



ASSESSMENT OF THE EFFECTIVENESS OF PARTNERSHIPS BETWEEN MQA AND CET COLLEGES

Final Report

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Abbreviations

ABET	Adult Basic Education and Training
ACET	Adult Community Education and Training
AET	Adult Education and Training
AI	Artificial Intelligence
APP	Annual Performance Plan
AR	Annual Report
CET	Community Education and Training
CETC	Community Education and Training College
CETCAC	Community Education and Training College Administrative Centre
CLC	Community Learning Centre
DHET	Department of Higher Education and Training
EPWP	Expanded Public Works Programme
ERRP	Economic Reconstruction and Recovery Plan
ETDP SETA	Education and Training Development Sector Education and Training Authority
GETC	General Education and Training Certificate
ICT	Information and Communication Technology
merSETA	Manufacturing, Engineering and Related Services Sector Education and Training Authority
MEMSA	Mining Equipment Manufacturers of South Africa
MMS	Mining and Minerals Sector
MQA	Mining Qualifications Authority
NASCA	National Senior Certificate for Adults
NEET	Not in Employment, Education, or Training
NDP	National Development Plan 2030



NP-PSET	National Plan for Post-School Education and Training
NSDP	National Skills Development Plan
NSF	National Skills Fund
PALCs	Public Adult Learning Centre
PPP	Public-private partnerships
PSET	Post-School Education and Training
SETA	Sector Education and Training Authority
SLC	Satellite Learning Centre
SLP	Social and Labour Plan
SP	Strategic Plan
SSP	Sector Skills Plan
TVET	Technical and Vocational Education and Training
WP-PSET	White Paper for Post-School Education and Training
WSP	Workplace Skills Plan
W&RSETA	Wholesale and Retail Sector Education and Training Authority





Executive Summary

The purpose of this study was to evaluate the effectiveness of partnerships between the Mining Qualifications Authority (MQA) and the Community Education and Training Colleges (CETCs) in the Mining and Mineral Sector (MMS).

The evaluation was conducted with the aim of gaining insight on the strengths and weaknesses of the current partnerships between the MQA and the CETCs, the status of the partnerships and the influence on skills development within the MMS. To this end, the following five evaluation objectives have been put forward for this study:

- Assess the **pertinence** of the partnerships
- Determine the **adaptability** of the partnerships
- Determine the **efficiency** of the partnerships
- Determine the **sustainability** of the partnerships
- Evaluate the **impact** of the partnerships in terms of influence on communities

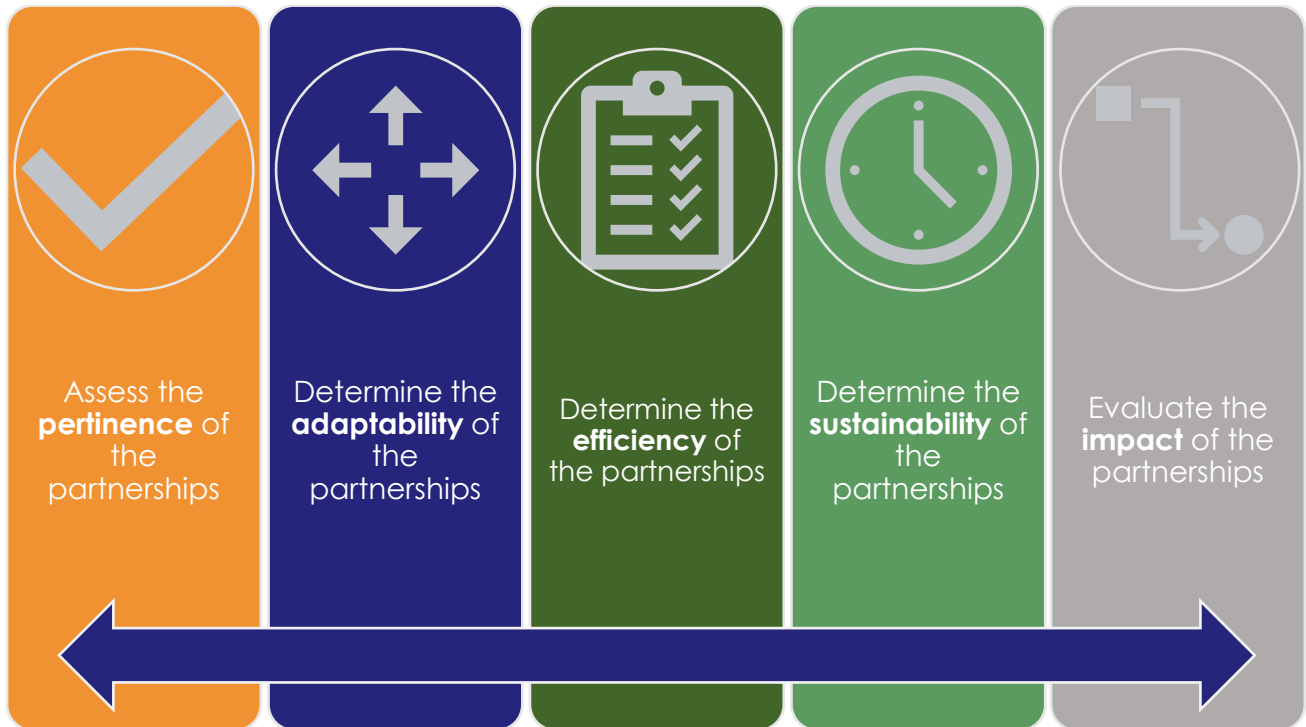


Figure 1 Evaluation objectives

To undertake this study, the **cooperation theory** was chosen as it was highly relevant to the research objectives of assessing partnerships. The cooperation theory emphasises the importance of understanding the nature of partnerships and distinguishes between two different time scales that can operate in a given partnership: the project and the relationship. This distinction is crucial in evaluating the effectiveness of partnerships, as it allows for a comprehensive analysis of the dynamics at play within the partnership (Archibald, 2017).

This study followed a mixed methods approach, which made use of both qualitative and quantitative research techniques. To further ensure validity of the results obtained, methodological triangulation (the use of more than one kind of method) *and* data triangulation (the use of more than one data set/source) were employed.

The **key findings** in relation to the evaluation objectives are summarised below:

1. Pertinence

Pertinence in this regard refers to the relevance of these partnerships in responding to the roles and needs of the different parties.



In terms of the **role of CETCs**, CETCs offer an alternative education route for those not meeting university or TVET college entry requirements, focusing on community needs. CETCs historically provided literacy and numeracy skills through night classes, but reportedly, CETCs engaged with indicated that they are still largely focused on this role, lacking qualified staff for other programmes. Employers and learners see CETCs as crucial for reducing poverty and unemployment, but there is a call to expand their offerings to include skills beyond literacy and numeracy, such as early childhood development, welding, agriculture, and entrepreneurial skills, to better serve their communities.

Although most CETCs have occupational programmes including KwaZulu-Natal CETC for example, it was noted that more occupational programmes related to the MMS should be provided. Furthermore, it was highlighted that these partnerships could become more relevant in serving the needs of the MMS, if programmes offered within the Community Learning Centres (CLC) and Satellite Learning Centres (SLC) were aligned to skills that may be required by communities, such as the skills required for implementing Social and Labour Plan (SLP) projects – as these CLCs and SLCs are often located near mines.

2. Adaptability

The adaptability of the partnerships between the CETCs and the MQA is related to the ability of the partnerships at hand to adjust to and take on changes and innovations within the CETC and MMS landscapes.

With regards to the **alignment of the partnerships to technology**, it was found that CETCs can be a clever vehicle for developing skills related to 4IR aligned technologies, considering the vast number of CLCs and SLCs throughout the country. The partnerships between the MQA and the CETCs can be an essential aspect to ensure that the appropriate programmes are offered in and around the mining labour sending areas, and that the necessary infrastructure development takes place. Furthermore, these partnerships could ensure that appropriate equipment is procured which is pertinent to the evolving technological landscape within the MMS. However, there is currently a misalignment as the MQA has not provided funding for technology used in the MMS, though this could become a central focus of future partnerships.





In **looking at the future**, and how the CETCs should be geared towards equipping local communities with skills in relation to 4IR within the MMS, it should be acknowledged that there is still a way to go in overcoming the legacy roles of the CETCs. The evolution from adult basic education training (ABET) institutions to more occupationally directed institutions in line with community needs are still underway. This underscores the required assistance from the MQA and the importance of the CETC-MQA partnerships in evolving the skills landscape in relation to the MMS needs. The need for active engagement with various stakeholders, including municipalities, communities, and the private sector, is key to ensure that partnerships are relevant and adaptable to the needs of the MMS and the communities served by CETCs alike.

3. Efficiency

Efficiency assessment was based on a cost-to-benefit analysis that evaluates investments by the MQA and its partners in terms of the value these add to communities and the various stakeholders and beneficiaries.

Having reviewed the **cost-benefit** of funding of learners attending CETCs during the 2022/2023 period by the MQA, MQA spent approximately R5 642 per learner, with 347 learners benefitting. During the 2023/2024 period, the MQA committed funding of R10 000 per learner, with the aim of benefitting 150 learners. The increased funding per learner indicates a commitment to skills development by the MQA in this regard.

The current CETC model utilises existing learning centres, like schools and libraries, for cost efficiency and accessibility. However, reliance on external institutions can lead to scheduling constraints, highlighting the need for dedicated CETC learning centres. The lack of financial personnel within CETCs poses challenges for efficient fund management, suggesting a need for investment in financial capacity to enhance partnership effectiveness.

In terms of the **value of the partnerships**, the CETCs emphasised the need for funding and resources to sustain effective programmes, introduce new programmes and ensure





optimal skills development. Employers recognised the significance of partnerships but suggested a need for better alignment with industry requirements. Learners that have benefitted through MQA funding for training at the CETCs provided positive feedback, highlighting the informative and practical nature of the programmes. Stakeholders suggested that the MQA could enhance partnerships by acting as a middleman between mines and CETCs and MMS employers, streamlining processes and improving resource allocation. Moreover, a potential area where MQA is currently lacking but can improve upon is supporting CETCs in MMS directed skills support and programmes, to enhance the mutually beneficial outcomes for the MQA and the CETCs. These partnerships have the potential to have significant spillover effects, benefiting surrounding communities through increased employment opportunities, local business stimulation, improved infrastructure, and heightened community engagement, contributing to economic growth and lasting positive change.

4. Sustainability

Sustainability in the context of this study refers to the long-lasting nature of partnerships between the MQA and CETCs.

In relation to the **current viability** of these partnerships, research revealed that although the MQA has active partnerships with all nine CETCs through MOUs, only two CETCs considered these partnerships to be collaborative in nature (Gauteng CETC and North West CETC).

While funding from the MQA and other government institutions for AET programmes is beneficial, CETCs believe partnerships focusing on other aspects (occupationally directed training, infrastructure development, equipment procurement and capacity building) would be more advantageous for communities and contribute to CETCs' sustainability. Some CETCs noted that the funding they received did not always align with their proposals, highlighting the need for partnerships to be more responsive to identified needs. Despite this, current partnerships have improved teaching and learning within CETCs, with programmes like lecturer and moderator training being considered successful. CETCs envision their partnerships with the MQA continuing and expanding beyond their current





focus areas, contributing to their vision of addressing illiteracy and reducing unemployment.

In terms of the **long-term viability** of partnerships between CETCs and the MQA, alignment of the contextual needs of the CETCs and the provision of joint funding for longer lasting and more comprehensive programmes were highlighted as key. Challenges relating to vague Memoranda of Understanding (MOUs) highlights the need for clear agreements to secure funding and ensure partnership longevity.

Employers within the MMS stressed the importance of the MQA improving governance and management of these partnerships, with CETCs suggesting that MQA should undertake visits to the CETCs and associated CLCs/SLCs to gain greater understanding of the needs of the CETCs.

5. Impact

In the context of this study, impact analysis examines the extent to which the partnerships between the MQA and CETCs have influenced and contributed to the development of individuals, communities, and the MMS as a whole.

Considering the **influence on individuals**, the impact of these partnerships on learners that have benefitted, as well as the impact on the broader community was explored.

Positive **impacts on learners** include:

- 497 individuals being provided with the opportunity to obtain a General Education and Training Certificate.
- Facilitation of entry into the job market for those learners that have achieved a certificate (both in being considered for employment or starting their own businesses).
- Opportunities for further studies at TVET Colleges for those learners that have achieved a certificate.

Positive impact on the **broader community** include:





- Contribution to an increase in the level of education within the communities served by the colleges.
- Spillover effect of partnerships in terms of infrastructure investment, as community facilities are often used as SLCs, and thus the broader community benefits when using these facilities as well.

Considering the impact of these partnerships in terms of **skills development**, it was found that the partnerships, to date, have funded AET programmes, internships and lecturer development (through moderator and assessor training). While these programmes have been labelled beneficial, the need for the partnership to extend beyond the funding of these programmes was highlighted.

In light of ensuring that MMS skills requirements are met, the following aspects were noted for consideration to form part of these partnerships:

- Training programmes aligned to skills needs for the implementation of community needs, such as identified SLP programmes.
- Occupational directed programmes (Occupational qualifications and other skills programmes aligned with MMS needs) such as:
 - Health and Safety
 - Fundamentals of mining (introduction to mining)
 - Mineral processing
 - Basic jewellery design and manufacturing
 - Basic gemmology
 - Diamond and gemstone identification and setting
 - Basic casting
 - Computer Aided Design (CAD)

The **recommendations** of this study, based on the findings as outlined above, are intended to aid in the improvement of MQA-CETC partnerships. These are set out below:

1. The Establishment of an MQA-CETC forum

It is recommended that the MQA establish a CETC forum to facilitate communication between the MMS and CETCs and to foster relationships and partnerships between the





various mining companies and CETCs/CLCs. A forum is a key means to facilitate an exchange of information about needs. The forum could provide a venue where perceptions of needs of various stakeholders in regard to the MQA/CETC partnerships are discussed at a high level, to ensure that all needs are being met.

In addition to this focus, the forum has the potential to provide valuable insights on strategies to enhance practical skills development for CETC learners on the part of all parties involved. Moreover, discussions on all of the programmes currently offered and to be offered by the MQA, such as MQA internship programmes and MQA skills programmes through CETC spaces can be discussed. This will ensure that all of the programmes offered by MQA through CETC partnerships are well-established and beneficial to all parties, including the MMS as a whole.

The main objective of the forum should be for mining companies to gain insights into existing learning programmes and related curricula as well as how these are adapted over time. The CETCs will be able to engage with industry and the MQA regarding their needs as training institutions, and, in turn, the employers can communicate their sectoral skills needs and recommendations.

2. The Establishment of an MMS-CETC Skills Working Group

In light of the previous recommendation to create an MQA/CETC forum, it is further recommended that an MMS/CETC Skills Working Group be established as a subsidiary to the MQA/CETC annual forum. This group will be **very valuable in discussing at a more practical level what can and should be achieved in relation to the fora hosted** and plays a key role in actioning the recommendations and requests put forward by various stakeholders.

A possible approach to be considered for this working group can involve an equal participation in the working group by academics, lecturers and industry representatives. Participants would engage with each other for two days, with the first day allocated to a plenary session during which common issues would be discussed, and relevant solutions





or recommendations for approach would follow. The discussion could then be more specifically considered and approaches for implementation formulated.

This would be an operational-level structure which would serve two main purposes:

1. advancing recommendations emerging from the MQA/CETC annual forum; and
2. discussing and actioning improvements to the learning programmes offered at CETCs in alignment with the MMS and community needs, such as those identified in the SLPs of local mining companies.

The working group would also focus on **identifying key occupational qualifications required within the MMS**. An insufficient number of such qualifications has been developed to date, and there is a need for more occupational programmes that address MMS needs. With support from the DHET, the working group could **facilitate the development and implementation of such programmes at selected CETCs**.

3. CETC Capacity Development

CETCs indicated that increased capacity would enable them to allocate the responsibility for submitting **funding proposals – and the responsibility for overseeing the governance and management of partnerships** – to specific individuals.

As such, it is suggested that the MQA, in addition to funding skills development initiatives, develop partnerships with CETCs that focus on the capacity building of colleges. Capacity building initiatives will help **CETCs manage the partnerships in a more effective capacity**.

The partnerships undertaken between the MQA and the CETCs to increase capacity could include valuable activities such as providing interns to the colleges through the MQA-funded internship programme, having **staff recruitment plans** whereby the MQA assists in identifying key vacant roles that need to be filled, and providing MQA funding for alternative lecturer development programmes that focus on the **capacity needs of CETCs** (e.g. finance and human resources) to capacitate existing staff members for vacant positions.





An increased focus by the MQA and CETCs on addressing inequalities is considered particularly important in building the capacity of partnerships within the CETC space. Central to this is a focus on projects and partnerships that address the skills needs of persons with disabilities and drawing such individuals into the MMS through **skills development initiatives**. It was noted in the workshop that only a small number of CETCs have the facilities to provide persons with disabilities with skills development training (although many CETCs are directing attention and resources to this matter).

This is also the case for the MQA. According to the MQA APP for 2023/2024, the organisation has not yet met its targets for equity, especially in relation to persons with disabilities in the MMS. The APP indicates that the MQA is thus focused on considering the factors contributing to this shortfall.

In light of the above, there is potential for the MQA to consider undertaking partnerships with CETCs that are also concerned with the provision of skills for persons with disabilities. Through these partnerships, both parties could contribute to meeting targets for equity in the MMS space.

4. Reviewing MOUs in line with CETC needs

CETCs indicated the importance of consistent reviewing of the MOUs in place between themselves and the MQA in order to effectively undertake skills provision which is relevant to and beneficial for the MMS. It is therefore recommended that the MQA undertakes a review of their MOUs in alignment with the needs and proposals of the CETCs and CLCs. Actively reviewing the MOUs in place between the MQA and the CETCs will assist the CETCs in providing skills and occupational programmes which are in line with the needs of the mines, such as those identified in the social and labour plans (SLPs). Ultimately, this will enable the skills provided through the MQA and CETC partnerships to speak directly to the needs of the MMS.

5. Establish CETC learning centres

The reliance of CETCs on existing learning centres/infrastructure, such as schools and libraries, can lead to scheduling constraints which severely limit the skills provision





abilities of the CETCs. For example, due to reasons such as this, CETCs are limited in the kinds of occupational programmes that can be offered, such as those that would be required by the MMS, or to provide stable and consistent training, both of which would be of benefit to the MMS.

It is recommended through the research undertaken that the MQA extend their focus to the creation of established learning centres for the sole use of the CETCs (as is noted within the MQA APP 2023/24 under NSDP Sub-outcome 5.2. support for the CET Colleges (MQA, 2023a)). The creation of learning centres for the purposes of the CETCs brings a range of benefits and contributes substantially to skills provision in the CETC space, and thus to the delivery of skills towards the strengthening of the MMS.

6. Developing an alumnus tracking and employer feedback system

It is suggested, considering the feedback received by all stakeholders and the MQA, that the MQA undertakes the development of a system which allows for alumni tracking and employer feedback.

The introduction of this system could inform the MQA's future decisions regarding skills development for the MMS. A comprehensive system for tracking graduate placement and success, along with mechanisms to gather feedback from employers on graduate preparedness, would bring great benefit to the MQA in terms of informing skills needs through valuable stakeholder feedback.

7. Areas of Future Research

It is suggested that future research be undertaken in terms of the following:

- A comprehensive study of SETA-CETC partnerships, to identify successes, challenges, and best practices in terms of CETC partnerships within the SETA landscape.
- The development of a Monitoring and Evaluation (M&E) framework for the MQA-CETC partnerships.
- A tracking and tracing study of beneficiaries of MQA-funded programmes as part of the MQA-CETC partnerships, to identify the outcomes of the learners, post-





training, and measure the impact of these programmes on the livelihoods of the learners.

- Undertaking a Summative Assessment of the MQA-CETC partnerships.
- A study to identify the needs of SLCs/CLCs in mining labour sending areas.
- Undertaking of a needs assessment of CETCs





1. Introduction

Urban-Econ: NIKELA (Nikela) was commissioned by the Mining Qualifications Authority (MQA) to conduct an evaluation to assess the effectiveness of partnerships between the MQA and Community Education and Training Colleges (CETC) in the Mining and Mineral Sector (MMS).

The vision of the MQA is to enable the development of a **competent, healthy, and safe MMS** by ensuring that there are enough individuals within the sector who have the training to ensure health, safety, and productivity.

The overarching goal of the study, therefore, was to develop an understanding of the **nature of partnerships between CETCs and the MQA**. This understanding will enable MQA to develop a strategy and model that addresses shortcomings in these partnerships, ensuring effective skills development within the MMS, which aligns with key objectives identified by the MQA.

The key objectives of the MQA are as follows:

- “Promote **efficient and effective governance and administration**.
- **Improve skills development planning** and decision-making through research.
- **Promote work-based skills development** to support transformation in the mining and minerals sector.
- Facilitate access to **occupationally directed learning programmes** for the unemployed.
- Support **mine community training initiatives to access economic opportunities**.
- Ensure the **delivery of quality learning programmes** in the mining and minerals sector” (MQA, 2020).

1.1. Scope and Objectives

The purpose of the study at hand was to **evaluate the effectiveness of partnerships** between the MQA and the CETCs in the MMS. An evaluation was conducted through





considering the approach of the MQA, which prioritises and guides planning and decision-making within the sector.

It is important to understand the current partnerships between the MQA and CETCs in order to provide an appropriate strategy for strengthening these relationships. To achieve this understanding, the relationship between the MQA and CETCs was evaluated in terms of five objectives. These objectives are as follows:

1. *Pertinence*

The pertinence of the partnerships between the MQA and CETCs provides a perspective on the **effectiveness of** these partnerships. In this regard, it is vital to consider the **role of the CETCs in the MMS** and the **benefits that the sector experiences** as a result of partnerships between the MQA and the CETCs.

2. *Adaptability*

It is important to consider how adaptable the relationships between CETCs and the MQA are, especially given the changes that are coming about through the **fourth industrial revolution (4IR)**. Recommendations on the future of these partnerships are provided based on the findings of both primary and secondary research conducted for the study.

3. *Efficiency*

The efficiency of the partnerships between MQA and CETCs can be analysed in terms of the **cost/benefit or cost/value of these partnerships for the MQA** and other MMS stakeholders. An understanding of the cost/benefit of the relationships at hand is established through investigating the benefit of these partnerships for the MQA in particular and for the sector overall.

4. *Sustainability*

The sustainability of partnerships between the MQA and the CETCs is analysed in terms of the **long-term sustainability of such partnerships**. A consideration of the sustainability of the partnerships between the CETCs and the MQA considers whether these partnership arrangements are long-lasting and sufficiently effective to be maintainable in the future.

5. *Impact*





The impact of partnerships between the MQA and the CETCs was considered in relation to the positive or negative effect that these partnerships have on **individuals and communities**, as well as on the skills development opportunities within the MMS and the extent to which skills are present in the sector.

The diagram below outlines the five evaluation objectives discussed above:

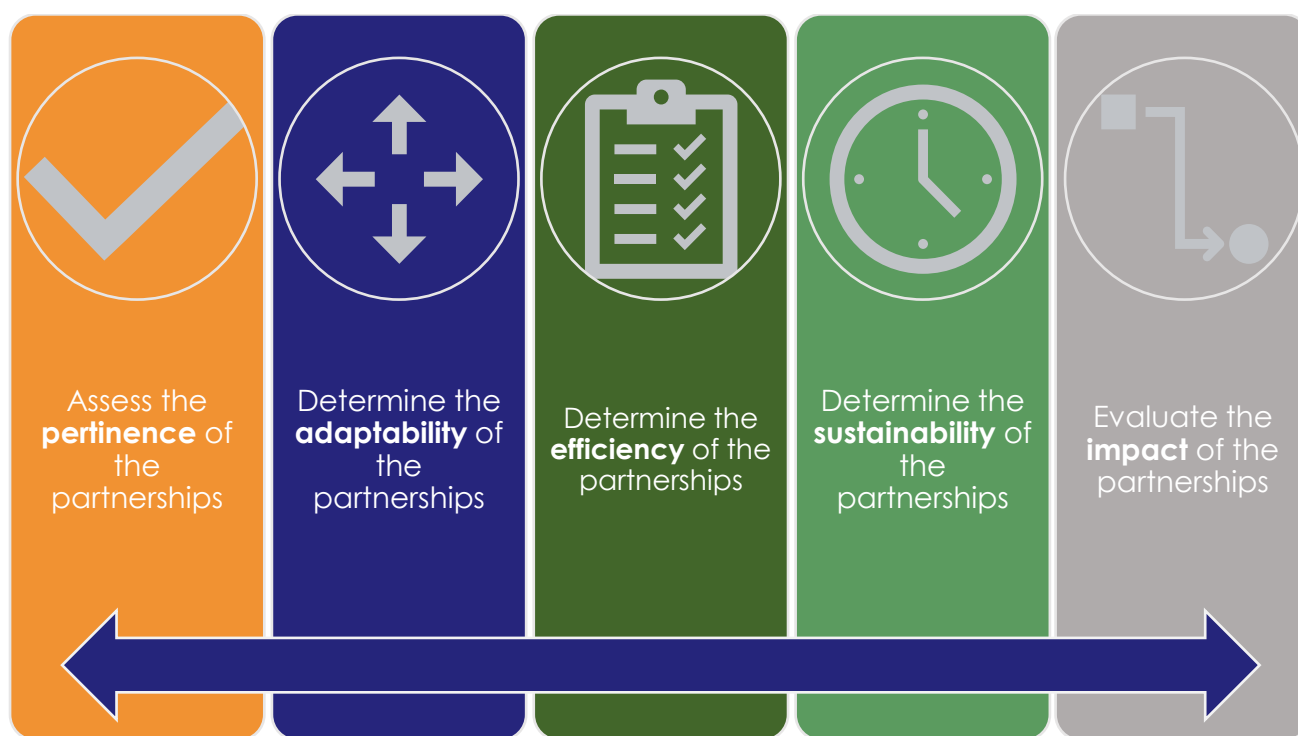


Figure 2 Evaluation objectives

A consideration of the MQA and CETC partnerships through the lens of these objectives enables a thorough analysis of the partnerships. This analysis was achieved alongside an assessment of the **strengths and best practices** within these relationships, the **challenges that may be experienced, and why** this is the case. The analysis culminated in a **set of recommendations** to the MQA which will help ensure that the partnerships undertaken are effective and conducive to the creation of a robust MMS.

