



**Enabling articulation between higher education and the
workplace through Public Private Partnerships in the
Footwear and the Leather sector.**

Submitted in fulfilment of the requirements of the degree of Doctor of
Philosophy in Management Sciences: Public Administration in the
Faculty of Management Sciences at the Durban
University of Technology.

BERTHA SIBHENSANA

May 2021

APPROVED FOR FINAL SUBMISSION

Supervisor: _____ Date: 04 May 2021
Prof Darren. B. Lortan

Co-supervisor: _____ Date: 04 May 2021
Dr Savathrie. Maistry



DECLARATION

I Bertha Sibhensana, student number 21650237, declare that this work has not been previously submitted for examination for any degree. However, a part of the findings has been used to write a paper entitled: *Enabling articulation for entrepreneurial development through Private Public Partnerships*. The paper was published in the Alternation Journal Special Edition 29 (2019).

Signed: _____ Date: 14 September 2020

Statement 1

This thesis is being submitted in fulfilment of the requirements of the Doctor of Philosophy in Public Management (Higher Education Studies).

Signed: _____ Date: 14 September 2020

Statement 2

This work is the result of my own investigation. I understand that plagiarism is an academic offence. The work of other authors has been appropriately acknowledged. A reference list is provided at the end of the thesis.

Signed: _____ Date: 14 September 2020

Statement 3

If my thesis is accepted, I give consent that it can be made available for interlibrary loans. I will not allow anyone to reproduce any part of my work with the intention to publish it as his or her own work.

Signed: _____ Date: 14 September 2020

ACKNOWLEDGEMENTS

This study could not have been possible without the support and help from different individuals and organisations that dedicated their time and resources to bring this study into reality.

Foremost, I would like to thank God for giving me the strength to complete the research successfully and for bringing the people in my life who have worked tirelessly to support me throughout this research study.

I am very grateful to my supervisor Prof Darren Lortan for his contribution in reviewing and editing the thesis. Your editorial role deserves special mention. Thank you for taking your time to shorten the long sentences that were written in my draft thesis.

A special thank you goes to my co-supervisor Dr Savathrie Maistry for holding my hand throughout the study. I appreciate the sleepless nights you spent reading through my work. I know at times it was very difficult for you to understand my writing style, but you never gave up on me.

I acknowledge the guidance and support I received from Dr Poppet Pillay in identifying and connecting with the research participants. Thank you for your persistence and patience in negotiating entry into the organisations that were part of this study. Without your support it would have been difficult to conduct this study.

I am also thankful to Kristena Doorsamy for her tireless effort in making sure that all the administrative issues relating to my study were addressed. I appreciate all the effort you made in disseminating information that was key in making this study a success.

My thanks and appreciation also go to the National Research Fund for the financial support rendered to me during my study.

DEDICATION

This thesis is dedicated to my husband Maxwell, my son Munashe and my daughter Mutsawashe for the support they gave to me during my period of study. Thank you so much for the words of encouragement when I felt like giving up and for believing in me.

“To God be the glory great things he has done.”

ABSTRACT

One of the key challenges facing the South African Post School Education and Training (PSET) system is a lack of learning pathways to allow for access and progression along all the levels of the National Qualifications Framework (NQF) for a population with diverse educational needs. The South African Qualifications Authority (SAQA) in partnership with the Durban University of Technology (DUT) conducted a study to investigate enablers and barriers to the articulation of students within and across institutions comprising the PSET system and the workplace. Three articulation scenarios formed the basis of the study, namely developed, emerging and latent scenarios. This study which was drawn from the larger SAQA-DUT research partnership focussed on the latent scenario, one in which articulation has been contemplated but the process was either aborted or never implemented.

The aim of the study is to promote social development by building articulation pathways for learning and career development in social entrepreneurship in the Footwear and Leather sector through Public Private Partnerships. These partnerships were established as Centres of Footwear Entrepreneurship (CoFEs), with the intention to provide education and training that produces graduates with the skills required in the footwear industry and footwear entrepreneurs to grow the sector. The main objective of this study was to explore the extent to which CoFEs promote social entrepreneurship and articulation within and across PSET institutions and the workplace for social development.

