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UNIVERSITY OF CAPE TOWN

FACULTY OF HUMANITIES

EDUCATION - BUSINESS PARTNERSHIPS:
FOCUSBING ON THE NATURE OF
BUSINESS / INDUSTRY PARTNERSHIPS
WITH THREE TECHNICAL COLLEGES IN THE WESTERN CAPE.
A QUALITATIVE STUDY

A RESEARCH REPORT PRESENTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION
in Education Administration Planning and Social Policy

LINDELA NOMLINDO DLULEMNYANGO-
SOPOTELA

MARCH 2000

SUPERVISOR: Prof M.J. ASHLEY
DECLARATION

I hereby declare that this is my original work and has never been submitted to any institution before for assessment purposes. All sources, references and other forms of assistance have been acknowledged.

Signed:

[Signature]

L.N. Dulemnyango-Sopotela

This Research Report has been submitted under the approval of the supervisor:

[Signature]

Prof M.J. Ashley
ACKNOWLEDGMENTS

I would like to express my gratitude to:

My supervisor Prof M.J. Ashley for helping me through this Research Report.

J.A. Cicero for providing me with his collection of articles.

My colleagues:

N.G. Mavumengwana and A.S.M. Goba.

M.E. Dyasi as a proof reader.

G. Goldblatt as an editor.

All my family:

Especially my husband, Jongi, for his support and always being there for me.

This work is dedicated to my children, Nomasephi and Sinovuyo, my brothers, Mlungisi, Mongamo, Melikaya, Luyanda and Tobela, my cousin, Lumka.

A special thanks to my parents, Zongezile and Tembeka, my grand-parents, Khwentsa and Notayiti for the words of wisdom that they brought me up with.
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CHAPTER ONE

SETTING THE CONTEXT FOR THIS RESEARCH

1.1 Introduction

This research report examines the necessary conditions for successful Education-Business Partnerships (EBPs), focusing on the nature of business/industry partnerships with three Technical Colleges in the Western Cape. It will establish the quality of such partnerships and the problems affecting this quality. It will also look at the demographics and economic conditions of each Technical College from different community backgrounds, namely Black, Coloured and White communities.

Furthermore, this research report will gather information about past innovations in this regard and what kinds of changes have been proposed by the new government; it will further explore whether the proposed partnerships by the Ministry of Education on Further Education and Training (FET) will function effectively.

Appendix 1 - The Curriculum Framework is structured in bands. The General and Further Education and Training band (DoE, 1995: 27) refers to post-compulsory, pre-tertiary education and training, in other words learning subsequent to the General Education and Training Band but preceding the Higher Education Band. The Further Education and Training Band includes Grades 10 - 12 in school education as well as out-of-school youth and adult learners. This is the band in which the integrated approach to education and training comes to its own. Currently, learning in this band is offered at two types of public institutions, namely secondary schools and technical colleges. Importantly, it is mainly through attendance and achievement at these two institutions that nationally recognised and accredited school-leaving certificates can be issued. However, a number of non-governmental organisations, private colleges, companies, industry training boards and special state-funded providers, such as the unemployment training schemes, also operate in this band.
To ensure portability, mobility and access in the Further Education and Training Band and to promote meaningful career paths and lifelong learning through the National Qualifications Framework, special attention must be given to the development of new institutional forms for the provision of learning in this band. These could include, for example, transforming technical colleges into community colleges and significantly adapting provisions at secondary schools to allow learners to do courses of their choice with other accredited providers. Moreover, recognition in the curriculum design and development process must take into account the range of forms of delivery that should and must be made available to learners which will allow them access to learning according to their particular needs and circumstances. The main function of the further education sector, crucial to the integration of the education and training system, is to prepare individuals for the 'world of work' by developing combined general/academic-cum-technical/vocational curriculums. These forms of delivery would have to include community centres and community colleges, distance education and participation in the Labour Market and Development programs and schemes.

Since most artisan and other similar occupational levels require education and training in the Further Education and Training Band, this band is of significance to the Department of Labour, the National Training Board and its constituencies, employers and employees. Consequently, the development and implementation of registered standards at the proposed National Qualifications Framework levels in this band is critical for the success of the integrated approach to education and training. It is also crucial to ensure that the current fragmentation is avoided, and that coherent, meaningful and relevant quality education and training is ensured.

The developmental task of the Further Education sector is to address the inadequacy of programs at the senior secondary level and above, both in school and out of school, in the workplace, in other institutions, or by private study. The Ministry of Education holds the view that the Further Education level needs to be planned as a comprehensive interlocking sector which provides a purposeful educative experience to learners at the post-secondary General Education Certificate (post-GEC) phase, irrespective of age,
place and time of delivery. There is immense scope within the flexible structure of the National Qualification Framework (NQF) for a modular curriculum of great variety comprising core general education and optional vocational or academic subjects.

According to the Green Paper on Further Education and Training (April 1998), apartheid distorted the historical allocation of resources in the FET band. The Ministry is now confronted, however, with the reality that limited resources are available to remedy past injustices and the consequences of apartheid planning. Resource-sharing and building inter-institutional linkages through the establishment of partnerships and consortia, and the reorganisation of the institutional landscape through clustering arrangements, mergers and other means are, in this context, essential to the goals of equity and redress, and to the attainment of a FET system that the country needs. It is evident that the government alone cannot meet the demands on FET but requires the assistance of other sectors of society if South Africa is to fulfil its democratic and economic promise and improve the quality of life of all its citizens.

Over the last decade technical education has come to feature very highly on most agendas for the reform or transformation of South African education. Technical colleges in particular have been targeted as institutions that will carry the burden of much of this transformation process. The strengths and limits of these proposals need to be investigated to ascertain whether or how technical colleges can be changed to fulfil the requirements of such transformation.

In South Africa there exists a weak and fragmented education-led, college-based system, and an almost non-existent employer-led, work-based system. In trying to devise an adequate system, we will have to work with, and transform, what has been historically created (Chisholm, 1992: 6) In fact, FET as it is presently constituted, is fragmented and unplanned. While the Ministry supports the principle of diversity and responsiveness, the current system is dysfunctional to the extent that no overall vision and strategy guides its development or determines its priorities. FET provisions reflect rigid and outmoded distinctions between 'academic' education and 'vocational' training. Consequently, technical and vocational education lacks parity of esteem with traditional
schooling. Employees argue that many programs offered by technical colleges and regional training centres are irrelevant and outdated. Equipment is antiquated and tuition is of poor overall quality.

1.2 Identification of needs and growing realisation of the importance of the partnership between education and the working world

In South Africa there is a great need for business to create partnerships with education institutions in order to solve the socio-economic problems in the schools. This can only be successful when all the stakeholders in education strive to resolve these problems. The participation of parents is crucial in the education of their children. The government alone does not have the necessary capacity to solve all the education problems that we have in South Africa. South African schools are also faced with a shortage of resources, particularly in the rural areas. Other stakeholders will have to help and address these types of problems.

1.2.1 Physical resources at schools in South Africa

At the moment education in South Africa is in a crisis. Many schools are struggling without adequate buildings, water, electricity, telephones, toilets, resources, media centres, laboratories, sports facilities, furniture, equipment and materials, whereas formerly white schools have good facilities. One example of how the overwhelming majority of South Africans receive their education is the Bende Mutale Primary School in the Northern Province. The deputy principal Mr R. Monyai owns the only science textbook in the school, and he had bought it himself. As none of the pupils have textbooks, Mr Monyai writes his lessons on a rickety old blackboard and the pupils copy down what they can. There are not enough classrooms to accommodate 157 pupils, therefore, Grade Seven (Standard Fives) pupils have their lessons under a tree whereas the other grades share the classrooms. As there are too few desks, the younger children learn to write sitting on the floor. There are no toilets; the only light comes in through gaping holes in the walls – the glass windows were never put in; and the Mutale River provides the community with water. (Cape Argus: 15 April 1998).
The school register of needs survey (DoE, 1997: 5-8) determined that at 24% of schools in the country no water is available within walking distance from the schools. The provinces most affected by lack of available water at schools are the Northern Province (48% of schools have no access to water), the Eastern Cape (34%), KwaZulu-Natal (25%), and the Free State (22%).

Some schools receive their water from the following sources:

- 47% from piped reservoirs
- 19% from tanks
- 22% from bore-holes
- 11% from dams and rivers
- 1% from other sources

The power supply at schools is another basic service that is a matter of concern. Less than half of the schools in the country (43%) have a power supply. The absence of electrical power is most prominent in the Northern Province (where 79% of schools have no electricity), the Eastern Cape (77%) and KwaZulu-Natal (61%).

The shortage of telephones is a further serious problem, particularly in the Eastern Cape (where only 19% of schools have telephones), in the Free State (25%) and in the Northern Province (32%). In KwaZulu-Natal, North West Province and Mpumalanga in fact less than 50% of the schools have telephones.

The conditions of the school buildings themselves are categorised into three groups, viz. very weak and/or weak, in need of minor repairs, and good and/or excellent buildings. The province facing the most serious problems with regard to facilities is clearly the Northern Province, where 41% of the existing buildings are in a weak and/or very weak condition. In KwaZulu-Natal this percentage is 23%, in the Free State it is
16% and in the Eastern Cape 15%. In other words, considerable percentages of the school buildings are in very weak and/or weak condition.

Toilet shortages are calculated on the basis that one toilet should be provided for every twenty learners. During fieldwork, it was observed that the provision of learner toilets was one of the most neglected areas. Using the above ratio, it was found that the provinces with the most severe shortages were KwaZulu-Natal (which has a shortage of 66 921 toilets), the Northern Province (a shortage of 51 324 toilets) and the Eastern Cape (a shortage of 46 785 toilets). Where toilets were in fact provided, most were pit latrines (47%), followed by flush systems (34%). At 13% of schools no toilets were provided to learners at all.

The two resources which were relatively well provided for in the schools were found to be stationery (62% of schools had adequate supplies of stationery) and textbooks (49% of schools had adequate provisions of these). Media equipment, media collections, learning equipment and materials were almost non-existent. Of the total number of schools surveyed, 82% had no media equipment at all, 72% had no media collections, 73% had no learning equipment and 69% had no basic materials such as charts.

If a maximum learner to teacher/educator ratio of 40:1 is taken as an acceptable norm, three provinces experienced shortages in terms of average numbers. This indicator must be utilised with the greatest care, due to the cancelling effect of aggregated provincial levels. The highest ratios were found in the Eastern Cape where 51% of schools had higher ratio than 40:1, the Northern Province where 44% of schools and Mpumalanga had 41% of schools had a higher ratio than 40:1%. An interesting indicator is the educator: classroom ratio: where the ratio exceeds 1:1, it means that educators have to share classrooms, teach outside, utilise other facilities, teach in shifts or take turns to teach. The provinces experiencing the greatest problems in this regard were the Northern Province (1,4 educators per classroom), the Eastern Cape (1,4 educators per classroom), and the North West province (1,3 educators per classroom). Some schools are following the platoon system where one school uses the facilities during the first part of the day from 7.00 am. until 12.00 noon, and another school uses the facilities for the second part
of the day from 12.00 noon until 5:00 pm. The highest numbers of platooning schools were found in KwaZulu-Natal (about 241), the Eastern Cape (198) and Gauteng (178).

The provision of laboratories, workshops and cookery centres were almost non-existent in the Eastern Cape and in the Northern Province, where 15% and 18% respectively of schools with secondary grades had no such instruction areas for specialised subjects. Less than 50% of schools in KwaZulu-Natal, North West Province and Mpumalanga were equipped with these facilities. The learner : laboratory ratio for each province for schools with secondary grades was also alarmingly high in the Eastern Cape (being a ratio of 911 : 1), Mpumalanga (746 : 1), the North West (670 : 1), KwaZulu-Natal (648 : 1) and the Free State (451 : 1). Effectively, in the Northern Province, 2 291 learners have access to one laboratory.

The national overview of the provision of furniture, equipment and materials to schools shows that 37% of schools in the country have no student worktops and chairs and 38% of schools were inadequately supplied. Based on information provided by the school principals, an estimated 1 167 881 student worktops and chairs, 103 615 teacher chairs and 102 441 cupboards/cabinets were needed for instruction rooms. In terms of the availability of resources needed for administrative purposes, 40% of schools have no desks and chairs, 41% have no cupboards and 55% have no typewriters or computers for their administration departments.

Between 44% and 47% of schools in KwaZulu-Natal, the Free State, the Eastern Cape, the Northern Province and the Western Cape were without sports facilities.

The appalling situation of many African schools, especially in the rural areas, needs urgent attention. The government alone cannot offer enough help – it definitely needs the support of the business/industry sector.
1.2.2 The social context: teachers and learners

Many social problems are affecting our schools at the moment: teachers are in a state of crisis, there is a lack of discipline, the crime rate is high, drugs are used on the school premises, gangsterism is rife, and there are sexual problems such as teenage pregnancies in our schools. With regard to the teachers' crisis, an Idasa report on socio-economic delivery (SAIRR) claims that in 1994 many black primary school teachers, who comprise the bulk of South Africa's teaching corps were under-qualified, and that most African pupils never completed more than eight years in the apartheid school system.

Secondly, rationalisation has also involved adjusting the teacher:pupil ratio to 1:40 in primary schools and 1:35 in high schools. The implementation of this ratio has caused massive disruptions and dissatisfaction because it involved the allocation of teaching staff to schools. Some provinces, in particular the Western Cape, had lower teacher:pupil ratios than others; consequently thousands of teachers lost their jobs, with some schools losing twelve or more teachers. It was mainly the formerly white, coloured and Indian schools across the country which were in similar positions. To make job cuts easier, teachers were offered voluntary severance packages (VSPs), and a redeployment scheme was introduced to secure the jobs of those who did not take packages. Redeployed teachers were to be transferred from advantaged to disadvantaged areas. But the Cape High Court halted this redeployment scheme, which meant that provincial education departments had to continue paying teachers for whom they had not budgeted. The nine provincial education departments are now R5 million in debt.

In June 1998 drastic measures were taken to prevent the country's biggest teacher strike – the first ever to be supported by all the unions in the education sector – which threatened to destabilise the country's mid-year examinations and would have an impact on the performance of millions of pupils (Cape Times: 27 April 1998). In the Western Cape, the crux of the business plan to reduce the chaos in the school system is to rebuild the morale among teachers by assuring them of job security. Temporary teachers, all of whose contracts were supposed to end at the end of March 1998, had to stay until they
could fill permanent vacancies. This plan also meant that no more teachers would fall victim to compulsory retrenchments (*Cape Times*: 13 March 1998).

With regard to the lack of discipline and the use of drugs on school premises, teachers feel intimidated by pupils, gangsters and gang activities in the schools. Many of the schools in Cape Town's black suburbs are being overwhelmed and threatened by gangsterism, and teachers fear for their lives. Most of the 220 schools fall within the 'red zone' areas of Manenberg, Hanover Park, Guguletu, Nyanga, Langa, Crossroads and Khayelitsha, but schools in Elsies River and Belhar were by far the worst off. Schools in red zone areas have a high frequency of vandalism and acts of violence. Armed gangs are making some suburbs no-go areas after dark and residents refuse to venture outside their homes. At night gunfire is often heard, as gangs fight pitched battles.

During the day the schools are the favourite territory for the gangs, who give themselves names like Dogg Pounds and West Siders. Isilimela Comprehensive High School in Langa is among those schools hit hard by gang activity. Incidents in 1998 included the theft of a teacher's car from the school grounds and the mugging of two teachers and a pupil at gunpoint. In May of that same year gangsters entered a classroom and stayed for the duration of a lesson. Isilimela principal said that teachers suspected the unknown youths were at the school to protect fellow gang members who were pupils. Teachers feel so insecure that sometimes, when they suspect that there are people who are not pupils in the school, they are afraid to throw them out because they do not know what they will do to them (*Cape Argus*: 1 June 1998).

The most alarming problem is the high rate of crime in the schools. Oscar Mpetha High School in Nyanga was robbed of R8 000 in school fees earlier in 1998. The principal said the robbery took place about 3pm after the school closed for the day. The front gate was locked, but five armed men came through a broken fence at the back of the school. Two of them walked into the staffroom and demanded the money (*Cape Argus*: 21 January 1998).
Adding to what has been mentioned above is the problem of teenage pregnancies in our schools. The Peninsula Maternal and Neonatal Services, which are responsible for all deliveries in the Cape Peninsula outside of the private sector, have reported annually increasing numbers of adolescent pregnancies. At St. Barnabas Hospital in the Transkei, adolescents constituted 26% of the 1 255 pregnancies in the maternity hospital in the year ending September 1985 (O'Mahony 1987 cited in Chisholm).

Preston-Whyte (1991: 14) quotes from Du Toit's comments that teenage pregnancies in the Western Cape show the same pattern as in many other societies and are, in the first place, a socio-economic phenomenon which is simultaneously a reason for, and a consequence of conditions of poverty and relative deprivation in various fields of life. Conditions of poverty, unemployment and poor overcrowded housing – in short, all the factors that have a bearing on the class institutions and structures of society – were reflected in the biographical background of the girls studied. September (1987: 245) stressed the factors of poor housing and overcrowding as important causes of teenage pregnancies. In fact, all Cape studies mention inadequate housing as important in creating the context in which early sexuality and pregnancy flourish. Furthermore, the problem of sexual harassment in the school has been escalated by the problem of errant teachers. For instance, in Durban this year teachers were found guilty of serious misdemeanours, such as sexual abuse of pupils, alcoholism, 'gross periods' of absence, late coming and early departure from school (Cape Argus: 24 April 1998).

It is evident that the education system needs the assistance of the business sector in order to address these unbearable conditions in our schools. One good example is the town of Owensboro, Kentucky, United States of America; here the communities have devised new means of involving business and government in schools, and the general community has adopted a more long-term view of the nature of school-community relationships. "Project Parent" is an inter-community project established through the Mayor’s Office in Owensboro, Kentucky. Mayor David Adkinson, with the endorsement of a variety of community agencies and businesses, has targeted support for parents as a prime goal for the community of Owensboro. "Project Parent" represents an attempt to do something about dismal demographic statistics on teen pregnancy, infant mortality,
and other troubling trends witnessed by all segments of the community, from law enforcement to schools (Steffy and Lindle, 1994: 10). In the US, some businesses give prizes for both teachers and pupils who have been at school every day.

