

SKILLS FOR EMPLOYABILITY

INTERNATIONAL SKILLS PARTNERSHIPS REPORT SOUTH AFRICA, 2014

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FOREWORD

This report is the result of four years' work on skills development by the British Council and its implementation partners in support of youth employability in South Africa. Yet it is only the beginning of what could become a college-wide support programme to help revitalize this increasingly important part South Africa's education and training continuum.

Youth employability and job creation are even more important now than when Minister Blade Nzimande visited the UK in 2010 to look at the successes and challenges within the UK's Further Education sector. The projects described in this report are direct products of that visit and the desire of the UK and SA governments to work together on the immediate, shared concerns of the skills agenda.

This report on the **International Skills Partnerships** is an important step in understanding the best ways of working, sharing knowledge and collaborating internationally for the benefits of the skills and vocational education sectors in both South Africa and the UK.

We wish to thank the college staff of the four UK college consortiums and the five SA colleges that have worked hard through the unique challenges of a pilot implementation, and acknowledge their determination in pushing through to what is now (almost) the finishing line. We have captured their experiences, achievements and lessons learned in this report, and invite you to reflect with us on these projects, with a view to determining how they should best inform the development of new and existing college partnerships.

Both the UK and South African Technical & Vocational Education & Training (TVET) sectors have been the subject of much scrutiny in recent years as the importance of the skills agenda and its clear, immediate link to economic development and prosperity has risen in priority for both countries. We hope that this project adds considerably to the work that is being done to ensure that young people in

South Africa and the UK receive high quality learning opportunities to fulfill their potential.

The outcomes in this report also contribute to a developing knowledge base and better understanding of the most effective attributes of skills development for employability in an international context, and can benefit leaders in this field across southern Africa. There is benefit too in this work for employers and industry – the engines of job creation and prosperity – and without which we could not create the relevant, up-to-date learning experiences that the next generation of skilled young people need.

Finally, we hope that our partners in South Africa's Department of Higher Education and Training will benefit over the long term from the relationships forged between the UK and South African colleges. So much of Minister Nzimande's vision for 2030 rests on achieving transformative change in the TVET system, and the British Council is determined to assist this work through connections with the UK and international partnerships that create valuable relationships and programmes that last for the long term. At the end of the day, it's the learners that stand to gain most from our collaborations, making this work more important than ever.

We hope that this report shows how strong links can become between the UK and South Africa when there is a focus on a common, shared objective, and we would welcome all public and private sector organizations to join us on future exchanges as we work to make the vision of an **"expanded, effective and integrated post-school system"** in South Africa a reality.

Colm McGivern

Colm McGivern

Director of the British Council

July 2014

INTRODUCTION

BACKGROUND

THE NEW EDUCATIONAL ENVIRONMENT

The formation of the new Department of Higher Education & Training in May 2009 was the starting point for a major revitalisation initiative in South Africa's 50 public vocational colleges (recently renamed TVET or Technical & Vocational Education & Training colleges).

Previous administrations had invested in partial improvements to the system, such as capital infrastructure improvements, and a new college curriculum in 2007, but starting in 2009, the South African government placed the public college system at the centre of its strategy to expand access to post school education and training for the majority of the population.

With a total youth² population of 10.4 million, of whom approximately 3.3 million are Not-in Education-Employment-or-Training (NEETs), the TVET college drive was necessarily ambitious and large scale.

The formation of a new single department to manage the colleges, universities and the Sector Education & Training Authorities (SETAs) under one Ministry, added a vigour and focus to the TVET renewal strategy that was not possible in previous administrations.

The TVET emphasis

The national TVET focus has been emphasised in several key policy documents and strategies including (in order of sequence), the *National Skills Development Strategy III* (2011), the *National Skills Accord* (2011)³, the *National Development Plan*

(2012), the *White Paper on Post-school Education & Training* (2014), and the *Integrated Human Resource Development Plan* (2014).

One aspect of the plans, which illustrates the scale involved, is the goal of increasing college enrolments access to 2.5 million students by 2030 from a current level of slightly under 1 million students. However increasing the employability of TVET students is simultaneously prioritised, which requires rapid improvements in both the quality and quantity of college throughputs.

International benchmarking and partnerships

Minister Blade Nzimande made it a point to visit several international countries during the first 18 months of his appointment, to benchmark South African plans with those of the UK, Turkey, Germany, Austria, Russia and China.

“ ... the plans [involve] increasing college enrolments access to 2,5 million students by 2030 from a current level of slightly under 1 million students...” ”

During the visit to the UK in 2010 an agreement was reached between the two governments to work together on a project to address youth unemployment by developing *skills for employability*. This was formalised in a **Joint Communiqué** which was signed at the 9th Ministerial bilateral forum between the United Kingdom and South Africa in June 2011, and the British Council was mandated as the implementation partner from the UK side.

² Youth are defined here as people between the ages of 18 and 24

³ Of significance to the partnerships discussed in this document are commitments 2 and 8 of the National Skills Accord: to make internship and placement opportunities available within workplaces and to

improve the role and performance of TVET colleges

THE SKILLS FOR EMPLOYABILITY (SFE) PROGRAMME

The British Council is the UK government's cultural relations organisation which seeks to strengthen international relationships through the sharing of its cultural assets in the fields of the English language, the arts, education and society.

Within its *work in education & society* focus, the British Council supports citizens and institutions to improve inclusiveness and openness. Programmes range from social action to diversity and youth issues and there is a joint focus on local and global issues.

Skills for Employability falls within these "work in education & society" programmes and is currently implemented in 30 countries, helping national education and training systems to respond more effectively to labour market demands and learner needs⁴.

In South Africa, the British Council developed a framework for collaboration with the Department of Higher Education & Training (DHET) to operationalise the Joint Communiqué.

The following interventions were targeted:

- the establishment of a **professional association** of SA TVET colleges (Association of Colleges for South Africa or AoCSA)
- a **Ministerial Roundtable** discussion with SA and UK companies operating in South Africa to help align TVET provision to the skills shortages experienced in the workplace
- a **Skills for Employability Dialogue for Joint Action**
 - This item was a forum to discuss the adaption of the *Skills for Employability*

programme to South Africa, and led directly to the college-to-college partnership initiative to provide support and interventions to strengthen delivery in selected FET colleges

- This initiative became known as the **International Skills Partnerships** (South Africa)

It was agreed by both governments that the approach would be underpinned by:

- a vision of a skilled and capable workforce taking into account policies, strategies and initiatives **already in place**
- improving the **quality** of provision and enhancing **responsiveness** to the labour market
- and initiating and maintaining meaningful **partnerships** amongst public and private providers, employers, and other social partners

The *Skills for Employability* programme is therefore aligned to and supports DHET's evolving strategic framework, most recently expressed in the *White Paper for Post-school Education & Training* (DHET, January 2014).

INTERNATIONAL SKILLS PARTNERSHIPS

There have been several initiatives seeking to improve the quality and impact of South Africa's public vocational colleges, starting with the Department of Education's *Tirisano Fellowship Program* which was supported by the British Council and ran during the period 2000 - 2004 and aimed to develop middle management capacity in TVET colleges.

The National Business Initiative (NBI) initiated and supported various TVET related projects following the *Tirisano Fellowship*. These included the *Colleges Collaboration Fund*, the *College Industry Partnership* initiative and the *Technical Skills Business*

⁴ For more detail on the Skills for Employability programme please visit <http://www.britishcouncil.org/skills-for-employability.htm>

Partnership which took place primarily in the pre-2009 fragmented landscape, with Department of Labour and Department of Education taking dual responsibility for different parts of the education and training system.

The International Skills Partnerships covered in this report are the first systematic partnerships between South Africa's public TVET colleges and their international counterparts in the new post-school landscape which was inaugurated in 2009 through the new Department of Higher Education & Training. They therefore benefit from the new synergies created by the single department, and the new post-school vision drafted in the *White Paper for Post -school Education & Training* (2014), which was already in discussion format as a Green Paper in 2012 as the International Skills Partnerships were being conceptualised.

THE FIRST BEGINNINGS

Following the signing of the Joint Communiqué in June 2011, a concept report was prepared and approved by the Minister of Higher Education & Training, and a Project Steering Committee was established by the British Council.

In March 2012 the NBI signed a strategic partnership agreement with the British Council to support the *Skills for Employability* programme. The NBI's role included providing project management support with respect to project design and delivery, financial management, communication, reporting and monitoring and evaluation.

Below a timeline showing the development of the International Skills Partnerships including future possibilities:

1. June 2011
 - a. Signing of the Joint Communiqué between the United Kingdom and South Africa
2. November 2011
 - a. Signing of strategic partnership between British Council and the NBI
 - b. Establishment of the Project Steering Committee
 - c. Consultation and development of the concept note
3. October 2012
 - a. Approval of the concept note by the Minister of Higher Education & Training (MHET)
 - b. MHET Ministerial Roundtable in South Africa with SA and UK employers
4. November 2012
 - a. Consultative process for the establishment of the *Association of Colleges South Africa* (AoCSA)
5. April 2013
 - a. Launch of the AoCSA
6. May 2013
 - a. Pre-implementation workshops held separately in South Africa and the UK to inform and orientate participants on the nature of the partnerships
7. June 2013
 - a. Commencement of International Skills Partnerships⁵
8. November 2013
 - a. Mid-term reports and evaluation of International Skills Partnerships
 - b. Bring the Learning Home Conference in Morocco organised by the British Council to encourage sharing and linkages across the 30 countries where its International Skills Partnerships operate
9. July 2014
 - a. International Skills Partnership Conference in Johannesburg

⁵ Each project runs on a one-year cycle

- b. Year One project evaluation and close-out
- 10. August - September 2014
 - a. Final evaluation of annual reports to guide the British Council in the choice of Advanced Skills Partnership or new Foundational Partnerships for 2015 (or a combination of both). This decision will be influenced by the level of interest and support expressed at the July Conference
- 11. September 2014
 - a. Call for Foundation and / or Advanced partnerships will go out
- 12. April 2015
 - a. Commencement of one year cycle for partnerships

THE SELECTION OF COLLEGES

The British Council identified five partnerships with the assistance of merSETA, one of the 21 Sector Education & Training Authorities operating under DHET to support skills development in identified sub-sectors of the economy.

“... the UK colleges had to be highly rated or specialists in the advertised areas of partnership...”

merSETA's experience in the TVET college sector, and its partnerships with 24 TVET colleges helped it to identify five South African colleges who were neither “high performers” nor “low performers”, but who had room for improvement and would therefore benefit optimally from participation. Colleges were also selected on the basis of their track record with merSETA to perform on deliverables in offering merSETA approved learning programmes.