1.2. Theoretical Framework

To provide a solid foundation for the research and to ensure its coherence and relevance, a theoretical framework was used. Theoretical frameworks enable a **structured approach to a study and allow for contextualising the findings within a broader context.**





Cooperation theory was chosen for this study because it is highly relevant to the research objective of assessing the effectiveness of partnerships. According to the World Bank (1998, p. 5), a partnership is “a **collaborative relationship between** entities to work toward shared objectives through a mutually agreed division of labour”. Partnerships are thus formed on the basis of **cooperation and collaboration**.

Cooperation theory emphasises the importance of understanding the nature of partnerships and distinguishes between two different aspects that can operate in a given partnership: the project and the relationship. This distinction is crucial in evaluating the effectiveness of partnerships as it allows for a comprehensive analysis of the dynamics at play within a partnership (Archibald, 2017).

Furthermore, cooperation theory provides a practical framework for promoting effective partnerships. This is done by **outlining conditions which enable the most effective partnership relationships to exist**. These include selecting a partner, setting up a partnership, building trust, and performing monitoring and evaluation (Archibald, 2017). These conditions align closely with the objectives of the study, which aim to assess the effectiveness of partnerships and identify strategies for improvement. These include key aspects for effective partnerships such as clarity of objectives, partnership operations, effective communication and decision-making, clear exit routes and incentives for behavioural change. Alignment between the study objectives and cooperation theory aspects have been unpacked under Section 2.5 of this report.

1.3. Study Methods and Approach

This subsection unpacks the research methodology and approach used in the study.

1.3.1 Research Methodology

A **mixed-methods research design** was adopted for the study, which required the use of both qualitative and quantitative techniques. To ensure the validity of the results obtained during the study, a **triangulation** technique was employed.

Triangulation includes the combination of different data sources and makes use of various techniques and methods employed in investigating the same phenomenon. The advantage of the triangulation method is that it provides for richer data sets by enabling integration of





data from various sources (Institute for Global Health, 2009). Integration is enabled through collection, examination, comparison, and interpretation (Institute for Global Health, 2009). As a result, triangulation assists in improving the validity of the results by reducing the risk of false interpretation of the collected information (Institute for Global Health, 2009).

The research methodology employed two types of triangulations:

- **Methodological triangulation:** This refers to the use of more than one kind of method during the study (Negida, 2017). The validity of results is established by comparing the results obtained from the application of all techniques. If the results are similar, evaluators' confidence in their validity is strengthened (Guion, 2002).
- **Data triangulation:** This involves the use of various data sets. In the context of this study, data triangulation involves the collection of data from a number of stakeholders that have an interest in MQA and CETC partnerships (Guion, 2002).

The diagram below illustrates how the mixed-methods approach was applied to this study, which illustrates the use of quantitative and qualitative research in order to undertake the evaluation of the partnership between the MQA and CETCs and provide recommendations to improve performance and impact (methodological triangulation). The diagram also reveals that secondary as well as primary data will be consulted in ensuring that triangulation from a data perspective occurs.



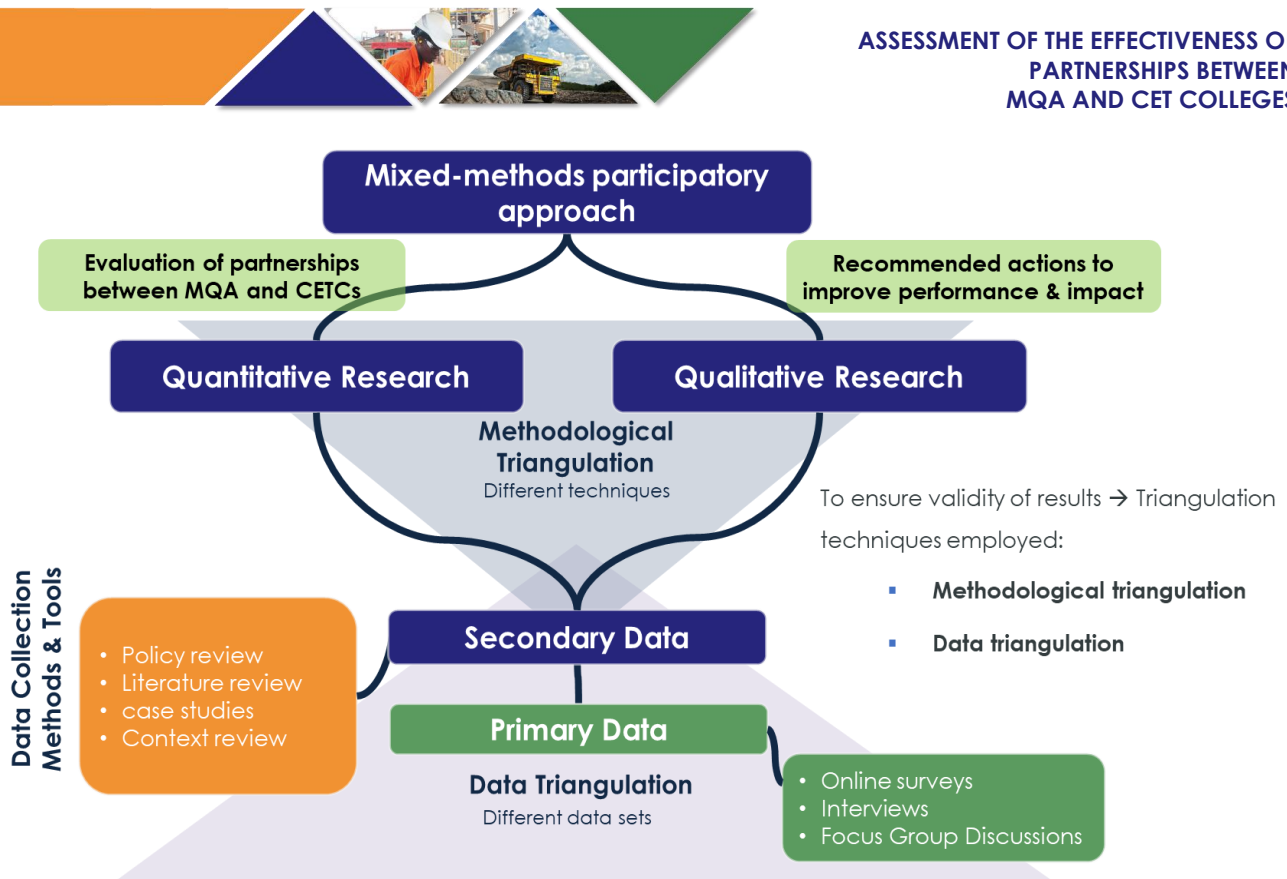


Figure 3 Conceptual methodological framework

1.3.2 Research Approach

Taking into account the study background detailed above, the following diagram depicts the research approach which was followed throughout the study:

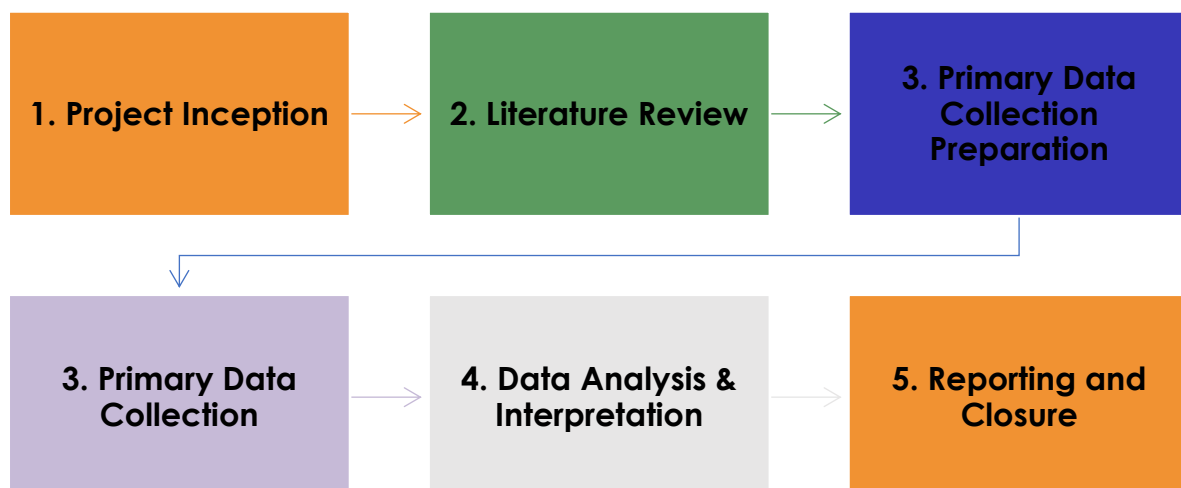


Figure 4 Research methodology



Step 1: Project Inception

The purpose of the project inception step was to convene an initial meeting with the MQA to discuss the goals and objectives of the study alongside the proposed execution plan. A virtual inception meeting was held on 17 January 2024.

This step also entailed a brief scoping of information and data provided by the MQA to determine their relevance to this study.

Step 2: Literature Review

Before data collection began, a desktop literature review was conducted to provide context for the study. The literature review resulted in the following:

- an overview of partnerships between the MQA and the CETCs, the roles of both parties in these partnerships, and the current status of the partnerships;
- a policy review, which entailed unpacking the policy context in which the MQA operates;
- an outline of the objectives and relevance of this research study;
- benchmarking of other partnerships between CETCs and Sector Education and Training Authorities (SETA) – namely the manufacturing, engineering and related services SETA (merSETA), the Wholesale and Retail SETA (W&RSETA), and the Education, Training and Development Practices SETA (ETDP SETA);
- international best practices of similar education institutions and existing partnerships; and
- a theoretical framework, which gave structure to the evaluation.

The literature review is included as Section 2 of this report.

Step 3: Preparation for Primary Data Collection

During this step, the following actions were undertaken:

- **Sampling**

Sampling was conducted using a database containing the names and contact details of MMS employers, the CETCs with which the MQA has partnerships, and other relevant stakeholders (the database was provided by MQA).





The following sampling methods were used during this study:

- **Purposive:** Sampling for focus group discussions and interviews was based on the ability of the respondents to provide specific information. This technique is a non-probability technique, as respondents were not randomly selected.
- **Voluntary response:** To obtain a sample for the employer survey, contact was made with all employers listed in the database. Potential participants voluntarily self-selected to take part in the survey, based on their knowledge of CETCs and their willingness to participate in the survey. This sampling technique is a non-probability, as participants chose to take part, as opposed to being randomly selected.

- **Development of primary data collection tools**

The following data collection tools were developed to collect the data required to meet evaluation objectives:

- an employer survey (electronic/online distribution);
- a learner survey (electronic/online distribution);
- interview guides (in-depth interviews with CETC officials and stakeholders); and
- a focus group discussion guide (focus group discussion with MQA officials and other relevant stakeholders).

Step 4: Primary Data Collection

The primary data collection process was, for the most part, conducted telephonically and virtually.

The table below lists the engagements undertaken for the study:

Table 1: Primary data collection

Stakeholder type	Surveys	Interviews	Focus group discussions	Total
Employers	40	-	3	43
Learners	27	-	-	27
CETC representatives	4	5	-	9



MQA representatives	-	2	-	2
Total	71	7	3	

As is depicted in the table above, the research team engaged with a number of stakeholders including, employers – through distributing employer surveys and facilitating employer focus group discussion wherein employers were able to discuss their perspectives on the partnerships in place between the CETCs and the MQA and the effects of these in industry.

The study also identified the value of engaging with learners, even though this fell outside of the study's scope. Learners were engaged with to consider their experiences with the partnerships in terms of skills training. However, the focus of the study was not to trace learners, as such this survey was not intended to produce tracer results, but rather to get a high-level overview of the funding impact. Moreover, the response rate of the survey was low due to learner's residing in rural areas where access to internet connection and data are more limited. Additionally, as the learner survey fell outside of the research scope, the research team were unable to conduct regular follow ups as the budget did not allow for this

CETC representatives were also engaged with as a key stakeholder of the study. All the CETCs had an opportunity to engage with the research team, and ultimately five interviews were held, and four surveys were completed by CETCs. Ultimately all the CETCs were represented in the primary data collection phase of the study. Lastly, the research team spoke with two MQA representatives in the primary data collection phase of the research.

An essential part of the primary data collection took place during the **Community Education and Training College National Partnership Capacity Building** workshop. This event, held on 5 and 6 March 2024 at the Ekurhuleni West Technical Education and Vocational Training College, was hosted by the Department of Higher Education and Training (DHET). The workshop gave the research team **insights into the status quo of partnerships between the CETCs and entities such as the SETAs**. It also provided an **opportunity to engage with various CETC representatives**. The data that was collected during this workshop included:

- All the content presented during the workshop (PowerPoint presentations).



- First-hand accounts of partnerships across all 9 CETCs.
- Two in-person interviews with CETC representatives.
- Informal engagements with all 9 CETC representatives and other workshop attendees.

Step 5: Data Analysis and Interpretation

During this step, the data was analysed using both quantitative and qualitative methods. Qualitative data was analysed using thematic analysis where responses were grouped according to themes or similarities, while quantitative analysis was done using statistical analysis to identify patterns and trends using Excel applications such as pivot tables. Lastly, the nature of the research did not allow for in-depth analysis of each CETC and corresponding CLCs/SLCs and thus the findings are approached through broader analysis and statements. Recommendations have been made to the MQA to conduct needs assessments and studies of CETCs to look at each CETC specifically and in more detail (see section 6.7).

The integration of qualitative and quantitative data took place on an ongoing basis during the analysis.

Qualitative and quantitative data was examined and triangulated to ensure that the data collected, correlated. The integration of the data ultimately culminated in key evaluation objective outcomes and recommendations.

Step 6: Reporting and Closure

The analysed data and preceding research were used to compile this assessment report.

1.4. Study Limitations and Mitigations

The terms of reference for the study established various parameters for the research – and the work of the research team was constrained by certain limitations. However, the research team undertook to mitigate these limitations in the best way possible, to ensure an efficient and informative study was conducted. These parameters, limitations and their relevant mitigation strategies are outlined as follows:

Subjectivity

Data for the study was collected through document analysis and reviews, surveys, interviews, and engagements with stakeholders. Thus, some of the information gathered during the study may reflect points of view that are markedly **subjective or show a limited grasp of the**





subject. In this capacity, **triangulation techniques were employed** to correct for subjectivity.

In order to mitigate this study limitation, it is important to note that all research is subject to bias and subjectivity. With this knowledge, the research team designed a **methodology which could be triangulated**. This means that in developing the methodology of the study, the research team considered multiple different methods of data and information gathering (including both primary methodologies) and data sources, to ensure the most reliable data could be gathered for the study. In addition, the research team validated findings as the study progressed through consistent cross-checking of data. Ultimately, it is key to note that aspects such as bias and subjectivity cannot be completely eradicated in a study, but efforts were made to overcome this to a great extent.

Timeframes

As the allocated timeframe for this study was limited in accordance to reporting cycles, the following mitigating actions were deployed:

- Additional capacity was allocated to the study in order to ensure the research team could meet all of the deliverables and activities which formed part of the study.
- Steps were taken concurrently rather than chronologically to ensure that the research team completed all of the required study steps.

Additionally, it was very beneficial in this regard that the research team was able to attend the **DHET CETC partnership workshop at which all of the CETCs were present**. As a result of this DHET workshop, the team had the ability to engage with many of the role-players of the study both in person, and in the same day. Not only did this DHET workshop provide an opportunity to engage in valuable discourse regarding the status and future of the partnerships between the SETAs and the CETCs from the perspective of the CETCs and other key individuals, but it also provided an opportunity to effectively overcome scheduling issues presented by the timeframe adjustment.

Availability of stakeholders





In a related matter, the shortened timeframe impacted the **participation of stakeholders** in interviews. Some targeted stakeholders were not available during the data collection period set aside for the study due to prior commitments, leave, or personal reasons.

As mentioned above, the **DHET CETC workshop enabled the research team to engage with key stakeholders involved in the study**. It would have been most beneficial for the study to have been able to speak with more individuals and run the online survey for a longer period to enable increased responses. However, the responses the research team were able to receive **revealed themes which provided the team with increased confidence that the information gained throughout the study was correct**.

Learner survey

The scope of work limited the research team to engage in a large-scale tracer survey. However, the value of surveying learners was identified, to gain additional insights as to how learners perceive the CETC partnerships and the value the funding can bring. Thus, this survey was limited to high-level questions with the purpose of adding value to the report.

Moreover, the response rate of the learner survey was also a limitation of the study. Firstly, as a learner survey was added above the requirements of the study, the research team were unable to follow-up with the learners to increase the response rate. Secondly, as mentioned above, many learners were unable to answer the survey due to learner's residing in rural areas where access to internet connection and data are more limited.

Scope and reach of the study

The scope of the study was to investigate the effectiveness of the partnerships between the MQA and CETCs. Therefore, the scope of the study never intended to do an in-depth analysis of the needs and challenges of each CETC and their corresponding CLCs and SLCs. Moreover, as the structure of CETCs are complex and vast, each including multiple CLCs and SLCs, it was not possible to individually assess the needs and challenges of each CLC and SLC. As such, the approach of the analysis focused on broad findings and statements as it pertained to the CETCs, aiming to create a broader picture of the MQA-CETC partnerships.





2. Literature Review

This section of the report seeks to contextualise MQA and CETC partnerships. The review will ultimately contribute to providing a strategy to aid the MQA in their approach regarding their current and future partnerships with CETCs.

2.1. Partnership Landscape

Partnerships among Post-School Education and Training (PSET) institutions are crucial for the MQA's objective of cultivating a skilled workforce in the mining and minerals sector. These partnerships aim to ensure an adequate supply of well-trained individuals who can enhance health, safety, and productivity standards within the sector. Therefore, ensuring that challenges are addressed, and the best strategies adopted regarding skills development across economic sectors is key. As such, working in partnerships has become commonplace for organisations throughout the world in recent years as a means of addressing complex economic, environmental, social, and technological challenges. National and international benchmarking of partnerships with similar skills development landscapes enables organisations to determine the best practices in this regard.

Ahead of reviewing the value of partnerships to the MQA and proposing a strategy to ensure effective partnerships, the concept of partnerships must be fully understood. According to Axelrod (2004, p. 9), “a partnership is a collaborative relationship between entities to work toward shared objectives through a mutually agreed division of labour... A partnership aims to take advantage of what the recipient, as well as the donor, can bring to the relationship”. This can include local expertise, on-site workers, and a better understanding of priorities, needs, and constraints. Crucially, a partnership seeks also to establish joint ownership of the relationship and to build the capacity of the recipient government to undertake sustainable development (Axelrod, 2004).

It is apparent, therefore, that partnerships are collaborative undertakings in which all stakeholders are able to contribute towards an end product that is mutually beneficial (Axelrod, 2004). The MQA, for example, seeks to encourage mutually beneficial partnerships with CETCs in their capacity as key contributors to skills and educational development both within the MMS and the PSET landscape overall.





To encourage mutually beneficial and “ideal” partnerships between the MQA and CETCs across South Africa, a consideration of the most “ideal” type of partnerships is given. Brinkerhoff (2002) provides a widely cited definition of the “ideal type of partnership”. According to Brinkerhoff (2002) a partnership can be understood as a relationship between multiple actors characterised by mutually agreed objectives, and acted upon based on an agreed upon division of labour between the actors involved (Brinkerhoff, 2002). Axelrod, in turn, characterises a partnership as a relationship that involves mutual influence, which calls for a delicate balance between working together and working autonomously. This relationship includes elements such as mutual respect, equal participation in decision making, mutual accountability and transparency (Axelrod, 2004). Furthermore, DHET defined partnerships in the SSP for 2025-2030 as “a documented and signed collaborative agreement between two or more parties intended to achieve specified outcomes directed towards addressing mutually inclusive skills priorities or objectives within a specified time frame (DHET, 2024, p. 30)”.

In order to encourage mutually beneficial partnerships between the MQA and CETCs, a number of multi-organisation initiatives have been undertaken (MQA, 2023d; MQA, 2023b). These include funding the participation of a number of CETC learners in adult education and training (AET) programmes. A total of R10 000 per learner registered at a CETC is payable to encourage individuals to seek out AET (MQA, 2023e). Another example of multi-organisation initiatives between the CETCs and the MQA is the CETC partnership which trains lecturers as assessors and moderators of projects, which is a partnership that exposes lecturers to the industry (MMS) through various skills programmes (MQA, 2023e). This initiative encourages lecturers employed at CETCs to broaden their skills in relation to industry demands training (MQA, 2023e).

These initiatives benefit various stakeholders within the partnership as well as community groups and individuals, who are able to gain access to training through CETCs and ultimately work towards employment in the MMS. Employment is, in turn, beneficial to the MMS as a whole, as well as various communities and individuals across the country, as this all contributes to economic growth within the country.

2.2. CETCs in a South African Context

CETCs provide an alternative means of accessing education in South Africa’s PSET system. This section provides a background to CETCs. It examines how and why they were





established, their modus operandi, and the overall aim of CETCs. The interaction between CETCs and the MQA will also be investigated.

2.2.1. Background to CETCs

CETCs were previously known as Public Adult Learning Centres (PALCs). PALCs primarily focused on adult basic education and training (ABET) and provided young people and adults with the opportunity to obtain a General Education and Training Certificate (GETC) (DHET, 2013). In other words, PALCs provided access to education and training to many youths and adults who were not in employment, education, or training (NEET) – or who had limited or no educational background.

However, the focus on ABET limited the scope of instruction made available at PALCs, and students at these facilities were not necessarily able to acquire the skills needed to enter the labour market, achieve employment stability and expand the skills and knowledge that underpin self-improvement as well as cultural and community development.

Due to these limitations, the Further Education and Training Colleges Amendment Act (No. 1 of 2013) envisioned that the PALCs should be transformed into a new type of PSET institution – CETCs. The vision of the CETCs is to provide an education institution for South African citizens who do not meet the minimum educational requirements of universities, Technical and Vocational Education and Training (TVET) Colleges, and other public/private colleges (DHET, 2013). In addition, it is to ensure that CETCs respond to community needs, including those of community-based organisations and companies. Thus, CETCs are not only intended to provide the training required for students to obtain a Senior Certificate, General Education and Training Certificate, or National Senior Certificate for Adults – or the training needed for occupational programmes. They are also intended to provide a linkage with community/public programmes such as the Expanded Public Works Programme (EPWP)¹ (DHET, 2013).

¹ The Expanded Public Works Programme (EPWP) is one of the key poverty relief and income relief programmes being implemented by the South African government. It is a nation-wide programme, covering all spheres of government, including state-owned enterprises (SOEs). The programme provides temporary work for unemployed individuals. The programme creates work opportunities in infrastructure-related projects, NPO and Community Work Programmes, public environment and culture programmes and in social programmes (South African Government, 2020).



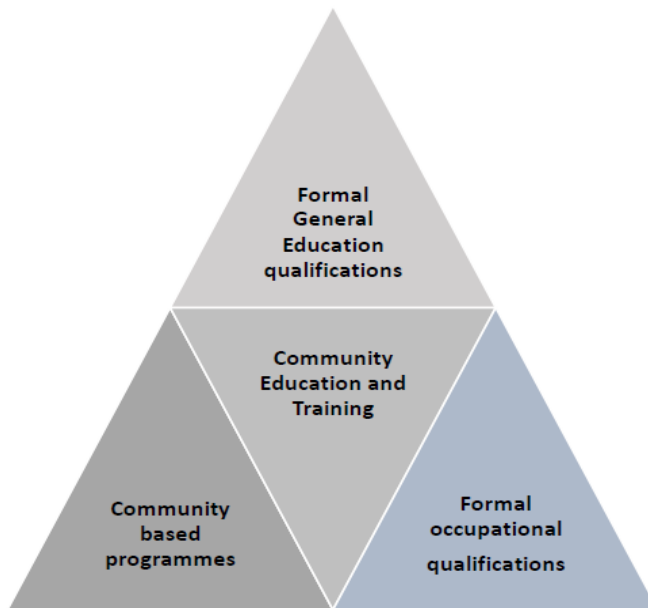


Figure 5 Programme types offered by CETCs

Source: W&RSETA (2019).

2.2.2. How CETCs Work

There are nine CETCs, one in each province. Each provincial CETC has a head office known as the Community Education and Training College Administrative Centre (CETCAC), which is responsible for the administrative and management functions of the CETC (DHET, 2015).

Each CETCAC oversees district-based learning centres, known as Community Learning Centres (CLCs) (OECD, 2019).

Attached to each CLC are Satellite Learning Centres (SLCs) which provide learners within communities with easier access to education (Gauteng CET College, n.d.). CLCs and SLCs

are often located in community centres, school buildings, religious centres, libraries, and other public/private or community-owned buildings.





According to the Organisation for Economic Co-operation and Development (2019), the ultimate goal is to establish CETCs in all 52 districts and a CLC within all 226 local municipalities.

Figure 6 Structure of CETCs in South Africa

According to the latest Statistics on Post-School Education and Training in South Africa Report (DHET, 2023d), there were 200 CLCs and 1 591 SLCs in 2021.

The CETCs are principally funded by the DHET, receiving additional funds from the SETAs, the National Skills Fund, and occasionally the private sector (OECD, 2019). Learners are not required to pay fees for formal and non-formal academic programmes, which are fully funded by the government (DHET, 2023a). However, government funding does not extend to those learners who are enrolled through partnerships or those who can afford 'fee-for-service' payment options. These are learners who are required to cover all their tuition costs without the help from government funding. Fees from this cohort of learners provide CETCs with additional income (DHET, 2023a).