The study was qualitative in nature and adopted the case study method and participatory action research approach. The study sample comprised of representatives from CoFEs, two government departments, CoFE students and the director of the Centre for Social Entrepreneurship (CSE). The research sample was selected purposively because of their relevance to the case that was explored. Primary data was collected through individual interviews and focus group discussions; and secondary data was collected from the Centre of

Social Entrepreneurship and a review of government documents related to the establishment and management of CoFEs. Interviews were recorded and later transcribed verbatim for the purpose of analysis. Data was analysed through themes generated from participants' responses.

Findings from the study revealed that CoFEs opened pathways to engage the Not in Education, Employment or Training (NEET) youth into education and training that promotes further learning and employability. Workers in the Footwear and Leather sector were also given a chance to articulate from the workplace to institutions of education and training.

The study identified the following barriers to articulation for students pursuing a career in footwear: inadequate funding for students and programmes; challenges in securing places for experiential learning; limited spaces and sector specific programmes on offer; a lack of trainers with sector specific education; programmes delivered on a full-time basis were not ideal for prospective working students; the industry offers programmes that are not accredited; and unclear Recognition of Prior Learning (RPL) processes to engage the uncertified graduates from the industry. A lack of sector specific programmes and inadequate funding for students were highlighted as the key challenges to articulation for students studying at the CoFEs. It was further noted that inadequate student funding had an effect on the success rate of the training programmes.

This study explored the extent to which the education and training delivered through CoFEs promoted social entrepreneurship among graduates and found that students indicated that they were not familiar with the term social entrepreneurship and preferred to use the term entrepreneurship in their engagement with the researcher. The study revealed that an entrepreneurship module was part of the footwear programme offered at the University of Technology CoFE, but the students indicated that the module had not been taught to them. This submission was contrary to what was noted by the trainers. The Industry CoFE disclosed that although it is supposed to promote

entrepreneurship, the CoFE was currently focussing their training on producing graduates to be employed by the industry as a way to address the skills shortage in the footwear sector. The trainers and representatives of CoFEs revealed that graduates preferred to engage in entrepreneurship after gaining adequate technical, interpersonal and managerial skills to run a successful enterprise. The students shared the same view held by the CoFE personnel. Intrapreneurship was seen as the most ideal form of entrepreneurship that graduates would engage in. Findings from this study reveal that the training offered at CoFEs had not adequately prepared graduates for entrepreneurship. Graduates preferred to work first before engaging in any form of entrepreneurship.

Centres of Footwear Entrepreneurship were established through a partnership involving the industry, government and institutions of higher learning. The study noted that a good working relationship between the industry and government was prevalent in establishing CoFEs. The public-private partnership worked well during the planning phase, but challenges surfaced during the implementation phase. These challenges were identified as failure by a government institution to provide the anticipated funding; failure by Higher Education Institutions (HEIs) to collaborate with the industry in curriculum design; poor dissemination of information among partners and mistrust between the industry and a University of Technology (UoT).

Overall, articulation remains a challenge in the Footwear and Leather sector. The CoFE project is at its infancy stage and it is yet to be established how CoFEs will promote the opening of learning pathways that allow for students' progression to other institutions comprising the PSET system. Articulation from the training centres to the workplace was accomplished as all the graduates from the Industry CoFE were able to secure employment in footwear companies within the KwaZulu-Natal footwear cluster. It is yet to be established whether graduates from the UoT CoFE will manage to transition to the workplace given that there are very few footwear companies in Gauteng province where the UoT CoFE is situated. Centres of Footwear

Entrepreneurship have not given graduates adequate entrepreneurial skills to engage in social entrepreneurship. The barriers to articulation and social entrepreneurship outlined in this study indicate that partnerships between government departments, institutions of higher learning and industry need to be strengthened. The study further recommends that articulation and RPL should be institutionalised through setting up an articulation and RPL office at each post school education and training institution. The study developed an education and training framework for articulation and social entrepreneurship within Public Private Partnerships to address some of the challenges in the post school education and training system of South Africa.

