development levies to the ETDP SETA • They submit a WSP/ATR and are paid a Mandatory grant			• ECD Level 4 • ECD Level 5 • ICT- skills programme The ETDP SETA has assisted Flavius Mareka FET through Discretionary grants for the following programmes: • PGCE • Skills programmes • Bursaries • Internships • ABET Level 3 and 4 • Learnership- ODETD • VEOP

		Maluti FET	• Maluti FET pays skills development levies to the ETDP SETA • They submit a WSP/ATR and are paid a Mandatory grant • They are not providers for the ETDP SETA as they are not programme evaluated for the programmes that we implement.			The ETDP SETA has assisted Maluti FET through Discretionary grants for the following programmes: • PGCE • Skills programmes • Bursaries • Internships • ABET Level 3 and 4 • VEOP
		Motheo FET	• Motheo FET pays skills development levies to the ETDP SETA • They submit a WSP/ATR and are paid a Mandatory grant • They are not providers for the ETDP SETA as they are not programme evaluated for the desired programmes			The ETDP SETA has assisted Motheo FET through Discretionary grants for the following programmes: • PGCE • Skills programmes • Bursaries • Internships • ABET Level 3 and 4 • VEOP

15 APPENDIX 3 – DETAILS BY SECTOR

This appendix provides the tables of individual counts per partnership/linkage per sector.

15.1 GOVERNMENT

It recruits students from the college when they have completed their programmes	12
It offers placements for students for short work-based exposure	20
It offers placements for students for work-based experience	11
It performs some assessments or moderation activities for learners	8
It sends their staff to the college for training	16
It provides bursaries for unemployed learners to attend the college	16
It offers training to our college lecturers	0
If offers placements to our college lecturers for development purposes	4
It gives feedback on the curriculum to ensure that it is relevant to the needs of industry	11
It assists us with the purchase of equipment to allow learners relevant practical experience	6
It has donated money to the college	5

Agriculture and nature conservation	3
Business, commerce and management	15
Communication studies and language	4
Culture and arts	0
Education, training and development	16
Health sciences and social services	6
Human and social studies	0
Law, military, science and security	2
Manufacturing, engineering and technology	13
Mathematical, computer and life sciences	5
Other	7
Physical planning and construction	6
Services	1
Several fields	17

15.2 INDUSTRY AND COMMERCE

It assists us with the purchase of equipment to allow learners relevant practical experience	5
It gives feedback on the curriculum to ensure that it is relevant to the needs of industry	1
It has donated money to the college	2
It offers placements for students for short work-based exposure	37
It offers placements for students for work-based experience	26
It offers placements to our college lecturers for development purposes	4

It offers training to our college lecturers	2
It performs some assessments or moderation activities for learners	10
It provides bursaries for unemployed learners to attend the college	6
It recruits students from the college when they have completed their programmes	39
It sends their staff to the college for training	30
Other	18

Agriculture and nature conservation	2
Business, commerce and management	21
Communication studies and language	2
Culture and arts	0
Education, training and development	12
Health sciences and social services	1
Human and social studies	1
Law, military, science and security	1
Manufacturing, engineering and technology	88
Mathematical, computer and life sciences	6
Other	27
Physical planning and construction	7
Services	6
Several fields	17

15.3 SETA

It assists us with the purchase of equipment to allow learners relevant practical experience	3
It gives feedback on the curriculum to ensure that it is relevant to the needs of industry	14
It has donated money to the college	4
It offers placements for students for short work-based explosure	6
It offers placements for students for work-based experience	11
It offers placements to our college lecturers for development purposes	2
It offers training to our college levturers	6
It performs some assessments or moderation activities for learners	13
It provides bursaries for unemployed learners to attend the college	17
It recruits students from the college when they have completed their programmes	7
It sends their staff to the college for training	2

Agriculture and nature conservation	3
Business, commerce and management	3
Communication studies and language	1
Culture and arts	0
Education, training and development	7
Health sciences and social services	4
Human and social studies	0
Law, military, science and security	0

Manufacturing, engineering and technology	17
Mathematical, computer and life sciences	3
Other	2
Physical planning and construction	3
Services	3
Several fields	4

15.4 EDUCATION

It assists us with the purchase of equipment to allow learners relevant practical experience	0
It gives feedback on the curriculum to ensure that it is relevant to the needs of industry	8
It has donated money to the college	0
It offers placements for students for short work-based explosure	6
It offers placements for students for work-based experience	5
It offers placements to our college lecturers for development purposes	2
It offers training to our college levturers	11
It performs some assessments or moderation activities for learners	6
It provides bursaries for unemployed learners to attend the college	4
It recruits students from the college when they have completed their programmes	4
It sends their staff to the college for training	4

Agriculture and nature conservation	4
Business, commerce and management	3
Communication studies and language	0
Culture and arts	0
Education, training and development	2
Health sciences and social services	0
Human and social studies	1
Law, military, science and security	1
Manufacturing, engineering and technology	10
Mathematical, computer and life sciences	1
Other	1
Physical planning and construction	4
Services	1
Several fields	5

15.5 OTHER

It assists us with the purchase of equipment to allow learners relevant practical experience	2
It gives feedback on the curriculum to ensure that it is relevant to the needs of industry	7
It has donated money to the college	2
It offers placements for students for short work-based explosure	2
It offers placements for students for work-based experience	6

It offers placements to our college lecturers for development purposes	4
It offers training to our college levturers	12
It performs some assessments or moderation activities for learners	5
It provides bursaries for unemployed learners to attend the college	8
It recruits students from the college when they have completed their programmes	1
It sends their staff to the college for training	1

Agriculture and nature conservation	0
Business, commerce and management	2
Communication studies and language	3
Culture and arts	2
Education, training and development	11
Health sciences and social services	2
Human and social studies	2
Law, military, science and security	0
Manufacturing, engineering and technology	7
Mathematical, computer and life sciences	2
Other	3
Physical planning and construction	1
Services	2
Several fields	7