2.2.3. Aims of the CETCs

The National Policy on CETCs describes the **aims of the CETCs** as follows:





2.2.4. Current Status of the CETCs

This subsection describes the current status of the CETCs in terms of enrolments. According to the Statistics on Post-School Education and Training in South Africa (DHET, 2023d), there were 200 CLCs and 1 591 SLC (satellites/learning sites) operational during 2020.

The table below shows the enrolments at CETCs in 2021 per CETC and programme type:

Table 2: CETC enrolments in 2021 per college and programme type

College	AET Level 1	AET Level 2	AET Level 3	GETC: ABET Level 4 (NQF Level 1)	Grade 10 (NQF Level 2)	Grade 11 (NQF Level 3)	Grade 12 (NQF Level 4)	Non-formal programmes	Occupational Qualifications	Total
Eastern Cape CET College	301	467	668	8 683	184	328	718	243	0	11 592
Free State CET College	78	175	682	3 718	24	6	3 806	111	44	8 644
Gauteng CET College	204	265	1 058	11 851	0	0	53 671	415	89	67 553
KwaZulu-Natal CET College	235	359	621	10 543	11	75	5 033	3 708	24	20 609
Limpopo CET College	127	26	37	6 881	7	4	1 275	906	0	9 263
Mpumalanga CET College	194	946	1 035	5 583	0	0	436	117	50	8 361
Northern Cape CET College	62	53	73	947	0	0	562	430	0	2 127
North West CET College	366	227	764	3 363	997	802	755	709	55	8 038
Western Cape CET College	289	328	515	3 287	0	0	921	30	1 474	6 844
National	1 856	2 846	5 453	54 856	1 223	1 215	67 177	6 669	1 736	143 031

Source: DHET (2023d)

CETCs are currently confronted by a number of challenges. Firstly, there is the challenge presented by the **lack of infrastructure**, which means that learning sites have to be located at public institutions, schools, community centres, and other types of public buildings/organisations. This can **limit the types of programmes on offer** as these locations may not have the equipment required for certain subjects. In addition, constraints on space and accessibility at these locations may restrict the number of learners that can be admitted to programmes. Other challenges include:

- underqualified/unqualified facilitators and/or lecturers;
- insufficient learning materials;
- lack of human resources to properly manage CETCs;
- inadequate financial resources; and
- colleges not always being able to follow through with examinations (PMG, 2019).

2.3. SETA Benchmarking

Within the South African education and training landscape, SETAs play a critical role in fostering **collaboration and ensuring programme effectiveness**. Benchmarking against high-performing organisations can provide insights that enable continuous improvement, helping SETAs to evaluate their strategies, partnerships, and overall contributions towards



more effective relationships between PSET entities. The importance of benchmarking in this study, is to investigate CETC partnerships of other SETAs, in order to determine what SETAs are currently doing and the strengths and challenges attached to it. Thus, the benchmarking is important to inform recommendations to be made to the MQA, as opposed to conducting a comparative analysis between the MQA and other SETAs.

This study undertakes a comparative analysis of three prominent SETAs as regards their partnerships with CETCs – namely the Manufacturing, Engineering and Related Services Sector Education and Training Authority (merSETA), the Wholesale and Retail Sector Education and Training Authority (W&RSETA), and the Education, Training and Development Practices Sector Education and Training Authority (ETDP SETA). The selection of these SETAs was **based on their diverse sectoral foci which align with the key industries served by CETCs.**

Through in-depth case studies, this benchmarking exercise aims to gain insights as to what constitutes a successful partnership model, the challenges that partnerships encounter, and the strategies that can be implemented to counter these challenges. Ultimately, this section seeks to offer a comprehensive understanding of partnership efficacy within the SETA and CETC ecosystem, thereby informing recommendations for improved programme quality, relevance, and overall impact.

2.3.1. Motivation for the Selection of SETAs for Benchmarking Purposes

The selection of merSETA, W&RSETA, and ETDP SETA for this benchmarking study was guided by a set of criteria designed to ensure the comparability, relevance, and richness of the data collected. Each SETA chosen exhibits distinct strengths and other characteristics that allow for informative analysis as regards their partnerships with CETCs.

merSETA

merSETA's focus on manufacturing, engineering, and **related services aligns well with the technical skillsets envisaged to be cultivated within CETCs.** This alignment enables a





useful comparison to be made with the MQA, particularly in terms of assessing the **effectiveness of technical skills development initiatives**.

The main sources consulted included annual reports and annual performance plans (APPs), which offer a comprehensive source of data on partnerships, collaborations, and strategic industry initiatives which, in turn, allows for a detailed and objective examination of merSETA's partnership practices. Thanks to successful training programmes and industry collaborations, merSETA has a positive impact on the manufacturing and engineering sectors. This makes the Authority a good subject for a case study that can establish benchmarks against which MQA achievements can be compared.

W&RSETA

The focus of the W&RSETA aligns directly with the **practical and vocational training provided by CETCs**, guaranteeing a targeted analysis of industry-specific skill development initiatives relevant to the wholesale and retail sector.

W&RSETA's focus on **enhancing employability, particularly within the retail sector, offers valuable insights into the practical outcomes of its training programmes** and their impact on individuals and communities. This focus area aligns with a key objective of both CETCs and the MQA. The nature and structure of partnerships fostered by W&RSETA within the wholesale and retail sector provide valuable lessons for effective engagement between SETAs and industries. Analysing these dynamics can inform and improve collaborative practices across the board.

ETDP SETA

ETDP SETA's exclusive focus on **education, training, and development aligns directly with the core objectives and mission of CETCs**. This alignment enables a comprehensive examination of the various **contributions that SETAs can make to educational development initiatives** within the South African context.

The availability of information and the successes of the ETDP SETA (in partnership with CETCs) provided an important perspective for benchmarking. This variety of information





allows for a more **nuanced understanding of the different facets of educational and training interventions undertaken by SETAs**. By employing these carefully selected criteria, the benchmarking process strives to deliver a comprehensive evaluation of each of the selected SETAs.

2.3.2. Case Studies

Partnerships between SETAs and CETCs are key in ensuring the effectiveness and efficiency of CETCs (Izwi-CET, 2021). Using case studies, this section provides an overview of partnerships between the selected SETAs and CETCs. It is intended to explore the outcomes of successful partnerships that merSETA, W&RSETA, and ETDP SETA have with CETCs and whether these interactions hold lessons in terms of best practices for the MQA.

merSETA

merSETA

The collaborative partnerships between merSETA and CETCs serve as a vital case study in understanding the potential of such partnerships in fulfilling national skills development needs within the MQA framework. This analysis examines the successes and strategies of merSETA-CETC partnerships.

Overview of partnerships between merSETA and CETCs

The nature of partnerships between merSETA and CETCs is focused on responding to national, provincial, local and sector strategic priorities. Furthermore, these partnerships are geared towards supporting the growth and advancement of CETCs through:

- Capacitating lecturers and managers,
- Funding occupational programmes, equipment and workshop infrastructure, and
- Increasing access to AET programmes for learners (merSETA, 2022a).

The collaboration includes training programmes in automotive body repair and automotive spray painting, demonstrating adaptability to industry needs (merSETA, 2023). With a positive impact on learners through training, stipend provision, employment, and the potential for further qualifications, this partnership is effective in that it ultimately contributes to national socio-economic goals such as job creation, supporting vulnerable groups, and economic recovery (Department of Higher Education & Training, 2021).

The graph below highlights the positive impact of merSETA-CETC partnerships with specific regard to the merSETA-funded AET programmes which, according to the SSP for 2024/2025, consists of 4IR interventions such as robotics, business management and foundational learning for the trades (merSETA, 2023).

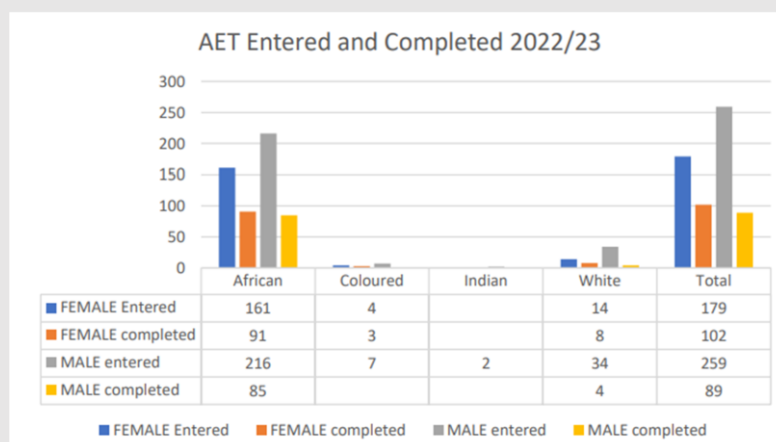


Figure 8: merSETA AET Learners, 2022/2023

Outcomes of the successful partnerships

According to merSETA's annual report for 2022/2023, 31 learners accessed AET programmes, which exceeded the target of 16 learners. This was as a result of **active** partnerships with three CETCs for a number of skills programmes (merSETA, 2023). Additionally, merSETA partnered with two CETCs to provide resources in the form of **equipment** and **infrastructure** for their occupational programmes (merSETA, 2022a).

The success of these partnerships was further highlighted by the way in which programmes **responded to the needs** of the industry and COVID-19 economic challenges. For instance, this partnership led to the design and implementation of programmes that addressed the need for skills related to the Fourth Industrial Revolution (4IR) in the form of robotics, business management and foundational learning for trades. Furthermore, a focus on areas such as localisation and supporting small businesses responded to the needs within the broader socio-economic context (merSETA, 2023).

Another important outcome of these partnerships has been the **capacitation** of CETC employees, with managers, lecturers and support staff being registered for merSETA related programmes including literacy and numeracy skills and curriculum related studies to improve their knowledge on the programmes taught (merSETA, 2022). Lastly, to further enhance its partnership with CETCs, merSETA has **conducted studies** to determine if CETC facilities support local economic development and growing businesses within the community (merSETA, 2023).

Best Practices and key insights for successful partnerships

The partnership between merSETA and CETCs is crucial for addressing the skills development challenges faced by the MMS. Through examining the strategy that merSETA adopts for its CETC partnerships, valuable lessons can be drawn to guide the MQA in forming impactful and sustainable partnerships tailored to the specific needs of the MMS.

Having reviewed the outcomes of the successful partnership above, the following best practices for partnerships of this nature have been identified:

- **The establishment of active partnerships:** An active partnership suggests that both parties are actively involved in making the partnership a success. Hence, for a partnership of this nature to be successful, both parties are jointly responsible for participating and contributing to the attainment of outcomes.
- **The identification and provision of infrastructure:** Partnerships of this kind go beyond skills development initiatives and should take a wholistic approach where not only the content of skills development/training programmes is reviewed, but the practical resources and infrastructure that are required for learners to successfully complete these programmes is reviewed.
- **A responsive approach to industry needs:** In order for these partnerships to be a success, it is crucial that both partners assess whether the programmes/interventions implemented align with industry needs both at a national and international level.
- **Capacitation of CETC employees:** Due to changes in skills needs within the industry, there is a need to capacitate CETC employees to advance their knowledge and skills so that they equip learners with skills relevant to the evolving industry. merSETA does through enabling CETC employees to participate in curriculum-related studies. CETCs and SETAs should work together to ensure that employees are competent in teaching and implementing skills programmes.
- **Investment in research studies:** In order to gauge whether the programmes/interventions align with industry needs and promote economic development, these partnerships should invest in research studies so that programmes/interventions remain effective, efficient and relevant.



W&RSETA



W&RSETA

Overview of partnerships between W&RSETA and CETCs

Through establishing key partnerships with CETCs, the W&RSETA has made significant investments in projects that support and enhance the infrastructure of CETCs. These investments support the government's objective to produce 30 000 artisans annually by 2030, as per the National Development Plan (National Planning Commission, 2011). These initiatives highlight W&RSETA's commitment to helping CETCs adapt to changing occupations and technological advancements. They have also enabled W&RSETA to exceed its targets in skills development and infrastructural support (W&RSETA, 2023).

Outcomes of successful partnerships

The W&RSETA is in partnership with 9 CETCs and a key initiative of these W&RSETA-CETC partnerships includes the refurbishment of 54 CLCs through establishing information and communication technology (ICT) laboratories for CETCs. Costing an estimated R50 million, the refurbishment is projected to be complete by March 2025. The R60 million construction of a skills development centre in the Free State CETC, set for completion in 2025, further exemplifies W&RSETA's commitment to **infrastructure development**. In line with this, they are currently working on over 20 CLCs in Gauteng, Mpumalanga and the Free State, and are planning for other provinces (W&RSETA, 2022a; W&RSETA, 2022b).

W&RSETA has, in addition, focused on **enhancing the capabilities** of CETC lecturers through skills development programmes to assist in offering retail qualifications. As per the latest APP for the 2022/23 period, 18 lecturers have benefited from this initiative. Furthermore, the target for training managers in curriculum-related studies has been reached, demonstrating W&RSETA's dedication to **comprehensive institutional support** (W&RSETA, 2023).

Notably, W&RSETA has **surpassed its objectives** in several areas, including the registration of CETC lecturers for development programmes to facilitate the offering of retail qualifications. It has also supported three CETCs with infrastructural development and **responded to community needs** by aiding flood victims in KwaZulu-Natal. A total of 523 persons were assisted, enabling W&RSETA to exceed its target of assisting 500 individuals (W&RSETA, 2023).

In addition, W&RSETA's funding exhibited significant support such as in the case of support provided to the Free State CETC for the These Agricultural Skills Hub, which is part of an infrastructure initiative for six **pilot** Information Communication Labs (Free State CET College, 2022a). Additionally, the ICT infrastructure project for the Gauteng CETC highlights its role in facilitating infrastructure and capacity building across various regions, which will provide twelve pilot sites, set for completion by March 2024 (Gauteng CET College, 2021).

W&RSETA's projects have also focused on **environmental sustainability** and the adoption of a **proactive approach**. They have introduced solar projects as an alternative energy solution to prevent interruptions to learning caused by loadshedding. They have implemented this project in partnership with the Gauteng CETC and aim to ensure that at least three CETCs have solar power that is fully functional (W&RSETA, 2023). W&RSETA have invested R125 million in this regard (W&RSETA, 2020).

Through the engagements provided at the DHET CETC partnership workshop, it also became apparent that the W&RSETA focuses heavily on infrastructure development of the CETCs. This is done to capacitate CETCs to offer more varied courses and increased educational options for surrounding communities. This focus on infrastructure provision has been shared as a very valuable effort on the part of SETAs which is extremely beneficial to growing the capacity of CETCs.

Best Practices and key insights for successful partnerships

The partnership between CETCs and W&RSETA exemplifies a successful model for collaboration in the realm of skills development. This alliance has been crucial in addressing key skills priorities within the CETC sector, indicating a strong commitment by both parties to strategic planning and alignment with national objectives.

The above outcomes of W&RSETA-CETC partnerships highlight the following best practices for successful partnerships:

- **Infrastructure development:** It is essential for both partners to identify infrastructure needs as this equips CETCs to provide a variety of programmes to the surrounding communities and contributes to learners successfully completing programmes.
- **Capacity building and institutional support:** A key aspect of successful partnerships involves capacitating lecturers and managers to provide quality education to be competent in their job roles.
- **Adoption of an outcome-oriented approach:** In order for partnerships to be effective and successful, the partnership needs to focus on achieving its intended outcomes.
- **Enhancing credibility by being responsive to community needs:** If community needs are responded to as a result of the SETA-CETC partnership, this enhances the credibility of the partnership, and ultimately its success.
- **The establishment of pilot projects:** By establishing pilot projects, any problems are ironed out so that future projects can be more successful and experience fewer challenges.
- **Adoption of a sustainable and proactive approach:** In order for SETA-CETC partnerships to thrive, both parties need to be future-focused by promoting the sustainability of their joint projects and being proactive in mitigating risks to ensure the successful implementation of their projects.

ETDP SETA

ETDP SETA

Overview of partnerships between ETDP and CETCs

ETDP SETA's proactive support for CETCs has been instrumental in enhancing the quality and effectiveness of programmes, despite legislative changes which have seen the restructuring of CETCs from fulfilling ABET to community centred training. The collaboration has been **resilient**, fostering **partnerships that ensure efficiency and impact**. The partnerships between ETDP SETA and CETCs are aimed at **strengthening management teams and training practitioners**, with the overarching goal of ensuring **accessibility, responsiveness, and a community-centric approach**.

In alignment with the vision of the former Minister of Higher Education, Science and Innovation, these collaborations seek to expand offerings beyond traditional academic programmes, **catering to local skills needs** (Minister Dr Blade Nzimande, 2021). As outlined in the ETDP SETA SSP for the period 2024/25, a key priority is ensuring quality teaching and learning in CETCs (ETDP SETA, 2023). For example, the ETDP SETA aimed to train 45 CETC lecturers in the use of digital learning platforms during 2022/2023, at a budget of R1 350 000 (ETDP SETA, 2023).

Outcomes of successful partnerships

A number of outcomes have been achieved successfully through the establishment of ETDP-CETC partnerships. These notable achievements include:

- The development of the Policy on Qualifications in Higher Education for Adult and Community Education and Training College Lecturers
- The development of digital learning systems with a focus on expanding offerings to **cater to local skills needs** (ETDP SETA, 2022) (DHET, 2022).
- The provision of R5 million to fund CETC lecturer development for various programmes, resulting in more than 27 lecturers being trained in IT and mathematics (ETDP SETA, 2022).

In terms of **increasing the accessibility** of its learning interventions, the ETDP SETA has funded **digital learning platforms**, the establishment of recognition of prior learning (RPL) centres, and the approval of a proposal to teach civic education in a non-formal programme (DHET, 2022). According to the ETDP's Annual Report for 2022/2023, 9 CET colleges were funded to implement digital learning platforms. In addition to this, all targets for infrastructure development (equipment, workshops, connectivity, ICT etc.) set by the ETDP SETA were met for the period 2022/23, emphasising their **commitment to achieving their outcomes** (ETDP SETA, 2023).

While the current challenges include shortages of qualified staff, budgetary constraints, delays in finalising partnerships, and legislative changes affecting the sector (DHET, 2021a) the ETDP SETA has entered into **public-private partnerships (PPP)** to deliver skills development for CETCs (ETDP SETA, 2021). An example of such development enabled by these PPPs includes, the Gaegolelwe CLC post-literacy programmes, with skills provided in early childhood development at the Gauteng CETC. This programme offered qualifications, GETC ABET and Senior Certificates (Gauteng CET College, n.d.).

Best Practices and key insights for successful partnerships

The ETDP SETA-CETC partnerships provide some key insights into the best practices to adopt in order to establish an effective partnership. These successful practices are as follows:

- **Resilient partnerships that promote efficiency and impact:** A successful partnership is one which is able to remain stable despite any challenges encountered. Adding to this resilience is the promotion of projects/interventions that are efficient and long-lasting in their socio-economic impact.
- **Capacity building initiatives:** As emphasised in all the case studies, focusing on capacitating CET staff is crucial to ensuring the success of interventions.
- **Increasing accessibility:** Ensuring greater access to learning and training interventions strengthens partnerships as it promotes achievement of SETA-CETC outcomes geared at contributing to skilled and capable learners.
- **Being responsive to industry and local needs:** It is essential that both parties assess whether the programmes/interventions implemented align with industry and local needs.
- **Adopting a community-centric approach:** These partnerships need to adopt an approach that empowers the community to actively participate in their skills development by understanding what they as a community lack in terms of skills development.
- **Commitment to achieving outcomes:** For partnerships to be successful, the partnership needs to adopt a results-based approach intent on achieving the outcomes it sets out to achieve.
- **Engaging in public-private partnerships:** To further enhance SETA-CETC partnerships, partnering with other public-private organisations such as community businesses is essential to increasing work-placement and job opportunities for learners.



2.3.3. Best Practices/Lessons Learned

This section outlines the best practices and lessons learned from the three SETAs reviewed as part of the desktop benchmarking exercise. This table summarises the best practices to adopt for SETA-CETC partnerships to be successful:

Table 3: Best practices for SETA-CETC partnerships

Best practices	merSETA	W&RSETA	ETDP SETA
The establishment of proactive and resilient partnerships that promote efficiency and impact (Sustainable partnerships):	- The nature of partnerships between merSETA and CETCs is focused on responding to national, provincial, local and sector strategic priorities. - According to merSETA's annual report for 2022/2023, 31 learners accessed AET programmes, which exceeded the target of 16 learners. This was as a result of proactive partnerships with three CETCs for a number of skills programmes (merSETA, 2023).	Through establishing key partnerships with CETCs, the W&RSETA has made significant investments in projects that support and enhance the infrastructure of CETCs. These investments support the government's objective to produce 30 000 artisans annually by 2030, as per the National Development Plan (National Planning Commission, 2011).	- ETDP SETA's proactive support for CETCs has been instrumental in enhancing the quality and effectiveness of programmes. - Partnerships between the ETDP and CETCs have been resilient, fostering partnerships that ensure efficiency and impact. - The ETDP SETA has also entered public private partnerships to better deliver skills development for CETCs (ETDP SETA, 2021).



Best practices	merSETA	W&RSETA	ETDP SETA
The identification and provision of infrastructure:	merSETA partnered with two CETCs to provide resources in the form of equipment and infrastructure for their occupational programmes (merSETA, 2022a).	- The W&RSETA-CETC partnerships have enabled the refurbishment of 54 CLCs through establishing information and communication technology (ICT) laboratories for CETCs. - The R60 million construction of a skills development centre in the Free State CETC, set for completion in 2025, further exemplifies W&RSETA's commitment to infrastructure development. - W&RSETA are currently working on over 20 CLCs in Gauteng, Mpumalanga and the Free State, and are planning for other provinces (W&RSETA, 2022a; W&RSETA, 2022b).	According to the ETDP's Annual Report for 2022/2023, 9 CET colleges were funded to implement digital learning platforms and all targets for infrastructure development (equipment, workshops, connectivity, ICT etc.) set by the ETDP SETA were met for the period 2022/23, emphasising their commitment to achieving their outcomes for infrastructure development (ETDP SETA, 2023).

Best practices	merSETA	W&RSETA	ETDP SETA
		· The ICT infrastructure project for the Gauteng CETC highlights W&RSETA's role in facilitating infrastructure and capacity building across various regions, which will provide twelve pilot sites, set for completion by March 2024 (Gauteng CET College, 2021). · W&RSETA have introduced solar projects as an alternative energy solution to prevent interruptions to learning caused by loadshedding. They have implemented this project in partnership with the Gauteng CETC and aim to ensure that at least three CETCs have solar power that is fully functional (W&RSETA, 2023).	

Best practices	merSETA	W&RSETA	ETDP SETA
A responsive approach to industry and community needs (A community-centric approach):	- merSETA-CETC partnerships successfully respond to the needs of the industry. For instance, these partnerships have led to the design and implementation of programmes that have addressed the need for skills related to the Fourth Industrial Revolution (4IR) in the form of robotics, business management and foundational learning for trades. - merSETA's focus on areas such as localisation and supporting small businesses have responded to the needs within the broader socio-economic context (merSETA, 2023).	W&RSETA have supported three CETCs with infrastructural development responding to community needs by aiding flood victims in KwaZulu-Natal (W&RSETA, 2023).	ETDP-CETC partnerships seek to expand offerings beyond traditional academic programmes, catering to local skills needs (Minister Dr Blade Nzimande, 2021). For example, they have developed digital learning systems with a focus on expanding offerings to cater to local skills needs (ETDP SETA, 2022) (DHET, 2022).

Best practices	merSETA	W&RSETA	ETDP SETA
Capacitation of CETC employees:	merSETA-CETC partnerships have promoted the capacitation of CETC employees, with managers, lecturers and support staff being registered for merSETA related programmes including literacy and numeracy skills, and curriculum related studies to improve their knowledge on the programmes taught (merSETA, 2022).	W&RSETA have focused on enhancing the capabilities of CETC lecturers through skills development programmes to assist in offering retail qualifications. As per the latest APP for the 2022/23 period, 18 lecturers have benefited from this initiative (W&RSETA, 2023).	- A key priority of the ETDP is ensuring quality teaching and learning in CETCs (Raphotle, 2022). For example, the ETDP SETA aimed to train 45 CETC lecturers in the use of digital learning platforms during 2022/2023, at a budget of R1 350 000 (Raphotle, 2022). - R5 million was invested in funding CETC lecturer development for various programmes, resulting in more than 27 lecturers being trained in IT and mathematics (ETDP SETA, 2022).

Best practices	merSETA	W&RSETA	ETDP SETA
Investment in research studies and the development of policies:	To further enhance its partnership with CETCs, merSETA has conducted studies to determine if CETC facilities support local economic development and growing businesses within the community (merSETA, 2023).	W&RSETA provided support to the Free State CETC for the Tjheseho Agricultural Skills Hub, which is part of an infrastructure initiative for six pilot Information Communication Labs (Free State CET College, 2022a). By establishing pilot projects, research can be done concerning any problems so that future projects can be more successful and experience fewer challenges.	The establishment of ETDP-CETC partnerships has led to the development of the Policy on Qualifications in Higher Education for Adult and Community Education and Training College Lecturers (ETDP SETA, 2022).
Increasing accessibility to learning and training interventions:	merSETA-CETC partnerships have led to increasing the access of Black African males and females to AET programmes for learners (merSETA, 2022a).	The W&RSETA's focus on infrastructure development of the CETCs has led to the capacitation of CETCs to offer more varied courses and increased educational	The partnerships between ETDP SETA and are aimed at ensuring accessibility of its learning interventions by funding digital learning platforms, establishing recognition of prior learning (RPL)



Best practices	merSETA	W&RSETA	ETDP SETA
		options for surrounding communities.	centres, and the approval of a proposal to teach civic education in a non-formal programme (DHET, 2022).