The geographical spread of colleges was also a factor in their selection, as the partnerships needed to have a national footprint.

On the UK side, a call for partnerships was put out to British colleges, advertising the profiles, interests and needs of the South African colleges. Applicants were required to match these interests and needs. The UK colleges additionally had to be highly rated or specialists in the advertised areas of partnership.

Expressions of interest were received from six UK college consortiums, from which four were selected⁶.

THE SELECTION OF PARTNERSHIP FOCUS AREAS

The South African colleges initially identified areas of need and interest which formed part of the advertisement to find matching UK colleges. This was the starting point for deciding on the partnership focus areas.

Representatives of the UK colleges then visited South Africa and discussed these areas with their counterparts in order to prepare and submit a full partnership proposal to the British Council. During this process some of the initial ideas changed and an agreement was finalised for each focus area.

In arriving at their partnership focus areas, colleges had to meet the following four **criteria** defined for the International Skills Partnerships:

1. Reference current trends in learning and apply that to curriculum improvements
2. Develop partnerships with industry to enhance learner and lecturer workplace exposure
3. Work on a tangible project that would be the core of the partnership and invite key players into it

⁶ Four UK colleges were matched to five SA colleges, resulting in ORBIT and Sedi-beng Colleges sharing the Harrow Consortium of colleges.

4. Explore how the selected project would fit and enhance already existing challenges or learning programmes in the colleges

In addition to these criteria, the partnerships would need to meet the following **outcomes**:

1. Raise the profile of entrepreneurship and skills in general with governments, employers, practitioners and young people
2. Pilot new approaches to skills development
3. Build new and strengthen existing relationships with ministries, key skills agencies and employers
4. Apply newly acquired knowledge and experience in skills in organisations
5. Improve knowledge and understanding of effective approaches to skills development

The South African colleges, together with the lead UK college, and the focus area of each partnership are shown following:

complete in July 2014, a period of 13 months.

MONITORING AND EVALUATION

Monitoring and evaluation (M&E) was used to both assess the progress of the partnerships and identify where areas of additional support were needed. This included a mid-term evaluation by a panel with external participants, to cross-check the effectiveness of the internal monitoring process, and provide an objective perspective on the progress.

M&E included:

- Monthly one-on-one telephonic interviews
 - Conducted separately by the SA and UK British Council offices to monitor their respective colleges
 - Followed by agreement between the SA and UK British Council project coordinators as to the status of the partnership, and any remedial action required
- Site visits
 - Made to all colleges during

- For example the British Council and merSETA visited Northlink College in May 2014 to assess progress against specific infrastructure challenges that had been experienced.

- Mid-term reports
- Took place in the form of self-evaluations by individual college partnerships in December 2013 using a standard template pre-populated with the agreed partnership goals, and allowing respondents to explain deviations and adjustments
 - A panel of evaluators, with external appointments, reviewed the reports and provided graded feedback resulting in the approval of the continuation of the partnership, conditional approval, or non-approval
 - The panel also provided remedial input and approved any proposed amendments to the project work plans
- Group college self-evaluations, including peer report back and reflection

SA college	Province	UK college	Partnership focus
<i>Eastcape Midlands</i>	<i>Eastern Cape</i>	<i>Walsall</i>	<i>Bridging programmes and learning companies</i>
<i>Gert Sibande</i>	<i>Mpumalanga</i>	<i>Highbury</i>	<i>Improvements to the quality of learning & teaching through the application of information technology systems and learning companies</i>
<i>Northlink</i>	<i>Western Cape</i>	<i>Gwent</i>	<i>Developing renewable technology programmes and virtual learning platforms</i>
<i>Orbit</i>	<i>North West</i>	<i>Harrow</i>	<i>Improvements to the quality of learning & teaching in the automotive sector</i>
<i>Sedibeng</i>	<i>Gauteng</i>	<i>Harrow</i>	<i>Improvements to the quality of learning & teaching in the automotive sector</i>

ORBIT and Sedibeng colleges shared the same UK partners and the same partnership focus areas.

Finally, In May 2013, pre-implementation workshops were held separately in South Africa and the UK to inform and orientate college participants on the nature of the partnerships. The partnerships then commenced on 1 June 2013 and will

11 - 22 November 2013 by a team consisting of representatives from the British Council, the National Business Initiative and merSETA

- Structured visits
 - Made to colleges in response to specific requirements

- Were used to facilitate the sharing of experience and challenges by colleges with one another, in a structured setting with external facilitators
- For example the November 2013 *Bringing the Learning Home* conference for colleges, and the May 2014 workshop with Dr Moyra Keane

“ ... rigidity in the South African legislative framework prevented partnerships from developing new innovative curricula... ”

- The July 2014 *International Skills Partnerships* conference in South Africa will be the final group report back and reflection exercise, and will include broad stakeholders in TVET from across South Africa and the UK, both public and private
- Final partnership reports will be produced after July 2014 as part of the close-out process
- Ad hoc email and telephonic discussions to resolve operational issues as they arose
- Update reports were issued to the Department of Higher Education & Training in September 2013 and March 2014, summarising progress and challenges across all five college partnerships

A reference point for all the evaluations were the detailed work plans prepared by the colleges during the preparatory phase of the partnership. This held colleges accountable to deliver on the promised inputs, and meet the quantified targets established prior to commencement.

An indication of the significance of the monitoring and evaluation process is the fact that the Gert Sibande - Highbury Consortium partnership was initially not approved for continuation by the external panel in January 2014. This outcome, and the subsequent approval and continuation of the partnership is discussed later in the report in the *College Partnerships* section.

With some exceptions the written reports for all evaluations were produced by the UK college partner, and validated by the SA partner prior to submission. While this was effective use of the experience of the UK colleges in reporting on international collaboration projects of this nature it may have subtly weakened the position of the South African college in the relationship.

REFLECTION

Lessons learned in each individual partnership are listed separately in the *College Partnerships* section. This section touches on some initial reflections by the implementation partners, and are by no means comprehensive. It is hoped that the Conference itself will prompt additional reflection and inspire additional avenues of research to explore how the *International Skills Partnerships* can be improved and up scaled.

Standardised induction process

A standardised induction process which probably includes college to college site visits, to ensure a minimum level of communication and self-awareness is developed within the partnership - *before the partnership focus is chosen*. For example the Gert Sibande-Highbury partnership changed significantly after colleges had visited one another and become more familiar with how they could work together.

Africa to Africa college partnerships

The importance of site visits and networking is frequently referenced in the college feedback. However given that SA and UK colleges are on opposite ends of the globe, transport and accommodation costs are significantly higher than they would be if the project was a southern hemisphere project, or an African project. A solution to this challenge could be explored through video conferencing and virtual meetings. There are limitations to this however when the scope of a site visit is considered. Alternatively a partnerships with other African colleges, who perhaps are already in partnership with UK colleges, could allow more physical meetings and contact without the increased costs.

Rigidity in the South African education policy framework

Colleges had initially identified some new curriculum development work to form part of the partnership, but the existing legislative framework

governing state funding of the TVET colleges makes it impossible to use DHET funds to offer programmes other than the N1 - N6 NATED programmes, and the National Certificate (Vocational). This discouraged what could have been an innovative aspect of the partnerships.

In the end three of the colleges did undertake new programme development but had to self-fund these programmes, thereby limiting their potential impact. The role of Sector Education & Training Authorities (SETAs) is important in this respect, as they have a more flexible curriculum development framework, and can therefore be more responsive to industry needs. DHET is currently reviewing the TVET college curriculum framework which may result in improvements in this space, and the work of the Quality Council for Trades & Occupations could become more accessible to the public TVET colleges which will provide a solid curriculum framework for SETA - TVET college partnerships. Industry interest in such programmes can be seen in the growth of Eastcape Midlands occupational training programmes which have increased significantly over the past few years.

International partnerships can bring South African colleges closer

This is a useful by-product of the international partnerships, but could

nevertheless be a significant factor in the ongoing sustainability of the partnerships. For example the Harrow partnership stimulated important synergies between ORBIT and Sedibeng colleges that could lead to mutual support on a larger scale in the future.

Marketing and communication

Marketing and communication of the college partnerships was a common weakness across almost all the partnerships, suggesting that this should be a specific focus of future partnerships, with perhaps common support offered.

WAY FORWARD

The International Skills Partnership Conference in July 2014 will help the British Council and its implementation partners to evaluate and reflect on the significance of the first 5 pilot phase partnerships. There will subsequently be a formal project evaluation and close-out reports. A call for new partnerships will go out in September 2014 with commencement taking place in April 2015.

The Council welcomes interest from education and training stakeholders as well as employers in participating in the International Skills Partnerships. By reading the *College Partnerships* section you will understand some

of the avenues of participation that have already been explored, but future partnerships are not limited to these areas. Funding is always a key constraint in partnerships, and employers are encouraged to investigate ways in which their existing Human Resource, Training and Induction budgets could be leveraged to enable student and lecturer work experience or work exposure in support of International Skills Partnerships.

The British Council maintains a website⁶ explaining more about International Skills Partnerships, including a Guide to International Skills Partnerships which includes guidelines and criteria for establishing a partnership. This site also lists all current Calls for Partners, and archives previous projects.

TEAM

This is a contact list of the partners involved in the International Skills Partnerships and is provided to facilitate the development of new college partnerships and further research or evaluation.

For contact details of the colleges please see the *Appendix* at the end of this document. Project Steering Committee is abbreviated to PSC in the table following.

⁶ www.britishcouncil.org/skills-for-employability

Partner	Name	Role	Position	Phone	Email
British Council	Remo Chipatiso	PSC Chair	Head of Education and Society	011 560 9300	Remo.Chipatiso@britishcouncil.org
British Council	Nomagugu Nyathi	Project Coordinator	Projects Manager	011 560 9300	Nomagugu.Nyathi@britishcouncil.org
Metal, Engineering & Related Services SETA (merSETA)	Christo Basson	PSC Technical Advisor	Senior Manager: ETQA & Partnerships	(010) 219 3268	cbasson@merseta.org.za
National Business Initiative (NBI)	Makano Morojele	PSC Technical Advisor	Head of Skills Development	011 544 6000	morojele.makano@nbi.org.za
National Business Initiative (NBI)	Shavilla Harpal	Project Coordinator	Skills Coordinator	011 544 6000	harpal.shavilla@nbi.org.za
Department of Higher Education & Training (DHET)	Lebogang Mokwena	PSC Technical Advisor	Director: Youth Development Programmes (recently left DHET)	012 312 5470	Mokwena.L@dhet.gov.za
Department of Higher Education & Training (DHET)	Richard Mediroe	PSC Technical Advisor	Acting Director: Youth Development Programmes	012 312 5478	Mediroe.R@dhet.gov.za

COLLEGE PARTNERSHIPS



EASTCAPE MIDLANDS & THE WALSALL CONSORTIUM

See the *Appendix* for profiles of each college. Walsall College represented a consortium of colleges including Black Country University Technical College.

