



Further Education
and Training Colleges

Linkages & Partnerships

An Audit 2003

Foreword

This report provides a quantitative description of the relationships developed by further education and training colleges with industry, non-government organisations, communities and government. Here for the first time is a baseline report of the partnerships and linkages that further education and training colleges have established. It will enable a better understanding of the extent to which the new further education and training colleges are becoming responsive to South Africa's social and economic needs.



Partnerships are crucial to the success of these colleges. The business community has already invested heavily in restructuring existing colleges. Both at the leadership and operational levels business has valuable skills, expertise, and experience to offer that can help to raise the college sector to a new level of relevance, responsiveness and quality. In turn, the colleges can support business by delivering the education and training, including the learnerships and skills programmes that employers and the labour market need.

This report is an important tool in the ongoing strategic planning and positioning of the colleges and the proper alignment of the courses they offer with the requirements of the economy.

The data on staffing and college partnerships presented in this publication should not be read in isolation. This report should also be read in conjunction with the following:

- Quantitative Update of the Further Education and Training Colleges: A Sector in Transition (DOE, May 2004)
- The National and Provincial Analysis of Financial Trends of FET Colleges. (DoE, May 2004)
- Further Education and Training Colleges Staffing and Responsiveness Survey. (DoE, June 2004)

Naledi Pandor

GNM Pandor, MP

Minister of Education

Contents

Foreword

Page

SECTION A- THE INTRODUCTION AND METHODOLOGY

1. The Introduction	16
1.1 The Context	16
1.2 Aim and Focus of the Study	17
2. The Methodology	18
2.1 The Methodology Approach	18
2.1.1 The Survey Instrument	18
2.2 Scope of Work	19
2.2.1 Phase 1: Preparing to do the research	19
2.2.2 Phase 2: Getting the data from colleges	19
2.2.3 Phase 3: Producing the final report (s)	19
2.3 Total Survey Returns	19
2.3.1 Total Returns by Province	19
2.3.2 Return Rates by Province	21
2.3.3 Total returns by FET College Campus Sites	21
2.3.4 Total Returns by Department	21
2.4 The Quality of the Data Returned	23
2.5 Conclusion	23

SECTION B - FET COLLEGE PARTNERSHIPS

3. Partnership Projects	26
4. The Partners	27
4.1 The Partners	27
4.2 The Industry Partners	28
4.3 The Educational Partners	31
4.3.1 Educational Partnerships by Province	33
4.3.2 Multiple Linkages	33
4.4 Community Partners	34
4.5 Government Partners	35

Contents (continued)

	Page
5. Type of Partnership	38
5.1 Introduction	38
5.2 Types of Partnership Agreements	38
5.2.1 Types of Partnership Agreements by Nature of Partner	38
5.2.2 Types of Partnership Agreements by Nature of Partnership	40
5.3 The Purpose of Partnership	40
5.4 Partnership Projects by Vocational Field	42
 SECTION C - THE FET COLLEGES	
6. The FET Colleges	46
6.1 Partnership Projects by FET College	46
6.2 Partnership Projects by Rural Colleges	49
6.3 Partnership by Historically State and State Aided College Campus Sites	51
6.4 Partnerships by the Size of FET College	53
6.5 Partnerships by the Academic Efficiency of FET College	53
7. Management and Initiation of Partnerships	55
7.1 Initiation of Partnership	55
7.1.1 The Processes by which FET Colleges Initiated Partnerships	55
7.1.2 Motivation for Developing New Partnerships	56
7.1.3 Sectors for New Partnerships	58
7.2 Number of Years that the Partnership Existed	58
7.3 Management of Partnerships	59
 SECTION D – BENEFITS OF PARTNERSHIPS	
8. Benefits and Contributions	62
8.1 The Benefits of Partnership Projects	62
8.1.1 Benefits by Nature of Partnership	62
8.1.2 Benefits by Sector	63
8.2 Experiences of Partnership Projects - The Benefits Shared	63
8.2.1 Educational Benefits to the FET College	63
8.2.2 The Pathway from Education to World of Work	66

Contents (continued)

	Page
8.2.3 Socio-Economic Development	66
8.2.4 Learnerships	67
8.3 Contribution of Partnerships to College Structures	68
9. Colleges Efficient at Partnerships	69
10. Conclusion	70
10.1 Key Findings	70
10.2 Recommendations	71
SECTION E - THE APPENDICES	
11. List of Appendices	74
Appendix A. List of FET Colleges that Returned Surveys by Province	74
Appendix B. List of Business/ Industry Partners by Province	75
Appendix C. List of Business/ Industry Partners that have Linkages with Four or More Colleges	84
Appendix D. List of Educational Partners by Province	85
Appendix E. List of Government Partners by Province	89
Appendix F. Total Partnership Projects that FET colleges are engaged in by Province	91
Appendix G. List of Colleges that have More than the Average Number of Partnership Projects	92
12. Bibliography	93

List of Figures

	Page
Figure 1. Three-Tiered Survey Approach	18
Figure 2. Total Returns	19
Figure 3. Returns by Province	20
Figure 4. Return Rate by Province	20
Figure 5. FET College Campus Site Returns - by Province	21
Figure 6. FET College Campus Site Return Rates - by Province	22
Figure 7. Departmental Returns by Province	22
Figure 8. Partnership Projects by Province	26
Figure 9. Partnership Projects by Sector	27
Figure 10. Size of Business/ Industry Enterprises	28
Figure 11. Number of Industry Partners by Province	28
Figure 12. Industry Partners by SETA	29
Figure 13. Number of Business/ Industry Enterprises that have links with Multiple Colleges	30
Figure 14. Partnership Projects with Local and International Educational Institutions	31
Figure 15. Partnership Projects by the Type of Educational Partner: Private and Public Providers	31
Figure 16. Educational Partnership Projects by the Type of Educational Partner	32
Figure 17. Educational Partnership Projects by Province	32
Figure 18. Educational Enterprises Linking with More than One College	33
Figure 19. Partnership Projects involving Community/ NGO Enterprises - by Province	34
Figure 20. Community Partners Linking with Multiple Colleges	34
Figure 21. Partnership Projects involving Government Enterprises - by Nature of Government Enterprise	35
Figure 22. Partnership Projects involving Government Partners - by Province	36
Figure 23. Government Enterprises Linking with Multiple Colleges	36
Figure 24. Linkages with Metropolitan Councils and Municipalities by Province	37
Figure 25. Partnership Projects by Type of Contract	39

List of Figures

	Page
Figure 26. Partnership Projects by Type of Agreement and Nature of Project	41
Figure 27. Partnership Projects by Nature of Partnership	41
Figure 28. Partnership Projects by Vocational Field	43
Figure 29. Total Number of FET Colleges with Partnerships - by Province	46
Figure 30. Mean Number of Partnership Projects per College - by Province	47
Figure 31. Highest and Lowest Number of Partnership Projects - by Province	47
Figure 32. Partnership Projects at Rural FET Colleges - by Sector	48
Figure 33. Mean Number of Partnership Projects - by Rural and Urban Colleges	48
Figure 34. Partnership Projects at Rural FET Colleges—by Purpose (includes only partnership projects that involve business/ industry)	50
Figure 35. Partnership Projects at Rural FET Colleges—by Purpose (includes only partnership projects that involve government)	50
Figure 36. Partnership Projects by Historically State and State-Aided College Campus Sites	51
Figure 37. Purpose of Partnership Projects - by Historically State and State-Aided College Campus Sites	52
Figure 38. Length of Time of Partnership Projects - by Historically State and State-Aided College Campus Sites	52
Figure 39. Mean Number of Partnerships - by Size Category of FET Colleges	53
Figure 40. Mean Number of Partnerships - by Academic Efficiency	54
Figure 41. Partnership Projects by Initiator	55
Figure 42. Initiation of Partnerships (the processes used)	55
Figure 43. Initiation of Partnerships	56
Figure 44. Primary Motivation for Partnerships - College Perspective	57
Figure 45. Sectors for New Partnerships	57
Figure 46. The Number of Years that the Partnership Project has Existed	58
Figure 47. The Management of Partnerships	59
Figure 48. Benefits to FET Colleges (Primary)	62
Figure 49. Benefits to FET Colleges (Primary) by Partner Sector	64
Figure 50. Partner Participation in College Structures	68
Figure 51. Number of Colleges 'Efficient' at Developing Partnerships by Province	69

List of Tables

		Page
Table 1.	FET College Campus Site Returns - by Province	23
Table 2.	Partnership Projects by the Type of Partner and by Province	27
Table 3.	Partnership Projects by Nature of Partnership and by Type of Partner	42
Table 4a.	Partnership Projects by Vocational Field—by Partner Sector	43
Table 4b.	Partnership Projects by Vocational Field—by Partner Sector	43
Table 5.	Benefits to FET Colleges (Primary)	63

Glossary

- **College Campus Site:** The former technical colleges, colleges of education and training centres that were merged in 2002, in terms of the FET Act 98 of 1998 to constitute the new public FET sector in South Africa. As such, it refers mainly to the technical colleges established under any of the Provincial Technical College Acts as well as those colleges of education, mining colleges and manpower and skills training centres that were incorporated into the sector in 2002.
- **Course:** A unit component of a programme, for example, Industrial Chemistry is part of a course in Chemical Engineering.
- **CS Staff:** College/ School Appointments. These appointments refer to teaching staff .
- **Degrees/Higher Diplomas:** Higher Diplomas and Bachelor Degrees at REQV level 14.
- **Diplomas:** All diplomas at REQV level 13
- **Establishment Posts:** Posts paid for by the Provincial Education Departments.
- **FTEs:** Full-time teaching equivalents equals a full-time student enrolled for 1 year. For example, a student studying full time for a year course would be 1 FTE while a student studying full time for a six-month semester course would be 0.5 FTE. In this study the term is used to refer to *unweighted* FTEs.
- **Full-Time Staff:** Staff whose contract requires a 35-40 hour working week.
- **FET College:** The new Public Further Education and Training Colleges created from previous technical and other college sites during the FET restructuring process. The New Merged College is a public Further Education and Training institution as constituted by the FET Act.
- **Gross Participation Rate:** Expresses the ratio of the total head count of students to the total population. Statistics South Africa publishes the national population census data.
- **Headcount:** The number of individual students (often termed 'warm bodies') enrolled for study.
- **Higher Degrees:** Honours, Masters and Doctoral degrees REQV level 15 and above.
- **Higher Education:** Higher Education as defined in the Education Act 101 of 1997.
- **Junior Teaching Staff:** Lecturers and Senior Lecturers employed at Post Levels one and two.
- **Management Staff:** Staff appointed at Post Levels three and above to manage the college or departments of the college.
- **NATED 191 programmes:** Programmes accredited by the Department of Education through NATED 191(2001/08).
- **Net Participation Rate:** Expresses the ratio of the total headcounts of students in a defined age cohort (in the case of this study 15-29) to the total population in the same age cohort.
- **Non-NATED 191 programmes:** Programmes offered by the college, but not accredited by the Department of Education through NATED 191(2001/08).
- **Non-Establishment Staff:** Staff paid for by the college council.
- **Non-Establishment Posts:** Posts paid for by the college council.

Glossary

- **Non-Teaching Staff:** Staff appointed to provide administrative and support services to the college.
- **NQF level 1:** Qualifications equivalent to a Grade 9 (Std 7) or ABET level 4 qualification.
- **NQF level 2:** Qualifications equivalent to a Grade 10 (Std 8, N1).
- **NQF level 3:** Qualifications equivalent to a Grade 11 (Std 9, N2).
- **NQF level 4:** Qualifications equivalent to a Grade 12 (Std 10, N3, Matric).
- **NQF level 5:** Qualifications equivalent to national diploma/national certificate.
- **NQF level 6:** Qualifications equivalent to three or four year degree/higher diploma.
- **NQF level 7:** Qualifications equivalent to a Masters degree.
- **NQF level 8:** Qualifications above Masters degree level.
- **Part-Time Staff:** Staff whose contracts require less than a 35-40 hour working week.
- **Pass Rate:** The number of students who write and pass an examination. For example, a pass rate of 62% means that for every 100 students who wrote the examination 62 passed and 38 failed.
- **Permanent Staff:** Staff employed on a permanent contract.
- **Post N3 Level:** Refers to programmes presented at N4 to N6 levels, as defined by NATED 191.
- **Programmes:** A number of courses that together constitute a qualification, for example, Chemical Engineering.
- **PS Staff:** Public Service Appointments. These appointments include support staff (defined below) and management staff.
- **Senior Teaching Staff:** Senior Lecturers employed at Post Level two.
- **SETA:** Refers to a Sector Education and Training Authority.
- **Staff : Management Ratios:** The ratio of staff to management calculated by dividing the total number of staff by the total number of management.
- **Staff : Student Equity Ratios:** The ratio of staff in a particular race category, to students in the same race category calculated by dividing the total teaching staff in a particular race category by the total student population in the same race category. This calculation is used to determine racial inequities that may have existed in educational institutions.
- **Teacher : Student Ratios:** The ratio of teachers to students calculated by dividing the total Establishment teaching staff by the total number of FTEs enrolled for NATED programmes.
- **Success Rate:** The number who passed the examination divided by the number who wrote it.
- **Support Staff:** Non-teaching staff such as administrative or maintenance staff.
- **Teaching Staff:** Educators appointed to deliver the learning programmes.

Glossary

- **Temporary Staff:** Staff employed on a limited contract.
- **Throughput Rates:** The number of students who enrolled for and passed an examination. For example, a throughput rate of 86% means that for every 100 student who enrolled 86 passed and 14 dropped out or failed.
- **Un/underqualified:** Any qualification resulting in REQV level 10, 11, 12.
- **Unit Costs:** Calculated, in this report, by dividing the total costs (based on provincial budgets) by the total unweighted FTEs (defined below).
- **Unweighted FTEs:** Full-time teaching equivalents based on the minimum study time and the credit value as laid down in NATED 191.
- **Weighted FTEs:** Used by provincial departments to determine the total teaching staff allocated to a FET college – this calculation takes into account practical and workshop course weightings. Depending on the type of programmes offered by the institution weighted FTEs might be higher than unweighted FTEs.
- **Youth:** Defined by the South African Youth Commission as those in the age cohort 15-34 years.

Acronyms

CCF:	Colleges Collaboration Fund
EC:	Eastern Cape Province
EMIS:	Education Management and Information System
ETQA:	Education and Training Quality Assurance
FET:	Further Education and Training
FETMIS:	Further Education and Training Management Information System
FS:	Free State Province
FTEs:	Full-Time Equivalent
GP:	Gauteng Province
HE:	Higher Education
HITB:	Hospitality Industry Training Board
KZN:	KwaZulu-Natal Province
LP:	Limpopo Province
MITB:	Metal Industry Training Board
MP:	Mpumalanga Province
NATED Programmes:	Programmes examined by the Department of Education
NATED 191:	National Education Department Report 191 (2001/08)
NBI:	National Business Initiative
NC:	Northern Cape Province
NGO:	Non-Government Organisations
Non-NATED Programmes:	Programmes not examined by the Department of Education

Acronyms

NW:	North West Province
PAM:	Personnel Administration Measures. Set of regulations determined by the Minister of Education in terms of the Employment of Educators Act (1998)
SAQA:	South African Qualifications Authority
TVET:	Technical Vocational Education and Training
WC:	Western Cape Province

List of SETAs and their Acronyms

BANKSETA:	Banking Sector Education and Training Authority
CETA:	Construction Education and Training Authority
CHIETA:	Chemical Industries Education and Training Authority
DIDTETA:	Diplomacy, Intelligence, Defence and Trade & Industry Sector Education and Training Authority
ESETA:	Energy Sector Education and Training Authority
ETDP SETA:	Education, Training and Development Practices Sector Education and Training Authority
FASSET:	Financial and Accounting Services Sector Education and Training Authority
FIETA:	Forest Industries Sector Education and Training Authority
FOODBEV:	Food and Beverages Manufacturing Industry Sector Education and Training Authority
HWSETA:	Health and Welfare Sector Education and Training Authority
ISETT:	Information Systems, Electronics and Telecommunications Technologies Sector Education and Training Authority
INSETA:	Insurance Sector Education and Training Authority
LGWSETA:	Local Government, Water and related services Sector Education and Training Authority
MAPPP:	Media, Advertising, Publishing, Printing and Packaging Sector Education and Training Authority
MERSETA:	Manufacturing, Engineering and related services Sector Education and Training Authority
MQA:	Mining Qualifications Authority
PAETA:	Primary Agriculture Education and Training Authority
POSLECSETA:	Police, Private Security, Legal and Correctional Services Sector Education and Training Authority
PSETA:	Public Services Sector Education and Training Authority
SERVICES:	Services Sector Education and Training Authority
SETASA:	Secondary Agriculture Sector Education and Training Authority
TETA:	Transport Education and Training Authority
TEXTILES:	Clothing, Textiles Footwear and Leather Sector Education and Training Authority
THETA:	Tourism and Hospitality Education and Training Authority
W&RSETA:	Wholesale and Retail Sector Education and Training Authority

SECTION A

**THE INTRODUCTION
AND METHODOLOGY**

1. INTRODUCTION

This report provides a quantitative description of the relationships developed by FET Colleges with industry, Non-Government organisations, communities and government. It provides, for the first time, a baseline report of the partnerships and linkages which FET colleges are engaged in. This baseline report will enable a more informed understanding of the current relations and the extent to which the new FET sector is moving closer to its target of becoming responsive to South Africa's social and economic needs.

1.1 The Context

The study takes place within a contextual framework of FET policy that recognises the significant role that the FET sector, sandwiched between Higher and General Education, has to play in developing the intermediate to high level skills required in a changing global and national economic environment.

The public FET colleges sector, as currently understood, is a very recent phenomenon. The new sector forms an integral part of the new skills policy environment as captured in the Skills Development Act, the Employment Equity Act and the formation of SAQA. The FET sector was formally constituted in 2002, with the declaration of 50 merged, former technical colleges, colleges of education and training centres as FET institutions in terms of the FET Act, No. 98 of 1998. The new education and training landscape and legislative environment provides for greater institutional autonomy and financial control and broadens the mission and remit of the new institutions. An important aspect of this new remit is the demand that FET colleges become responsive to the needs of our economy and society by providing high quality and relevant training. As stated by the Right Honourable Naledi Pandor, Minister of Education,

“The mandate of the further education and training colleges is to provide intermediate skills for young people and adults so as to enable them to participate actively in the economy. Recent statistics indicate that up to 60% of the unemployed are youth between the ages of 19 and 35. The majority of youths in this category are unemployed, which means that if they do not receive training to skills them for the challenges of the globalizing economy they will remain trapped in poverty and underdevelopment. As I indicated moments ago, colleges need to be funded and developed in a manner that will allow them to provide both skills-upgrade programmes as well as leading-edge programmes that answer to the challenge of supply the critical scarce skills needs of South Africa.” (Debate on Education Budget Vote, NCOP, 21 June, 2004)

The development of a responsive Further Education and Training sector has been adopted as the key strategy to address the core deficiency inherent in the old technical college sector, namely that of providing outmoded and irrelevant training. As stated in the Green Paper on FET:

(The technical college sector has) weak linkages with industry: employers argue that many programmes offered by technical colleges and regional training centres are irrelevant and outdated. Equipment is antiquated and tuition is of poor overall quality. (Green Paper on FET, p1)

International experience has highlighted the formation of FET partnerships (or linkages) as a key strategy for developing FET responsiveness. There is a significant body of literature that reviews how such linkages operate to improve the FET curriculum; increase the ability of FET learners to gain access to the market place; update teaching staff/ lecturer skills and increase access to updated technology for colleges. From the employer/ business perspective, there is much literature that shows how partnerships with FET Colleges increase employer satisfaction, total quality management and overall productivity levels.

While much of this literature focuses on the immediate benefits to the FET sector or to industry, Perlas (2002) approaches the issue of partnerships in a broader social context. He suggests the concept of 'threefolding' as a way to understand the 'new social landscape'. He argues, through this concept of

'threefolding', that the forces, capacities and resources to change the world are clustered in the hands of business, government and global civil society. The interaction of these different sectors of society and their response to the 'new social landscape' will determine what kind of social life and society we have. According to Perlas, a healthy society is where the three realms mutually recognise and support each other and develop their initiatives with awareness of their potential impact on other realms.

This report, which analyses the linkages that FET Colleges enjoy with other sectors, will provide a sense of the extent to which FET colleges are engaging outside the boundaries of their own sector and beginning to establish relationships to promote relevant education and training.

1.2. Aim and Focus of the Study

This report provides a quantitative description of the relationships developed by FET Colleges with industry, Non-government organisations, communities and government. The primary purpose of the project is to determine:

- The extent of the linkages (partnerships) that exist
- The organisations and sectors currently in partnership with the FET College sector
- The nature of these relationships
- The educational, financial and social benefits of these partnerships

2. THE METHODOLOGY

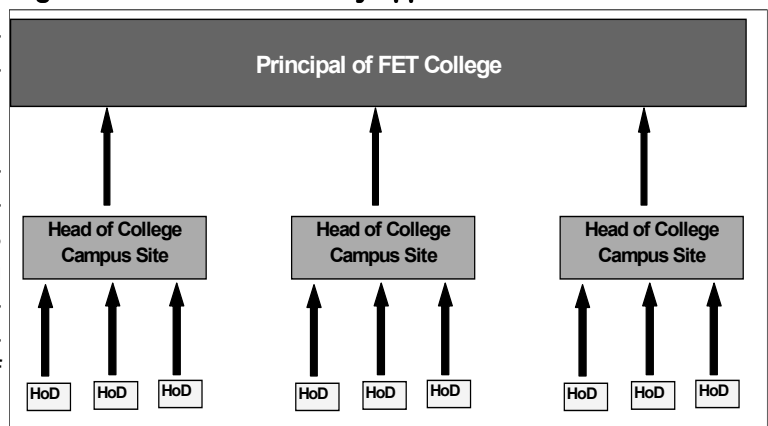
2.1 The Methodological Approach

A national audit of college partnerships was undertaken. This survey established: the partnerships the colleges are engaged in; the depth, breadth and nature of such partnerships and the implications of such partnerships for curriculum development and college transformation.

2.1.1 The Survey Instrument

A survey instrument was designed for Heads of Department (HoD), College Campus Heads and Principals of FET Colleges. A three-tiered research approach that made the Campus Head questionnaire dependent on the findings of the HoD questionnaire, and the Principal's questionnaire dependent on that of the College Campus Heads, was designed. This approach provided a unique opportunity for Principals to come to grips with the degree and nature of partnerships existing at their FET College. This was a critical advantage to the design as many of the Principals are newly appointed and heading campus sites that were only recently merged to form FET Colleges. An added benefit is that it ensured that the data provided by Heads of Department would be checked by the Head of the College Campus Site and that this data, in turn, would be checked by the Principal.

Figure 1. Three-Tiered Survey Approach



The survey instruments included a number of closed and open questions and were designed to gather the following information:

- Details of the partner
- Details of the linkage such as: (i) the vocational field in which the linkage exists; (ii) the type of relationship; (iii) the length (in years) of the relationship and (iv) the nature of the relationships
- The benefits of the linkage for the college
- The extent to which the linkage is part of the college strategic plan
- The way in which linkages are initiated and managed by the college

This report, based on a survey methodology, provides an overview of the partnerships and linkages. The advantage of survey analysis is that it allows questions to be asked to a range of people at relatively low cost, enables the results to be quantified and provides a statistical foundation for making recommendations. In addition, it enabled the perspectives of HoD's, Campus Heads and College Principal's to be interrogated and an audit of partnerships to be undertaken. This victory is also a limitation. As surveys are only able to ask limited questions, they tend to provide a superficial view of the issues. As such, this report provides generalisations and broad patterns rather than specific examples and cases for each institution. Specific partnerships are not linked to specific industries or particular FET Colleges as confidentiality was assured to FET respondents.

By quantifying the results into broad national patterns, the report loses the nuances of an individual college or provincial experience. In order for these to be produced, reports that provide analysis at college and/or provincial level will need to be created. Unfortunately, limitations of resources and time have mitigated against this. In order to correct this, the report has included, wherever possible, a provincial analysis.

A chapter that analyses the broad patterns of partnering for different types of colleges has also been included.

2.2 Scope of Work

The research work was divided into the following critical phases:

2.2.1 Phase I – Preparing to do the research: In this phase the methodological approach was designed for the study. This involved developing the Three-Tier-Survey approach of surveying HoD's, College Campus Heads and Principals (discussed above and captured in Figure 1) and designing the relevant survey instruments.

2.2.2 Phase II – Getting the data from colleges: In this phase the survey instrument developed for college respondents was distributed, collected and captured and a list of the companies that have partnerships was generated. The methodology for ensuring high returns included repeated reminders and telephonic follow-up with the colleges. In addition, a number of reports capturing the return rate were produced for the DoE. These were used to encourage institutions to return their survey instruments.

2.2.3 Phase III – Producing the final report(s): In this phase a number of critical products were produced. These included the following products: (i) List of partnerships by college and provincial location. This list included the name and contact details of the company's liaison officer. An additional output is the current report which provides a national overview of college linkages. The first of two products, i.e. the list of partnerships by college and province, is confidential (for the protection of the company and college relationships) and have been handed directly to the Department of Education and the National Business Initiative for their internal usage.

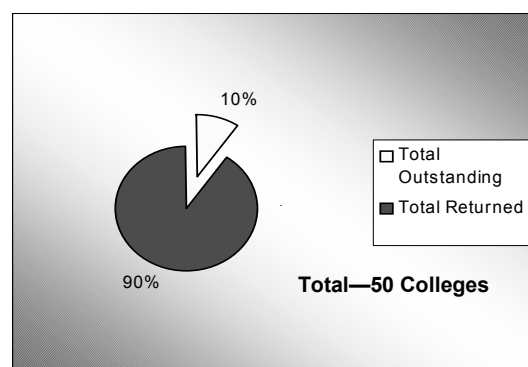
2.3 Total Survey Returns¹

Figure 2 shows that partnership surveys were returned by 90% of all colleges. This means that of the 50 FET Colleges, 45 returned surveys, while 5 did not. One Gauteng college, submitted an incomplete return after the closing date for the study. Unfortunately this data could not be included.

2.3.1 Total Returns by Province

Figure 3 provides the total surveys returned by province. It shows that the majority of the survey returns were from KwaZulu-Natal (eight out of a possible nine FET colleges). Gauteng and the Eastern Cape returned surveys from seven out of a possible eight FET Colleges. The Free State returned surveys from four FET colleges. Mpumalanga and the Northern Cape had the lowest returns, with only two colleges having returned surveys.

Figure 2. Total Returns



1. A list of the colleges that returned their surveys is contained in Appendix A

Figure 3. Returns by Province

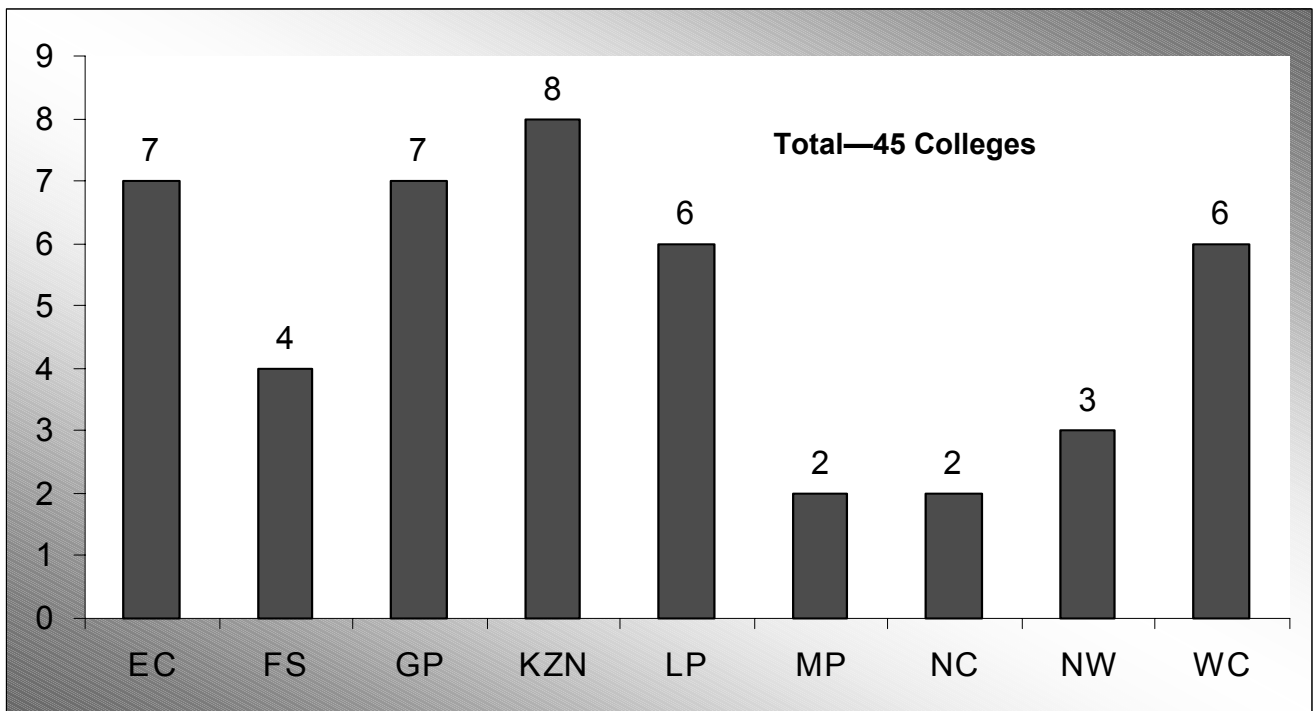
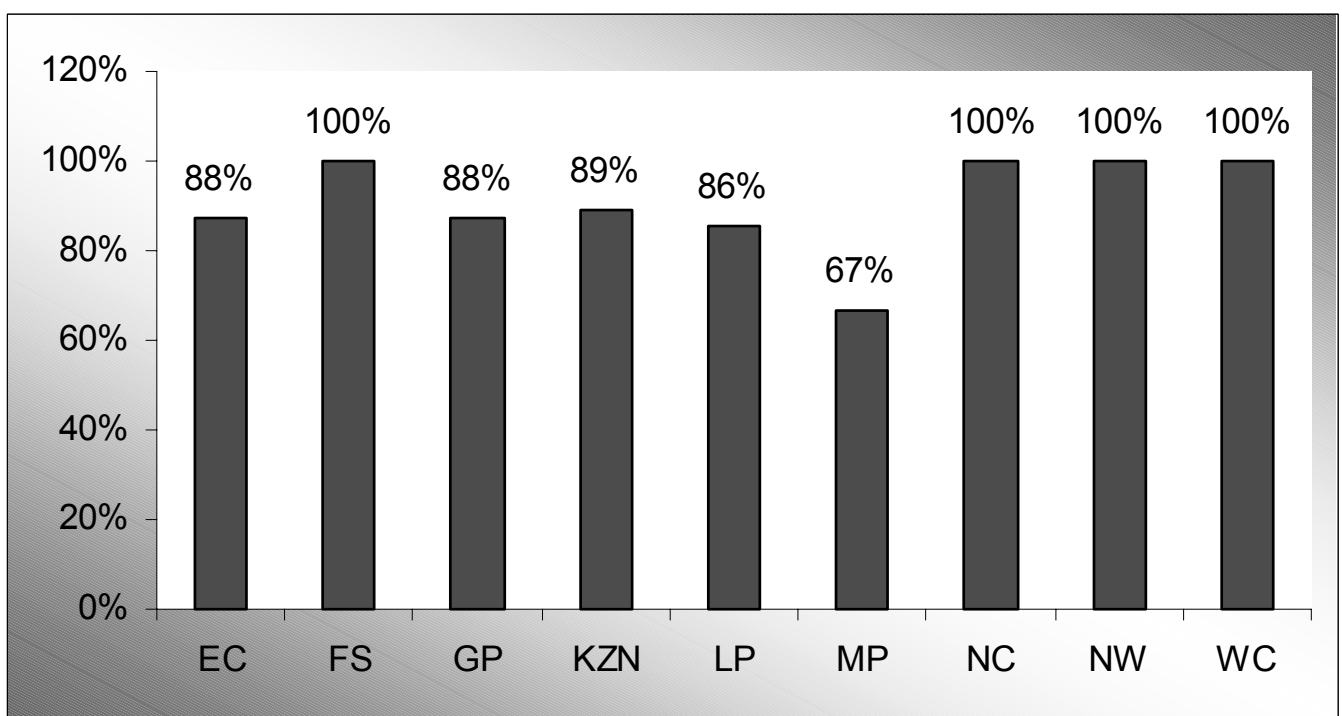


Figure 4. Return Rate by Province



2.3.2 Return Rates by Province

Figure 4 provides the return rate by FET college. It shows that four provinces: Northern Cape, Western Cape, Free State and North West had a return rate of 100%; KwaZulu-Natal a return rate of 89%, followed by Gauteng and the Eastern Cape with a return rate of 88%. Limpopo province has a return rate of 86% and Mpumalanga a return rate of 67%.