The lessons summarised in the table above will be beneficial for MQA to adopt as it will enable MQA to establish partnerships with CETCs that go beyond funding initiatives for CETCs, to a more functional and meaningful partnership where both parties benefit – MQA in terms of producing skilled individuals in the mining sector, and CETCs in terms of being well supported and resourced to provide quality education:

- **Sustainable, active partnerships:** By establishing partnerships that are resilient in nature, the MQA will be able to respond more effectively to national, provincial, local and sectoral priorities for the mining sector and will be able to improve the quality of learning programmes being implemented at CETCs by ensuring alignment between the programmes and the industry.
- **Identification and provision of infrastructure:** By focusing attention on developing the infrastructure of CETCs (e.g. equipment, workshops, internet connectivity, ICT etc.), learner access will be increased, and more learners will successfully complete programmes which will lead to an increased workforce in the mining industry.
- **A responsive approach to community and industry needs:** By responding to community needs, the community will be empowered to actively participate in their skills development, which will empower them to complete their training and learning which will ensure that funding by the MQA is utilised effectively.
- **Capacitation of CETC employees:** Through capacity-building initiatives, the MQA will ensure that learning and training programmes align to industry needs and that lecturers are competent enough to deliver the content of these programmes.
- **Investment in research studies:** By conducting research to evaluate if CETCs are effective and functioning as they should, MQA will be able to assess whether there are weaknesses in their interventions for CETCs and if so, improve upon the effectiveness of these interventions.
- **Increasing accessibility to learning and training interventions:** By increasing the learner access to training and learning interventions, the SETA-CETC outcomes geared at contributing to skilled and capable learners will be achieved.

2.4. International Best Practices

This section briefly unpacks international best practices of countries that have similar structures to that of CETCs. Internationally, the closest concept to a CETC that could be





found is that of second chance schools/learning institutions. These institutions are meant to provide individuals who were not able to complete secondary school or those who have lower education levels with alternative access to education. The best practices discussed here are those that relate to partnerships. However, these best practices do not specifically relate to partnerships with quality assurance bodies as it was seen that the concept of a SETA is very unique to South Africa. However, the following best practices were identified as still being relevant to the context of this research study (Blagoeva, et al., 2023):

- **Throughout Europe:** there is a drive to establish second chance schools. This is driven by the initiative S2CENE. This initiative is run through partnership of five education organisations based in Portugal, France, Bulgaria and Croatia. These partnerships are seen as vital for establishing quality second chance schools and allows the correct positioning of these institutions due to the broad reach these partnerships cover geographically. This emphasises the role of multi-partnership arrangements as well as the necessity of establishing partnerships that will help identify areas in need of such initiatives.
- **France:** second chance institutions make use appropriate partners who will enable to the institution to achieve that goals, objectives and tasks of the institution. Partnerships are seen as crucial for the successful implementation of projects and programmes at the institution.
- **Portugal:** some of the second chance schools' partner with local municipalities as a way of community inclusion.
- **Croatia:** an adult education provider in Croatia established an educational programme called BOOKIRAJ (SE)! This programme is geared towards individuals seeking employment in the tourism and hospitality sector who have not had much luck in this regard. This programme has partnered with local travel agencies to provide learners with practical experience. A best practice in this regard is the identification of the need of individuals in one's community and establishing programmes within adult education institutions/second chance schools to respond to those needs. Moreover, partnering with local businesses within focused sectors can provide learners with alternative work experience and resources of the sector.
- **Bulgaria:** a second chance school in Bulgaria specifically incorporates partnerships within the learning process as an objective of the institution. Partnerships are seen as





one of the building blocks for achieving the overall objectives of the institution. In other words, partnerships cannot be separated from the successful implementation and running of the institution. This best practice emphasises the value in integrating partnerships into second chance schools, as being integral to the successful implementation of programmes and the long-term sustainability of the institution and partnership.

Based on the international best practices above, the MQA can learn the following lessons to apply to partnerships with CETCs:

- Multi-partnership arrangements whereby partners are located in multiple geographics regions can be beneficial for identifying the needs of different areas and communities within a country.
- Recognising partnerships as a vital aspect in the sustainability of institutions such as CETCs, will contribute to the success of the institutions and thus contribute to longer-lasting relationships.
- Partnering with different types of partners, such as municipality and local businesses, could allow the MQA to tap into areas of need required by the CETCs that might previously have been out of reach.
- The focus on specific skills needs in a community can be helpful in addressing unemployment within specific sectors. For the MQA, the focus on MMS skills can help to address skills and employment needs within specific communities.

2.5. MQA Policy and Legislative or Strategic Document Review

2.4.1. SETA Policy Review

The following legislative and policy review sets out to provide a consideration of the key policies, mandates, and strategic goals concerning CETC and MQA partnerships in terms of guidance and influence. It is important to note that a principal responsibility of the SETAs is to ensure close alignment with the responsibilities and goals laid out in these policies and strategies.

A consideration of the mandates and policies that guide the SETAs regarding CETC partnerships (and concerning the objectives of the MQA in particular) is important in assessing the value of these partnerships and considering how they can best be approached.





Such a consideration is vital in order to ensure that skills development within the MMS is effective and impactful.

Therefore, the following section provides an outline of the policies and documents with which the MQA aligns itself, with a specific focus on CETC partnerships. To clarify the policies, mandates and goals that dictate the partnerships in place, as well as speak to how these partnerships align with and contribute to the overall capacity of the workforce and South Africa's socio-economic landscape. These documents are detailed below:

Skills Development Act (No. 97 of 1998)

The Skills Development Act seeks to expand the knowledge and skills of the labour force so as to improve productivity and employment within South Africa (South African Government, 1998). Along with promoting the **improvement of livelihoods, employment prospects, and the productivity of individuals**, the Act also seeks to **improve the skills development landscape overall** (South African Government, 1998). As a key role player within the PSET landscape, the MQA is a key role-player in achieving these objectives. Also noted in the Skills Development Act is the responsibility of the SETAs, it is specified that the main role of the SETAs is that of contributing towards the skilling of the employed and unemployed in South Africa. In order to achieve the objectives outlined, the MQA is required to undergo partnerships with other key entities in the PSET landscape, the CETCs are central in this mission.

Adult Basic Education and Training Act (No. 52 of 2000)

The Adult Basic Education and Training Act (No. 52 of 2000) seeks to regulate adult basic education and training within South Africa. It seeks to regulate the establishment, funding and governance of learning centres which facilitate adult education and learning, of which CETCs are a significant contributor (The Presidency, 2000). The MQA is central in the goal to achieve the objectives laid out in the Adult Basic Education and Training Act (2000). Through the support (in various forms including funding) the MQA has the ability to provide to CETCs for skills provision.

Continuing Education and Training Act (No. 6 of 2006)

The role of CETCs within the overall PSET landscape is important as the Continuing Education and Training Act establishes the CETC as a key institution for skills provision within





this landscape (DHET, 2015a). The focus of the Act is twofold. Firstly, it **increases the accessibility of post-school education options** at various locations across the country (DHET, 2015a). Secondly, it **aligns post-school education and training with the needs of various communities** (DHET, 2015a).

Further Education and Training Colleges Act (No. 16 of 2006)

The Further Education and Training Colleges Act (2006) is a key Act in overseeing and guiding the regulation, establishment and funding of further education and training colleges (The Presidency, 2006). Ultimately the Act contributes to the oversight of colleges such as the CETC's within South Africa. As such the information provided in the Act is a key guiding principle to the CETCs in terms of their role and responsibility and thus, is instrumental concerning the relationship between the CETCs and the MQA as it relates to the support the MQA can provide to the CETCs in terms of their role as skills development providers.

National Qualifications Framework Act (No. 67 of 2008)

The National Qualifications Framework Act (no. 67 of 2008) oversees the establishment of the National Qualifications Framework (NQF). The NQF holds a central role in the classification, registration, publication and quality assurance of the qualifications offered under the jurisdiction of the Act (The Presidency, 2009). The NQF furthermore addresses a number of aspects of qualifications in education and training, including creating an integrated framework to address qualifications, the progression herein and the quality additionally. All of these aspects guide and influence the activities undertaken by both the MQA and CETCs as key stakeholders in skills provision.

National Development Plan 2030 (NDP) (2012)

The central goal of the NDP is to **eliminate poverty and reduce inequality** by 2030 (National Planning Commission, 2011). The NDP lays out a distinct strategy for achieving this goal that involves building the South African economy, **enhancing the capacity of institutions, and encouraging effective partnerships** in this regard (National Planning Commission, 2011).

Partnerships between PSET institutions are a central means through which these goals can be effectively achieved. **Effective partnerships between CETCs and SETAs are viewed as a key resource for achieving effective and purposeful skills development across the sectors** (National Planning Commission, 2011). These partnerships have the capacity to





improve skills provision across the sectors and ultimately promote a higher employment rate within the country (National Planning Commission, 2011). Therefore, partnerships between the MQA and the CETCs have the potential to enable active and efficient skills development across South Africa. It is through effective partnership management by the MQA that these partnerships can be successful and impactful for communities around the country, and the within the MMS.

White Paper for Post-School Education and Training (WP-PSET) (2013)

The WP-PSET articulates several goals. Inter alia, these goals concern the **achievement of a single, coordinated PSET system; improving and expanding access to quality education and skills training; raising the quality of skills provision; and increasing the diversity of such provision** (DHET, 2014). These goals reflect the importance of partnerships and collaboration within the PSET space, specifically in this case, that of the MQA and the CETCs (DHET, 2014).

In addition to this, not only does the WP-PSET indicate a significant policy shift regarding CETCs, but it also outlines the importance of CETCs within the South African skills development landscape (DHET, 2014). The document highlights the role **of CETCs in drawing upon the strengths of the non-formal sector** to strengthen the community education and training space (DHET, 2014). In addition, the WP-PSET specifies that the SETAs, including the MQA (and other relevant training and skills development institutions), play a key role in partnerships between CETCs and the other role players in the PSET environment (DHET, 2014).

National Skills Development Plan 2030 (NSDP) (2019)

The NSDP, in conjunction with the NDP and the WP-PSET, enables various institutions to unite in efforts to achieve economic and socio-economic growth (DHET, 2019). More specifically, the document seeks to improve the skills provision environment by identifying the needs of the workforce and outlining strategies to meet these needs – this with the ultimate goal of achieving “an Educated, Skilled and Capable workforce in South Africa” (DHET, 2019).

It is noted that the current skills base in South Africa is insufficient to support the socio-economic goals laid out by government. Hence, a key role of the SETAs is to **ensure that occupationally directed programmes are available in the CETC landscape across the**





country (DHET, 2019). In a general sense, the CETC landscape in South Africa is key to ensuring adequate educational provision for numerous individuals, including adults and youth, unemployed individuals, and those in low- or semi-skilled occupations (DHET, 2019). CETCs ensure this provision by offering educational opportunities to individuals across society (DHET, 2019). It is for this reason that **supporting the CETCs is a key role of the institutions within the PSET system, including the SETAs** (DHET, 2019).

Therefore, the NSDP identifies **collaboration as an important means of ensuring adequate skills provision** (MQA, 2023d). Specifically, the importance of partnerships within the wider skills development system is indicated under Outcome 5, sub-outcome 5.2.: “Supporting the CETCs” (MQA, 2023d). This outcome recognises that lecturer support, increased programme access, and infrastructure development are key to improving the skills development landscape (DHET, 2019).

Economic Reconstruction and Recovery Plan (ERRP, 2020) and Economic Reconstruction Recovery Plan Skills Strategy (ERRP Skills Strategy, 2020)

The ERRP provides a roadmap for improving the South African economy in the wake of the COVID-19 pandemic. The ERRP lays out a strategy for guiding the improvement of the economy through skills provision (South African Government, 2020). The ERRP is bolstered by the ERRP Skills Strategy, which speaks directly to the use of skills in ensuring that the goals of the ERRP are achieved (South African Government , 2020).

The ERRP notes the **importance of collaboration** in efforts towards achieving its goal. The plan states that collaboration is a **key aspect both of growing the economy and of protecting those in need** (South African Government, 2020). In this regard, the ERRP has laid out Intervention 3, which urges SETAs to **continue to prioritise partnerships with CETCs** in ensuring adequate and high-quality skills development (South African Government , 2020).

In the case of the ERRP Skills Strategy, a number of mandates are provided in relation to the collaboration between SETAs and CETCs. These include:

- the provision of short skills programmes through CETCs; and
- providing adequate funding to CETCs to ensure that they are able to reach their enrolment goals (South African Government, 2020).





It is therefore indicated in the ERRP Skills Strategy that **partnerships and collaboration within the PSET landscape are a key resource** in ensuring that skills provision is at its best capacity for promoting socio-economic growth (South African Government , 2020). This is especially the case concerning the relationships between CETCs and SETAs, two of the main providers of skills within the country.

National Plan for Post-School Education and Training (NP-PSET) (2023)

The NP-PSET is another key document in guiding the various PSET institutions towards improving the overall skills training environment, achieving higher throughput, and improving benefits both socially and economically (DHET, 2023b). The central goal of the NP-PSET is to ensure that all South Africans have access to high-quality PSET opportunities (DHET, 2023b). The NP-PSET aims to achieve this in three ways: addressing the skills shortage in South Africa, **improving the quality of post-school education and training** being offered, and **making post-school education and training more responsive to the needs of the economy** (DHET, 2023b).

A key outcome of the NP-PSET concerns **increasing integration, coordination, and articulation within the PSET system** (DHET, 2023b). This is inclusive of, but not limited to, alignment of key PSET institutions (including CETCs and SETAs) with regard to increasing skills provision and employment (DHET, 2023b). It is further specified that the SETAs are responsible for creating an environment that lends itself to a well-coordinated, structured, PSET system (DHET, 2023b).

2.4.2. MQA Document and Policy Review

In addition to considering the broader mandates present in terms of SETA and CETC partnerships, a consideration of the importance of these partnerships for the MQA specifically is undertaken for this study.

The MQA aims to align its strategies and policies with the mandates laid out in the strategic and policy documents outlined above in order to ensure a cohesive approach to the provision of skills and the development of various sectors (MQA, 2023d). Therefore, the mandates are carried through into the strategies and goals of the MQA and articulated in its own strategic documentation concerning the MMS.



These SETA/CETC partnerships are key to ensuring that the MQA is able to expand high-quality learning opportunities through the development of the CETC system as a whole (MQA, 2023d). It is through an in-depth consideration of the specific strategic documents, goals, mandates, and indicators outlined by the MQA in particular that a greater understanding of the importance of MQA/CETC is achieved.

MQA Effective Partnership Model (2019)

The MQA has developed a model to ensure the effectiveness of the partnerships undertaken with a number of stakeholders, including the CETCs. This model is known as the model for successful partnership. A diagram depicting the key elements of the partnership is provided below:

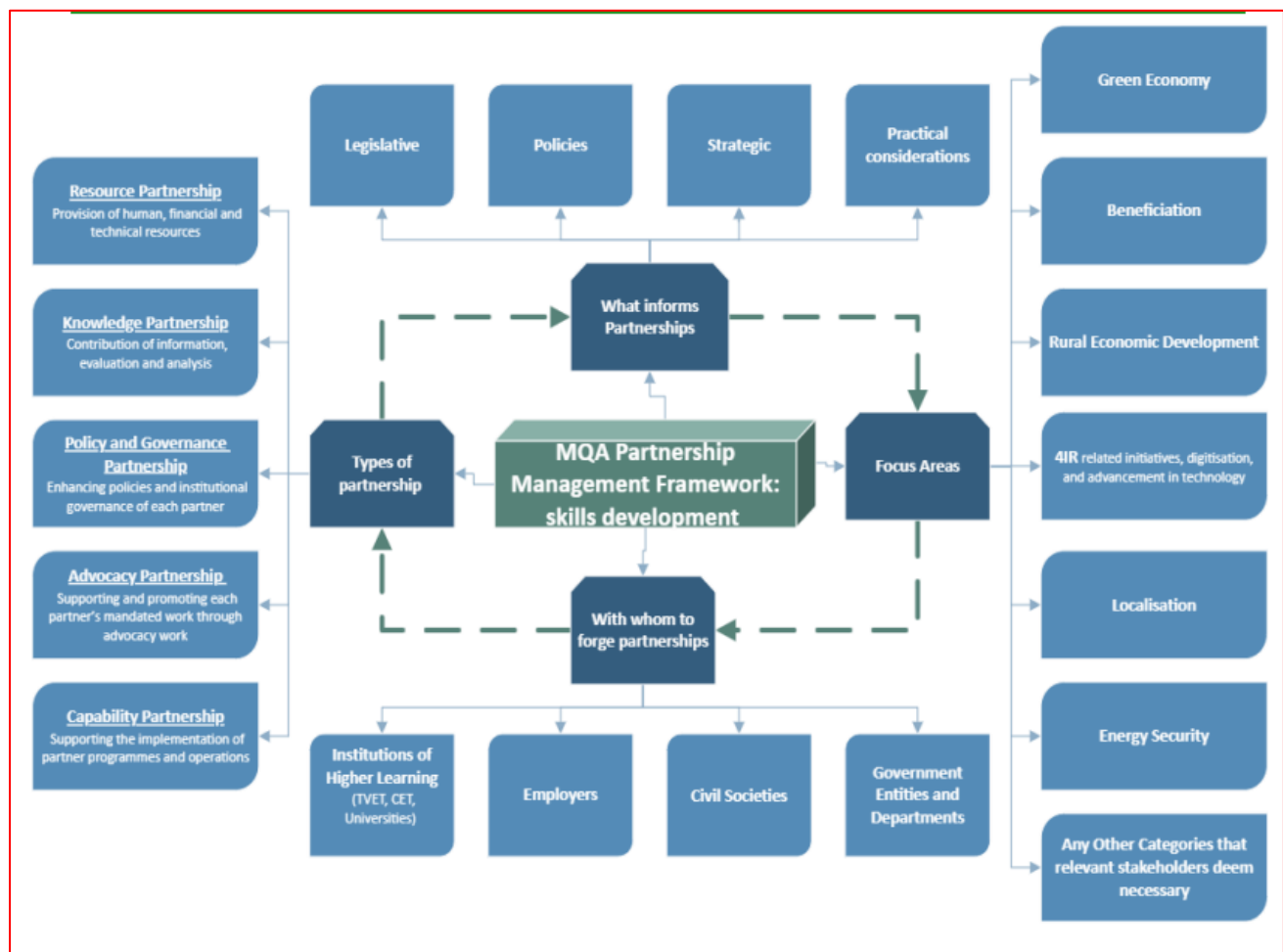


Figure 9 Model for effective partnerships

Source: (MQA, 2023c)



The model considers four key areas of partnerships and as such, contributes to understanding how the MQA approaches these partnerships and in considering the measures in place to ensure their coordination and effectiveness. The model outlines four key focus areas including;

1. Training lecturers in assessment moderation: training lecturers in assessment moderation plays a pivotal role in ensuring alignment with the MQA's mandate and strategic objectives to provide ample support to CET colleges. This is in order to improve their institutional performance and respond to their conceptualised mandate.
2. Course offering alignment: this aspect of the partnership model ensures that the curriculum is in line with labour market needs and national development priorities, this in turn speaks to the MMS Plan.
3. Research and impact studies: the incorporation of research and impact studies serves to ensure that performance measurements of interventions provide empirical evidence to guide planning and skills priority alignment.
4. Workplace-based learning: the workplace-based learning aspect of this model seeks to help develop an effective working model that addresses issues of access to work-based experience to learners.

This model is delineated by MQA, and actively speaks to the partnerships with the CETCs in terms of their influence on the MMS, in relation to the achievements and successes of the MQA in these partnerships and note any challenges which may be faced in this regard.

MQA Strategic Plan (2020-2025)

The MQA strategic plan reiterates the **importance of establishing robust and effective relationships**, specifically in relation to the funding of programmes (learnerships and internships) through CETCs (MQA, 2020).

MQA Sector Skills Plan 2023/24

This Sector Skills Plan (SSP) outlines a key strategic focus of the MQA, which is existing and planned partnerships with CETCs (MQA, 2023d). As stipulated in the 2023/2024 SSP, **a key role of the SETAs is to facilitate the linkage between the PSET environment and the world of work** (MQA, 2023d). According to the SSP, the MQA has partnerships with eight CETCs. However, the MQA has subsequently indicated that as of January 2024, it has





partnerships with all nine CETCs. These partnerships exist to ensure adequate skills provision and increased opportunities for employment in various communities.

Also outlined in the SSP is the **model that the MQA has laid out for successful partnerships between itself and the CETCs** (MQA, 2023d). The importance of partnerships with CETCs is outlined in Programme 3: Learning Programmes. In particular, programme 3a notes the **importance of working towards partnerships** with stakeholders to support community training initiatives and worker-initiated training (MQA, 2023d). Furthermore, programme 3b outlines the **importance of collaboration with public colleges in increasing skills development and training support for CETCs**. This also enables these valuable resources to become key contributors to skills development and economic growth in the MMS (MQA, 2023d).

MQA Annual Performance Plan (2023/24)

The programmes outlined in the MQA SSP are also discussed in this annual performance plan (APP) with regard to the significance of CETC/MQA partnerships. The benefit for the MQA of partnerships between CETCs is considered in relation to the growth of the MMS and the economy as a whole (MQA, 2023a).

The MQA APP also outlines the importance of **improved collaboration between the MMS and CETCs** as the latter are required to speak to the needs of the MMS in an effective and impactful manner (MQA, 2023a). The MQA is a central entity in this regard. As such, its responsibilities entail supporting lecturers, connection/collaboration with industry to encourage work experience, and providing support to learners partaking in the various programmes that the MQA offers (MQA, 2023a).

MQA Annual Report (2023)

The MQA annual report notes the importance of CETC partnerships in relation to capacity building within the MMS (MQA, 2023b). The report indicates that the importance of establishing these partnerships lies in improving teaching and learning, something that is achieved by capacitating lecturers and improving the infrastructure that supports effective skills provision (MQA, 2023b).

Furthermore, the MQA has been tasked with **enabling increased access to AET programmes through CETCs** (MQA, 2023b). Effective partnerships are key as it is through





robust partnerships and other engagements with CETCs that greater access can be achieved (MQA, 2023b). These partnerships enable collaboration between the MQA and CETCs regarding both lecturer capacity and the programmes that are offered (MQA, 2023b).

MQA Funding Policy (2024)

The MQA funding policy seeks to provide a clear guiding framework for the MQA funding (MQA, 2024a). The funding policy is applied to funding mechanisms and effectively guides the “allocation and disbursement of funds that would best support the mining and minerals sector skills needs (MQA, 2024a, p. 11)”.

The funding policy can be applied to all organisations which qualify, this is inclusive of the CETCs. The policy outlines “collaboration with public TVET and CETC Colleges (MQA, 2024a)” as a key focus of MQA funding which ultimately works towards supporting the strategic and related outcomes of the MQA (MQA, 2024a). The funding policy further defines CETC and MQA partnerships as an opportunity for valuable collaboration which offers access to resources, knowledge and networks (among others) which aids the MQA and the CETCs in achieving the strategic goals laid out for the respective organisation (MQA, 2024a).

The policies, documents and strategic materials discussed above all outline the importance of **collaboration** between various role-players within the PSET system in order to achieve mutual growth and benefit for the nation. Due to the fact that the SETAs are the central bodies tasked with skills development (each in their respective economic sectors), they are primarily responsible for contributing to and participating in these collaborative efforts.

The MQA in particular, in order to strengthen the MMS has the potential to harness to the reach, and existing capacity of the CETCs as key providers of skills across South Africa to grow the MMS through skills provision. In addition, the MQA has the ability to, through such collaboration, reach the strategic goals laid out not only by themselves (APP, SSP etc.) but also in wider government legislation, documentation and strategic policies, which indicate their role (NSDP, NDP, NP-PSET, WP-PSET etc.)

Active collaboration between the MQA and the CETCs allows for the resources of both parties to contribute towards achieving the goals laid out in the document, mandates and policies outlined above, and ultimately contribute to upskilling South African citizens in general and in the MMS sector specifically.

3. Theoretical and Evaluation Framework

A working definition of a partnership is “a collaborative relationship between entities to work toward shared objectives through a mutually agreed division of labour” (Kamel, et al., 1998, p. 5). A partnership encompasses the shared development and implementation of a strategy,





project, or operation. While not all participants are equally engaged at every stage, they collaborate for mutual benefit.

In the context of public policy, **partnerships embrace cooperation** and working together to achieve shared goals (Holland, 1984). The MQA and CETCs are engaged in partnerships with the shared objective of developing skills within the MMS. In the context for this study, it is important to understand what the key aspects are for ensuring that a partnership operates **efficiently and effectively**.

In formulating an understanding of an effective partnership, **cooperation theory** provides a set of conditions for an efficient partnership. It also provides insights into the conditions necessary for the MQA and CETCs to work together effectively.

Drawing on cooperation theory, McQuaid (2000) notes that certain conditions are key to the success of a cooperative partnership, namely:

Clarity of objectives

The organisations involved must have a clear understanding of both their own objectives and those of the partnership.

- Alignment of objectives ensures that all role players work **collaboratively towards a common goal**.
- A clear alignment of objectives guides decision-making, resource allocation, and the structure of the partnership.

Partnership operations

Organisations must agree on and understand how the partnership will function.

- The **structure of the partnership**, roles, responsibilities, and the organisational setup need to be agreed to and clearly defined.
- Organisations must agree and decide on how **resources (financial, human, and infrastructural) will be distributed**.
- **Management** of day-to-day operations and long-term strategy must be delegated accordingly.

Effective communication and decision-making





Clear lines of communication between organisations are essential.

- Effective communication channels between organisations must be established.
- Transparent decision-making processes within partnerships must be ensured.
- **Transparency and communication** instil cooperative engagement.

Clear exit routes

Partners need to have **exit criteria clearly defined** - well-defined plans for how the partnership will conclude or transition into a new phase.

- Organisations must set a deadline for reaching objectives and agree on what will happen next.
- Without clearly stipulated exit plans, sudden exits or external pressures can disrupt operations. With clear exit plans defined, **continuity is ensured**.