Province
Eastern Cape
Partnership themes
Bridging programmes for National Certificate (Vocational) learners to improve the certification rate
The learning company model to provide work experience

THE PARTNERSHIP

The primary focus of the partnership was to implement a **bridging course** for students to improve certification rates. College students are often not adequately prepared for college by the schooling system and as a

result the public TVET colleges have traditionally suffered from low student throughput rates.

The secondary focus of the partnership was to develop a **learning company model** to provide valuable, real work experience to students, relevant to their field of study.

Learning companies are real businesses in which students work for a considerable portion of their college programme, thereby gaining real-world experience relevant to their field of study. They are not simulated environments. They are self-funded and profit-making, although providing a learning environment is the primary objective of the organisation.

Learning companies are one of several possible responses to the fact that public TVET college programmes have offered decreasing levels of work exposure to students, to their detriment. This trend started with the decline of the NATED (N1 - N6) programmes, and culminated in the National Certificate (Vocational) programmes, which, although including simulated practical

components, were often implemented without these components. A commonly cited reason by employers for their reluctance to recruit college leavers, is their lack of work experience and the *White Paper for Post-school Education & Training* therefore supports work-integrated learning for students and workplace exposure for lecturers.

The bridging programme

Eastcape Midlands has an ambitious goal of a 100% pass rate by 2016. At the commencement of the partnership the progression rate from National Certificate (Vocational), NC(V), level 2 to NC(V) level 3 was 54%. Difficulties experienced at NC(V) level 2 are compounded by the fact that students enter the level 2 programme from a diverse range of backgrounds (from grade 9 school leavers to grade 12 matriculants) each having differing levels of numeracy and literacy.

Competency in Mathematics and English are fundamental to success in almost all other subjects at college. However many first year college students are weak in this area given

The August 2013 visit to Eastcape Midlands College. The international guests are here seen with First Education Specialists at Eastcape Midlands College (Mr Attie Boyce, Mrs Heidi Cannon, Mr Royas Mazorodze and Mr Cliff Ryan). Also seen are Mr Solomon Gana, Registrar Academics, the Project Lead, Mr Danie Kilian (Vice Principal Registration) and Deputy Project Manager Mrs Gerdri Sarrahwitz. Mr Remo Chipatiso, Head of Education and Society from the British Council in South Africa attended the series of discussion during his visit to EMC.



the historical weaknesses mentioned previously.

With regard to the long-term sustainability of the bridging programme, Walsall College noted that the cost to the South African Government of the four week bridging will be significantly lower than the cost of learners repeating the academic year.

The learning company model

In Walsall's implementation of the learning company model, learners have access to the latest facilities and equipment as well as expert tuition from industry professionals. Walsall works with companies such as Microsoft, Siemens, McDonalds, Roland, and medium sized local employers to enable learners to benefit from these industry links, which in turn provide learners with opportunities to work on live briefs set by employers, attend workshops, gain additional industry recognised qualifications and gain real work experience.

Under the partnership, Eastcape Midlands College (EMC) would visit the UK college to study their approach to embedding employability skills in the vocational curriculum through practical experience in a learning company. Through learning companies, EMC hopes to realise the aim of the concept "training on production", whereby students are trained and ultimately employed in a real production environment, while studying at the college.

The partnership plan

The partnership plan set out the following sequence of objectives:

1. Develop the structure for the bridging programme during a visit of UK college staff to Eastcape Midlands, including meeting with employers to build in employability factors
2. Design and develop a publicity and dissemination plan
3. Host a visit from the SA college to view Walsall's learning companies, identify vocational areas for the business focus of the learning

companies, and establish employer engagement to identify potential sponsors and supporters

4. Develop a sustainability plan for the continuation of the partnership
5. Launch and implement the bridging programme during a visit by UK staff to South Africa including:
 - a. teacher and assessor training
 - b. assessment of the teaching and learning
 - c. quality assurance procedure establishment
 - d. employer feedback on the programme
 - e. publicising the programme
 - f. verifying assignments and assessment tools and certifying learners
6. Provide support with work based learning in a learning company or at an employer's premises including
 - a. the evaluation of the learning and identifying areas for improvement
7. Project evaluation including lessons learned and a strategy for sustaining and securing the funding of the partnership

ACHIEVEMENTS

Visits

While visits are not in themselves an achievement, they formed part of the deliverables expected from the partnerships, and were the foundation upon which the more important achievements were built.

- March 2013
 - UK to SA - initial visit to establish project scope and deliverables for the purpose of drafting the initial proposal
 - Virtual - Skype facilitated meeting between the colleges

- August 2013
 - UK to SA - second visit to support the bridging programme
- November 2013
 - SA to UK - first visit to see learning companies, identify vocational areas for the learning company plan and initiate employer engagement to identify potential sponsors and supporters
- July 2014
 - UK to SA - final visit for participation in the British Council International Skills Partnership Conference and project close-out

The bridging programme

The bridging course developed for this partnership was named *Advance and Accelerate* (AaA) and includes components of Mathematics, English, Computer Skills and subject specific courses at an introductory level. It runs over 4 weeks, concurrently with the core syllabus, at the beginning of the academic year.

First Education Specialists were engaged by the partnership in the design of the bridging course to bring a multidisciplinary approach

to the work. The project leader of the programme was also the Deputy Principal of the college.

AaA is being offered during 2014 to previously identified groups of National Certificate (Vocational) Level 2 students and in 2015 will be offered over a nine month period to students identified as requiring remedial assistance. The college is in the process of seeking accreditation for the programme via Walsall College.

AaA consists of the following modules:

- Maths: contextualised maths and consolidation of basic maths skills
- English language and literacy: development of strategies to improve comprehension
- ICT (digital literacy): including familiarisation with e-learning opportunities
- Vocational workshop: "taster" activities and induction, including health and safety and personal protective equipment awareness
- Career aspirations and target setting: advice and guidance

The development of the programme included teaching and learning quality improvement to build the institutional

capacity of the college to offer the programme. This involved:

- A training needs analysis with teaching staff and learners to establish current operational standards
- A pilot web portal with online resources and 30 videos to support the launch of the programme
- Lesson observations (assessments) and lesson plan evaluations with feedback to the lecturers
- Data analysis to set success rates and targets
- The establishment of quality assurance systems and processes
- Sharing of frameworks for self-assessment and quality improvement

An online diagnostic tool to assess academic readiness, CRAM, has been used to help identify students requiring bridging support. All students will undergo this test which will be monitored by the college screening division. CRAM will provide baseline data for the bridging course.

The AaA was planned to run for the first time from 13 February - 7 March

The Eastcape Midlands College project team visited Walsall College in late November 2013 where they toured the College's facilities and learning companies at the main Wisemore and Green Lane campuses. Mr Kilian and Mrs Sarrahwitz are seen with the Principal and Chief Executive, Mr Jatinder Sharma and the college's executive management team



2014 but has since been moved to the second half of the year.

Learning companies

Walsall assisted EMC with guidelines in the following areas of establishing learning companies:

- Clear learning company objectives and business planning including staffing, income and expenditure, to ensure a viable business case
- Appointment of learning company managers to supervise learners
- Liability, health and safety and insurance requirements subject to local legislation
- Linking to vocational subject areas
- Student exchange programmes between learning companies in the partner colleges

Memoranda of Understanding have been signed with Transnet and Volkswagen for the learning company model, and Compuscan have also supported the college in setting up the equipment for production. A property has been purchased by the college and will be rented to the learning companies once established. The focus areas for the learning companies will be Information Technology, agriculture

and welding services. Forty percent of their employees will be students from Eastcape Midlands College.

The SA college developed an understanding of how to implement learning materials online through demonstrations of the UK college's Virtual Learning Environment system 'Goal'. It was also trained on the online student tracking and personalisation systems used by Walsall.

The SA college also gained exposure to the strategies that support UK college lecturers in the contextualisation and embedding of Maths and English into the vocational subject.

LESSONS LEARNED

The partnership fell behind schedule in the delivery of the AaA programme, partly due to a student stay-away. As a result, the implementation of the programme was moved to the second half of the year which is not optimal for new students.

Communication breaks were experienced at one point in the partnership. This has now been corrected.

The partnership struggled with its written reporting requirements and needed additional support in this area. Marketing and communication

of the partnership has not been as broad or intensive as was planned in the initial project plan.

FUTURE PLANS AND PARTNERSHIP NEEDS

Eastcape Midlands welcomes the use of its specialised occupational training facilities by employers seeking training in a wide variety of areas including motor mechanics, green skills, new venture creation, computer skills, learnerships, and artisan development.

It is also seeking equipment for teaching purposes as the pace of technology change makes it important to frequently upgrade. Volkswagen SA, the Energy SETA and the National Skills Fund have assisted to meet some of the new equipment needs.

The college also welcomes involvement of employers in its Career Development Centre which attempts to place learners into employment following their programme completion.

Other needs include:

- More partners need to be found for the learning company, specifically in the IT field.
- Eastcape Midlands is looking for funding to train twenty teachers for a vocational teacher training qualification linked to the partnership.

Mr James Norris, Assistant Principal of Commercial Development at Walsall College, during the initial partnership scope visit during March 2013, interacted with staff and students at the various Uitenhage based campuses to obtain a better understanding of EMC.



GERT SIBANDE & THE HIGHBURY CONSORTIUM

See the *Appendix* for profiles of each college. Highbury College represented a consortium of colleges including North Hertfordshire College. Sisonke Partnership was appointed by Highbury College as an intermediary to assist with the project.

Province
Mpumalanga
Partnership themes
Improvements to the quality of teaching and learning through the sharing of good practice and the application of information technology systems, as well as the establishment of learning companies

THE PARTNERSHIP

The original partnership focus was on the delivery of an **automotive** learning programme to local employers. However this focus shifted to **institutional capacity building** once the SA and UK colleges had reflected more closely on the most useful areas of partnership.