Brian Wafawarowa's opinion (Mail and Guardian: 17 April 1998) is that the current crisis in education poses one of the greatest threats ever to long-term development, peace and reconciliation in South Africa. The as yet unexpressed truths about the atrocities perpetrated against the South African child through the denial of a decent education are as grievous as what has emerged at the Truth Commission hearings. The casualties of the denial of education are illiterate and ignorant citizens. They have to face life without the necessary skills. The results of such denial are poverty, crime and a crippled sense of identity. A serious effort must be made to address this situation.

Pretorius (1993: 127-130) states that it is only since the 1980s that the greatest pressure has been applied in bringing about and strengthening the ties that should exist between the education system and the working world. However, there are other forms of cooperation and involvement that have existed prior to this time. In the 1980s there was a growing realisation of the importance of the partnership between education and the working world.

In the past, the tendency of school subjects was to move away from utilitarian goals and become more academic. This has led to the belief that schools engender negative attitudes to industry and the business world. Kevin Crompton (as quoted by Pretorius, 1987: 5-6) points out that educationists can no longer ignore social and economical changes. Ignoring these would mean ignoring the responsibility of preparing the youth for the world in which they live. In the 1950s and 1960s, economic and social circumstances were completely different to what they are today. Since the 1960s, however, economic life has undergone a variety of changes, the most important of these being rapid technological change, decrease in large-scale employment by the manufacturing industry, the rise of the information and knowledge industries, and the economic recession and consequent unemployment of youth and adults alike.
According to Warwick (1989: 14) economic behaviour does not take place in a cultural vacuum. Whether we like it or not, industry is very much part of the world in which we live. If education entails helping the young people to understand society as it exists — and there can be few teachers who would deny this — then the industrial element cannot be ignored.

Badenhorst (1989: 414) asks whether the school prepares the child optimally for his entry into adult life. In this respect, Crompton (1987: 7) agrees that we have to recognise that one of the fundamental changes in our society is that knowledge is no longer important in itself. It is no longer possible for one person to have a comprehensive understanding of knowledge in many different fields. What has become far more important, however, is the ability to find and use information. First and foremost, the curriculum of the future requires a greater emphasis on skills and in particular on 'learning to learn'.

Pretorius (1993: 129) points out that the Umwelt of school and work has changed drastically in the past few decades. It is only clear that this change has led to businesses and industries having different needs and requirements from their employees. This different set of needs has led to an increasing frustration with the products of education. The realisation has also been made that the solution does not lie in mutual accusations. The task facing businesses and industries extends beyond merely stating their objectives. The answer lies in mutual involvement in a variety of ways because "schools have as much to offer industry as industry has to offer schools" (Bauham 1989: 11, cited in Chisholm).

In the Western Cape, Education MEC Mr Nick Koornof announced that Western Cape Business (WCB) has agreed to begin an adopt-a-school plan so that companies can boost poor school facilities and resources, and train teachers and parents on how to run schools at an optimum level. This is a very significant move from the side of business. For instance, three major Cape Town based businesses (Engen, Clicks, and Woolworths) are already involved in funding and helping with financial and management training on the governing body project because there was not enough money in State coffers for this
training to be done only by the Department of Education. Professor Chris Gilmour, a maths professor at the University of Cape Town and chairman of the governing body at Pinelands High School said that "it is impossible for the state to provide all schools with the level of support given to advantaged schools in the past. There is not enough to go around, and we accept that, because of our history, we have to find additional funding ourselves." (Cape Times... 27 April 1998)

In the South African situation, the new Ministry of Education in the Green Paper on Further Education and Training (April 1998) acknowledges that co-operative relationships are critical at the institutional level, between FET providers, FET institutions, civil society and employer organisations. Partnerships between the providers of FET, the 'clients' of the system in particular, communities and employers, are of key importance to the provision of relevant and responsive FET programs. Such partnerships need to inform the mission and strategic planning of FET institutions, to help shape the program mix, and influence the design and delivery of FET programs. In addition, partnerships will be crucial in mobilising the human, physical, and financial resources needed for the revitalisation of the FET system.

1.3 Background History of Technical Colleges in South Africa

Technical education in South Africa originated in the industrial revolution in the late nineteenth century and was specifically geared to train skilled white workers for the mines and newly developing industries (Pittendrigh, 1988: 167). On the other hand, industrial education, which precedes the provision of technical education and dates back to the mid-nineteenth century, was the main form in which education was offered to black people by missionary societies (Chisholm, 1992: 3).

Technical education is considered education in theoretical principles, while industrial education is instruction in specific practical skills. Both technical and industrial education are regarded as providing occupational preparation, but for different social classes. Theoretical technical education is associated with a 'superior' class, while
practical industrial education is associated with an 'inferior' class, thereby confirming its low status. In South Africa, the definition commonly accepted in the 1930s and which has persisted into the 1990s, has confirmed both the racial hierarchy established by the mining industry and by the State, as well as the low status of industrial education.

Chisholm (1992: 5-6, 10-11) provides a brief history of technical education in South Africa and posits that the development of technical education in technical colleges can be periodised as follows: from 1884 to 1910 (a time of technical education for white engineers for the mining industry subsequent to the industrial revolution); from 1910 to 1948 (the consolidation of a skilled white working class through technical education); from 1948 to 1976 (the consolidation of a racially based system of technical and vocational education in South Africa); and from 1976 to 1991 (the provision of technical and vocational education for black students). In South Africa a State-led model has been beneficial mainly for white workers.

1.3.1 1884-1910: Technical education for white engineers

The industrial revolution that occurred at the time of the discovery first of diamonds in 1867 and then of gold in 1886, laid the foundations for the development of a modern system of education, which included technical education. The particular form that this revolution took on the Reef shaped the racially-segregated nature of educational development. Railway development in the 1880s and 1890s gave rise to technical classes for apprentices in Durban, Salt River, and the Rand (Pittendrigh, 1988: 108, Malherbe, 1977: 167-8) Reconstruction after the First World War paved the way for more ambitious planning. A School of Mines established in Kimberley in 1896 was relocated to Johannesburg in 1904, and eventually became the University of the Witwatersrand. Its primary purpose was to train engineers and other professionals to serve the growing mining industry.
1.3.2 1910-1948: Technical education for skilled white workers

As a result of the class and racial structure on the Witwatersrand, there was a need for technically proficient managers and directors, but also for skilled (male) workers. Universal education incorporating the white working class was seen to create this base for industry. Manual unskilled work for the mines was viewed as the preserve of African people, and schooling or training was not considered to be particularly important. In tandem with the creation of free, compulsory schooling for white people, attention was also paid to the development of technical, commercial and industrial education. An advisor to the Union Education Department on Technical Education was appointed as early as 1914, with national technical examinations instituted in 1916 (Pittendrigh, 1988: 112). By 1916, then, a basic system of technical education for whites had been set in place. There was at this stage no technical, let alone free, compulsory education for blacks.

According to Bot (1988: 1), technical colleges from their inception developed largely along racially segregated paths. Until the Higher Education Act (Act No 30 of 1923), by means of which central government exerted some control over certain technical colleges, little mention was made of race, but it seems that technical schools catered for whites. After this Act had been passed, the government established six additional technical colleges for whites, namely on the Witwatersrand (1925) (which also developed several branches), at Port Elizabeth and East London (1926), in Pretoria and Pietermaritzburg and also in Bloemfontein (1929) (Chisholm, 1992: 7) These all enjoyed relative autonomy.

These colleges were allowed to offer separate classes for other races. The first courses for coloured students were run by the Cape Technical College from 1929. In 1927 the Minister of Education asked the Council of the Natal Technical College whether it would provide classes for Indians. It refused, pleading lack of finance, but in 1929 the Natal Teachers' Society started part-time technical classes, assisted by the principal of the college. Indians were also allowed to attend courses at the white technical colleges in
Pretoria and Cape Town, as well as at the coloured technical college in the Transvaal (as there were no facilities for Indians in the Transvaal Province at the time).

1.3.3 1948-1973: Consolidation of a racially based system of technical and vocational education in South Africa

When the National Party came into power in 1948, technical college education was to be affected in two ways: firstly, the colleges were made more amenable to Afrikaner Nationalist interests, and secondly, technical education was subordinated to Bantustan policy. Education for the African youth was vocationalised through the system of Bantu Education, which sought to make African education more 'relevant'. Framed in terms of relevance to the community, African education was indeed closely tied to the labour market and made more 'relevant' mainly to agricultural and mining interests.

From 1948 onwards trade institutions were established for Africans in the homelands, and artisanship was restricted to those who had homeland citizenship. Africans also attended some part-time classes at white technical colleges outside the homelands and at the Indian M L Sultan Technical College in Natal (Bot, 1988: 1).

In order to make technical colleges more accessible to white Afrikaans-speakers, they were brought under central State control, and their powers were delimited in such a way that the work of college councils on which local city councils and industries were represented, was virtually reduced to rubber-stamping decisions already made by officials in Pretoria (Malherbe, 1977: 207). Rulings were made to ensure that the medium of instruction in many of these colleges was Afrikaans, and increased attention was given to training white Afrikaans-speaking personnel for the Public Service.

Increased government control over education put an end to the limited use of colleges by other races. The Vocational Education Act, No 70 of 1955, transferred the maintenance, management, and control of technical colleges and state-aided vocational schools to the government. Part-time classes for Africans at Technical colleges were stopped, and ML Sultan was debarred from accepting African students. Indian and coloured education was
at this stage still administered by separate departments of the white provincial administrations in Natal and the Cape respectively.

1.3.4 1976-1992: Technical education for black workers

The students' revolt in 1976, crystallising a deep 'organic crisis' in the State and the economy (Saul and Gelb, 1979), provided a turning point in State commitment (at least at a rhetorical level) to the provision of technical education for black people. The development of technical education for black students in technical high schools, technical colleges, and technikons became a major priority.

This coincided with the emergence internationally and locally of the 'new vocationalism'. In the early 1980s the need for a more highly technically educated populace in South Africa was couched in the language of 'vocationalism'. In 1981 the De Lange Report recommended that:

"...the provision of education be urgently and drastically changed to establish a differentiated system for the provision of education in which 50-80% of the pupils will require vocational education before standard ten (HSRC, 1981: 35, cited in Chisholm)."

Although the main recommendation of the De Lange Commission for the establishment of a single Department of Education was rejected by the government White Paper, its recommendations concerning technical and vocational education were not ignored. While enrolments at technical colleges increased after 1981, curricula at black secondary schools became 'career-oriented' at a lower level (Donaldson, 1987: 12).

At the level of technical colleges, there were some, but by no means far-reaching changes in provision and enrolments. The historical advantages given to white institutions and the expansion of technical colleges for African people within a separated development framework ensured, however, that inequality of provision is still a feature of the current map of technical colleges. By 1990, there were less than half as many technical colleges for African students than for white students.
Black students currently enrolled for vocational courses at technical colleges comprise about one quarter of black senior secondary pupils. In 1991, despite the increasing number of technical colleges, and an expansion of enrolments from 5% in 1980 to 15% in 1988, African student enrolments were only about a third of that of whites.

1.3.5 1994 - Equal access to educational institutions

From 1981 up until 1994, technical colleges were governed under the Technical College Act, No 104 of 1981. In 1994 when the new Government of National Unity (GNU) came into power, Section 32 of the White Paper declared that in education every person shall have the right:

- to basic education and to equal access to educational institutions;
- to instruction in the language of his or her choice where this is reasonably practicable;
- to educational institutions based on common culture, language or religion, provided that there shall be no discrimination on the grounds of race.

Notably Section 32 says that every person shall have the right to basic education and equal access to educational institutions. A comment made in the Financial Mail posits that this right will almost certainly be unenforceable for some years, perhaps forever (Maree, 1995: 48).

In 1994, the GNU removed all the laws of discrimination in all South African institutions. Technical colleges are administered under the Provincial government. For instance, Western Cape technical colleges are governed under Act No 12 of 1994, the Western Cape Technical Colleges Act. There are two types of technical colleges – public and private colleges. Public colleges are divided into state and state-aided colleges. The goal of a technical college is, firstly, to provide post-school vocational educational qualifications to students older than sixteen years of age; and secondly, to offer other
formal instruction programs and informal programs with a view to the development of a skill in the particular vocational practice, or a social or recreational skill.

Technical colleges do not cover the same fields as technikons, teacher training colleges, or universities. Technical colleges make provision for classes on a full-time or part-time basis. This arrangement makes it possible for a student who cannot attend day-classes to attend evening classes. Courses offered by technical colleges fall into two categories: courses terminating with written national examination and the issue of a national certificate, and self-supporting or non-examination courses.

Nationally, technical colleges are classified in the Further Education and Training band (Appendix 1). The Further Education Training Bill (1998) proposes a single co-ordinated further education and training system, which promotes co-operative governance and provides for program-based further education and training.

1.4 Structure and Design of this Research: Conditions for Successful Partnerships to Exist

In this research report, I will use Stan Hardman's (Director: The Institute for Partnerships between Education and Business in South Africa for Independent Development Trust) recommendations with regard to all partnership work, in order to evaluate the existing partnerships between three technical colleges and the business/industrial sector in the Western Cape. Hardman (IPEB for IDT, 1996: 5) proposes the following necessary conditions in order for successful partnerships to exist:

Successful education and business partnerships need to have a policy framework that guides the mutual interests of both education and business. Secondly, both education and business should identify areas of overlapping 'self interest' or mutual interest. In the light of the two points made earlier, Stan Hardman believes that at this stage partnerships need champions who have developed insight into their potential. Partnerships need to focus on issues in which both education and business see individual benefit to
themselves. Lastly, partnerships need serious commitment, dedicated time and resources to be effective. This section will be fully discussed in Chapter Two, the literature review.

1.5 Research Methodology

The methodology of the research project will be dealt with more fully in Chapter Three, while the report on and interpretation of the findings of the investigation will be covered in Chapter Four.

The research has been conducted through a qualitative research method; this means that findings were not arrived at by means of statistical procedures or other means of qualification (Strauss & Corbin, 1990). As this report examines the existing education and business partnerships, it was important to know the history of the technical colleges in the Western Cape, and that is why qualitative research methods have been used. The necessary information was gathered through interviews and questionnaires.

Interview questionnaires were used to collect data where it was impossible to use tape-recorders. Interviews were conducted with the management of the institutions (both of the technical colleges and business/industry companies), with students and with public relations officers who deal with student affairs. Informal interviews were conducted previously, when the researcher introduced herself to the three technical colleges that were used in the case studies. Formal interviews were conducted thereafter, using through structured questions in order to save time. Subsequently, the gathered data was analysed and interpreted in relation to Hardman's framework in order to ascertain the existing relationships and linkages between Western Cape technical colleges and the business/industry sector.

Chapter Five concludes the study by making general observations on what has been said before. It includes possible recommendations for future Education-Business Partnerships in terms of policy and strategy, as well as proposals for future developments. Developing a successful Education-Business Partnership is not an easy task, partly because there are
no hard and fast rules and structures in place. However, there are certainly conditions and guidelines, which should be applied by those who wish to use partnerships as vehicles for educational improvement.

Successful Education-Business Partnerships need to have a policy framework which guides the mutual interests of both education and business. For instance, in the UK, partnership work forms part of the broader curriculum theme of economic and industrial understanding. Thus the basic organising principle is a managed "school-to-work" progression which facilitates learners going into the marketplace better prepared to meet its demands.

In the South African context, significant partnership work through the NETF (National Education and Training Forum) has led to our own NQF (National Qualifications Framework) which provides a coherent plan for education and training. This broader framework demands better articulation, and hence communication between education and labour ministries in the production of a coherent Human Resources framework for the country. This framework not only has to meet the needs of the future economy, but must also recognise that prior entrance of the workforce into learning pathways plays a critical role in policy thinking. RAP also attempted to draw all stakeholders into a process of collaborative effort in nation building (Hardman, 1996:6).

Secondly, both education and business should identify areas of overlapping 'self interest' or mutual interest. A partnership is not a one-way process, but should rather be a win-win situation, and it should not be taken for granted. If education is seen to be the only one benefiting, we are talking about business subsidisation, support or sponsorship, not partnership. Its benefits need to be clearly articulated to ensure that there is mutual understanding and influence. In the end, both education and industry must be positioned in such a way that they can help each other to their mutual benefit and to the benefit of society and the economy. Fundamentally, joint education-business/industry activities are geared to achieving better education, which is to the benefit of everyone (Swanson, 1992: 38), (Marsden, 1989: 5-6), (Jacobs, 1992: 35).
Schools need to be convinced that there is a benefit for themselves, organisationally, to 'partner' business and in so doing to learn from the culture and the ethos of productivity which drives business. They need to be convinced that the curriculum can be enhanced through developing programs and projects collaboratively.

On the other hand, business works within fairly rigid time frames and therefore looks for short-term interests when it comes to education. While most businesses will agree that the school provides for their future human resource pool and houses the emerging client and customer base whom they will serve, these things are seen as somewhat intangible within business planning. Their contact with schools is usually through letters requesting donations, which is not particularly helpful to the notion of partnership.

In the light of the two points made above, Stan Hardman believes that at this stage partnerships need champions who have developed insight into their potential, and who are prepared to play a leadership role both in promoting partnerships and in participating in developing models of excellence.

Successful partnerships need to focus on issues where both education and business see the individual benefit to themselves, and how their common activities are increasing their synergy. Partnerships are in essence a search for synergy based on mutual understanding. Synergy is the achievement of that additional benefit which accrues to a number of systems when they coalesce to form a larger system – or to use a time-honoured phrase "that the whole may be greater than the parts" (Woolhouse, 1991: 9). Pretorius (1993: 132) believes that, as in any partnership the partners have certain expectations and needs which must be fulfilled. It is essential that the partners are aware of each other's expectations in order to try and comply with them.

Furthermore, partnerships are about doing things differently and unlocking creative energy. But they need the time and commitment of busy people in order to be effective. For partnership work to be worthwhile, they need to build up critical mass. They also need to provide individuals with ways of doing their work differently, rather than giving them more work.
Lastly, Hardman maintains that partnerships need **serious commitment, dedicated time and resources to be effective**. Thus a partnership needs to be premised on a **business plan** with commitments being made at the outset. Partnerships are about teamwork, with teams made up of schools, education departments and business partners. Training programs which allow participation on an ad-hoc basis can at best allow only for conceptual learning and do not stand much chance of real implementation.
CHAPTER TWO

LITERATURE SURVEY

2.1 Introduction

In this chapter I would like to discuss the literature survey I have conducted. I have selected certain current theories that I have found to be relevant to this research. The main thrust of my report is why education should have a partnership with business/industry. I will thus examine the necessary conditions for successful Education-Business Partnerships (EBPs), with particular reference to the nature of business/industry partnerships with three technical colleges in the Western Cape.