Incentives for behaviour change

Partners need motivation to adapt their behaviour including:

- Incentives within and between organisations (provision of recognition, rewards, and shared benefits).
- Shared incentives contribute to the **alignment of partners** working towards partnership goals. While partners may have different existing behaviours, incentives align these behaviours.
- Partners may need to adapt their practices to fit the needs of the partnership.
Incentives facilitate this transition.

Trust as the foundation

The most important conditions in ensuring a successful partnership include trust:

- Trust enables partners to engage in **open communication**, knowledge sharing, and **joint decision-making**.
- Trust builds long-term collaboration, and it **ensures continuity**.
- Without trust as the foundation of a partnership, instability and uncertainty can arise.

The approach provided by the cooperation theory provides valuable guidance for how the partnerships between MQA and the CETCs to be undertaken. Effective partnerships can be





ensured through the use of the **cooperation theory** because it provides a set of conditions (clarity of objectives, partnership operations, effective communication and decision-making, clear exit routes, incentives for behaviour change and trust as the foundation) for mutually beneficial, effective and efficient partnerships to be undertaken.

The insights provided into the conditions necessary for the MQA and CETCs to work together effectively are extremely valuable for both the benefit of the CETCs in terms of their own organisational growth and the success of the MQA in terms of contributing to the growth of the MMS through skills development.

The cooperation theory brings opportunities for growth in healthy and effective partnerships, but also a number of limitations in its undertaking. As specified by Dr. Marks and Mr. Sparkman (2019), the cooperation theory requires those involved to be up to date on a number of challenging skills and competencies, which could make starting such a process quite a challenge. Such partnerships often require leaders to take part in elaborate due-diligence methods, undertake complex negotiation techniques and intricate business deals as well (Marks & Sparkman, 2019). As such it may bring with it the need to appoint and perhaps upskill a number of dedicated staff in project management, who are responsible for upholding and running such partnerships. This may, in addition to having a time and restructuring implication, bring a cost impact as well.

The management and running of partnership in a way which ensures that all partners needs are being adequately met could pose a challenge. It is vital to ensure that all partners are represented and that all voices are being heard for the benefit of multiple parties involved. This means that ensuring mutual benefit from such partnerships is vital to ensuring their success.

With an understanding of cooperation theory and the conditions for a successful partnership, a theoretical framework can be developed to guide the study and evaluation.

Based on the evaluation objectives identified in the Terms of Reference for this study and taking into account the insights provided by cooperation theory, the following table has been formulated to guide the study. The table below lists the evaluation objectives, each of the components that fall under these objectives, the rationale for each evaluation component, and the relevant stakeholders for each component.







Table 4 Evaluation framework

Evaluation objectives	Components	Rationale	Stakeholders
<u>Pertinence</u>	Role of CETCs	- Investigate the specific roles that CETCs play in terms of the MMS. - Understand how CETCs perceive the relevance of partnerships with the MQA. - Consider the contributions that the CETCs make to the development of curricula, student support, and industry engagement or collaboration. - Identify the relevance of MMS programmes currently being offered at CETCs and identify where improvements can be made to enhance partnerships.	- CETCs - MQA - Employers
	Benefits to MMS	- Identify and explore the direct and indirect benefits that the MMS derives from partnerships between the MQA and CETCs. - Analyse outcomes to determine whether there are improvements in employability, competency, skills, and employee readiness. - Explore the impact of skill transfer from CETCs to the MMS.	- Employers - MQA



Evaluation objectives	Components	Rationale	Stakeholders
<u>Adaptability</u>	Alignment Partnerships with technology	- Assess how the partnerships between the MQA and CETCs align with technological advancements. - Consider how the alignment of technology between the organisations can improve the success and the effectiveness of the partnerships. - Explore the possible integration of online activities and how these activities can improve the effectiveness of the partnerships and learning outcomes. - Consider how the integration of technology in the partnerships can improve student outcomes. - Determine whether curricula/programmes are outdated and if so, whether this is affecting the adaptability of the partnerships.	- CETCs - MQA
	Suggestions for the future	- Throughout the research process, efforts will be made to identify the conditions required to ensure the future success of partnerships. - Determine how future conditions may influence the success of partnerships.	- CETCs - MQA

Evaluation objectives	Components	Rationale	Stakeholders
<u>Efficiency</u>	Cost-benefit	- Evaluate the cost-to-benefit within the partnerships. - Conduct a cost-to-benefit analysis in terms of understanding the investments made by the MQA (human resources, infrastructure, and capital) and the outcomes/benefits achieved. - Evaluate the outcomes in skills development and student outcomes in the MMS. - Determine whether the partnerships are sustainable over time.	- MQA - Employers - CETCs
	Value of partnership	- Engage with stakeholders to understand their perspectives on the impact and value of the partnerships. - Evaluate the processes central to partnerships and identify elements that can be streamlined to promote efficiency. - Are communication channels constructive and is there transparency between organisations? - Assess whether the partnerships align strategically in terms of the goals and objectives of the MQA and CETCs. Do partnerships enhance capabilities, fill gaps, and create constructive collaboration?	- MQA - CETCs - Employers

Evaluation objectives	Components	Rationale	Stakeholders
<u>Sustainability</u>	Long-term viability	- Assess whether partnership arrangements and dynamics are sustainable over the long term. - Consider the funding, resource allocation, incentives, exit conditions, institutional commitment, and alignment of strategic goals of the MQA and CETCs to ensure partnership continuity. - Identify potential risks and mitigations strategies, i.e. risks related to external shocks or changes in institutional dynamics that may affect the operation of and cooperation within a partnership. - Assess the capacity of both organisations to gain an understanding of what capabilities need to be strengthened to ensure long-term success.	- MQA - CETCs
	Current viability	- Are the current partnership models effective in achieving intended outcomes? - Can the current partnership models be sustained and are they meeting strategic objectives consistently? - Are current practices within the partnerships sustainable or do they need to be changed to prevent partnerships from being compromised	- MQA - CETCs

Evaluation objectives	Components	Rationale	Stakeholders
<u>Impact</u>	Influence on the individuals	- Analyse the impact that partnerships have on individuals and communities. - Are partnerships actively contributing to the development of individuals and communities? - Consider aspects such as employability, skills development, and sector development. - Are partnerships contributing to the development of South African society?	- Employers - CETCs - MQA
	Skills development	- Investigate how the partnerships actively develop skills within the MMS. - Identify opportunities for using partnerships more effectively in the development of skills. - Are there any opportunities to contribute to the effectiveness of the skills development process?	- Employers - CETCs - MQA



As indicated in the table above, this study aims to evaluate partnerships between CETCs and the MQA. In order to understand what the key aspects are in ensuring that a partnership operates efficiently and effectively, a number of aspects have been considered. These include an analysis of cooperation theory in developing a theoretical and evaluation framework to guide the consideration of partnerships.

As noted, **cooperation theory** establishes preconditions for an efficient partnership. The theory outlines several elements that align with the evaluation criteria determined for the study. The section below expands on the preconditions for efficient partnerships as well as how they align with the evaluation criteria.

Clarity of objectives

The overall sustainability of the partnerships at hand is ensured through **mutual objectives and common goals outlined for the partnerships**. It is through the clarity of these objectives and goals that sustainability can be achieved for partnerships between the MQA and CETCs. Thus, the current and long-term viability of the partnerships between the MQA and CETCs will be reviewed by investigating the common objectives of the partnerships.

Partnership operations

The adaptability of the partnerships under consideration lies in the **operations undertaken between the partners and how these affect the flexibility of the collaborations at play**. In other words, aspects such as the structure, management, and resource distribution of the partnerships must be considered in relation to how they impact the overall adaptability of the partnerships at hand. Agreed-upon partnership operations will lead to well-adapted and adaptable partnerships within the MMS. As such, the adaptability of the partnerships will be considered in relation to how the internal operations at play allow the partnerships to adapt to changes brought about by various external factors and how these operations allow for long-term benefit.

Effective communication and decision-making and clear exit values

The efficiency of the MQA and CETC partnerships is considered in **relation to the effectiveness of the communication and decision-making at play**. This is because **effective communication and decision-making in a partnership enable true efficiency within this collaboration**. Furthermore, in alignment with the efficiency of the partnerships at





hand, a clear and mutually agreed-upon strategy and exit strategy are vital. This improves the value of the partnerships in both a social and financial capacity for all parties involved.

Incentives for behaviour

The pertinence of the partnership at hand for the stakeholders involved is guided by the **mutual benefits that the partnership brings**. This means that in order to fully consider the pertinence of the partnerships in place, the **incentives for behaviour need to be measured**, specifically as they relate to the mutual benefits for partaking parties. This will entail a consideration of the benefits of the partnerships for various role players as well as for the PSET landscape and the MMS. Such a consideration will be achieved by investigating the roles of the partners and their alignment in relation to these incentives.

Trust as the foundation

It is only through having trust as the foundation for these partnerships that any impact at all can be made. Therefore, **continuous mutual cooperation, decision-making, and understanding between partners will enable the partnerships to make tangible impacts** on the partners involved as well as on beneficiaries and skills development overall.





4. CETC and MQA Partnerships

The MQA has held partnerships with all nine CETCs across South Africa. These partnerships exist primarily because of regulatory imperatives (see Section 2.5: Policy Review), which require PSET institutions to partner with CETCs in the promotion of learning opportunities for NEET and other disadvantaged individuals (MQA, 2022).

The purpose of the partnerships is manifold, with a large number of benefits as noted in the preceding sections. To name a few benefits, the partnerships:

- **respond to community needs and promote increased employment.**
- **improve the infrastructure of CETCs and upgrade colleges in order to effectively provide them with equipment and machinery.**
- **improve the qualifications and experience of lecturers and CETC staff**, directly impacting the outcomes of MMS learning programmes (MQA, 2022).

Furthermore, according to the acting mining and community special projects manager and, stakeholder relations officer within the MQA, partnerships with CETCs can be very beneficial for several reasons. Having partnerships with all nine CETCs allows for **national representation of the MQA**, placing it in a position to roll out national strategies on a much broader scale (MQA, 2023a). The partnerships are responsive to skills needs and gaps, which are determined through sectoral demand and can lead to increased access to education as well as greater employment (MQA, 2023). Overall, the increased scale of skills development that can be achieved through CETCs can contribute to addressing the triple threat of unemployment, poverty, and inequality in South Africa (MQA, 2023a).

The Mining Qualifications Authority Sector Skills Plan Update 2023-2024 (2022), notes that the MQA has partnerships with CETCs to help fund learnerships, work-based learning (WBL) programmes, internships, and bursaries. The goal of these partnerships is to encourage learners to consider a career within the MMS and provide them with the necessary qualifications to do so, which can ultimately address skills needs and mismatches within communities (MQA, 2022).

CETC and MQA MOUs





The nine partnerships between the CETCs and the MQA are legitimised by formal MOUs which exist between the CETCs and the MQA. These MOUs outline the details of the partnerships in writing and include information such as the **time period of the partnership and the specific stakeholders involved in the agreement**. In relation to the stakeholders involved, the commitments and responsibilities of the CETCs and the MQA are also outlined in the MOUs. 4.1. Programme Funding

4.1. Programme Funding

The partnerships between the CETCs and the MQA largely support three kinds of programmes: Adult Education and Training Programmes, Lecturer and Moderator Training Programmes and Internships (as of the 2023/24 financial year):

Adult education and training programmes

AET programmes are offered at the CETCs around South Africa. AET programmes focus on the low levels of skills (literacy, numeracy, basic job skills) in both youth and adults across the country (MQA, 2024b). AET is defined by the DHET as an outcomes-based programme that aims to give learners **basic learning tools, knowledge and skills** (DHET, 2015b). AET strives towards the ultimate goal of equipping individuals with the necessary skills and background to embark upon **achieving nationally recognised qualifications** (DHET, 2024).

“Adult basic education and training is the general conceptual foundation towards lifelong learning and development, comprising of knowledge, skills and attitudes required for social, economic and political participation and transformation applicable to a range of contexts. ABET is flexible, developmental and targeted at the specific needs of particular audiences and, ideally, provides access to nationally recognised certificates” (DHET, 2015b, p. 8).

In this capacity, AET programmes focus on engaging literacy and numeracy skills to encourage and work towards lifelong learning in learners. AET programmes seek to **engage learners to take part in valuable skills development** in communities across the country (MQA, 2024b). AET can thus be accessed by a wide variety of individuals from a variety of backgrounds and in many areas across the country (MQA, 2023a).



MQA specifies that employees of mining companies and unemployed learners who have not had the opportunity to achieve grade 9, ABET 4 or NQF 1 are also eligible to participate in the AET programmes on offer (MQA, 2024b). In this case however, MQA notes that these learners are required to engage in AET through a mining company as MQA only provides funding and facilitation of AET skills provision to the MMS (MQA, 2024b).

The MQA specifies four key disciplines provided by the organisation in relation to AET. The disciplines offered are:

- Pre-AET - pre adult education and training
- AET 1-4 – adult education and training level 1 -4
- MQA GETC – MQA general education and training certificate
- N1-N3 Engineering

In terms of the funding and grant amount offered by MQA in relation to the above specified programmes, pre-AET receives a total of R5 000 focussed on two learning areas (50% learner and 50% employer) (MQA, 2024b). AET- 1-4 receives R10 000 for two learning areas (also with 50% learner and 50% employer) (MQA, 2024b). In a similar fashion, the MQA GETC programmes receives R10 000 towards achieving a total of 120 credits (50% learner and 50% employer), and lastly, N1-N3 engineering programmes are provided with R10 000 towards four learning areas, (50% learner and 50% employer) (MQA, 2024b). Notably, it is specified by MQA that all AET grants are provided by MQA upon the achievement of the learner level, for all of the above specified programmes (MQA, 2024b).

Lecturer and moderator training programmes

Lecturer capacity building is another key focus of the MQA in their CETC funding partnerships. A central aspect of the lecturer and moderator capacity building programmes, lies in **creating the ability for lecturers to acquire the relevant skills and competencies for delivering effective and industry relevant training** (DHET, 2023a).

Enabling the competencies of lecturers is achieved through a model designed to facilitate the acquirement of practical skills through the incorporation of theoretical concepts into practical 'real life' situations, which enable lecturers to engage and learn new skills (DHET, 2023a). DHET, in discussion of the lecturer and moderator training programme notes that "capacity building measures are directly transferrable to the classroom and workshop environment, as



lecturers switch roles between facilitator and learner during training and experience the situated/project-based learning approach from both sides” (DHET, 2023a, p. 24). This approach provides a **very effective method for teaching and learning for lecturers** both as teachers and as moderators, which are two key aspects of their work.

Moreover, such programmes help the overall communities by ensuring that well-trained, knowledgeable, and established lecturers are able to pass on valuable skills and knowledge to individuals at CETCs. Therefore, not only do lecturer and moderator training programmes benefit the lecturers and the CETCs, but the beneficiaries as well.

CETC Internship Programme

The third programme funded by the MQA are internships directed at TVET College and Higher Education Institution (HEI) graduates, that enter CET internship programmes. This programme, like the other two, fall within Programme three of MQA’s Strategic Plan, as responding to the intended impact “to increase priority occupations, qualifications, intermediate high-level skills to support transformation in the MMS” (MQA, 2020, p. 71). The outcome of CETC internships is graduates receiving work experience within the MMS. Thus, through partnering with CETCs to fund internship programmes, the MQA responds to the interventions set out in the Strategic Plan and ensures that the MQA supports public college collaboration through learner development.

The purpose of the internship programmes is to equip learners with the necessary skills and work experience to make them more employable within the MMS (MQA, 2023f). Learners are trained to become work-ready through mentoring and coaching at the workplace, as well as through on-the-job training, technical and soft skills training. The programme requires hands-on learning and engagement by the learner, mentor and other employees within the workplace, typically for a 24-month period, and range various disciplines within the scarce skills list, as identified in the SSP (MQA, 2023f). Lastly, the programme does not only benefit the learner but also provides the CETC with additional capacity for 24-months.



4.2. Challenges Experienced within Partnerships

4.2.1. Problem Tree

A problem tree serves as a visual representation of a problem analysis. A problem tree serves to help aid in finding solutions to challenges presented in a given situation, by mapping out the challenges (or 'problems') and the subsequent effects such challenges may have.

The benefits of a problem tree are manifold. For example, a problem tree can **aid the understanding of a situation by breaking down the challenges experienced into its various aspects** (ODI, 2009). The perspective this provides helps to give an overall view of the situation, provides a clear prioritisation of factors and helps focus objectives (ODI, 2009). Therefore, a more effective solution can also be reached through the use of a problem tree by virtue of the fact that the creation of a problem tree enables a **clearer understanding of the problem and its interconnected causes and effects** (ODI, 2009). This is primarily because it provides an effective breakdown of the situation at hand and the challenges pertaining to it, in addition a problem tree helps effectively and efficiently establish what kinds of further information, evidence or resources are needed to reach a beneficial solution for all involved (ODI, 2009).

As part of the study undertaken to consider the partnerships between MQA and the CETCs, a problem tree has been developed. The problem tree method is used to **map out the challenges currently being experienced in these partnerships, and the obstacles to effective and mutually beneficial relationships between the different parties**.

The problem tree outlines a number of key challenges which are having significant effects on the effectiveness of the partnerships in place between the MQA and the CETCs in South Africa. These challenges have arisen through engagements with the MQA and the CETCs and are elaborated upon below.

Inadequate governance and management of partnerships

The inadequate governance and management of partnerships occurs primarily because of the large **quantity of CLCs within the country**. The large number of CLCs means that there is a significant amount of management required in order to ensure that CLCs are **functioning effectively and efficiently**, and by extension are providing the best possible education and training to students.



However, due to significant lack of capacity in CETCs, the hands-on management required is not always achievable. This lack of capacity is also exhibited in the MQA, which has less capacity than is required to **effectively manage the partnerships with the CETCs**.

TVET partnerships are prioritised over CETC partnerships

It was noted in the DHET CETC workshop in particular that there is a **great amount of focus on the TVET colleges within South Africa**, specifically by key funding entities, **rather than CETCs**, which are not usually in the forefront of the funding space.

What results from this lack of attention is more relevant, **up-to-date and focussed programmes being offered through the TVET colleges** (as a result of more funding and partnerships) rather than CETCs who are struggling to keep abreast of the changes in skills demand in the face of changing industries and skills drivers such as 4IR. As noted, this is primarily due to the lack of funding that the CETCs struggle with which ultimately results in TVET colleges across South Africa being more established, having **increased visibility and having better capacity than CETCs**.

MOUs are not well defined

Another key challenge which arose from the engagements undertaken in the study was that of **MOUs not being fully and adequately defined**. In the case of MQA and CETC partnerships, this means that **the needs of the MMS are not adequately expressed through the partnerships currently in place**. A significant misalignment between the MMS needs and within the CETC space permeates the initiatives undertaken between the partners. The funding needs of the CETCs are also not adequately expressed in this capacity.

A lack of consideration and addressing of the misalignment is amplified by the **lack of forums or platforms to enable alignment** between the CETCs and the MMS. It was reported by CETCs in various engagements that forums for discussion of the needs of various parties would enable more effective alignment within the partnerships, and by extension, the achievement of goals.

CETCs are in a transitional period

It was shared in engagements as well as in the DHET workshop that **CETCs are currently in a period of growth and transition**, from their legacy role as adult basic education and





training providers (with ABET being a sole purpose), to taking on a more holistic approach to education and training. For example, it was specified by a number of CETCs that there is an **increased focus on engaging in and providing occupational qualifications**, as well as AET.

The challenge which presents herein lies in that CETCs are viewed as being rooted in their legacy roles of providing basic adult education and training, which is very limiting in their hopes to evolve as institutions. CETCs shared that they would like to provide occupational qualifications over and above their current provision, however, this is prevented due to a lack of knowledge and thus, **a lack of funding targeted towards new growth and expanded opportunities**. It was specified by the CETCs that although funding towards AET programmes is of great importance, the CETCs are seeking to grow their scope of work, and broaden what they are able to offer to communities as educational institutions.

Effects of the Challenges within Partnerships

There are a multitude of effects which arise as a result of the challenges previously outlined. These effects have lasting implications on the partnerships between CETCs and the MQA, and by extension impact the wider environments within which these entities exist.

Lapsing of MOUs without renewal

The challenges brought about by MOUs not being adequately defined have lasting effects because MOUS are often not renewed once the period specified in the MOU has lapsed. Consequently, the **CETCs do not benefit from, nor can they rely on long lasting partnerships with the MQA**.

In relation to the effects of ill-defined MOUs on the MQA, the lapsing of MOUs leads to the **MQA not effectively meeting their designated targets, as outlined in their APP and SSP, and thus, not meeting their identified PSET goal contribution**. This is because there is a possibility for partnerships between the MQA and different organisations to be used strategically, in order to ensure that goals are met through collaboration and increased influence/reach, which is not currently being fully taken advantage of.

CETC funding is not prioritised





As noted in the challenges expressed, the findings of the study expressed that CETC funding is not prioritised within the MQA. This was articulated through the primary data collection phase of the study in which many stakeholders shared that the **CETC colleges do not have standing, long-term funding partnerships in place, nor do many CETCs receive short term funding from the MQA.** A lack of funding prioritisation in this regard means that there are **insufficient funds to support the needs, goals and programmes of the CETCs.**

This lack of support ultimately impacts the beneficiaries and communities the CETCs seek to aid. As a result of insufficient training provision, beneficiaries and communities cannot gain employment, and communities cannot thrive, to a large extent. Furthermore, the MQA is also impacted as a result of this lack of funding prioritisation in that they are unable to meet their designated PSET contribution through the goals which they outline and are guided to achieve.

Misalignment of funding allocations within CETCs

The misalignment of funding within the CETC space means that, to a large extent, the funding received by CETCs is **aligned with AET programmes and skills provision instead of all of the current needs of the CETCs, such as focus on gaining accreditation to provide occupational programmes and infrastructure.** Thus, CETCs do not receive much needed funding to improve their infrastructure and **engage in new and upcoming skills needs and stay abreast of changes** brought about by current skills drivers (such as technology-related skills as guided by the 4IR). Moreover, misalignment of funding makes it **challenging for CETCs to improve their capacity** to more effectively provide a wider range of programmes and skills.

Another aspect of the misalignment of the funds provided by the MQA towards CETCs lies in the **misalignment of the funding to MMS needs.** Ultimately this misalignment means that the skills provided by the CETCs regarding the MMS do not align with the skills required by communities, which may include skills required for SLP projects and programmes as implemented by mines in their labour sending areas, which has a negative effect on the MMS overall. For mines specifically, this results in a lack of an adequate talent pool which affects, beneficiaries and communities just as much as, if not more than mines, in regard to employment opportunities and community enrichment.





4.2.2. Problem Tree Diagram

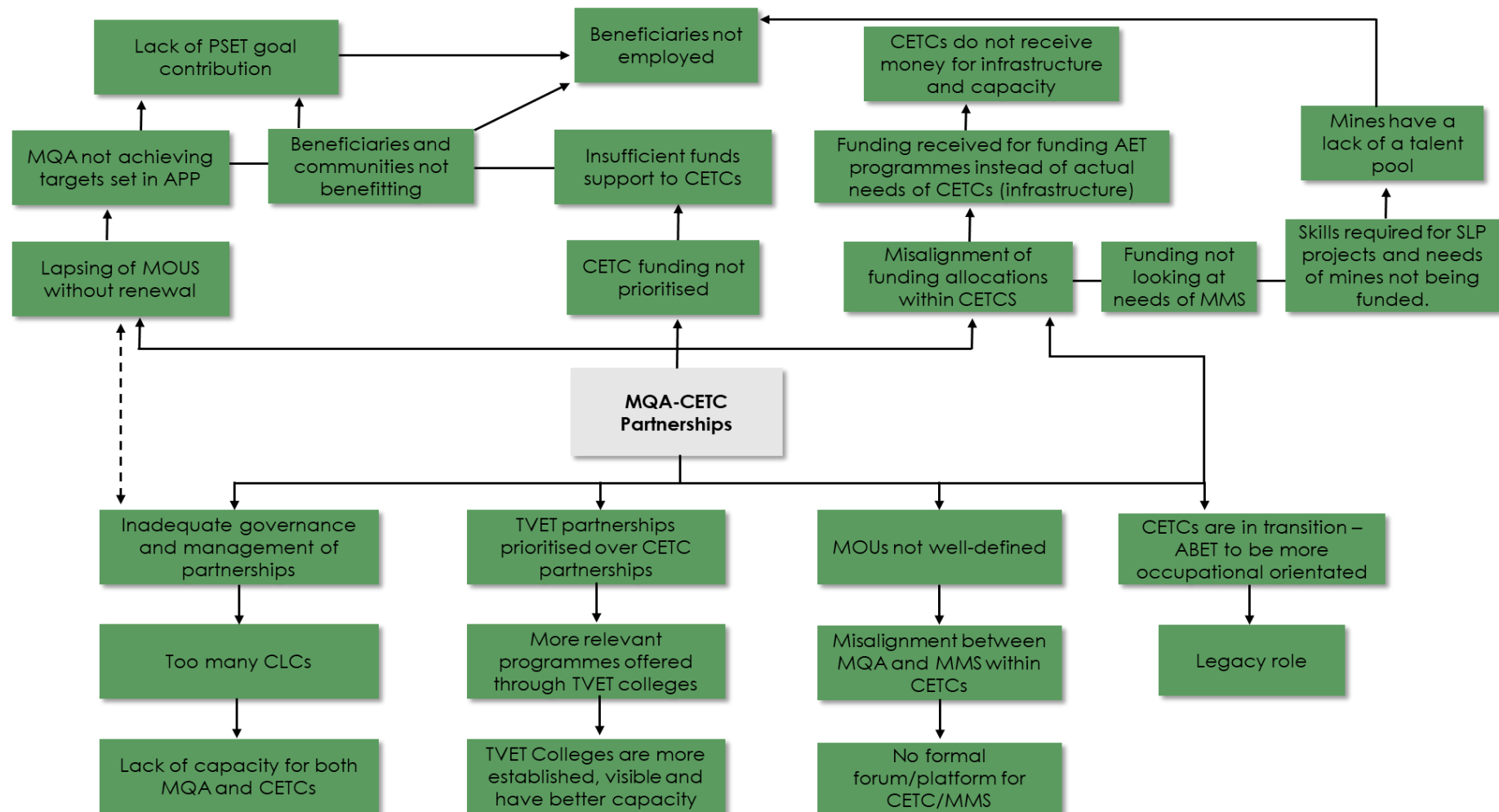




Figure 10 Problem tree for the MQA and CETC partnerships



4.3. Strengths Experienced within Partnerships

In connection with the problem tree presented above, this report also outlines a solution tree which notes, in light of the problems and challenges presented, the potential remedies and long-term impacts which may occur as a result. A solution tree provides a beneficial view into how the challenges can be approached to create and ensure more effective partnerships within the MMS.