The partnership plan

The partnership set out to achieve the following sequence of activities:

1. A review of the Gert Sibande automobile curriculum by the UK partners with findings and recommendations
2. Executive management of Gert Sibande to visit the UK to gain exposure to:
 - a. learning delivery styles and lesson observations (teaching assessments)
 - b. leadership and management styles

The 3 Principals from left to right: Stella Mbugbaegbu (CBE) Principal of Highbury College, Nick Balkrishen Principal of Gert Sibande and Signe Sutherland Principal of North Hertfordshire College



- c. college engagement with employers
- 3. Plans made for training sessions in South Africa to cover:
 - a. Setting strategic vision
 - b. Management training
 - c. Teacher training
 - d. Use of on-line learning
- 4. Visit to South Africa by UK college principal to set the strategic tone for the management and staff training to follow
- 5. Delivery of training to key SA college managers on leadership and management including:
 - a. Teamwork and unity of purpose
 - b. Internal monitoring and evaluation by management heads
- 6. Final phase of training and awareness raising targeting the following areas:
 - a. the use of ICT to enable delivery and use of online learning
 - b. measuring performance and fostering excellence
 - c. STEM (Science, Technology, Engineering & Mathematics) and its worldwide importance
 - d. Observing lessons (teaching practitioner assessment) including a complete review & update of existing policy documents on lesson observation
 - e. Teaching and learning improvements
 - f. learning companies and ways in which these can be implemented in Gert Sibande

“
**... the final phase
 of training would
 cover STEM
 (Science, Technology,
 Engineering & Mathematics)
 and its worldwide
 importance...**
 ”

- c. Monthly and quarterly reporting linked to targets
- d. Fostering entrepreneurship in staff and students
- e. How the core business (excellent student performance) drives all other activities
- f. The Data Warehouse software application
- g. How technology is used by the UK college to enhance teaching and learning
- h. The support student mechanisms used by the UK college to improve student performance

ACHIEVEMENTS

Visits

While visits are not in themselves an achievement, they formed part of the deliverables expected from the partnerships, and were the foundation upon which the more important achievements were built.

- February 2013
 - UK to SA - initial visit to establish project scope and deliverables for the purpose of drafting the initial proposal
- June 2013
 - UK to SA - planning and scoping forthcoming UK visit
- October 2013
 - SA to UK - the CEO and Deputy CEO visited their UK counterparts for one week
- February 2014
 - UK to SA - training by North Hertfordshire College in leadership for college managers

- April 2014
 - UK to SA - North Hertfordshire College visited Gert Sibande and co-facilitated Gert Sibande's ICT conference
- May 2014
 - UK to SA - visit by principals of Highbury and North Hertfordshire colleges to Gert Sibande for leadership development training including lesson observation, grading observations and grading observations

Gert Sibande customised the OFSTED⁸ self-evaluation tool from Highbury College to meet local needs. This is a tool to support the quality assurance of teaching practices. Teaching practices were further strengthened when the two UK principals trained senior college management in teaching and assessment observations. Subsequent training for campus management and lecturers included classroom and assessment management, and advanced practitioner training.

Nkangala and Ehlazeni TVET Colleges

Gert Sibande is seeking funding for the acquisition of data warehouse software as a result of the partnership, in order to improve data management at the college. merSETA has been identified as a potential funder.

The college signed a Memorandum of Understanding with the Department of Trade & Industry to partner with them in the establishment of an incubation hub based on the learning company model used by North Hertfordshire College. The learning company will focus on hospitality, welding and electrical practice.

The two Principals with the senior management team at Gert Sibande College



Change in focus to teaching and learning improvements

The CEO and Deputy CEO of Gert Sibande visited the UK for a week in October 2013 for tours, briefings and visits to UK employers (including Rolls-Royce) who are engaged with Highbury. They were impressed by the significant improvements Highbury had made in student performance, via interventions in the quality of teaching and learning, and realised that this area of focus would have a far greater impact on their college than the original automotive programme focus. This resulted in an amendment to the partnership work plan to emphasise improving the quality of learning and teaching via the use of technology.

took part in a leadership workshop facilitated by the UK college in February 2014 at the Kruger National Park.

Gert Sibande hosted the first South African TVET conference for ICT during 9 - 11 April 2014, in Secunda, Mpumalanga. This allowed it to share ways in which ICT could improve teaching and learning. UK college staff participated. Maluti TVET college also participated in the conference. Gert Sibande went beyond the requirements of the UK-SA college partnership in the scope of this conference.

⁸ OFSTED is the UK national education inspectorate responsible for quality assurance of UK colleges

A Memorandum of Understanding has been signed with the Construction SETA (CETA) under which it has pledged to fund the placement of 200 students, twenty international exchange programmes and two new skills centres. Two students were sent on a student exchange programme in business studies at North Hertfordshire, also funded by CETA.

Externally funded student and staff exchange programmes have been planned between Gert Sibande and its UK partner colleges.

Jackie Page with some of the many teachers that attended the excellence in Teaching and Learning training sessions. Teachers received a certificate of attendance.



LESSONS LEARNED

The project experienced a significant change in its primary focus (from automotive to institutional capacity building) brought about as a direct result of the SA college visit to the UK.

This shows a weakness in the original project conception which should have perhaps included a more thorough exposure to the potential offerings of the UK colleges. However the ability of those involved to adjust to the new focus and implement the new direction is a sign of flexibility and responsiveness.

Partly as a result of the change in focus, the project was slow to begin, with the first SA to UK visit only taking place in October 2013.

This partnership was the only one "not approved" following the mid-term reviews of all the college partnerships at the end of 2013, due to insufficient progress against agreed deliverables. The British Council, its implementation partners, and the colleges involved worked to remediate the finding, and

as a result it was re-approved for continuation in the International Skills Partnerships.

An increase in partnership funding was requested to cater for the changes in the original work plan (from automotive to institutional) which resulted in more travel requirements.

THE FUTURE PLANS AND PARTNERSHIP NEEDS

Gert Sibande College regards close working relations between itself and employers as essential for the successful placement of students in the workplace and welcomes any such new engagements.

Currently only 54% of Gert Sibande graduates find permanent employment. The college is also actively seeking new partnerships with government agencies such as SETAs to enhance the responsiveness of their training to employer needs and more closely meet the need for actual scarce skills.

The college has developed specifications for a Microsoft Sharepoint implementation and also a college cloud system (allowing hosting of college resources in the internet so that students and staff can access them from any internet connection). They are now looking for service providers to help implement the plans.

Gert Sibande College is considering a lecturer development tool to improve the quality of teaching and learning influenced by the advanced practitioner model used by Highbury College.

The colleges involved have expressed an intention to expand the partnership in future to include integrated curriculum projects and student exchanges.

NORTHLINK & THE GWENT CONSORTIUM

See the *Appendix* for profiles of each college. Gwent College formed a consortium with Llandrillo College and Pembrokeshire College for the purpose of this partnership.

Province
Western Cape
Partnership themes
<p>Within the context of a national training strategy for renewable technologies, to develop relevant curricula, delivery and resource capabilities, as well as partnerships with employers, representative bodies, the schooling system and the higher education system.</p> <p>Virtual learning platform use</p>

Renewable energy technology is in its infancy in South Africa. The UK has a 5 - 10 year lead on developing education and training solutions for these technologies. This represented a unique opportunity for a South African public TVET college to pioneer new learning solutions for an emerging growth area in the country.

Besides benefits to energy security and the potential for job creation, the UK has also demonstrated the potential

of renewable energy technologies to grow small businesses.

THE PARTNERSHIP

The purpose of the partnership was further broken down into the following sub-items:

1. To develop renewable technology to meet the needs of the emerging industry in South Africa via:
 - a. a sustainable training strategy to meet needs through TVET colleges
 - b. new curricula
 - c. new future skills training initiatives
 - d. new learning and training delivery methods adapted from UK experience
2. To engage with relevant employers and awarding bodies in South Africa and the UK and form relevant industry partnerships with private and public organisations
3. To reflect on and adapt the UK experience with renewable technology training to local conditions
4. To develop entrepreneurial curricula

Left to right: City of Newport Campus Director Gary Handley, Pierre De Waal and Dion Miller from Northlink College in South Africa, Gwent College engineering lecturer Ian Hembrow and Julian Newberry Head of School for Business at Gwent College's City of Newport Campus



Gwent College facilities



5. To establish student and staff exchange opportunities

The implementation plan sequenced the following activities:

1. Introductions and relationship development between partners
2. Identification of relevant awarding bodies in UK and SA, and relevant employers in South Africa
3. Development of the training strategy for renewable energy technologies
4. Visit by South African staff to UK colleges, partners, and renewable energy sites to undergo training and observe delivery of UK courses
5. Mapping of existing UK curricula to identified current needs in SA
6. Identify resourcing and staffing requirements based on the first college visit
7. Career and training progression plan developed
8. Exposure of SA staff to the UK small business curriculum resulting in development of a plan to integrate this into the SA renewables training programme
9. Instruction and demonstration of the use of Moodle virtual learning platform
10. Finalisation of SA curriculum and delivery plan
11. Delivery of SA lecturer training by UK staff
12. Holding of employers forum in South Africa and sharing with them of the training strategy and future apprenticeship plans in order to request feedback
13. Commencement of first learning programmes
14. Evaluation conference
15. Planning for delivery of full time curriculum
16. Training of school and college career advisors in renewable

energy career and learning opportunities

17. Evaluation

The programmes

The initial programmes were short courses covering installation and maintenance work in:

- Solar energy
- Photo voltaic electricity
- Wind power
- Ground heat pumps, and
- small scale hydro schemes together with other sustainable energy and building solutions

These programmes are aimed at developing skills at NQF levels 2- 3 for construction and engineering practitioners working at operational, technical and supervisory levels.

The virtual learning platform

Moodle is an open-source, free-software platform for learning and virtual learning management. It is used extensively throughout the Welsh colleges to share learning materials and to facilitate collaboration by lecturers. Gwent College is experienced in the use of the platform and demonstrated its application through the development and delivery of the renewable technology programmes.