2.3.3 Total Returns by FET College Campus Site

Figure 5 analyses the return rate by college campus site. It shows that 157 (85%) out of a possible 185 college campus sites returned surveys. Gauteng, the Western Cape and the Eastern Cape returned surveys from 27 college campus sites, followed by KwaZulu-Natal with 22 college campus site returns. The Free State and Limpopo provinces returned surveys from 15 college campus sites and the Northern Cape five.

An analysis of Figure 6 shows that the Free State and North West province had a 100% return rate for Principal and Campus Head surveys; Limpopo had a 94% return rate of Campus Head surveys and 86% of Principals surveys; Gauteng had a return rate of 88% for Principal's surveys and 84% for Campus Head surveys; Western Cape had a 90% return rate for Campus Head surveys, as compared to 100% for Principal surveys. KwaZulu-Natal had the lowest return rate of 65% for Campus Head surveys and 89% of Principals surveys.

2.3.4 Total Returns by Department

Figure 7 shows that 306 departments returned surveys. The majority of these were from 64 Heads of Department (HoDs) in Gauteng and 52 in the Western Cape. KwaZulu-Natal returned 47 HoD surveys, Limpopo 42 and Free State, which had a return rate of 100% for both Principals and Campus Heads surveys, returned 28 HoD surveys. The North West province, with a return rate of 100% for both Principals and Campus Heads surveys, returned 21 HoD surveys. Mpumalanga had only 8 HoD's returning surveys. The low number of returns by HoDs may reflect the total number of departments rather than a decrease in the return rate. In the absence of information on the departmental structure of the sector it is not possible to calculate the return rate for particular types of departments or for departments within FET colleges.

Figure 5. FET College Campus Site Returns - by Province

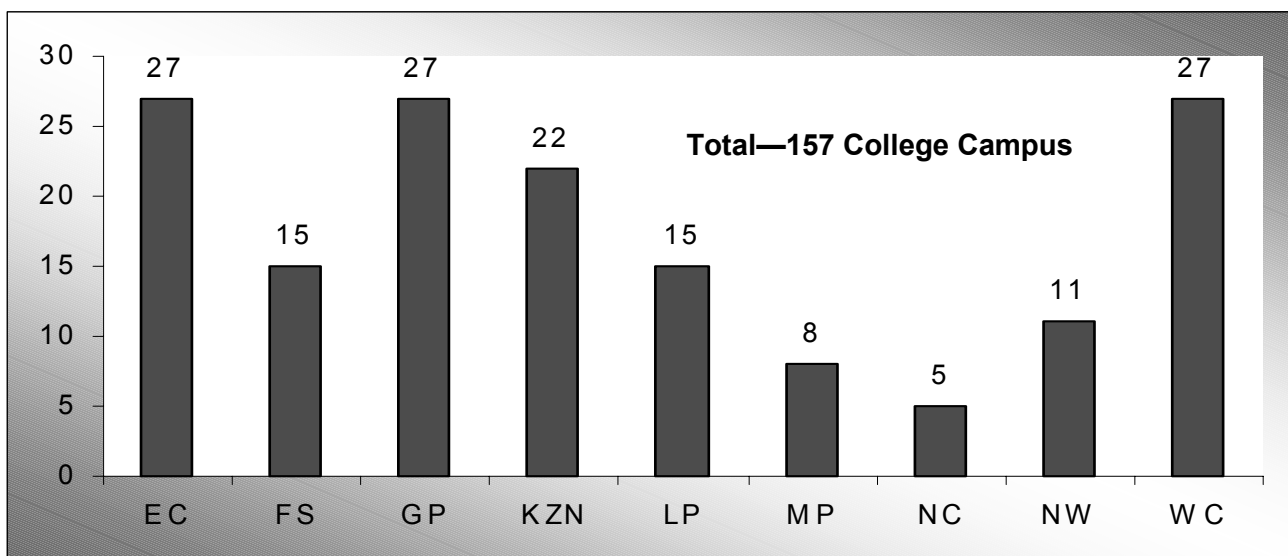


Figure 6. FET College Campus Site Return Rates - by Province

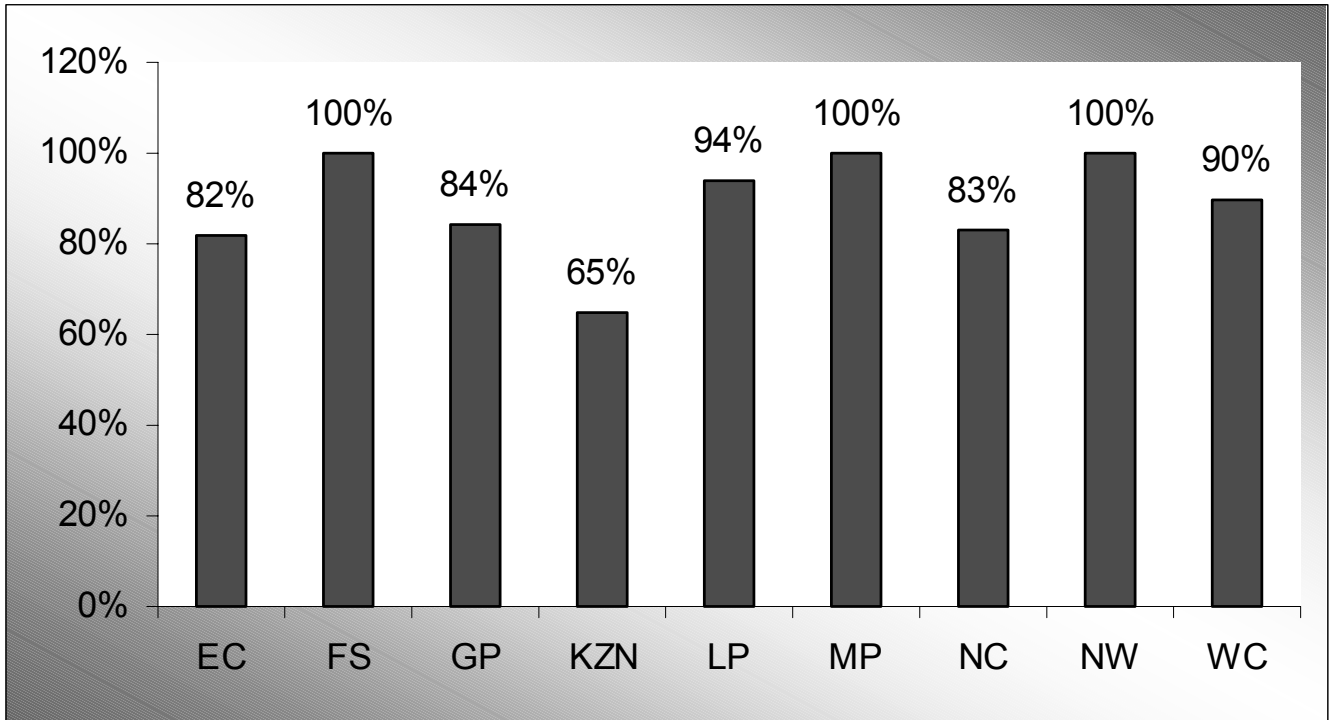
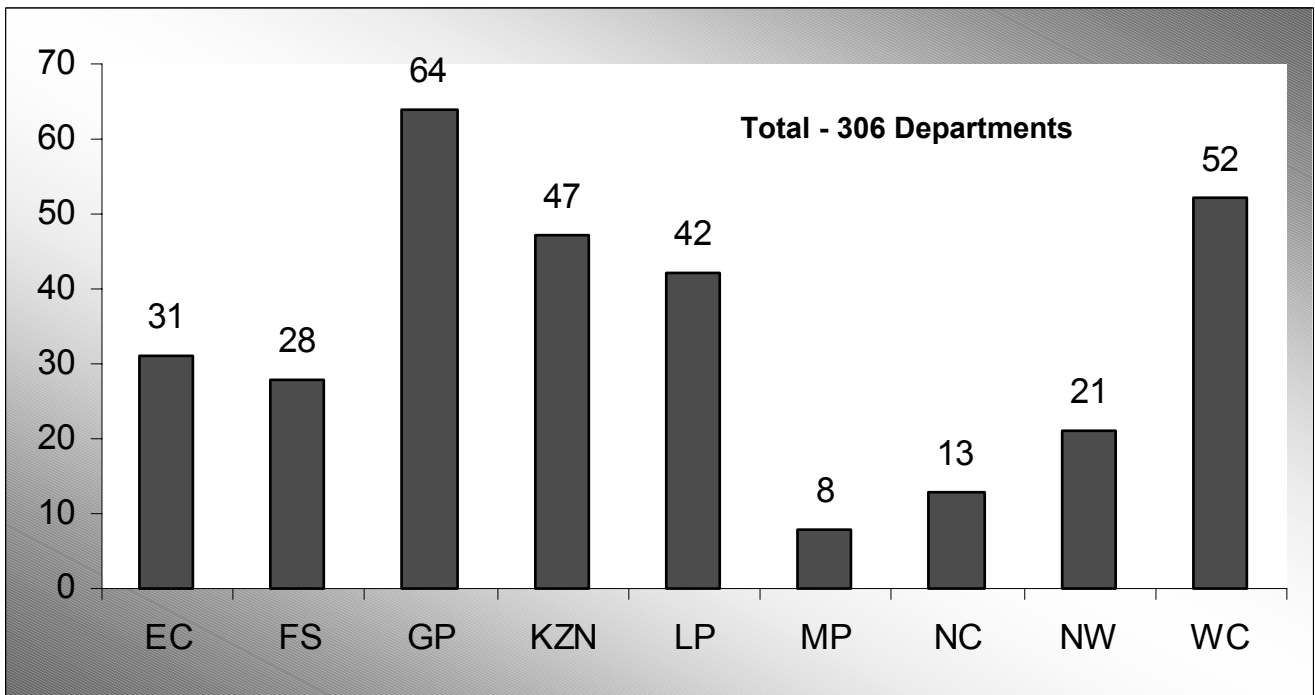


Figure 7. Departmental Returns by Province



2.4. The Quality of the Data Returned

A question posed in the Principal's survey interrogated the extent to which Principals believed that the data provided in their college's questionnaires was accurate. Principals were asked to indicate if the data was either 'extremely inaccurate', 'sufficiently accurate' or 'extremely accurate'. Table 1 provides an analysis by province of the college Principals' perspective on the quality of the data returned. Only 2% of the Principals that returned surveys rated their data as inaccurate. The majority (73%) rated their data as sufficiently accurate, while 15% rated their returned data as extremely accurate. It must be noted that 10% of Principals did not comment on the accuracy of their data.

Table 1. FET College Campus Site Returns - by Province

	10b- Sufficiently Accurate	10c-Extremely Accurate	Left Blank	10a- Extremely Inaccurate ²	Grand Total
Free State	50%	50%	0%	0%	100%
Gauteng	57%	0%	43%	0%	100%
KwaZulu Natal	100%	0%	0%	0%	100%
Limpopo	60%	20%	0%	20%	100%
Mpumalanga	100%	0%	0%	0%	100%
North West	67%	33%	0%	0%	100%
Northern Cape	50%	0%	50%	0%	100%
Western Cape	33%	67%	0%	0%	100%
Eastern Cape	100%	0%	0%	0%	100%
Grand Total	73%	15%	10%	2%	100%

2.5 Conclusion

The high return rates indicate great interest by the public FET college sector in the findings of this study. The interaction of the research team with the sector further supports this finding with many Principals hopeful that the data could be used to supplement their college's strategic planning in the area of partnerships. Other colleges indicated that they would find it useful for the data to be used as a baseline for their own partnership EMIS.

Data on partnerships is presented in the National and Provincial Qualitative Reports².

²Quantitative Overview of the Further Education and Training College Sector, April 2004. A sector in Transition, Department of Education.

SECTION B

FET COLLEGE PARTNERSHIPS

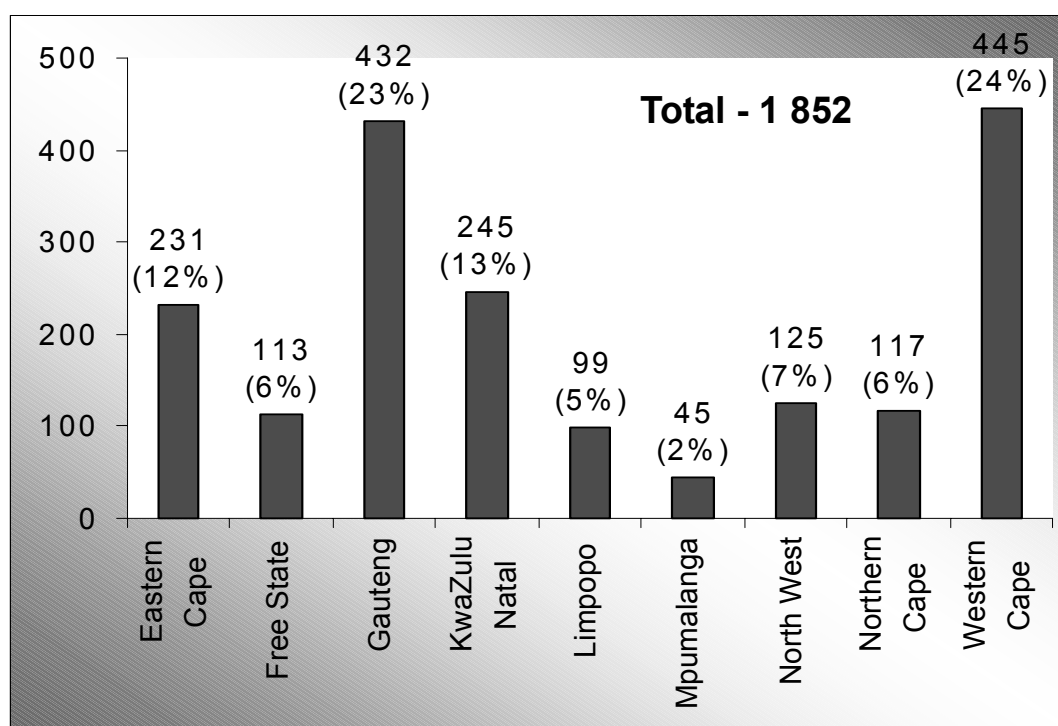
3. PARTNERSHIP PROJECTS

The term 'partnership' and the implementation of partnerships is understood and mediated differently in different contexts and by different stakeholders (Kruss, 2002; Hardman and Raubenheimer, 1996). A recent study surveyed industry respondents' perception of their relationship with Higher Education — in particular, the extent to which they regarded such as 'linkages', 'collaborations' or 'partnerships'. (Powell and Harrison: 2003). This study found that industry regarded and understood the term 'partnership' in two interlinked and inter-related ways: as a formal, contractually-based relationship, and/or a relationship defined by mutual benefit, clear ethics, good communication and shared trust.

While the language of "partnerships" is used in this report there remains much debate as to what constitutes a 'partnership' in the FET sector as compared, for example, to an outsourcing training agreement or what industry regards as a partnership. This study does not include in its focus an analysis of the concept of the partnerships of the kind undertaken by Powell and Harrison (2003), but rather, was designed to serve as a baseline of the degree and nature of interactions that exist between FET colleges and industry. As a baseline study, it includes in its scope all linkages/ relationships that exist between FET colleges and industry, government and NGOs and avoids imposing onto the FET sector a concept of partnerships that may contradict current practices and the existing discourse. The study assumes that an existing linkage or relationship may exist currently as a partnership or may evolve, in the future, into a partnership. As such, the language of 'partnership' is loosely used in this report to refer to a linkage/ relationship that exists between colleges and enterprises external the FET college sector.

Figure 8 shows that a total of 1 852 partnership projects or linkages exist between FET colleges and industry, Non-Government organisations, communities and government. These linkages are distributed unevenly across the province with more than 60% of these linkages existing in three provinces: Gauteng, Western Cape and Kwazulu-Natal. Mpumalanga and the Northern Cape have the lowest number of partnerships, with Mpumalanga having 45 linkages (2%) and the Northern Cape 117 (6%).

Figure 8. Partnership Projects by Province



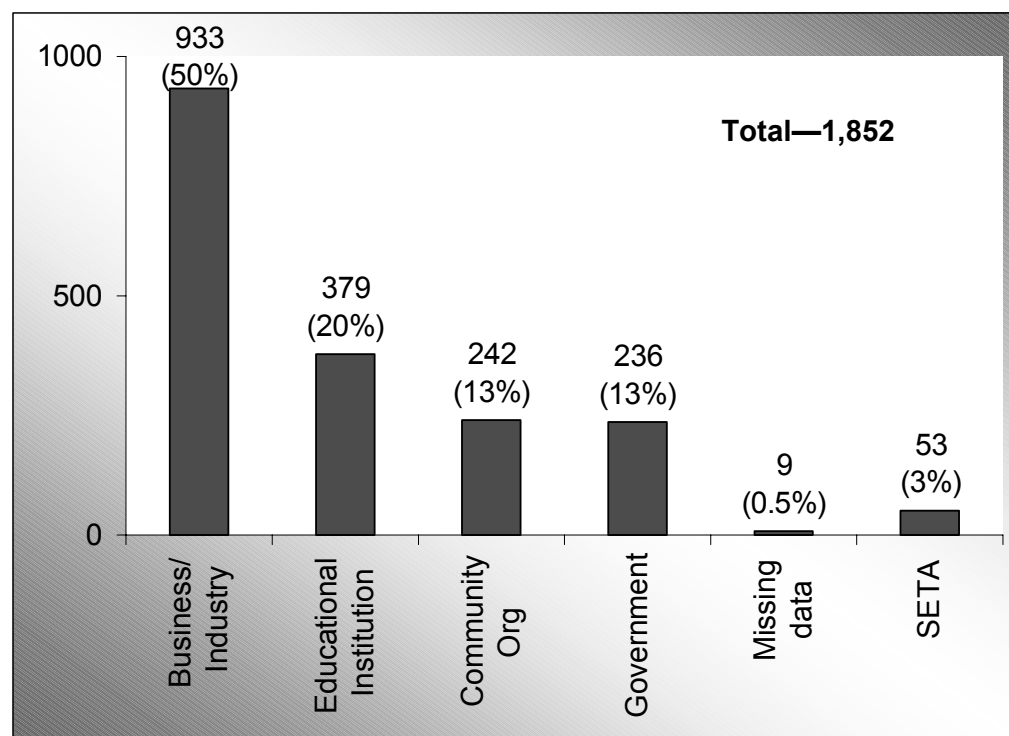
4. THE PARTNERS

4.1. The Partners

Figure 9 shows that 50% (933) of the partnership projects are with business/ industry, 20% (379) with educational institutions, 242 (13%) with community organizations, 236 (13%) with government and 53 (3%) with SETAs. The majority of these linkages are therefore mainly with business/ industry.

Analysis of the linkages by province is provided in Table 2 below. It shows that in most provinces, more than 50% of the linkages are with business/ industry. The exceptions are the Eastern Cape, Free State, North West and Northern Cape. In the Eastern Cape, 31% of their linkages are with business/ industry and 24% with educational institutions. In the Free State, 39% of the linkages are with educational institutions while in the North West, 48% are with business/ industry and 24% with educational institutions. In the Northern Cape 24% of the linkages are with business/ industry and 39% with educational institutions.

Figure 9. Partnership Projects by Sector



In the Northern Cape 24% of the linkages are with business/ industry and 39% with educational institutions.

Table 2. Partnership Projects by the Type of Partner and by Province

Province	Business/ Industry	Educational Institution	Community Org	Government	Missing data	SETA	Grand Total
Eastern Cape	71	55	41	56	0	8	231
Free State	34	44	13	18	0	4	113
Gauteng	276	51	52	36	3	14	432
KwaZulu Natal	127	49	39	21	3	6	245
Limpopo	56	15	9	18	0	1	99
Mpumalanga	35	3	5	2	0		45
North West	60	30	9	26	0		125
Northern Cape	28	46	15	21	0	7	117
Western Cape	246	86	59	38	3	13	445
Grand Total	933	379	242	236	9	53	1,852

4.2 The Industry Partners

The 933 partnership projects that are with business/ industry involve a total of 617 companies. Figure 10 presents an analysis of the companies by the total number of employees in the company. It shows that the majority of the companies (41%) are large companies with more than 150 employees; 17% are medium size enterprises with 51-150 employees and 34% are small or micro enterprises with less than 50 employees.

Figure 10. Size of Business/ Industry Enterprises

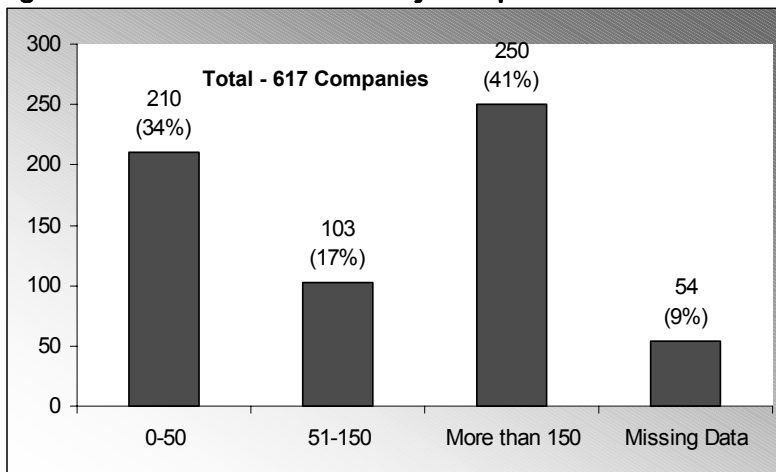
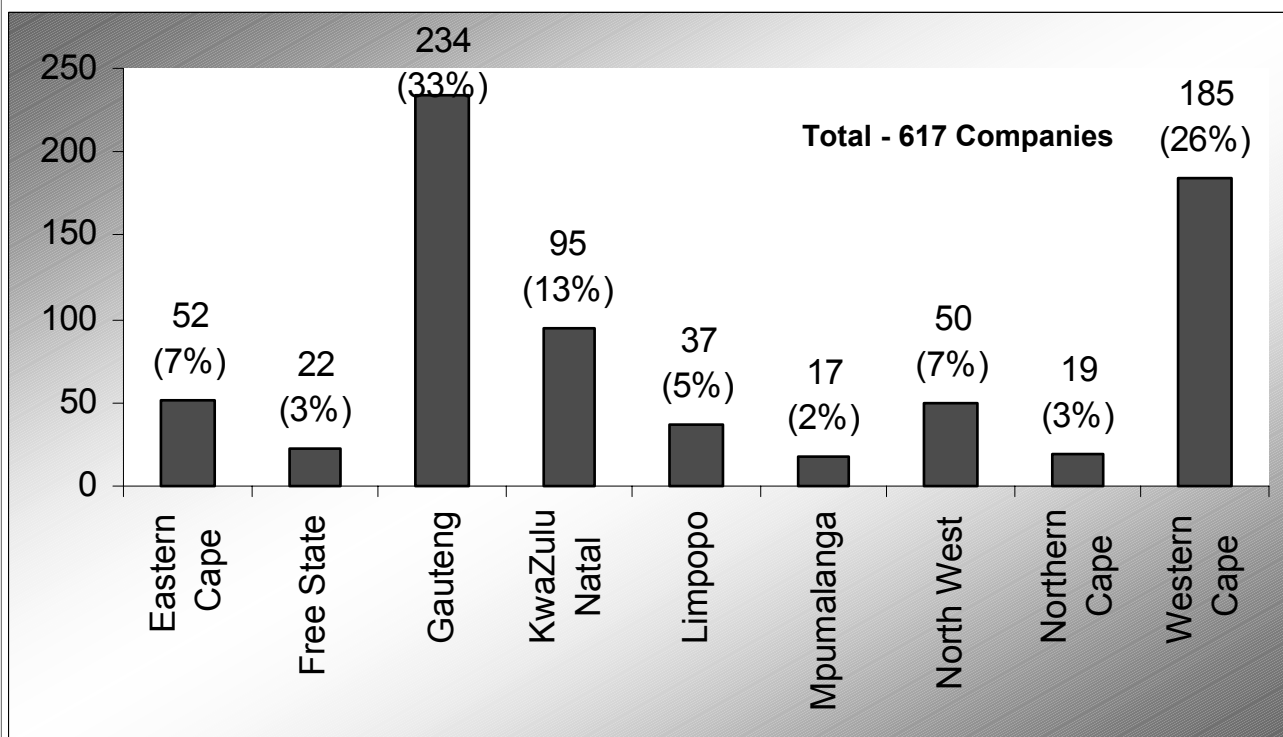


Figure 11 provides an analysis of the total number of business/ industry partners that have linkages with FET Colleges in each province. It shows that more than 50% of company/industry partners are involved with colleges in Gauteng and the Western Cape which have respectively 234 partners (33%) and 185 partners (26%). The Eastern Cape has 52 (7%) business/ industry partners linked to their FET colleges; Free State has 22 (3%); Kwazulu-Natal

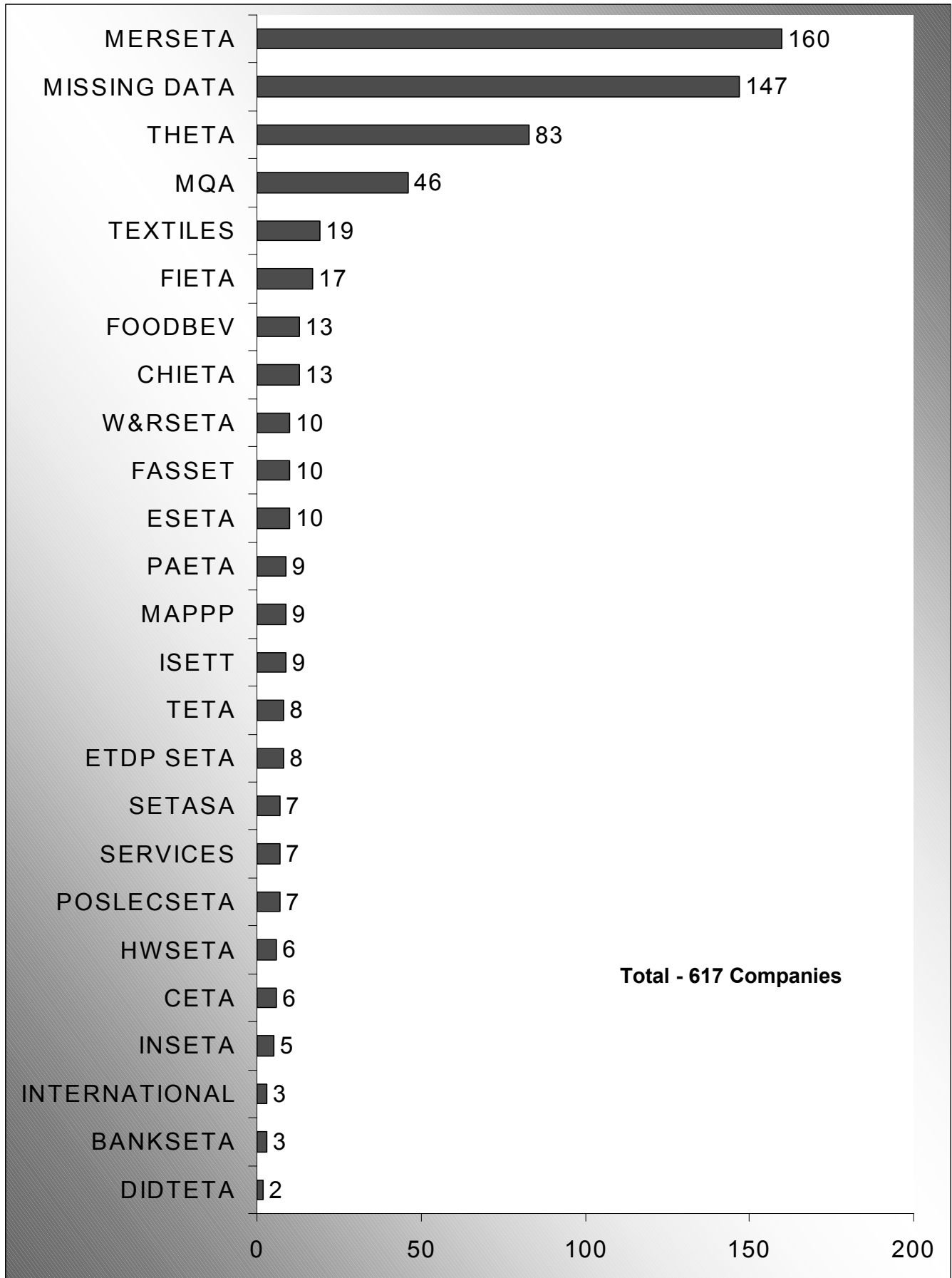
has 95 (13%); Limpopo 37 (5%) and the North West province has 50 (7%). Mpumalanga and the Northern Cape have the smallest number of business/ industry partners with FET colleges in Mpumalanga having links with 17 companies and those in the Northern Cape having links with 19 companies. A list of the business/ industry partners by province is provided in Appendix B.

Figure 11. Number of Industry Partners by Province³



3. The total of the linkages by province does not necessarily add up to 619 as in some cases companies had linkages in more than one province.

Figure 12. Industry Partners by SETA⁴

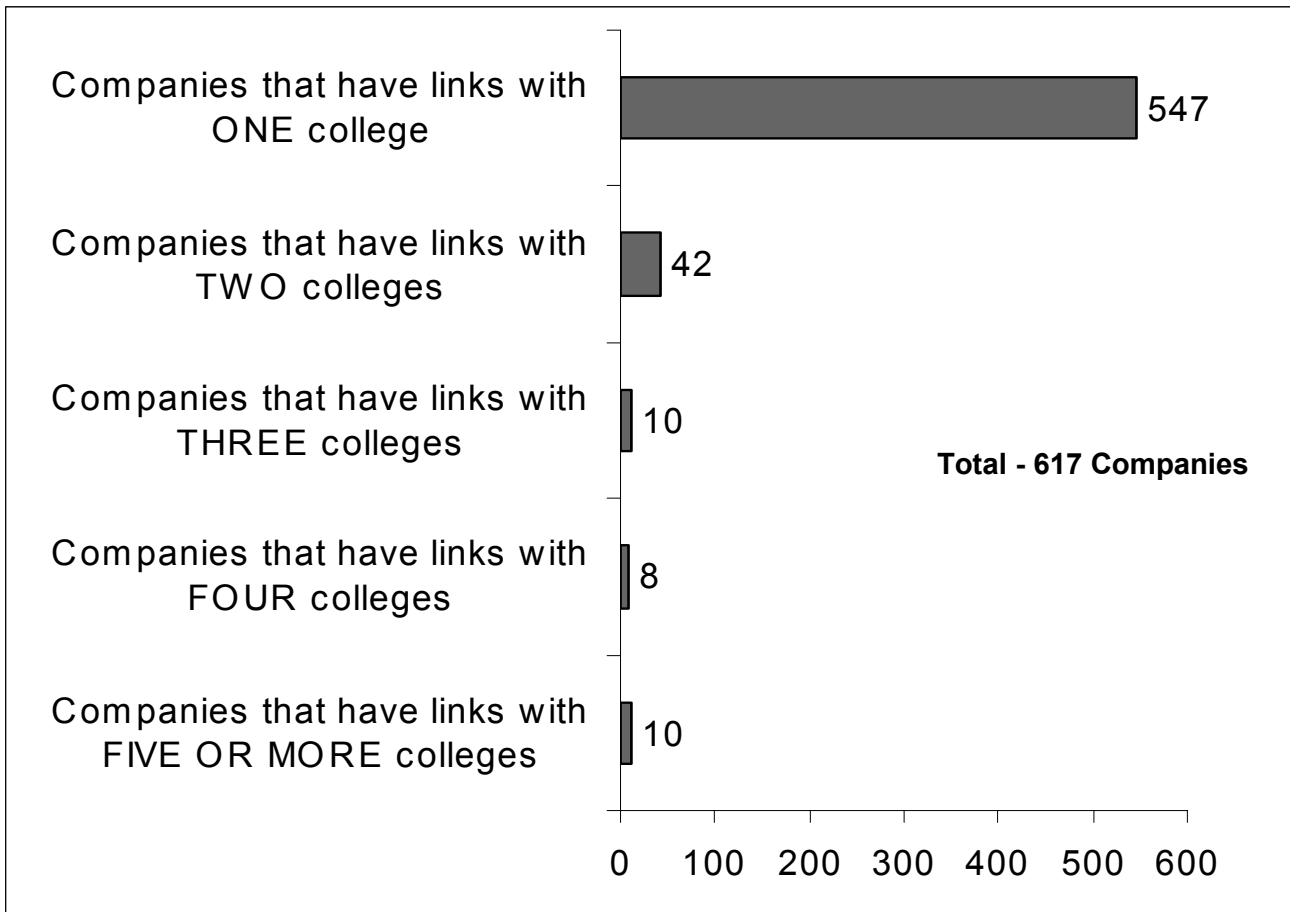


4. SETA allocations were provided by survey respondents and were not altered by the research team. As such, any errors in SETA allocation is not the responsibility of LPC.