Prior to a discussion on the solution tree presented below, it is important to consider the strengths which currently characterise the MQA and CETC partnerships. There are a number of very positive and beneficial aspects to the partnerships which can be built upon, or refined, in order to ensure that CETC and MQA partnerships in the future are effective for the MMS and the CETCs alike. A few key strengths of the partnerships are outlined in the table below:

Table 5: Strengths of the MQA and CETC partnerships

Strength	Explanation
National Representation of the MQA	The CETC partnerships provide valuable national representation of the MQA across the country . This representation places the MQA in a position to roll out national strategies on a much broader scale, and reach many communities in need (MQA, 2023).
Skills needs and gaps responsiveness	The CETC and MQA partnerships allow for the MQA to be responsive to skills needs and gaps, which are determined through sectoral demand (MQA, 2023).
Addressing wider challenges in South Africa	The partnerships at hand can contribute to addressing the triple threat of unemployment, poverty, and inequality in the country through wider access to skills training and education provision (MQA, 2023).
Increased education and skills provision	The MQA and CETC partnerships provide a direct means through which the MQA can provide increased access to education , and by extension, greater employment (MQA, 2023).

Formal MOUs

The use of formal contractual processes between the CETCs and the MQA is exhibited through the fact that the partnerships are legitimised by formal MOUs which exist between the CETCs and the MQA. This is a very valuable aspect of the partnerships which **solidify and legitimise not only the partnerships, but the benefits as well for both parties.**

4.3.1. Solution Tree

As noted above, the solution tree diagram outlines the steps to be taken to achieve the goal of effective and mutually beneficial partnerships between the MQA and the CETCs. In terms of the tasks to be undertaken in the achievement of this goal, the solution tree suggests that there are three major means to achieve effective partnerships. These are:

1. MQA/MMS communication forums/platforms

MQA/MMS platforms ensure that there are spaces which enable ample communication regarding the needs of CETCs and the MMS. Through these platforms and the communication undertaken herein, a beneficial **foundation can be built upon to ensure that partnerships are meeting the identified needs of all the parties involved.**

2. Effective partnership management plans/strategies and Well-defined MOUs

Both well-defined MOUS and effective partnership plans/strategies contribute to increased capacity for both the CETCs and the MQA. It was noted by both the MQA and the CETCs through the engagements undertaken that capacity is a key challenge which is faced in the partnerships between both stakeholders. As such, MOUs and partnership strategies are outlined as an effective way of ensuring that adequate capacity is allocated to the partnerships at hand. Ultimately, adequate capacity will enable the **partnerships to be well-managed and efficient overall, and thus beneficial to the skills needs of communities and the MMS without being an administrative burden on the MQA or the CETCs.**

To expand upon the solution map to follow, the wider impacts of the noted changes are also outlined. In this capacity, there are also three major streams of impact which will occur as a result of the undertaking of the aforementioned tasks and strategies.



CETC funding is prioritised.

Through effective partnership plans, well-defined MOUs, and MQA/MMS platforms CETC funding has the opportunity to be prioritised and **partnerships can be effective and mutually beneficial for both the CETCs and the MQA**. The facilitation of platforms/forums for open discussion of needs will ensure that the CETCs receive adequate funding towards the areas which they require support. Moreover, adequate and prioritised funding from the MQA will ensure that CETCs across South Africa are able to work towards providing the most relevant skills to beneficiaries and communities, and ultimately contributing to employment among beneficiaries and within wider communities.

Not only will the prioritisation of funding be of benefit to the communities around the CETCs, but also the MQA in terms of meeting their designated targets, as proposed by their SSP and as is aligned with the MQAs role in the overall PSET system.

MOUs are reviewed and renewed - partnerships are stable.

Through the primary data collection engagements (such as the DHET workshop for example) it become apparent that there is a lack of adequate capacity to manage the partnerships between the CETCs and the MQA. Capacity, therefore, is a key variable, in ensuring the effectiveness of the partnerships in place. The ability for both the MQA and the CETCs to ensure that ample capacity is allocated to the partnerships at hand, **allows parties to ensure that MOUs are well-defined**. As a result, the partnerships are clear, stable and well-articulated to ensure mutual benefit for the MQA, the CETCs and the communities and individuals being supported.

Moreover, ample capacity allocated to MQA-CETC partnerships ensures that, where relevant, existing **MOUs are reviewed and renewed on a regular basis**, which not only keeps the partnership up-to-date and relevant to the needs expressed by the stakeholders and for the MMS, but also allows good management and establishment of the partnerships between the CETCs and the MQA.





Over and above effective management of partnerships, the consistent reviewing and renewing of partnerships through MOUs allows for **beneficiaries and communities to benefit in the long term**. Consistent partnerships and funding which enables skills provision which is accessible and consistent allows for lifelong learning and a wider reach in terms of community support. Consistent and reliable educational opportunities will provide great benefit to the communities surrounding CETCs and provides the foundation through which individuals are able to secure long-lasting employment.

Funding aligns to the needs of the MMS and the CETCs.

The provision of adequate funding to the CETCs by the MQA plays a central role in ensuring that CETC skills provision is aligned with both the needs of the CETCs and the MMS alike.

As it currently stands, the provision of funding for CETCs is aligned to their legacy role of ABET training. This is relatively limiting for the CETCs in terms of their capacity for skills provision. As such, it would be beneficial for the CETCs and the MQA alike to expand the funding provided, in order to enable the **growth of the CETCs, to reach their full potential for skills provision within the country**. In order to ensure that funding aligns with the needs of all parties, provision can be expanded to include infrastructure and occupational skills funding to benefit the **growth of the CETCs in terms of capacity and visibility**. Not only does this expansion impact the reach of the CETCs – thus providing the opportunity for CETCs to broaden their scope and ability – but also provides opportunities for skills training which is better **aligned to the needs of the MMS specifically and ensures that training is relevant and up to date for industry**.

Ensuring improved alignment of funding to the needs of stakeholders will ensure that the skills provided through CETCs (as a result of MQA funding partnerships) are focussed more specifically on the needs of mines and surrounding communities. Moreso, skills provision which is beneficial to mines, the CETCs and the MMS, will also benefit communities insofar as employment is concerned. Beneficiaries are likely to secure employment in this regard, thus contributing to the goals of the MQA in terms of building up the PSET system and contributing to industry growth and needs.







4.3.2. Solution Tree Diagram

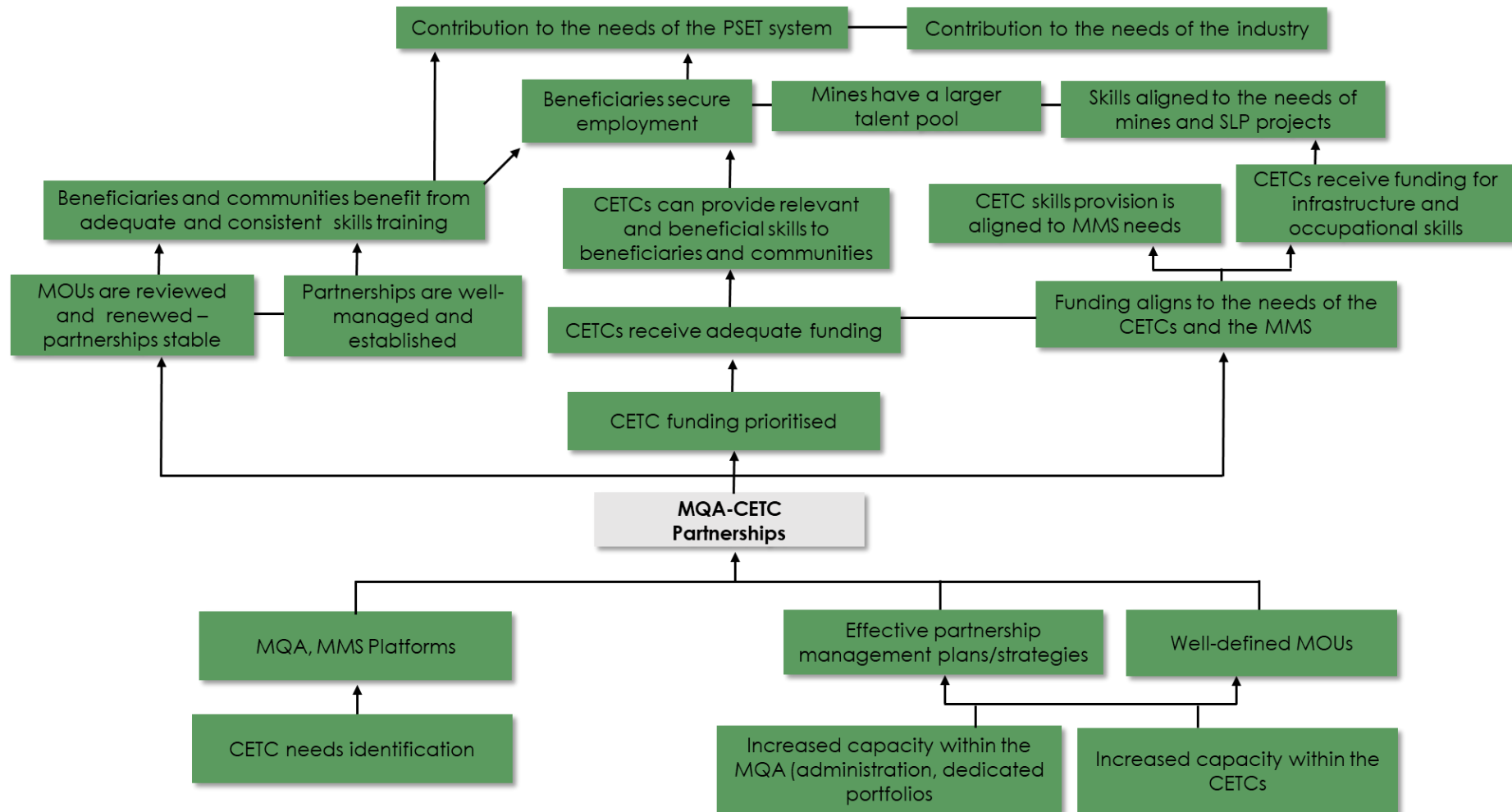




Figure 11 Solution tree for the MQA and CETC partnerships





5. Key Findings in relation to Evaluation Objectives

This section unpacks the key findings as per the five evaluation objectives of this study. As the nature of the research did not allow for in-depth analysis of each CETC and corresponding CLCs/SLCs, the findings provided below are approached through broader analysis and statements that speak to the overarching findings of all the CETCs. Where possible, specific CETCs have been specified. For greater clarity in this regard, please refer to Section 1.4: Study Limitations and Mitigations.

5.1. Pertinence

The pertinence of the partnerships between the MQA and CETCs refers to the **relevance of these partnerships in responding to the roles and needs of the various parties**. This subsection unpacks the roles of the CETCs in general. Because the alignment between the CETCs and MMS needs are limited, the roles of the CETCs within the MMS unpacked within this section, are also limited. Additionally, the potential benefits that these partnerships have for the MMS are investigated based on insights received from CETCs, employers, learners, and the MQA.

This evaluation objective is important for **establishing the relevance of partnerships between the MQA and CETCs** in relation to the roles of CETCs and the benefits for the MMS.

5.1.1. Role of CETCs

The Continuing Education and Training Act states that the role of CETCs is to provide an **alternative route to post-school education and training opportunities** for individuals that do not meet the minimum access requirements for universities, TVET colleges, and other colleges/training institutions. Additionally, CETCs are required to **respond to the needs identified within their communities**.

In the course of engagements with the research team, CETCs indicated that their legacy role was to provide literacy and numeracy skills to community members through night classes, also known as ABET. Given the context of the communities in which CETCs work, the colleges relied on community members with literacy and numeracy skills to facilitate the lessons. Research findings revealed that CETCs are still **entrenched within their legacy**





role, as many lecturers and facilitators are not capacitated or qualified for other programmes being offered by CETCs or skills needs identified in communities.

Employers indicated that the role of the CETCs is to provide access to education through different means, which helps to reduce poverty and unemployment rates within their immediate communities. Similarly, learners view CETCs as a way of reducing unemployment and accessing work that was previously not available to them. It was also noted that CETCs play a role within local businesses and organisations, either in assisting small businesses to grow or in responding to skills gaps being experienced within these businesses.

However, employers echoed the views of the CETCs regarding the challenges of lecturers not being adequately trained to offer additional programmes, other than AET related programmes. As a result of the CETCs being rooted in their legacy role within the PSET system in South Africa (primarily providing AET), the lack of adequately trained lecturers with knowledge related to the MMS was said to hamper the types of MMS programmes that can be offered at CETCs. These include short programmes relating to occupational health and safety (OHS) fundamentals of mining, and jewellery manufacturing, as well as occupational programmes such as (but not limited to):

- Crane Hoist Operator (NQF 2)
- Driller (NQF 2 and NQF 3)
- Emergency Service and Rescue Official (NQF 4)
- Excavator Operator (NQF 3)
- Geological Technician (NQF 4)
- Hydraulic Rock Breaker Operator (NQF 2)
- Loader Operator (NQF 2)
- Mining Operator (NQF 2)
- Mining Technician (NQF 3 and NQF 4)
- Mobile Mining Equipment Operator (NQF 2)
- Rock Drill Operator (NQF 2)
- Scraper Winch Operator (NQF 1)
- Skid Steer Loader Operator (NQF 2)
- Surface Blaster (NQF 3)





Additionally, participants of the CETC workshop indicated that there is a **need to move beyond the initial role of the CETC, which was to provide AET**. Although AET is still considered important, CETCs emphasised the **need for partnerships to reflect the skills needs of the community beyond literacy and numeracy skills**. Thus, although the MQA responds to the role of the CETCs in terms of AET, internships and lecturer capacitation, there is a need to align partnerships with the needs of the communities and individuals which they assist to ensure that they become even more relevant to the needs of CETCs and their surrounding communities.

Employers who were surveyed had similar views regarding the need for CETCs to expand their role within communities beyond AET. Some employers noted that CETCs should provide learning opportunities related to early childhood development, building and construction, arc and gas welding, agriculture, sewing, and driving skills. The need for opportunities related to entrepreneurial skills was also highlighted, reflecting the fact that not all mining communities have work opportunities available.

5.1.2. Benefits to MMS

Many of the CETCs are located near mines or within the labour sending areas designated for mines. As such, the **role of CETCs for the MMS has the potential to be very beneficial**. Although SLPs fall outside of the MQA's mandate, CETCs and employers emphasised the beneficial role CETCs can have in the MMS by responding to needs identified in SLPs. The potential skills requirements as a result of SLP projects and programmes may provide a means of identifying specific skills needs for communities that fall within the labour sending areas of these mines. It should be noted that this skills need may just be one aspect of various different skills that are required in a community, and thus should not be the main focus. The Minerals and Petroleum Resources Development Act (No. 28 of 2002) stipulates that mines are required to submit SLPs every five years as a requirement for being permitted to continue their work (South African Government, 2002). The SLPs are intended to respond to transformation objectives within mining communities and the surrounding areas.

It was noted that **partnerships between the MQA and CETCs should take into consideration the community needs, many of which may align with skills needs as a result of SLP projects and programmes** in addition to the workplace skills plans submitted to the MQA by levy-paying employers. This is based on SLPs speaking to the needs of





specific communities as opposed to industry skills needs. According to employers and CETCs, this consideration has the potential to **create partnerships that are relevant to both the community and the MMS** while contributing to a sustained mining presence that can continue to benefit the community. Employers highlighted the value this will have in increasing the labour pool for mines.

While CETCs can benefit the MMS, it was also emphasised that the **contexts of the CETCs need to be considered in terms of job opportunities and skills demand within their surrounds**. It was observed that the MQA should investigate the viability of partnerships that require MMS skills as not all areas have work opportunities for learners. Employers noted that the focus on MMS skills by CETCs in areas that do not have associated job opportunities can result in illegal mining operations, which can negatively impact community members due to health and safety implications.

However, it is important to note that SLPs do not only focus on MMS skills; rather, the focus is on the broader needs of the community. CETCs suggested that in communities that lack mining-related employment opportunities, the **MQA could focus on partnerships that respond to other needs identified in SLPs**. While these partnership types might not respond directly to MMS needs, they will respond indirectly by helping to fulfil the objectives of SLPs. Ultimately, this contributes to the mine's ability to continue operating in the community.

The desire for the CETCs to move beyond their legacy role was seen as an opportunity for future partnerships between the MQA and CETCs. It was noted that the MQA could assist the CETCs to offer programmes that are not only limited to AET but are more aligned with occupational programmes and other learning opportunities related to the MMS, and non-MMS where mining work opportunities are limited. Research findings also revealed that the MQA could contribute to the MMS by aligning partnerships with CETCs with the SLPs of mines located within CETC communities.

5.2. Adaptability

The adaptability of the partnerships between the CETCs and the MQA is related to the ability of the partnerships at hand to adjust to and take on changes and innovations within the CETC and MMS landscapes.

It is therefore vital that the partnerships at hand have the capacity to adjust to changes occurring in the MMS and CETC spaces. Timely adjustments would serve to ensure that the





MQA is able to create a culture of learning and development that actively supports **continuous improvement within the MMS** (MQA, 2023a). In addition, **adaptable partnerships will help enhance the capacity of the MQA** and ultimately assist it in making well-crafted decisions about the future of the MMS.

The adaptability of the partnerships between CETCs and the MQA is informed by two key focus areas, namely:

- the **alignment with new and upcoming technologies and the technological skills** required for the success of the MMS and CETC landscapes alike; and
- suggestions which pertain to the future of these partnerships in this regard, to ensure that the partnerships at hand are able to grow and thrive in the future.

5.2.1. Alignment of Partnerships to Technology

This section of the report, which considers the alignment of the partnerships between the MQA and CETCs with current and upcoming technology, is based on primary and secondary data sources.

One of the main primary data sources for this study (along with the stakeholder interviews and participant surveys undertaken) was a CETC capacity building workshop hosted by the DHET at the beginning of March 2024. This workshop yielded valuable insights regarding the adaptability of partnerships related to technology and technological advancement within the MMS.

Recently conducted research shows that **advances in technology as a result of 4IR impacts the MMS workforce both directly and indirectly and will continue to do so in the future**. Technological advancement within the MMS is expected to affect change across the value chain, leading to organisational changes and increasing the demand for specialised knowledge and expertise (MEMSA, 2022).

It is important that higher education institutions embark on partnerships to **develop capacity for 4IR-related learning and teaching** (MEMSA, 2022). CETCs are key institutions in this regard. Engagements with CETC representatives at the workshop revealed that these **colleges will require support in the form of partnerships in order to achieve 4IR skills provision for the MMS**.





It is well known within the SETA and PSET landscapes that a focus on technological skills development is key to meeting the challenges presented by 4IR and other technological advancements. According to the MQA APP for 2023/2024, research undertaken by the MQA revealed that technological innovation has been adopted by several MMS sub-sectors (MQA, 2023a). It is further acknowledged that skills requirements will have to shift in response to technological change – underscoring the importance of adaptability within the partnerships at hand.

The MQA APP 2023/2024 further notes that there is a risk to the MMS in terms of increased job losses as a result of 4IR, principally due to the potential for automation of tasks. However, changes in the skills requirements as a result of 4IR also presents a valuable **opportunity to expand the skills development provided by MQA, enabling skills to adapt to and stay abreast of changes in mining- and minerals-related technology** (MQA, 2023a). The key focus areas of 4IR technology include three-dimensional printing, artificial intelligence, biotechnology, quantum computing, and autonomous printing. In the case of the MMS in particular, the technologies already becoming relevant are CMMS, machine health monitoring systems, robotics and automation and AI and AR. Therefore, it is key for the MQA to remain cognisant of these trends in 4IR.

Leveraging partnerships, which are central agents in the required skills development, is key, CETCs which, as previously noted, play a vital role in skills development within communities across South Africa. During the capacity building workshop, participants noted that partnerships between CETCs and the MQA, or the SETAs in general are vital to the provision of skills in many communities. It was specifically noted that the **CETCs bring much value to skills development because of their accessibility and links to communities across the country**. It can therefore be noted that a focus on technology within these partnerships will both address the skills needs in the country and, more specifically, within the MMS.

A key outcome of the workshop was a finding that the current needs of CETCs in relation to technology lie in two key areas, namely **infrastructure and lecturer capacity**. It was noted, for instance, that CETCs in many provinces face difficulties concerning the availability of infrastructure necessary to the acquisition of technology-related skills. In this vein, partnerships with the MQA are a central means through which this challenge can be addressed.





To elaborate, **infrastructure is a key aspect of gearing learning** to respond to upcoming skills needs and requires adaptability of the partnerships at hand. Technology is also a key focus area of other SETA and CETC partnerships. Workshop participants indicated that many SETAs are undertaking partnerships to fund technological skills advancement and provision of the infrastructure required to facilitate such advancement. For example, new and modern ICT labs (both static and mobile) have been erected to facilitate computer literacy instruction in local communities.

Another example of technology-focused partnerships that are adaptable to changes within the skills provision landscape concerns the funding of solar panels at CETCs and CLCs in many provinces. The installation of solar panels provides CETCs and funders (such as the MQA) with the assurance that skills development efforts undertaken within partnerships are not going to be suspended as a result of loadshedding – and that these efforts can thus deliver value for money. Funding the overall development of technology-related skills is a key aspect of ensuring that the partnerships between the MQA and CETCs are adaptable and increasingly beneficial to the MMS, communities, and the CETCs.

In relation to lecturer capacity, workshop participants noted that some of the **lecturers currently working in the CETC space are not equipped to teach technology-related skills due to the history of CETCs within South Africa**. CETCs were initially established to offer educational opportunities to less-privileged communities, and the persons employed as lecturers were typically individuals from such communities who had the ability to teach basic skills (e.g. basic literacy and numeracy skills). Their knowledge did not extend to technology-related skills, or the other types of skills increasingly required within the MMS. As such, a number of CETC lecturers are unable or unqualified to teach skills considered necessary to the MMS, specifically in relation to technology (computer skills, for example).

As such, participants noted that it would be beneficial for the **MQA to consider giving support to the training of lecturers at CETCs to improve the capacity of the colleges to teach essential technological skills**. In the past, the MQA largely focused on training lecturers to serve as moderators and assessors. In interviews with the research team, CETC representatives indicated that the MQA has provided valuable funding and opportunities in this regard. These programmes were said to be valuable to the colleges and the partnership between the MQA and the Gauteng CETC. It is through ensuring that lecturers are well





trained and infrastructure provided that the skills being taught will be increasingly adaptable and relevant to the changing technological landscape within the MMS.

Partnerships between the MQA and CETCs are not currently aligned with technology used in the MMS²: according to the stakeholders involved, the MQA has not provided funding in this regard. This is, however, a major area of focus within the CETC space, and it thus has the potential to become a central aspect of the partnerships undertaken between the MQA and CETCs in years to come. Specifically, a 4IR study conducted by MQA in 2024, confirms that there are certain skills that could be supported within the MMS as a response to 4IR and the potential benefits 4IR has for the MMS. The types of technological skills that could be supported to benefit the MMS include skills related to cyber security, artificial intelligence, robotics, software skills, as well as soft skills such as leadership and management skills (MQA, 2024c).

In terms of the perceptions of the CETCs, it was reported that the partnerships between CETCs and the MQA – both current and past – are adaptable when the parties involved are strongly motivated to make adjustments when faced with changes.

5.2.2. Suggestions for the Future

When considering the partnerships at hand, it is important to note the context in which CETCs have emerged and the lasting effects of this history on their structure and operations. This legacy has been shared previously but is reiterated here due to its pertinence to the partnerships at hand and their capacity for adaptability.

The CETC space has since evolved, and it is vital to ensure that the current MQA/CETC partnerships are well adapted to the current skills development landscape, including the needs of the MMS. It is also important for the MQA to ensure that **partnerships undertaken in the future are adaptable to the emerging skills needs of the sector.**

In light of the above, it is vital that the MQA keep in mind the space from which the CETC landscape originated and take it into account when engaging in future partnerships. It is also important that the partnerships undertaken (and the funding and grants provided to CETCs by the MQA) are aligned with the needs of the community and the CETCs themselves.

² Examples of technology currently being used within the MMS include “robotics, smart sensors, 3D printing, and machine learning” (MQA, 2024c).





It was reported by CETCs during the workshop that methods through which this alignment can be achieved include **ensuring that engagement is a central tenet of the partnerships at hand**. It is important to ensure that CETCs have **active and ongoing relationships** with multiple stakeholders within the MMS. These stakeholders include municipalities, communities, and entities within the private sector (such as mining houses). As a central player in the MMS, the MQA is in a good position to facilitate this active engagement, through forums, annual stakeholder engagements, and community needs assessments.

Such relationships help ensure that the skills provided by CETCs are relevant to the needs of the MMS, the communities within which CETCs operate, and particular groups (e.g. people with disabilities). Engagements will also ensure that the inputs of all relevant parties are considered in the partnerships undertaken to ensure that the partnerships between the MQA and CETCs are adaptable to the needs of the MMS specifically.