ACHIEVEMENTS

Visits

While visits are not in themselves an achievement, they formed part of the deliverables expected from the partnerships, and were the foundation upon which the more important achievements were built

- March 2013
 - UK to SA - initial visit to establish project scope and deliverables for the purpose of drafting the initial proposal
- September 2013
 - SA to UK - Northlink visit to Gwent for curriculum mapping exercise focusing

on (a) renewable energy awareness, (b) solar heating, (c) gas

- July 2014
 - UK to SA - final visit for participation in the British Council International Skills Partnership Conference and project close-out

THE NEW CURRICULUM

A detailed South African curriculum and delivery plan for renewable technology has been drawn up and finalised, with a delivery team and supporting staff trained in its implementation. This was preceded by the identification of six renewable technology employers in South Africa, and a survey of their training and employment needs. The curriculum was also mapped to existing construction and engineering training curricula in South Africa, at both school and post-school levels, for articulation purposes.

In the UK there are link programmes for schools, which offer pathways into the college's trade programmes for young learners with a vocational interest. Informed by this, links to local schools were built by Northlink in order to ensure entry level curricula into the college programmes, and to make sure that career advisors were aware of opportunities and career routes.

Links to higher education programmes (at the Central Peninsula University of Technology) were also built to ensure articulation becomes possible from the TVET programmes. A span of the NQF addressing levels 2 - 6 was

therefore part of the curriculum and career progression planning.

The plan includes relevant career progression pathways to facilitate linkages to employer needs.

Following from this work, one learning programme has been implemented and an additional two learning programmes will be implemented in the second half of 2014:

1. Micro / Macro Renewable Technology Awareness programme - was implemented for 400 learners (the initial workplan targeted 60 learners within the first two years of the programme)
2. Solar Water Geyser Installer and Maintenance Technician programme - still to be implemented
3. Concentric Solar Voltaic Installer programme - still to be implemented

The Construction SETA approved (accredited) the Solar Water Heating programme and committed funding for the delivery of the programme, with further funding available for a Solar Thermal Heating programme after successful completion. Links have been built with CHIETA (the Chemical Industries SETA) and an agreement has been signed with the Energy SETA (ESETA). Both SETAs have an interest in renewable technology skills development.

Employers in the SA and the UK were involved in the partnership. A UK employer (Baxi) sponsors the Gwent Renewables Centre, and based on this experience, Northlink has secured involvement from South African partners. It has also made contact with UK employers with an interest

Gwent College is one of the largest vocational colleges in Wales - it has over 900 full time staff and nearly 29,000 students



in the South African market (firms such as Baxi and Fairfield Mabey and indirectly with other companies such as Kingspan and RWE).

To increase employer engagement, Northlink hosted an employer day on 14 May on all their campuses to allow employers to raise awareness of their work and career opportunities. They will establish a Renewable Energy Training Forum to engage employers once the remainder of the new learning programmes are running. Prospects for future expansion of the partnership have been identified (gas and wind energy).

“ ... Be prepared to share, the more you communicate the more innovative ideas can come to the fore.... ”

Gwent made a point of sharing resources and links to other support organisations with Northlink, so that the SA college could build necessary relationships for the long-term success of its renewable energy initiative.

Outside of the Northlink-Gwent partnership, Northlink had five of their lecturers trained on renewable energy technology by the German Federal Enterprise for International Cooperation (GIZ). The same lecturers will also be trained by Gwent College on how to deliver the Solar Water Heating Course. The involvement of other international partners in Northlink's renewable energy drive has helped to increase its capacity to deliver learning in this field and has complemented its International Skills Partnership. For example Soitec, a French multinational company assisted in the training of Northlink lecturers as well as a group of 40 students in the skill of installing and maintaining solar panels for the Touwsrivier

Concentrator Photovoltaic Power Plant (which will be the largest of its kind in the western world).

The demonstration and trial use of a virtual learning platform (the open-source Moodle software), was provided to Northlink, and an exchange of online learning materials and resources has taken place.

Gwent College also shared management practices templates, policies and procedures templates, and assessment process information related to quality, ICT, HR and performance management functions.

Northlink has raised a substantial amount of funding for all the equipment they need for the new programmes, but still have a shortfall. Purchase of equipment was not a part of the *Skills for Employability* plan, but by February 2014 they had succeeded in raising R120,000 for training kits for the Concentric Solar Voltaic Installer programme, and in June 2014, an additional R350,000 for fitting the Renewables Centre building.

Employers have shown interest in learning programmes addressing gas technology which will be a future focus area of the Renewables Centre. Khaya Gas and Siyaya Gas have already identified staff they would like to train at the college in this area.

LESSONS LEARNED

Northlink College felt that the partnership had significantly improved three key areas of their operations:

1. curriculum design and delivery
2. lecturer development
3. work-placement and exposure for staff and students

The College also feels that the collective approach to the development and implementation of new training initiatives has been soundly proven through this experience.

Another key principle the College expressed was that when identifying new training focus areas one should commence with the one that is the simplest and easiest to implement,

and then build capacity internally for more complex areas to follow.

Northlink expressed the importance of communication and sharing learned through the partnership by saying, "Be prepared to share, the more you communicate the more innovative ideas can come to the fore." This awareness was also reflected in the availability and quality of information on their partnership.

The building initially selected to house the renewable energy training equipment for the three new learning programmes developed leaks which would have required maintenance work to the value of R700,000 to fix. This was due to the fact that the building was 30 years old, and required materials for the repairs which were no longer manufactured. An alternative venue was identified and is currently being refurbished and fitted to accommodate what will be the Northlink Renewable Energy Centre. A budget of R350,000 has been secured to fit the building and purchase the necessary equipment. The Centre will in the future include a liquid petroleum gas workshop.

As a result, implementation of two of the three new programmes were delayed from quarter 3 of the partnership. The final visit from the UK college, which will include the delivery of a train-the-trainer programme, will take place prior to the International Skills Partnerships conference in July 2014. An employer forum is scheduled for the same time and will include the involvement of Gwent College staff.

Delegating responsibility to key personnel and identifying team leaders for each of the pathway areas was important in achieving a successful end result.

There are plans for the establishment of a Liquid Petroleum gas workshop to be established at one of the Northlink campuses, in partnership with Gwent College.

THE FUTURE PLANS AND PARTNERSHIP NEEDS

The project was planned in the understanding that its objectives would take longer than a year to fully achieve, with new programmes (especially in a new field like renewable technologies) taking at least two years to become established. The training strategy developed under the partnership had a three year window.

Once delivery of the first programme commences in July 2014, more opportunities for partnership will become possible. For example the enterprise and entrepreneurial component (small business development) of the UK-SA partnership will only take effect with delivery and enrolments on the programme.

Northlink is exploring the concept of the "green college" and is working with other international partners in Germany to develop more environmentally aware staff and learners.

Career pathways related to Renewable Energy Technology are numerous and evolving, offering scope for Northlink to expand their curriculum in partnership with industries and organisations showing interest in specific occupational skills sets.

An employer forum is planned for July 2014 to raise awareness of the Northlink programme amongst larger employers and also to highlight business opportunities for micro businesses within the Western Cape.

Curriculum links with local schools need to be built to ensure future growth of the programme, as was the experience with Gwent in the UK. Articulation to Higher Education is also necessary for the long-term success, and the University of the Western Cape has already been targeted for discussions on this.

Northlink plans to model future apprenticeship programmes in this field on the successful Welsh model.

Gwent College entered the partnership in the hope that the support structures developed with Northlink could in future be cascaded to other

TVET colleges in South Africa as they take on the need for renewable technology education and training.

Partnership needs

Northlink College is exploring new programme development in the following areas and invites interest from any organisations involved in the value chain of these technologies:

- Gas
- Wind
- Waste management
- Heat pumps
- Grey water management

Of particular importance is equipment using these technologies, without which students cannot be trained. Northlink is seeking partnerships to help provide them access to the following equipment:

- Solar thermal
 - Water heater systems (flat plate and evacuated tube in conjunction with low pressure and high pressure systems)
 - Solar thermal facilitator / learner demonstration models
 - Installation materials, equipment and tools
- Solar photo voltaic
 - Photo voltaic panel in varying sizes and capacities
 - Photo voltaic panel facilitator / learner demonstration models
 - Installation materials, equipment and tools
- Heat pumps and water storage tanks (water)
- Gas
 - Gas appliances (industrial and domestic such as stoves, water heaters, fire places, gas storage tanks etc.)
 - installation materials, equipment and tools

Northlink has a Career Development Centre to support employment opportunities for its graduates and would like to establish partnerships with employers that could assist in these placements.

ORBIT & THE HARROW CONSORTIUM

See the *Appendix* for profiles of each college. Harrow College represented a consortium of UK colleges including Dudley and Belfast College.

Province
North West
Partnership themes
Improvements to the quality of learning and teaching in the automotive sector through a focus on curriculum design, lecturer development, employer engagement and quality assurance

- in automotive studies and college wide, resulting in improved quality of teaching and learning
3. Foster and build a culture of skills competition so that the college is engaged in at least a local level of skills showcase and competition and small business challenge
4. Actively work to become a long-term partnership which is sustainable beyond the grant funding phase.

The partnership made use of a Curriculum Handbook to support teaching and support staff. This tool was developed during Harrow College's work in Tanzania.

THE PARTNERSHIP

The partnership plan defined 4 objectives, all seeking to build ORBIT's institutional capacity:

1. Knowledge transfer, embedding effective strategies for employer engagement and developing curricula in the automotive sector
2. Evaluate and improve existing quality assurance frameworks,

The partnership plan

The partnership plan set out to achieve the following sequence of outcomes:

1. A staff exchange visit from ORBIT College to the UK which would result in an understanding of the UK apprenticeship model, and UK employer engagement strategies
2. Linking UK and SA college staff for coaching and

Front row from left to right: Mr Peter Tekana, Ms Dorothy Nthako, Ms D Bester, Ms Afshan Baksh from Harrow College, Ms Tebogo Tlhopile, Ms Maggy Maja, Ms Elsa Mahne, Mr Joseph Sengooba. Back row from left to right: Mr Andre Vermaak, Mr Johann Kruger, Mr Mercedes Madi, Mr Tony Medhurst, Mr Tumisang Mosito, Mr Ned Cohen, Mr Peter Matlou & Mr Stoffel Diedricks



- | | |
|--|---|
| <p>mentoring and commencing professional dialogue and the sharing of good practice</p> <p>3. Explore and develop the use of e-Learning to support teaching and learning, Continuous Professional Development (CPD), and the sharing of resources between the colleges</p> <p>4. The development of a self-assessment process to support quality assurance</p> <p>5. The launch of a small business or skills competition</p> <p>6. Setting up revised CPD policies and procedures supported by CPD modules to be delivered using e-Learning</p> <p>7. Setting up teaching and learning observation (assessment) system</p> <p>8. Have a quality assurance cycle in place and supported by a quality improvement framework</p> <p>9. Create a development plan for improving teaching and learning at the SA college</p> <p>10. Pilot delivery of the automotive development curriculum including co-teaching with the SA college</p> <p>11. Encouraging industry placements of ORBIT lecturers</p> <p>12. UK college visit to SA to hold meetings with key SA roleplayers to secure long-term support and support expansion of PR and communication activities in support of the project</p> | <p>13. Review and evaluate progress</p> <p>14. Final UK visit to SA to draft closing report and include case studies to showcase the project</p> <p>15. Planning of way forward</p> |
|--|---|

ACHIEVEMENTS

Visit

While visits are not in themselves an achievement, they formed part of the deliverables expected from the partnerships, and were the foundation upon which the more important achievements were built.