Figure 12 provides an analysis of business/ industry partners by the SETA in which such enterprises are registered. It shows that many of the SETA allocations (almost a quarter) were not provided. 26% of the remaining companies are registered with MERSETA, 13% with THETA and 7% with the MQA. Together, companies registered with these SETAs constitute almost 50% of the companies that currently have linkages with FET Colleges. These three SETAs were formed from Industrial Training Boards that FET College's traditionally held close accrediting relationships with such as the MITB and the HITB.

Figure 13 provides an analysis of the extent to which companies have linkages with more than one college. It shows that the majority of the companies (89%) have linkages with only one FET college. There are however a total of 70 companies that have linkages with more than one FET college: 42 companies have linkages with two FET colleges; 10 have linkages with three FET colleges; 18 have linkages with four or more FET colleges. A list of companies that have linkages with four or more FET colleges is provided in Appendix C.

Figure 13. Number of Business/ Industry Enterprises that have links with Multiple Colleges



4.3 The Educational Partners

Educational partners include schools, higher education institutions, NGO's that work in the area of education and private educational institutions. Figure 16 shows that 28% of the partnership projects are with schools, 35% with colleges other than FET colleges and 24% with higher education institutions such as technikons and universities. A list of the educational partners by province is provided in Appendix D.

Figure 14. Partnership Projects with local and international Educational Institutions

Figure 14 analyses the extent to which the linkages with educational institutions are with international or national educational institutions. It shows that 10% (38) of the linkages are with international educational institutions. Further analysis shows that 85% of these 38 partnership projects are with international colleges such as Algonquin Community College (Canada), Bronx Community College, Calvina Community, City & Guilds, Comptia, Deeside College (UK), Falkirk FET College (Scotland), Highline Community College Seattle (USA), Hotel Fachschule College For Hotel, ITEC (UK), Liverpool Community College (UK), Ludwigerhardschule, Mackworth College Derby (UK), Peralta Community College District (USA), Reid Kerr College, Richmond Upon Thames College, Roc Leiden, Rocnijmegen Netherlands, South Birmingham College UK, Springfield Community College (USA), Sydney Institute of Technology, Vasteras Sweden and Warwickshire.⁵

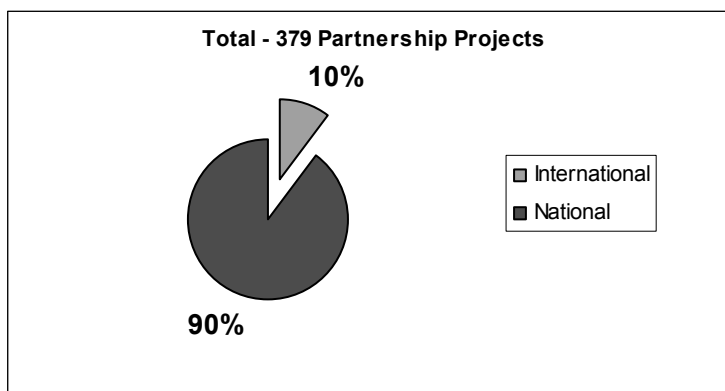
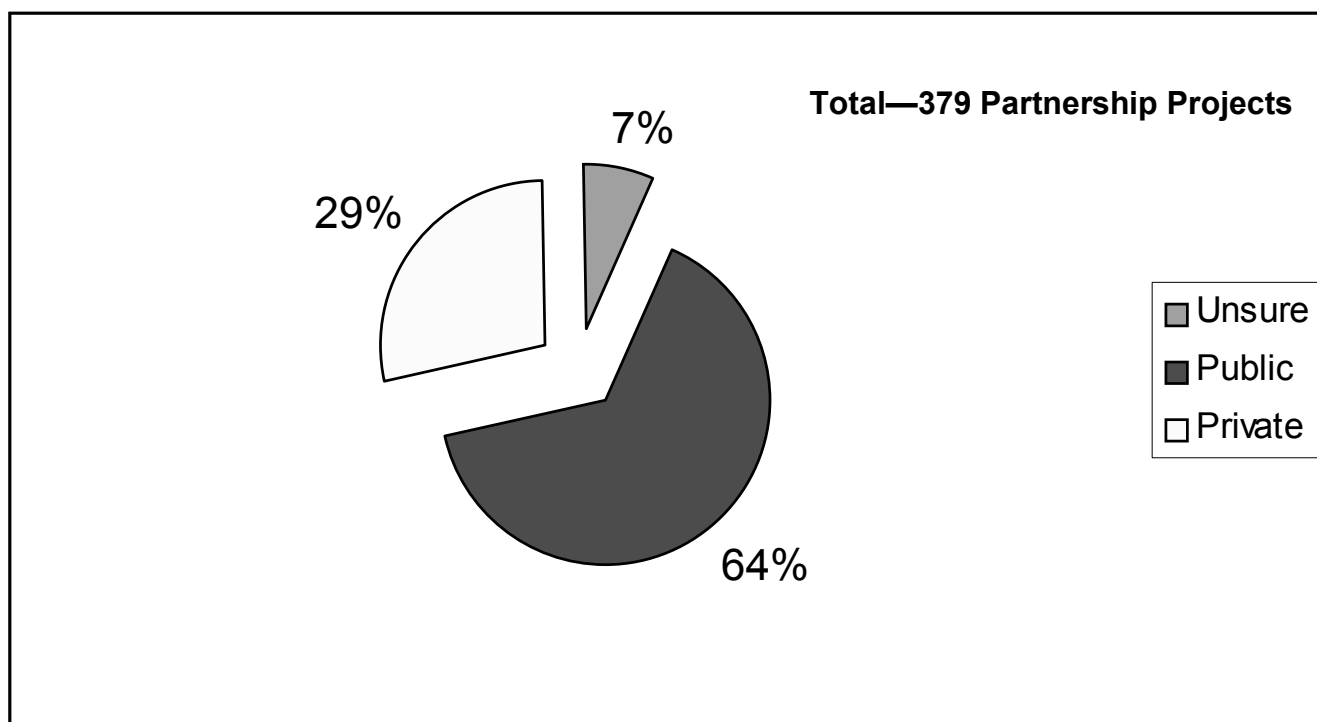


Figure 15 provides an analysis of the percentage of partnership projects that are with public and private providers. It shows that 29% of these linkages are with private institutions, the majority of which are private colleges.

Figure 15. Partnership Projects by the Type of Educational Partner: Private and Public Providers



5. The names of international colleges were provided by respondents and were not altered by the research team. Any errors in these names is not the responsibility of the research team.

Figure 16. Educational Partnership Projects by the Type of Educational Partner

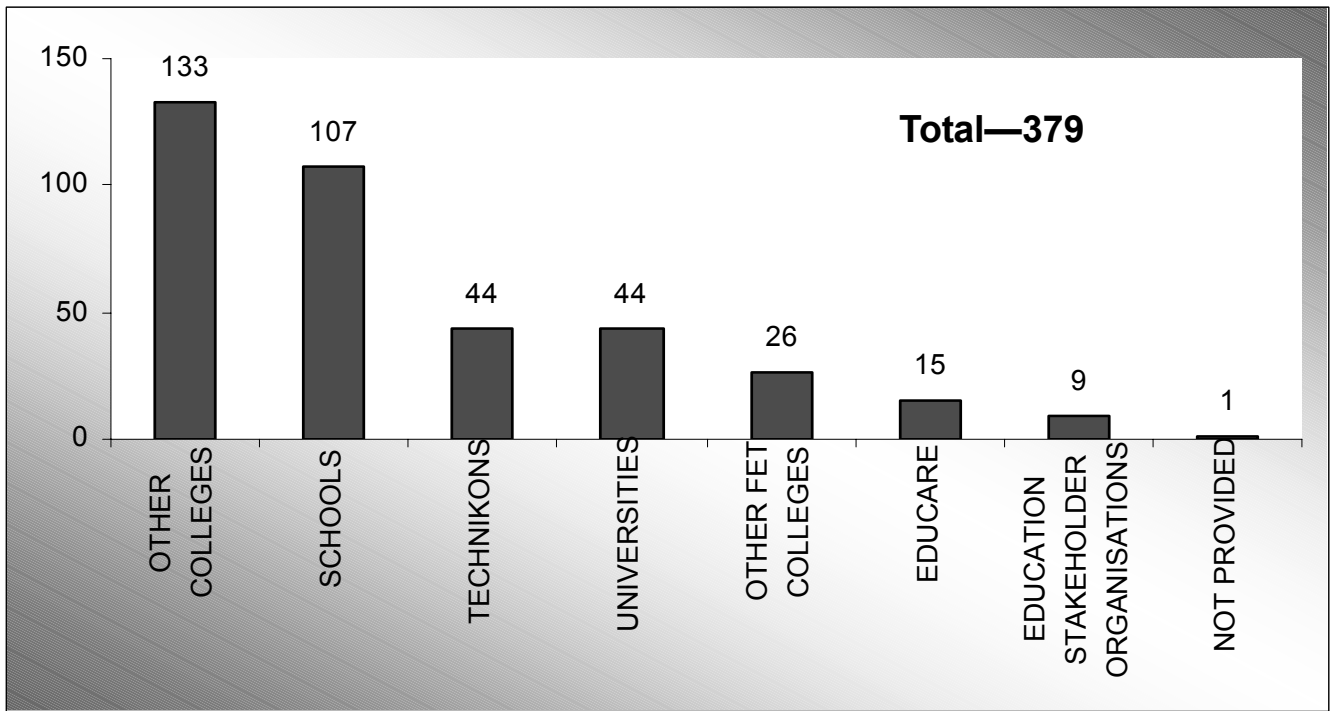
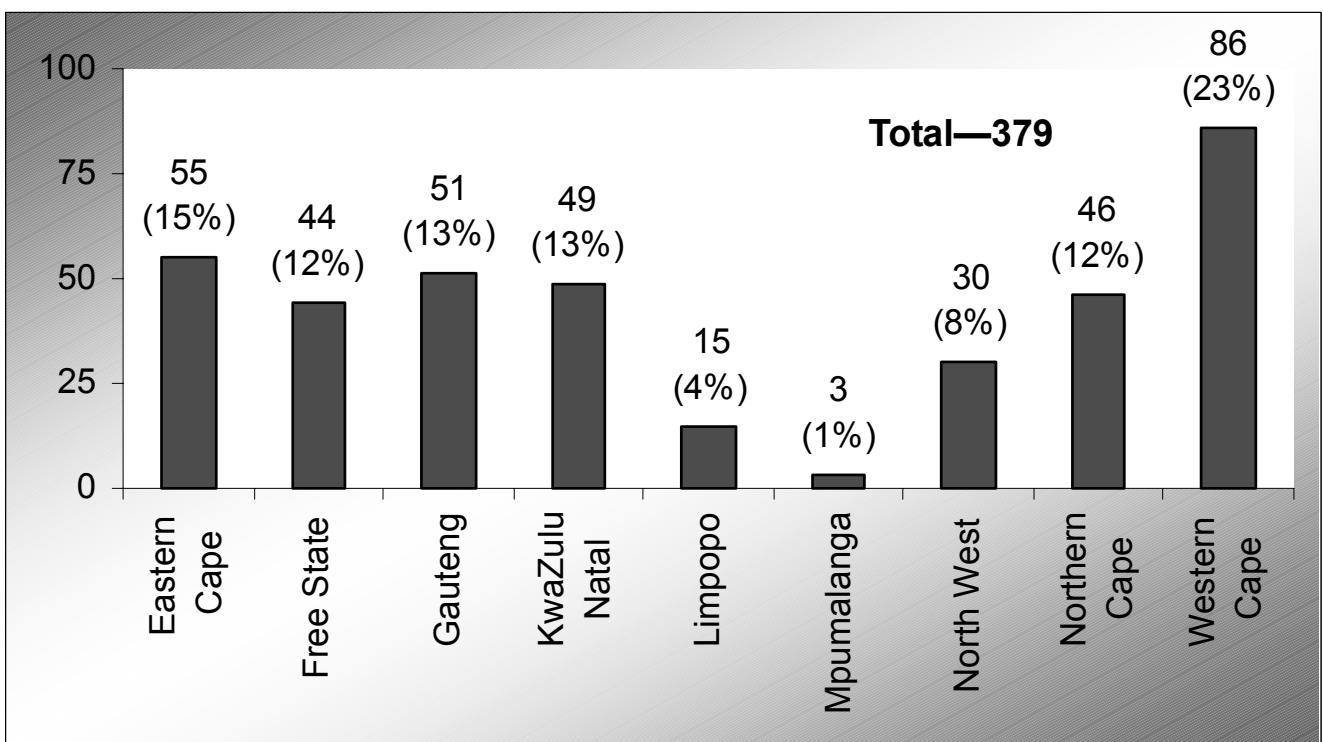


Figure 17. Educational Partnership Projects by Province



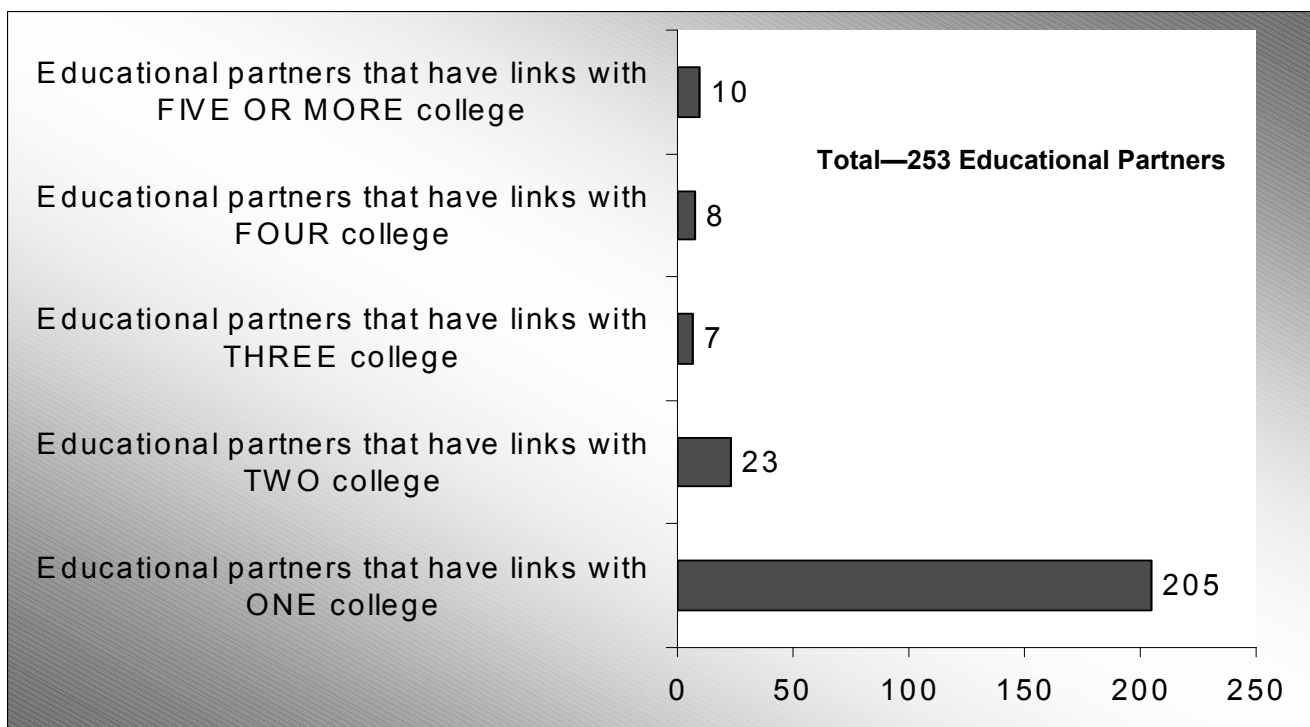
4.3.1 Educational Partnerships by Province

Figure 17 provides an analysis of the number of partnership projects that involve educational institutions by province. It shows that the Western Cape has 86 partnership projects with other educational institutions, the highest of all the provinces.

4.3.2 Multiple Linkages

Figure 18 shows that there are a total of 253 educational partners involved in the 379 partnership projects that involve educational enterprises. As indicated by Figure 18, the majority of the educational enterprises (205) have linkages with only one college, 23 have linkages with more than two colleges, 7 with more than three colleges and 18 with either four or more colleges. The educational institutions that are partnering with four or more FET colleges are: Technikon South Africa, Potchefstroom University, UNISA, ICDL Foundation (SA), Cape Technikon, IAC, University Of Free State, Future Kids SA, P.E Technikon, INTEC College, Kolping South Africa, Mahlasedi Special School, Peninsula Technikon, Pretoria Technikon, Technisa, Vista University (Distance Learning) and Warwickshire.

Figure 18. Educational Enterprises Linking with More than One College



4.4 Community Partners

Community organisations include organisations that work across industrial sectors such as music, health and the housing sector. Figure 19 shows community partnerships by province. It shows that the majority of the linkages with community partners is forged by FET colleges in the Western Cape that has 24% (59) of the total community partnership projects, Gauteng 21% (52) of the community partnership projects, the Eastern Cape 17% (41) and Kwazulu-Natal 16% (39) of the total partnership projects.

Figure 19 . Partnership Projects Involving Community/ NGO Enterprises by Province

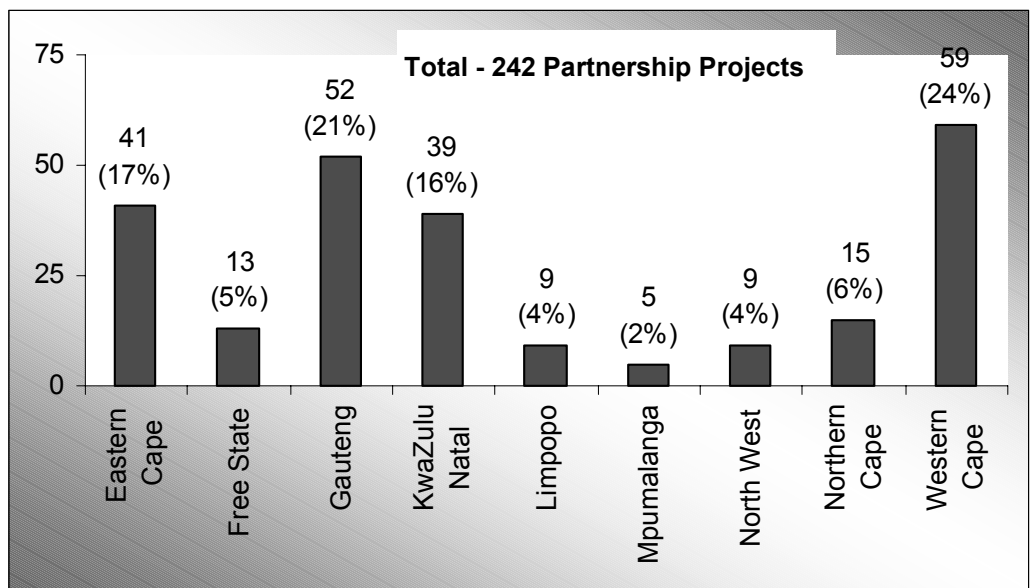
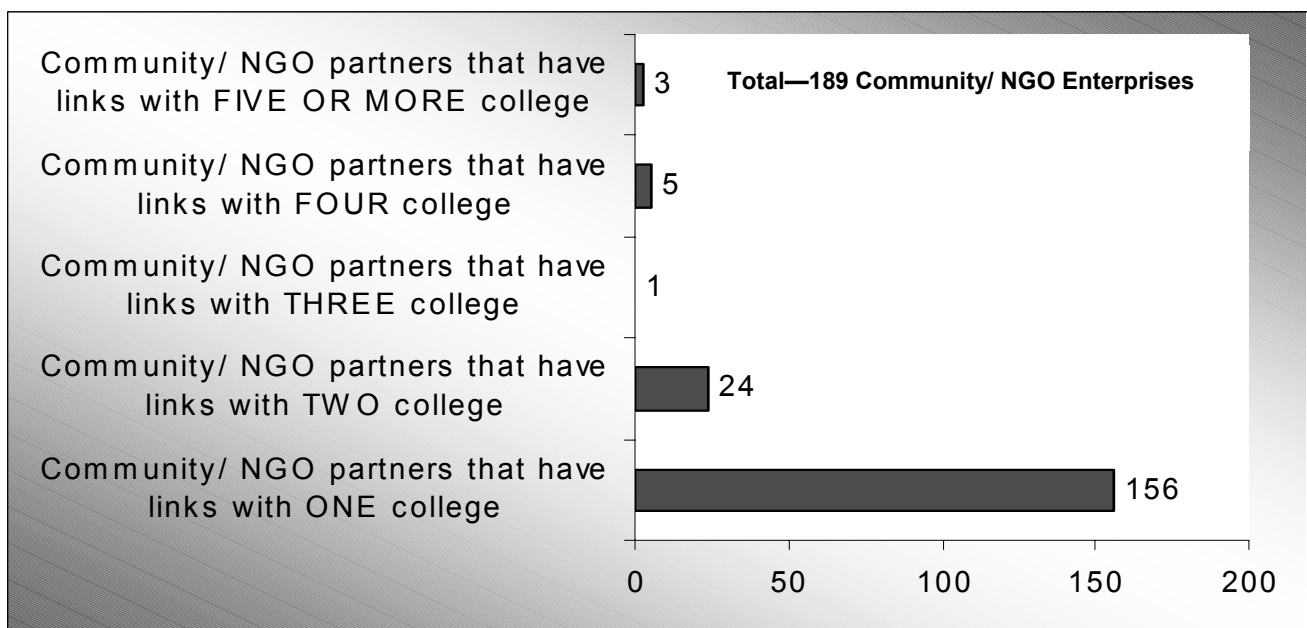


Figure 20 shows that there are a total of 189

community/ NGO partners involved in the 242 partnership projects. As indicated by Figure 20 the majority of the community/ NGO enterprises (156) have linkages with only one college, 24 have linkages with two colleges and eight with three or more colleges.

Figure 20. Community Partners Linking with Multiple Colleges



4.5 Government Partners

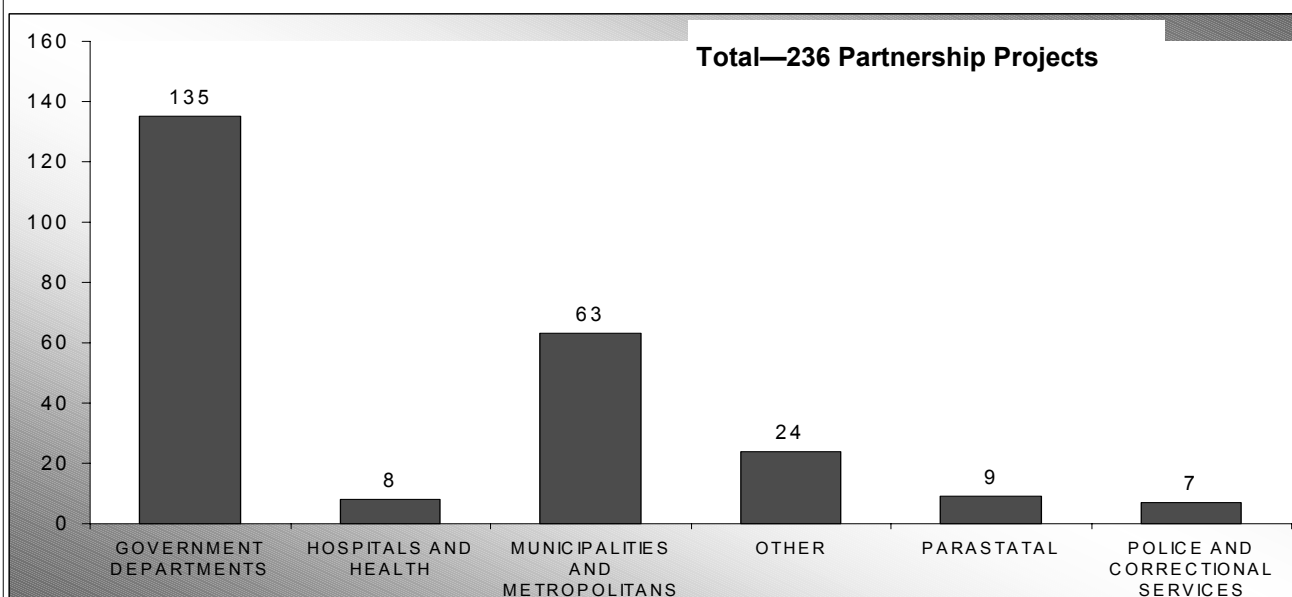
Government partners include government departments, hospitals and health units, municipalities and metropolitan councils, parastatals and police and correctional services.⁶ Figure 21 shows that 57% of the partnership projects are with government departments and 27% with municipalities and metropolitans. A list of the government partners, by province, is provided in Appendix E.

The departments that have linkages with the colleges are: Department of Health, Department of Labour, Department of Social Welfare, Department of Agriculture, Department of Commerce, Department of Arts and Culture, Department of Communication, Department of Education, Department of Justice, Department of Land Affairs, Department of Public Works, Department of Trade and Industry, SANDF and SAPS.

Figure 22 provides a breakdown by province. It shows that the bulk of these partnership projects are with colleges in Gauteng and in the Eastern Cape. Linkages with government departments usually exist in some rather than all the colleges and then, only in certain provinces rather than in all provinces. This is so, for example, in the case of the Department of Agriculture that has links with colleges in only four provinces: the Free State, Eastern Cape, Gauteng and North West. A concern regarding the provincial distribution of these partnerships arises as the nature of the partnerships suggest that such partnerships, if present in one province, could exist in more provinces if not in all provinces. The Department of Health, for example, has linkages with colleges in six provinces: Eastern Cape, Limpopo, Gauteng, North West, Northern Cape and Western Cape and no partnerships in Mpumalanga, Kwazulu-Natal and Free State. These findings suggest that linkages forged between government partners and FET colleges are locally forged and in a way that suggests that these departments have no clear national plan as to their relationship with the FET sector as a whole. The models developed in certain provinces, however, may form useful case studies as to how the FET sector can better support the education and training needs of national, provincial and local government in the future.

This differs markedly from the linkages forged by municipalities and metropolitan councils which seem, as shown by Figure 24, to be widespread across the country with each province having one or more college that has linkages with municipalities and/or metropolitan councils. The majority of such linkages are in Gauteng, Western Cape and Kwazulu-Natal. A question arises as to the extent to which these linkages can be developed in order that they may be more evenly distributed across the country.

Figure 21. Partnership Projects Involve Government Enterprises - by Nature of Government Enterprise



6. It is likely that enterprises that fall into the categories of 'police and correctional services' and that of 'hospitals and health' may fall into the ambit of local government. For the purpose of this study, this distinction could not and has not been.

Figure 22. Partnership Projects Involving Government Partners- by Province

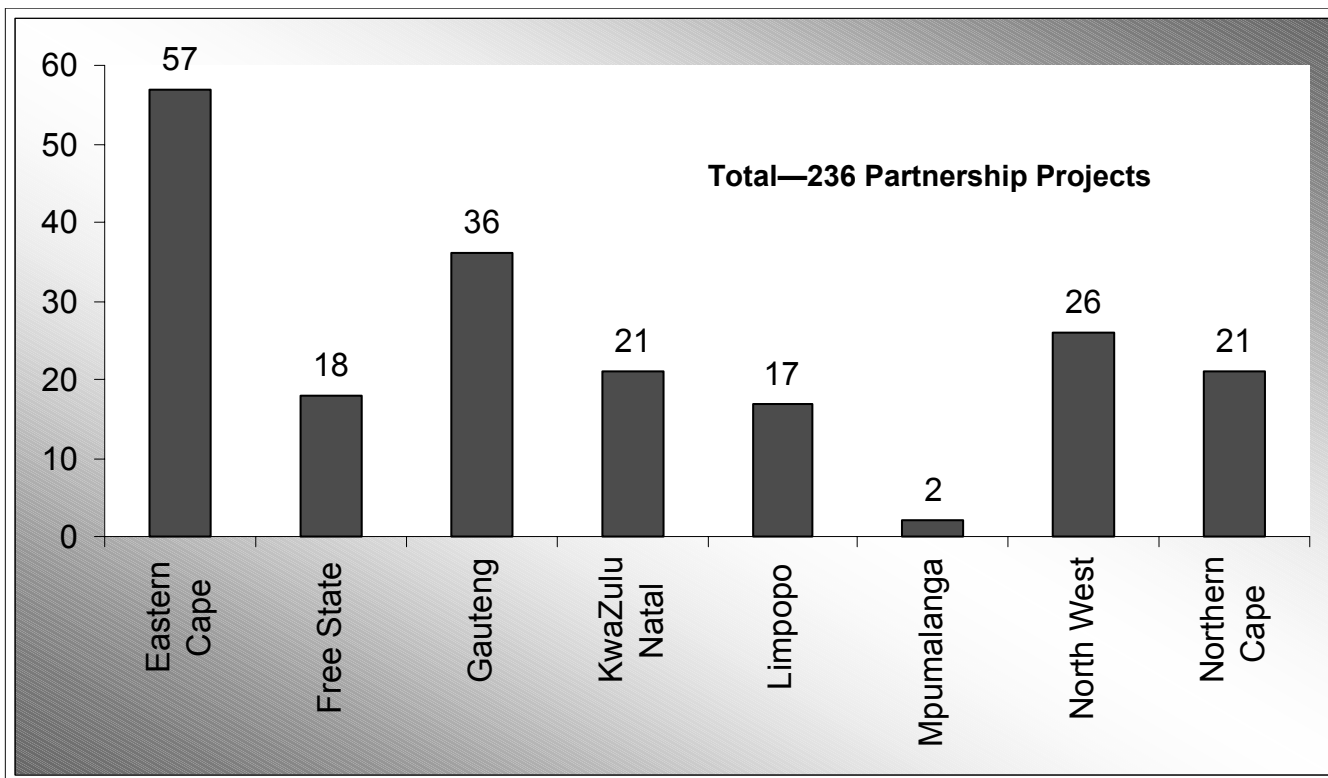


Figure 23. Government Enterprises Linking with Multiple Colleges

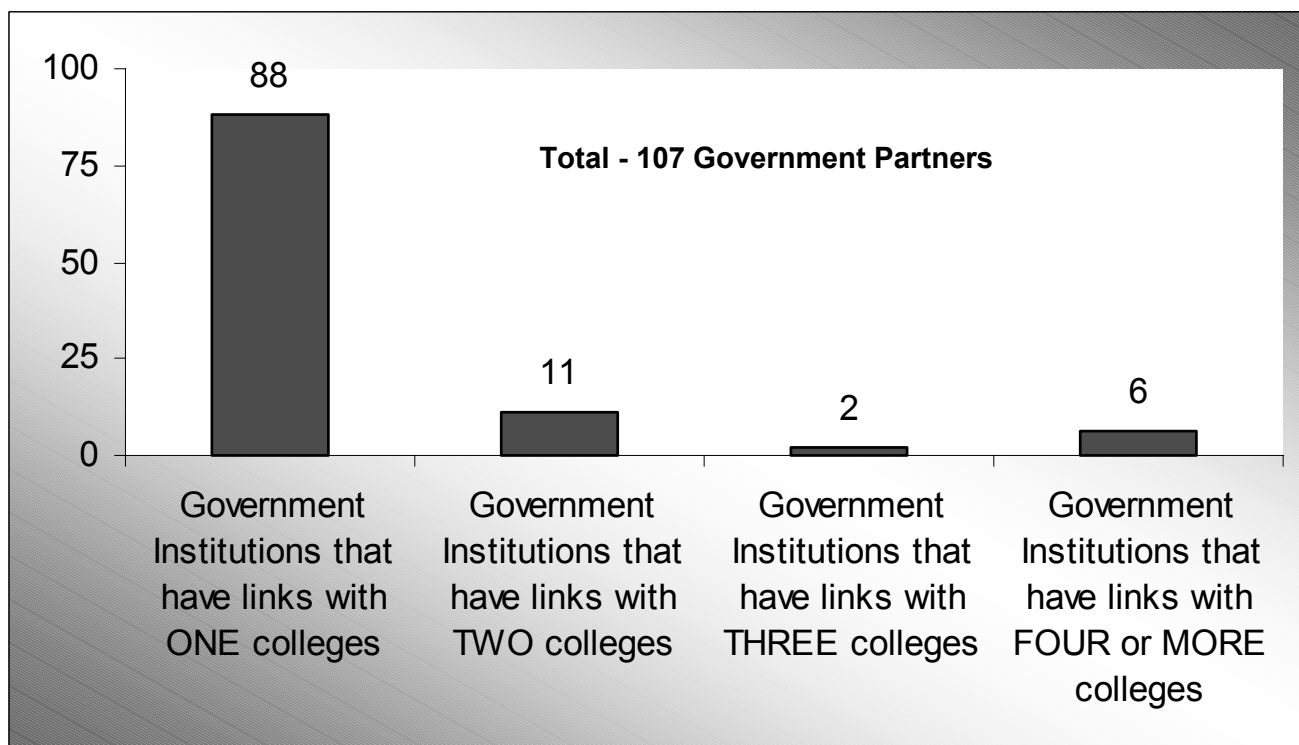
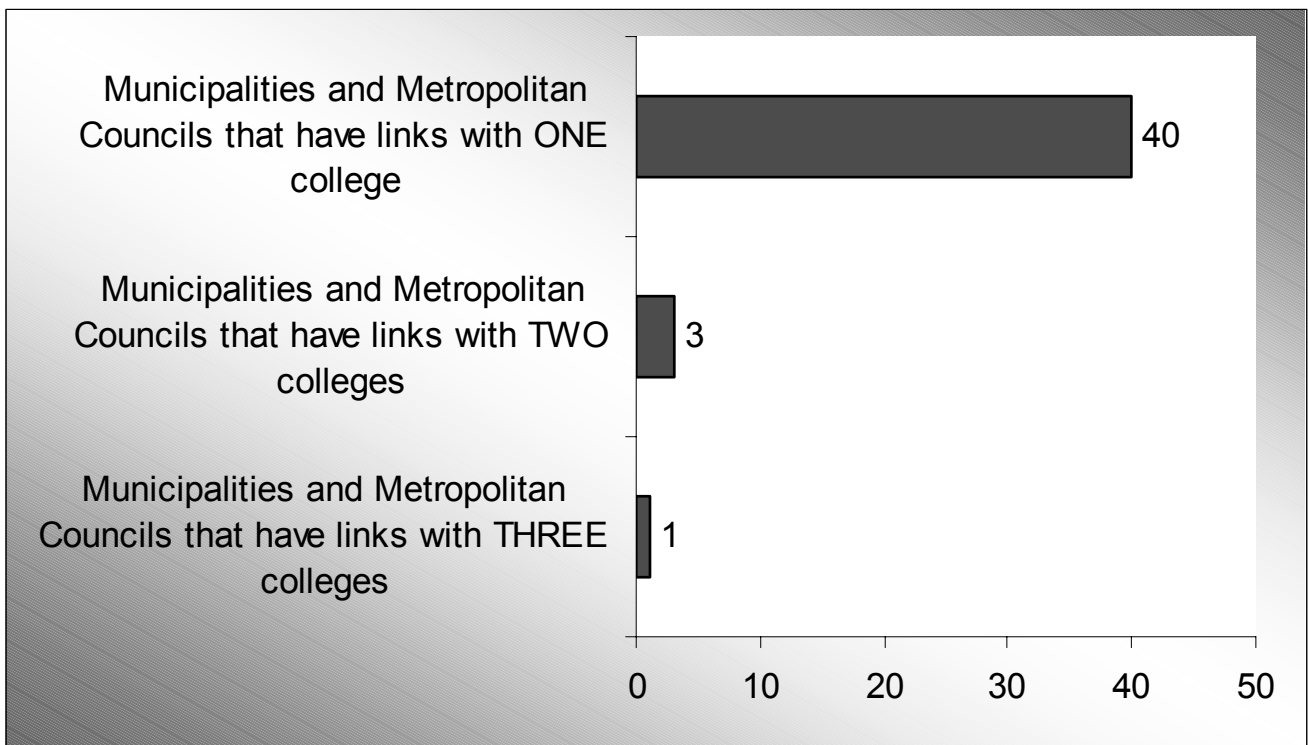


Figure 23 shows that there are a total of 107 government partners involved in the 236 government enterprise partnership projects. As indicated, the majority of the government enterprises (88) have links with only one college; eleven have linkages with two colleges and eight have links with three or more colleges. Government partners that have links with four or more colleges include the Department of Agriculture that has links with 6 colleges, the Department of Health that has links with 10 colleges, the Department of Labour that has links with 16 colleges, the Department of Public Works that has links with 7 colleges and the South African National Defence force that has links with 9 colleges.