2.2 Why is an Education-Business Partnership important?

2.2.1 Background History of Partnerships

Education-Business Partnership is still a new pilot field in the world. This movement began in the 1970s in Western European countries and in the United States. In the United States they were intended to provide equal opportunities for disadvantaged and demotivated learners. The motivation of EBPs in the United States is to act as 'organizational change agents', to assist with various school improvement goals, and to commit all partners to change systematically their approach to education (Richardson, 1992: 87) (Byrne, 1992: 24). In France, Germany and Australia EBPs are aimed at improving the quality and appeal of vocational education (IPN-Report, 1992: 9).

The problems associated with an unskilled workforce have recently also been seriously considered in the United States. Many of the young people leaving America's high schools are not equipped with the skills they need to perform the jobs created by our competitive economy. Too often they flounder about in the labour market, wasting a
decade or more in intermittent, low-paying jobs. Workers become discouraged because their paychecks and progress fall short of their hopes and expectations. Employers become frustrated because they cannot find workers who are adequately prepared for today’s more demanding jobs. And in the end the nation becomes weakened, because productivity is low, which hampers their ability to compete in the world market (Lehigh Valley Business-Education Partnership, 1996).

In Britain, the watershed of partnership development came about in the late 1980s and early 1990s. The government was the driving force behind it, bringing radical reform into the education service and critical interventions into schools during the 1980s (Gibbs, 1991: 48).

However, in the context of South Africa as a developing country, in the past involvement in improving educational effectiveness was seen as an attempt to subvert the status quo. The idea that business could become a part of education began in the 1980s. For a long time South Africa had been for a long time facing the problems of inequality – not only education but also of health, welfare and standards of living – between races and areas. There are also big business and economic problems such as low-quality products, a high rate of unemployment, a high crime rate, and poorly trained or educated managers and workers.

The international funders come from the following countries:

- Danish
- Swedish
- American
- British

Local funders include, for example, oil companies such Shell, Caltex and B.P., and life insurance companies such as Norwich, Southern Life, Old Mutual and Metropolitan, as well as many others such as ESCOM, ISCOR, Murray and Roberts and Anglo-American. Both these international and local companies realized the potential and
capacity of students, especially those from the disadvantaged communities (primarily blacks in South Africa).

The world of business recognised that it was vitally important to improve education so that business and industry could grow. Funders realised that a greater emphasis on education as a broader social concern was not only the preserve of the State. The funder would identify individuals at student level, especially in Matriculation, and then the successful students were given bursaries and scholarships to enable them to further their studies. In return, some companies would have a contract with students to work for them for a certain period of time (Richard Todd, Interview: 30/10/1997).

The old style of intervention by NGOs or business, therefore, was to avoid as much as possible any direct contact with the education authorities. As from 1992, this situation has been reversed. This has come about because of major transitions in virtually all sectors of society, most importantly the transition from authoritarian rule towards a democratic system, and the transition from a segregated to a non-racial society.

Particularly since the 1980s the private sector, developing agencies and NGOs were drawn into a broader spectrum of partnership, in which communication and abolition of deep-seated prejudices had become essential. The potential of our creative energy and cultural diversity could present a comparative advantage for South Africa in the modern world (Pretorius, 1993: 147), (Lee, 1991: 10), (Bengu, 1995: 7), (Technology Reconstruction Colloquiums, 1991: 40), (ANC and COSATU's Framework for Life Long Learning, 1993: 15-16).

However, in South Africa the situation among educational institutions is very different from the situation in other countries, other because the former government segregated the races. The new government has inherited a huge apartheid backlog and has struggled to improve the educational situation. But government no longer has sufficient funds, with 90% of the education budget spent on spent on teachers' salaries alone, and education already the highest expense in the budget (The Teacher, September 1997).
There seems to be no other solution but for the private sector rather than the government to invest their money and equipment in schools.

In the newspaper, *The Teacher* (Vol. 2, No. 8, October, 1997), the partnership is described as follows:

The overwhelming evidence suggests that partnerships are mostly conceptualized as an enabling strategy for the State to implement its social project of equality and redress. The present government inherited the apartheid backlog and does not yet have the resources or the capacity to deliver the social services and programs it wants to provide. Thus the role of non-governmental partners from civil society and the private sector is to fill in on behalf of government.

### 2.2.2 Definition of Partnerships

A partnership is a contract between two or more parties whereby each contributes or undertakes to contribute towards an enterprise to be carried on jointly by them with the object of making a profit and sharing it between them. Each party must bring, or undertake to bring, something into the partnership for the common benefit, for example, money, property, labour or expertise (Shamrock, 1996: 313).

According to Cicero (1996: 23), a partnership is a two-way trading relationship: it is not only about industry working with education to help improve the latter's performance. It is also about education helping industry to improve its performance. The vision for the Education-Business Partnership, therefore, is to make a significant contribution to everyone's standard and quality of life (Marsden, 1992: viii).

In some parts of the world, notably the 'developed' world, the notion of partnerships is fairly well conceptualized; it is understood to include focusing on building relationships between schools and companies at various levels, with the specific intention of adding 'streetwise' experiential learning as a dimension of the curriculum. This includes school
principals and teachers learning how things are done in the world of business and industry, how organizations are managed in the private sector, and how learning takes place in the workplace.

It is also about business enriching learning in schools by giving of their time and their resources. The overarching idea is to assist schools in their organization and processes to reflect the working place of the future information age, and not to model their practice on the factories of the industrial era. At best a partnership is about reflective life-long learning, suited to the changing needs of the individual. Such practices are seen by educators to add variety and relevance to the school program (Hardman, 1996: 2).

Susan Meyer from National Business Initiative (NBI), talking from practical experience said in a seminar that 'partnership' can be a 'soft, sweet-talk' term which fits in very well with the sentimentality of the current South African socio-political nation. In practical terms it is of limited use as a conceptual basis for collaborative projects. In many cases it would be helpful if the actual nature of the relationship is acknowledged, for example, a contractual relationship (Meyer, 1997:3).

2.3  Aims and Benefits of Education-Business Partnership

In this section I would like to describe the aims and benefits of Education-Business Partnerships on each position as the following:

2.3.1  Aims of Partnership

The main reason for business involvement in education is that,

the health and vitality of society and thus the maintenance of the optimum conditions for business to prosper, are dependent on the effectiveness with which society educates its young (and not so young) and this generates itself. (Marsden and Priestland, 1989: 1)
According to Meyer (1997: 2), a rationale for business involvement in education, particularly schooling, is to promote a sound general education that can be the basis for further training and skills development. A sound skills base is critical for effective and competitive functioning of companies. Economic growth and productivity depend on a stable society.

Hardman (1996: 2) states that from the business perspective there are a whole range of motivations, from being seen to be involved in the community, to a belief that they are fostering global competitiveness.

Partnerships between education and business offer opportunities to make education more relevant to life and work, to raise standards and levels of attainment, to raise enterprise awareness and industrial understanding amongst teachers and students, and to inform and develop advice and counseling so that individuals are better placed to build and use their skills in the workplace.

2.3.2 Benefits of Partnership

Partnership is not a one-way process, and it should not be taken for granted. Its benefits need to be clearly articulated to ensure that there is mutual understanding and influence. In the end, both education and industry must be positioned in such a way that they can help each other to their mutual benefit and the benefit of society and economy. Fundamentally, joint education-business/industry activities are geared to achieve better education, which is for the benefit of everyone. (Cicero quotes from Swanson, 1992: 38), (Marsden, 1989: 5-6), (Jacobs, 1992: 35).
2.3.2.1 Student Benefits

An Education-Business Partnership:

- makes it possible for students to choose from a wide range of occupations and educational opportunities;
- enables students to get personal assistance in attaining education and career goals and to have more opportunities or good jobs after graduation;
- enables young people to have first-hand experience of working life whilst still at school; and
- raises the motivation, self confidence and performance links of students.

2.3.2.2 Business/Industry Benefits

In an Education-Business Partnership:

- Employers gain access to an expanded pool of qualified applicants;
- Employers get better educated, trained and enterprising workers and a future workforce which is well prepared and qualified for the demands of working life in a rapidly changing society;
- The society as a whole becomes better educated, providing a higher quality pool of potential recruits for business/industry;
- Businesses have an excellent chance to invest in a thriving local community;
- The quality of life in the community can be improved, resulting in better relations and attitudes both towards the particular firm involved and its products, and to industry in general;
- Employers can encourage staff development for a better understanding of their work;
- EBPs lead companies to examine their own practices when they are exposed to questioning by pupils and teachers during investigative visits; this is particularly relevant in the case of equal opportunities practice, which is an aspect of
organizations where awareness in some schools tends to be much more acute than in most businesses;

- Business and industry are granted an opportunity to influence the development and implementation of a school curriculum to meet industry requirements.

The fundamental reason for business to collaborate with education is that the future success of all businesses depends on the vigour and prosperity of the society in which it takes place (Marsden, 1989: 6).

2.3.2.3 Education Benefits

- Teachers and staff are provided with an opportunity to develop new skills and gain a broader understanding of the local business world.
- They can participate in opportunities for professional development from recruitment to retirement.
- Education-Business Partnerships increase college placement and employment rates of graduates.
- They create a richer curriculum through wider contacts with industry.
- Schools reduce their drop-out rates, improve attendance and increase enrolment.
- Education-Business Partnerships raise the level of motivation and self-confidence of young people to meet the challenges of a highly technological society.
- Schools have an opportunity to gain valuable support from business and organizations in the local community.
- Education institutions as well as businesses have a chance to build even closer ties with the community.

2.3.2.4 Government and Community-based Groups

- These groups can participate in the development of a skilled workforce.
- Education-Business Partnerships enhance the employability of all youth.
They stimulate local economic growth through an expanded skilled workforce and taxpayer base.

2.4 Different Types of Partnerships

In this section, I will describe the various types of partnerships that can and do exist between education and business.

Partnerships raise standards across the whole curriculum by providing a resource, environment and context outside the school, increasing pupils' confidence and motivation, developing new capabilities and skills, improving teaching styles and methods of learning, and inculcating a better understanding of industry (Cicero, 1996: 36).

On the other hand, schools need to be convinced that there are benefits for themselves organizationally to 'partner' business, and in so doing, to learn from the culture and the ethos of productivity which drives business. They need to be convinced that the curriculum can be enhanced through developing programs and projects collaboratively (Hardman, 1996: 7).

2.4.1 Resource Centres

Resource centres can address a number of issues, such as school governance, sharing of resources, computer literacy, literacy classes, teacher development, in-service training for teachers, and other educational concerns. This involves a number of stakeholders, namely the parent community, teachers, pupils, education development agencies, business and other role players with an interest in education.

Business can help in the delivery of facilities and services by using the existing resources; for example, Southern Life Insurance Company share their sports facilities with Westerford High School in Newlands.
2.4.2 Curriculum Development

Curriculum development needs the participation of all the stakeholders, especially teachers. Teachers have a role to play in curriculum development and should be actively engaged in these processes. In order to have a successful curriculum, business must also be involved and give guidance to the plan.

2.4.3 Teacher /Staff Development and Workshops

Some companies offer workshops for teachers/staff such as computer, technology and financial management training, so that teachers can thereafter teach their students the skills and knowledge which they have acquired in these workshops.

In the US, there are many organizations such as 'The Utility Connection', which help in staff/teacher workshops for development. Most utilities are willing to work within the needs and limitations of the local school districts to arrange half-day, full-day, or evening workshops in order to familiarize teachers with their resources. Many companies offer stipends to enable teachers to share more easily their knowledge with colleagues. Workshop demonstrations introduce teachers to process skills, and show them how to transfer what they have learned to their students. Many workshops provide materials and instructions for hands-on activities.

The staff development program includes teacher placements in the companies. Teachers express amazement at the freedom and the time to think which they find in business. Even so, teachers report a renewed enthusiasm for teaching and a revitalized commitment to their profession. They are anxious to return to the classroom to share their experiences with their students.
2.4.4 Mentoring, Internship and Work Experience

In the US, many companies realized that the young people leaving America's high schools are not equipped with the skills they need to perform jobs created by the modern competitive economy. They therefore provide learners with mentoring and internship to allow them to gain work experience.

In the US program called "Scientific Work Experience Programs - Teacher-Focused Partnerships", over 5 000 teachers have participated in approximately 85 scientific work experience partnerships around the country since 1983. Approximately $ 7.2 million was distributed in 1992 to teachers employed by partner companies. Over 400 companies, 35 government laboratories, and 100 universities employed teachers for four to ten weeks in 1992 (IISME survey: 1991).

Some work experience programs are tied directly to programs that prepare teacher leaders in the schools. Having experienced a culture in which isolation is not the rule, teachers place new value on collegiality and teamwork in the academic workplace.

2.4.5 On-Site Visits

The "Utility Connection Program" in the US allows students to tour generating stations and customer service centers. Some companies have visitor centers especially designed to offer hands-on experiences relating to energy awareness, energy production and consumption, energy conservation, and careers (Sprague and White, 1992: 18).

2.4.6 Class-Room Presentations / Materials

Representatives from the above-mentioned "Utility Connection Program" in the US visit classrooms and conduct presentations on a variety of energy topics for students. Companies also offer bulletin board kits, posters, lesson plans, and reference materials in classroom quantities to help even the busiest of teachers enhance their instructional program (Sprague and White, 1992: 18).
2.4.7 Bursaries and Scholarships

This is a very popular kind of partnership between students and business. The downside is that the funds are directed to institutions and that those institutions have certain criteria governing the allocation of bursaries and scholarships. The common criterion is to look at the learner's/student's merit, and disadvantaged students are usually given priority.

2.4.8 Donations and Sponsorships

These types of programs are very common in schools. Usually, education is seen to be the only one benefiting. Schools see business as being well-resourced, and that they can offer very little to business. Many companies in South Africa, especially the Oil and Insurance companies, often give donations and sponsorships to schools and higher educational institutions.

2.5 Necessary conditions for successful partnerships as recommended by Stan Hardman

Developing a successful Education-Business Partnership is not an easy task, partly because there are no hard and fast rules or pre-existing structures in place. However, there are certain conditions and guidelines, which should be applied by those who wish to use partnerships as vehicles for educational improvement.

In this research report, I will use Stan Hardman's recommendations with regard to all partnership work, in order to evaluate the existing partnerships between three technical colleges and the business/industry sector in the Western Cape. Hardman (IPEB for IDT, 1996: 5) proposes the following necessary conditions for successful partnerships:
2.5.1 Successful education and business partnerships need to have a *policy framework* that guides the mutual interests of both education and business. For instance, in the UK, partnership work forms part of the broader curriculum theme of economic and industrial understanding. Thus the basic organizing principle is a managed "school-to-work" progression which facilitates learners going into the marketplace better prepared to meet its demands.

2.5.2 Secondly, both education and business should *identify areas of overlapping 'self interest' or mutual interest*. Partnership is not a one-way process, but it should be a win-win situation, and it should not be taken for granted. If education is seen to be the only one benefiting, we are talking about business subsidisation, support or sponsorship, not *partnership*. Its benefits need to be clearly expressed to ensure that there is mutual understanding and influence.

In the end, both education and industry must be positioned in such a way that they can help each other to their mutual benefit and to the benefit of society and the economy. Fundamentally, joint education-business/industry activities are geared towards achieving better education, which is to the benefit of everyone (Swanson, 1992: 38), (Marsden, 1989: 5-6), (Jacobs, 1992: 35).

2.5.3 In the light of the two points made above, Stan Hardman believes that, at this stage, partnerships need *champions* who have developed insight into their potential, and who prepared to play a leadership role both in promoting partnerships and in participating in *developing models of excellence*.

Further, partnerships are about doing things differently and unlocking creative energy. But they need the time and commitment of busy people in order to be effective. For partnership work to be worthwhile, they need to build up critical mass. They also need to provide individuals with ways of doing their work differently, rather than giving them more work.
2.5.4 Successful partnerships need to focus on issues where both education and business recognize the individual benefit to themselves and how their common activities are increasing their synergy. Pretorius (1993: 132) believes that, as in any partnership, the partners have certain expectations and needs which must be fulfilled. It is essential that the partners are aware of each other’s expectations in order to try to comply with them.

2.5.5 Lastly, Hardman maintains that, partnerships need serious commitment, dedicated time and resources in order to be effective. Thus a partnership needs to be premised on a business plan with commitments being made at the outset. Partnerships are about teamwork, with teams consisting of schools, education departments and business partners.

2.5.6 Monitoring and Follow-up: These are central to the dynamic of "real teams in real contexts". Teams need to be monitored by support structures that are built into the projects themselves. To be highly effective, they need to be accessible to the teams, and feedback must be given on a regular basis.

2.5.7 Evaluation: Partnerships need an independent person hired by the partners to evaluate whether the partnership meets their respective objectives.

2.6 Barriers and Constraints to Education-Business Partnerships

There has been long-standing mutual mistrust between educational institutions and businesses/industries. Educators have long criticized industry for being too shortsighted, too self-interested, and often refusing to collaborate. Teachers and administrators accuse industry of wanting to turn secondary schools into narrow technical trade institutions with little regard for the necessity of a broad educational experience. Complaints from industry, on the other hand, are not only about deficits in academic preparation, but about a lack of work ethic as well.
Opposing views on school reform efforts also constitute a barrier between companies and dominant forces within the educational community. Cicero (1996: 60) quotes from Marsden (1996: 6) and Swanson (1992: 48) to the effect that barriers can range from the following: industrialists having a fear of schools, a fear of failure, prejudice or anti-teacher feelings, difficulty finding or justifying the time involved, sheer ignorance of education, low value placed on human resource development, to too much focus on short-term business or educational priorities.

Susan Meyer (1997: 2) mentions the following problem in business support for education in South Africa, viz. that considerable investment has yielded questionable returns in terms of impact. Active involvement in education programs can be very time-intensive, especially when dealing with dysfunctional schools.

Margaret Pascoe (1991: 15) argues:

I think that many business people are concerned that if they become involved with schools they may be locked into something that interferes with business... In fact, flexibility in our changing world is an important skill to pass on to students and teachers.

Stan Hardman (1996: 5) expresses the thought that:

The question of what schools can give to business is even more problematic from the perspective of the school. Schools see business as well-resourced and having interests very different from the school. From the other side of the fence, business work within fairly rigid time frames and therefore looks to short-term interests when it comes to education.