- March 2013
 - UK to SA - initial visit to establish project scope and deliverables for the purpose of drafting the initial proposal by Harrow, Dudley and Belfast colleges
- October 2013
 - SA to UK - ORBIT College visited the UK and met with Harrow, Dudley and Belfast College
- March 2014
 - UK to SA - visits to train both ORBIT and Sedibeng college lecturers in separate sessions
- July 2014
 - UK to SA - final visit for participation in the British Council International Skills Partnership Conference and project close-out

Mr Tumisang Mosito, Deputy Principal of Orbit College and two of his colleagues; Ms. Maja, Vocational Programmes Manager and Mr Trust Mkanuko, Project & Facilitator – Automotive, are welcomed to Harrow College by Afshan Baksh, Head of Higher Education and International Development



The new curriculum

The curriculum for a new learning programme targeting “backyard mechanics” has been developed jointly with ORBIT, Harrow and Belfast colleges, and registered by merSETA⁹ as a formal credit-bearing Skills Program under the title of *Automotive Systems Maintaining Skills* on 25 June 2014. Thirteen beneficiaries

Corbit College information brochure



from the local rural communities are participating on the programme with funding from the National Skills Fund.

⁹ merSETA is the quality assurance body for this type of learning programme

In support of delivery of the programme, all head of departments and senior lecturers at ORBIT were trained as observers (assessors) and mentors for lecturers by their UK partners in a quality assurance programme, designed by Harrow and Dudley Colleges. Fourteen ORBIT staff participated in the training, and Sedibeng staff attended the same session at another venue, as they share a common partnership focus

and common UK partners. ORBIT has a cascade model to transfer this training to other lecturers. A mentoring programme with Dudley has also been introduced and six lecturers identified to be a part of this programme. Self-assessment tools have been developed as part of the mentoring and coaching programme.

Through the Harrow partnership, lecturer training entitled *Vocational Education in the Global Economy* commenced on 5 March 2014. The training is conducted by Heads of Divisions every Friday morning from 8 am to 11 am and to date fifty Report 191¹⁰ lecturers have participated.

The Harrow-Belfast visit to SA benefited 35 lecturers who are now making use of Harrow material on lecture preparation. Orbit also partnered with a local South African provider, McMillan to conduct

training for fundamental lecturers on the assessment design. Fifty seven

¹⁰ Report 191 programmes are also known as the N1 - N6 trades

lecturers and heads of divisions attended this.

Ford Motor Company of Southern Africa (FMCSA) committed to donate five new motor cars to the college for the automotive programme and pledged to sponsor two students to take part in and participate in the automotive skills competition. ORBIT describes as "excellent" its partnership with the FMCSA.

ORBIT launched a new business development unit during this time and mentoring of the unit head was provided by the Harrow College Business Development Team. ORBIT has reported success in securing additional funding for related projects.

ORBIT will be hosting an inter-campus skills competition for Automotive, Electrical, and Engineering Related design with the qualifying round in August 2014 and the final competition on 2 October 2014.

ORBIT experienced success publicising its partnership on its website and in its student newspaper.

LESSONS LEARNED

The British Council initially struggled to get ORBIT and Sedibeng colleges to make contact and share their common experiences with the Harrow consortium, though this seems to have been corrected by February 2014. This suggests that orientation and induction of SA colleges to the International Skills Partnerships together with a clear college-to-college communication channel could realise more benefits from the resulting partnerships.

Communication challenges between ORBIT and Belfast College persisted until April 2014. This resulted in Belfast College sending an IT person to ORBIT College, when an automotive specialist was expected. Belfast College was the lead within the consortium for automotive training. Communication objectives and a communication strategy were clearly present in the implementation plan for this partnership but did not seem to be fully implemented. Harrow College responded by

appointing two additional college staff to support the SA colleges, and investigated the issue with the Belfast project lead. The British Council organised a meeting in March to help with the communication.

THE FUTURE PLANS AND PARTNERSHIP NEEDS

Orbit plans to hold a skills competition annually and will be inviting other colleges from the North West to participate. At a global level, they are preparing to participate in the World Skills Competition 2015.

Orbit will be partnering with the Harrow consortium to roll out lecturer training to approximately sixty of their National Certificate (Vocational) lecturers in February 2015.

Orbit have identified fifteen other lecturers that will also benefit from the mentoring programme with Dudley College to be implemented in January 2015.

Notification of approval from merSETA

25 June 2014



merSETA
MANUFACTURING, ENGINEERING
AND RELATED SERVICES SETA
Reference No: ETQA/1402/13.2

Ms Mpho Mataboge
Orbit FET College
Private Bag X 82096
Rustenburg
0300

Dear Madam,

RE: APPLICATION FOR SKILLS PROGRAMME REGISTRATION

We hereby inform you that your skills programme application(s) has been approved by the merSETA and have been registered accordingly.

For future reference please quote the following Registration Numbers:

SKILLS PROGRAMME TITLE	merSETA REGISTRATION NUMBER
Automotive Systems Maintaining Skills	SP 0901/14-17

The company has to obtain accreditation or programme approval through the merSETA ETQA unit before implementation takes place.

Please do not hesitate to contact the merSETA Curriculum and Learning Programmes Unit or the Regional office for further assistance.

Yours faithfully


Mr. Sinaye Mgidi
Manager: Curriculum and Learning Programme Development

merSETA Head Office
95 7th Avenue Cnr Rustenburg Road, Melville, Johannesburg, 2109
P O Box 61826, Marshalltown 2107
Telephone No: 010 219 3000 Website: www.merseta.org.za

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Review Manager: Curriculum and Learning Programme Development	Approved: CEO		

26 June 2014

*The document with the latest revision date is the current official document.

SEDIBENG & THE HARROW CONSORTIUM

See the *Appendix* for profiles of each college. Harrow College represented a consortium of UK colleges including Dudley and Belfast College.

Province
Gauteng
Partnership themes
Improvements in the quality of teaching and learning in the automotive sector through a focus on curriculum design, lecturer development, employer engagement and quality assurance

THE PARTNERSHIP

The partnership had the same UK partners as ORBIT College, and the same partnership plan:

1. Knowledge transfer, embedding effective strategies for employer engagement and developing curricula in the automotive sector
2. Evaluate and improve existing quality assurance frameworks, in automotive studies and college wide, resulting in improved quality of teaching and learning

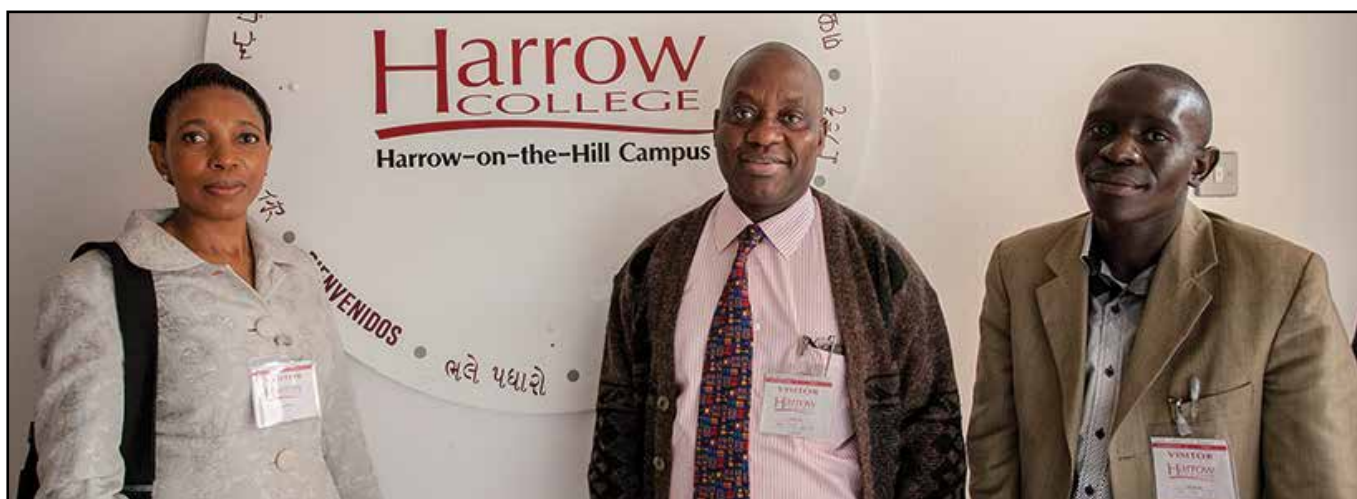
3. Foster and build a culture of skills competition so that the college is engaged in at least a local level of skills showcase and competition and small business challenge
4. Actively work to become a long-term partnership which is sustainable beyond the grant funding phase.

The partnership plan

The partnership plan set out to achieve the following sequence of outcomes:

1. A staff exchange visit from Sedibeng College to the UK which would result in an understanding of the UK apprenticeship model, and UK employer engagement strategies
2. Linking UK and SA college staff for coaching and mentoring and commencing professional dialogue and the sharing of good practice
3. Explore and develop the use of e-Learning to support teaching and learning, Continuous Professional Development (CPD), and the sharing of resources between the colleges
4. The development of a self-assessment process to support quality assurance

Dr Abe Machele, Principal of Sedibeng FET College and his two colleagues; Mrs. Jacqueline Mosesi, Deputy Principal and Mr Shandukani, Subject Specialist were welcomed by staff at Harrow College



5. The launch of a small business or skills competition
6. Setting up revised CPD policies and procedures supported by CPD modules to be delivered using e-Learning
7. Setting up teaching and learning observation (assessment) system
8. Have a quality assurance cycle in place and supported by a quality improvement framework
9. Create a development plan for improving teaching and learning at the SA college
10. Pilot delivery of the automotive development curriculum including co-teaching with the SA college
11. Encouraging industry placements of Sedibeng lecturers
12. UK college visit to SA to hold meetings with key SA roleplayers to secure long-term support and support expansion of PR and communication activities in support of the project
13. Review and evaluate progress
14. Final UK visit to SA to draft closing report and include case studies to showcase the project
15. Planning of way forward

The primary differences between ORBIT and Sedibeng were:

- The UK colleges visited ORBIT but not Sedibeng, during the initial preparatory phase

- Employer engagement for each of the SA colleges differed, with ORBIT College focusing on BMW, and Sedibeng focusing on ArcelorMittal

ACHIEVEMENTS

Visits

While visits are not in themselves an achievement, they formed part of the deliverables expected from the partnerships, and were the foundation upon which the more important achievements were built.