ABBREVIATIONS

BDS	Business Development Services
CAT	Credit Accumulation and Transfer
CET	Community Education and Training
CEP	Community Expert Panel
CHE	Council of Higher Education
CoFE	Centre of Footwear Entrepreneurship
COSATU	Congress of South African Trade Union
CSE	Centre of Social Entrepreneurship
CTFL	Clothing Textile Footwear and Leather
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DTI	Department of Trade and Industry
DUT	Durban University of Technology
DQP	Development Quality Partner
FET	Further Education and Training
FP&M	Fibre Processing and Manufacturing
FREC	Faculty Research Ethics Committee
GEP	Gauteng Enterprise Propeller
HEI	Higher Education Institution
HEQSF	Higher Education Qualifications Sub-Framework
HRDSA	Human Resource Development South Africa
ILO	International Labour Organisation
KZN	KwaZulu-Natal
LLL	Life-Long Learning
NATED	National Accredited Technical Education Diploma
NCPPP	National Council for Public and Private Partnership
NEET	Not in Education Employment or Training

NVC	National Certificate Vocational
NDP	National Development Plan
NPC	National Planning Commission
NQF	National Qualifications Framework
NSC	National Senior Certificate
NSF	National Skills Fund
OECD	Organisation for Economic Co-operation and Development
OQSF	Occupational Qualifications Sub-Framework
PAR	Participatory Action Research
PHEI	Private Higher Education Institution
PPP	Public Private Partnership
PSET	Post School Education and Training
QCTO	Quality Council for Trades and Occupations
RPL	Recognition of Prior Learning
RSA	Republic of South Africa
SAQA	South African Qualifications Authority
SEDA	Small Enterprise Development Agency
SDG	Sustainable Development Goal
SETA	Sector Education and Training Authority
SME	Small to Medium Enterprise
SSP	Sector Skills Plan
TVET	Technical Vocational Education and Training
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UoT	University of Technology
WIL	Work Integrated Learning

LIST OF FIGURES

Figure 1.1	Youth aged 15-24 NEET by education category 2012-2017	08
Figure 2.1	An inverted education and training pyramid	32
Figure 2.2	Bronfenbrenner's Ecological systems theory	58
Figure 2.3	A model of the networked view of the ecosystems	59
Figure 8.1	The education and training framework	249

LIST OF TABLES

Table 3.1	Sample groups and participants	83
Table 3.2	Data collection tools	85
Table 4.1	Sample group and participants' codes	98
Table 6.1	Sample group and participants' codes	152
Table 7.1	Sample group and participants' codes	189
Table 8.1	Summary of key research findings per sample group	217
Table 8.2	Building blocks for the education and training framework	245
Table 8.3	The South African National Qualifications Framework	248
Table 8.4	Expected competencies for each level of training	251

Table of Contents

DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
ABSTRACT	v
ABBREVIATIONS	ix
LIST OF FIGURES	xi
LIST OF TABLES	xii
CHAPTER 1: INTRODUCTION	1
1.1 INTRODUCTION	1
1.2 BACKGROUND OF THE STUDY	5
1.2.1 Pre-democratic education and training in South Africa	5
1.2.2 Post- democratic education and training in South Africa	7
1.2.3 Transformation of the PSET system	10
1.3 STATEMENT OF THE PROBLEM	13
1.4 PURPOSE OF THE STUDY	17
1.5 PRIMARY RESEARCH QUESTIONS	18
1.5.1 Main Research Question	18
1.5.2 Aim of the Research	19
1.5.3 Research Objectives	19
1.6 SIGNIFICANCE OF THE STUDY	19
1.7 LIMITATIONS	21
1.8 DELIMITATIONS	21
1.9 ORGANISATION OF THE THESIS	22
CHAPTER 2: LITERATURE REVIEW	24
2.1 INTRODUCTION	24
2.2 THE GLOBAL EDUCATION AND TRAINING AGENDA	24
2.3 SOUTH AFRICAN EDUCATION AND TRAINING CONTEXT	27
2.3.2. Structure of the South African PSET system	29
2.3.2.1 <i>Challenges in the Post School Education and Training System</i>	33
2.4 ARTICULATION	36
2.4.1 Policies that support articulation	37
2.4.1.1 <i>The NQF Act 67 of 2008</i>	38