While most businesses will agree that the school provides for their future human resource pool and houses the emerging client and customers base whom they will serve, these things are seen as somewhat intangible within business planning. Their contact
with the school is usually through letters requesting donations, which is not particularly helpful to the notion of partnership.

Despite all the obstacles or constraints mentioned above, partnerships have mushroomed all over the world, indicating that business and education have only recently begun to realise the importance of the attitudes of others towards them and of the need for working together. Since the 1980s a steady demand for industrial involvement in education has led to a re-examination of the rationale behind school industry ties, and since then the demand for industry involvement in Britain's education system, for instance, has considerably outstripped supply (Marsden, 1989: 1).

Education-Business Partnerships evoke the idea of a marriage of mutual agendas. Like any other marriage, it is full of problems but there are also moments of 'happiness' or experienced benefits. As Atkin (1991 cited in Marsden 1992) pointed out:

Partnerships are fragile entities that are not institutionalized but depend on good will, trust, and the belief that partnerships are a necessary investment in the future, and that they will make a difference.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Methodology

The investigation is about the necessary conditions for successful Education-Business Partnerships (EBPs), with the fundamental purpose of identifying the nature of business/industry partnerships with three technical colleges in the Western Cape, and to establish the quality of such partnerships and the problems affecting this quality. The research will try to answer the following question: What kinds of partnerships already exist between education and business? Furthermore, this research report will gather information about past innovations in this regard, examine what changes have been proposed by the new government pertaining to technical colleges, and explore whether the partnerships proposed by the Ministry of Education will function effectively.

The first part of the research report examines the existing partnerships to see whether there are in fact any partnerships at all. The reason for using the technical colleges is that, by their very nature, they already have a relationship with business. Part of technical college education involves practical work and apprenticeship. Accordingly, they need to place students in the workplace. Therefore technical colleges need to have ties with business/industry to provide for the placement of their students as part of the curriculum. Students only qualify for their diplomas once they have completed the practical section of their studies.

The second part of the research report will consider the changes proposed by the new Ministry of Education and what these changes mean for the present nature of technical colleges. The necessary information was obtained from the following relevant documents, namely:

• the Curriculum Framework for General and Further Education 1995,
the White Paper on Education and Training 1995,
the Green Paper on Further Education and Training 1998,
the Further Education and Training Bill 1998, and
the Western Cape Technical Colleges Law, No 12 of 1994.

The study dealt with the following three technical colleges:
- Western Cape Technical College which used to be under the ex-House of Assembly (HOA) which administered the white education system;
- Athlone Technical College under the ex-House of Representatives (HOR) which administered the coloured education system; and
- Sivuyile College under the ex-Department of Education and Training which administered black education in the Republic of South Africa.

I chose these three technical colleges because they represent the old differential apartheid system and because I intended to investigate whether the apartheid system had an influence on the ties between businesses and technical colleges.

The research further explored the history of these different technical colleges, as well as the demographics and economic conditions of each technical college in the light of their different community backgrounds, namely, black, coloured and white communities.

3.1.1 Why Qualitative Methods?

In conducting the research at the colleges, I presented myself and my research aims. I tried to gain interviewee co-operation in the data collection process, which demanded a considerable amount of their time. Moreover, because the topics covered concerned sensitive political issues and were likely to touch on difficult periods in the life history of the institutions, it was important to establish a climate of trust. I also asked the interviewee for permission to use a tape-recorder for later analysis, because note-taking can be more obtrusive than tape-recording (Sapsford & Jupp, 1996: 113).
Ractcliffe (1988 cited in Phillips, 1990: 27) makes the important point that facts are determined by the theories and methods that generate their collection: in other words theories and methods create the facts. The theories that come from one's own ideological stance influence the interpretation of facts. Bogdan and Biklen (1983: 31) argue that this interpretative emphasis is usually regarded as belonging to ethnographic research.

Qualitative approaches depend on an ethnographic point of view. This implies that an understanding of the meaning of events and interaction in a particular situation is required. What is needed is an interpretative understanding of human interaction.

Bogdan and Biklen (1983: 31) express the ideas succinctly as follows:

Phenomenologists believe that for human beings multiple ways of interpreting experiences are available to each of us through interacting with others and that it is the meaning of our experiences that constitute reality; reality is consequently socially constructed.

3.1.1.1 Subjectivity and Qualitative Research:

Neither subjectivity which generates qualitative research, nor objectivity which generates quantitative research, has exclusive ownership of truth. Validity is gained by carefully gathered evidence, and this does not guarantee that the results of queries have complete certainty (Goldblatt, 1995: 52).

Schofield (1990: 223) highlights an important factor in qualitative research. She states that if one reduces the individual descriptive material provided in many case studies to uniform and quantifiable data, one risks ignoring unique factors that may be crucial to understanding specific cases or kinds of cases.

Furthermore, a quantitative approach tends to concentrate on outcomes and measurable results rather than process. Bogdan and Biklen (1983: 29) give a useful example to illustrate how important process is in research:
The qualitative emphasis on process has been particularly beneficial in educational research in clarifying the self-fulfilling prophecy.

Because qualitative research is more individualistic, researchers tend to analyse their data inductively. In other words, they focus on particular instances rather than making abstract general rules beforehand (Goldblatt, 1995: 55).

Bogdan and Biklen (1983: 28) state that researchers who are orientated to a more subjective point of view as discussed above, will gather more qualitative data. They will take into account a particular setting because they are concerned with the context. The collected data is in the form of words or pictures rather than numbers, and the natural setting is the direct source of data.

3.1.1.2 Ethical Considerations

An important aspect of qualitative data-gathering, particularly of the type that I used, namely the actual words of interviewees (rectors, vice-rectors, training officers, public relations officers), concerns the ethics of the situation. I have discussed this with the interviewees prior to interviews, and have explained the format of my research to them. Some people are reluctant to have their names published and used. I have respected this at all times and, when necessary, did not quote the names of interviewees or use the tape recorder, but rather took notes as the interviews progressed.

Having considered some of the issues concerning qualitative research, I shall now discuss one of the two main branches of qualitative research methodology, namely Ethnography, as well as its strengths and limitations.

3.1.1.3 Ethnographic Research

Woods (1996) states that the aim of ethnography is to uncover the individual's beliefs, values, perspectives and motivations. The emphasis is towards a more individualistic and qualitative approach as opposed to a positivist orientation.
Hitchcock and Hughes (1989: 52) distil the characteristics of ethnographic research as follows:

1. The production of descriptive cultural knowledge of a group.
2. Descriptions of the activities in relation to a particular cultural context from the point of view of the members of the group themselves.
3. The production of a list of features that constitute membership to a group or culture.
4. The description and analysis of patterns of social behaviour.
5. The provision of, as far as possible, insider accounts.
6. The development of theory.

With reference to the last point, Kantor (1984: 74) sees ethnographic studies as attempts to generate rather than test theory. Ethnographers may shape, alter or refine their investigations as they proceed.

Ethnographers enter settings with assumptions, but maintain their options until the weight of evidence determines particular directions.

It is this aspect that makes ethnography combine well with action research.

Hitchcock and Hughes (1989: 53) make the point that ethnographers look at small groups and focus on a micro level of human interaction and social processes rather than concentrating on a larger picture, i.e. the macro or structural level of institutions, social classes, whole cultures or societies.

**Limitations and problems with a purely ethnographic approach**

There are limitations in confining my research project to the principles of ethnography. The above statement suggests that ethnography concentrates on a micro level. In South Africa this would lead in a very narrow vision. Especially at this time, we are all greatly affected by what happens on a macro level. During the course of this research in 1998 the National Department of Education was in the process of transforming the FET, and technical colleges are part of this process. There are eighteen technical colleges in the
Western Cape. Their number needs to be reduced to a minimum of eight through clustering and amalgamation, and after this process of transformation, the surviving colleges will be autonomous.

In April 1994, South Africa went through the first ever non-racial elections. The change to democratic majority rule was both traumatic and inspiring to many people in the country. The restructuring of many aspects of society has given hope for challenging prospects, particularly for education. Educational institutions are greatly affected by what happens on a political level and some of their students are highly politicised.

3.1.1.4 Interview Questionnaire

A questionnaire was used to collect general data from colleges and industrial companies. The collected information from these colleges formed the background of the study, because there is presently very limited work done in this particular area of research.

The questionnaire is an often-used observational device for collecting personal data and opinions (Hopkins & Antes, 1990: 258). There are closed and open-ended questionnaires, although a questionnaire can use both closed and open-ended questions (Sanders and Pinhey, 1993). A structured questionnaire is not time-consuming, it keeps the respondent focussed on the subject, and it is easy to analyse.

An interview questionnaire was used in this study because it enabled the researcher to collect data over a large geographical area. Through this technique it was possible to deal with many people at the same time and therefore it was not time-consuming. However, this was not the only instrument used in this work because it also has its limitations. For example, it is not possible for the respondents to ask for direction or guidance when the statement appears vague or ambiguous. In addition to that, a questionnaire is not flexible in that, in most cases, it does not take into account all the views of the respondent.
3.1.1.5 Interviews

An interview is a face-to-face meeting between a questioner and a responder (Hopkins and Antes, 1990: 263). The advantage of using an interview is that after a rapport has been established between the interviewer and the interviewee, it becomes possible to obtain confidential information (Best, 1997; Hopkins and Antes, 1990; and Cohen and Manion, 1980).

Interviews are less expensive than other research procedures such as questionnaires and participant observations. The interviewer has a chance of seeking information in various ways and s/he can explain the purpose of the study clearly. Formal or structured interviews involve the use of a set of questions in a standardised schedule, whereas in an informal or unstructured interview the interviewer is free to modify the questions, change the wording, explain them or add to them.

Wiersma (1990) also states that,

interviews are an effective method of conducting a survey in that if an interview is granted, there is no problem with non-response.

Furthermore, interviews provide an opportunity for in-depth probing and elaboration and clarification of items if necessary. Moreover the interviewee is guided and given direction by the interviewer.

However, the problem of conducting oral interviews is that it is costly in terms of time and effort. Another problem is that interviewees may not be free in the presence of an interviewer and may view him/her with suspicion.

The political repression that South Africa experienced makes this understandable, as many politically active people feared for their lives. As a result, an interviewer might not obtain all the necessary information. For instance at Western Province Technical College the interviewees refused to allow the use of a tape recorder, which made it difficult because they were asked not to fill in the questionnaire prior to the interviews. For this
reason other techniques of collecting data, such filling in the questionnaires, have had to be used.

The qualitative research methods included the use of interviews, such as less-structured or semi-structured interviews, and questionnaires. Interview questionnaires were used to collect data where it was impossible to use a tape-recorder. I decided to use the less-structured interviews because the interview appears less artificial, more natural and more closely resembles a conversation between equal participants (Sapsford and Jupp, 1996: 96).

The interviews were mostly conducted on a face-to-face or one-on-one, in-person basis. Its limitation was the fact that the interviewee could provide 'indirect' information filtered through his/her personal views (Cresswell, 1994: 150-151).

Public documents such as newspapers, government gazettes and institution leaflets have further given me access to information at a convenient time and are an unobtrusive source of information.

The choice of interviewees included the institution management (viz. the college rectors or vice-rectors), business management (which included managers and directors dealing specifically with education matters in the company), public relations officers and students. Rectors or vice-rectors were chosen because they are familiar with the culture of working with business. Public relations officers in some institutions are responsible for the student placements, and must therefore liaise with business/industry.

In the next chapter I will discuss the findings of the research done in the three Western Province Technical Colleges.
CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter will be focusing on findings of the research done in three Western Province Technical Colleges. The findings are based on interviews with a diverse range of management staff members from both industrial companies and the three technical colleges. Questionnaires played a vital role in scrutinizing these findings.

During the course of this research, I encountered some problems. For example, some interviewees were uncomfortable with me using a tape-recorder; their wishes were respected, but as a result, the research was handicapped. Thus the information discussed herein is based on hand-written notes only. Interviewees' reluctance may be related to the tension surrounding politically sensitive education issues in the Western Cape at the time, involving amalgamation, clustering of technical colleges, rationalization and rightsizing of staff. This climate affected the willingness of interviewees to be helpful and frank about the information needed by the researcher.

Senior members of the educational institutions concerned were interviewed, including:

$ The Rector of Sivuyile Technical College: Mr P. Barry.
$ Vice-Rectors of Sivuyile: Mr Mayaba, Athlone: Mr Bester and Mr Wade and Western Province Technical College: Mr Matthee.
$ Director of Division - Introductory Courses at Western Province Technical College: Mr Du Toit
$ Public Relations Officer of Western Province Technical College: Mrs Schmidt.

The following senior members of industrial companies were interviewed:
Chief Training Officers: Mr B. Peterson and Mr Voster (John Thomson Africa Company).

Human Resource Officers: Miss S. Kannemeyer and Mr D. Carelse (Dipvak and Printpak).

Union member: Mr H. Bonxo (Dipvak).

Administration member who acts as an observer: Miss R. America..(Dipvak).

Questionnaires used in the interviews were developed according to the criteria for successful partnership set out by Hardman (1996: 5) to investigate the current state of the partnerships between technical colleges and industrial companies.

These criteria are as follows: Successful education and business/industrial partnerships need to:

- Have a policy framework.
- Focus on issues in which both education and business see individual benefit.
- Have dedicated time and resources to be effective.
- Have champions - developing models of excellence.
- Have monitoring and follow-up.
- Evaluation of the partnership.

All of the above have been discussed more fully in Chapter 2, paragraph 2.5.

In the following discussion, issues surrounding each college will be discussed extensively.
4.2 Brief Discussion of the Three Technical Colleges Used in the Case Studies

4.2.1 A Brief History of Western Province Technical College

With the development of the Mining Industry and the Railways came the need for technical training. In South Africa the first technical classes were organised for Railway employees in the year 1890 and were held at Salt River.

During the early 1920s the Cape Technical College was established and after the Apprenticeship Act came into being in 1922, it was taken over in the following year by the Union Department of Education in 1923.

During 1986 the Maitland Technical College entered its 25th year in the field of education, initially as a branch of what is now known as the Cape Technikon, and since May 1981 it has become a self-supporting institution with its own identity.

From an educational point of view the third decade was of particular importance to this college. Since the Act of 1981 on Technical Colleges was passed by Parliament, according to which Act the college could offer advanced courses, the Maitland Technical College has developed remarkably, and the extent of its activities has doubled during this decade.

In 1980, 710 Diplomas and Certificates were issued, while in 1985 a total of 1 735 diplomas and Certificates were issued. To achieve this, the numbers of teaching staff members increased from 40 lecturers in 1980 to 73 lecturers in 1985, all specialising in various study fields. The third decade was also marked by finalisation of the autonomy of the College, whereby the College Council assumed responsibility for the management of the College. The curriculum was extended so that not only secondary, but also advanced work could be offered. This meant that all resources as well as manpower could now be utilised for secondary work as well as advanced work by white students only.
4.2.2 A Brief History of Athlone Technical College

The Cape Peninsula Technical College was formed in 1962 with the inception of the tri-cameral parliament. Education for the coloured people was to be administered by the Administration of Coloured Affairs. The Cape Peninsula Technical College was housed in the Hertzog Building in Harrington Street in central Cape Town. At the time, the principal Mr G.J. Rossouw was assisted by three personnel members and a janitor. In 1969 the Peninsula College for Advanced Technical Education was formed and moved into premises in Bellville South. This institution developed into the Peninsula Technikon of today.

The remaining section focussed on the theoretical training of apprentices at N1 and N2 levels. This institution was called the Cape Town Vocational School. Classes were mainly focused on the building trades, as job restrictions excluded people of groups other than whites from careers in the mechanical and electrical fields. During this period apprentices attended classes on a day-release basis.

From 1969 to 1986, the Cape Town Vocational School moved into new prefabricated classrooms and workshops in Athlone next to Jan Smuts Drive. In 1972 the name of the college was changed to Athlone Technical College. From 1969 onwards apprentices attended classes on a block-release system. In 1969 the number of students averaged 250 to 300 per trimester or 900 per annum. At this stage the personnel numbered more or less 25 teaching, 4 administrative, and 6 general assistants. Part-time classes were also offered at this time, but did not attract many students. This position changed in 1976 when the number of part-time students increased to at least 200 per trimester.

The college at this time had a satellite campus at the BIFSA college at Belhar, where 7 classrooms were leased to accommodate 150 building students. This campus was purchased in 1978. The college also ran a satellite campus in Paarl one trimester per year for 30 to 40 students from that area in the engineering field. In January 1987 Protea College and Athlone were re-organised with the result that Protea became a Business college, and Athlone offered all the engineering courses from N1 to N6 level, as well as
a Haircare program. The result of this was that Athlone obtained another campus in Harrington House, Buitenkant Street, in central Cape Town.

The college, therefore, now had three campuses: the main campus in Athlone, the Harrington campus, and the campus at the BIFSA college. Student numbers increased, with the result that the total student number now reached 4 000 per year. A significant increase was also seen in the number of part-time students, to more than 500. The Harrington campus, which housed the Haircare and Electrical departments, was not suitable for educational purposes. When Broadway campus in Wynberg became available in 1992, the college therefore moved heaven and earth to secure it for the college.

Since 1992 and even before that, the college became more open to students of all race groups with the result that students from across the whole spectrum of the South African population attended the college. Student numbers continued to grow with enrichment courses becoming an integral part of the college, especially in the computer field.

Student numbers from 1994 to 1997 were as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Student numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994</td>
<td>4 817</td>
</tr>
<tr>
<td>1995</td>
<td>5 229</td>
</tr>
<tr>
<td>1996</td>
<td>4 997</td>
</tr>
<tr>
<td>1997</td>
<td>5 643</td>
</tr>
</tbody>
</table>

One of the most important changes was moving the main campus to the present site in Kromboom Road, Crawford, which was previously the Hewat College of Education campus. This was made available to the college at the beginning of 1997 when rationalisation of the teacher colleges took place in the Western Cape.

Significantly, since 1994, the college has been accepted into the fold of all technical colleges in the Western Cape, as well as in the whole of South Africa. The college is a
member of CTCP-WC, as well as of the national body. Staff members serve on national policymaking bodies and take part in a number of forums, for example, Mr L. B. Beech is the Chairperson - Framework Committee for Engineering studies and a member of NBS for Manufacturing and Technology.