Currently MQA-CETC partnerships are not seen as adaptable in terms of responding to technological skills needs of the MMS. However, the focus on technology within these partnerships is seen as a potential opportunity for the MQA and broader MMS, given the CETC readiness and eagerness to respond to technology skills needs within communities. Partnerships that are adaptable in nature, between the MQA and CETC, will ensure that partnerships evolve to the changing skills needs of the MMS, as determined by phenomena such as 4IR. Additionally, the benefits of MQA-CETC partnerships responding to MMS community needs, means that MMS stakeholders can be engaged with, broadening the MQA's reach and presence.

5.3. Efficiency

This section of the report assesses the efficiency of the partnerships between the MQA and CETCs. It is based on a cost-to-benefit analysis that evaluates investments by the MQA and its partners in terms of the value these add to communities and the various stakeholders and beneficiaries.

The section places emphasis on matters that were discussed at the DHET workshop, notably those concerning ways in which partnerships can be streamlined.

5.3.1. Cost-benefit

The partnerships between the MQA and CETCs for the period of 2023 to 2024 highlight a cost-benefit impact of the partnerships between the MQA and the CETCs. The average funding per learner for the 2022/2023 period, including both ongoing and additional funding, amounted to approximately R5 642, with 347 learners benefiting from a total funding of R1





958 000 (MQA, 2023b). Looking ahead, the MQA's commitment for the 2023/2024 financial year includes a pledge of R1 500 000 to fund 150 learners at R10 000 per learner. The **heightened investment underscores the MQA's dedication to skills development within the MMS**. This illustrates the **evolving cost-benefit dynamics** of the partnerships, positioning them as a strategic investment in cultivating skilled professionals for the MMS.

The current model for MQA/CETC partnerships demonstrates cost efficiency through the utilisation of existing learning centres. The **advantage lies in the proximity of these centres, eliminating transportation barriers for learners and enhancing overall efficiency within the programme in terms of learner accessibility**, as well as cost efficiency in the utilisation of institutions such as schools, libraries, and churches. The utilisation of CLCs and SLCs within the current partnership model presents another example of cost efficiency that benefits all stakeholders. Delivering instruction at CLCs and SLCs leverages infrastructure that is already in place within local communities, minimising the need for significant capital investments to establish new facilities. The proximity of CLCs and SLCs to learners lowers or even eliminates transportation costs and logistical challenges, ensuring a **more cost-effective approach to programme access**. Learners in the programme **experience cost savings and increased accessibility**. The proximity of CLCs minimises travel expenses, making education more affordable and accessible for individuals who might otherwise face barriers to participation. **This cost-efficient model contributes to the inclusivity and equity of the educational initiatives undertaken by the partnerships.**

This arrangement optimises the allocation of resources by making use of readily available learning spaces. It also aligns with sustainable practices by repurposing existing community resources. Additionally, the community institutions hosting CLCs and SLCs benefit from enhanced utilisation of their facilities, which contributes to the advancement of their communities. As previously mentioned, if a SETA for example, provides funding to install solar panels at the SLC, and the SLC is located within a primary school classroom, the school will benefit from having the solar panels as well.

While the cost efficiency of CLCs is evident, it is necessary to acknowledge the challenges associated with depending on external organisations for learning spaces. This point was emphasised during the DHET workshop, where participants noted that **reliance on the timetables and priorities of community institutions can bring about scheduling**





constraints that impact the overall efficiency of learning programmes. The MQA may **consider exploring the establishment of dedicated CETC learning centres, which would provide greater control over scheduling, potentially improving the overall effectiveness and outcomes of the** partnerships (for more detailed information herein, see section 6 recommendations).

Workshop participants also raised an additional problem stemming from the use of CLCs, namely constraints to partnership efficiency that can arise from the current financial capacity of CETCs. There are several financial operations within CETCs (such as bookkeeping, day-to-day payments, rent, learner funding allocations) that require intricate budgeting, allocation, and utilisation of funds received from the MQA. However, the current **lack of sufficient financial personnel including financial managers and administrators within the CETCs can impede the effective management of resources** and thus the efficiency of a partnership.

Based on engagements with the CETCs it is the case in all, that the lack of dedicated financial personnel within most of the CETCs may compromise not only the financial management of a partnership initiative but also its **operational efficiency**. With dedicated personnel, the institutions can navigate administrative tasks, coordinate programmes more effectively, and align activities with partnership objectives in a timely manner. This workforce alignment addresses the systemic gaps that can hinder a partnership's success, creating a foundation for achieving shared goals.

The scarcity of financial capacity within CETCs may hinder their ability to manage funds received from the MQA promptly and effectively. Investing in financial personnel represents a strategic step towards ensuring a partnership's efficiency. This initiative aligns with the broader objective of optimising resources and also provides CETCs with a more resilient financial infrastructure, ultimately enhancing the overall success of partnership endeavours between the MQA and CETCs.

5.3.2. Value of the Partnerships

This section highlights the value of the partnerships through exploring the opinions of key stakeholders, including CETCs, employers, and learners. The potential role of the MQA as a





middleman between mines and CETCs, and the spillover effects that contribute to the broader community is also a key point to note.

CETCs: CETCs emphasised the **paramount importance of funding and the provision of resources** such as learning material, infrastructure, ICT related resources and staff within the partnerships. Recognising these as foundational elements, CETCs stressed that adequate funding is crucial to sustaining effective programmes and ensuring optimal skills development.

Employers: Employers acknowledged the **significance of the partnerships but suggested a need for greater alignment**. They emphasised that tailoring training and skills development to match industry requirements will enhance the practical applicability of the skills acquired by learners.

Learners: Learners provided **positive feedback**, noting that the programmes are not only informative but also equip them with practical skills. Additionally, most of the learners noted that the programmes were aligned with their skills needs, and that sufficient learning material was provided in the programme. Communication throughout the programme was also highlighted as a positive component of the programme. Lastly, it was indicated that lecturers provided sufficient support and guidance during and after lessons.

During stakeholder engagements, participants suggested that the MQA assume the role of middleman between mines and CETCs. They believe that this could significantly enhance the value of existing partnerships in that the MQA, with its expertise and overarching industry perspective, would be well positioned to facilitate a more seamless collaboration between mines and CETCs.

The adoption of this approach (MQA assuming the role of middleman) by the MQA could **streamline processes, enhance coordination, and ensure that training programmes align closely with the evolving requirements of the mining sector**. Additionally, stakeholders believe that the MQA's involvement in this capacity could contribute to a more efficient allocation of resources, reducing redundancies and optimising the overall efficiency and value of a partnership. Moreover, a potential area where MQA is currently lacking but can improve upon is supporting CETCs in MMS directed skills support and programmes, to enhance the mutually beneficial outcomes for the MQA and the CETCs.





An example shared by CETCs regarding the spillover effect is the provision of solar panels to the CETCs from SETA and CETC partnerships. Oftentimes the CETCs make use of community buildings like schools and community halls, therefore the presence of the solar panels in these spaces has positive impacts for the CETCs and the communities at large through electricity and increased opportunities for learning and gathering for community members outside of the CETC space.

In terms of the efficiency of MQA-CETC partnerships, the cost-benefit of these partnerships for the MQA and the MMS is seen in the number of learners that the MQA funds at CETCs. In addition, the use of community centres, such as libraries and schools, for CLCs and SLCs, results in cost-saving benefits for the MQA. However, the funding of infrastructure and additional skills needs was mentioned as a potential opportunity to impact the broader community and MMS. It could help communities access additional resources, but it could also contribute to increased skills development and employment within communities. Increased employment will be particularly beneficial to the MQA, as this is one of the intended outcomes of MQA funded programmes.

5.4. Sustainability

Sustainability in the context of this study refers to the long-lasting nature of partnerships between the MQA and CETCs. This section looks into the status quo of current partnerships as well their long-term viability. Potential risks to partnerships and aspects that are considered important for sustainability are explained in this section.

5.4.1. Current Viability

Research revealed that although the MQA has active partnerships with all nine CETCs through MOUs, only two CETCs considered these partnerships to be collaborative in nature (Gauteng CETC and North West CETC).

In terms of AET funding, CETCs noted that as AET programmes are also Ministerial programmes, they receive funding for these initiatives from both the MQA and other government institutions and departments. While this funding is useful and can be impactful, it was noted that **partnerships which focus on aspects not already covered by government would be more beneficial for communities**. Funding will also ultimately help contribute to the sustainability of CETCs.

In terms of proposal submissions by CETCs to the MQA, certain CETCs indicated that the initiatives for which the colleges received funding were not necessarily those for which





funding had been sought, e.g. a CETC that applied for funding related to equipment or infrastructure might instead receive funding for AET. While this type of partnership was helpful, **colleges would benefit far more if partnerships responded to the identified needs.**

While CETCs have suggested ways of improving partnership sustainability, in terms of the current status quo, the partnerships have provided improved teaching and learning within the CETCs such as through lecturer and moderator training programmes. CETCs also noted that partnerships help with the sustainability of the college. For example, the MQA partnership resulted in learning material that continued to be useful for programmes after the partnership concluded.

Additionally, **partnerships with the MQA contributed to the success of the colleges as they helped to address the CETCs' vision for addressing illiteracy and reducing unemployment.** In light of this, CETCs said that they foresee the partnerships with the MQA continuing and ultimately expanding beyond the current focus areas.

5.4.2. Long-term Viability

In terms of the long-term viability of partnerships between CETCs and the MQA, a number of aspects were raised. Firstly, CETCs emphasised that the MQA can play a key role in joint partnership agreements with either companies or local municipalities that speak to their contextual needs, and also benefit from existing programmes and partnerships in place.

Joint funding will allow for both longer-lasting partnerships and partnerships that are able to go beyond the scope of the MQA. Additionally, CETCs noted that joint partnerships could enable colleges to address the skills needs of local municipalities as reflected in their economic development plans. This would allow partnerships with the MQA to be more sustainable as they would be **more relevant to the needs of the community.**

The DHET workshop also revealed that CETCs are experiencing problems related to **formal contracts in the form of MOUs.** For example, it was noted that MOUs are either vague or completely absent from their partnership agreements with other stakeholders. Therefore, it is critical that the MQA assess its MOUs, fortify them where needed and continue with this practice to regulate its interactions with CETCs. This provides CETCs with the assurance that





partnerships are secure and will last for the agreed length of time. MOUs also ensure that CETCs receive the funding that was agreed upon.

Employers noted that for partnerships between the MQA and CETCs to be sustainable, the **management and governance of the partnerships needs to be improved** (this is unpacked Sections 4.2 and 4.3). However, the MQA indicated that the challenges in managing these partnerships come from the fact that there are a large number of CLCs and the broad area that CETCs cover make it difficult to monitor partnerships, how funding is used, and the impact of these partnerships.

Employers also highlighted the importance of improving governance and management, specifically **in terms of the roles and responsibilities of the CETCs**. Upon reflection, CETCs indicated that due to lack of capacity among colleges, the monitoring of partnerships is a challenge. Nonetheless, they acknowledged the importance of internal governance and good management of existing partnerships in ensuring longevity, something that also applied to partnerships with the MQA.

Furthermore, CETCs emphasised the **importance of awareness and visibility of CETCs within communities and the country as a whole** in building long-lasting relationships. In other words, CETCs noted that partnerships with the MQA will be more sustainable if awareness is raised in communities regarding the existence and purpose of CETCs. Awareness will increase the demand for CETCs, which will help in securing more funding and ensuring that the funding received from the MQA is utilised as effectively as possible.

Lastly, CETCs provided insights into how partnerships can be made more sustainable. It was emphasised that there is a need for MQA staff to visit³ the CETCs as this will help the organisation to understand the vision and status quo of the colleges and better discern the needs of CETCs. The needs the CETCs highlighted as being specifically important were those related to tools, workshops, lecturer development, equipment, and accreditation. Moreover, CETCs emphasised the need for additional funding and increasing the number of beneficiaries to be supported yearly. Ultimately increased funding will play a significant role in improving the lives of community members by increasing chances of employment.

³ Site visits are a useful quality assurance tool as it is seen to improve communication between the stakeholders involved, as well as to identify needs, challenges and other matters that require attention (Soucie, et al., 2024).



Research revealed that although the MQA has active partnerships with all nine CETCs through MOUs, only two CETCs considered these partnerships to be collaborative in nature (Gauteng CETC and North West CETC). It was seen that stakeholders view the role of the MQA as contributing to the sustainability of CETCs, such as through funding training programmes and the access to learning material as a result. In addition, the value for the MQA in upholding sustainable partnerships, was stressed through contributing to employment and skills development within communities, especially by responding to CETC and community needs.

5.5. Impact

Impact refers to the influence or effect that an intervention, programme, or initiative has on individuals, communities, or broader systems. In the context of this study, impact analysis examines the extent to which the partnerships between the MQA and CETCs have influenced and contributed to the development of individuals, communities, and the MMS as a whole.

Assessing the impact of the MQA/CETC partnerships is crucial in determining their effectiveness and identifying areas for improvement or expansion. This section delves into two key aspects of impact: the influence these partnerships have on individuals – and the impact on skills development within the MMS. This analysis will draw insights from survey data, workshops attended, interviews, and focus group discussions conducted as part of the study.

5.5.1. Influence on Individuals.

This section analyses the impact the partnerships have had on individuals and communities. It explores whether the partnerships are actively contributing to the development of individuals and communities by examining factors such as employability, skills development, and sector development. Furthermore, it will assess the broader contribution of partnerships to the development of South African society. Importantly, as previously mentioned, the learner findings are based on a high-level survey and not on a tracer study, as this fell outside of the study's scope. Moreover, lecturers were not interviewed as this also fell outside of the scope. Thus, the learner findings are limited to broad descriptions of impact as a result of the funding received, specifically for learners on AET and lecturer findings are limited to what was said by the CETCs.

Impact on the learners





During the period of 2023 to 2024, 347 learners at the Mpumalanga, Eastern Cape, and Free State CETCs benefited from partnerships with a total funding of R1 958 000 (MQA, 2023b). In this vein the MQA also committed for 2023/2024 period, for 150 learners.

The Free State CETC said the partnership with the MQA had had a **positive impact on the learners**, providing many with the opportunity to obtain a General Education and Training Certificate. The achievement of this certificate can facilitate their entry into the job market or open doors to further studies at TVET colleges. According to the KwaZulu-Natal CETC, learners **gained practical skills through the programme, enabling them to start businesses within their communities or secure employment opportunities**. Overall, learners felt that the programme responded to the skills needs that learners were experiencing.

However, the Gauteng CETC pointed to limitations in the current approach of SETA-funded programmes, recommending a more targeted approach that better addresses community needs. Aligning this targeted approach with both funding and the skills programmes offered might have a greater impact on the ability of individuals to secure employment or start their own businesses.

As illustrated in the graph below, the majority of programme participants (78%) found the application process for applying to the CETC, to be adequate, with only 18% experiencing difficulties. Of those who encountered difficulties, the majority (52%) were provided with assistance.



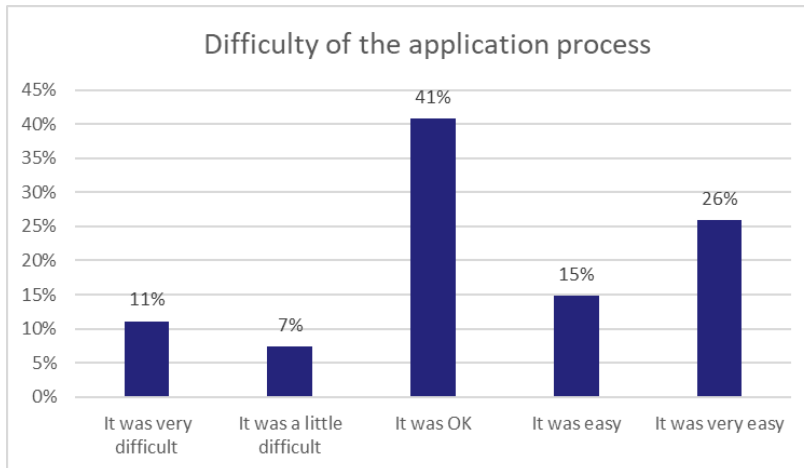


Figure 12 Difficulty of the application process - responses from the learner survey

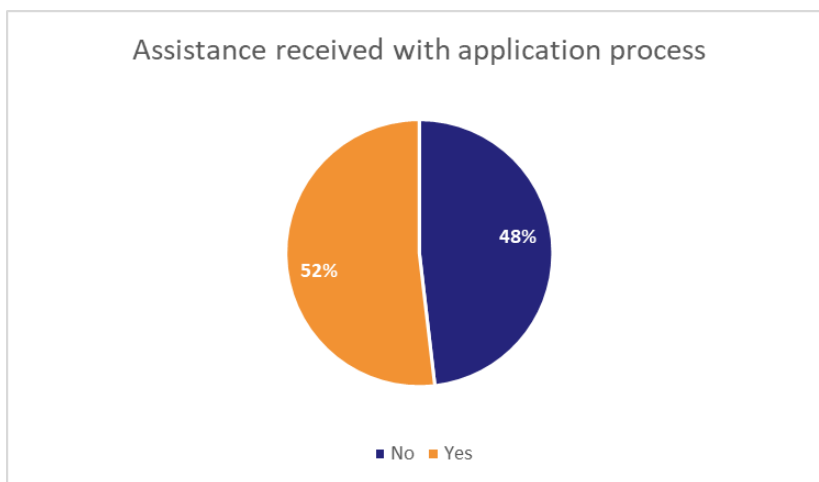


Figure 13 Assistance received with application process

The financial impact that the application process had on the learners is illustrated in the graph below. The majority of learners (63%) did not incur any costs during the application process, while 17% of learners had to make use of mobile data. Furthermore, 13% incurred transport costs, and 7% spent money on printing documentation.

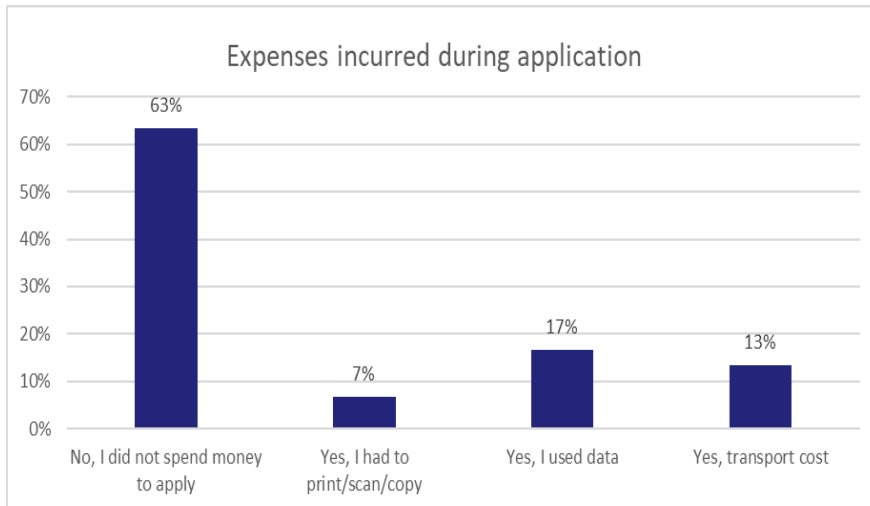


Figure 14 Expenses incurred during application

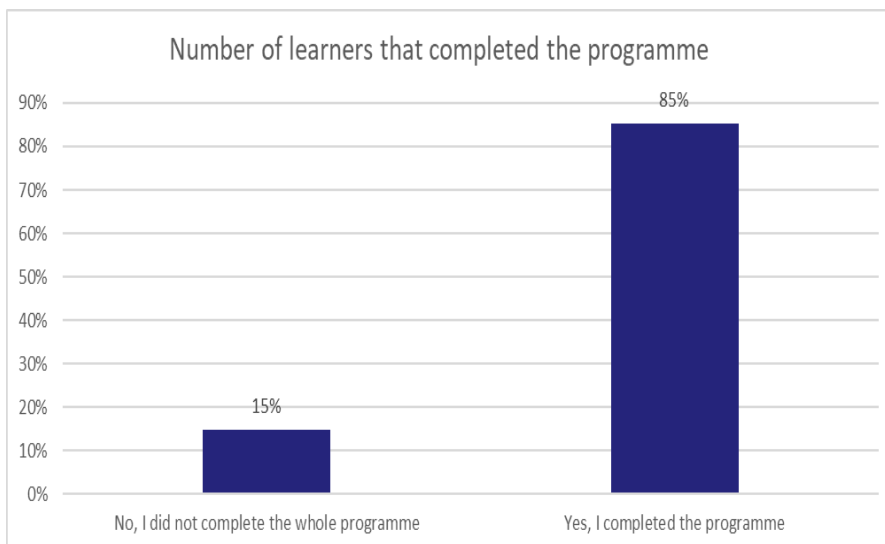


Figure 15 Number of learners that completed the programme

On a positive note, 85% of those surveyed completed the programme, highlighting the direct impact and skills development of these partnerships. Of the 15% that did not complete the programme, 75% stated that if given the opportunity to do so, they would complete the programme. In addition, the Gauteng CETC noted that the **placement of learners from the college had had a positive impact, providing learners with work experience.**

Impact on the broader community

The MQA provided funding opportunities for individuals who could not afford tuition fees, enabling them to enrol in programmes offered by the CETCs. When noting the impact on the



community, CETCs surveyed indicated that the **partnerships contributed to an increase in the level of education within the communities served by the colleges**. In addition, the partnerships created a pool of educated and skilled labour from which employers can draw.

Furthermore, it was highlighted in the workshop attended that the **potential spillover effect of the partnerships, for instance, the funding of infrastructure** (e.g. the installation of solar panels at schools) can benefit the broader community by providing facilities that can be utilised for CETC training. This illustrates the potential of partnerships to create shared value and contribute to the development of South African society as a whole. Due to the structure of CETCs being complex (as elaborated on previously) the study did not allow for in-depth needs assessment for each of the communities served by the CLCs and SLCs associated with each CETC. However, the impact of partnerships could benefit from identifying community needs for each of the CLCs and SLCs, to ensure that partnerships are impactful as possible.

However, it is important to note that the extent of the impact may vary across different colleges, with some surveyed CETCs reporting a lack of collaboration or partnerships with the MQA. Additionally, a number of respondents mentioned the need for **improved communication and feedback related to administrative processes, funding, timeframes and turnaround times, and general communication relating to partnerships between the MQA and CETCs** as this would enable the impact of partnerships to be accurately assessed and make necessary adjustments and improvements to the partnership programmes. In addition, monitoring and evaluation processes have the ability to accurately identify the impact of partnerships on CETCs.

5.5.2. Skills Development

This section investigates how the partnerships actively develop skills within the MMS. It examines opportunities to enhance skills development through the evolution of the partnerships and explores avenues to contribute to the effectiveness of the skills development process.





Findings gained from the learner survey revealed that learner's view AET programmes as impactful, saying they provide skills that enable programme participants to become more employable. Additionally, CETCs emphasised the value of lecturer development given the lack of qualified lecturers within colleges. The value in this could be that more programmes could be offered, and more learners could be accommodated due to increased lecturer capacity.

However, as previously noted, most stakeholders emphasised the **need for the MQA to provide partnership opportunities that extend beyond AET and lecturer development**⁴. CETCs indicated that skills development initiatives funded by the MQA should focus on the needs of the communities, such as through aligning with SLPs and local economic development plans.

Additionally, CETCs mentioned that there is a **need to fund occupational programmes**. Certain CETCs have identified the need to provide programmes that culminate in full qualifications, this is to aid learners who wish to attain higher NQF levels. Although the DHET Statistics on PSET in South Africa Report indicates that most of the CETCs were offering occupational programmes in 2023 (DHET, 2023d), this study revealed that most colleges are facing financial constraints to broaden their offering of occupational programmes, including programmes related to the MMS. Offering occupational qualifications will increase employment opportunities and potentially grow the economic impact of the community.

Employers emphasised the need for the MQA to fund skills development programmes related to the MMS. Such initiatives might include:

- health and safety programmes;
- an introduction to mining;
- mineral processing skills programmes;
- basic jewellery design and manufacture;
- basic gemmology;
- diamond and gemstone identification and setting;
- basic casting; and

⁴ The impact of internship programmes was not mentioned by those engaged due to the fact that at the time of the study, internship programmes were at its infancy stage as a skills development initiative within the MQA-CETC partnerships.





- CAD.

Employers also mentioned the need for business development skills programmes, saying these courses would contribute to self-employment and provide a way for communities to sustain themselves.

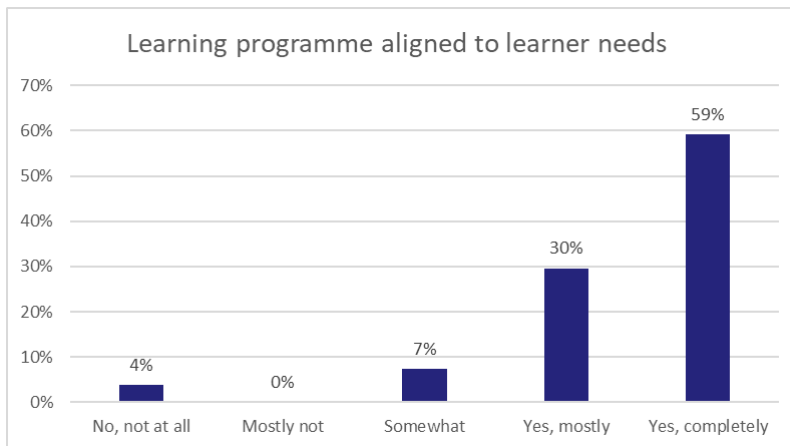


Figure 16 Learning programme aligned to learner needs

The graph to the left depicts the responses of the learners surveyed, who were asked about the relevance of these programmes, specifically regarding whether or not the programme was aligned with learner needs.

Learners who participated in partnership-enabled programmes were surveyed. The graph to the left depicts the responses of the learners in this regard.

Findings showed that a substantial majority of the learners considered the programmes to be aligned with their needs (59% completely aligned and 30% mostly aligned). This indicates that the MQA is providing programmes which align to learners needs (AET programmes and lecturer capacity training).