2.4.1.2 <i>National policy and criteria for Credit Accumulation and Transfer (CAT)</i>	38
2.4.1.3 <i>Recognition of Prior Learning (RPL) Policy</i>	41
2.5 SOCIAL DEVELOPMENT AND PSET	43
2.6 SOCIAL ENTREPRENEURSHIP	46
2.6.1 Social entrepreneurship in South Africa	46
2.7 PRIVATE PUBLIC PARTNERSHIPS (PPP)	49
2.7.1 The role of PPPs in articulation	51
2.8 FIBRE PROCESSING AND MANUFACTURING (FP&M) SETA	52
2.8.1 Barriers to articulation in the Clothing Textile Footwear and Leather (CTFL) sector	53
2.9 THEORETICAL FRAMEWORK	55
2.9.1 Urie Bronfenbrenner's ecological systems theory	56
2.9.2 Relational Agency Theory	61
2.9.3 Grounded theory	65
2.10 CONCLUSION	68
CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY	70
3.1 INTRODUCTION	70
3.2 RESEARCH DESIGN AND METHODOLOGY	70
3.3 RESEARCH METHOD	73
3.3.1 Scenarios and Case Study Method	73
3.3.1.1 <i>Aim and Research Questions</i>	75
3.3.1.2 <i>Research Objectives</i>	76
3.4 LOCATION OF THE STUDY	76
3.5 RESEARCH APPROACH	77
3.5.1 Participatory Action Research (PAR)	77
3.6 TARGET POPULATION AND SAMPLING METHOD	79
3.6.1 Sampling Method	79
3.6.2 Study Sample	80
3.6.2.1 <i>Government Departments</i>	80
3.6.2.2 <i>CSE at a UoT</i>	81
3.6.2.3 <i>CoFE Personnel</i>	81
3.6.2.4 <i>CoFE Students/Graduates</i>	81
3.6.3 Anonymity and Confidentiality	83

3.7 DATA COLLECTION.....	84
3.7.1 Individual Interviews.....	85
3.7.2 Focus group discussions.....	87
3.8 DATA ANALYSIS.....	88
3.8.1 Stages of Data Analysis	89
3.8.1.1 <i>Organisation and preparation of data for analysis.</i>	89
3.8.1.2 <i>Familiarising with the data</i>	89
3.8.1.3 <i>Initial coding of data</i>	90
3.8.1.4 <i>Identification of themes from the coding</i>	90
3.8.1.5 <i>Representing the data within a research report.</i>	91
3.9 PERMISSION TO CONDUCT STUDY	92
3.9.1 Permission from the Durban University of Technology	92
3.9.2 Permission and Consent from Research Participants.....	92
3.10 VALIDITY AND RELIABILITY.....	92
3.10.1 Triangulation	93
3.10.2 Member checks	94
3.10.3 Keeping an audit trail.....	94
3.11 ETHICAL CONSIDERATIONS.....	94
CHAPTER 4: FINDINGS AND DISCUSSION GOVERNMENT DEPARTMENTS....	97
4.1 INTRODUCTION.....	97
4.2 GOVERNMENT DEPARTMENTS.....	98
4.3 BACKGROUND TO THE FOOTWEAR AND LEATHER SECTOR	99
4.3.1 Skills Dilemma	99
4.3.2 Sectoral Skills training	100
4.3.3 Sector Specific Programmes.....	101
4.4 IMPLEMENTATION OF COFEs.....	103
4.4.1 Why CoFEs?	103
4.4.2 Skills Gap.....	105
4.4.3 Expansion of the CoFE Project.....	106
4.5 PARTNERSHIP RELATED ISSUES	107
4.5.1 Stakeholder Involvement.....	107
4.5.2 Industry - PSET System Relations	108
4.5.3 Challenges of PPPs	109
4.6 CURRICULUM RELATED ISSUES.....	111