4.2.3 A Brief History of Sivuyile College

Sivuyile College is one of nearly 150 technical colleges in South Africa and one of 18 colleges in the Western Cape Province. It was established in 1981 as a technical centre to which pupils from the surrounding schools were bussed daily to undergo practical training in the workshops. Sivuyile became a fully-fledged technical college in 1989.

It is situated in Guguletu, which is a black township approximately 15 kilometres from the central business district of Cape Town. It serves communities that are primarily of a low socio-economic profile with concomitant housing shortages as well as under-developed business and industrial activities.

In 1983 the first 15 full-time students were registered for apprenticeship training. In 1985 the first commerce students were enrolled. Since 1988 courses in early childhood development, art and design, panel beating and spray painting, sheet metal work and welding, tourism and human resource management have been introduced. These have expanded on the existing courses of bricklaying and plastering, carpentry, motor mechanics, electrical and secretarial studies.

This college has the capacity of accommodating only 600 students in a prefabricated building. This is woefully inadequate to meet the increasing demand for vocational education and training. Currently, the college has enrolled about 400 students. Until 1994 the college was a state-funded institution under the authority of the now defunct Department of Education and Training (DET). Presently under the auspices of the Western Cape Education Department (WCED), Sivuyile College has significant financial management and autonomy, which creates the flexibility it needs to respond
quickly to the rapidly changing education and training needs of local communities within the dynamic Western Cape economy.

4.3 Discussion of Interviews

4.3.1 The case of Western Province Technical College

The Western Province Technical College is situated in Pinelands, a few kilometers away from the industrial areas of Epping, Ndabeni and Maitland industrial areas. There are many business and industrial companies, which are situated close to the college. To mention a few, the college has partnerships with some of these companies, namely Nampak, Telkom, Ntsika Enterprise Promotion Agency and Medi-Clinic.

Nampak is a group of seven companies. Their head office is in Johannesburg. The following industrial companies are situated in Epping and are all part of Nampak Group Companies:

1. Divpak and Beucan are can manufacturing companies.
2. Nampak Tissue produces paper.
3. Printpak prints packages.
4. Monocontainers and Consol manufacture containers.
5. Nampak Management services.

In the course of this research I interviewed two Nampak companies - Divpak and Printpak -, as well as Telkom and Ntsika Enterprise Promotion Agency. The results of the interviews will be discussed hereunder.

4.3.1.1 Divpak and Printpak Partnership

The partnership between Nampak Companies and Western Province Technical College has been in existence for approximately nine years. Printpak apprenticeships have
existed for approximately twenty-five years. This is a formal partnership. Western Province Technical College indicated that they do have a policy framework to develop models of excellence in partnerships with industrial companies.

In this partnership the company screens the prospective bursary candidates with the assistance of the college, then sends the successful candidates to the college for theoretical, entrepreneurship and skills training. The college gets financial assistance, student placement and job possibilities for students, recruitment and staff development opportunities. In return, the company gets qualified artisans and competent employees and becomes better known to the community.

(a) Aims

The aim of this partnership is to equip young people in order to make them worthy artisans, and to bring them back to the company. The company also encourages the students to do entrepreneurship courses to enable them to develop their own businesses that would in turn counteract job scarcity.

"We are hoping to see one of our students having his/her own business and have stands in open flea markets". (Interview, Kannemeyer and Carelse: 12 November 1998)

The above statement shows the advantages of this partnership. The partnership serves the interests of both parties:

(b) Benefits

(i) The college gains in the following ways:

1. Financial support is received from the company – for example, in the form of bursaries.
2. More students are recruited from the companies because the companies send employees to the college to improve their qualifications.
3. An opportunity for staff development is created because lecturers hold workshops with companies and gain a better understanding of the world of business.

4. Student placements are granted to allow them to gain first-hand experience of working life.

5. Students have more opportunities to obtain good jobs after graduation.

All our youth are able to get something from what they are doing. They earn a living while they are students. Many students are self-supporting through what they have learnt here. Students walk away with marketable skills. They build on those skills when they have finances to do so. (Interview, Schmidt and Matthee: 09 September 1998)

This partnership enables the students to earn a living and is not only beneficial to the institution alone but to the students as well. This is thus a joint venture where both the company and the college work together as a committee in order to develop excellence and to benefit more from the activity.

(ii) The company gains in the following ways:

1. Creation of competent employees and qualified artisans.

2. Publicity in the community.

We reap at the end by getting good employees and qualified artisans.

(Interview, Kannemeyer and Carelse: 12 November 1998)

The company interviewees felt that they were gaining something from this partnership because the college provides their employees with theoretical training and also sends college students for apprenticeship to Printpak. This partnership makes it possible for the company to recruit qualified artisans from the college.
We make it possible for the upliftment of their workforce. Companies get a
closer contact with the community, which is part of the RDP plan. We also help
them with their racial disparity. (Interview, Schmidt and Matthee: 09 September
1998)

The college interviewees felt that they were providing the company with a pool of
students, which would allow the company to choose among qualified and competent
employees.

§  Bursaries

Pertaining to the payment of bursaries, Nampak offers bursaries to twenty-one students
per year. If the company exceeds the stipulated number, then the company must pay for
the additional number of student/s out of their own budget. The level of student
determines bursary payment.

Divpak and Printpak cater for underprivileged students by offering them bursaries.
Ninety-nine percent of the bursary scheme caters for students who come from
disadvantaged communities. Children of employees are given first preference. Secondly,
the companies approach the college to select students who need financial assistance.
Lastly, the employees are requested to attract needy students from their communities.

§  Selection Process

All these candidates undergo a selection process that includes interviews. Management
of the plant, members of the Union and the company's social worker form the
interviewing panel. College representatives advise the company's social worker and the
Union members as to how students should be selected for bursaries. The company calls
the tutor from the college to conduct interviews with prospective candidates in the
presence of the parent. Both the applicant and the parent must sign an agreement
between the students and the company. Nampak and the college keeps a copy of such an
agreement on their files. After the selection of candidates by the interviewing panel, the
plant manager will submit the names of successful candidates to Nampak head office in Johannesburg.

$  Bursary Payment

Nampak pays bursaries for seven students per trimester. The bursary scheme pays an amount of R317.00 per trimester, which amounts to R951.00 per annum to cover tuition fees and book costs, but in turn, students pay for their traveling expenses. The company pays for bridging educational programs and for an orientation program, and pays the bursary from N1 to N3 level. If a student is performing well, that particular student could be offered a bursary up to N6 level. If students fail, the company gives them a second chance to repeat the course, and also pays for the cost.

$  Apprenticeship

Printpak offers apprenticeships for a term to the students and employees who are not skilled. The company advertises the apprenticeship course inside and outside the company. Employees and outside candidates have equal opportunities. The interviewing panel selects the successful candidates, and sends them to a technical college. Then the company pays for all the costs, tuition, books and accommodation and students are given pocket money of R50.00 per week.

The collaborative activity is firstly in the form of student bursaries and in that the student has the possibility of getting a job after completing the course, and secondly in the development of employees.

$  Curriculum Development

The college also develops non-formal, short courses for a company on request. The company will tell the college what it needs. The certificates obtained by the candidates are not a national qualification. The certificate will only be recognized by that particular company; for instance, Medi-Clinic sends their employees to the college for practical
training on the upliftment of staff and the development of new skills. After the completion of a course, the candidates are given certification. Under the Nampak section the college however offers full, established courses.

$  Recruitment of Students

Divpak does not arrange for placement of students because they are a small company and the need was never there; Printpak though offers apprenticeships to students. Divpak brings the students back into the workplace if there is a vacancy. In that case the company is assisted by the college to select the best student to be employed according to the needs of the company. After the students have completed their courses, Printpak will employ them as apprentices and they will be paid according to the rates of the Trade and Industry Board. Divpak and Printpak look after the students until they have completed their courses. Prior to the examinations the companies send five members from the plant to visit the students and give them a word of encouragement.

$  Staff Development

Lecturers have the opportunity to develop new skills and to gain a broader understanding of the local business world. This gives rise to a richer curriculum through wider contacts with industry. The college lecturers and students also hold workshops and discussions with company members.

$  Donations and Prizes

Students who have passed all their theoretical courses receive a T-shirt with the words "Divpak (Division of Nampak)" for encouragement and motivation.
4.3.1.2 Telkom Partnership

In the next discussion I am going to sum up the relationship between Telkom and Western Province Technical College. The information was gathered from the college Vice-Rector Mr Matthee and the Public Relations Officer, Mrs Schmidt during an interview.

The relationship between Telkom and the Western Province Technical College has been in existence for twenty-five years. This relationship is different to the relationship between Western Province Technical College and Nampak Companies. Telkom requires students who have already completed the bridging course; students should also have N1-N3 levels, and then Telkom will employ them.

(a) Aims

The aim of this partnership is to recruit qualified artisans from the college. On the other hand the students have a better chance of being employed while they are studying. This relationship is in the form of an internship offered by Telkom.

(b) Benefits

(i) The College gains in the following ways:
   1. Students are given jobs.
   2. Students are recruited from Telkom.
   3. Students have an opportunity to gain hands-on work experience.

(ii) The Company gains in the following ways:
   1. Access to a pool of qualified future employees.
   2. Qualified and competent artisans.
   3. Publicity in the community.
$ Bursary:

$ Selection Process

Telkom selects twenty to twenty-five students from N3-N6 per year. Telkom representatives are responsible for the selection of students. They select about 80% African students and 20% White and Coloured students.

Telkom is fishing in a pool of fishes. They know they can get what they are looking for. (Interview, Schmidt and Matthee: 5 November 1998)

What the above statement means is that Telkom approaches Western Province Technical College because of the quality of students produced by the college. The college staff also feels confident about the quality of their students. Telkom selects students from their college because they can meet Telkom's standards. After the selections have been made, Telkom gives the prominent candidates practical training.

$ Apprenticeship

The facilitator returns students to the college for theoretical training, which is carried out once a year for three months, after which Telkom completes the training. Students are returned to the college for theoretical training over a span of three years. Students are employed by Telkom. This is an apprenticeship type of relationship. If the students fail to do well in the practical part, they are suspended without being given a second chance.

$ Employee Development

Telkom has also an upliftment program whereby employees are sent for a bridging course, especially those employees with lower standards of education. The aim is to promote good quality of education and skills of the employees. This upliftment program can also be seen as part of the NQF recommendations and the aims of the Skills
Development Act, which encourage employees to improve and upgrade themselves for better living.

The purposes of the Skills Development Act 97 of 1998 are the following:

- To improve the quality of life of workers, their prospects and labour mobility;
- To improve productivity in the workplace and competitiveness of employers;
- To improve the delivery of social services;
- To promote self-employment;
- To increase levels of investment in education and training in the labour market and to improve the return on the investment;
- To encourage the workplace to become an active learning environment;
- To provide employees with the opportunities to acquire new skills;
- To provide opportunities for new entrants into the labour market to gain work experience and to employ persons who find it difficult to be employed;
- To encourage workers to participate in learnership and other training programs;
- To improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education; and
- To ensure the quality of education and training in and for the workplace.

These purposes are to be achieved by encouraging partnerships between the public and private sectors of the economy to provide education and training in and for the workplace, and by co-operating with the South African Qualifications Authority.
4.3.1.3 Ntsika Enterprise Promotion Agency Partnership

The last partnership to be discussed herein is between Western Province Technical College and Ntsika Enterprise Promotion Agency. The discussion is based on information provided by the Vice-Rector, Mr Matthee and PRO Mrs Schmidt during the course of an interview.

(a) Brief Definition of the Partnership

Western Province Technical College has a partnership with Ntsika Enterprise Promotion Agency. This partnership differs from the other two partnerships because it is government-funded. Ntsika Enterprise Promotion Agency is an institution established by the Department of Trade and Industry to provide the necessary impetus to effectively implement small, micro and medium enterprise (SMME) support to the community, and to support previously marginalised sectors of communities to access skills and training towards entrepreneurship. This program targets youth who come from previously disadvantaged communities and women. A special effort has been made to accommodate, where possible, people with disabilities.

(b) Aims

The key objective of the program is to provide access to technology and appropriate skills transfer. The skills are prioritised predominantly in line with the economic development areas of local development, for example, construction orientated skills are emphasised in areas that are involved with housing development: Western Province Technical College is funded by Ntsika for a brick-making project for the Milnerton community.
(c) **Benefits**

(i) The Community gains as follows:

1. Improved living conditions.
2. Creation of jobs for the local people.
3. Creation of a pool of semi-skilled and skilled people.

(ii) The College gains in the following ways:

1. More students are recruited for the project.
2. The college receives publicity, as it becomes better known by the community which they serve.

The bricks are used to build new houses for people living in shacks. This project is part of the Reconstruction and Development Program later known as GEAR (Growth Employment and Redistribution) which is aimed at uplifting the community.

The following information was gathered by Draft # 1 document (Technopreneur Program, *Implementation Manual, Version 1*; 1998-1999).

The existing industries and the occurrence of specific enterprises is also considered prior to training and developing entrepreneurs. Ntsika funds Western Province Technical College who offers an entrepreneurship course. The college co-opts students to gain skills and business training and welding, and shows them how to run a business. The needs of the local community are analysed by the college; for instance, the shortage of houses, business opportunities and marketing possibilities. The aim of this is to identify gaps in the market for potential businesses.

All skills training is thus done in line with market needs and sustainability potential. These accredited skills are then complemented with entrepreneurial skills to assist the trainee to establish his/her own enterprise. This potential is exploited during the ACocoon@ Phase, which lasts for a maximum of twelve months. This phase entails the maintenance and supervision of potential entrepreneurs to manage contracts that have
been secured with the private sector or government by the technical colleges. The delivery of the contracts is thus the responsibility of the technical college and thus the college effectively monitors the progress and efficiency of the entrepreneur.

If a student has already obtained this kind of experience through his/her own attempts, s/he is placed into the Graduate Mentoring Phase. Students in this phase start up their own businesses with diminished support from the college. This support is weaned off gradually until the student becomes independent.

Students are free to enter the formal sector for employment at any stage after training. However, this is not the focus of the Technopreneur Program. A formal system of keeping track of these independent businesses must be carried out for research and report purposes to Ntsika.

4.3.1.4 Applying Hardman=s Criteria to Nampak and the College Partnership

The interviews I conducted with the interviewees from the college led me to choose among the Nampak companies, because the relationship of the college with Nampak is very strong and consistent. Furthermore it meets Hardman=s criteria of evaluating partnerships.

(a) Development Plans

The college and the Nampak group companies do indeed have development plans for partnerships. The Western Province Technical College has five directors of division who market the college to industry. The Rector, Vice-Rector and two Public Relations Officers (PROs) make physical contact with these companies to develop more partnerships with their clients. The Foundation for Economic Development (FEBDEV) involves lecturers who present the course; the college then signs a contract with them. The Divpak committee includes a Human Resource Officer, a Planner and a Line Leader. The shortcoming is that no Union members are part of the committee.
(b) **Committee**

The college provides a committee, which caters for the development of partnerships. The committee includes senior members of the staff, namely the following:

- the Rector, Mr L van Niekerk,
- the Vice-Rector, Mr Matthee (at the time Mr Matthee was Vice-Rector),
- the Director of Division - Introductory Courses, Mr F. du Toit, and
- the Public Relations Officer, Mrs Schmidt.

Nampak members include the following:

- Mr E Tsana and J. Magasa (representing Monocontainers),
- Mr D. Carelse (Printpak),
- Ms C. Kannemeyer and Mr N. Philander (Divpak),
- Mr S. Xamlashe (Beucan),
- Mr J. Holt (Nampak Management Services),
- Mr P. Sato (Nampak Tissue) and
- a representative from Consol who is unknown.

The college collaborates with the company representatives as a team to develop models of excellence in this relationship. There are combined meetings of all these companies, and the college sends representatives to the companies once every three months. Written reports on the progress of the students are submitted and discussed. In the same meeting, new projects are discussed, for example: skills training, modular training and entrepreneurship courses.

(c) **Budget**

In terms of allocating a budget towards the organization of partnerships, the college does not specify a fixed amount. The project defines its own financial needs and the college uses that as the basis. Members of staff are not paid for what they are doing, for this is part of their work.
(d) Monitoring

In terms of monitoring the relationship, the college provides regular monitoring through assessment. Western Province Technical College uses the modular Training Board's examinations and gives feedback to the companies. When colleges hold meetings with Nampak, colleges must furnish them with statistics of figures measured against the national and previous results.

The Industry Training Board (ITB) states what needs to be done with regard to monitoring. Companies which requested informal courses from the college, monitor those short courses. The companies also pay regular visits once a month and just prior to the start of examinations. Furthermore, quarterly meetings are held, when the students' progress reports are discussed by college representatives and the company's bursary scheme committee. In order to return the candidates to the workplace, companies obtain the results from the college and choose students according to merit.

(e) Evaluation

No formal evaluation is done by either party. A partnership requires an independent person who has been hired by the partners to evaluate whether the partnership meets the partners' respective objectives. In this case, it seems that the partners are happy with the current state of their partnership. Western Province Technical College has a good, fruitful relationships with their partner companies. Moreover, Western Province Technical College has had this type of relationship for a long time. They are aware of their shortcomings and experience has taught them that proper planning is the key to the success of partnerships.

4.3.1.5 Views of the Partners

In general the relationships are fruitful, for both the college and the companies involved get what they want from the activities.
This is a win-win activity as we both benefit from this relationship and that is why it is working. What makes this relationship successful, is the constant communication between us. The involvement of both partners, people chosen for the particular task must be committed to do the work. Commitment of the people to be prepared to put in money and uplift the community. (Interview, Schmidt and Matthee: 09 September 1998)

The Vice-Rector Mr Matthee and the PRO Mrs Schmidt emphasize the commitment of both partners. In their experience companies are sometimes less committed and need more pressure from the college. At the same time, constant communication and involvement along a wide spectrum improves their relationship. Members of the Governing Council, the Financial Board, the Academic Board and the Daily Management Board are directly involved in this college.

The senior management at Western Province Technical College plays a dominant role in initiating and maintaining these partnerships. The interviewed college staff members however feel that more has to be done by the companies. The college expects companies to dedicate more time and financial help towards education. What is offered at the moment is not adequate to meet the college's needs.

Development of partnerships is included in the college development plan. The college has a guiding structure in place. The college has signed contracts with regard to agreements made with companies. The kind of relationships they have with companies is more formal in comparison with the other two colleges.