Figure 24. Linkages with Metropolitan Councils and Municipalities by Province



5. TYPE OF PARTNERSHIP

5.1 Introduction

The development of a typology of partnerships is an area of conceptual understanding that is only recently beginning to be researched. A recent study referred to above and undertaken by the Education Policy Unit provides a typology of Higher Education-Industry linkages. No such study has yet been undertaken on FET college linkages/ partnerships. To provide baseline information a number of questions were included in the survey instruments that provide some idea of the nature of these relationships. These questions include the following:

- *A question was posed on the nature of the contractual agreement that exists in the partnership project between the two partners.* Respondents were asked to indicate if the partnership was based on a 'formal written contract', a 'formal verbal contract', an 'informal written contract' or an 'informal verbal contract'.
- *A question was posed on the length of time that the partnership had existed.* Partners were asked to provide the total number of years that the partnership project had existed. Responses were coded into the following categories: the partnership project existed for (i) less than one year, (ii) 1-2 years, (iii) 3-4 years, (iv) 5-7 years, (v) 8-9 years, (vi) 10-14 years and (vii) more than 15 years.
- *A question was posed on the purpose of the partnership.* Respondents were asked to indicate if the partnership included any of the following purposes: learnership, sharing of resources, college staff exchange or placement into industry, student placement, training and curriculum and programme development for the partner.
- *A question was posed on the vocational field in which the partnership was forged.* Respondents were provided with a list of the six possible vocational fields in which provision occurs at FET colleges as well as the category of 'generic relationship'. The six vocational fields are: (i) Art and Music, (ii) Business Studies, (iii) Educare and Social Services, (iv) Engineering Studies, (v) General Education and finally, the category of "generic relationships" which incorporates those partnerships that exist either across vocational fields or fall outside of disciplinary boundaries.

This chapter provides an analysis of the key findings in this regard.

5.2 Types of Partnership Agreements

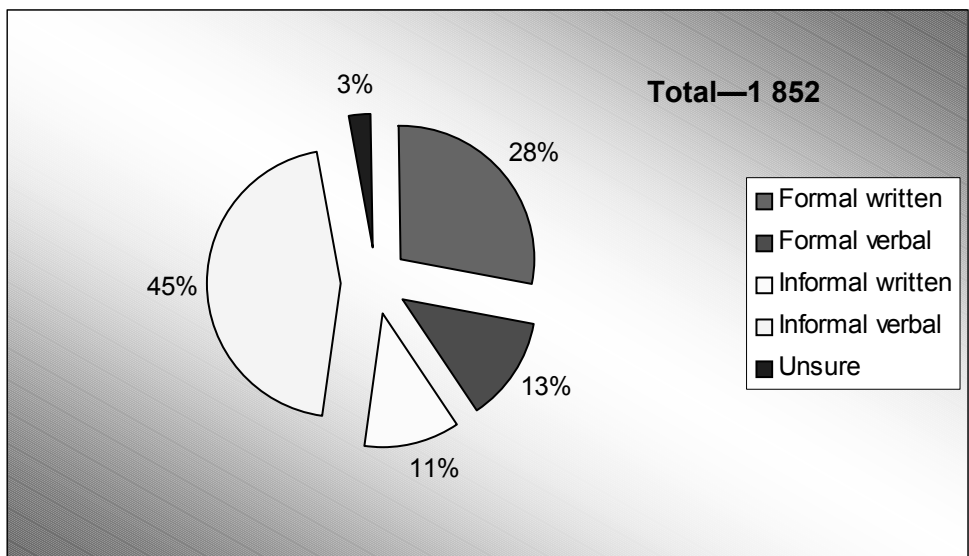
Figure 25 provides an analysis of the nature of the partnership agreements. It shows that the bulk of the partnership agreements are informal with 45% being informal and verbal and 11% are informal and written. Thirty one percent of the total partnerships are formal with 28% based on formal and written agreements.

5.2.1 Type of Partnership Agreements by Nature of Partner

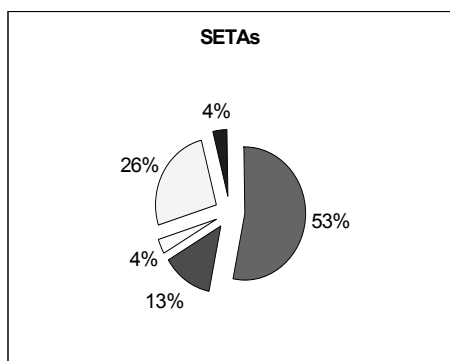
Figure 25 provides an analysis of the type of agreement by partner type. It shows that different types of partners tend to have different types of agreements with FET colleges. SETAs, for example, have predominantly formal written agreements, whilst only 23% of industry linkages are formal written agreements. Experience with industry has indicated that in many cases industry will not enter into a formal agreement until they have engaged in less formal ways with the college and in so doing developed a relationship of trust with the college.

The importance of formal partnership agreements is much discussed in the literature on education partnerships which argues that the benefit of formal written partnership agreements is that it ensures that the working relationship and the outputs and expectations from both partners are clarified and

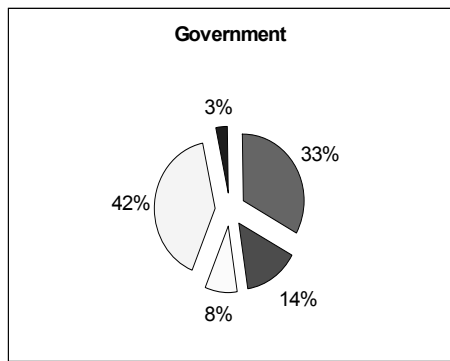
Figure 25. Partnership Projects by Type of Contract



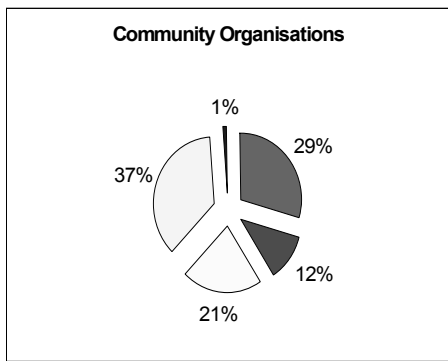
25a



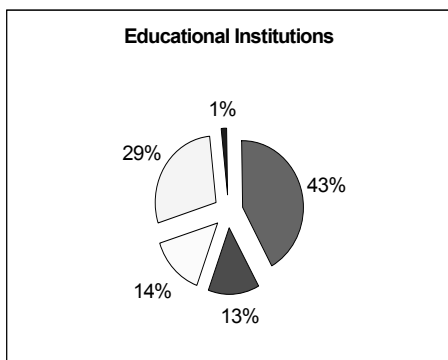
25b



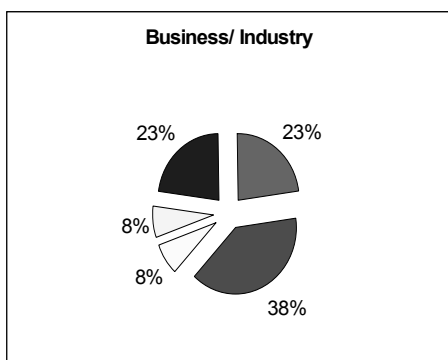
25c



25d



25e



clearly captured. On the other hand, industry has argued strongly for the flexibility of informal relationships and the manner in which formal contracts, rather than strengthening the relationship, may serve to limit, slow down and inhibit partnerships. Interestingly, and contrary to this perspective, analysis by the length of time of partnership projects shows no correlation between the degree of formality of the partnership agreement and the length of time of the partnership.

5.2.2 Type of Partnership Agreements by Nature of Partnership

Figure 26 provides an analysis of partnerships that are based on formal written agreements by the type or purpose of the partnership. It shows that more than half of franchise agreements (56%) have written formal agreements; that 45% of partnership projects that involve curriculum development for industry is formal written agreements and that only 17% of work placements are based on formal written agreements. These findings suggest that there are many cases in which FET colleges provide services to their partners (such as providing training and developing new curricula) in the absence of a written contract. While it is understandable that linkages may mature, many colleges are currently undertaking services without formal written agreements.

5.3. The Purpose of the Partnership

Figure 27 analyses the different purposes for partnership projects. It shows that 42% of the partnerships relate to the provision of training with 26,3% of the partnership projects involving colleges providing training to learners; 9,4% the college providing training specifically to community members and 7% the college providing training to industry/business staff. Twenty one percent of the partnership projects involve the college sharing of resources with the partner and only 7% the college developing new curricula or programmes. The FET legislation and much of the implementation thereof assumed that partnerships relationships would result in an improvement in the curriculum and the development of more relevant curricula. These findings, which indicate that only 7% of partnership projects include curriculum or programme development as their purpose, suggest that partnerships (as they currently exist) are not making the expected contribution to curriculum development. Furthermore, it is hoped that partnerships will increase student's ability to access work experience during their FET study and job opportunities after their FET study. The findings show that only 15% of the total partnerships projects involve learner placement in companies, community and government organisations.

Table 3 cross tabulates the purpose of the partnership with the sector from which the partner comes. It shows that 50% of the partnerships with business/ industry are partnership that involve learner placements and the provision of training, 26% of the partnership projects with educational institutions involve the provision of training and more than 50% of the partnerships with government involve community training, provider of training and learner work placements.

Industry is the major partner in all types of partnerships except for partnership projects that have college sharing resources and franchise agreements as their purpose. In these partnership projects the major partner is other educational institutions.

Figure 26. Partnership Projects by Type of Agreement and Nature of Project

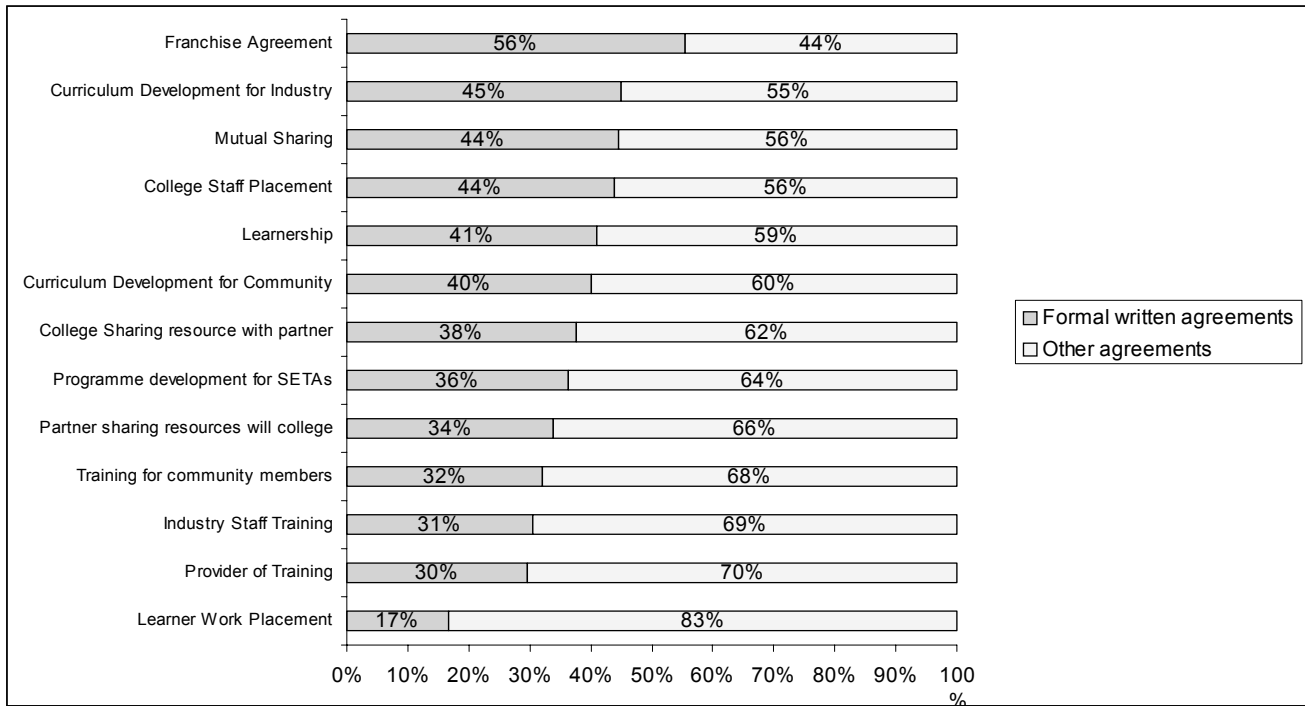


Figure 27. Partnership Projects by Nature of Partnership

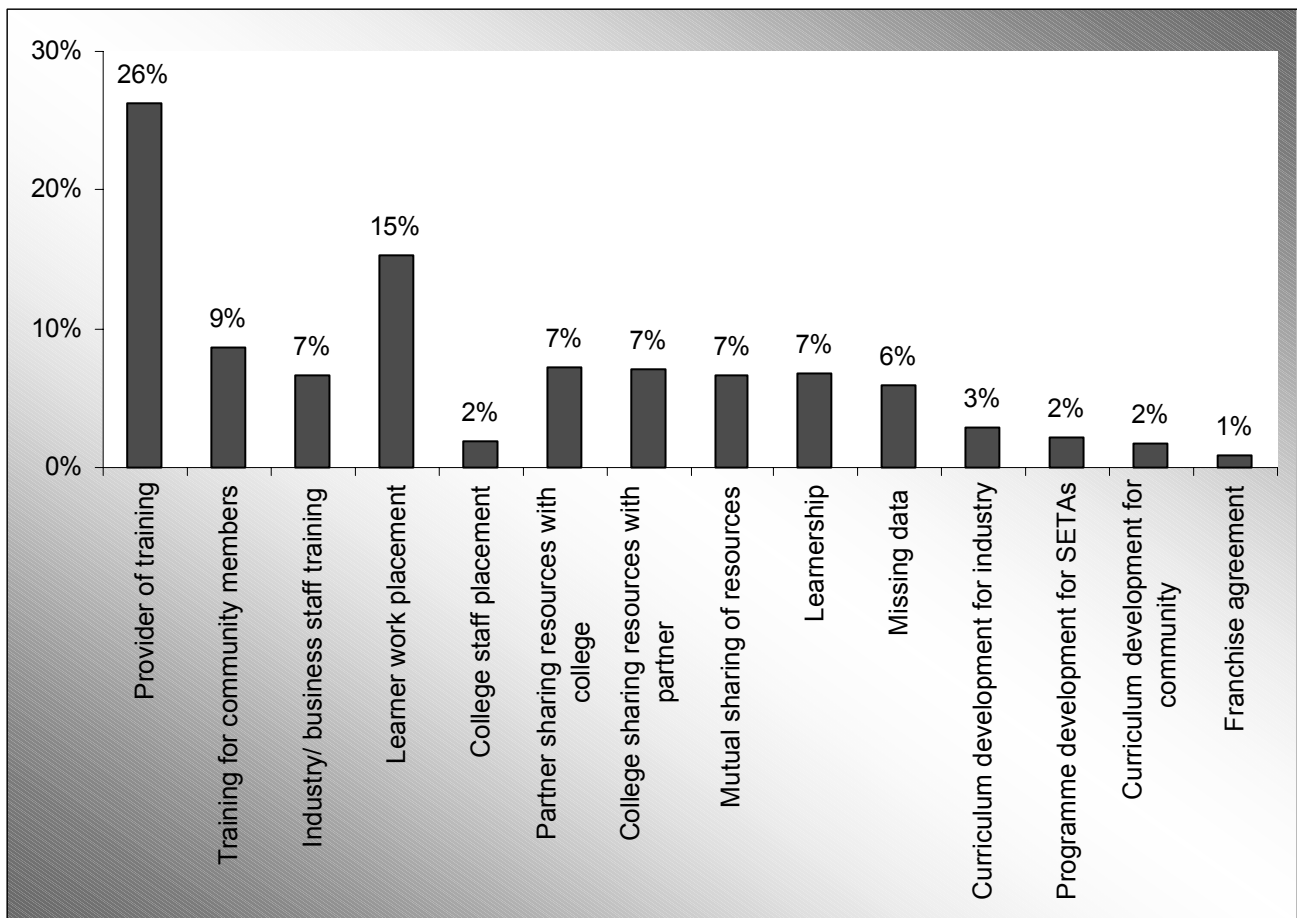


Table 3 . Partnership Projects by Nature of Partnership and by Type of Partner

Count of Partnership Code	Business/	Educational	Community	Government	SETA	Unsure	Grand Total
	Industry	Institution	Org				
Learnership	71	17	9	14	13	0	125
Mutual sharing of resources	49	31	26	16	1	1	123
College sharing of resources with partner	38	47	20	20	5	0	131
Partner sharing resources with college	59	49	16	9	0	0	133
College staff placement	19	12	0	2	1	0	34
Learner work placement	197	27	24	37	2	1	284
Industry/ business staff training	77	12	13	17	4	0	123
Training for community members	43	26	46	38	5	2	160
Curriculum development for industry	29	9	7	3	5	0	53
Programme development for SETAs	10	8	10	3	2	0	33
Programme development for SETAs	18	8	4	4	4	0	39
Provider of training	269	100	47	57	13	4	487
Franchise agreement	1	11	2	1	0	0	16
Unsure	8	4	3	2	0	0	17
Other	47	18	15	10	2	2	94
Total	933	379	242	236	53	9	1,852

5.4. Partnership Projects by Vocational Field

Figure 28 indicates that 56% of partnership projects are in either Business Studies (21%) or Engineering (35%). This is to be expected as 90% of provision in FET colleges are in these two Vocational Fields.

Analysis of the partnership projects by Vocational Field and the type of partner shows no correlation between these two variables. A strong correlation however exists between the SETA at which a business/ industry enterprise is registered and the vocational field in which the partnership project exists. Companies registered in the MERSETA, for example, tend to have partnership projects in Engineering and those registered in THETA tend to have partnerships in the Vocational Field of Utility Studies, where it is likely that the partnership projects relate to hospitality, catering and tourism.

Analysis of the partner by sector, captured in Table 4, shows that partnership projects in the Vocational Fields of Art and Music are, for the most part, with community organisations (29%), educational institutions (29%) and business/ industry (34%). Partnership projects in the Vocational Field of Educare involve partners from community organisations (38%) and educational institutions (33%). Partnership projects in the Vocational Field of Utility Studies are predominantly with business/ industry enterprises (61%).

Partnership projects that involve partners from business/ industry, educational institutions and government are predominantly in the Vocational Field of Engineering. The exceptions are partnership projects that involve partners from community organisations. These partnerships are neatly distributed across the Vocational Fields where, besides those projects in the Vocational Fields of Business and Engineering, 15% are in Educare and 19% are generic. Eighteen percent of partnership projects that involve SETAs are in the Vocational Field of Utility Studies and 11% in Educare.

While it is to be expected that many of the partnerships would be in the Vocational Fields of Engineering and Business as these two Vocational Fields constitute 90% of the total provision at FET colleges, partnerships existing in the other, more marginal, Vocational Fields. This may be due to these Vocational Fields having more curriculum and staff flexibility than engineering and business and may highlight particular innovation in these Vocational Fields.

Figure 28. Partnership Projects by Vocational Field

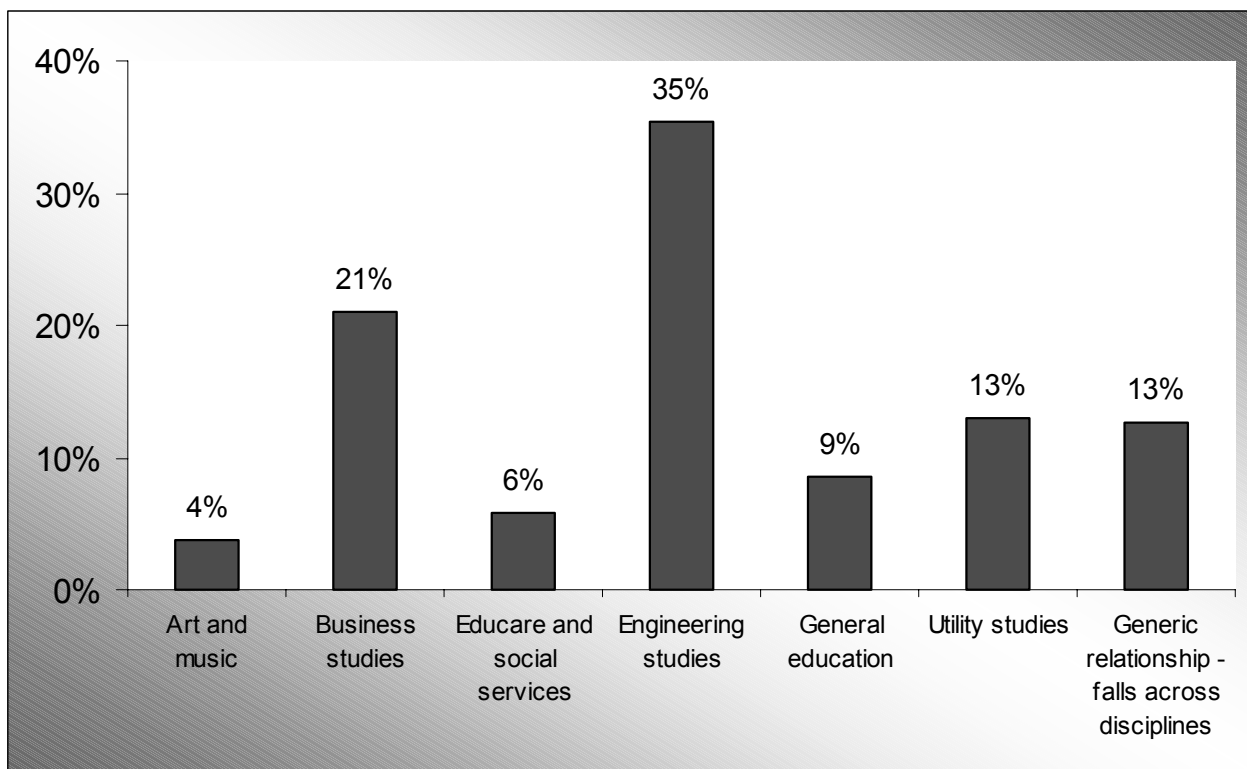


Table 4a. Partnership Projects by Vocational Field—by Partner Sector

	A1. Business/ Industry	A2. Educational Institution	A3. Communit y Org	A4. Government	Unsure	SETA	Grand Total
ART	34%	29%	29%	6%	0%	2%	100%
BUSINESS	36%	34%	10%	19%	0%	1%	100%
EDUCARE	13%	33%	38%	10%	1%	6%	100%
ENGINEERING	70%	12%	6%	9%	0%	3%	100%
GENERAL EDUCATION	21%	41%	15%	19%	1%	3%	100%
UTILITY STUDIES	61%	16%	10%	9%	0%	4%	100%
GENERIC	29%	23%	25%	20%	1%	1%	100%

Table 4b. Partnership Projects by Vocational Field—by Partner Sector

	A1. Business/ Industry	A2. Educational Institution	A3. Community Org	A4. Governmen t	Unsure	SETA	Grand Total
ART	2%	4%	7%	2%	0%	2%	3%
BUSINESS	14%	28%	14%	27%	0%	9%	19%
EDUCARE	1%	8%	15%	4%	14%	11%	5%
ENGINEERING	46%	17%	14%	23%	29%	29%	32%
GENERAL EDUCATION	3%	14%	9%	11%	14%	9%	8%
UTILITY STUDIES	15%	8%	8%	8%	0%	18%	12%
GENERIC	6%	11%	19%	16%	29%	5%	10%
OTHER	11%	10%	14%	8%	14%	18%	11%
	100%	100%	100%	100%	100%	100%	100%

SECTION C

THE FET COLLEGES

6. THE FET COLLEGES

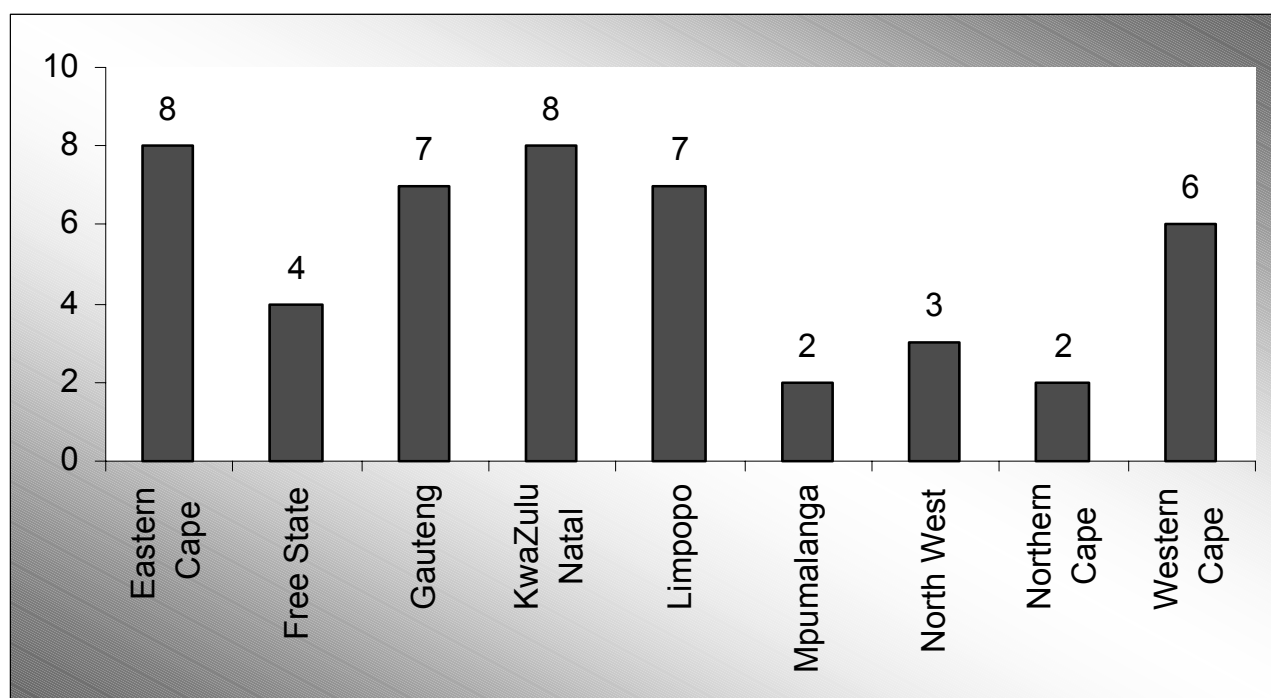
6.1 Partnership Projects by FET College

Figure 29 provides the total number of colleges involved in partnership projects and shows that 47 out of the total 50 FET colleges are involved in partnership projects.⁷ Figure 30 provides an analysis of the average number of partnerships per college in each province. It shows that FET colleges in Gauteng have an average of 62 partnership projects by college; colleges in the Western Cape 74 and those in the Northern Cape 59 partnership projects by college. It further shows that FET colleges have a national mean of 39 partnership projects per college. In this regard, five provinces have a partnership mean lower than the national mean. They include colleges in Kwazulu-Natal that have a mean of 31 partnership projects per college and those in Limpopo Province that have a mean of 14 partnerships per college. (Appendix E provides the total number of partnership projects that colleges are engaged in by province).

Figure 31 provides an analysis of the highest and lowest number of partnership projects in a province. It shows that the number of partnership projects in FET colleges range markedly across colleges with one FET college having three partnership linkages and another 150 partnership linkages.

The total number of partnership projects by province and the mean number of projects by college reflects markedly the socio economic base of the province. It shows that predominantly rural provinces tend to have less partnerships than urban provinces.

Figure 29. Total Number of FET Colleges with Partnerships - by Province



7. Please note that the graph reflects on the 47 colleges that submitted surveys. The five colleges that did not submit surveys are not reflected in the above graph. See methodology chapter for further information.