- September 2013
 - SA to UK - the Sedibeng Principal, Project Lead and a lecturer visited the UK and met with Harrow, Dudley and Belfast College
- March 2014
 - UK to SA - the UK colleges visited South Africa and trained ORBIT and Sedibeng lecturers in separate sessions
- July 2014
 - UK to SA - final visit for participation in the British Council July Skills Conference and project close-out

The curriculum for a new learning programme targeting “backyard mechanics” has been developed jointly with ORBIT, Harrow and Belfast colleges, and registered by merSETA¹¹ as a formal credit-bearing Skills Program under the title of

¹¹ merSETA is the quality assurance body for this type of learning programme

Harrow College Careers Adviser, Paramjeet explains the advantages of having a dedicated careers and employability team on both campuses.



Ms Mosesi and her colleagues from Sedibeng College met staff and students at both campuses.



Automotive Systems Maintaining Skills on 25 June 2014.

In support of delivery of the programme, lecturers were trained by their UK partners in the area of quality assurance for heads of department.

Sedibeng initiated a partnership with Imperial Motors to enrol students from the Imperial Technical Training Academy at the college. Imperial assisted with the layout, painting and equipping of the automotive workshop and an Memorandum of Understanding has been signed with them. Other partnerships were also established during this partnership with EOH, Sasol and British American Tobacco South Africa (BATSA).

An agreement was signed with ArcelorMittal to train college lecturers on workplace exposure and funds were successfully sourced from the ETDPSSETA for this. Sedibeng and Harrow participated in a merSETA - ArcelorMittal project to customise the UK apprenticeship model to the South African environment. Both ArcelorMittal and BATSA now serve on the college council.

The Sedibeng-Harrow partnership was awarded the *International New Skills Partnership of the Year Award* for 2013 at the British Council *Bringing Home the Learning* seminar in Morocco in November 2013.

This seminar brings together *Skills for Employability* project participants from around the globe to share experiences and support one another's learning. Sedibeng established links with Tunisian TVET colleges at the event, some of whom are also partners with Harrow College and this could be the basis of additional international partnerships.

Sedibeng partnered with a local South African provider, Maccauvlei Learning Academy, to roll-out a pilot of the UK small business training programme to 20 of its business studies students. Maccauvlei sponsored the project.

Coaching and mentoring links between the project leads at Harrow and Sedibeng were established.

Harrow College has provided a person to support the development of commercial opportunities to support the long-term sustainability of the partnership, and development continues on commercialising the curriculum.

News announcement of the
Sedibeng - Harrow award



Tony Medhurst,
Principal of Highbury College



LESSONS LEARNED

Sedibeng and ORBIT Colleges shared the same UK partners and the same partnership foci. The automotive focus was in retrospect not an ideal choice of focus given the difficulties in getting new curricula approved by DHET. As a result the project sought to adapt and improve two existing courses rather than develop a new programme based on existing UK materials.

Sedibeng experienced disruptions during September 2013 due to striking lecturers. Their automotive lecturer, who would have played a key role in this project, also retired. They were not able to carry out the recruitment and selection of a new automotive lecturer during the labour action. The package the college is able to offer a lecturer has not been enough to attract anyone to this position yet.

As a result no-one from the automotive field was present at the UK provided training session in February 2014. The college also experiences high staff turnover and loses qualified engineering lecturers every year.

The site visit by SA college staff to the UK in October catalysed more effective communication with their

partners than had been experienced up until then, and this physical meeting component should probably be a mandatory component of future partnerships given the positive impact it also had on the Gert Sibande - Highbury partnership. The Sedibeng - Harrow partnership was the only one which did not have a UK to SA visit in March 2013 to determine initially feasibility and focus.

Belfast College has not yet been able to provide planned input on curriculum and skills competition due to staff changes on their side, and if necessary, this will be replaced with additional teaching & learning mentoring

Sedibeng experienced difficulties in contacting Toyota SA for participation in the employer engagement part of this partnership. Unlike other car manufacturers, Toyota SA has a dedicated training centre which could link to the college. Toyota now supports the college informally by providing advisory visits when requested..

There were technical difficulties in getting the eLearning resources and virtual learning environment software to work for Sedibeng which meant

that it was not much in use prior to December 2013.

The partnership does not yet seem to have met the planned marketing and communication objectives expressed in the original project work plan, although dissemination plans are still in process.

The college has problems with internet access which makes it difficult to establish online publicity and eLearning resources.

See the note under the *ORBIT-Harrow partnership* regarding intra-college communication of South African colleges.

Sedibeng reported increased staff motivation and buy-in as a result of the partnership, despite several difficulties experienced.

THE FUTURE PLANS AND PARTNERSHIP NEEDS

Sedibeng has investigated branching into Fitting and Turning as a result of the partnership experience.

Please contact the college for more detailed information on its future plans and partnership needs

Harrow College works on several international collaborative projects besides the Sedibeng College partnership



APPENDIX

ORGANISATION PROFILES

DEPARTMENT OF HIGHER EDUCATION & TRAINING (DHET)

DHET is a newly created government ministry responsible for what is called post-school education and training. Established in 2009, this ministry combined the previously separate skills development unit (from Department of Labour), with the universities and vocational colleges directorates of the previous Department of Education. Greater integration and articulation between the 21 SETAs, the 23 public universities and the 50 TVET colleges is now possible.

The Vocational and Continuing Education and Training (VCET) division within DHET is responsible for the public TVET colleges and is headed up by Dr MMA Maharaswa. Ms Lebogang Mokwena, Director: Youth Development Programmes was the primary contact person at DHET for the International Skills Partnerships. Ms Mokwena however left DHET in June 2014 for further studies overseas. The replacement contact person at DHET is now Mr Richard Mediore.

DHET has since 2009 strengthened the governance and funding of the public TVET colleges, bringing the colleges increasingly under national, rather than decentralised, provincial administration. Several reviews of different aspects of the college system are currently underway, and DHET has recently published a vision till the year 2030 for the TVET and other post-school sub-systems in its *White Paper on Post-school Education & Training* (January 2014).

Website

www.dhet.gov.za



higher education
& training

Department:
Higher Education & Training
REPUBLIC OF SOUTH AFRICA

EASTCAPE MIDLANDS COLLEGE

Eastcape Midlands College (EMC) is a public TVET college in the Eastern Cape province of South Africa. EMC has six campuses: four in Uitenhage, where the administrative head office is located, one in Graaff-Reinet and another one in Grahamstown.

The college serves a highly industrialised urban area, part of the Nelson Mandela Metropole, as well as the rural western part of the province. As such, it faces enormous challenges in being a provider for the needs of a highly advanced industrial component on the one hand and, on the other, a widespread rural area with high unemployment and poverty rates.

It has relationships with large companies such as Volkswagen Group South Africa, Johnson Controls, Lumotech and others. It also has partnerships with government departments.

In addition to the NC(V) and Report 191 programmes (N1 - N6), the EMC also offers short courses, skills training, learnerships and apprenticeships. The college's School of Occupational Training is the only one of its kind in the Eastern Cape.

Learnerships are offered in a wide range of fields including mechatronics, autotronics, welding, and automotive components, early childhood development, bookkeeping, and office administration. The Internal Computer Driving License is also offered.

Website

www.emcol.co.za



GERT SIBANDE COLLEGE

Gert Sibande, a farm labourer from the Ermelo area, was nicknamed the "Lion of the East" for his political protest during the 1930s. Rising through the ranks of the ANC to become a member of its National Executive Committee, he was one of the accused in the Treason Trial of 1956 to 1961. When a new college with four campuses was created in Mpumalanga, it was named after the late activist.

The college has grown rapidly since its inception in 2004 with approximately 3,000 students, to almost 9,000 students in 2014, and 400 staff members. It is comprised of five campuses namely Ermelo, Evander, Standerton, Balfour and Sibanesetfu as well as skills centres in Standerton.

Sibanesetfu Campus is rural campus near the Swaziland border which was opened in 2011. Balfour is one of the twelve new college campuses that is being built by government. This campus fulfils a crucial educational and training role in an area where, before, young people were forced to stay home after completing school because of a lack of tertiary training opportunities in the area and the cost of travelling and staying elsewhere to study. In an effort to make vocational training more accessible, the college also offers training at more than 15 rural sites across the region including remote sites such as Daggaskraal and Morgenson.

Website

www.gscollege.co.za



GWENT COLLEGE

Coleg Gwent (its Welsh name) has five campuses and over 23,000 full and part time students studying a broad range of vocational and academic subjects. Coleg Gwent also offers higher education qualifications, apprenticeships and business training.

The development of renewable energy technology has been a focus in Wales (where Gwent is based), for the last ten years, and at the same time Wales was also focusing on improving the effectiveness of their TVET colleges. Gwent College had therefore experienced some of the same trends that its South African partner, Northlink, was now beginning to experience.

Wales hosts a number of manufacturers of wind farm equipment, solar panels, Photovoltaic panels and hydro scheme equipment. It also has the largest wind farm in the UK being built at sea.

Gwent has also had experience in delivering renewable energy technology training industry in Nigeria for the Union of Electrical Workers (UEW).

Website

www.coleggwent.ac.uk



HARROW COLLEGE

Harrow College is a government funded TVET college located in the London borough of Harrow, West London. It has more than 3,000 full-time and 7,000 part-time students.

Harrow's courses range from pre-entry up to degree level. It also provides academic, vocational and specialist occupational courses, offers work related, professional training and consultancy for employers through its commercial unit.

The college has worked on collaborative projects in the United States, North, South & East Africa and South East Asia to deliver TVET which include several *Skills for Employability* projects on behalf of the British Council. It received the Best New International Partnership award from the British Council for 2013.