4.6.1 Skills Level.....	111
4.6.2 Sector Education and Training Challenges.....	112
4.6.3 Future Training Programmes.....	113
4.7 ARTICULATION RELATED ISSUES	113
4.7.1 Expectations from CoFEs	114
4.8 CoFES AS DRIVERS FOR FOOTWEAR ENTREPRENEURSHIP	117
4.8.1 Entrepreneurial Readiness	117
4.8.2 Growth Opportunities.....	118
4.8.3 Possible Barriers to Entrepreneurship	119
4.9 EDUCATION AND TRAINING FRAMEWORK	119
4.10 DISCUSSION ON FINDINGS.....	121
4.10.1 Background to the Footwear and Leather Sector	121
4.10.2 Implementation of CoFEs	122
4.10.3 Partnership Issues	124
4.10.4 Curriculum Issues	125
4.10.5 Articulation Issues.....	126
4.10.6 CoFEs as Drivers for Social Entrepreneurship.....	127
4.11 CONCLUSION.....	129
CHAPTER 5: FINDINGS AND DISCUSSION CENTRE OF SOCIAL ENTREPRENEURSHIP	131
5.1 INTRODUCTION	131
5.2 CENTRE OF SOCIAL ENTREPRENEURSHIP	131
5.3 IMPLEMENTATION OF CoFEs	132
5.3.1 Selection of CSE	132
5.3.2 The Role of CSE in Establishing CoFEs	133
5.3.3 CoFEs Objectives.....	134
5.3.4 Implementation Challenges	134
5.3.5 Project Expansion	136
5.4 PUBLIC PRIVATE PARTNERSHIP RELATED ISSUES.....	136
5.4.1 Partnership Outcomes.....	137
5.4.2 Benefits of the Partnership for Industry	138
5.4.3 Challenges Encountered in the Partnership	138
5.4.4 Possible Solutions to Challenges	140
5.5 ARTICULATION RELATED ISSUES	141

5.5.1 Opportunities for Educational Growth	141
5.5.2 Barriers to Educational Growth	141
5.5.3 Overcoming Barriers to Articulation.....	142
5.6 ENTREPRENEURSHIP RELATED ISSUES	142
5.6.1 Framing Social Entrepreneurship	143
5.6.2 Entrepreneurial Readiness of Graduates	143
5.6.3 Constraints to Entrepreneurial Engagement.....	144
5.7 EDUCATION AND TRAINING FRAMEWORK	144
5.8 DISCUSSION ON FINDINGS.....	145
5.8.1 Implementation of the CoFEs.....	145
5.8.2 Public Private Partnership Issues	146
5.8.3 Articulation Issues	147
5.8.4 Social Entrepreneurship Issues	148
5.9 CONCLUSION	149
CHAPTER 6: FINDINGS AND DISCUSSION CoFE PERSONNEL	151
6.1 INTRODUCTION	151
6.2 CoFE PERSONNEL.....	151
6.3 RECRUITMENT PROCESS	152
6.3.1 Marketing of Programme.....	152
6.3.2 Target Population	153
6.3.3 Minimum Requirements for Entry into the Training Programme.....	154
6.3.4 Student Enrolment	154
6.3.5 Future Recruitment Strategy	155
6.4 STRUCTURE AND NATURE OF TRAINING PROGRAMME.....	155
6.5 CURRICULUM RELATED ISSUES.....	156
6.5.1 Curriculum Designers	156
6.5.2 Justification for Curriculum Design	156
6.5.3 Curriculum Design Process	157
6.5.4 Constraints in Curriculum Delivery	158
6.6 ISSUES RELATING TO ARTICULATION	159
6.6.1 Inter-institutional Articulation	159
6.6.2 Students' Motivation to Progress	161
6.6.3 Barriers to Students' Progression.....	162
6.6.4 Students' Preparedness for the Workplace.....	164

6.6.5 Barriers to Workplace Progression.....	165
6.7 PARTNERSHIP RELATED ISSUES	167
6.7.1 Why CoFEs?	167
6.7.2 Expectations from CoFEs	168
6.7.3 Stakeholder Involvement.....	169
6.7.4 Partnership Challenges	171
6.8 PROSPECTS OF GRADUATES ENGAGING IN ENTREPRENEURSHIP.....	173
6.8.1 Training for Enterprise Development.....	174
6.8.2 Barriers to Enterprise Development	176
6.9 EDUCATION AND TRAINING FRAMEWORK	177
6.10 DISCUSSION ON FINDINGS.....	179
6.10.1 Recruitment Process	179
6.10.2 Structure and Nature of Training Programme	182
6.10.3 Curriculum Issues	182
6.10.4 Articulation Issues	184
6.10.5 Partnership Issues	185
6.10.6 Prospects of Graduates Engaging in Entrepreneurship.....	185
6.11 CONCLUSION.....	186
CHAPTER 7: FINDINGS AND DISCUSSION CoFE STUDENTS.....	188
7.1 INTRODUCTION	188
7.2 CoFE STUDENTS	188
7.3 RECRUITMENT PROCESS	190
7.3.1 CoFE Marketing Strategy.....	190
7.4 STUDENTS' EXPERIENCES OF THE TRAINING PROGRAMME	191
7.4.1 Students' Experiences.....	191
7.4.2 Personal Growth.....	192
7.4.3 Fulfilment of Expectations.....	193
7.5 CURRICULUM ISSUES	194
7.5.1 Training Programme Content.....	194
7.5.2 Effectiveness of the Training Programme	195
7.5.3 Challenges Encountered.....	196
7.5.4 Improvements to Training Programme	198
7.6 ARTICULATION ISSUES.....	198
7.6.1 Motivation to Progress.....	199