Figure 30. Mean Number of Partnership Projects per College - by Province⁸

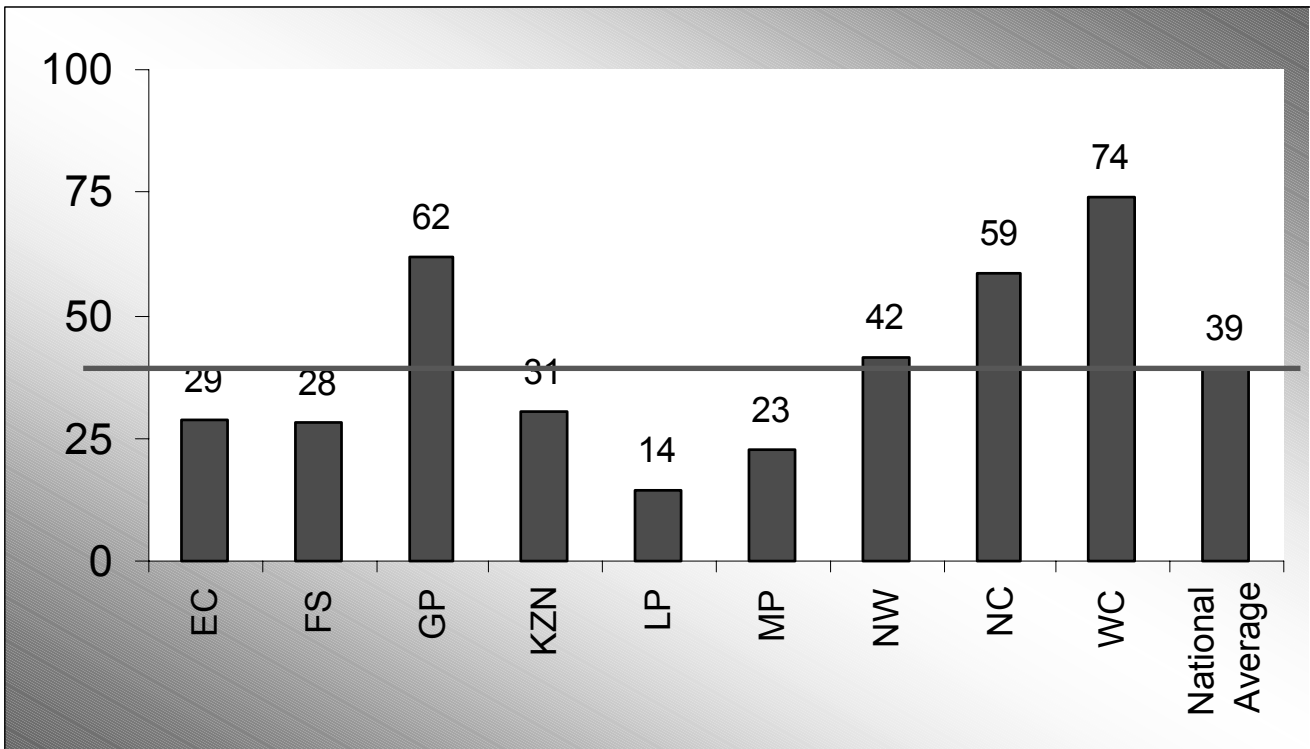
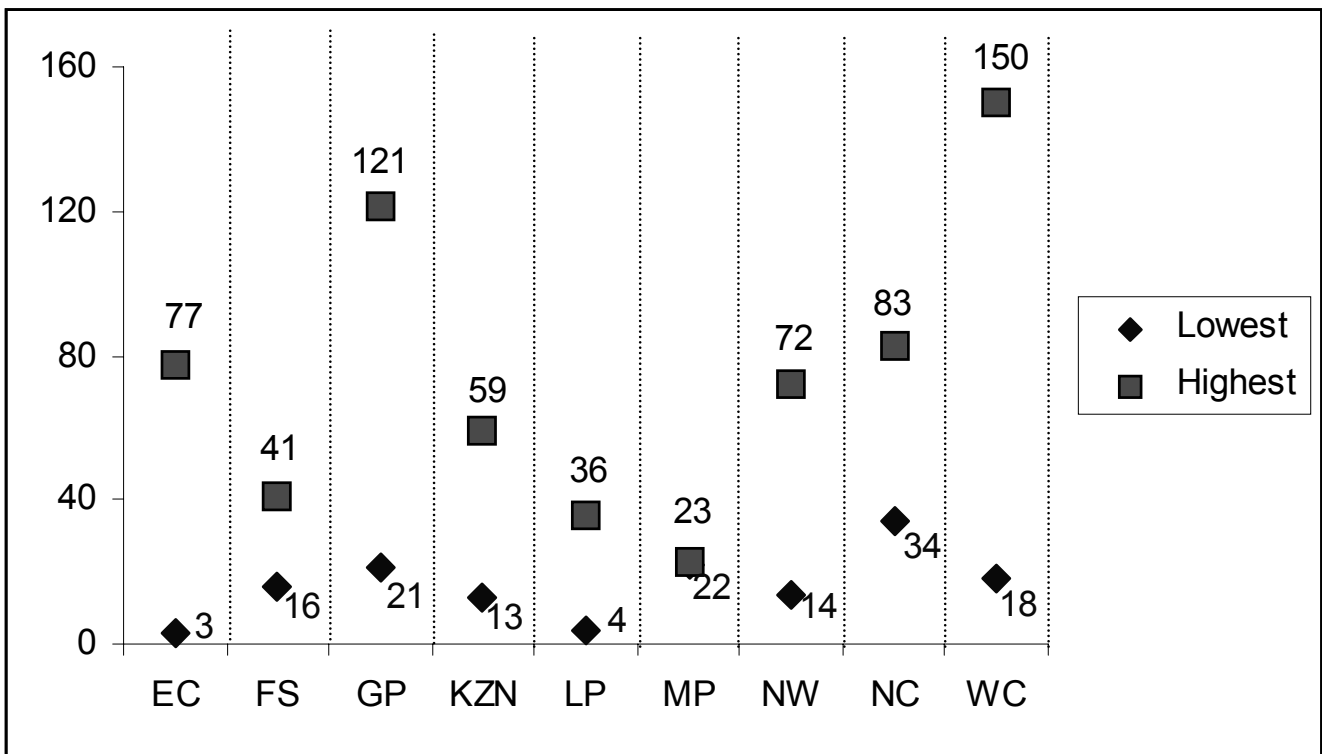


Figure 31. Highest and Lowest Number of Partnership Projects - by Province



8. The calculation is based on the colleges that returned the surveys.

Figure 32. Partnership Projects at Rural FET Colleges - by Sector

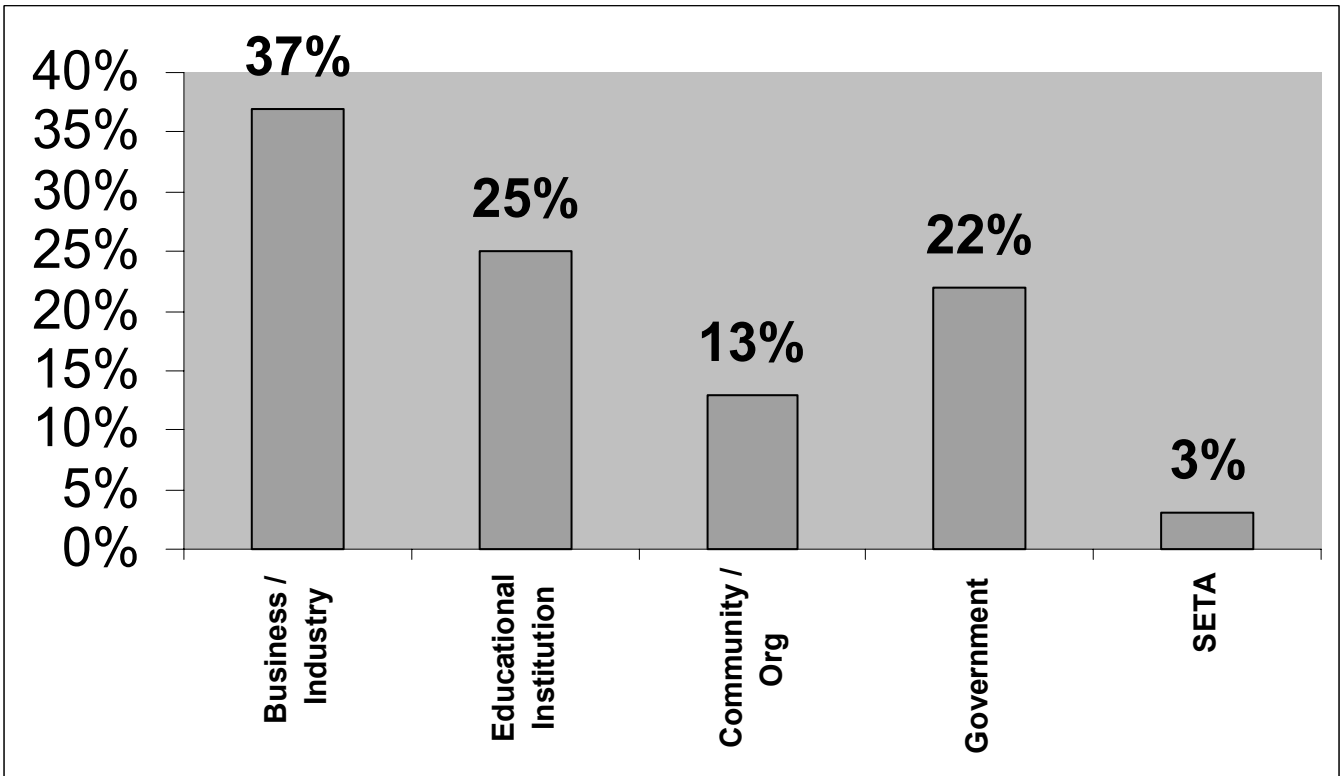
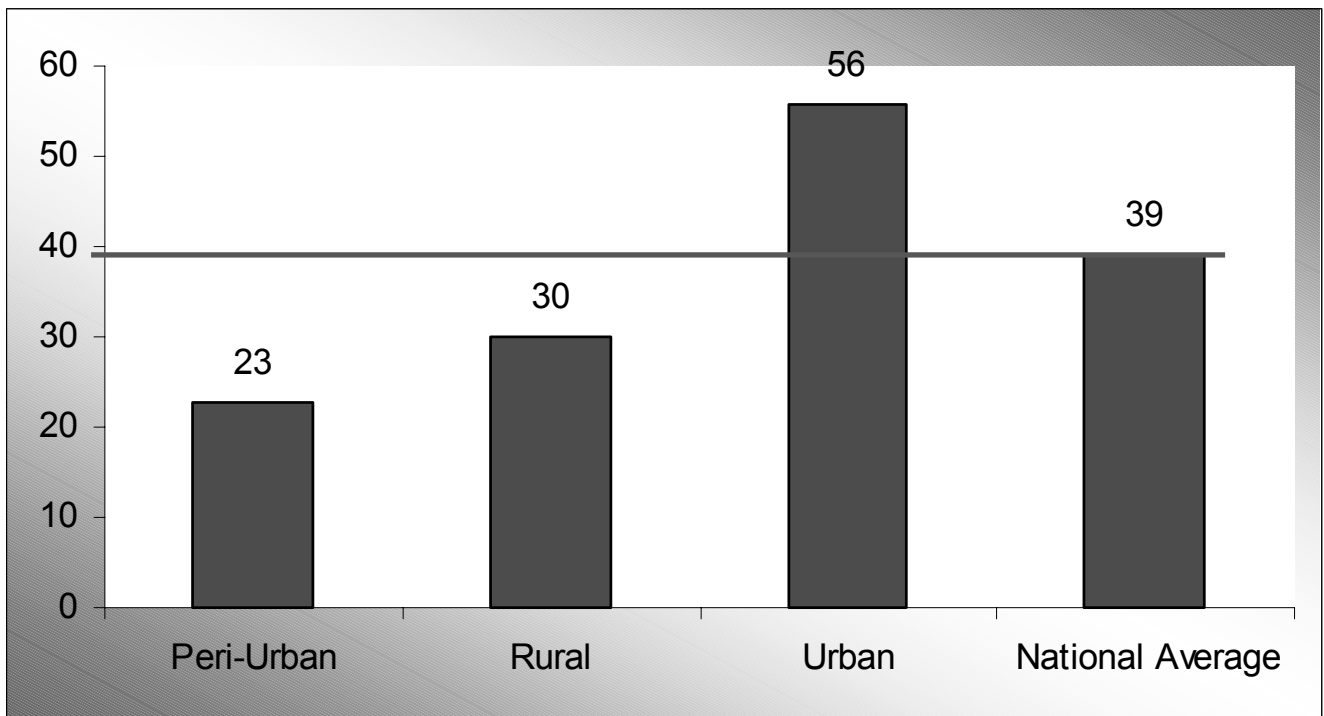


Figure 33. Mean Number of Partnership Projects - by Rural and Urban Colleges



6.2. Partnership Projects by Rural Colleges

Figure 33 compares the mean number of partnership projects held by rural colleges with those held by urban and peri-urban colleges. It shows that urban colleges have a mean of 56 partnership projects per college which is significantly higher than the national mean of 39. Rural colleges, on the other hand, have a mean of 30 partnership projects by college. This is significantly lower than the national mean. The same is true for peri-urban colleges that have a national mean of 23 partnership projects per college.

Figure 32 provides an analysis of the partners engaged in partnership projects with rural FET colleges. It shows, contrary to expectations, that the majority of these partners (37%) are business/ industry, 25% of the partnership projects involve educational institutions and 22% government. Interestingly, an analysis of the nature of the partnership projects in which rural colleges are engaged indicate that they have the same distribution as the partnership projects for the whole college sector, i.e. as captured previously.

Figure 34 provides an analysis of the main purpose of the partnership projects between rural based FET colleges and business/ industry. It shows that 31% of the total partnership projects involve the FET college providing training for their business/ industry partners; 22% of the partnership projects involve FET colleges placing learners at the companies of their business/ industry partners; 9% of the projects involve the FET college providing training to business/ industry staff and 7% the business/ industry enterprise sharing their resources with the FET college.

Figure 35 provides an analysis of the main purpose of partnership projects between rural based FET colleges and government. It shows that 42% of the total partnership projects involve the FET college providing training with a minimum of 17% of this 42% being rural based FET colleges providing training for government; 16% of the partnership project involve FET colleges placing learners at the companies of their government partners and 9% involve the FET college sharing their resources with government.

A comparison between Figure 34 and Figure 35 highlights the purpose of partnerships that rural based FET colleges have with government as opposed to that with business/ industry. It shows that in both cases the primary relationship is that of FET colleges providing training and FET colleges placing their learners in their partners' enterprise. While, in the case of business/ industry partnerships the focus is on FET colleges providing training for business staff members, in government partnerships the focus is on providing training - on government's behalf - for community members. An additional difference can be seen in the sharing of resources. In partnership projects with business/ industry, FET colleges tend to utilise the resources of the business/ industry enterprise, whereas in government projects the direction of resource sharing changes, with rural based FET colleges sharing their resources with their government partners.

Analysis of the companies currently engaged in partnership projects with rural colleges indicates that these companies include those accredited with a range of SETAs including CHIETA, ESETA, FIETA, FOODBEV, ISETT, MAPPP, MERSETA, MQA, PAETA, POSLECSETA, SERVICES, SETASA, TEXTILES, THETA and W&RSETA.

Figure 34. Partnership Projects at Rural FET Colleges—by Purpose (includes only partnership projects that involve business/ industry)

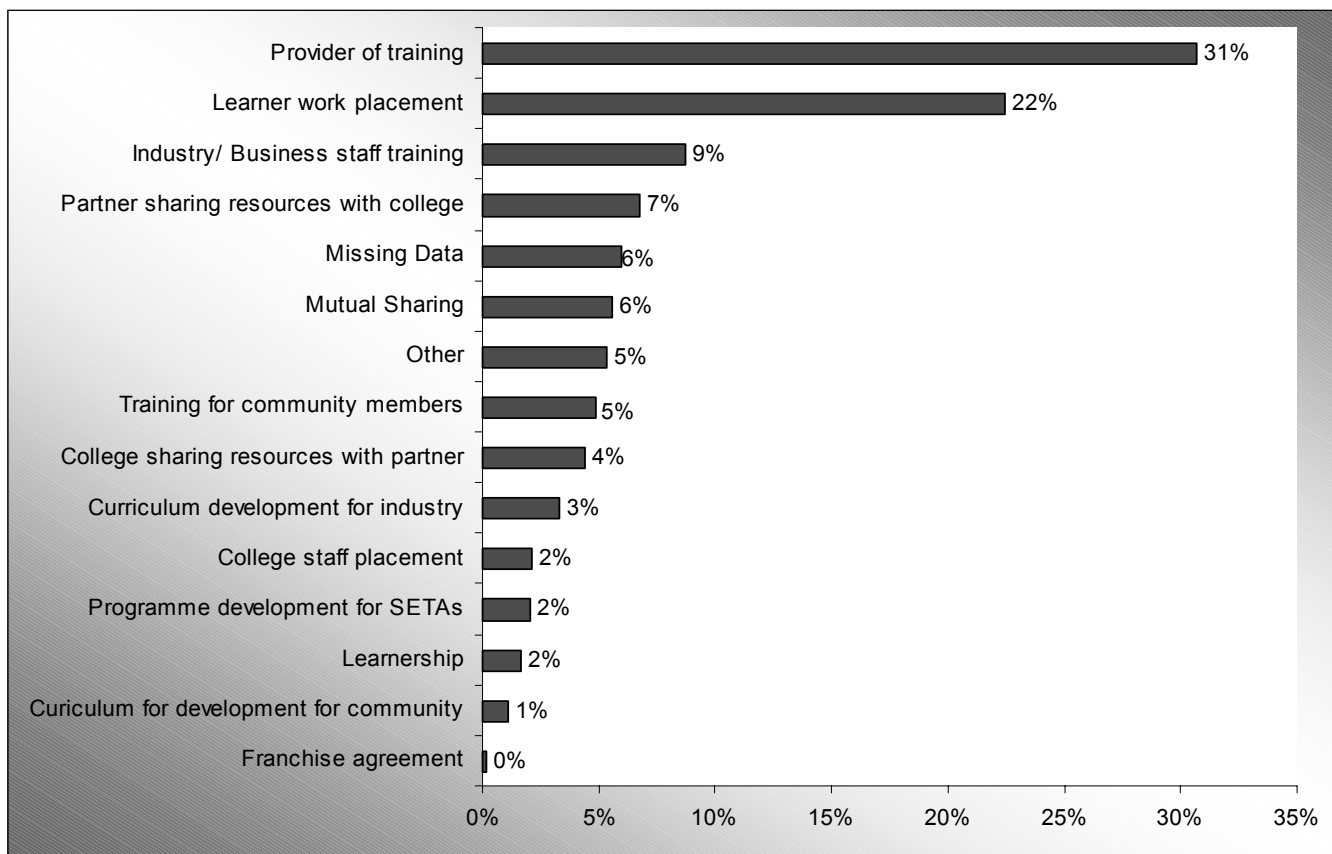
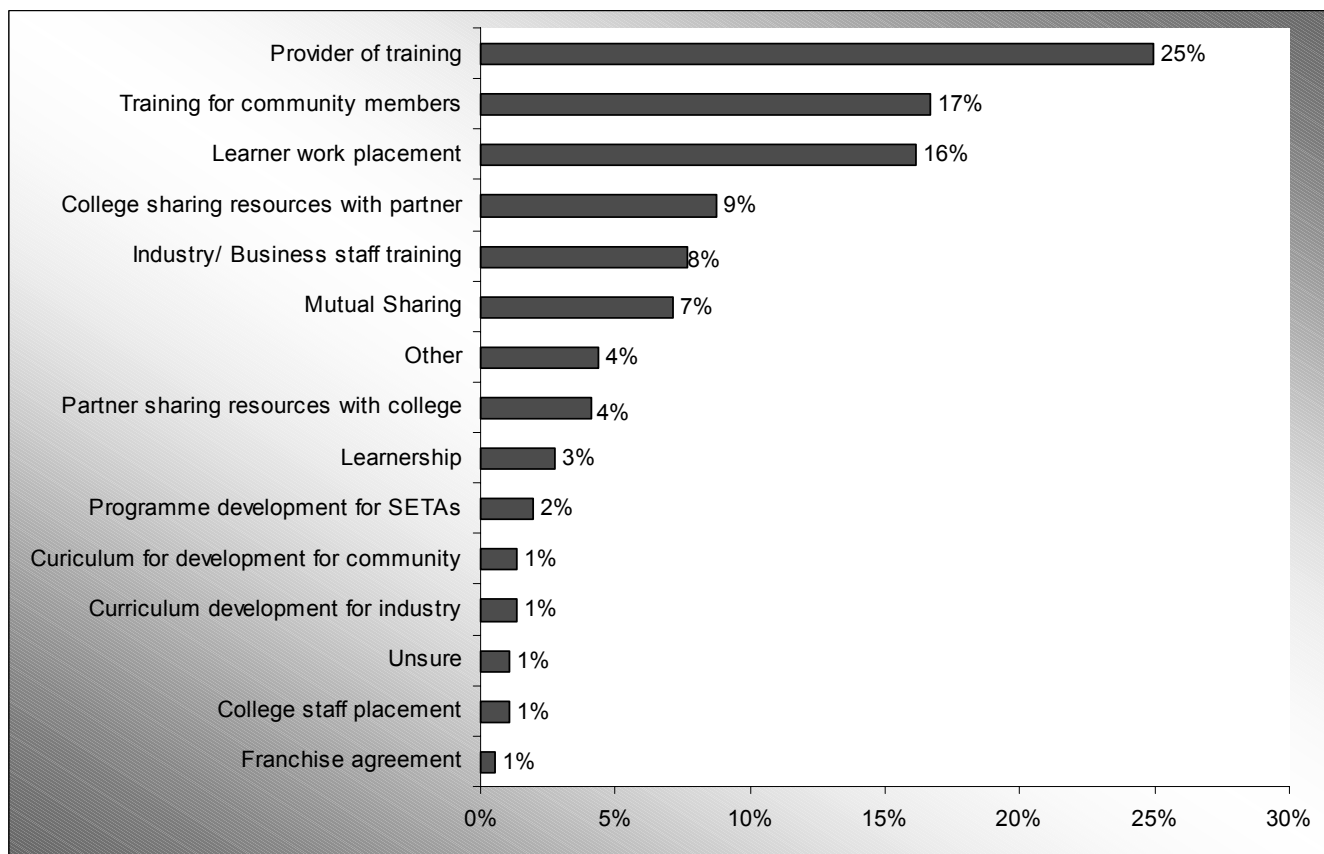


Figure 35. Partnership Projects at Rural FET Colleges—by Purpose (includes only partnership projects that involve government)

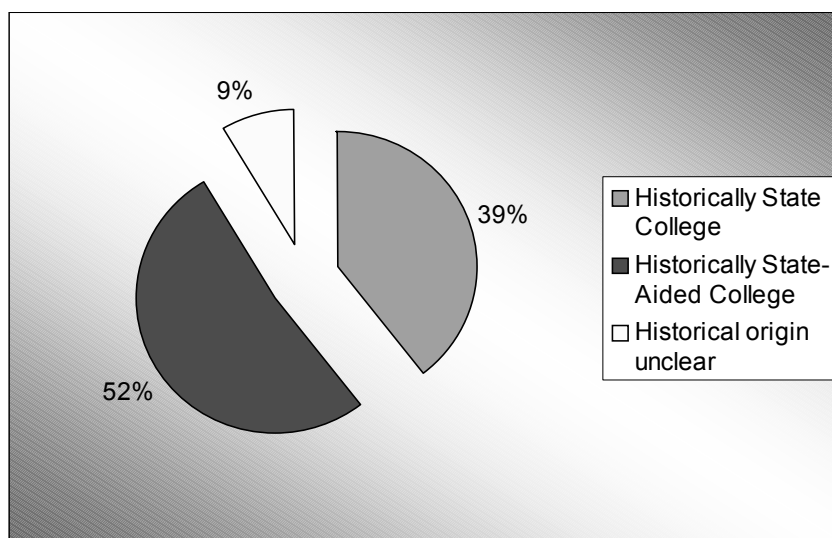


6.3. Partnerships by Historically State and State Aided College Campus Sites

The current FET sector is a new sector constituted in 2002 with the declaration of 50 merged, former technical colleges, colleges of education and training centres as FET institutions in terms of the FET Act, No. 98 of 1998. This section provides an analysis of the partnership projects by the historical origin of the campus site, focusing specifically on historically state and state-aided colleges. The division between state and state-aided colleges (now college campus sites), reflects the differences between Historically Disadvantaged Institutions (HDI) and Historically Advantaged Institutions (HAI). These differences relate to issues of governance, funding arrangements and the capacity and need to forge partnerships.

Figure 36 shows that 52% of the partnership projects are with Historically State-Aided College campus sites and 39% with Historically State College campus sites. These findings suggest that

Figure 36. Partnership Projects by Historically State and State-Aided College Campus Sites⁹



the distinction between historically state and historically state-aided institutions has narrowed with respect to the capacity of campus sites to initiate partnerships. While these findings reflect the quantitative differences or similarity of Historically State or Historically State-Aided campus sites with respect to partnerships, it does not reflect the depth, breadth or degree of partnerships or the educational or financial value that they add.

Figure 37 provides an analysis of the purpose of the partnership projects in which Historically State and Historically State Aided College Campus sites are involved. The findings show that 57% of the partnership projects that involve training for community members are undertaken by Historically State College Campus sites; 54% of the partnership projects that have curriculum development for industry as their primary purpose and 57% of the partnership projects that involve programme development for SETAs are undertaken by Historically State College Campus sites. An analysis of partnership projects that involve programme development for SETAs show that only Historically State College Campus sites are developing programmes for FIETA, HWSETA and Services SETA. Historically State-Aided Campus sites, on the other hand, undertake 73% of the partnership projects that have the provision of training as their central purpose and more than 60% of the partnership projects that involve mutual sharing of resources. Interestingly, the majority of the partnership projects that involve learnership and learner work placement are located in Historically State Aided College Campus sites.

This is of some concern as the partnerships that involve the development of the FET college resources, such as college staff placements and sharing of resources with the college, are located predominantly in Historically State Aided college campus sites.

9. Please note that the data presented in this section focuses ONLY on partnership present at the level of college campus site rather than those that exist at the level of the FET college as a whole. While this distinction may appear, at first glance, to be redundant it does reflect the localised nature of partnership linkages and provides an opportunity to determine the extent to which the historical location of college campus sites have and is impacting on their current capacity to engage in partnerships.

Figure 37. Purpose of Partnership Projects - by Historically State and State-Aided College Campus Sites

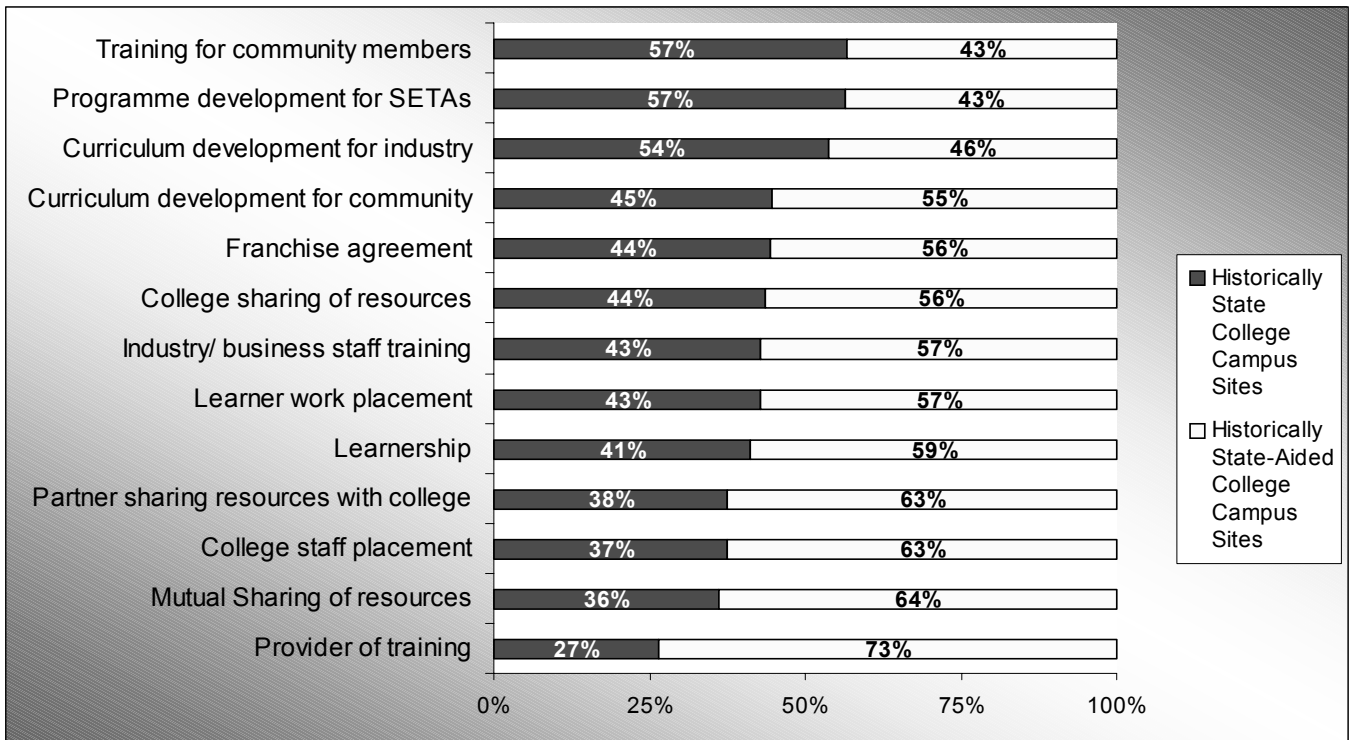
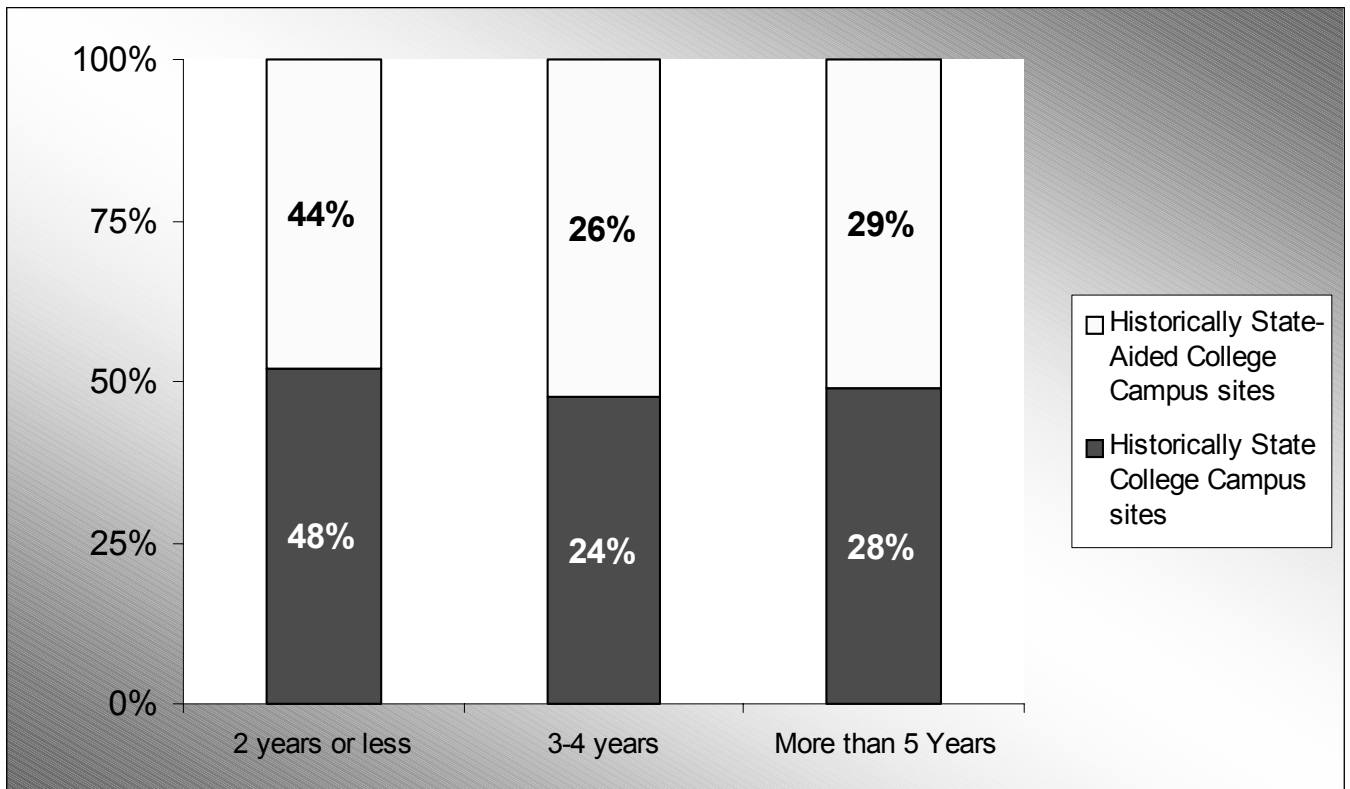


Figure 38. Length of Time of Partnership Projects - by Historically State and State-Aided College Campus Sites



6.4. Partnerships by the Size of FET College

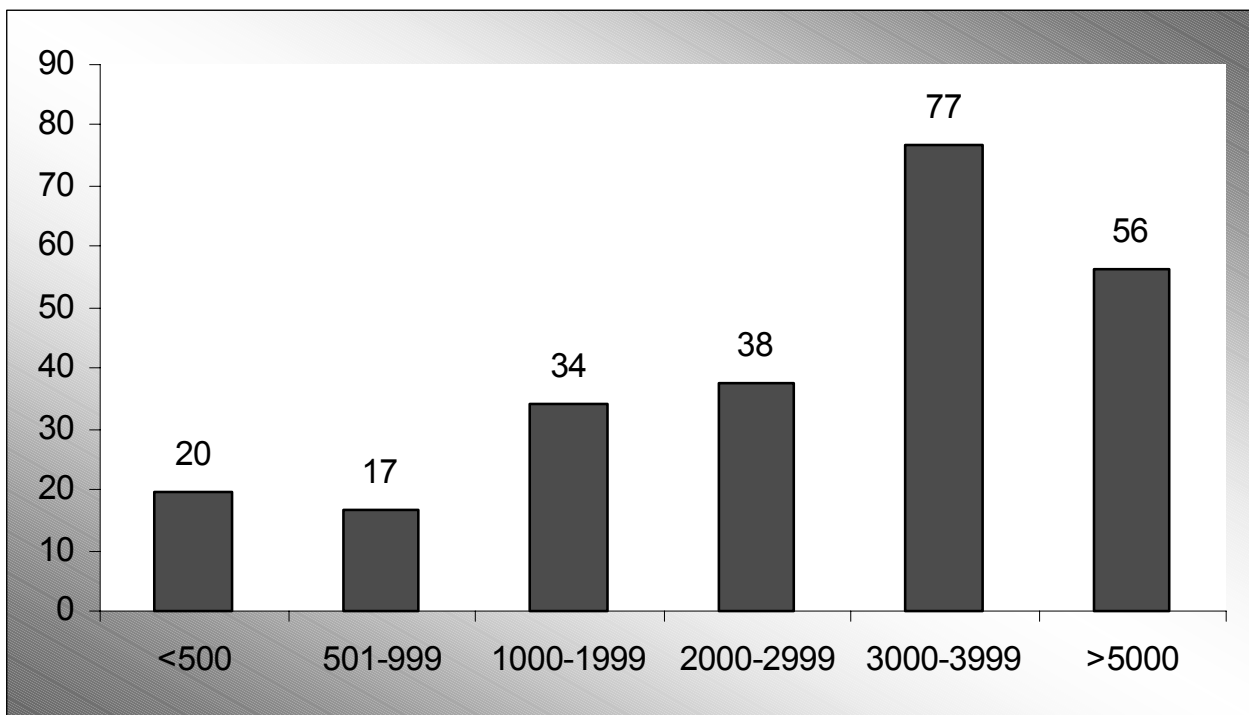
Figure 39 analyses the mean number of partnerships by the number of FTE learners in FET colleges. It shows that smaller FET colleges, i.e. with less than 500 FTEs, tend to have fewer partnerships than larger colleges. A review of the graph shows a strong correlation between the size of the college and the number of partnerships. This may be due to “economies of scale” which enables the larger colleges to free up staff members to focus on developing partnerships. While staff members in the smaller colleges may not have the additional time available to undertake this. An interesting contradiction to this correlation is that in the very large colleges, i.e. who have more than 5000 FTEs, a lower average number of partnerships occurs when compared against colleges in the 3000 – 3999 category. This could be due to non-return from one Gauteng college¹⁰.