4.3.1.6 Shortcomings and Problems encountered during Partnership Activities

(a) Lack of commitment:

The college members feel that there is not enough commitment from the side of the companies.
We need more time and financial help in terms of improving the existing equipment and more finances for the students because the present bursary scheme finances students up to N3 level only (Interview, Schmidt and Matthee: 09 September 1998).

(b) **Closed bursary scheme:**

The companies offer bursaries to those students who study at technical colleges from N1 to N3 level. College members need more time commitment from companies, and expect more financial help for students.

It would be advantageous for students to be financed up to N6 level. Furthermore, the weakness with the existing bursary scheme is that Divpak and Printpak offer bursaries to students who intend studying either at Western Province or at Wingfield Technical College. Printpak also offers bursaries and apprenticeships to Bellville Technical College for Electrical and Engineering students. Bellville College does not receive students for bridging programs.

(c) **Selection of colleges:**

The fact that students must study at the abovementioned colleges disadvantages some of the employees' children because of the unavailability of transport. The employees argue that there are technical colleges, which are nearby their homes, for instance Athlone, Wynberg and Bellville Technical College.

Employees feel that the two colleges – Western Province and Wingfield Technical College – are given preferential treatment because they were white colleges in the past and have a history of privilege. The point of view of management is that they are taking into account the quality of students produced by the institution.

My own interpretation is that imbalances and inequalities in education in the past have not been taken into consideration by companies. Quality production of students should not be the basis on which colleges are selected. As a result of the apartheid system, white institutions
had been privileged; they had all the necessary resources and better facilities to enable them to produce better quality students. The company cannot, for instance, compare Sivuyile Technical College in Guguletu with Western Province Technical College in Pinelands.

\[(e)\] **Mathematics as a requirement:**

The requirement of Mathematics for courses causes major problems with candidates; students who did not take Mathematics at high school, at least to standard seven level, do not perform well.

If the students cannot do well in Mathematics, they cannot do well in the drawings. Past experience in Mathematics has an impact because students do not come forward and say 'we do not understand'. They end up bunking classes (Interview, Schmidt and Matthee: 09 September 1998)

\[(f)\] **High rate of absenteeism:**

Students miss lectures because of transport problems and at times do not have money for transport, as its not covered by the bursary scheme.

\[(g)\] **Language:**

Language, too, is sometimes a problem; some students do not understand Afrikaans, and yet it is frequently used in lectures.

\[(h)\] **Lack of commitment:**

Students sometimes lack commitment and do not realise that this is the opportunity of a lifetime. Companies also feel that students are not dedicated enough towards their work. The cause may be that bursary schemes send them to technical colleges only, instead of Technikons and Universities.
SUMMARY OF PARTNERSHIPS BETWEEN NAMPACK AND WESTERN PROVINCE TECHNICAL COLLEGE:

<table>
<thead>
<tr>
<th>Policy Framework</th>
<th>Committee</th>
<th>Champions</th>
<th>Budget</th>
<th>Mutual Benefits</th>
<th>Monitoring</th>
<th>Evaluation</th>
<th>Positive Results and Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes.</td>
<td>Yes.</td>
<td>Yes.</td>
<td>No and Yes.</td>
<td>Yes.</td>
<td>- College does not specify a certain amount.</td>
<td>No formal evaluation takes place.</td>
<td>Positive Results: - Good and fruitful relationships.</td>
</tr>
<tr>
<td>- Both partners have Development Plans, which include partnerships.</td>
<td>College: - Senior Management forms committee, namely: Rector, Senior Vice-Rector, Vice-Rector, Directors of the division and two PROs.</td>
<td>College: - Senior Management forms a team with the companies to develop models of excellence together. - Play a dominant role in initiating and maintaining these relationships.</td>
<td>- Both parties focus on issues of concern. College: - Gets financial assistance. - Student Placement and Employment. - Recruitment.</td>
<td>Supports: - Companies monitor their short courses.</td>
<td>- No independent person hired for evaluation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Have formal relationships.</td>
<td>Company: - Committee includes Chief Training Officers, Human Resource Officers, union Members, and Administration members. - Meetings held every three months.</td>
<td>Company: - Gets qualified artisans and competent employees. - Development of employees. - Publicity in the community. - Marketing venture.</td>
<td>Yes.</td>
<td>- Companies support monitoring through assessment.</td>
<td>Weaknesses: - College members need more time and financial assistance for students and new equipment from the companies. - Company: Partnership is working very well.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- College signs a contract for an agreement with the companies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

The college relationships measure up to the criteria of conditions as set up by Hardman (1996: 5).
4.3.2 The Case of Athlone Technical College

Athlone Technical College is situated in Athlone. There are many businesses and industrial companies in the area. The college has informal relationships with Telkom, Unisys, John Thomson Africa and Dorby Marine Company.

$ Unisys is a computer center.

$ John Thomson Africa is a mechanical engineering company for metal work, boiler engineering and welding.

$ Dorby Marine is an engineering company.

The college also has observer status with the Industry Training Board (ITB) and the Electrical Contractors Association (ECA).

In conducting this research I interviewed two companies in relation to Athlone Technical College, namely Unisys and John Thomson Africa.

4.3.2.1 Unisys Partnership

Unisys supports Athlone Technical College with donations and old computers, and offers personal computer technicians' courses. They also support the college in developing the curriculum outside the formal stream. Furthermore, Unisys helps the college with industrial needs and equips the lecturers with new technological skills. Once students have completed the course, the company will then employ them according to merit.

This relationship is quite recent, being only one year old. It is significant that both parties maintain this relationship, because they are both benefitting from the interrelationship.
(a) **Aims**

The aim of this collaborative activity is to keep the curriculum up to date; to expose our lecturing staff to industry; and to place the students successfully to experience the world of work. (Interview, Bester: 16 November 1998)

(b) **Benefits**

(i) The College gains in the following ways:

1. Acquisition of recruitment strategies.
2. The possibility of student placements to gain work experience.
3. Exposure of lecturing staff to industry, thereby improving their understanding of the industry's needs.

(ii) The Company in return gains as follows:

1. Creation of a pool of qualified artisans and competent employees.
2. Building of its image in the community.
3. Ties that serve as a marketing venture for both industry and the college in the community.

$ Staff Development$

Unisys assists with staff development and motivation, or gives guidance as to the relevance of what is taught in the curriculum. Unisys also provides knowledge of the industry to give both lecturers and students a better understanding of the world of work and insight into recruitment requirements for the future workforce. The company sees the need to produce the right kind of manpower for industry, so that they can prevent retraining, which saves the company a large amount of money.
$ Employee Development

The company furthermore provides adequate training for their employees by sending them to improve their qualifications in theoretical training. In return, the company employs capable new personnel and qualified artisans.

$ Curriculum Development

Thus far the relationship has been quite successful, as both partners are pro-active. Sometimes the college is more active and approaches the company for help, for instance in developing informal curricula and organising workshops with lecturing staff on new technological skills. The lecturers develop new curriculums with the assistance of the members of Unisys. The company also offers personal computer technicians' courses.

$ Placement/Employment of students

When there is a project, the company selects students from both Technikons and Technical Colleges to work on that particular project. There is no fixed number of students – it depends entirely on the requirements of the particular project and the workload. The best students stand a better chance of being employed by the company once they have completed their studies.

$ Donations

Unisys donates old and new computers to the college. With regard to any other form of assistance, the college must approach Unisys themselves. Depending on the request made and whether the company is able to assist, the company will help where possible.
4.3.2.2 John Thomson Africa Partnership

(a) Aims

We aim to provide adequate, efficient and excellent training that is required by the company. On the other hand, the college gets its benefits because we offer the students a bursary, apprenticeship training, student placements, donations and student prizes during the Diploma Ceremony. (Interview, Peterson: 25 November 1998)

(b) Benefits

(i) The College gains as follows:
   1. Student bursaries.
   2. Student apprenticeship training.
   3. Student placements.
   4. An opportunity for on-site visits.
   5. Donations.
   6. Students' prizes.

(ii) The company benefits in the following ways:
   1. Access to a pool of qualified and competent employees.
   2. Publicity in the community.
   3. Money saved that would otherwise be spent on retraining unqualified artisans.

$ Bursary Scheme

John Thomson offers the old-style apprentice system. They receive applicants from inside (employees) and outside (employees from other companies), as well as from the children
of the employees. The children of employees are given preferential treatment, although they too have to go through the selection process.

$ Selection Process

The company's selection committee is composed of a Senior Training Officer and Training Officers. The candidates are interviewed by the selection committee and write a Psychometric test; standard seven Mathematics is a prerequisite. An affirmative action committee makes the final selection. The company trains twenty to twenty-five apprentices per year, a minimum of five to six apprentices per term.

John Thomson Africa offers an open bursary scheme to the candidates. Students study at the institution of their own choice. The company also caters for Technikon and University students. The bursary pays the full tuition fees and book costs, but not accommodation fees. Each student employee continues to receive his/her weekly wages according to the different rates of appointments.

$ Student Placement

The college is required to send their apprentices for practical training for four months per annum; students will thereafter qualify for the N2 Certificate. It is the duty of the director or head of division to maintain a cordial relationship between the college and the company, and at the same time learn what is happening within the industry. The company also sends its employees to the college for theoretical training.

$ Curriculum Development

With regard to curriculum development, the college does not involve companies in industry (other than Unisys Computer Company) in developing informal courses. Members of Unisys, as has been discussed earlier, are involved in developing the curriculum with the college lecturers outside the formal stream.
In the past technical colleges were run similarly to the schools; this has changed since the new Technical Colleges Act. Athlone Technical College hopes to provide more efficient courses to the community. At the same time some lecturers use their own initiative. The lecturers remain in contacts with industry and hold workshops with the relevant companies. The new tendency is towards having short or non-formal courses for the companies.

$On-site visits$

The company welcomes college students and school pupils for on-site visits.

$Donations$

During the Diploma Ceremony the company gives the best student apprentice a student prize; for an example a mechanical engineering student might receive a boiler.

To sum up, then, the kind of relationship that exists between Athlone Technical College and John Thomson Africa is a win-win situation whereby the interests of both partners are served.

4.3.2.3 Telkom Partnership

The last partnership to be discussed with regard to Athlone Technical College is that with Telkom. The Senior Vice-Rector Mr Bester and the second Vice-Rector Mr Wade provided the information contained herein.

The relationship between Telkom and Athlone Technical College started in 1979 and has been in existence for nineteen years now.
(a) Aims

The aim of this partnership is to find employment for the student. Telkom has closed its infrastructure to provide theoretical training and relies on the college to service them in this respect. (Interview, Bester: 16 November 1998)

(b) Benefits

(i) The College gains in the following ways:
   1. Better chances for student placements.
   2. More students recruited from Telkom.

(ii) The Company benefits as follows:
   1. The creation of qualified artisans and competent employees.
   2. Publicity in the community they serve.
   3. An opportunity to improve the skills of under- or unqualified employees.

Selection Process

In 1992 about ninety students were chosen by Telkom, but the number has decreased recently because of economical problems. The number has been reduced to twenty-five students per year. Telkom selects students from N3 to N6 level. Telkom gives them the practical training and sends them back for theoretical training once a year for three months, which takes place over a period of three years. This relationship is in the form of creating student jobs.

Employee Development

Telkom sends employees for introductory courses to upgrade general workers, especially those who were academically disadvantaged in the past. After completing the introductory courses, students qualify for a National Certificate Orientation (NCOR). Thereafter a
second group goes through the selection process for advanced courses from N4 to N6 level. The college provides them with theoretical training and the company provides the practical component. Both students and Telkom employees continue to be paid by Telkom while studying.

$ $ Apprenticeship $ $

Telkom fulfils the educational needs of the college by providing students with practical training and employment. Both parties play a dominant role in developing excellence in the relationship. The college plays a dominant role with regard to the theoretical part and Telkom with regard to the practical part of training.

The relationship seems to work successfully, except for the fact that numbers have decreased drastically. It is Telkom, which comes to the college to select prominent students for a particular project. They also send a representative from the company to do the interviews and final selection. In this sense Telkom plays a dominant role.

4.3.2.4 Applying Hardman = Criteria to College-Industrial Partnerships

(a) Nature of partnerships

The relationships between Athlone Technical College and the companies mentioned above are mainly informal relationships.

For instance, there is no signed contract between Athlone and John Thomson Africa – rather, it is more a gentleman's agreement.

If you do not look after me, I will not look after you. (Interview, Bester: 16 November 1998)

Evidently there is no proper structure in place on the part of the college to guide the mutual interests of both parties.
In the case of Unisys, however, they do have a signed agreement.

The existing college structure is based on the old House of Representative (HOR) educational system. We hope that this will change as from next year, since we will become autonomous and run our own affairs. (Interview, Wade: 16 November 1998)

The college has recently completed a proposal to have partnerships with two Canadian Technical Colleges. The aim of the partnerships is to receive assistance in developing partnerships with other sectors, as, for example, the private sector, Non-Governmental Organizations (NGOs) and so forth. The college hopes to receive this kind of help from other experienced technical colleges that have been involved in partnerships for a longer period of time. At the moment, the way in which the college forms its relationships with companies, is that it is the duty of each division director to liaise with the company related to its department.

(b) Development plan

Athlone Technical College does indeed have a college development plan which includes the development of college partnerships. The development plan includes the Canadian proposal that will enable the college to learn how to set up collaborative structures and activities. The problem with the technical colleges is that they have to wait for instructions from the Western Cape Education Department for changes and developments in the curriculum. At the moment the colleges are gradually moving towards integrating the courses.

Athlone Technical College has a pilot project with The National Access Consortium (NAC), developing courses in an Outcomes-Based mode. They are also developing a relationship with the Industry Training Board as equal partners. Athlone Technical College has approached the technikons to provide services for them through bridging courses between the Technical Colleges and the Technikons.
The collaborative activity can enable the college to react with speed to the changes in industry, especially with regard to technological developments. In the past, technical college courses had never grown up or kept pace with industry or technical needs. (Interview, Wade: 16 November 1998)

(c) **Committee**

Athlone Technical College provides for a committee which caters for the development of partnerships.

The committee includes the following executive members of the college:

- The Rector, Mr Beech,
- The Senior Vice-Rector, Mr Bester,
- The Vice-Rector, Mr Wade, and

The Directors of the following Divisions:

- Mechanical Engineering Department, Mr George,
- Electrical Engineering Department, Mr le Roux,
- Building Engineering, Mr Abrahams,
- Tertiary Education, Mr Adams,
- Haircare, Mr Herweg,
- Computers, Mr Halls, and
- Part-Time, Mr Ebrahim and Mr de Vries.

The Marketing Director also works as a Public Relations Officer.

(d) **Budget**

In terms of allocating a budget towards the organization of partnerships, the college does not specify a certain amount.
The college does not allocate a specific amount for the budget, but there is a need to do so. The project defines its financial needs and the college will pay for that project. At the moment the college depends on the State budget because we are still a State college. (Interview, Bester: 16 November 1998)

(e) Monitoring

With regard to the regular monitoring of the relationships, there is no monitoring taking place at present, although the need is there.

One could go to our records and look at how many employees of these companies come to our college. One could probably assess by the number of students getting work from the companies. The best success this college ever had is the employment of Mr Basil Peterson as a Chief Training Officer at John Thomson Africa (one of Mr Bester's best students at Athlone Technical College). (Interview, Bester: 16 November 1998)

(f) Evaluation

There are no formal criteria to measure the success of these partnerships. The partners have not hired an independent person to evaluate whether their objectives for the partnership are being met. Although the college does not have a formal evaluation structure in place, the staff feels confident of what they are doing, and receive a positive response from the companies. Secondly, senior management of the college plays a dominant role in establishing the partnerships.

4.3.2.5 Views of the Partners

In terms of assessing the relationships, the bit we are doing is quite successful, but it is the activity that needs improvement. (Interview, Bester: 16 November 1998)
4.3.2.6 Shortcomings and Problems Encountered during Partnerships

(a) Lack of policy framework:

At Athlone Technical College respondents to the questionnaires reflected the shortcomings of their enterprises, where there was no real policy framework to develop 'models of excellence'. There was a perceived need to focus on issues of concern, and a need to develop this policy framework.

The present relationships need to become more structured, as at the moment there is no formal structure in place. In the past, technical colleges in the House of Representative (HOR) and Department of Education and Training (DET) had been unable to develop their own paradigms because, unlike their sister white colleges, they were not autonomous.

The economy of this country must start planning right. The economy needs to be boosted, so that more people can be trained and become skilled employees. There is a need for multi-skilling, single-skilling is not good enough. People need not be trained for industry alone, but they should survive as well. Technical colleges must provide quality relevance. Companies need flexible, short courses that are relevant to what they are doing. (Interview, Wade: 16 November 1998)

The interviewee feels that planning for technical colleges needs to be improved and there should be a change in the format of courses. Companies need short courses but they should be of a high quality, and not rigid programs.
<table>
<thead>
<tr>
<th>Policy Framework</th>
<th>Committee</th>
<th>Champions</th>
<th>Budget</th>
<th>Mutual Benefits</th>
<th>Monitoring</th>
<th>Evaluation</th>
<th>Positive Results and Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Yes.</td>
<td>Yes.</td>
<td>Yes.</td>
<td>Yes.</td>
<td>No.</td>
<td>No.</td>
<td>Positive results:</td>
</tr>
<tr>
<td>- College lacks proper policy framework.</td>
<td>- Committee includes the executive members of the college, namely: Rector, Senior Vice-Rector, Vice-Rector, and seven Directors of the divisions.</td>
<td>- Senior members of the college are part of the committee to initiate and maintain relationships.</td>
<td>- But the college does not allocate a specific amount.</td>
<td>- Both parties focus on issues of mutual benefit.</td>
<td>No monitoring is taking place. Assessment results are taken as a form of monitoring.</td>
<td>No.</td>
<td></td>
</tr>
<tr>
<td>- College does not sign contracts with companies, it is more a gentlemen’s agreement.</td>
<td>- Collaborative activity initiatives are part of the duties of the Directors of the divisions.</td>
<td>- A project defines its own financial needs and the college will pay for the project.</td>
<td>College Benefits:</td>
<td>College Benefits:</td>
<td>College Benefits:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Only Unisys company has signed a contract with the college and the relationship is one year old.</td>
<td></td>
<td></td>
<td>- Gets financial assistance.</td>
<td>- Gets qualified artisans and competent employees.</td>
<td>- Publicity in the community - Marketing venture</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Committee:**
- Includes the executive members of the college, namely: Rector, Senior Vice-Rector, Vice-Rector, and seven Directors of the divisions.

