

*Masibambisane -Let's co-operate*

# **LESSONS FOR PARTNERSHIPS BETWEEN COLLEGES, GOVERNMENT & INDUSTRY**

**The Swiss-South African Cooperation Initiative**

# ***"Partnership" in development***

- Not a buyer-and-seller relationship
- Based on shared vision and common objective(s)
- All partners invest resources and share risks
- Implementation involves joint action
- Evaluation is shared and in terms of common objective(s)
- No partner benefits at expense of another

# ***The SSACI Partnership***



# ***What does SSACI do?***

- Manages or supports vocational training & job creation projects for youths
- Develops emerging young entrepreneurs & their enterprises
- Adds value to government programmes (curriculum development, pilots, recruitment & selection, additional skills, job placement)
- Facilitates relationships between public & private-sector associates


# ***A current partnership project:***

- 3-year (2008-10) collaboration with SA Dept of Education & pilot group of 4 FET colleges
- Aimed at aligning Engineering & Basic Design in NCV more closely with needs of industry
- Involves INSET for teachers & workplace-based experience (WBE) for learners
- SSACI provides some resources, manages project & hosts stakeholder meetings
- Intended to foster ongoing local college-industry partnerships

# ***What's in it for Colleges?***

- INSET (including exposure to industry, technical skills & pedagogy)
- Curriculum better adapted to current skills-needs of industry
- Workplace-based experience (WBE):
  - Learners find out sooner whether they are willing & able to do engineering work
  - Exposure to “real world” builds learners’ knowledge, confidence & competence
  - Learners get known to companies & become more employable

# *What's in it for companies?*

- Potential source of future apprentices, learners & employees
  - Expresses good corporate citizenship
  - Some PR value
  - Possible points on BEE scorecard (?)
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- A stylized illustration of a meeting room. It features a long, dark wooden conference table with several papers scattered on it. There are five red chairs with black outlines and three black stars on each backrest. A large, light-colored screen or monitor is positioned at the end of the table. The background is a dark, textured wall.

# ***What's been done so far?***

- Project plan, evaluation framework & data-collection instruments developed
- 4 participating colleges selected out of 20 applicants on basis of:
  - background in engineering
  - proximity to engineering industries
  - nomination of project “champion”
- Baseline studies on staff, facilities, learner performance, learner-support, existing partnerships, etc. at participating colleges



# ***What's been done so far?***

- 100 Level 2 learners spent 1-2 weeks in WBE at 23 companies
  - Learners applied & selected on basis of performance to date, attendance & discipline
  - Learners, lecturers & company staff pre-briefed on objectives & responsibilities
  - Learners given task-books & logbooks
  - All participants de-briefed afterwards & learners report back to peers
- Audit of staff training needs under way
- Draft manual on implementing partnerships







# ***What are the problems?***

- Traditional college-industry relationships declined with apprenticeships, so:
  - Few college staff have industry experience
  - Company managers know little about colleges
  - Some colleges believe companies failed to honour past promises & “dumped” obsolete equipment
  - Many partnerships now exist in name only
- Colleges struggling with NCV, esp. fundamentals & sometimes practical work
- Many companies sceptical about new NCV:
  - Content insufficiently aligned to industry
  - Have no “ownership” of learners

# ***And more problems...***

- No DoE systems for workplace experience:
  - Logistics (finding hosts, timetabling, transport)
  - Roles & responsibilities of participants
  - Assessment of learners
  - Integration of classroom/workplace learning
  - Legal liabilities (PPE, damages & injuries)
- College staff insecurities
  - Tenure of posts
  - Funding for NCV programmes
  - Own unfamiliarity with industry

# ***And still more problems!***

- Complex college administration (multi-campus, academic depts, partnership units, student support services)
- Competing agendas within some companies (e.g. HR vs Production)
- Cultural differences between colleges & industry (e.g. annual calendar, work-day, timekeeping, behaviour in meetings)

# ***Lessons for Colleges***

- Learners crave practical experience & rise to opportunities
- WBE very demanding of time, organisation & resources
- WBE needs to be structured & integrated into core curriculum (timetabling, tasks, assessment)
- Need to make business case to companies
- College staff need to be more informed about demands of industry, flexible in delivery & attuned to business culture



# ***Lessons for DoE***

- Colleges need help (manual/training?) to initiate & manage partnerships with industry, esp. regarding objectives, roles, responsibilities & expectations
- Legal liability needs to be resolved ***urgently***
- College staff require much more exposure to current industry practice
- College staff need to be encouraged to undertake development of NCV
- FETCs & NCV need to be marketed to industry (& some college staff)

# ***Lessons for Companies***

- NCV can deliver much-needed skills
- ***Will*** do so if teachers & learners get WBE
- Partnerships with colleges should:
  - be long-term (>3yrs)
  - involve INSET & exchange of information (not just transfer of equipment)
  - be built at workshop and management level
- Partnerships work best when aimed at common good rather than individual interest



**SSACI**



***Thank you!***