

**FP&M SETA–SACPO COLLABORATION FRAMEWORK**  
**RESEARCH REPORT ON FP&M SETA LINKAGES ON TVET SECTOR**  
**CLOSURE REPORT**

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**1. BACKGROUND**

In alignment with the National Skills Development Strategy III 2011/12 - 2019/20, the Fibre, Processing and Manufacturing Sector Education and Training Authority (FP&M-SETA) and the South African College Principal's Organisation (SACPO) Collaboration Framework emphasises the fundamental role of both TVET Colleges and the FP&M SETA in contributing to national economic growth through regionalised skills development programmes that will stimulate opportunities for job creation and poverty reduction.

The mechanism viewed as optimum for achieving this objective is sector-wide collaborative partnerships that include all relevant stakeholders, social partners and role players. TVET colleges are intended to play a central role in bringing about the envisaged changes. The *theory of change* embedded in the intended outcomes is based on a logical chain of assumptions, as set out below.

**IF**

the public education system increases delivery of FP&M SETA-funded TVET programmes that align skills development to industry and community contexts in the sector and puts in place appropriate quality assurance systems and processes

**AND if**

access to FP&M SETA-funded programmes is increased through more widespread geographical location and ease of access in respect of venues and programmes

**AND if**

stronger linkages between public education institutions and employers provide a basis for improving industry knowledge and experience of lecturers and learners/graduates and stimulating continuous professional development (CPD) for TVET college educators, college management and administration in respect of occupationally-directed programme provision;

**AND if**

there is accelerated accreditation and approval of TVET college facilities and programmes

**THEN**

TVET colleges will be sought out by both prospective learners and employers as preferred providers of FP&M sector-relevant occupationally-directed programmes; which translates into increased valuing and uptake of such programmes

**AND THEN**

The FP&MSETA will be able to deliver successfully and sustainably on its strategic mandate and aligned agenda governing economic development and poverty reduction.

In order to test the feasibility of the above assumptions, the FP&M SETA embarked on a national research project to gather information in the following six focus areas:

- 1) *Geographic and economic profiling:*  
To establish FP&M industrial sector geographic and economic profiles and link these to the TVET college representation within the same geographical area”
- 2) *Skills development-support:*  
To create links between TVET colleges and local skills development initiatives e.g. sewing clubs, small scale furniture repairs, SMMEs, co-operatives etc. aligned to FP&M sector scope
- 3) *TVET college accreditation:*  
To establish which TVET Colleges are accredited or want to be accredited for FP&M SETA occupational programmes
- 4) *TVET college staff capacity and development needs audit in relation to FP&M SETA programme provision:*  
This would include technical knowledge, ETDP capacity and interest in gaining work experience in the FP&M industry
- 5) *WBE/WIL placements:*  
To establish TVET College - industry partnerships for work-based education (WBE) and work-integrated learning (WIL) placement
- 6) *Centres of Excellence (COEs):*  
To determine which TVET Colleges have the capacity to establish FP&M SETA Centres of Excellence (COEs).

## **2. RESEARCH IMPLEMENTATION PLAN**

### **2.1 Research process**

The research was conducted in four phases, each with specified deliverables.

#### **Phase 1: Preliminary research**

A critical first step was a clarificatory workshop involving representatives from FP&M SETA, SACPO, the DHET and the researchers. The research aims was *inter alia*, to:

- a) Clarify the nature and scope of information requirements in relation to the six research focus areas
- b) Establish what information is already available on the FP&M SETA’s databases, e.g. the geographic location of the majority of levy-paying FP&M employers in relation to

TVET college locations; FP&M training needs identified in workplace and sector skills plans etc.