Analysis of the fundamental purpose of partnership projects by FET college size suggests that while the size of a college has an impact on the number of partnership projects that the college engages in, it does not impact on the nature of the partnership projects. Nor, is there any correlation between the size of the FET college and the sector of the enterprises that they partner with.

6.5. Partnerships by the Academic Efficiency of FET Colleges

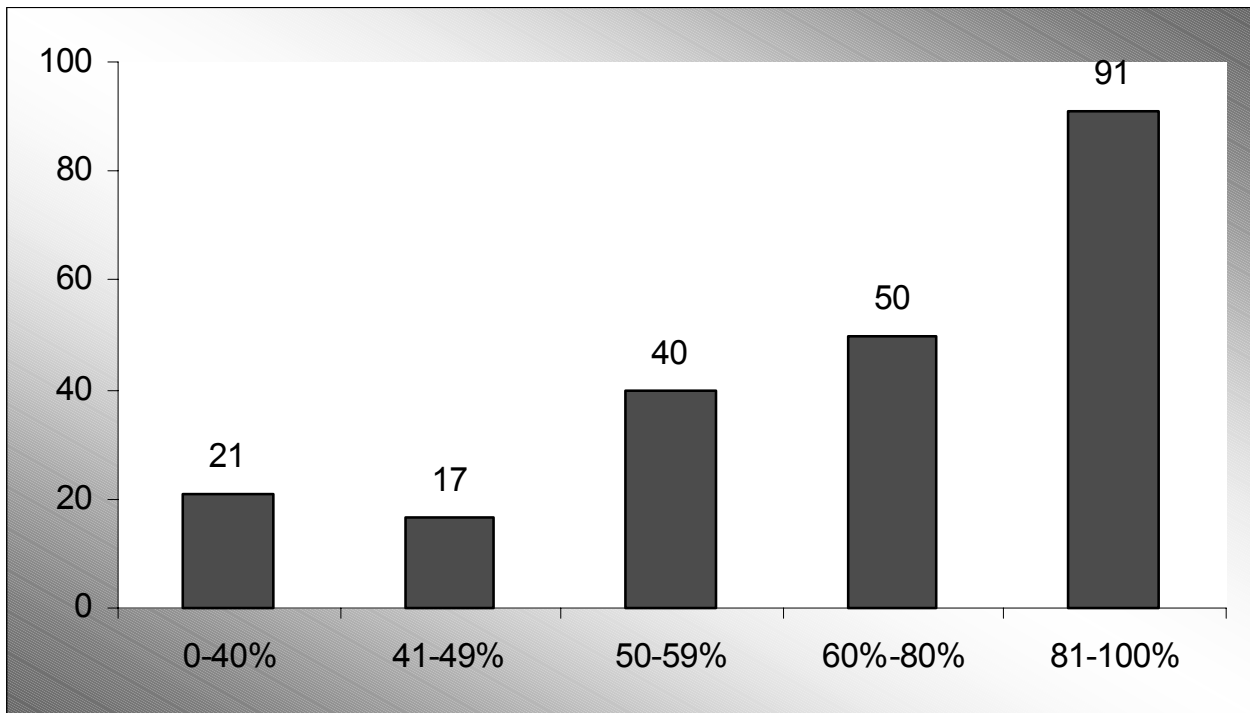
Figure 40 shows that a strong correlation exists between academic efficiency and the number of partnership projects that a FET college is involved in. While colleges with a Pass Rate of less than 40% have a mean of 21 partnership projects per college, colleges with a Pass Rate of 60-80% have a mean of 50 partnership projects per college and those with a Pass Rate of more than 80% have a mean of 91 partnership projects per college.

Figure 39. Mean Number of Partnerships - by Size Category of FET Colleges



10. The questionnaire contained only the principal's survey and not those from the Heads of College Campus sites or from Heads of Department. As such, the questionnaire could not be included in the study. Discussed further in the methodology chapter.

Figure 40. Mean Number of Partnerships - by Academic Efficiency



7. MANAGEMENT AND INITIATION OF PARTNERSHIPS

7.1. Initiation of Partnerships

Partnerships are a strong indicator of a college's capacity to be responsive to their local training needs. Respondents were asked to indicate the extent to which partnership projects were initiated by colleges approaching the partner, the partner approaching the college or both partners approaching each other simultaneously. Their response provides an important indication of the extent to which colleges are being responsive and proactive in establishing partnership projects as compared with being reactive to local needs by merely responding to requests from partners. As such, this indicator serves as an important measure of the extent to which colleges are reaching beyond the boundaries of traditional educational approaches and making contact with business, government and community organisations in order that their training may become more relevant.

Figure 41 . Partnership Projects by Initiator

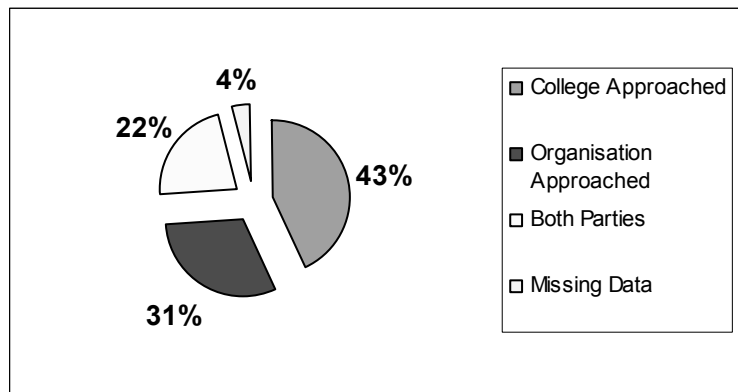
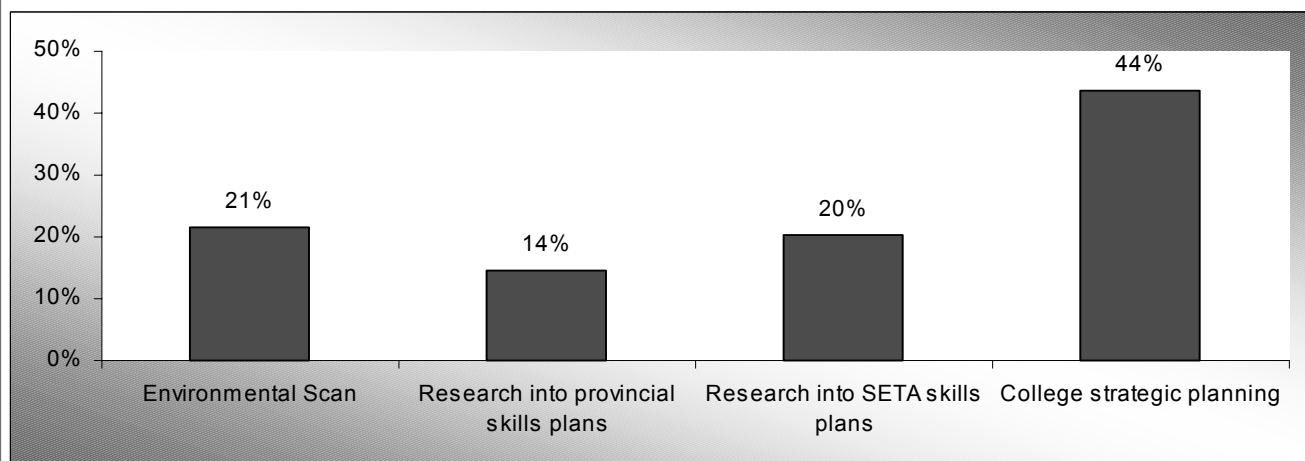


Figure 41 shows that 43% of the partnership projects were initiated by the college approaching the partner, 22% by both parties approaching each other simultaneously and only 31% of the partnership projects involved the partner approaching the FET College. These findings suggest that colleges have in the case of current partnership projects begun to respond proactively to the needs of their local environment.

7.1.1. The Processes by which FET Colleges Initiated Partnerships

College managers (Principals, Heads of College Campus sites and Heads of Departments) were asked to indicate the mechanisms used by FET Colleges to initiate partnerships. Figure 42 contains the results. It shows that the majority of the Principals (44%) indicated that college strategic planning was one of the primary processes used for initiating a partnership. Only a few of the respondents (20%) indicated that research into SETA skills plans were used as one of the processes for initiating a

Figure 42. Initiation of Partnerships (the processes used)

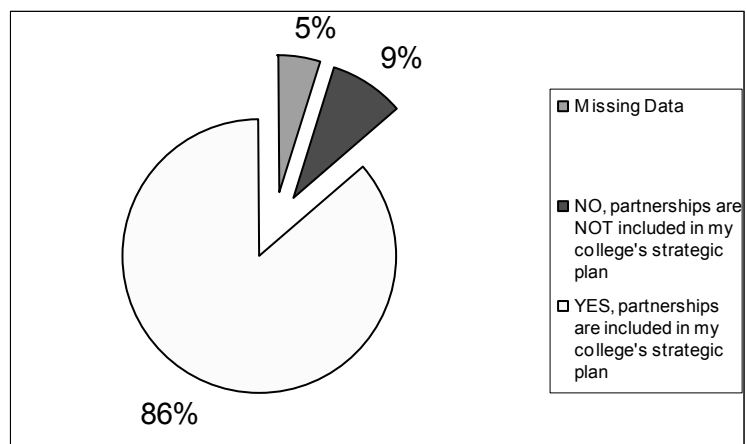


partnership; 21% indicated that environmental scans were used and 14% research into provincial skills plans.

These responses should be read with caution as the question itself is located in the policy and contextual milieu of the new FET and skills legislation. SETAs, for example, are new enterprises only recently formed and are still struggling to identify the skills needs of their economic sector. In 2001 only one round of SETA Skills Plans were produced and these showed that the identified skills needs were too generic to inform specific training programmes. As such, these plans were only recently available to inform FET College partnership planning and then could only do so in a limited manner.

Further, the question regarding college strategic planning is located in the environment of the new FET colleges that require that colleges produce strategic plans. Figure 43 shows that 86% of college Principals responded that their college's strategic plan makes provision for the introduction of new partnerships and 9% responded that their college's strategic plan does not make provision for the introduction of new partnerships. Interestingly, the 9% who indicated that their college's strategic plan does not make provision for the introduction of new partnerships came from colleges located in two provinces, viz. Gauteng and Free State. The Gauteng colleges that responded in this way can be described as large, urban and academically efficient (in that they have a Pass Rate of higher than 50%).

Figure 43. Initiation of Partnerships



Many technical colleges (as evidenced by the 1998 Technical College study undertaken by the NBI) previously did not have strategic plans and did not engage in strategic planning. This was particularly so for Historically State Colleges as this was not a requirement and they received no direct benefit from this planning. As such, the principals response, that partnerships have been initiated largely by their strategic planning processes, could best be understood against the backdrop of recent legislative aims and DoE college support that has encouraged and supported colleges to develop strategic plans that include partnerships. The first round of strategic planning for FET colleges took place in 2001/2.

As most of the partnerships have existed for longer than 2 years (see Chapter 6) it is unlikely that college strategic plans were used to inform the development of partnership projects older than 2 years. Rather, the response of college managers should be interpreted as respondents indicating their intent to plan, in the future, to initiate partnerships that are in line with their strategic plans and with Sector Skills Plans. These findings suggest strong support for the legislative framework by colleges and strong buy-in to the discourse of responsive education and training and the development of partnerships.

7.1.2 Motivation for Developing New Partnerships

Figure 44 provides an analysis of the primary motivation for FET colleges to develop new partnerships which is for educational rather than financial reasons. For example, 86% of the respondents indicated that their motivation for new partnerships is to expose college students to industry; 84% suggested this was to increase the overall student enrolment at the college; 79% to develop new curricula and 70% to develop college staff by providing staff training or upgrading of staff skills. Interestingly, the motivations that have a direct financial or resource benefit for the college are the two that received the lowest percentage of positive responses. An analysis of rural, urban and peri-urban colleges shows little difference in the overall motivations with rural colleges -traditionally considered to be generally less resourced and under resourced as compared to urban colleges – indicating that educational motives rather than financial gains drive partnership arrangements.

Figure 44. Primary Motivation for Partnerships - College Perspective

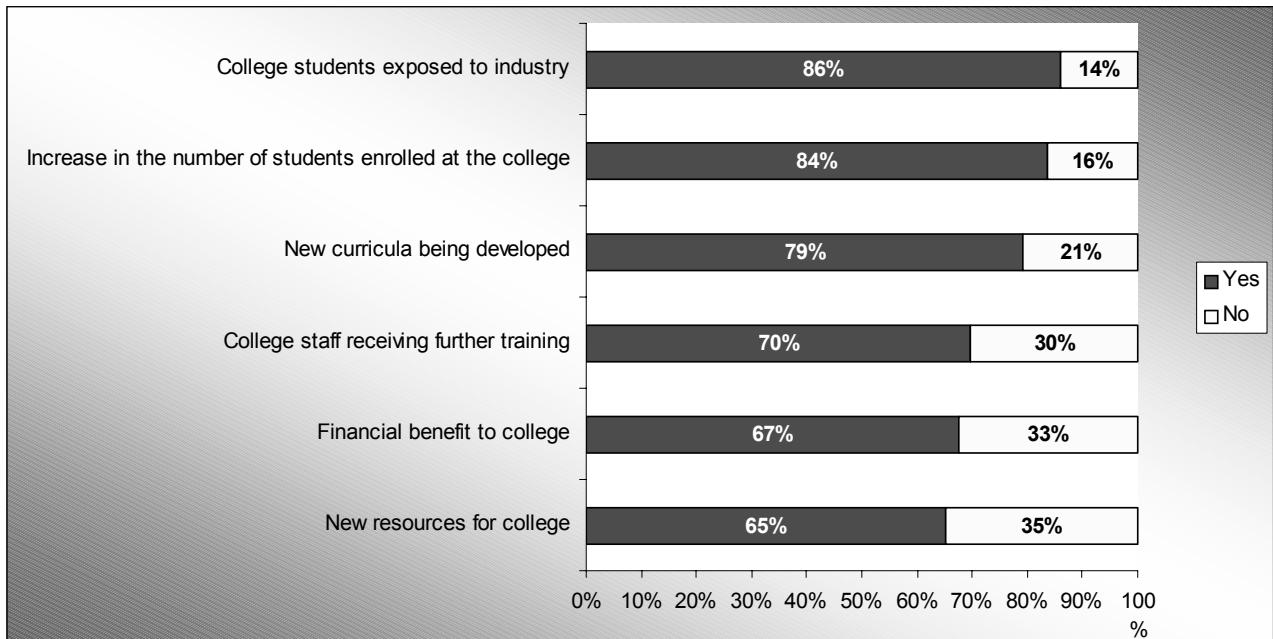
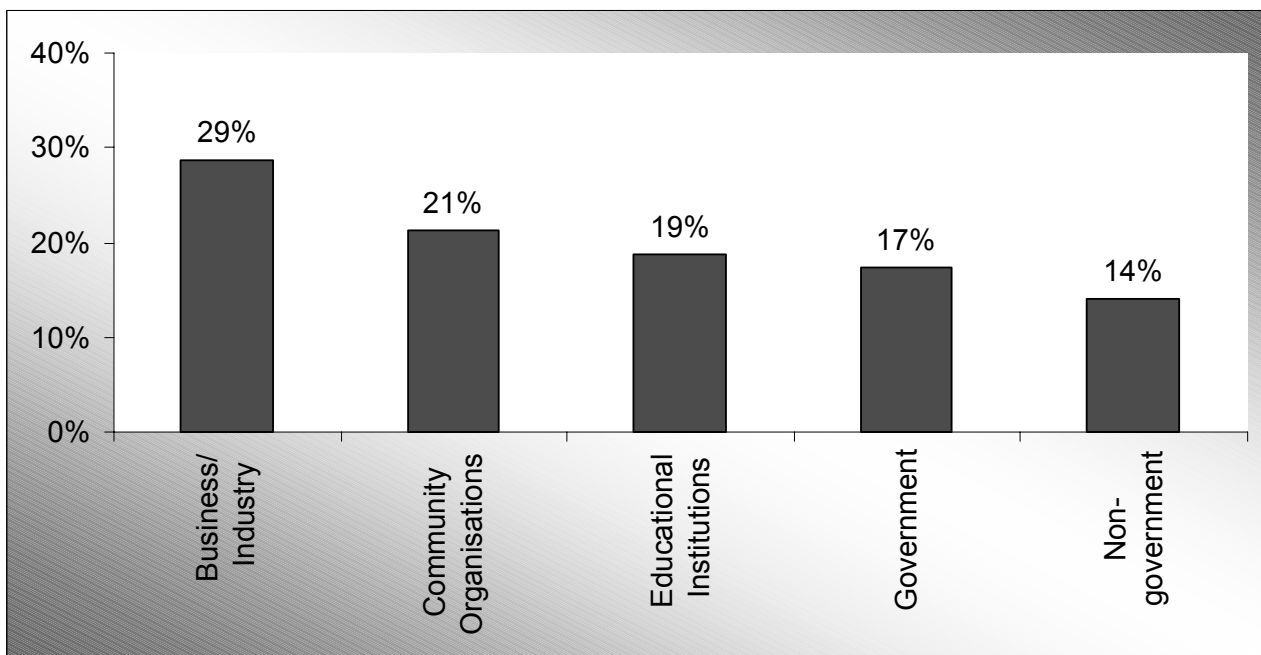


Figure 45. Sectors for New Partnerships



7.1.3. Sectors for New Partnership

College Principals were asked to indicate the sectors with which their college would like to develop new partnerships. Figure 45 contains their responses. It shows that 29% indicated that they would like to form new (or additional) partnerships with business/ industry; 21% with community organisations; 19% with educational institutions, 17% with government and 14% with Non-governmental organisations.

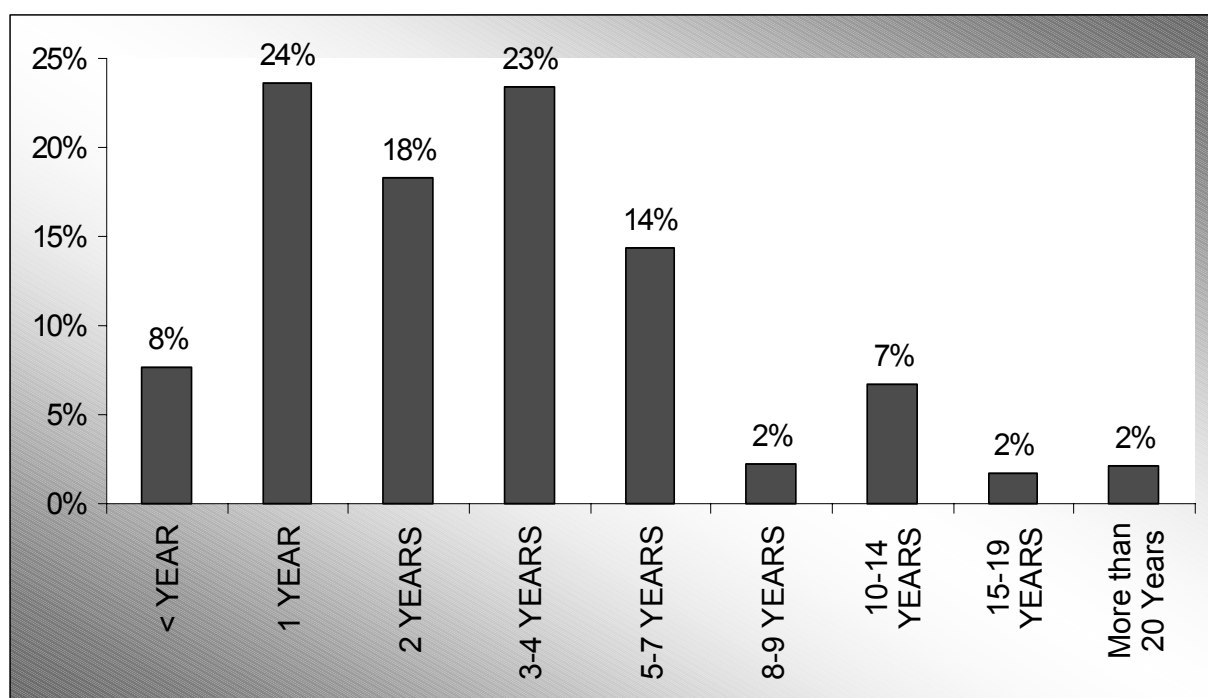
A disaggregated analysis suggests that FET colleges have carefully assessed the sectors with which they should develop further partnerships. Here factors such as prior partnerships, the location of the FET College and access to industry/ business appear to be primary factors. One college, for example, indicated that they do not plan to engage in partnerships with business/ industry. Rather, they indicated that they would focus on partnerships with community organisations. A review of their current partnerships indicate that they currently have partnerships with community organisations and government and an analysis of their location and proximity to business/ industry suggests that there is little chance of the college accessing large industries/ companies. Other colleges that have well developed partnerships with business/ industry responded by expressing a desire to develop further partnerships with government. Others that had limited partnerships with business/ industry, but clearly the capacity to develop such, indicated that their college would like to focus on developing these partnerships.

7.2 Number of Years that the Partnership Existed

The number of years that a partnership has existed relates to the historical origin and locus of the partnerships. In other words, it provides a clear indication of the timeframe in which partnerships have developed: during apartheid; post apartheid; prior to the development and implementation of the new FET and skills legislation; and those developed after this legislation. This in turn provides some indication of the extent to which the linkage may reflect the new goals of college partnerships as captured in the new FET and skills legislation, as compared to those that reflect old apartheid relationships.

Figure 46 shows that 32% of the partnership projects have existed for either one year or less than a year; 50% of the partnership projects have existed for two years or less and 73% for four years or less. Only 27% of the partnerships have existed for longer than four years. This suggests that most of the partnership projects that currently exist are new, having been forged in the post-apartheid period and after the development of the new skills and FET legislation.

Figure 46. The Number of Years that the Partnership Project has Existed



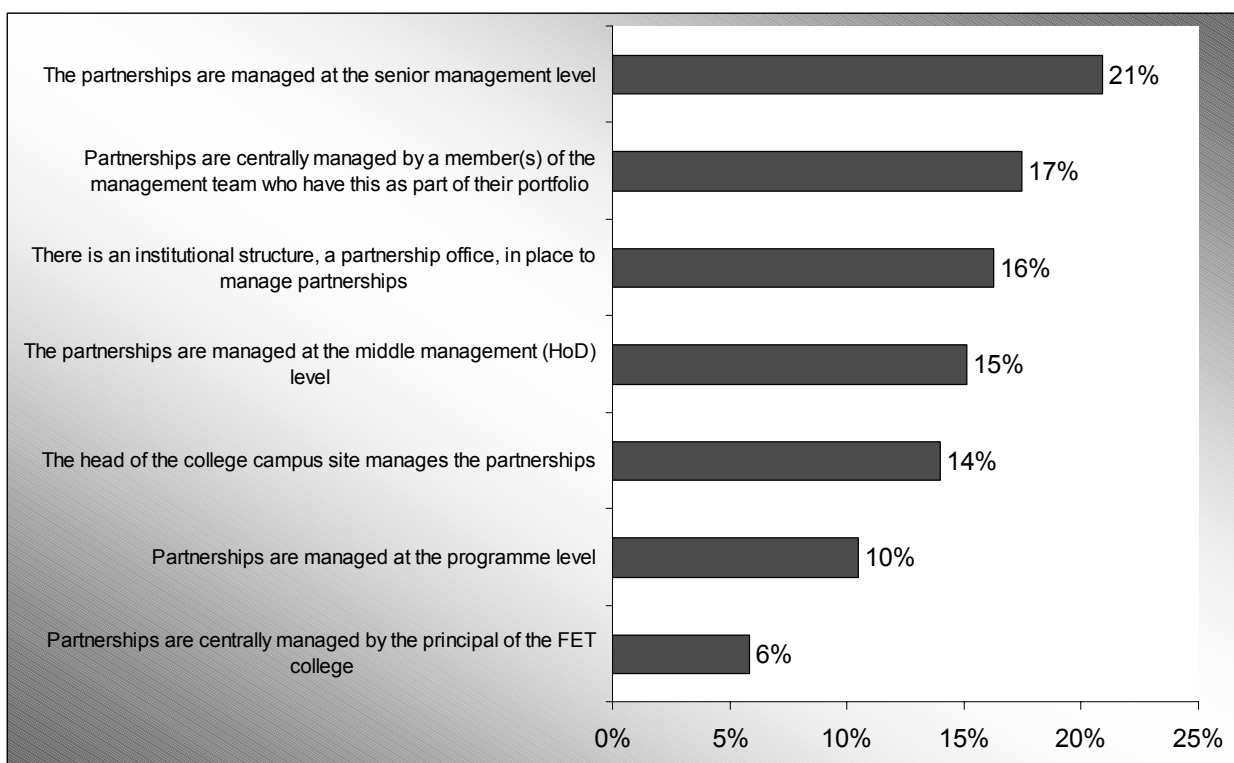
7.3 Management of Partnerships

The management approach adopted by FET colleges to initiate, manage and evaluate partnership projects differs markedly across the FET sector. In summary, four main kinds of approaches are adopted. These are:

1. *Partnerships are managed in an ad hoc manner.* In this case a staff member or management team member is allocated to the partnership as the opportunity for a partnership project arises. This task, perceived as being over and above the staff member's normal responsibilities of management or teaching, is undertaken without staff appraisal or any clear set of guidelines.
2. *Partnerships are consciously managed at the programme level:* Here staff members at the level of programmes or divisional heads are given the formal responsibility of developing, managing and implementing partnerships. In some cases they are expected to report on their progress. The partnerships could be expected to fall within the broader strategic planning of the institution or programme managers/lecturing staff could be expected to respond to new opportunities as they arise.
3. *Partnerships are centrally managed:* In this case a central partnership office is established and/or partnership staff employed to focus on the development of particular kinds of partnerships.
4. *Partnerships are centrally managed by a member (s) of the management team:* Here members of the management team are given this responsibility as part of their portfolio.

The four different management approaches presented above are not mutually exclusive and colleges may adopt different approaches for different kinds of partnerships. Figure 47 indicates that the majority (60%) are centrally managed by either the senior management team, an institutional structure such as a partnership office or by member (s) of the management team who have this responsibility as part of their portfolio. The remaining 40% are managed at the programmatic or departmental level and/or at the campus site.

Figure 47. The Management of Partnerships



SECTION D

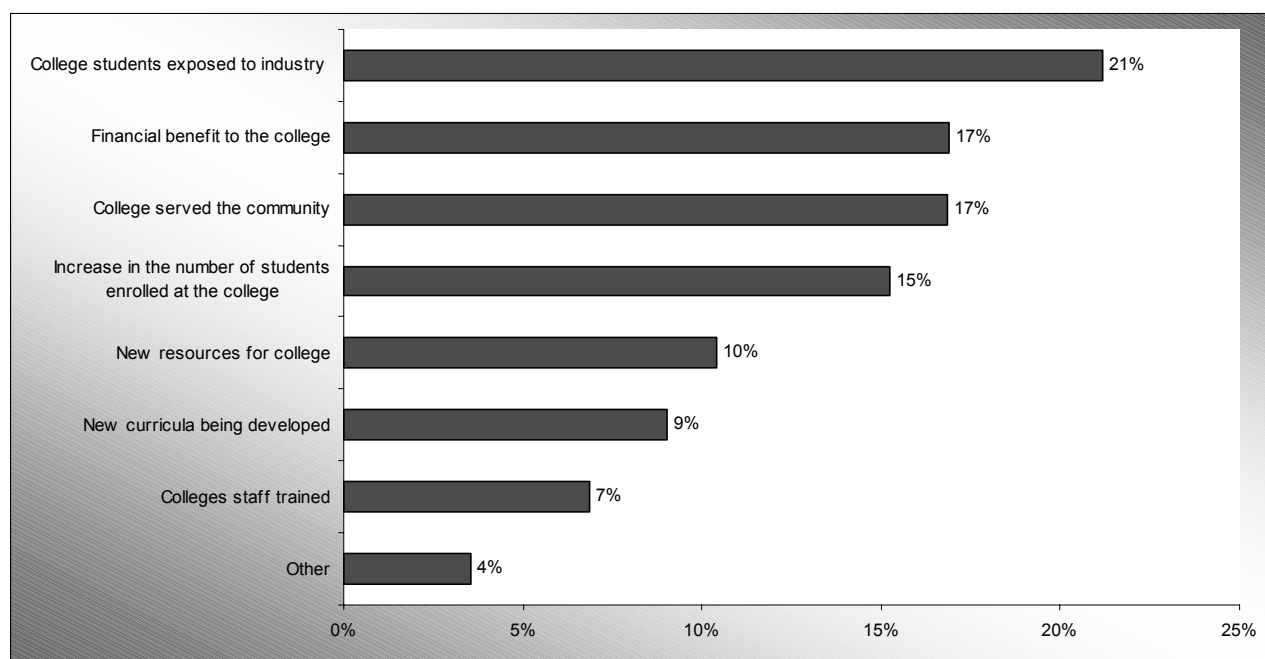
BENEFITS OF PARTNERSHIPS

8. BENEFITS AND CONTRIBUTIONS

8.1 The Benefits of Partnership Projects

FET Colleges and Education Departments have a general expectation that partnership projects will add educational and/or financial value to the education and training responsibilities of the college. It is important to note that a vast body of literature exists that challenges, with regard to higher education and school partnerships, the wisdom of this expectation and assumption (Walshok: 1995). Despite such contestation, over 99% of the respondents indicated that they expected that their partnership projects would add either financial, socio-economic or educational value and that their current partnership projects had, in fact, added such value to the education and training tasks of the FET College. Figure 48 presents an analysis of the primary benefits of existing partnership projects. These benefits include college students being exposed to industry (for 21% of the partnership projects); the college receiving financial benefit from the partnerships (for 17% of the partnership projects) and the college serving the community (for 17% of the partnership projects). Of some concern is the finding that shows that only 9% of the partnership projects resulted in the development of new curricula and only 7% in college staff receiving training or an upgrading of their skills as this differs from the primary intention of partnerships as presented in the FET and skills legislation, viz. to enable colleges to present relevant and responsive education and training to FET learners.

Figure 48. Benefits to FET Colleges (Primary)



8.1.1 Benefits by Nature of Partnership

Table 5 shows the benefits to colleges from particular kinds of partnership projects. It shows, for example, that 42% of the partnership projects that involve learner work placements tend to result in new curricula being developed. The same is true for partnership projects that involve curriculum development for industry and programme development for SETAs. It is however important to note, as indicated in Chapter 6, that partnership projects that involve programme development for SETAs, learner work placements and curriculum development for industry constitute only 7% of the total partnership projects. Table 5 shows that partnership projects that involve the FET colleges providing training for or on behalf of their partners resulted, for 23% of these projects, in an increase in student enrolments in the college.