From the research undertaken, including interviews, focus group discussions and through engagements at the DHET CETC partnership workshop, stakeholders suggested the following aspects to maximise the impact of the skills offerings provided by the MQA. These suggestions provided by various stakeholders informed the recommendations provided, see section 6:

1. Relevant and practical skills training:

- Focus on practical and portable skills.





- Target community needs.
- Programmes specifically targeting disadvantaged communities.
- Reskilling programmes for retrenched miners

2. Collaborate with industry and employers:

- Collaborate with employers to create learning opportunities and identify training needs.
- Keep abreast of technical requirements and innovations sought by companies and employers.
- Involve companies that can provide funding for training programmes.

3. Improve marketing and outreach:

- Improve the marketing of services and programmes offered by CETCs.
- Communicate the existence of CETCs to communities.
- Organise expos, convene workshops, and distribute flyers to inform the public about CETC offerings.
- Conduct surveys to understand community needs and tailor programmes accordingly.

4. Clustering and collaboration between different education providers (CETCs, TVET colleges, universities) to optimise delivery and avoid overlap.

Impact on the Lecturers

The Gauteng CETC highlighted the immense support it had received from the MQA in terms of lecturer training, multi-year engagement that resulted in 15 lecturers being trained as assessors and moderators. The programme has provided the lecturers with important skills that can be used to uplift themselves and the CETC spaces. Anecdotally, speaking to the CETCs, they shared that lecturer training improved assessment and teaching practices in the CETCs. This means that lecturers are accredited by the QCTO to complete assessment and moderation (QCTO, 2024). The accreditation of lecturers provides increased opportunities to lecturers to grow in personal and professional capacity.

Thus, over the long term, the programme also widens the scope of work for lecturers as they are now able to access opportunities outside of the CETC space and contribute to the local





economy in other ways which is a positive spillover effect indicated by stakeholders engaged with.

The impact that partnerships between the MQA and CETCs have on learners is seen in the actual funding provided for learners to complete programmes. The more nuanced and specific impact on learners and communities did not come through in this study, given the scope of the study. Additionally, due to the nature of CETCs consisting of numerous SLCs and CLCs, and being scattered throughout the country, it was not possible to engage with communities directly. However, the funding of learners does result in the MQA contributing to the talent pool of the area, which is a positive impact for the community, and contributes to learners being more employable. These partnerships have also impacted the skills of lecturers, which means that MQA has contributed to providing CETCs with more knowledgeable lecturers. Lastly, it was emphasised that MQA-CETC partnerships can have a broader impact if partnerships respond to the needs of the community, and directly to the MMS, such as through aligning partnerships to the SLPs of mines.





6. Recommendations

This section presents recommendations based on the findings of research carried out for the study. The recommendations are informed by the literature review, stakeholder engagements, and survey responses – and are intended to translate the study findings into actionable strategies for improving MQA/CETC partnerships.

6.1. The Establishment of an MQA/CETC forum

It was noted through various stakeholder engagements that there is a limited awareness of CETCs within the MMS, especially regarding potential offerings of CETCs within labour sending areas and the possible synergies between mines and CETC offerings. In the cases where there is awareness, there are limited spaces where needs and recommendations for more effective collaboration can be shared.

As such, it is recommended that the MQA establish a **CETC forum to facilitate communication between the MMS and CETCs and to foster relationships and partnerships between the various mining companies and CETCs/CLCs**. A forum is a key means to facilitate an exchange of information about needs. The forum could provide a venue where the needs of various stakeholders regarding the MQA/CETC partnerships are discussed at a high level, to ensure that all needs are being met. Ultimately, the active clustering and collaboration between different education providers (CETCs, TVET colleges, universities) through forums such as this will help to optimise delivery and avoid overlap.

The main objective of the forum should be for mining companies to gain insights into existing learning programmes and related curricula as well as how these are adapted over time. The CETCs will be able to engage with industry and the MQA regarding their needs as training institutions, and, in turn, the employers can communicate their sectoral skills needs and recommendations. In addition to this, the forum has the potential to provide valuable insights on strategies to enhance practical skills development for CETC learners on the part of all parties involved. Although it is important to have a focus on practical skills development (such as programme development) for the purposes of MQA, the strategies developed to enhance this are also a key aspect of engagement.





An MQA/CETC forum will also aid the MQA in considering the focus of their skills development funding by engaging with employers and industry regarding what is needed in the MMS. For example, through engagements held with employers, it was shared that the MQA should focus its efforts on skills development programmes related to specific needs within the MMS. Such as:

- health and safety programmes;
- an introduction to mining;
- mineral processing skills programmes;
- basic jewellery design and manufacture;
- basic gemmology;
- diamond and gemstone identification and setting;
- basic casting; and
- CAD.

This emphasises the need for the MQA to focus on skills programmes as a key way to address the skills needs in the MMS, not only will this bolster the skills provision in the sector, but a focus on these programmes addresses the needs of the mines. Various stakeholders including employers, industry associations, and CETCs noted the importance of engaging with each other in skills development and planning for the future. There were two key areas which arose from the engagements with all of the stakeholders:

More relevant and practical skills training:

For the MQA to increase its focus on practical and portable skills to strengthen the possibility of employment or increased chance of self-sustainability through the skills taught by CETCs in collaboration with MQA. In this vein, it was also suggested by stakeholders that the skills training funded by the MQA is curated specifically to target community needs. This can be achieved through engagements with various stakeholders like mines, employers and associations to ascertain the kinds of skills which are necessary in the community and the MMS. In addition, the MQA can consider developing and conducting surveys to understand community needs and tailor programmes accordingly.





Through engagements with the CETCs it has been noted that programmes specifically targeting disadvantaged communities are a priority, this is another area of focus which would be beneficial for the MQA, and which can be discussed through established forums.

Lastly, it was also specified that, addressing challenges which provide increased opportunities for individuals within the MMS are important for employers and industry. As such an increased focus for MQA on establishing reskilling programmes for retrenched miners would be very beneficial to consider. This will provide individuals with varying skills and increase chances of employment.

Collaborate with industry and employers:

Collaboration with employers to create learning opportunities and identify training needs is a key aspect which can be addressed through forums. In addition, the forums will enable all stakeholders including the MQA to keep abreast of technical requirements and innovations sought by companies and employers, and actively involve companies that can provide funding for training programmes as well.

Furthermore, discussions on all of the programmes currently offered through CETC-MQA partnerships, as well as those to be offered in the future, such as MQA skills programmes can be discussed. The forum will ensure that all of the programmes offered by MQA through CETC partnerships are well-established and bring benefit to all parties, and the MMS as a whole.



Table 6: Implementation actions for the creation of MQA/CETC forums

Task to be undertaken	Leading stakeholder	Stakeholders involved	Time considerations	Content to be covered
Establish an MQA/CETC forum/platform	The process of establishing and managing this forum can potentially be driven by the MQA as part of its CETC partnership objectives. In order to ensure the most effective approach is undertaken herein, the forum could be coordinated and managed by the designated individual or unit within MQA allocated to managing and facilitating	It is recommended that this forum be made up of multiple relevant stakeholders, including; • MQA (specifically the individuals or unit/s responsible for engaging with CETC/MQA partnerships); • mining company representatives (this can include SDFs, employer bodies, organised labour and	The forum should host an annual one-day event.	It is recommended that the forum can exist as an event where various collaborative efforts including presentations, panel discussions, and work sessions are held and facilitated. The undertaking of such collaborative efforts is to create an opportunity to share knowledge, build relationships,

	MQA/CETC partnerships.	other chamber representatives that may be relevant); • employer bodies; • CETC representatives; • TVET College representatives (both public and private), and; • other industry leaders.		and start building opportunities for growth and cooperation for the CETCs, lecturers, learners and the MQA.
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6.2. The Establishment of an MMS/CETC Skills Working Group

Considering the previous recommendation to create an MQA/CETC forum, it is further recommended that an MMS/CETC Skills Working Group be established as a subsidiary to the MQA/CETC annual forum. This group will be **very valuable in discussing on a more practical level what can and should be achieved in relation to the fora hosted** and will play a key role in actioning the recommendations and requests put forward by various stakeholders.

Table 7: Implementation actions for the creation of MQA/CETC working groups.

Tasks to be undertaken	Leading stakeholder/s	Stakeholders involved	Time considerations	Content to be covered
Creating an MMS/CETC working group	The working group is a collaborative effort undertaken by numerous key stakeholders. It is suggested that the working group be; • driven by the MQA; • supported by the DHET, and; • facilitated by the QCTO.	The working group to be created will ideally include a variety of stakeholders, it will enhance the value of discussion and multiple perspectives. The working group stakeholders can include; • academics (from universities and universities of technology); • lecturers from various universities with which the MQA seeks to engage; and	It is recommended that the MMS/CETC Skills Working Group should meet as and when required but, at least twice a year to maintain a connection with the MQA/CETC Annual Forum.	It is suggested that the MMS/CETC working group will be focussed on; • identifying key occupational qualifications required within the MMS; • advancing the recommendations which came to light during the MQA/CETC forum; and • discussing and actioning improvements to the learning programmes offered at



		industry representatives (this can include SDFs, employer bodies, organised labour and other chamber representatives that may be relevant) In addition, DHET would be a central support partner involved as well.		CETCs in alignment with the MMS.
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This would be an operational-level structure which would serve two main purposes:

1. advancing recommendations emerging from the MQA/CETC annual forum; and
2. discussing and actioning improvements to the learning programmes offered at CETCs in alignment with the MMS and community needs, including those that may be as a direct result of SLP programmes and projects.

The working group would also focus on **identifying key occupational qualifications required within the MMS**. An insufficient number of such qualifications has been developed to date, and there is a need for more occupational programmes that address MMS needs. With support from the DHET, the working group could **facilitate the development and implementation of such programmes at selected CETCs**.



A possible approach to be considered for this working group can involve an equal participation in the working group by academics, lecturers and industry representatives. Participants would engage with each other for two days, with the first day allocated to a plenary session during which common issues would be discussed, and relevant solutions or recommendations for approach would follow. The discussion could then be more specifically considered and approaches for implementation formulated.

6.3. CETC Capacity Development

CETCs indicated that increased capacity would enable them to allocate the responsibility for submitting **funding proposals – and the responsibility for overseeing the governance and management of partnerships** – to specific individuals.

As such, it is suggested that the MQA, in addition to funding skills development initiatives, develop partnerships with CETCs that focus on the capacity building of colleges. Capacity building initiatives will help **CETCs to manage the partnerships in a more effective capacity**.

Table 8: Implementation actions for the creation of CETC capacity development initiatives

Tasks to be undertaken	Leading stakeholder/s	Time considerations	Actions to be undertaken
Undertake partnerships with CETCs that focus on the capacity building of CETCs	It is recommended that these partnerships be undertaken by both the MQA and the CETCs in collaboration for the most effective results. However, the MQA should consider facilitating the partnerships upon their outset due	It is suggested that the capacity building partnerships should commence as soon as is possible for the MQA and the CETCs to effectively partake.	Suggested actions to be undertaken in this capacity could include: - providing interns to the colleges through the MQA-funded internship programme; - having staff recruitment plans whereby the MQA identifies key vacant roles that need to be filled; and

	to the capacity of the MQA.		providing MQA funding for alternative lecturer development programmes that focus on the capacity needs of CETCs (e.g. finance and human resources), this to capacitate existing staff members for vacant positions.
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The partnerships undertaken between the MQA and the CETCs to increase capacity could include valuable activities such as providing interns to the colleges through the MQA-funded internship programme. In other words, the MQA could continue funding the CETCs for internships, as host employers, so as to fulfil areas lacking capacity. Thus, CETCs could apply for funding to onboard MQA-funded interns so as to assist with the problem of capacity, while simultaneously equipping learners with work experience.

This may require the MQA to establish the skills and personnel needs, many of which may not be typical programmes that the MQA funds. This provides the MQA with an opportunity to partner with other SETAs in funding programmes to fulfil the needs of the CETCs and ensure that the workplace-based learning component of the internships are undertaken within these CETCs in the positions where capacity is required.

In addition, the partnerships could have **staff recruitment plans** whereby the MQA identifies key vacant roles that need to be filled. Vacant positions could be identified by the MQA through scoping exercises, such as through engaging with CETCs in short capacity needs assessment surveys, to determine if there are vacant roles that could be filled by programmes that the MQA already funds- such as internship programmes.

Lastly, the MQA could provide funding for alternative lecturer development programmes that focus on the **capacity needs of CETCs** (e.g. finance and human resources), this will be done to capacitate existing staff members for vacant positions. Vacant roles can be communicated



to the MQA through collaboration with stakeholders within the forum and working groups suggested in previous recommendations.

An increased focus by the MQA and CETCs on addressing inequalities is considered particularly important in building the capacity of partnerships within the CETC space. Central to this is a focus on projects and partnerships that address the skills needs of persons with disabilities and drawing such individuals into the MMS through **skills development initiatives**. It was noted in the workshop that only a small number of CETCs have the facilities to provide disabled persons with skills development training (although many CETCs are directing attention and resources to this matter).

With increased capacity aided by the MQA, the CETCs will be able to improve the marketing of services and programmes offered by CETCs therefore expanding the reach of their potential skills provision to more potential beneficiaries. Ultimately according to CETCs and employers alike, the MQA has the potential to help communicate the existence of CETCs to communities, through the organisation of engagements such as expos and workshops and contribute to advertising through the distribution of flyers to inform the public about CETC offerings.

This is also the case for the MQA. According to the MQA APP for 2023/2024, the organisation has not yet met its targets for equity, especially in relation to persons with disabilities in the MMS. The APP indicates that the MQA is thus focused on considering the factors contributing to this shortfall.

In light of the above, there is potential for the MQA to consider undertaking partnerships with CETCs that are also concerned with the provision of skills for persons with disabilities. Through these partnerships, both parties could contribute to meeting targets for equity in the MMS space.

6.4. Reviewing MOUs in line with CETC needs

CETCs indicated the importance of consistently engaging with the MOUs in place between themselves and the MQA in order to effectively undertake skills provision which is relevant to and beneficial for the stakeholders and the MMS. It is therefore recommended that the MQA undertakes a review of their MOUs on a regular basis. The reviews undertaken should ensure



the alignment of the partnerships in place, with the needs and proposals of the CETCs and CLCs.

Actively reviewing the MOUs in place between the MQA and the CETCs will assist the CETCs in providing skills and occupational programmes which are in line with the needs of surrounding communities. Moreover, it will ensure that the MQA is funding initiatives which promote the relevant skills for industry, employers and mines. Ultimately this will enable the skills provided through the MQA and CETC partnerships to speak directly to the needs of the MMS.

Table 9: Undertaking consistent reviewing of MOUs in line with CETC needs

Tasks to be undertaken	Leading stakeholder/s	Time considerations	Actions to be undertaken
Undertaking consistent reviewing of MOUs in line with CETC needs	- The MQA would be responsible for reviewing their existing MOUs to ensure they are in line with the needs of the CETCs and other stakeholders. - The CETCs would also be involved by sharing their needs (perhaps through proposals) with the MQA, to ultimately inform the MOUs.	It is recommended that the MOUs be revised on a regular basis (bi-annually) in order to ensure that the partnerships are relevant to the dynamic needs of all parties.	- It is suggested that there is a designated individual or unit responsible for managing and monitoring the MOUs on a regular basis. - It is important to ensure that the MOUS are reviewed in relation to the needs of all stakeholders including CETCs, MQA and the industry.



	• Employers will be consulted to ensure the skills developed speak to the needs of employers and the industry.		
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It is vital to ensure that the MQA is able to engage with the skills needs of the CETCs and surrounding communities in their funding endeavours. The MQA can thus ensure that the skills provided through partnerships are appropriate and relevant to the needs of communities and the MMS. Consistently reviewing the MOUs in place between the MQA and the CETCs safeguards a more targeted approach to the skills being funded by the MQA.

In addition to the needs of the CETCs being addressed it is also recommended that MQA engage with employers in the reviewing of MOUs to ensure that employer and industry needs are aligned with CETC and MQA partnerships. Engaging with employers in this regard will contribute to the assurance that the skills provided through CETC and MQA partnerships are aligned to the needs of industry and bolster the MMS.

6.5. Established CETC learning centres.

A key recommendation which emerged through the research undertaken relates to the establishment of learning centres by the MQA. It has been suggested that the MQA extend their focus to the construction/supplying of established learning centres for the sole use of the CETCs. This is in light of challenges experienced by many CETCs which are rooted in the current CETC model. The current model makes use of existing community/learning centres, such as schools, community halls or libraries for CETC training. Although the use of community buildings brings with it significant cost efficiency for the CETCs and accessibility for communities, this reliance on external institutions can lead to scheduling constraints which severely limit the skills provision abilities of the CETCs. Additionally, because of scheduling conflicts or lack of space, the lack of learning centres also impacts the ability of the CETCs to provide stable and consistent training, which bring much benefit to the MMS.



Moreover, due to reasons such as this, CETCs are limited in the kinds of occupational programmes they can offer, which limits the ability of CETCs to provide occupational programmes which would be of great benefit to skilling for the MMS.

The creation of learning centres for the purposes of the CETCs will bring a range of benefits to skills provision in the CETC space, and thus to the delivery of skills towards the strengthening of the MMS.

Table 10: Creating established CETC learning centres

Tasks to be undertaken	Leading stakeholder/s	Time considerations	Actions to be undertaken
Creating established CETC learning centres	The MQA could consider assisting the CETCs in securing established learning centres through funding or other practical provision in this capacity.	It is recommended that funding towards or the provision of other resources towards establishing CETC centres be undertaken as soon as possible to ensure that the CETCs are able to engage communities in MMS related training in a timely manner.	• It is suggested that the MQA consider allocating funding to the building of centres for sole CETC use. • It is recommended that the MQA consider the potential of providing already existing spaces within their scope of ownership to CETCs for training purposes. • In addition, the potential to provide assistance in staff recruitment for these centres to ensure that they are fully capacitated to provide training is key.

6.6. Developing an alumnus tracking and employer feedback system.

It is recommended that the MQA undertakes the development of a system which allows for alumni tracking and employer feedback which could inform future decisions for skills development in the MMS. A comprehensive system for tracking graduate placement and success, along with mechanisms to gather feedback from employers on graduate preparedness, would bring great benefit to the MQA in terms of informing skills needs through valuable stakeholder feedback.

Table 11: Developing an alumnus tracking and employer feedback system

Tasks to be undertaken	Leading stakeholder/s	Time considerations	Actions to be undertaken
Developing an alumnus tracking and employer feedback system	The MQA would be primarily responsible for either undertaking the development of an alumni tracking and employer feedback system internally or commissioning the development of the system from an external party.	It is recommended that funding towards the development of an alumnus tracking, and employer feedback system be undertaken as soon as possible. This is in order to ensure that the decisions and strategies undertaken in relation to the future of skills development can be effectively guided with the	- It is suggested that the MQA consider allocating funding to the development of an alumnus tracking and employer feedback system. - It is recommended that the MQA consider undertaking upskilling within the organisation to ensure that all staff are able to take full advantage of the system in place, and that they are fully capacitated to make use of this resource.



		information to be received from the stakeholder via the system in place.	
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6.7. Areas for Future Research

It is suggested that future research be undertaken to gain further insights into the following areas:

6.7.1. A comprehensive study of SETA-CETC partnerships

Building on the benchmarking of the MQA against other SETAs, it is suggested that a comprehensive study or case studies be conducted to identify **best practices regarding successful SETA/CETC partnerships**. The study/case studies would also review challenges confronting these partnerships and factors that have contributed to their success.

6.7.2. The development of a Monitoring and Evaluation (M&E) framework for the MQA-CETC partnerships

It is recommended that the MQA undertake the development of a **monitoring and evaluation framework that is tailored to the demands of SETA/CETC partnerships**. Such a framework should seek to:

- define key performance indicators and metrics for evaluating the effectiveness of partnerships;
- establish processes for data collection, analysis, and reporting;
- incorporate feedback mechanisms from stakeholders (learners, employers, communities); and
- identify areas for continuous improvement and capacity building.



Table 12: Implementation actions for the undertaking of the development of a Monitoring and Evaluation (M&E) framework for the MQA-CETC partnerships

Tasks to be undertaken	Leading stakeholder/s	Time considerations	Content to be covered
Undertaking the development of a Monitoring and Evaluation (M&E) framework for the MQA-CETC partnerships.	The MQA would ideally be responsible for designing and commissioning the research endeavours as part of their mandate.	It is recommended that the MQA embark upon the identified research endeavours soon, to ensure that their partnerships with CETCs are as relevant and effective as possible.	It is suggested that future research be undertaken to gain further insights into: • completing a comprehensive study on SETA-CETC partnerships; • building on the benchmarking of the MQA against other SETAs; • undertaking a Summative Assessment of the MQA-CETC partnerships, and; • undertaking a tracking and tracing study of beneficiaries of MQA funded programmes as part of the MQA-CETC partnerships

6.7.3. Undertaking a tracking and tracing study of beneficiaries of MQA funded programmes as part of the MQA-CETC partnerships

It is recommended that the MQA undertake a formal tracking and tracing study of all beneficiaries that have undergone training at CETC as a result of funding allocated through the MQA-CETC partnership.

It is recommended that the tracer study look at all those programmes implemented since the signing of the MOUs with each of the CETCs. The tracer study should provide information regarding the following:

- Destination of beneficiaries.
- Establish the employment status of beneficiaries.
- Understand the appropriateness of the programmes completed, in line with the needs of the beneficiaries, their households and communities.
- Establish the impact of the programmes on the beneficiaries (change in household income, dependency, employment prospects, self-employment etc.).
- Successes and challenges experienced by the beneficiaries in relation to the programme.
- Assistance required by beneficiaries.

Table 13: Implementation actions for the undertaking of a tracking and tracing study of beneficiaries of MQA funded programmes as part of the MQA-CETC partnerships

Tasks to be undertaken	Leading stakeholder/s	Time considerations	Content to be covered
Undertaking a tracking and tracing study of beneficiaries of MQA funded programmes as part of the MQA-CETC partnerships.	The MQA would ideally be responsible for designing and commissioning the research endeavours as part of their mandate.	It is recommended that the MQA embark upon the identified research endeavours soon, to ensure that their partnerships with CETCs are as relevant and effective as possible.	It is suggested that future research be undertaken to gain further insights into: • completing a comprehensive study on SETA-CETC partnerships; • building on the benchmarking of the MQA against other SETAs; • undertaking a Summative Assessment

			of the MQA-CETC partnerships, and; developing a monitoring and evaluation framework that is tailored to the demands of SETA/CETC partnerships.
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6.7.4. Undertaking a Summative Assessment of the MQA-CETC partnership

It is recommended that the MQA undertake a summative assessment at the end of each 5-year strategic cycle, or alternatively, at the lapse of the MOUs with each CETC, to evaluate the effectiveness and impacts of the MQA-CETC partnerships.

Table 14: Implementation actions for the undertaking of a Summative Assessment of the MQA-CETC partnership

Tasks to be undertaken	Leading stakeholder/s	Time considerations	Content to be covered
Undertaking a Summative Assessment of the MQA-CETC partnership.	The MQA would ideally be responsible for designing and commissioning the research endeavours as part of their mandate.	It is recommended that the MQA embark upon the identified research endeavours soon, to ensure that their partnerships with CETCs are as relevant and effective as possible.	It is suggested that future research be undertaken to gain further insights into: - completing a comprehensive study on SETA-CETC partnerships; - building on the benchmarking of the MQA against other SETAs; - developing a monitoring and evaluation

			framework that is tailored to the demands of SETA/CETC partnerships, and; • undertaking a tracking and tracing study of beneficiaries of MQA funded programmes as part of the MQA-CETC partnerships.
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6.7.5. A study to identify the needs of SLCs/CLCs in Mining Labour Sending Areas

It is recommended that the MQA undertake a comprehensive study that focuses on specific SLCs and CLCs that fall within mining labour sending areas. This study should focus on all aspects that could influence the needs of communities within SLCs and CLCs within mining labour sending areas. As such, this study would need to consider SLP projects, as one of the many aspects to be assessed, due to the role SLP projects and programmes have in mining and labour sending areas. The purpose of this study would be to identify the needs of communities and CETCs in more detail, so that MQA can be aware as to the type of assistance that the CETCs, and specifically the CLCs/SLCs could benefit from.

Table 15 Implementation actions for a study to identify the needs of SLCs/CLCs in mining labour sending areas

Tasks to be undertaken	Leading stakeholder/s	Time considerations	Content to be covered
Undertaking a research study to identify the	The MQA would ideally be responsible for designing and	It is recommended that the MQA embark upon the	It is suggested that future research be undertaken to gain further insights into:

needs of CLCs/SLCs	commissioning the research endeavours as part of their mandate.	identified research endeavours soon, to ensure that their partnerships with CETCs respond to community and CLC/SLC needs	- Identifying CLCs/SLCs within mining labour sending areas; - Conducting a needs; assessment of CLCs/SLCs; - Conducting a community needs assessment within the communities of the CLCs/SLCs to identify skills gaps and needs; and - Conducting a scoping exercise of opportunities available within identified CLCs/SLCs as areas of future collaboration.
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6.7.6. Undertaking of a needs assessment of CETCs

Lastly, it is recommended that the MQA undertake a needs assessment of each CETC. A needs assessment will enable to MQA to isolate challenges and needs to specific CETCs, or to identify if the needs and challenges are more widespread. Moreover, a needs assessment will reveal areas that the MQA could potentially fund.

Table 16 Implementation actions for undertaking a needs assessment of CETCs

Tasks to be undertaken	Leading stakeholder/s	Time considerations	Content to be covered
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Undertaking a needs assessment of CETCs	The MQA would ideally be responsible for designing and commissioning the research endeavours as part of their mandate.	It is recommended that the MQA embark upon the identified research endeavours soon, to ensure that their partnerships with CETCs respond to CETC needs	It is suggested that future research be undertaken to gain further insights into: • Conducting a needs assessment of CETCs; • Identifying areas of overlap and distinction between the CETCs; and • Identify areas of future finding opportunities and collaboration.
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