- c) Identify the TVET colleges in which the FP&M SETA already has a presence and establish what this involves, e.g. informal partnerships, MoUs, programmes, lecturer support, career counselling.
- d) Decide which TVET colleges should be targeted for footprint expansion
- e) Confirm the final sample of TVET colleges to be included in the research project.
- f) Discuss and confirm protocols for negotiating TVET college participation and access

In preparation for the workshop the research team conducted a preliminary desktop investigation to obtain a sense of what relevant information is available nationally and/or regionally and at TVET college level: e.g. Programme Qualifications Mix (PQM); existing partnerships in respect of occupational programmes and WBE/WIL or job placement; alignment with local and regional Integrated Development Plans (IDPs). Some of the information may also be out of date but could still provide a useful basis for decision-making.

## **OUTCOME**

***The preliminary desktop investigation report was submitted to both FP&M Seta and SACPO in November 2016. The report was accepted paving way to the next phase of the assignment.***

### **Phase 2: Research implementation design and set-up**

Outcomes of the workshop was used as the basis for the development of a detailed research design. Researchers were contracted, time schedules were finalised, and TVET colleges were contacted and access was negotiated (as appropriate) within acceptable research protocols.

## **OUTCOME**

***The access to Colleges proved to be difficult exercise and it demanded that colleges be visited at least 3 times meeting different officials. This had an impact on time and budget.***

### **Phase 3: Data collection and profile building**

The project was, in essence, a fact-finding exercise intended to link information which the FP&M SETA has about its levy-paying employers and their geographic location, as well as information about current collaboration with TVET colleges to information about the current status and capacity of identified TVET colleges, in relation to the focus areas outlined in the proposal.

A survey-based approach was therefore followed. Desktop research, email and telephonic contact was to be the main modes of information gathering. Face-to-face interviews with college management/administrators and FP&M SETA staff was also sought where this was feasible in terms of proximity. A sample of 12 colleges were visited across the country.

Information was collated in pre-established categories, aligned to each of the key research areas to provide a basis for the development of an individual profile for each TVET college in the sample. Profiles included information obtained across the six focus areas. Profiles may be uneven in terms of what could be ascertained from the research but that, in itself, was a significant research finding.

### **OUTCOME**

***Profiles of the colleges report with focus on the areas of industry linked to the FP&M Seta were developed. It is part of the report in the Annexes as attached in the final report (Table 3, page 20 - 45)***

### **Phase 4: Analysis, final report and report-back**

A comparative analysis of the set of profiles was undertaken to identify common areas of potential collaboration across the sample, as well as areas where specialised interventions would be strategically productive.

A formal project report, which included a set of provisional recommendations, was prepared informed by outcome of the research exercise as tabulated in the above stages.

The final conclusion of this project will be the session or a report-back workshop to discuss the findings and recommendations and to plan the way forward. It is anticipated that the FP&M Seta jointly with SACPO will drive this process.

## 2.2 Timelines Deliverables

DELIVERABLES		TIMING
<b>Phase 1: Preliminary research</b>		
1.	Preliminary desktop research findings	End–November 2016
2.	Clarificatory workshop	Mid-December 2016
<b>Phase 2: Research Implementation design and set-up</b>		
3.	Finalised Research Design	End–January 2017
4.	Confirmation schedule of college access obtained	Mid February 2017
<b>Phase 3: Data collection and profile building</b>		
5.	College profiles completed (number in sample not yet known)	End-March 2017
<b>Phase 4: Analysis, final report and report-back</b>		
6.	Draft report	May 2017
7.	Report-back workshop	July 2017
8.	Final Report	August 2017

A four-person research team led by Carel Garisch was responsible for this report.. Carel Garisch, Slindelo Bhengu and Marianne Spies were responsible for all survey research. Jeanne Gamble and Nhlanhla Ngubane participated in the conceptualisation of the research design, analysis of the findings and drawing up of recommendations. Data analysts were also sought to strengthen the research ouotpus. Dr Gamble was also the critical reader of the final draft report. All researchers participated in the first clarificatory workshop and the final report-back workshop. During the course of the project researchers met at regular intervals to review progress and plan for contingencies.

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 26 August 2017