7.6.2 Opportunities to Further Studying	200
7.6.3 Barriers to Progression.....	200
7.6.4 Addressing Barriers to Progression.....	202
7.6.5 Preparedness for the Workplace	202
7.7 PREPAREDNESS TO ENGAGE IN ENTREPRENEURSHIP	203
7.7.1 Entrepreneurial Readiness	204
7.7.2 Opportunities for Entrepreneurship	205
7.7.3 Challenges to Entrepreneurship	205
7.8 DISCUSSION ON FINDINGS.....	207
7.8.1 The Recruitment Process	207
7.8.2. Students' Experiences of the Training Programme	208
7.8.3 Curriculum Issues.....	209
7.8.4. Articulation Issues	211
7.8.5. Preparedness of Students to Engage in Entrepreneurship.....	214
7.9 CONCLUSION	215
CHAPTER 8: CONSOLIDATION OF DISCUSSION	217
8.1 INTRODUCTION	217
8.2 PUBLIC PRIVATE PARTNERSHIPs.....	219
8.2.1 Challenges in the Partnership	221
8.3 WORKPLACE TRAINING	224
8.4 CURRICULUM IN CoFEs.....	225
8.5 ENABLERS FOR ARTICULATION.....	229
8.6 BARRIERS TO ARTICULATION	230
8.6.1 Articulation Gap	230
8.6.2 Inadequate Funding of Programmes.....	233
8.6.3 Stringent Entry Requirements	235
8.7 SOCIAL ENTREPRENEURSHIP.....	237
8.8 THE EDUCATION AND TRAINING FRAMEWORK.....	241
8.8.1 Public Private Partnerships.....	242
8.8.2 Engagement of skilled personnel.....	242
8.8.3 Mentorship.....	243
8.8.4 Work Integrated Learning	244
8.8.5 Building Blocks for the Education and Training Framework	244
8.8.5.1 <i>The South African National Qualifications Framework</i>	246

8.8.5.2 <i>Model of the Education and Training framework</i>	249
8.8.5.3 Expected Competencies	251
8.9 CONCLUSION	252
CHAPTER 9: CONCLUSION AND RECOMMENDATIONS	253
9.1 INTRODUCTION	253
9.2 CONCLUSION	253
9.2.1 PPPs and Articulation	253
9.2.2 Issues Relating to Articulation	254
9.2.2.1 <i>A Lack of Sector Specific Programmes</i>	255
9.2.2.2 <i>Mode of Delivery of Programmes</i>	256
9.2.2.3 <i>Funding Modalities</i>	257
9.2.3 Social Entrepreneurship	257
9.2.4 Way Forward	258
9.3 RECOMMENDATIONS	259
9.3.1 Local Institutional Recommendations	260
9.3.2 National Recommendations	260
9.3.3 Areas for Further Research	261
9.4 SCHOLARLY ACTIVITIES RELATED TO THE STUDY	262
9.4.1 Conference presentations	262
9.4.2 Publication	262
REFERENCES	263
ANNEXURES	271

CHAPTER 1: INTRODUCTION

1.1 INTRODUCTION

The pre-democratic era in South Africa was characterised by educational policies that promoted discrimination and social exclusion among people. The institutionalisation of discriminatory practices led to extreme disparities in the delivery of education (Engelbrencht 2006: 255) resulting in poverty, low literacy levels and unemployment among those who were disadvantaged. Despite the progress that has been made to redress these educational challenges post democracy, “the legacy of apartheid and colonialism continues to bedevil the education and training system” (South Africa, Department of Higher Education and Training (DHET) 2012:7). The Department of Higher Education and Training (2012:7) reported in the Green Paper for Post School Education and Training that the education and training system continues to produce and reproduce gender, class, racial and other inequalities of access and success. Spaul (2013:6) maintains that the capacity of youth to exploit further education and training is severely limited by the poor quality of schooling at primary and secondary levels.