Harrow College formed part of a consortium of colleges including Belfast Metropolitan College and Dudley College for the purpose of the 2013-14 International Skills Partnerships in South Africa. The colleges partnered with ORBIT College and Sedibeng College and specialised as follows:

- Harrow - TVET lecturer training
- Belfast - automotive specialisation
- Dudley - quality improvements for student success

Website

www.harrow.ac.uk



HIGHBURY COLLEGE

Highbury College is located in the city of Portsmouth on the south coast of England, just under 100 km from London, with transport connections to mainland Europe and beyond. It has over 50 years teaching and learning experience. It has been judged a grade one "outstanding college" by the UK's national education inspectorate (OFSTED) and its students success rates are in the top 1% of college in England. It is a member of the Gazelle Group of Colleges, which makes entrepreneurship a central part of students' learning.

It provides a range of vocational and academic programmes in and around Portsmouth, from entry level training courses to university level qualifications, specialised services for business and learning in the community.

Website

www.highbury.ac.uk



METAL, ENGINEERING & RELATED SERVICES SETA (MERSETA)

merSETA is one of the three implementing partners of the International Skills Partnerships, along with the National Business Initiative (NBI) and the Department of Higher Education & Training (DHET).

It serves on the steering committee for this project and helped the British Council to identify the five South African colleges for the partnerships.

There are 21 Sector Education & Training Authorities (SETAs) operating under DHET to support skills development in identified sub-sectors of the economy. It is the largest SETA in terms of skills development levy income and is one of several SETAs supporting the manufacturing and engineering sectors.

The merSETA facilitates skills development in South Africa through their levy-paying companies.

merSETA's involvement in the International Skills Partnerships arises from its mandate to support the public TVET colleges, and objective shared with the British Council, and the other 21 SETAs.

Support and development of public TVET colleges is one of the eight board approved merSETA priorities. As a result the SETA has agreements with 24 public TVET colleges and some of the support they offer is towards international benchmarking opportunities.

merSETA's quality assurance practitioners accompanied the British Council and NBI to monitor and evaluate the progress of the International Skills Partnerships.

Website

www.merseta.org.za



NATIONAL BUSINESS INITIATIVE (NBI)

The National Business Initiative (NBI) works with government, business and other key role players to achieve closer alignment between the outputs of the education system and the needs of the economy. The NBI engages at systemic level to support policy implementation, at programmatic level to drive innovation and at relational level to facilitate interaction between business, government, organised labour, research agencies and professional bodies.

The NBI's experience in the skills development and TVET environment includes the management of the *Colleges Collaboration Fund (CCF)*, the Secretariat to the *Joint Initiative of Priority Skills Acquisition (JIPSA)*, the establishment of the *College Industry Partnership (CIP)* initiative as well as the *Technical Skills Business Partnership (TSBP)*. The NBI, has since 2010, coordinated a programme of support to the Department of Higher Education and Training (DHET) to enhance planning and to monitor the performance of the TVET college system. The relationship between the NBI and the British Council extends as far back as 2000 through the *Tiriso Fellowship Programme* and related TVET support initiatives.

The NBI Skills for Employment Strategic Partnership

The British Council and National Business Initiative (NBI) entered into an agreement from 1 March 2012 as strategic partners on the British Council's *Skills for Employability (SfE)* programme in South Africa. This agreement aimed to maintain and further promote cooperation and understanding for the purpose of promoting skills development in the TVET colleges and post-schooling sectors. Under this agreement, the British Council appointed the NBI to provide project management support with respect to project design and delivery, financial management, communication, reporting and monitoring and evaluation.

The NBI's role as a strategic partner to the British Council is to:

- i. Mobilise business leadership, where appropriate, in support of efforts to improve the performance and efficiency of the TVET college and post schooling sectors in general
- ii. Undertake purposeful and action oriented research in areas relating to education and training, drawing on its human and intellectual resources
- iii. Broker relationships between British Council, DHET, Department of Basic Education, business partners, other key government departments, a range of local and international strategic partners and research agencies in support of mutually agreed initiatives
- iv. Undertake innovative demonstration projects which may be fully funded by either party or co-funded by NBI and British Council
- v. Support the on-going development of the British Council's *Skills for Employability* programme and wider TVET projects in South Africa, and provide project management services to deliver activities under these programmes.
- vi. Upon request provide advice, updates and briefing notes to the British Council on the agreed initiatives
- vii. Act as a managing agent on initiatives mutually agreed with the British Council and where appropriate be granted the power to subcontract specialised expertise to ensure delivery against set targets
- viii. Coordinate activities and engage with current and potential project partners, beneficiaries and other stakeholders
- ix. Liaise with relevant members of the UK family of institutions in South Africa, through the British Council, to promote coordination and synergy where appropriate, for example the United Kingdom Trade and Investment

Examples of the NBI's involvement

1. Developed a concept note, in collaboration with the British Council, which outlined a framework for a three-year collaboration between the UK and South Africa under the banner of *Skills for Employability*. The concept note was signed off by DHET.
2. Provided technical support on the establishment of the Association of Colleges for South Africa (AoCSA)
3. Provided input on the two UK roundtable discussions
4. Liaised with DHET
5. Provides on-going advice on the South African post-school education and training sector and TVET colleges
6. Served as members of the *Skills for Employability* steering committee
7. Conducted college assessments of the local International Skills Partnerships colleges
8. Advised on college inputs for the Bringing the Learning Home Seminar (Morocco) and perspectives on the seminar some of which have informed the July ISP conference
9. Provided fund management and logistical support for some aspects of the July ISP conference

Website

www.nbi.org.za

NORTHLINK COLLEGE

Northlink College was created in 2002 following the merger of four colleges in the northern suburbs of Cape Town. It later purchased Belhar College, a private institution. "Northlink" is a combination of "North", reflecting the geographical positioning of the institution in Cape Town, and "link", which describes the initial linking of the former colleges but, more importantly, the critical link between school education and the world of work.

One of Northlink College's strengths – innovation in meeting skills needs – has been expressed in a number of ways. For instance, Northlink was the first to develop a Simulated Enterprise (SE) in 1999 and the first TVET college to establish a golf school offering an academic and professional golf programme. In 2004, three of its students won the World Student Golf Championship.

Northlink has relationships with nine SETAs and eleven industry partnerships including both public and private, national and local government. It has active international relationships with institutions in five countries.

Website

www.northlink.co.za



ORBIT COLLEGE

Situated within the North West Province of South Africa, ORBIT is a leading, award-winning public TVET college offering a wide range of accredited vocational and occupational learning programmes.

College programmes have been designed to empower each student with the necessary skills required for a successful career and professional life. Students are exposed to a stimulating learning environment across the three campuses, which are located at: Brits, Mankwe and Rustenburg. Apart from receiving quality education and training in the classroom, students are also developed and supported holistically by means of personal, financial and academic support services provided by student support services staff.

ORBIT College has an annual student headcount of between 12,000 and 13,000 with an average growth of between 6% - 9% recorded annually.

Website

www.orbitcollege.co.za

**SEDIBENG COLLEGE**

Sedibeng College for FET is situated in the Vaal region of the Gauteng province, the economic hub of South Africa and enrolls approximately 10,000 students annually.

The college was established in 2002 through a merger of three former technical colleges, namely Lekoa/Sebokeng, Vanderbijlpark and Vereeniging. Today Sedibeng college has three campuses catering for a diversity of learners.

The Vereeniging site also has a satellite campus in Heidelberg which was established with the financial assistance of British American Tobacco South Africa (BATSA).

The Sebokeng campus offers business and engineering studies, Vanderbijlpark campus offers business studies and utility studies and Vereeniging offers engineering studies. All the campuses, except the Heidelberg satellite campus, are situated within a radius of 15km from the Vereeniging campus and in a region which has a high unemployment rate.

In the Vaal region the community, social and personal services sector is the largest employer, involving 33% of all formal workers. The manufacturing sector is the second-largest employer, with 23%, while the wholesale and retail sector and the financial, insurance, real estate and business services sector follow with 14% and 9% respectively.

Website

www.sedcol.co.za



WALSALL COLLEGE

Walsall College is a vocational College, with the primary objective of preparing students to get a job or progress to higher education. With over 15,000 students, Walsall College is one of the largest colleges in the western central England. It is one of a few colleges to be awarded a grade one inspection result from OFSTED, the UK national education inspectorate.

Its has built links with the university system so that its foundation year and pre-masters programme have guaranteed progression to the Northern Consortium of 11 leading UK Universities (the University of Leeds, the University of Liverpool, the University of Manchester, Manchester Metropolitan University, the University of Salford and University of Sheffield).

Walsall College's lecturers return to industry annually as part of their professional development. Its industry partnerships include collaboration with organizations such as Nike, Siemens, Microsoft and Roland. In total they work with over 2,000 employers and have strong industry links and partnerships with the following companies; Tesco, McDonalds, E.ON, Wella, NHS, Dulux, CAT, National Grid, Birmingham Hippodrome and CIMA.

Walsall College highlighted the fact in its initial partnership motivation that the Walsall municipality has one of the highest child poverty, teenage pregnancy and deprivation rates in the UK, yet learners at the College achieve the highest success rates in the country.

Black Country University Technical College (UTC) partnered with Walsall College in this International Skills Partnership. The Black Country UTC is a school offering grade 10 - 12 students the opportunity to focus on science and engineering subjects in a specialist environment.

Website

www.walsallcollege.ac.uk



ACRONYMS

AaA	Advance and Accelerate
AoCSA	Association of Colleges for South Africa
BATSA	British American Tobacco South Africa
CETA	Construction SETA
CPD	Continuous Professional Development
DHET	Department of Higher Education & Training (South Africa)
EMC	Eastcape Midlands College
ESETA	Energy SETA
ETDPSETA	Education, Training & Development Practices SETA
FMCSA	Ford Motor Company of Southern Africa
ICT	Information & Communications Technology
ISP	International Skills Partnership
M&E	Monitoring and Evaluation
merSETA	Metal, Engineering & Related Services SETA
NQF	National Qualifications Framework
NEET	Not in Education Employment or Training
NC(V)	National Certificate (Vocational)
NBI	National Business Initiative
OFSTED	Office for Standards in Education (UK)
PSC	Project Steering Committee

SETA	Sector Education & Training Authority
STEM	Science, Technology, Engineering & Mathematics
TVET	Technical and Vocational Education & Training
UK	United Kingdom (of Great Britain and Northern Ireland)
SA	South Africa
SfE	Skills for Employability
VCET	Vocational and Continuing Education and Training

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