Table 5 . Benefits to FET Colleges (Primary)

	New curricula being developed	New resources for college	Financial benefits to the college	College students exposed to industry	Increase in the number of students enrolled at the college	College staff trained	College serving the community	Total
Learnership	17%	10%	18%	19%	16%	5%	15%	100%
Mutual sharing of resources	9%	19%	15%	12%	16%	7%	21%	100%
College sharing resources with partner	9%	16%	20%	12%	14%	6%	22%	100%
Partner sharing resources with college	12%	19%	16%	17%	11%	7%	18%	100%
College staff placement	11%	7%	16%	21%	11%	18%	18%	100%
Learner work placement	42%	5%	7%	30%	6%	4%	7%	100%
Industry/ business staff training	9%	9%	24%	18%	10%	14%	15%	100%
Training for community members	6%	12%	14%	11%	16%	6%	34%	100%
Curriculum development for industry	31%	10%	18%	14%	12%	9%	6%	100%
Curriculum development for community	20%	11%	12%	9%	13%	9%	26%	100%
Programme development for SETAs	36%	9%	15%	13%	9%	10%	7%	100%
Provider of training	8%	10%	21%	15%	23%	8%	16%	100%
Franchise agreement	19%	14%	12%	2%	26%	12%	14%	100%
Total	19%	11%	15%	18%	14%	7%	16%	100%

8.1.2 Benefits by Sector

Figure 49 provides an analysis of the benefits of partnership projects by examining the extent to which partnership projects involving different sectors result in different benefits. A review of these figures show a marked difference in the benefits received. Partnership projects that involve business/ industry have as their main benefit the exposure of college students to industry while partnership projects that involve community organisations have as their main benefit (for 32% of the projects) the ability for the college to serve the community.

8.2 Experiences of Partnership Projects - the Benefits Shared

While these figures provide global percentages for the FET sector, analysis by individual partnership projects suggests a number of benefits that fit neatly into the intent of the new FET legislation. This legislation, together with the new skills legislation, has as its aim that FET colleges provide high quality education and training that: (i) is responsive to the economy and labour market; (ii) enables learners to obtain employment; (iii) allows for articulation with Higher Education; (iv) contributes to the financial sustainability of the colleges and (v) adds value to both the economy and to society as a whole. When analyzing the benefits of partnerships, as stated by the respondents, it is interesting to note that many of the benefits of the partnerships that FET colleges are currently engaged in are directly related to the new framework for FET Colleges.

8.2.1 Educational Benefits to the FET College

The development of responsive curricula is a critical aspect of the transformation for the new FET college sector. In this regard several of the respondents identified partnership projects that they felt had specifically contributed to the development of relevant curricula. These are cited in full below:

Our appointment as the lead training provider has led to the development of a new program for appliance technicians

Lecturers will be offered the opportunity to develop new material according to unit standards - a learning opportunity for staff members and an opportunity to rethink our curriculum framework

International benchmarking for curriculum development of unit standards according to SAQA is one of the main outcomes of our partnership project

Figure 49. Benefits to FET Colleges (Primary) by Partner Sector

Figure 49a

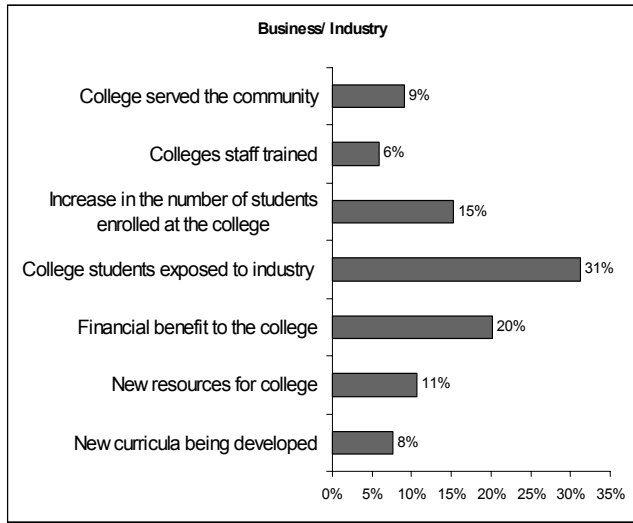


Figure 49b

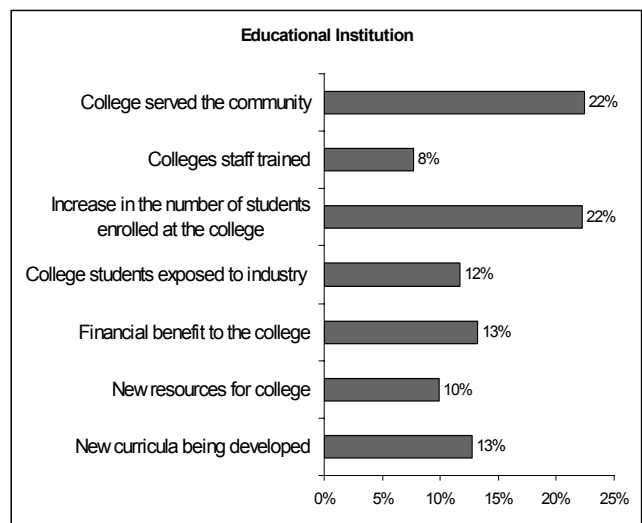


Figure 49c

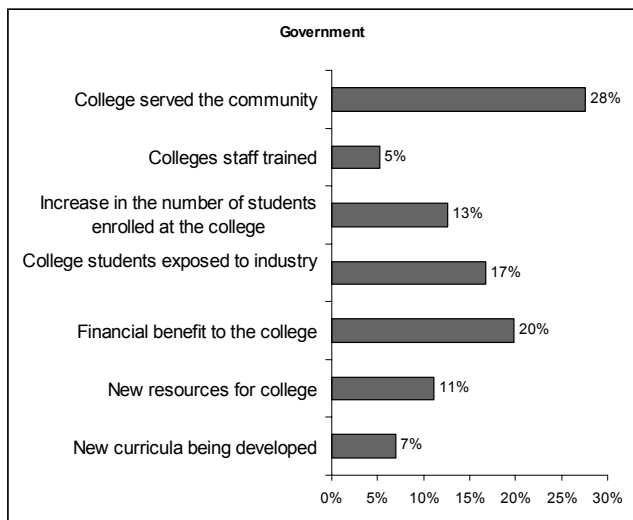


Figure 49d

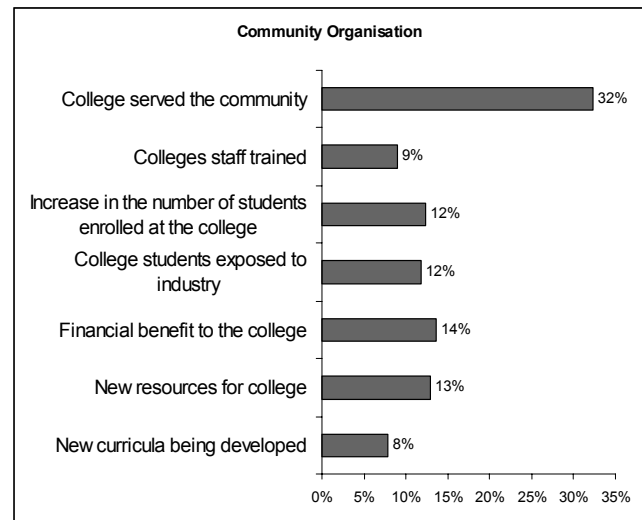
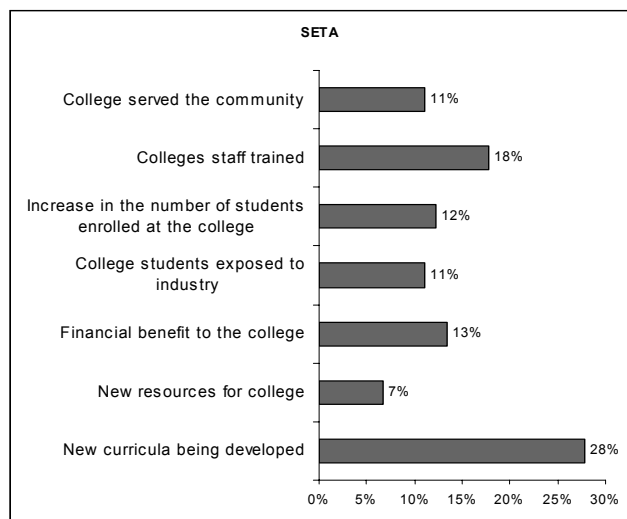


Figure 49e



The partnership is innovative & research driven and has resulted in new course development in line with SAQA requirements

Our partnership with a diamond company has meant new courses on jewellery manufacturing and other relevant courses being developed

The accreditation of courses and programmes is a critical component in the new skills legislation as encapsulated in the formation of the SETAs, the ETQAs and SAQA. In this regard several of the respondents identified partnership projects that they felt had specifically contributed to ensuring that programmes not accredited by the Department of Education through NATED 191 (2001/08) are accredited or in the process of being accredited. These are cited in full below.

It allows us to broaden our department in line with updated SAQA qualifications and courses, to promote the college to employed and unemployed learners, and to get recognition from retail industry as an accredited provider

Being appointed as training providers will result in our training being acknowledged and accredited by the SETA

The partnership resulted in the implementation of a quality management system. It also resulted in our college getting accreditation as a training provider and the training and registration of advisors, assessors and moderators

The articulation across and between education sectors is the main purpose for the establishment of the National Qualifications Framework. In this regard several of the respondents identified partnership projects that they felt had specifically contributed to improving the articulation between Further Education and Training and Higher Education. These are cited in full below:

Students without the financial or academic background now have easier access to education. Also they get recognition for subjects passed and can use it as building blocks for further studies.

Our partnership with TSA is about sharing resources. Tourism, MBA and BBA students are able to do Level 6 and higher qualifications. Students can further their studies with lecturers in their area and the workforce can improve their qualifications.

Students can expand their career path after completing their N6 Educare certificate by doing the BEd degree in early childhood through UNISA at the Roodepoort campus as they receive credits. The BEd can extend to Honours and then to Masters.

FET students now have a route into tertiary education and training.

The relationship allows students to improve their learning capabilities and to carry on the learning curve for life long learning. They can start on a low level and carry on to obtain a degree.

Students can better their qualifications without having to go to another area as there is mobility from our courses to university courses. This is particularly so for tourism courses like eco-tourism and events co-ordination which can be lectured at our college in co-operation with TSA.

A large number of the respondents cited the financial benefits of partnerships as a tool through which they are or may be able to achieve financial sustainability. It must be noted that several of the respondents highlighted 'indirect' financial benefits such as increased enrolments as opposed to 'direct' financial benefits such as funding and bursaries:

The partnership concept we engage in flowed from the NBI partnership course initiative. We used the concept and sought active partnerships. The result is that the college benefits financially and professionally and that the partners provide impetus for improving our delivery.

Our relationship with school Principals and council members has lead to shared resources, e.g. workshops and labs. This can expedite the process of offering skills programmes at the college, since presently the shortage of these facilities is a major concern.

The income we generate will pay for research and development of FET maths & communication. The income has also made it possible to purchase and develop excellent quality training materials and provide external & internal training for lecturers.

We started off with a small group and because of our success the company asked us to take over other aspects of their training, so the more we provide the more training opportunities we seem to get. This means that the number of our learners are constantly increasing.

The FET College must reach a target of 2000 learners in order for us to be viable. We believe that this partnership will make this achievable.

Should be able to ascertain more diversified training from an organisation like Telkom. With its large workforce that needs to be trained, the possibility of financial benefit may grow.

Increase in the student numbers benefits the college financially. Main source of income for the college is the class fees.

8.2.2 The Pathway from Education to World of Work

The pathway between FET and the world of work has been raised as a critical issue facing FET colleges. The placement of students, either in part-time work while studying or full-time jobs after completing their studies, has been identified by many of the respondents as one of the major reasons for engaging in partnerships with industry. Examples of the comments provided by respondents are cited below:

Our students get placement opportunities. The college is contacted first if there are any job prospects, as such a positive image of the college is maintained throughout.

Our business management students get assistance in starting their own businesses. We also assist in providing mentorship programme students who are interested in starting their own businesses.

The owner, a former student, is very interested in the students and would wish to help these students get work experience now and in the future.

We offer part-time jobs to our students. Students benefit from this by gaining practical experience and we benefit by getting feedback from organisations important to us to see if the college training complies with business world needs.

Our partnerships seek to provide work place experience for our students, leading to possible employment. If future learners are aware of this, this can lead to an increase in our student intake.

The students that are identified as having initiative are eventually set up in SMME's. The aim is to set up our own businesses and in turn to encourage work placement and to create further job opportunities.

One of the 'softer' benefits identified is the relationship between the FET college and the partner. Here, many of the respondents highlighted that the closer relationship that has developed between the college and industrial and business partners is a critical advantage to the college. In this regard, respondents discussed a number of benefits. These included:

Linkage with industry leads to a relationship where they approach us more and more to provide for their training needs. It gives a platform from where we can seek new linkages, generates income and revisit our curriculum.

Our partnership results in our learners being exposed to the world of work. Learners become refined for placement. It also results in an improvement in the programmes offered by colleges as the college gets regular feedback as to the value of our courses.

It exposes learners to the ethics of the world of work; creates links with industry for future placement of students and enables the college to gain access to resources, skills and knowledge of industry.

The relationship will lead to the development of a modern technology automotive engineering training facility. In this facility learners will be exposed to computer assisted diagnostic methods. While this has not yet been done, there are prospects for learner placement and technical staff training.

The association of South African travel agencies supplies feedback on important industry matters which have direct implications on the tourism curriculum.

8.2.3 Socio-Economic Development

While the benefits mentioned previously have all focused directly on the college, a large number of the respondents identified the importance of the FET college serving, not only the human resource development needs of South Africa, but also broader community needs. As stated by one respondent, "the partnership fulfils the mission of the college by serving the community". Many respondents spoke of the manner in which partnerships enable colleges to serve the broader community, through such initiatives as training of unemployed people and providing HIV/Aids awareness programmes. For example:

The partnership resulted in the opening of a school on site with staff from one of the partners. This school will improve facilities at the college, provide the community and staff with child care, and provide an in-house training facility.

The partnership links local and international tourists to underprivileged areas. The college contributes to uplift the community by helping them provide better services and art products to tourists.

Job opportunities are created. Premier Foods "Bake for Profit" course is satisfying one of the deepest needs in communities throughout the country, i.e. the right to earn a living.

Danida has indicated that they are supporting community projects such as organic farming and the teaching of skills such as plumbing and bricklaying, especially in rural areas. All of this could lead to the creation of jobs and entrepreneurs being developed.

The project results in the upliftment of street kids as it provides training for them and helps to introduce them to potential career paths.

We do an AIDS awareness programs aimed at secondary schools. This will uplift the community as there will be less HIV/AIDS in our area if people have knowledge about it.

Training is given to the middle management staff at the municipality on HIV/AIDS.

We provide training to empower the community for self development and community based projects. This in turn contributes towards socio-economic upliftment and housing projects. Road technology applications is an area where most graduates are employed.

We support with the development of low cost housing and electrifying low cost housing. In the process we teach the community skills related to building.

Many of the respondents indicated how partnerships enable FET colleges to add value to the economy and to develop South Africa's human resources. Examples of these are cited below:

An opportunity is offered to working people to complete their matric on a part-time basis. The college raises additional funds. This results in part-time working opportunities for staff while at the same time rendering a community service.

The Department of Labour is in possession of huge amounts of money that must be utilized for training. Thousands of unemployed people must be trained in some kind of a skill to stimulate the countries economic growth. Our partnership work supports this.

We want to be part of the solution of poverty alleviation through skilling people. There is a great demand for training to empower people so that they can help themselves. Rural development and RDP projects are in demand, and goes with partnership results.

A better academically equipped workforce is created. They are more intellectually stimulated and stronger sense of self esteem is developed.

The key objective of our service is to equip South Africa, especially the Pretoria metropolitan area with skills to succeed in the global market.

8.2.4 Learnerships

FET Colleges have been identified as key players in developing learnerships. Several of the respondents highlighted the development of learnerships as a key benefit to engaging in partnerships. The reasons that learnerships are seen to be of benefit to the college are varied:

An increase in learner numbers have been experienced. Services to our community are expanded by implementing and offering different learnerships. The college will also gain financially.

A strong relationship between the two organisations was established. This lead to learnerships opportunities for learners at the campus who are at present following the learnership programme.

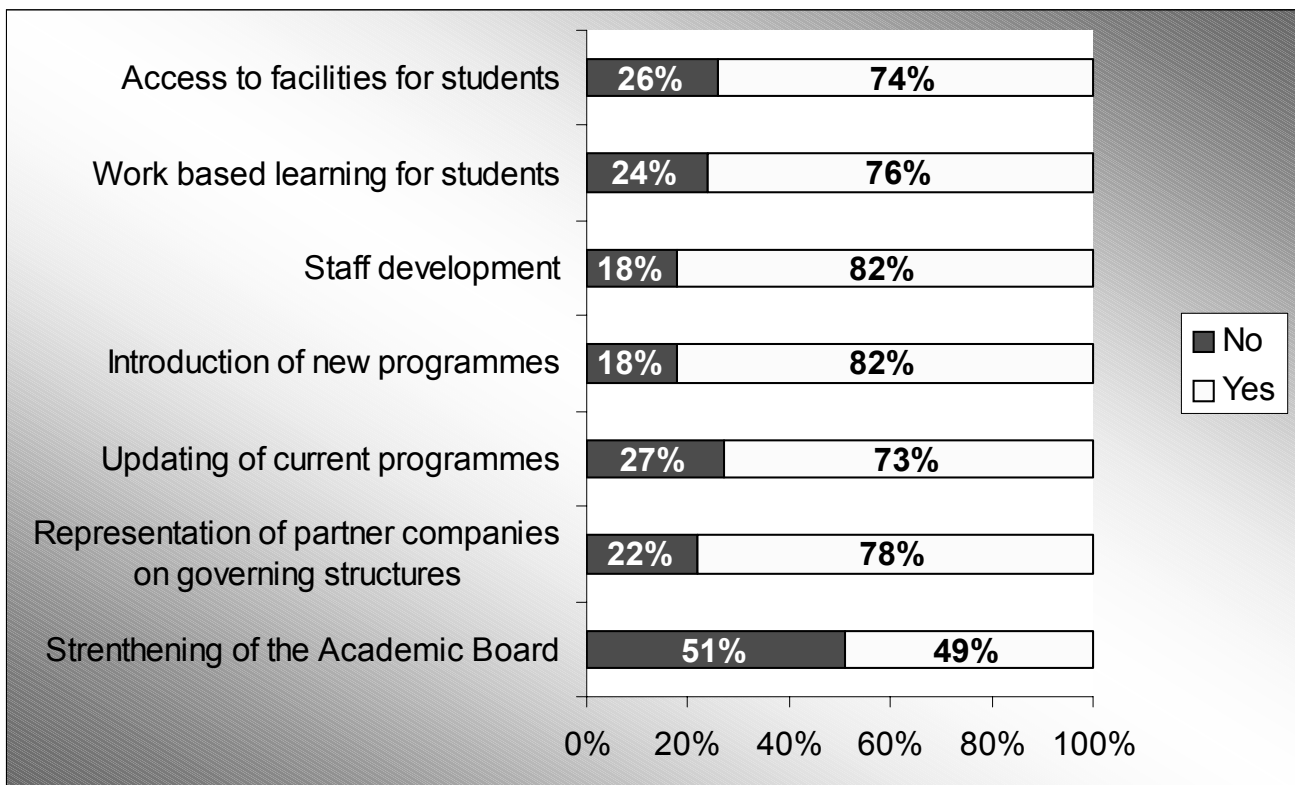
In the process of developing a new learnership, staff development occurred.

The formation of learnerships allows us to claim money back from the LGWSETA and other SETAs.

8.3 Contribution of Partnerships to College Structures

The analysis, presented in Figure 50 below, shows the degree to which 'partners' are involved in college governance structures. It shows that most colleges have industry/ business representation on their governance councils. Mercorio and Powell (1998), however, indicated that while industry might be represented on councils, many industry representatives are unsure of their role and how to contribute to the development and transformation of the college. In this regard, the Business Trust's Colleges Collaboration Fund managed by the NBI, has, since 1998, engaged in delivering training programmes for college council members. The impact of these, the extent to which the new councils are now effective governing bodies and the extent to which representation thereon is effective remains an area for further study.

Figure 50. Partner Participation in College Structures



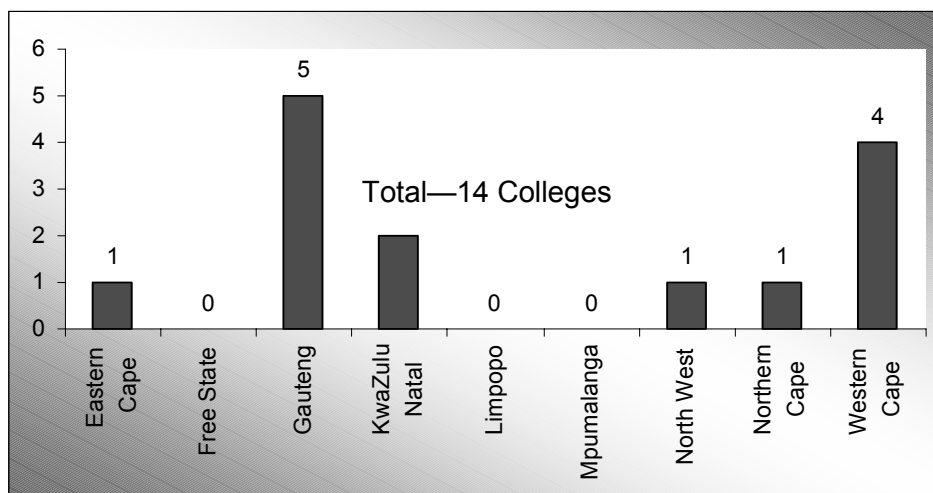
9. Colleges Efficient at Partnerships

Colleges efficient at developing partnerships were defined, for the purpose of this report, as colleges that have more than the average number of partnerships (provided in Chapter 7). As such, FET colleges that have more than 39 partnerships were considered as 'efficient' at development partnerships. Figure 51 provides an analysis of the FET colleges that have more than the average number of partnerships. It shows that 14 colleges in total can be considered, applying the criteria outlined above, as efficient. These colleges are distributed across six provinces: Eastern Cape, Gauteng, Kwazulu-Natal, North West, Northern Cape and Western Cape. The Free State, Limpopo and Mpumalanga have no colleges that can be considered, applying the criteria outlined above, as efficient. (Appendix G contains a list of the colleges regarded, applying the criteria above, as 'efficient').

It must be noted that a full assessment of efficiency should include, *inter alia*, an analysis of the following factors:

- The management structures available to initiate, manage and evaluate partnerships.
- The extent to which the partnership projects add to the educational and training mission of the college.
- The extent to which the partnership projects add to the resources available to the college. These resources include the human, financial and infrastructural resources.
- The extent to which the partnership results in the development of new and relevant curricula; the upgrading of staff work experience; the placement of learners and the provision of learner work experience.
- The extent to which partnership projects result in the narrowing of the pathway from FET College to the world of work.
- The extent to which partnerships result in an increase in articulation between FET learners and other educational sectors, such as to Higher Education.
- The extent to which staff are provided with improved qualifications and experience.

Figure 51. Number of Colleges 'Efficient' at Developing Partnerships by Province



10. Conclusion

This report aimed to provide a quantitative overview of the relationships developed by FET colleges with business/ industry, government, other educational institutions and Non-government organisations. The primary purpose was to examine:

- The extent of the linkages (partnerships) that exist
- The organisations and sectors currently in partnership with the FET college sector
- The nature of these relationships
- The benefits of these partnerships

This section summarises the key findings, makes (based on these findings) recommendations on how partnerships can be further developed and highlights areas for further research.

10.1 Key Findings

The report finds the following:

1. A total of 1 852 partnership projects exist between FET colleges and business/ industry, government, other educational institutions and Non-government organisations.
2. Almost all FET colleges are involved in partnership projects. The mean number of partnership projects, however, differs markedly between colleges and between provinces with the college mean ranging from three partnership projects to 150. The national mean is 39 partnership projects by college. These totals provide a good basis from which to monitor the extent to which the FET sector, in future years, continues to increase the number of such linkages.
3. Fifty percent of the partnership projects are with business/ industry. In total, 617 companies have linkages with the FET college sector. Of these 617 companies, 28 have links with three or more colleges.
4. The majority of the partnerships are with business/ industry enterprises registered with MERSETA, Theta and MQA.
5. A total of 236 partnership projects involve a total of 107 government departments/ agencies. These partnership projects are unevenly distributed across the nine provinces. They appear to have been developed in an ad hoc manner and outside of a national framework developed by these government departments/ agencies regarding the department's relationship to FET colleges.
6. Twenty eight percent of the linkages are formal written contracts. This is the case even when the FET College is providing a service to the partner such as training the partner's staff or developing new curricula for such.
7. Most partnership projects have, as their fundamental purpose, the provision of training. In this regard, only a small percentage of the projects involve curriculum development and the upgrading of college staff skills.
8. A strong correlation exists between the academic efficiency of FET colleges and the total number of partnership projects.
9. The sector applies a range of management strategies for the development and management of partnership projects. The extent to which these strategies are suitable for the needs of the college remains unclear.

10. FET college respondents indicated that partnership projects had, overall, provided either educational or financial benefits to the college. While the degree and extent of such was not determined by this study, it is critical that colleges develop mechanisms, such as cost - benefit analysis, to assess the extent to which partnerships are educationally and/or financially beneficial to colleges.
11. Chapter Nine presents a set of criteria as a way of determining those colleges who can be regarded as efficient in developing and maintaining partnership projects. It finds that only 14 colleges can be regarded as such.

10.2 Recommendations

In the light of the findings contained in this report and those summarised above, the following recommendations are made:

1. Government departments/ agencies, currently engaged in partnerships with FET colleges, should be encouraged to develop national and provincial plans in which their relationship to the FET sector is strategically clarified. This will enable the FET sector to respond systemically to the needs of these departments.
2. Companies, particularly multi-regional companies, currently engaged in partnerships with FET colleges, should be encouraged to develop national/ provincial plans in which their relationship to the FET sector is strategically clarified. This will enable the FET sector to respond systemically to the needs of these companies.
3. SETAs, that have member enterprises currently engaged in partnerships with FET colleges, be encouraged to develop national and provincial plans in which the SETA's relationship to the FET sector is strategically clarified. This will enable the FET sector to respond systemically to the needs of these SETAs. SETAs of particular importance are MERSETA, Theta and MQA as the majority of partner organisations are currently registered with these SETAs.
4. Colleges be advised and encouraged to develop formal written partnership contracts with partners, particularly where a clear service is being provided to the partner. Having said this, colleges will need to balance their need for contractual security against that of developing a trusting relationship with their partners. Here training may be required to assist colleges as to the legalities of partnership contracts and the nuances of when and how such should be initiated.
5. Colleges determine clearly the educational benefits of partnership projects in a manner that ensures long term sustainability for the college and the sector. Priority should be given to partnership projects that promote the development of new curricula, the upgrading of current curricula and the training of college staff.
6. Following the above, it is recommended that colleges do a cost-benefit analysis prior to undertaking a partnership project. Such analysis should calculate the infra-structural, human resource and financial costs weighed against the potential educational and financial benefit to the institution in the short and long term. This recommendation is made in the light of studies undertaken on the impact of industry-higher education linkages on universities. Findings showed, contrary to expectations that all partnership projects would add educational and/or financial value, that many were a financial burden to the institution and added little, or no, educational benefit to the university. (Powell: 1989)
7. FETMIS include a focus on FET college partnerships. This will enable regular monitoring of the extent to which partnership projects are increasing.
8. Many of the recommendations made above suggest a need for training to FET colleges. Such training should include a focus on:
 - *The initiation of partnerships:* This should include discussion on Partnership Contracts; the undertaking of cost-benefit analysis prior to resolving a partnership agreement and the development of partnerships that add value to the educational transformation of the institution.

- *The management of partnerships:* Institutions need to be introduced to the various management strategies currently being adopted by FET colleges in South Africa and abroad.
- *The evaluation of partnerships:* Further to the points raised above, the evaluation of partnerships should assess the extent to which the partnership added either educational and/or financial benefit in the short and long term to the institution.

9. A number of conceptual challenges were raised during the course of the study. These are worth highlighting here as areas of further study. These include:

- The definition of 'partnerships'.
- The observed and actual impact and value of partnerships on educational transformation.
- The different types of 'partnerships' that exist as compared to other forms of relationships, i.e. the development of a typology of FET college partnerships.

10. Experience in the sector that exist outside of the confines of this study suggest a number of macro concerns related to the development of FET college partnerships. These, highlighted further at the 2003 FET Convention include, *inter alia*:

- Concerns raised regarding the Educators Act that limit the responsivity of college staff
- Concerns regarding the relationship between the Department of Education and Labour
- Concerns regarding the relationship between SETAs and the Department of Education
- Concerns regarding the limited information about specific skills needs. While generic and broad categories are being identified, colleges were concerned that these were not specific enough for programmes or new curricula to be developed.

These areas of broader policy implementation, while not an aspect of this study, are critical to the strategic and overall development of FET college partnerships.