**Champions:**
- Senior members of the college are part of the committee.

**Budget:**
- No specific amount allocated.

**Mutual Benefits:**
- Both parties focus on issues of mutual benefit.

**Monitoring:**
- No monitoring in place.

**Evaluation:**
- No formal evaluation methods are being used.

**Positive Results:**
- Good and strong relationships.
- Successful but needs improvement.

**Weaknesses:**
- No policy framework in place to guide relationships.
- No monitoring or follow-up.
- No evaluation criteria in place.

**Company Benefits:**
- Gets qualified artisans and competent employees.
- Publicity in the community.
- Marketing venture.
4.3.3 Sivuyile Technical College

Sivuyile Technical College is situated in Guguletu, a black township approximately 15 kilometers from Cape Town and a few kilometers away from the Airport and the Philippi Industrial areas. Until 1994 the college was a State-funded institution under the authority of the Department of Education and Training (DET).

The college was barred from establishing interrelationships with business/industrial companies. Under the old apartheid system, black technical colleges were deprived of such opportunities. It is only after 1994, under the auspices of the Western Cape Education Department (WCED), that the college could make partnerships with the private sector.

4.3.3.1 Blaauwberg Municipality Shadowing Program

Sivuyile College has a collaborative activity with Blaauwberg Municipality called a "Shadowing Program". The college sends their Human Resource Management students to participate in this program. The Shadowing Program is only a start; the Rector hopes to attract many other companies with the new building that is now being constructed.

When the building is finished, we will attract quite a number of people to utilize the buildings; out of that we will develop broader partnerships within Guguletu.

(Interview, Barry and Mayaba: 5 November 1998)

(a) Aims

The college sends their Human Resource Management students to the Shadowing Program for internship.
(b) Benefits

(i) The College benefits as follows:

1. Identification of shortcomings in students' knowledge; as an educational institution it is their obligation to correct these shortcomings.
2. Attraction of the community into the college by means of this program.

(ii) The Company in return receives:

1. Publicity, becoming better known by the community.

The college would like to expand its existing partnerships, hence the Rector envisages the following activities:

- Workplace development and upgrading of lecturing staff.
- Training of company employees by offering short, flexible courses.
- The college will make joint ventures with the Non-Governmental Organizations (NGOs) for community development projects.

The Rector intends to offer short courses based on business/industry needs, small business development, and business needs in terms of Human Resource Development.

4.3.3.2 Applying Hardman's Criteria to College-Business Partnerships

(a) Nature of the partnership

The college structure is not in place yet. The whole organizational structure has to be designed so as to be effectively co-ordinated. There is no formal college development plan at the moment but the college intends to develop its partnerships in the future.
We are targeting 1999 as the year when everything will be in place, as we are going to be autonomous and become a State-aided college. (Interview, Barry and Mayaba: 5 November 1998)

As from 1999 the college was thus going to change its status to become autonomous and run its own affairs. The National Educational Education Department proposed the reduction of technical colleges nationally through clustering and amalgamation as from 1999. Sivuyile College was the last technical college to be built in the Western Cape, and has a small capacity and poor facilities. It is possible that it may amalgamate with other well-resourced technical colleges in the Western Cape.

(b) Development Plan

The college development plan is being worked on at present (1998), but the Governing Council must still approve the plan before submission. The college development plan includes the development of physical facilities, staff and students. It will involve extensive redesigning of the college; for instance, courses are quite rigidly structured, and the college is intending to offer more short courses.

Where is our greatest focus going to be? Is it going to be on part-time or full-time students? My own sense is that there must be a shift to part-time students where we can take in greater numbers. There should be a very strong emphasis here on unemployed people, who often cannot pay for the full course. The possibility is that they might be able to get sufficient funds to pay for short courses. (Interview, Barry and Mayaba: 5 November 1998)

The college development plan includes the development of student support services, which is at present a serious shortcoming at this institution. Furthermore, the college is situated in an area that has been underdeveloped with regard to college students. Physical development is presently in phase one (of a seven-phase project). The likelihood is that the State will need to fund those projects, which will probably not happen, as the college
is becoming autonomous. But here again, the private sector can assist by creating the healthy impression that they are working in close co-operation with the Government sector, especially in an era where the latter is struggling to meet its commitments in terms of educational provision.

But again I always work on the basis that if you are going to attract funding, then you have to have a good track record of success and excellence. (Interview, Barry and Mayaba: 5 November 1998)

(c) Committee

The college at the moment (1998) does not have a committee or a member of staff dedicated to initiate partnerships with industry. The college does not have such capacity because of a staff shortage. But the college also realizes that to succeed, they will need to appoint people to deal specifically with partnerships.

I also see it as part of student support to place students in companies to experience the world of work. The person who fills this post should be co-opted from the top management. The other possibility is to appoint someone on contract, I see myself doing that as from 1999 and really it would depend on the task description, i.e. that these are things we want to achieve. (Interview, Barry and Mayaba: 5 November 1998)

(d) Curriculum Development

With regard to curriculum development, the National and Regional Education Departments provide all technical colleges with the syllabi. All technical colleges send a representative to the curriculum committee, both nationally and regionally. The Board of Trade and Industry is part of curriculum development, so that technical colleges are up to date about the needs of business and industry worldwide.
(e) Monitoring

In terms of monitoring the collaborative activity, the work-shadowing program has been in place for only one year since 1997. Monitoring structures are still being developed. The college sends the employer a questionnaire to find out how the students have performed during the internship period, and what suggestions the company has for improvement. The college lecturers also need to visit the students and ensure that their needs are fulfilled. Student visits need to be far more structured in the future.

(f) Evaluation

No formal evaluation is taking place. The questionnaire sent to the company also functions as an evaluation. Although this is insufficient, the rector feels that it is a good start.

4.3.3.3 Views of the Partners

The rector feels that the success of the program is still at an early stage. It is difficult to measure the success at the moment; in one or two areas one will find that the program works very well. The success of the partnerships entails a large amount of regular maintenance work. The persons in charge constantly have to keep people involved, because as soon as this is not done, the relationship basically collapses.

The college constantly has to pull the companies into the college activities, by getting them involved, making them feel important and part of the institution. I do not mean companies just pumping money into college. Get these people out into the place like Guguletu and say 'come and meet the real world'. Quite interestingly, those who have made an effort, go back with a lot of enthusiasm. (Interview, Barry and Mayaba: 5 November 1998)
According to the rector, it is not enough for education representatives to phone the companies once every two years. Constant contact, for example by sending them Christmas cards and inviting them to Diploma Ceremonies, shows them that the college appreciates their involvement and is vitally important for their relationship.

4.3.3.4 Shortcomings and Problems Encountered during Partnership Activities

(a) Lack of capacity

There is neither a committee nor a dedicated member of staff who is appointed to deal with the partnerships, because of a shortage of staff. The college wants to be co-ordinated properly and to work effectively, but they need someone who is dedicated to building up and nurturing the relationship. The college needs to expand its existing relationships with business, but as these develop, the greater the co-ordination that will be required.

(b) Lack of policy framework

The shortcoming of this relationship is the framework within which it operates. Evaluation of the shadowing program is not effective enough. The college sends a questionnaire to the employer for evaluation of the practicing students. This evaluation is inadequate, but it is a start.

When you generate a good track record of success, then you start to attract all sorts of other successes. First get your reputation sorted out as a high quality institution, before you take note of companies floating in because everybody wants to be part of success. (Interview, Barry and Mayaba: 5 November 1998)

The rector realizes that in order to obtain support from the private sector, it is vital to provide good quality education and to build up a record of achievement; as a result, it will be much easier for companies to invest in the college.
(c) High Crime Rate and Violence

A part of the problem for Sivuyile College with regard to attracting industrial companies to Guguletu is the high crime rate and violence in the township. Crime and gangs create negative publicity for Guguletu. The situation in which the college finds itself has an impact on staff and students. At the beginning of 1997 four of the experienced staff members with expertise took the Voluntary Severance Package (VSP) because of the high crime rate in Guguletu.

We have old students; because there is lack of jobs, some people come back to college; sometimes they are involved in gangs. This has an impact on attracting business/industry, but if we can produce and have our students on top, we will attract companies because of our track record. We used to have a relationship with Murray and Roberts and Ofcon. A lot of these relationships have been dissipated because some of the political issues we have confronted here, have really taken attention away from that. I am really confident that we are over the worst. Now we need to go back and start re-establishing those relationships. A lot of damage has been done. At the same time we have managed to contain it to such a degree that it has not destroyed everything. (Interview, Barry and Mayaba: 5 November 1998)

The rector of the college seems to be a person with strong courage. Over and above the problems facing him, he still hopes to achieve his goal of taking this college to the top. He also feels that the community, in which the college is situated, is not conducive to tertiary education.

In the next chapter I shall make recommendations for the future development of partnerships and draw further conclusions from the data gathered.
SUMMARY OF PARTNERSHIPS AT SIVUYILE TECHNICAL COLLEGE:

<table>
<thead>
<tr>
<th>Policy Framework</th>
<th>Committee</th>
<th>Champions</th>
<th>Budget</th>
<th>Mutual Benefits</th>
<th>Monitoring</th>
<th>Evaluation</th>
<th>Positive Results and Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>College: No</td>
<td>No.</td>
<td>No.</td>
<td>College:</td>
<td>Yes.</td>
<td>No.</td>
<td>Positive Results:</td>
</tr>
<tr>
<td>College:</td>
<td>- Lacks proper planning development. - Plan is still being worked out. - Rector envisages formal relationships in future.</td>
<td>- No team working on partnerships. - College lacks the capacity building.</td>
<td>College is financed by the Western Cape Department of Education. - Publicity in the community.</td>
<td>- College is placement and internship with Blaauwberg Shadowing Program.</td>
<td>- Questionnaire is drawn up by the college and sent to the company to assess the students. - This is inadequate - monitoring structures are still being developed.</td>
<td>- Evaluation of the Shadowing Program is not effective enough - program has just started.</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 The Importance of Partnerships in South Africa

There is no doubt about the importance of partnerships in South Africa. These should extend throughout the FET Sector, and policies should be designed to facilitate these partnerships. As is stated in the Skills Development Act 97 of 1998, South Africa has a poor skills profile as a result of the poor quality of general education for the majority of South Africans, the poor relevance of much publicly funded training, and the low level of investment by industry in training. This poor profile inhibits productivity and growth in industry, new investment prospects and the employability of the young and unemployed.

The FET Sector must make a concerted effort to change the current school curriculum; they must allow outside intervention to determine new developments in schooling, especially from the industrial sector. They must keep in touch with relevant partnership developments elsewhere in the world, as in the case of Athlone Technical College. This can be done through existing school networks or though the formation of specialised task teams, which can facilitate the training of future partnership practitioners.

My investigation has revealed that the partnerships I have studied are very selective. Business/industry needs to be persuaded that it is in their interests to assist in the education of the country. Some companies, such as John Thomson Africa, showed the willingness and determination to interact, communicate and co-operate with local schools in order to bring about improved social, economic and educational status conditions.

This study has shown that industrial involvement in education through an integrated, working partnership arrangement contributes to the life-long process of development of the whole person.
5.2 The Partnerships: Strengths and Weaknesses

In conclusion, the analysis of the data compiled and the patterns of responses as well as the meanings of statements made, revealed that the current industrial partnerships that exist between businesses and technical colleges in the Western Cape are both formal and informal. In two of the cases, namely Athlone and Sivuyile Technical College, the respondents to the interviews reflected that they do not have formal partnerships, whereas Western Province Technical College indicated that they have formal, signed contracts with industrial companies.

5.2.1 Western Province Technical College

(a) Strengths

At Western Province Technical College respondents felt that in general partnerships were fruitful and beneficial to both the college and the companies involved. Each party gets what they want from the partnerships, although the relationships do need improvement and weaknesses should be rectified.

Western Province Technical College partnerships measure up to the criteria of conditions as set up by Hardman (1996: 5). Both partnerships meet the following criteria:

- Development plans which include partnerships.
- Committees which include senior management from both parties.
- Champions of both parties form a team to develop models of excellence.
- The college does not have a specific budget, whereas the companies budget for partnerships.
- With regard to mutual benefits, both parties focus on issues of concern.
- Regular monitoring takes place.

(b) Weaknesses
No proper evaluation is taking place. The partnerships need an independent person from the outside to evaluate them.

5.2.2 Athlone Technical College

(a) **Strengths**

Partnerships at Athlone Technical College are informal, except for the one with Unisys Company. The following criteria of conditions are met:

- Committees from both parties include executive members of the college and the companies.
- Senior members of both parties are part of the committees to develop models of excellence.
- The college does not allocate a specific amount although the companies budget for partnerships.
- Both parties focus on issues of mutual benefits.

(b) **Weaknesses**

The college lacks a proper policy framework to guide partnerships. There is also no proper monitoring or follow-up, nor is any formal evaluation of partnerships taking place.

5.2.1 Sivuyile Technical College

(a) **Strengths**

At Sivuyile Technical College the development plan is in the process of being drafted. The rector hopes to have formal relationships in future. The present partnership with
Blaauwberg Municipality does not meet the criteria of conditions as set up by Hardman (1996: 5).

- The college benefits by receiving student placements and internship.
- The company is publicised in the community they serve.
- With regard to monitoring, the college sends a questionnaire to the company to assess the students. Although this is inadequate, it is a good start.

(b) Weaknesses

The committee lacks the following:

- No committee is in place.
- No team is working on partnerships.
- There is no budget for the activities. The Western Cape Education Department controls the budget.
- No proper evaluation of the partnership is taking place.

5.3 Recommendations for Strengthening the Partnerships

- Selection of colleges.
- Provision of in-house training.
- Teacher placements.
- Tracking of students.

5.3.1 Selection of colleges

The Nampak companies select Western Province and Wingfield Technical Colleges for their candidates. This is a shortcoming because it disadvantages some of the employees' children who live far from these two colleges. The fact that students should study at Western Province or Wingfield Technical College creates transport problems for some students.
5.3.2 Provision of in-house training

Employees of the companies feel insecure and less competent than the younger students when it comes to theoretical training. If the companies want to improve their employees' qualifications and have skilled and semi-skilled workers, as is suggested by the NQF, then companies need to hire technical college lecturers to come and give lectures at the plant. (Interview, Bonixo: 12 November 1998).

The purpose of the Skills Development Act 97 of 1998 is to encourage employers to use the workplace as an active learning environment, and to provide employees with the opportunities to acquire new skills (Thomson and Benjamin, vol.1: DD 2-2).

5.3.3 Teacher Placements

Lecturers and students need to be exposed constantly to industry. They must be thoroughly familiar with the world of work, have gained first-hand experience and be able to meet the needs of industry. Lecturers need to develop curriculums with people in industry, so that industry can meet the global economic competitive expectations.

5.3.4 Tracking of students

If both the college and the Department of Labour could track students after completion of academic courses, this would help students in terms of job seeking.
5.4 The Following Recommendations based on the Findings, are made to Facilitate Local Partnerships

- Strategic planning
- Constant communication
- Meeting of agendas
- Committees
- Monitoring and Evaluation

5.4.1 Strategic planning

Successful partnerships need proper planning and the development of a policy framework. Western Province Technical College, as an example, has successful relationships with its partners because the college has a college development plan in place that includes partnerships.

5.4.2 Constant communication

In order to build a successful partnership, partners need to be in constant communication with each other, to hold regular meetings and to involve the companies in education, not only to ask for financial support but also to allow them to become part of the institution. For instance, a company representative could be a member of the college's Governing Council.

5.4.3 Meeting of Agendas

All stakeholders constantly need to work towards a marriage of their respective agendas, in other words, increased participation not only with business/industry in education and training, but also colleges' involvement in the achievement of business/industry goals. Further, future partnerships must be based on mutual benefit and mutual respect and influence, accepting shared responsibility, authority and control over resources.
By improving the quality of the existing partnerships between technical colleges and industry, the transition of young people from school to work and adult life would be improved simultaneously. The ideal is to work towards a working partnership, which raises the standards of living of students by improving resources, environment and context outside the college. Efforts should be made to create opportunities so that learning takes place not only in the lecture-rooms, but also on employers' premises. This would enhance teaching and learning. (Cicero, 1996: 98)

5.4.4 Committees

Committees need to include all stakeholders of the institution. It is crucial for senior management of staff to play a leading role. Employees should have representative member(s) from the Union if possible. Hardman (1996: 10) recommends that clear information should be furnished to all potential participants, in which conditions for participation are spelled out.

5.4.5 Monitoring and Evaluation

Business/industry representatives, as well as lecturing staff, should be co-operatively and actively involved in the planning of these partnerships. Objectives should be collectively defined, and continuous monitoring of progress as well as evaluation of outcomes should be built into the partnerships. Further, a system should be designed to ensure support and feedback, in order to assess the value that is being added on.

A newspaper called The Teacher summarizes partnerships as follows:

There is no single model of partnership to suit every situation. Each context will determine the objectives, the partners, the resources they bring and the desired outcomes. Although partners contribute differently depending on their roles, some being stakeholders and beneficiaries, while others are role-players providing leadership, the partnership should be based on democratic principles and, as far as practicable, inclusive decision-making. (The Teacher, 1997: 5)
Other companies such as Woolworths, have a system in which employees are given a day off a year to work on community projects. It is absolutely crucial to have Education-Business Partnerships because the State lacks the necessary funds. Therefore education needs more private sector initiatives. For example, companies such as Engen and Metropolitan Life invest more than R10 million a year in social development programs around the country. This includes awarding bursaries for tertiary education, and ranges from individual involvement in schools to the training of teachers, extra classes for pupils, AIDS education, support centres and development of community programs (Cape Argus, 14 April 1999: 13).

Big business has come to acknowledge its responsibility in addressing unemployment, the education crisis and the lack of skills and training – but much still needs to be done. (Cape Argus, 14 April: 13)

Clive Roos of the Western Cape Education Department said that many businesses were involved in educational initiatives with the Department.

We have more than enough evidence that these partnerships can be very successful, and there is still room for expanding the relationships. (Cape Argus, 14 April 1999: 13)

Business/industry has a crucial role to play in technical colleges. The survival of colleges depends on meeting business/industry and community needs. Some refer to the development of the human potential in order to meet the challenges of a changing competitive economy. This is where the real hard skills are offered. What is certain is that the current host of problems affecting education in South Africa, and schools in particular, will only yield to the joint efforts of as many stakeholders as possible. Business, with its vast energy, experience and initiative needs to be encouraged to play as full a role as possible by forming partnerships of all kinds with educational institutions.
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ACRONYMS

AIDS - Acquired Immune Deficiency Syndrome

ANC - African National Congress

COSATU - Congress of South African Trade Unions

DET - Department of Education and Training

DoE - Department of Education

DoL - Department of Labour

EBPs - Education Business Partnerships

ECA - Electrical Contractors Association

FEBDEV - Foundation for Economic Development

FET - Further Education and Training

GEAR - Growth Employment and Redistribution

GEC - General Education Certificate

GNU - Government of National Unity

HOA - House of Assembly
HOR - House of Representatives
HR - Human Resources
HSRC - Human Science Research Councils
IPEB for IDT - Institute for Partnerships between Education and Business For Independent Development Trust
ITB - Industry Training Board
MEC - Member of Executive Council
NAC - National Access Consortium
NBI - National Business Initiative
NETF - National Education and Training Forum
NGOs - Non-Governmental Organisations
NQF - National Qualification Framework
NTB - National Training Board
OBE - Outcomes-Based Education
PRO - Public Relations Officer
RAP - Regional Access Program
SAIRR - South African Institute of Race Relations
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>US</td>
<td>United States</td>
</tr>
<tr>
<td>VSP</td>
<td>Voluntary Severance Package</td>
</tr>
<tr>
<td>WCB</td>
<td>Western Cape Business</td>
</tr>
<tr>
<td>WCED</td>
<td>Western Cape Education Department</td>
</tr>
</tbody>
</table>
APPENDICES

1A. Further Education and Training Band

1B. Further Education and Training Band

2. Interview Questionnaire Example for Technical Colleges, for example: Western Province Technical College.

3. Interview Questionnaire Example for Business Companies, for example: Divpak.

4. Recorded Interviews on the Radio Cassettes.
APPENDIX 1

The levels, bands and fields of the NQF
### Figure 2: The NOF

<table>
<thead>
<tr>
<th>General Education and further Education and Training Band</th>
<th>Higher Education and Training Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gr. 9</td>
<td>Gr. 12</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>NQF</td>
<td></td>
</tr>
</tbody>
</table>

**Doctorates and Higher degrees and professional qualifications**
- First degrees and higher diplomas can be awarded at levels 7 and 8.
- Diplomas and certificates can also be awarded at levels 7 and 8.

**Schools**
- Pre-school phase
- Foundation phase
- Intermediate phase
- General Education and Training Certificate

**Schools**
- Further Education and Training Certificates
- SENIOR AND SECONDARY SCHOOLS
- TECHNICAL AND INDUSTRY TRAINING CENTRES
- LABOUR MARKET SCHEMES

**Universities**
- ABET level 1
- ABET level 2
- ABET level 3

**Private Providers and NGOs**
- Employer training
- Colleges
- Labour schemes

**ABET level 4**
- Private providers and NGOs
- Employer training
- Colleges
- Labour schemes

**ABET level 3**
- Private providers and NGOs
- Employer training
- Colleges
- Labour schemes

**ABET level 2**
- Private providers and NGOs
- Employer training
- Colleges
- Labour schemes

**ABET level 1**
- Private providers and NGOs
- Employer training
- Colleges
- Labour schemes
The General Education and Training leg of the open-ended level 1 contains 9 grades divided into three phases: Foundation, Intermediate and Senior. The Foundation phase is divided into three learning programmes; the Intermediate phase is divided into five learning programmes; and the Senior phase is divided into eight learning programmes.

The Adult Basic Education and Training leg of the open-ended level 1 contains four ABET levels.

The Further Education and Training band of the NQF covers levels 2, 3 and 4 and is divided into twelve fields.
APPENDIX 2

Western Province Technical College:

Interview Questionnaire Example
EDUCATION BUSINESS PARTNERSHIPS

QUESTIONNAIRE FRAMEWORK FOR TECHNICAL COLLEGES

Name of the institution Western Province Technical College

A. General Section on Partnerships:

1. Are there any business/industry companies in your area which have a potential for partnerships with college-schools? Yes

2. What business/industrial companies are they? Please list them:
   (a) Telkom
   (b) Old Mutual
   (c) Kohler Packaging
   (d) Davidson Engineering and the lot.

3. Is your institution in anyway involved in collaborative activities with these business/industries? Yes.

4. Describe the nature of their business. What do they do?
   (a) Beucan manufacturing of cans
   (b) Nampak Tissue issue paper- toilet paper, tissues, rolls.
   (c) Printpak- printing of packages
   (d) Monocontainers- makes containers
   (e) Ntsika- get overseas funding for entrepreneurship

5. If your answer is yes under A.3, describe these collaborative activities. All of them look after underprivileged students giving them bursaries about 99% from Langa and other township areas. Bursaries, apprenticeship training, upliftment of the community with hand skills, entrepreneurship and bridging courses.

6. If the answer is no under A.3
(a) Would you like to engage in or expand collaborative activities?
   Yes/No
(b) What activities could you envisage?

7. Do you think your institution receives preferential treatment because of proximity? No.

COLLABORATIVE ACTIVITIES

ACTIVITY NO.1:
(a) Name of the company Beucan/ one of the seven companies in Nampak Group.
(b) Description of the collaborative activity.
   Screening of prospective bursary candidates
   Career guidance
   Theoretical training in courses
   Skills training
   Entrepreneurship training
   N-courses
   Head office pays half of the bursaries and each company pays the other half.
   Minimum of two staff members are involved in the committee.
   +- 100 students are selected the company pays for introduction class and N1-N3.
(c) Would you describe the activity in terms of compacts, student/lecturer placements, sponsorships, donations, bursaries, curriculum development, projects.
   In terms of bursaries if the students fail they allow them to redo the course under discussion especially if the attendance is very good the company seem to be fair with the students.
(d) Aims of the collaborative activity.
   Upliftment of the community in technical studies, strengthening ties of college with industry, improving quality of education and skills of their workforce.
(e) How long has it been there?
+- 9 years, apprentices +- 25 years.

(f) How are your interests served by this activity?
closer contact with local industry and local community - stronger technical students, more educated technical candidates entering market with qualification obtained at W.P. Technical College.

(g) How are the interests of your partner served by this activity?
Upliftment of the workforce- closer contact with the community part of the RDP plan, helping them with their racial disparity.

(h) Who is playing the dominant role in developing excellence in this collaborative activity?
Western Province Technical College.
ACTIVITY NO.2

(a) Name of the company Telkom

(b) Description of the collaborative activity.
Bridging course, N3-N6 + 25 candidates
Part of the project offer 3 year bursary, they want students with certain qualification upfront N3-N6. We supply them with those candidates.
Upliftment programme sending their employees for bridging courses.
Selection of students is done through interviews by Telkom, they are fishing in a pool of fishes they know they can get what they are looking for. The facilitator send them back for theoretical part of training once a year for three months for three years.

(c) Would you describe the activity in terms of compacts, student/lecturer placements, sponsorships, donations, bursaries, curriculum development, projects.
Job creation

(d) Aims of the collaborative activity.
Upliftment programme. promote good quality of education and skills.
Pool of qualified candidates.

(e) How long has it been there?
+- 25 years.

(f) How are your interests served by this activity?
Students get jobs, they call it a bursary they suspend them if they fail and do not do the practical right.

(g) How are the interests of your partner served by this activity?
They are sure of a pool of qualified candidates and skilled workers.

(h) Who is playing the dominant role in developing excellence in this collaborative activity?
Telkom do the rest of the training, selection of students is done by them. They use the race parity-80% African, 20% White and Coloured students.
ACTIVITY NO.3

(a) Name of the company **NTSIKA**

(b) Description of the collaborative activity.
Create small businesses, fund the technical college for doing entrepreneurship course
The college gets students to do skills on business training, welding and show them how to run a business as a welder, how to get funding, sell the product. Cacoon phase - place them to run their business under supervision.

(c) Would you describe the activity in terms of compacts, student/lecturer placements, sponsorships, donations, bursaries, curriculum development, projects.

(d) Aims of the collaborative activity.
Upliftment of the community.

(e) How long has it been there?
2-3 years

(f) How are your interests served by this activity?
Getting students, uplifting the community to develop small businesses.

(g) How are the interests of your partner served by this activity?
Part of RDP plan, upliftment programme.

(h) Who is playing the dominant role in developing excellence in this collaborative activity?
Both Ntsika and the college.
B. **Structure of College-Business-Collaborative Activities:**

1. How are these collaborative activities structured?
   Visit the companies involved 2/3 times per month
   Representation in the selection committee
   Advise their social worker and the Union- as to the selection of prospective students for bursaries.
   Combined meetings of all these companies and the college representatives once per three months where written reports as to students progress are reported and debated- new projects discussed e.g. skills training, modular training, entrepreneurship.

2. Do you have a college development plan? Yes

3. Does it include the development of college collaborative activities? Yes

4. If the answer is yes, please give details.
   Five Directors going out marketing the college to industry.
   Two full-time PROs, Vice-Rector and the Rector go out physically make contacts with these companies to develop more collaborative activities with our existing client base.
   The W.P. Technical College sign contracts with them.

5. **What is the importance of college-business collaborative activities?**
   Business/small industries no longer train apprentices, the college sector has taken over this function to a greater extent through the accredited modular training system, thus ensuring a well trained industrial sector, and a growing technical college sector.

6. In your organisation of the collaborative activities, do you provide for-

   (a) a committee? Yes
   (b) a dedicated member of staff to initiate collaborative activities with business/industry? Yes
   (c) what position does he have in the college?
      Rector, Vice-Rector, Directors of the Departments, PROs.
      Middle and higher management.
      FEBDEV- involve lecturers who are lecturing the course.
   (d) do you allocate a budget, please specify the amount.
There is a budget for various projects, members of the staff are not getting extra pay for what they are doing.

7. Do you have an agreement which guides the mutual interests of both parties?
   Yes, especially with big companies.

8. Do you involve business/industry in developing your curriculum? Please give details.
   Yes.
   National examiners, moderators, skill-training boards for each industry examine the lecturers, govern the criteria, set out the actual learning plan-skills side/ academic Department of Education in collaboration with Industry at National level.
   Develop courses for a company, non-formal courses. The company tell the college what they want, then the college do it for companies not a national qualification but skills based which will be recognised by that particular company.
   Technikon Diploma-the college do special little courses for them. for example, Game Rangers Dept. of Labour-Government tickets of competency, wiremans’ licence.

9. Do you provide for regular monitoring? Please give details.
   Yes.
   Monitoring is done by the exams.
   The Industry Board states what needs to be done and monitor.
   Companies monitor the informal courses.

C. Outcomes of the collaborative activities:

1. What are the actual benefits of these activities for the college:
   Student benefits- financial growth benefit
   Far more industrial nation
   All our youth are able to get something from what they are doing, they earn a living while they are students many students are self supporting. Students are walking away with a marketable skill- they can build on those skills when they have finances to do so.
2. How successful are the existing collaborative activities between your institution and the businesses/industries you are working with?  
Very good.  
Both the college and the companies get what they want from the activity.

3. What do you think is most important in sustaining these collaborative activities?  
Total involvement of both parties, people chosen for that particular job must be committed to do the work. Commitment of general population as far as the technology is concerned. Dedication of the people be prepared to put in money and uplift the community. Members of the Governing Council be directly involved. Financial, Academic Board. Daily management board, put the people forward.

4. What are the problems and shortcomings of these collaborative activities?  
Shortcoming—not enough commitment from the side of the companies.

D. Evaluation:
Do you have any indicators or criteria in place to measure the success of these collaborative activities? Please give details.
Modular training board exams—with Ntsika, Nampak feedback. Meetings with Nampak giving them statistics measured against the National and previous results.

E. Future Development:
1. What could be done to improve the existing activities?
More commitment from the side of the companies towards technical colleges.  
West Coast initiative—upliftment of the area. Industrial area the college is involved in that.  
SAQA-directors of the college are on the board of SAQA.

2. How do you see the development of the collaborative activities in the future?  
Must go forward—massive expansion due to learnerships because companies will take on learners—send them to do the modules.  
Every company has to put 1% of every profit into a National Skills
Development Fund. 20cents of every R1. goes into the skills development fund. Part of that money should be put into Technical colleges.

G. **Other comments:**

Any other comments not covered in the questionnaire?

No.
APPENDIX 3

Divpak

Interview Questionnaire Example
EDUCATION BUSINESS PARTNERSHIPS

QUESTIONNAIRE FRAMEWORK FOR BUSINESS/INDUSTRY COMPANIES

Name of company: DIVPAK

General Section on Partnerships:

Is your company in any way involved in collaborative activities with technical colleges? 
Yes
If the answer is yes, please list the names of the colleges.
(a) Western Province Tech.
(b) Wingfield
Is there any college that is in your area?
Yes, both are a few km away
If the answer is yes, does it get preferential treatment because of proximity. Please explain.
Yes and no.
Excellent results and good relationship that the company has with those two colleges
If the answer is no, please explain what criteria you use in establishing collaborative activities.
Time to look at the colleges that were left out in the past because of transport problems
Resulted in high absenteeism and missing out on lectures
One of the employees stays in Athlone, Kuilsriver, Wynberg, which causes travelling problems
Children of the employees get first priority
Second priority are the members of the community that are underprivileged
Travelling problems: it will be good if it can be introduced to other colleges
Would you like to engage in or expand collaborative activities with technical colleges?
Yes
What collaborative activities could you envisage?
Be introduced in other colleges as well, not only Technicals and also private sectors
Broaden the accounting field
Do you have relationships with other educational institutions? Please give details.
Only the two Tech.
Employees – short courses
Collaborative Activities

ACTIVITY NO. 1
Name of the technical college: Western Province and Wingfield
Description of the collaborative activity:
Nampak is paying for the whole thing; 7 places per trimester
Bridging educational program – orientation program up to N3
If there is a student who is really performing well can move to N6
If the student fails, they are given a second chance
A committee of five members from the shopfloor visits the students before exams and give them a word of encouragement
Look for students in the underprivileged through contacts at the church
Try to teach the youngsters to be self-employed
How would you describe the activity, e.g. compact, teacher/student placements, sponsorships, donations, bursaries, curriculum development, projects?
We try to do that – placements, casual jobs
See what is like and what they do
Majority of students are in the motor industry
Aims of the collaborative activity
To equip the young people to make them worthy artisans and bring them back to our company
Form a family
Be able to have their own businesses
How long has it been there? 1991
How are your interests served by this activity?
Reap at the end, good employees, qualified artisans
How are the interests of your partner served by this activity?
Get financial support from the company
Recruit students, go to the college and ask for needy students as well as to fill our numbers
Who is playing the dominant role in developing excellence in this collaborative activity?
Joint venture – we work together with the tutor of the college, parent and the committee
Structure of College-Business Collaborative Activities:
How are these collaborative activities structured?
Started at Nampak, there was a need to go out to the community and help
First introduced to the employees
Now opened up to the whole community by placing an ad on the board
We call the tutor, and conduct interviews with the prospective parent in the presence of the
parent
Commitment of the student
Criteria – look at the results
Agreement with the student; he/she must sign, application form signed by both the applicant
and the parent
Do you have a company development plan? Yes
Does it include the development of college collaborative activities? Yes
If the answer is yes, please explain
This is an ongoing thing -- ?? bring in the numbers
Opportunity of lifetime
Maths is the problem
In your organization of collaborative activities, do you provide for:
a committee? Yes
A dedicated member of staff to initiate collaborative activities with technical colleges? Yes
(ii) What position does he/she hold in the company?
Human Relations officer, including production, mechanics, driver, administration, production
planner, line leader
other arrangements?
Contacts with the various people; Tech. Other plants as well
Do you allocate a budget? Please specify the amount.
Nampak is paying if we exceed our numbers, then we pay
Varies on the level of the student
Do you have an agreement which guides the mutual interests of both parties?
Yes. Nampak Head Officer does have the agreement, then the colleges
Keep the agreement signed by the ???
The plant only keeps the application form
Do you provide apprenticeships to students? No
If the answer is yes, please give details.
If the answer is no, how do you meet the students needs? Offering bursaries
Do you provide for regular monitoring of the collaborative activities? Please give details.
Yes, Regular visits – once a month, just before exams, quarterly meeting
If there is a problem you go to straight away – attend to that immediately
John Halt N.H.O.H., with the plant committee, colleges, all
Students some ???, training operations of Nampak after the results come out
Phone calls between the company and the tutor; progress results are always sent to the company

Outcomes of the Collaborative Activities
How successful do you rate the existing activities between your company and the colleges you are working with?
100% relationship; if there has been a problem, he picks up the phone and same with us – proactive
constant communication between the two of us
it also depends on the person you are working with – commitment
we send birthday cards. Christmas cards
What do you think is the most important in sustaining them?
Communication – to talk
These cards make a difference – we end up building a friendship
What are the problems and shortcomings of these collaborative activities?
Maths – is one of the major problem with candidates, and students end up not performing well.
If they can't do well in Maths, they can't do the drawings.
Past experience in Maths has an impact because students do not come forwards and say we do not understand; they end up bunking classes
Attendance has an influence for the second chance
Language is sometimes a problem.
Student commitment – opportunity for lifetime – some are not dedicated – absenteeism
Evaluation
Do you have any indicators or criteria to measure the success of these collaborative activities? Please give details.

Put the candidates back to work place – have results from the Tech. And choose according to merit

Entrepreneurship – we are hoping to see one of our students having his/her own business: students will have stands in open flea markets

Books on application for a job, set-up a C.V., and preparations for interviews are available to students

Future Development
What could be done to improve the existing activities?

Broaden the field, not all people are mechanically minded – give all youngsters an opportunity

We get some many applications, but they are interested in other fields

We are thinking of visiting schools and recruit students – we had a contact with CRIC, and maybe we can review that – concentrate on the selection criteria (disadvantaged)

How do you see the development of collaborative activities in the future?

Absolute need – from strength to strength

There will also be a need for education, for the benefit of the company and everybody in the country’s benefit

The satisfaction you get out of it when you see the outcomes – out of it qualified candidates

Take the students to the plant – lecture them and show them what we are doing – plant visit

Other Comments
Any other comments not covered in the questionnaire?

Upgrading the employees – there is a training room for ABE:

Lecturers come from the outside and give the lower level employees an opportunity

1999: General Manager come with figures how much it is going to cost

½ employed – forming a cluster with other Nampak companies in Epping to share the costs:

Facilities are there and outside tutors will come in

Help us to get pressure from outside

You need to have the copy of the Research Report