SECTION E

THE APPENDICES

Appendix A¹¹. List of FET Colleges that Returned Surveys by Province

Province	FET College	Count of Principal Survey returned
EC		7
	Buffalo City Public FET College	1
	Eastcape Midlands Public FET College	1
	Ikhala Public FET College	1
	King Hintsa Public FET College	1
	King Sabata Dalindyebo Public FET College	1
	Lovedale Public FET College	1
	Port Elizabeth Public FET College	1
FS		4
	Goldfields FET College	1
	Maluti FET College	1
	Motheo FET College	1
	Flavius Mareka FET College	1
GP		7
	Ekurhuleni East Public FET College	1
	Ekurhuleni West Public FET College	1
	Sedibeng Public FET College	1
	South West Public FET College	1
	Tshwane North Public FET College	1
	Tshwane South Public FET College	1
	Western Public Public FET College	1
KZN		8
	Majuba FET College	1
	Mnambithi FET College	1
	Mobeni FET College	1
	Mthashana FET College	1
	Thekwini FET College	1
	Umfolozo FET College	1
	Umgungundlovu FET College	1
	Sivananda FET College	1
LP		6
	Capricorn FET College	1
	Ellisras FET College	1
	Mopani North East FET College	1
	Sekhukhuni FET College	1
	Waterberg FET College	1
	Mopani South East FET College	1
MP		2
	Ehlanzeni Public FET College	1
	Gert Sibande College (formerly Eastvaal Public FET)	1
NC		2
	Northern Cape Urban Public FET College	1
	Northern Cape Country Public FET College	1
NW		3
	Orbit FET College	1
	Taletso FET College	1
	Vuselela FET College	1
WC		6
	Boland Public FET College	1
	False Bay Public FET College	1
	South Cape Public FET College	1

11. Please note that the names of enterprises in all Appendices are as provided by respondents with abbreviations and spelling presented as contained in the survey

Appendix B. List of Business/ Industry partners by province

Eastern Cape

ADAMI W&RSETA
ALOE TRAVEL
BBZ (GERMANY)
BEES CONSULTING GROUP
BERNINA
BLOOMINGDALES TEA GARDEN RESTAURANT P.E
BREEDRIVER LODGE, WITSAND
BUFFELSBAAI WATERFRONT RESTAURANT
BUTTERWORTH CLOTHING INDUSTRY
CATER-KING
CLICKS
COMPASS GROUP
CONTINENTAL TYRES
DAIRY BELL
DCSA
ESKOM
FEDICS FOOD SERVICES
GALILEO SOUTH AFRICA
GUESTRO
GUILD THEATRE
HAIR CARE & COSMETOLOGY ASSOCIATION
HAIR CARE FACILITY SALONS
HARVEY WORLD TRAVEL
IKWEZI COMPUTERS & STATIONERS
JASMEEN
KROMBERG AND SCHUBERT OF SA
KROMBERG BECKER
NESTLE
NOT PROVIDED
OPERA HOUSE IN P.E
PEPKOR
PLATINUM MINE
RENNIES TRAVEL
RIVERBEND COUNTRY LODGE, ADDO-SUNLANDS
ROHLIG & GRINDROD
SAB
SEEKERS WETS TRAVEL
SERVI STAR
SIYABUSA TRAINING ACADEMY
SKF
SPAR
SPOORNET
TELECOMMUNICATION FACILITATION MANAGEMENT COMPANY
TELKOM
THE OYSTER-CATCHER RESTAURANT P.E
THE TRAVEL AGENT
TIGER FOOD BRANDS
TRANS WERK
TSITSIKAMMA CONFERENCE CENTRE P.E
VICTORIA MANOR HOTEL CRADOCK
VOLKSWAGEN OF SOUTH AFRICA
WOOLWORTHS

ABI
ADT TYCO
AFRICA RESOURCE DEVELOPMENT INITIATIVE
AFROX
ALFA BAKERY
AMERICAN EXPRESS RICHARDS BAY
ANTIQUE WOOD TURNERS
ASSMANG MANGANESE
B.P SOUTH AFRICA
BEACON SWEETS
BEARING MAN
BELL EQUIPMENT
BHP BILITON
BOTHAS HILL UNIFORMS
BUREAU VENTAS
CANNON RESTA
CATS
CBD REFRIGERATION
CHROME INTERNATIONAL
CONJA STIFLING
DEANS REFRIGIRATION
DEFY
DG INSURANCE BROKERS
DISNEYWORLD ORLANDO FLORIDA
DIVPACK NAMPAK TISSUE
DORBYL MARINE (PTY) LTD
DUNLOP
EMPLOYERS ORGANISATION HAIRDRESSING COSMETOLOGY
ESKOM
FESTO
FOSKOR
FRAME TEXTILES
GREY GOOSE LODGE
HAIRDRESSING COSMETOLOGY BARGAINING COUNCIL
HOLIDAY INN
IMPERIAL PRINTING
INTIBANE GAME LODGE
ISCOR
KARBOCHEM
KWA BHEKITUNGA
LASHER TOOLS
LEVERS
MAGNET ELECTRICAL
MASONITE
MAXIPREST
MEADOW FIELDS
METALIX
MONDI
MONTE VISTA CASINO
MP INSURANCE BROKERS
NAMPAK
NESTLE
NEWCASTLE INN
NNP NORTHERN NATAL PLASTICS
PIETERMARITZBURG CHAMBER OF COMMERCE
PLUMBING INSTITUTE OF SA
PREMIER FOODS
PRIMESERVE
PROTEA HOTEL
QPD CONSULTANTS
RBCT
RBM

Mpumalanga

ABI
DESTINATION PILGRIMS REST
EARLYBIRD FARMS
ESKOM
FLOUR DANIEL S.A
GOLDEN MACADAMIAS(LK)LOWVELD CORPORATE INVESTMENTS
HARMONY GOLD MINES
INGWE TOURISM SERVICES
LFP MOTORS
LOMATI SAWMILL
MANGANESE METAL CORPORATION
NESTLE
SAFCOL PLATORAND SABIE
SAPPI
SASOL
SELMEC
USUTU PULP COMPANY SWAZILAND

North West

AFRICA EXPLOSIVES
AFRICAN RAINBOW MINERALS
AFRICAN TELEPHONE CABLES (ATC)
AFROX
ALMEO MANUFACTURING
ALPHA CEMENT
ANGLO GOLD
ANGLO PLATINUM
ATC
BLYVOORUITSIGH GOLD MINE
BOSASA
BRIXTON FIRESTONE
CAPLAMP SERVICES
CDK LABOUR
CHAMPION TYRES
CHUBBY CHICK
CLOVER
CONICO FILLERS
DAIMLER CHRYSLER
DURBAN ROODEPOORT DEEP GOLDMINE
ENGINEERING LABOUR HIVE
ESKOM
FEB CON ENGINEERING
FW SERVICES
GREEN ACRES TRAINING CENTRE
HAIR CARE AND BEAUTY INDUSTRY
IMPALA PLATINUM
JME TRALLERS
LAFARGE CEMENT S.A
MARCONI
MINE ENGINEERING SERVICES
NASCHEM
NEECHEM
NESTLE
NORTH WEST MINING SUPPLIES
OKK FOODS
OOTS ENGINEERING
POTCH ENGINEERING
PYRMO SA
SAAKO MAIZE MILLING
SENWES
SIMMUCO ENGINEERING
SKEET MINE

Western Cape

ABI
ABPLAN
ACADEMY OF MARITIME MEDICINE
ADT TYCO
AIRPORT CITY COMPANY
ANNE KIDD CONSULTING
ANZIA
ASATA
ASCOT UPHOLSTERS
ASHTON CANNING
ATLANTIS FORGE (PTY) LTD
AU PAIR AMERICA
B.P SOUTH AFRICA
BARLONS BELLVILLE
BARLOW BENSON
BARONS CULEMBORG
BBZ (GERMANY)
BERNINA
BIBETTE
BOKOMO FOODS
BRITISH AMERICAN TOBACCO SA (PTY) LTD
CAPE BANQUETING
CAPE MANUFACTURING ENGINEERS
CAPEWELL SPRINGS
CATURRA COFFEE CO.
CENTURY CITY
CFW INDUSTRIES
CHOICE TRAINING SOLUTIONS
CISCO SYSTEMS
CITRUS PARKING COMPANY
CLASSICA UPHOLSTERY
CLAUBE
CNNSTY'S SPORT
COMPANIES 10 GARAGES
COMPASS GROUP
CONTINENTAL CHINA
COVERMED
CREX
CT INTERNATIONAL
CTICC (CAPE INTERNATIONAL CONVENTION)
D'ARGENT
DE DUDE STAL
DE VOS, PAXTON INC. CONSULTING ENGINEERING
DERE MANUFACTURING
DESIGNER GROUP
DESIGNER HOUSE CARSON PRODUCTS
DESTON PROPERTIES
DIEMERSFONTEIN
DISTELL
DIVERSE GROUP
DORBYL MARINE (PTY) LTD
DUNCKER & LOUW
DUNVEGAN LODGE
DUPLEX IMPORTERS & DISTRIBUTORS
DV DU TOIT (FARMER)
EDUTEL
ELECTRO INDUCTIVE INDUSTRIES
ELECTRO INDUCTIVE INDUSTRIES (PTY) LTD
ELLERINES HOLDING LTD
ELVINCO PLASTICS
E-SENSUAL
ESKOM

LADINE
LESEDI ENGINEERING CONTRACTORS
LOGICA BEAUTY SUPPLIES
MASTER FOODS
MATTEX (PTY) LTD
MAYERS
MEDI CLINIC
MEDICAL INNOVATIONS
MERKS
MEYER & FERREIRA
MICA HARDWARE
MOTOR INDUSTRY
NAMAK SANDS
NAMAKWA SANDS
NB GERUKES
NB SERVICES
NEDERBURG PLACE
NESTLE
NOORD HOEK MANOR
NUCLEUS DESIGN
OLD MUTUAL
OLYMPIA CAFÉ
OPTIPLAN
OREX
OUDTSHOORN TOURISM BURO
PAARL LABELS
PAARLBERG MOTORS
PACKIT
PACMAK PTY LTD
PANASONIC CONSUMER COMPANY
PASTEL
PEDRO CHICKENS
PEPKOR
PETRO SA
PLATINUM MASTERS
PONTAC MANAR HOUSE
PRICE WATERHOUSE COOPERS
PROGRESS LIGHTING (ADT)
PROTEA TOYOTA
PUMA TEXTILES
RAINBOW CHICKENS
RHEEBOKS KLOOF
ROSAN AGENCIES
ROYAL FOOD SERVICES
S.A VLEIS MERINO TELERS VEREENIGING
SA INSTITUTE OF WELDING
SA LITHO
SA PICTURE FRAMING
SAB
SANLAM (COSAT)
SANTAM
SAP (SOFTWARE APPLICATION PRODUCTS)
SCHWARTZKOPF
SHARPLINES
SHUKRI ABRAHAMS CATERERS
SKOOL BOETIEK
SMUTS KEMP & SMAL ATTORNEYS
SOLO MARKETING
SPAR
SPIER
STAR CATERING
STEVEN JOHNSON CONSULTING

Gauteng

ABB
ABB POWERTECH
ABI
ABMS BAKERY
ABSA
ACE SCRAPYARD
ACRIS SA
ACSA
ADT TYCO
AFRICAN (PAM)
AFRICAN CABLES VEREENIGING
AFROX
AIRPORT BACKPACKERS
ALERT
ALIGNMENT & TUNE-UP CENTRE
AMALGAMATED INDUSTRIES LTD/BPK
ANCHOR YEAST
ANGLO PLATINUM
ARTICOOL
ASTRO PARK
AUGUST LAPPLE
AUTO COLOURS
AVBOB
BANKING SECTOR
BDO SPENCER AUDITORS
BDT ENGINEERING, DB THERMAL PTY LTD
BEARINGS INTERNATIONAL
BEEFY MEATS
BELL EQUIPMENT
BERNINA
BEVCAN
BLASTING & EXCAVATING BOKSBURG
BMW SA
BOHRT-LONG YEAR
BOSCH POWER TOOLS
BOSCH/SIEMENS HOME APPLIANCES
BTW
BUSINESS LINKAGE CENTRE SPRINGS
BW TECH
CAESARS
CAPE GATE
CARLTON PAPER
CARNIVAL CITY
CASA BLANCA SALON
CATERPILLAR AFRICA (PTY) LTD
CBI
CCI / ADVTECH
CHAMBER OF BAKING
CITY PROTECTION
CJ RANCE PTY LTD
CLINIX
CLOVER
COLOMBUS STEEL
CONCORDE FOUNDRY VEREENIGING
CONSOL SPECIALITY GLASS 0001
CONVEGENCE GLOBAL PROVIDERS
COUNTER POINT TRAINING CC
CWI
DAIMLER CHRYSLER
DAVID BROWN GEAR INDUSTRIES PTY LTD
DAVY DUDES
DAYS INN

Gauteng

IOPSA
ISCOR
ISOWALL
ITC HEIDELBERG
J & B DRIVING RANGE
J.C HAIR BOTIQUE
JAN VAN ZYL ATTORNEYS
JB MODES
JOE-MASH ELECTRICAL
JOHN DEERIE
JR MACKAY'S
KELLOGG'S COMPANY OF SA
KENTRON
KIMBERLY CLARK, P BAG X57, 1560
LA FORGE MANUFACTURERS
LADINE
LANCE ENGINEERING
LAUNCH TECHNOLOGIES SA & CHINA
LEONELDA PRODUCTS
LIBR & ADCODE
LIEBHERR-AFRICA PTY LTD
LOUWILL ENGINEERING
MAC ENGINEERING CC
MANGANESE METAL CORPORATION
MARCONI
MARK STAL
MECHLEC
MEDI CLINIC
METSO
MICE CLUB
MINOLCO
MONDI
MOON & SIXPENCE
MORTIMER HARVEY
MOVE WEB
NASCHEM
NATIONAL BRANDS ROSSLYN
NELSON & TRISH
NESTLE
NISSAN SA ROSSLYN
O'HAGANS SPRINGS
OMNIGO
ORT
OWEN CONNING
PARAGON
PARTY DESIGN
PASTEL
PEST CONTROL
PETRICON ENGINEERING
PFG
PG BISON BOARD
PLACER DOME
PLATO
PMP
PPC HERCULES
PREMIER FOODS
PREMOS
PROTEA FURNISHERS
PROTEA HOTEL
RAND REFINERY LIMITED
RANDCON PARASOL PAINTS
RETECON (PTY) LTD

Free State

AGRELEK
AGRI RISIKO KONSULTANTE FICKSBURG
AGRICO
BARLOWS
BEATRIX MINE
ESKOM
GOLDFIELDS MINING COMPANY
HARMONY GOLD MINES
INTERSTATE BUSLINE
MARCONI
MATLAFULA
NFDC
NOT PROVIDED
PREMIER FOODS
PROFIN
RAUBEX
ROBOTIXS
SASOL
SENWES
TELKOM
TRANS WERK
WINTERSHOEK GAME SAFARIS

Northern Cape

ALEXCOR
ASSMANG MANGANESE
BLACK MOUNTAIN MINERAL DEV. CO.
CHECKERS SHOPRITE DE AAR
DE BEERS CONSOLIDATED MINES
GOODHOUSE AGRICULTURAL CORPORATION
HUBERT DAVIS NOW ATLAS COPCO
KHUMBA RESOURCES
MICROSOFT
NAMA AUTO SPRINGBOK
NOCCI
NORTHERN CAPE CHAMBER OF COMMERCE
O'KIEP COPPER LTD
P.P.C LINE
PROTEA HOTEL UPINGTON
SAMANCOR
SWIFT PRINT
TRANSHEX MYNBOU
VERDE BITTERFONTEIN PTY LTD

Limpopo

ABS
ALBERT VIVIERS WOODWORK CENTRES
AMTEC TECHNIQUIP
ANGLO PLATINUM
BARLOW WORLD
BMW SA
BOLIVIA LODGE
C.S HOLDINGS
ECO-TOURISM AND HUNTING FARMS
ESKOM
FOREVER RESORTS
FOSKOR
GROVOS TRAINING CENTRE
HELLERMAN TYTON
IMAC
IMPALA INN
INTAC (HOSPITALITY PROFESSIONALS)
KHUMBA RESOURCES
KK ENGINEERING
KPMG
LANTANA LODGE
MAXIS
MIKRONIS
NATURE RESERVES (E.G WELGEVONDEN)
PERT INDUSTRIAL
PMC
POLOKWANE ENGINEERING
PROFESSIONAL CAREER CONSULTANTS
PROTEA HOTEL
SAB
SACOB
SASOL
SCORE
STYLE CRAFT JOINERY AND MANUFACTURERS
TURNKEY TRAVEL
VARIOUS GUESTHOUSES
VENETHA MINE
WOODWORK PALACE

Appendix C. List of Business/ Industry Partners that have Linkages with Four or More Colleges

Name of Enterprise

ESKOM

NESTLE

TELKOM

ABI

ADT TYCO

ANGLO PLATINUM

BELL EQUIPMENT

PREMIER FOODS

SAB

TRANS WERK

AFROX

DORBYL MARINE (PTY) LTD

ISCOR

MONDI

PROTEA HOTEL

SACOB

SAPPI

SASOL

Appendix D. List of Educational Partners by Province

Province	P1-Name of Organisation
Eastern Cape	ALIWALI NORTH HIGH SCHOOL BORDER TECHNIKON BURGERSDORP HIGH SCHOOL CANADORE LETHBRIDGE COLLEGE CANADA CAPE WINE ACADEMY CHAMELEON TRAINING CONSULTING LEWOEN DEVELOPMENT AND TRAINING TECHNOLOGIES PTY LTD EAST CAPE TECHNIKON F.E. EARLY LEARNING CENTRE FORT COX COLLEGE OF AGRICULTURE & FORESTRY FORT HARE UNIVERSITY FUTURE KIDS SA GONUBIE PRIMARY GRENS HIGH SCHOOL GRENS PRIMARY SCHOOL GROOTFONTEIN AGRICULTURE COLLEGE IAC IATA SOUTHERN AFRICA BSP LETHBRIDGE COLLEGE MANZANA SENIOR SECONDARY SCHOOL MARLOW AGRIC SCHOOL MOBENI FET COLLEGE NKOSI SIKELI PRE-PRIMARY SCHOOL OPEN LEARNING GROUP ACADEMY P.E TECHNIKON PORTREX TECH. HIGH POTCHEFSTROOM UNIVERSITY PRISA RHODES UNIVERSITY ROC LEIDEN SA TOURISM COLLEGE SELBORNE COLLEGE SELBORNE PRIMARY SCHOOL TECHNIKON SOUTH AFRICA UNIVERSITY OF PORT ELIZABETH WARWICKSHIRE
Free State	BOTHAVILLE SECONDARY SCHOOL CHINESE SCHOOL EMPOWERMENT CONCORDIA HIGH SCHOOL DAMELIN EDENVALE SECONDARY SCHOOL FAKKEL SCHOOL FREE STATE HIV/AIDS, STI FURTHER & HIGHER ET FORUM HARMONY GOLD SCHOOL HTS LOUIS BOTHA SCHOOL HTS SASOLBURG IKETSETSENG COMPREHENSIVE SCHOOL LENYORA LA THUTO SECONDARY SCHOOL LIVERPOOL COMMUNITY COLLEGE (UK) MACKWORTH COLLEGE BERBY (UK) NEW HORIZON PRIVATE SCHOOL NOORD SKOOL NORTH SCHOOL NTSU SCHOOL SATELLITES AT SCHOOLS SEHLABENG SECONDARY SCHOOL SEOTLONG AGRICULTURAL AND HOTEL SCHOOL SETILOANE SECONDARY SCHOOL SKILLS TO FURNISH INTERNATIONAL

Gauteng

ACOSA
ACRA
AHASA
AURORA PRIVATE SCHOOL
BRACKEN HIGH SCHOOL
CCECD
COMPTIA
CROSS M-MEDIA TRAINING CENTRE
DIE BROODHENNETJIE NURSERY SCHOOL
DRUM BEAT ACADEMY
EXCELSIOR LEARNING CONCEPTS
FUTURE KIDS SA
HOPE TRAINING & DEVELOPMENT CENTRE
HTA
ICDL FOUNDATION (SA)
KATHOLIEKE HOGES SCHOOL MECHLEN
LABANE MOHLABI HIGH
LOLLY POP NURSERY SCHOOL
LUDWIGERHARDSCHULE
MATLHASEDI PRIMARY SCHOOL
MULTI-SKILL BUSINESS COLLEGE
NAMIBIA PRIVATE SCHOOLS
NANNA'S PLAYGROUP
NOT PROVIDED
OLYMPIA PARK SCHOOL
PHULONU HIGH
PREMOS
PRETORIA TECHNIKON
PRO PRAKTIKUM SCHOOL
REID KERR COLLEGE
RICHMOND UPON THAMES COLLEGE
ROODEPARK SPECIAL SCHOOL
ROODEPOORT PRIMARY SCHOOL
SA PRINTING COLLEGE
SHTTC
SUPEDI
TECHNIKON SOUTH AFRICA
UNISA
UNITECH
UNIVERSITEIT VAN PRETORIA
VASTERAS SWEDEN
WHEEZIE WIZARD NURSERY SCHOOL
WHIZZ KIDS NURSERY SCHOOL
WILLORIDGE PRIVATE SCHOOL
WK DU PLESSIS SKOOL

KwaZulu Natal

BASHO BUHLE PRIMARY SCHOOL
BRONY COMMUNITY COLLEGE
CHICAGO STATE UNIVERSITY
CIMA
CITY & GUILDS
DAMELIN
DEESIDE COLLEGE UK
DURBAN INSTITUTE OF TECHNOLOGY
EDENDALE TECHNICAL HIGH SCHOOL
ESIGODINI PRIMARY SCHOOL
IAC
ICDL FOUNDATION (SA)
INSTITUTE OF FIRE ENGINEERS
INTEC COLLEGE
ITEC (UK)
KHALIPASHA PRIMARY SCHOOL
LOCAL SCHOOLS
MANTEL
MICHAELMAS NURSING SCHOOL (PRIVATE)
MPUMALANGA INSTITUTE OF NURSING
NATAL TECHNIKON
NATIONAL COMPUTER COLLEGE
NICHOLAS PRIMARY SCHOOL
NURSING AND PRIMARY HEALTH CARE INSTITUTION
P.E TECHNIKON
POTCHEFSTROOM UNIVERSITY
SHARKS ACADEMY
SIHAYO HIGH SCHOOL
TECHNIKON SOUTH AFRICA
TECHNISA
TEKMOTION
V.N NAIK SCHOOL FOR THE DEAF
VARIOUS EDUCARE CENTRES
VHD COMPREHENSIVE SCHOOL
VISTA UNIVERSITY (DISTANCE LEARNING)
WESTRIDGE HIGH SCHOOL (ELSEN)
WILBAT PROJECTS
WITWATERSRAND TECHNIKON
ZAMA TRAINING & DEVELOPMENT

Limpopo

INSTITUTE OF BUSINESS STUDIES
INTEC COLLEGE
MAHLASEDI SPECIAL SCHOOL
POTCHEFSTROOM UNIVERSITY
UNISA
UNIVERSITEIT VAN PRETORIA
VARIOUS SCHOOLS
VHEMBE FET COLLEGE
VISTA UNIVERSITY (DISTANCE LEARNING)
VUDEC
VUDEL

Mpumalanga

SKILLS FOR AFRICA
SOUTH BURMINGHAM COLLEGE UK
SOUTHERN AFRICAN WILDLIFE

North West

ACCREDITATION & TRAINING SERVICES
AREFADIMOHENG HIGH SCHOOL
BETHEL HIGH SCHOOL

Northern Cape

ICSA
AFETISA
CALVINIA COMMUNITY
FALKIRK FET COLLEGE (SCOTLAND)
GROBERSDAL HOOP HIGH SCHOOL
GROBLERSDAL HOOP SECONDARY SCHOOL
GROBLERSDAL SECONDARY
HEROIT WATT UNIVERSITY EDENBURGH SCOTLAND
HIGH SCHOOL KEIMOE
HIGH SCHOOL UPINGTON
HOMEVAL SCHOOL
HOMEVALE S. SCHOOL
IAC
ICB
ICDL FOUNDATION (SA)
ICSA
INDEPENDENT EXAMINATION BOARD
KEINGES HIGH SCHOOL
PABALLELO HIGH SCHOOL
PABALLELO SECONDARY SCHOOL
PERIODIC SCHOOL
PESCODIA SECONDARY SCHOOL
POSTMASBURG H/S
POTCHEFSTROOM UNIVERSITY
PRINCIPIA COLLEGE
RITCHIE PRIMARY SCHOOL
SIMSA COLLEGE OF CAPE TOWN
SKILLS HOUSE
TECHNIKON SOUTH AFRICA
TECHNISA
TSHIPPI
VERITAS HIGH, DE AAR HIGH SCHOOL,

Western Cape

ABET - EMDC
ALGONQUW COMMUNITY COLLEGE (CANADA)
ATTERIDGEVILLE COLLEGE
BEAUFORT-WES SECONDARY
BOLAND COLLEGE
CAPE COLLEGE
CAPE TECHNIKON
CCDI
CECIL RD PRIMARY SCHOOL
CENTURION ACADEMY
COLLEGE OF CAPE TOWN SIMSA
COMMERCIAL ADVANCEMENT TRAINING SCHEME (CATS)
DAYCARE CENTRES NORTHERN SOUTHERN SUBURBS
DTT
EXERCISE TEACHERS ACADEMY
FURNTECH
GARDENS COMMERCIAL HIGH SCHOOL
GEORGE HIGH
GERRIT DU PLESSIS HIGH RIVERSDAL
GOOS LITTLE LIGHT HOUSE
GROOT BRAK HIGH
HAW INGLIS (LEAF)
HIGHLINE COMMUNITY COLLEGE SEATTLE U S A
HILLCREST HIGH MOSSELBAY
HILLSIDE VIEW TC
IAC
ICB
ICDL FOUNDATION (SA)

Appendix E. List of Government Partners by Province

Province	P1-Name of Organisation
Eastern Cape	AGRICULTURAL PROVINCIAL AMATOLA WATER AMATOLE DISTRICT MUNICIPALITY BUFFALO CITY MUNICIPALITY CHRIS HANI MUNICIPALITY DEPARTMENT OF AGRICULTURE DEPARTMENT OF ART, CULTURE DEPARTMENT OF EDUCATION DEPARTMENT OF HEALTH DEPARTMENT OF LABOUR DEPT. OF JUSTICE DEPT. OF PUBLIC WORKS DOE (NATIONAL) NATIONAL MARKING CENTRE DOE (PROVINCIAL) MATRIC MARKING CENTRE EAST CAPE DEVELOPMENT CORPORATION (ECDC) EASTERN CAPE TOURISM BOARD ENGCOCO CORRECTIONAL SERVICES ENGCOCO MUNICIPALITY HOUSING & LOCAL GVMT IMVUBA YETHEMBA MUNICIPALITY MBASHE & MNQUMA MUNICIPALITY MNQUMA & MBASHE MUNICIPALITY MQUMA & MBASHE MQUMA & MBASHE MUNICIPALITY MUNICIPALITY MNQUMA OF MBASHE NDLAMBE MUNICIPALITY NOT PROVIDED PROVINCIAL LEGISLATURE ROC LEIDEN SANDF SAQA UITENHAGE PROVINCIAL HOSPITAL UKHAHLAMBA DISTRICT MUNICIPALITY UMTATA MUNICIPALITY YOUTH COMMISSION
Free State	DEPARTMENT OF AGRICULTURE DEPARTMENT OF COMMUNICATION DEPARTMENT OF EDUCATION DEPT. OF PUBLIC WORKS FREE STATE GOLDFIELDS DEVELOPMENT CENTRE MALUTI & PHOFUNA MUNICIPALITY MATJHABENG MUNICIPALITY SANDF SYRAC SPORT YOUTH RECREATION, ARTS & CULTURE
Gauteng	BRAIN CITY OF TSHWANE CORRECTIONAL SERVICES DEPARTMENT OF AGRICULTURE DEPARTMENT OF EDUCATION DEPARTMENT OF HEALTH DEPARTMENT OF LABOUR DEPARTMENT OF SOCIAL WELFARE DEPT. OF COMERCE DEPT. OF PUBLIC WORKS DEPT. OF TRADE AND INDUSTRY EKURHULENI ELECTRICAL DEPARTMENT EKURHULENI METROPOLITAN COUNCIL

Northern Cape

DEPARTMENT OF COMMUNICATION
DEPARTMENT OF HEALTH
DEPARTMENT OF LABOUR
DEPARTMENT OF SOCIAL WELFARE
KGALAGADI DISTRICT COUNCIL
KGALAGADI DISTRICT MUNICIPALITY
KOMANDO DE AAR-SANDF
LOCAL GOVERNMENT
MOSHAWENG LOCAL MUNICIPALITY
NORTH WEST DEPARTMENT OF EDUCATION
SOL PLAATJIE MUNICIPALITY
VERDEDIGING DE AAR

Western Cape

BLOUBERG MUNICIPALITY CITY OF CAPE TOWN
CAPE TOWN TOURISM
CITY OF CAPE TOWN
CONRADIE HOSPITAL
DEPARTMENT OF EDUCATION
DEPARTMENT OF HEALTH
DEPARTMENT OF LABOUR
DEPT. OF LAND AFFAIRS
DRAKENSTEIN MUNICIPALITY
EDMC
EMDC BOLAND
GOODWOOD PRISON
KOINONIA COMMUNITY CENTRE
KWAZULU NATAL EDUCATIONAL DEPT
MOSEL BAY MUNICIPALITY
NATIONAL PORTS AUTHORITY
OUTINIQUA LANDBOU NAVORSING INSTITUUT
PAWC
PORTNET
PROVINCIAL HOSPITAL MOSSELBAY
SA PRISON SERVICES - GEORGE
SANDF
SAQA
UMALUSI
WCED
ZINC DEPARTMENT

Appendix F. Total Partnership Projects that FET Colleges are Engaged in by Province

Province	Name of FET College	Count of Partnership Code
Eastern Cape		231
	BUFFALO CITY FET COLLEGE	77
	EASTCAPE MIDLANDS FET COLLEGE	15
	IKHALA PUBLIC FET COLLEGE	32
	INGWE PUBLIC FET COLLEGE	3
	KING HINTSA PUBLIC FET COLLEGE	32
	KING SABATA DALINDYEBO FET COLLEGE	28
	LOVEDALE PUBLIC FET COLLEGE	17
	PORT ELIZABETH FET COLLEGE	27
Free State		113
	FLAVIUS MAREKA FET COLLEGE	41
	GOLDFIELDS FET COLLEGE	29
	MALUTIFET COLLEGE	16
	MOTHEO FET COLLEGE	27
Gauteng		432
	EKURHULENI EAST FET COLLEGE	90
	EKURHULENI WEST FET COLLEGE	59
	SEDIBENG FET COLLEGE	36
	SOUTH WEST FET COLLEGE	47
	TSHWANE NORTH FET COLLEGE	121
	TSHWANE SOUTH FET COLLEGE	58
	WESTERN FET COLLEGE	21
KwaZulu Natal		245
	MAJUBA FET COLLEGE	30
	MNAMBITHI FET COLLEGE	13
	MOBENI FET COLLEGE	47
	MTHASHANA COLLEGE FOR FET	14
	SIVANANDA COLLEGE FOR FET	30
	THEKWINI FET COLLEGE	26
	UMFOLOZI FET COLLEGE	59
	UMGUNGUNDLOVU FET COLLEGE	26
Limpopo		99
	ELLISRAS FET COLLEGE	12
	CAPRICORN FET COLLEGE	10
	MOPANI NORTH EAST FET COLLEGE	10
	MOPANI SOUTH EAST FET COLLEGE	36
	VHEMBE FET COLLEGE	6
	WATERBERG FET COLLEGE	25
Mpumalanga		45
	EHLANZENI FET COLLEGE	23
	GERT SIBANDE FET COLLEGE	22
North West		125
	ORBIT FET COLLEGE	39
	TALETSO FET COLLEGE	14
	VUSELELA FET COLLEGE	72
Northern Cape		117
	NORTHERN CAPE COUNTRY COLLEGE	83
	NORTHERN CAPE URBAN FET COLLEGE	34
Western Cape		445
	BOLAND FET COLLEGE	91
	COLLEGE OF CAPE TOWN	150
	FALSE BAY FET COLLEGE	68
	NORTHLINK FET COLLEGE	78
	SOUTH CAPE FET COLLEGE	40

Appendix G. List of Colleges that have More than the Average Number of Partnership Projects

Province	Name of FET College	Total
Western Cape	COLLEGE OF CAPE TOWN	150
Gauteng	TSHWANE NORTH FET COLLEGE	121
Western Cape	BOLAND FET COLLEGE	91
Gauteng	EKURHULENI EAST FET COLLEGE	90
Northern Cape	NORTHERN CAPE COUNTRY COLLEGE	83
Western Cape	NORTHLINK FET COLLEGE	78
Eastern Cape	BUFFALO CITY FET COLLEGE	77
North West	VUSELELA FET COLLEGE	72
Western Cape	FALSE BAY FET COLLEGE	68
KwaZulu Natal	UMFOLOZI FET COLLEGE	59
Gauteng	EKURHULENI WEST FET COLLEGE	59
Gauteng	TSHWANE SOUTH FET COLLEGE	58
Gauteng	SOUTH WEST FET COLLEGE	47
KwaZulu Natal	MOBENI FET COLLEGE	47

12 Bibliography

Castells, M (1996) *The Rise of the Network Society*. Cambridge USA: Blackwell.

Cooper, D (2002) *Unlocking Knowledge*. In Working Papers in Education: University of Western Cape.

Department of Education, (1998) Further Education White Paper. Department of Education: Pretoria.

Department of Labour, (2002) *National Skills Development Strategy: Setting the Context*. Pretoria

Gibbons, M (1994) *The New Production of Knowledge: The Dynamics of Science and Research in Contemporary Societies*. London, Sage

Hardman, S and Pienaar, D (2000) *Partnerships in South Africa Reflections. The Institution for Partnerships Between Education and Business (IPEB)*: University of Natal

Hardman, S and Raubenheimer, D. 1996. *Why Education Business Partnerships? An International Perspective and the South African Contextual Framework*. The Institute for Partnership between Education and Business (IPEB): University of Natal

Kraak, A (2000) *Providing Support for Innovation and Development in South Africa Higher Education System: A Report on a Framework for External Assistance*. Commissioned for the Carnegie Corporation: New York

Kruss, G (2002): *Employment and Employability: Expectations of higher education responsiveness*. Paper submitted to the Council for Higher Education. HSRC: Pretoria

Perlas, N (2000) *Shaping Globalization: Civil Society, Cultural Power, and Threefolding*. Cape Town, Novalis Press

Powell, L (2002): *Higher Education – Industry Linkages*. Education Policy Unit, University of Western Cape: Cape Town.

Powell L and C Harrison (2003): *Government Incentivisation of Higher Education Research Partnerships: An audit of THRIP and Innovation Fund*. Human Sciences Research Council: Pretoria

Walshok, M (1995). *Knowledge Without Boundaries: What America's Research Universities Can Do for the Economy, the Workplace, and the Community. First Edition Jossey-Bass Higher and Adult Education Series: Viewpoints: California*

Any queries contact:

Ros Jaff

The Colleges Collaboration Fund

National Business Initiative

P.O. Box 294

Auckland Park

Johannesburg

2006

PROJECT TEAM

Project Manager: Ros Jaff, Colleges Collaboration Fund
National Business Initiative

Project Administrator: Caroline Arthur, Colleges Collaboration Fund
National Business Initiative

Authors: Lesley Powell and Graham Hall



This publication has been made possible with funds and technical assistance from the Colleges Collaboration Fund, a project funded by the Business Trust and managed by the National Business Initiative.



BUSINESS TRUST

Together, we will.

The Business Trust is an initiative of South African companies working in partnership with government to undertake targeted job creation and capacity building programmes.

The Business Trust strategy focuses on tourism for job creation, and schooling for capacity building. This strategy is underpinned by support for a reduction in crime.

The Business Trust is committed to enhancing trust and building co-operative relations between business and government.

Carefully selected strategic partners implement the Business Trust's programmes, which aim to benefit the disadvantaged while the economy is put on a growth path that will provide sustained improvements in the lives of the majority of South Africans.



First Published in 2004 by: Department of Education © 2004

This publication is available on the web site of the Department of Education: <http://education.pwv.gov.za> and the National Business Initiative <http://www.nbi.org.za>

All rights are reserved. No reproduction, copy or transmission of this publication may be made without the permission of the Department of Education.

Further Education and Training Colleges: Linkages and Partnerships – An Audit 2003 ISBN: 1-920060-10-3