Perold, Cloete and Papier (2012:2) affirm that the post school education and the work environment is characterised by a large flow of students from schooling without further meaningful educational opportunities and a post school institutional design that limits further educational opportunities for young people. South Africa’s future is at risk with almost 42% of the 18 to 24 age group having no prospects of becoming productively engaged in society (Perold *et al.* 2012:177). The authors further note that the youth are unlikely to benefit from the Post School Education and Training (PSET) system unless they exit secondary schooling with adequate skills and knowledge. The study conducted by the South African Council for Higher Education and Training (CHE) in 2009 revealed that about 3 million youth are Not in Education,

Employment or Training (NEET). The study concluded by pointing out that the present form of the education and training sector is unable to adequately respond to issues of supply and demand (South Africa, CHE 2004:28). Gibbon, Muller and Nel (2012:130) stressed that there are hardly any institutions offering qualifications in intermediate skills in technical and vocational fields that are needed in the labour market.

“The post school education sector must be a properly articulated system in which the university sector is a relatively small component in relation to a strong base that offers a wide range of education and training opportunities to school leavers, and is attuned to social and economic needs, particularly those of the labour market” (Gibbon *et al.* 2012:132).

Institutional and policy changes have been implemented to address these challenges. The World Education Forum, Incheon Declaration (2015:10) states that inclusive education for all should be ensured by designing and implementing transformative public policies to respond to learners’ diversity and needs, and to address the multiple forms of discrimination and situations which impede the fulfilment of the right to education. Since 1994, the democratic government of South Africa has aimed at developing a single, integrated and coherent education system that offers quality education to all South Africans and also contributes to the economic and social development of the nation. Cosser (2011:71) asserts that the limited range of opportunities for further learning at National Qualifications Framework (NQF) levels 2 to 5 for youth who leave school prematurely was identified as one of the key challenges that led to the establishment of the Department of Higher Education and Training (DHET).

One of the objectives of the strategic plan of the Human Resource Development South Africa (HRDSA) is to ensure that all adults (unemployed/employed) have access to education and training opportunities which will enable them to acquire a minimum qualification at level 4 of the NQF (South Africa, DHET Strategic Plan 2010-2015: 18). The South Africa, DHET

Strategic Plan (2010-2015) further notes that diversity in post school options must be increased and Technical Vocational and Educational Training (TVET) Colleges promoted as a viable and attractive alternative to universities. Singh and Deij (2016:29) highlight that in Africa more countries are designing TVET certification systems to cater for early school leavers at the post primary levels, as well as for pathways back into the general education system.

The Post School Education and Training (PSET) system must be supported by an institutional base that is diverse, differentiated and has meaningful learning pathways across institutions and the workplace (South Africa, DHET Strategic Plan 2010-2015:19). South Africa needs a technical education and training system that articulates with the labour market and with higher education (Cosser 2011:74). The Director General of the DHET, Qonde (2004:1) affirmed that South Africa needs to create a PSET system that provides a range of accessible alternatives for everyone at all PSET institutions to address disparities in higher education access created by apartheid policies. Learners should be allowed to take different pathways that offer high quality learning opportunities.

The transformation of the higher education system and its institutions requires cooperation and partnerships in governance. Successful policy needs to focus on building relationships between higher education and the state, civil society, industry and other stakeholders (South Africa, DHET 1997:3). Public Private Partnerships (PPPs) have a significant role to play in promoting educational transformation that contributes to human wellbeing and the overall development of communities. In PPPs, the assets and skills of both the public agency and the private entity are shared in serving the general public (National Council for Public Private Partnerships (NCPPP) n.d:1). Higher education institutions (HEIs) in partnership with industry and civil society have a responsibility to provide education that affords individuals social benefits that translate to the overall development of communities. In this way, transformation is viewed as an on-going process.

However, two decades into democracy, the PSET system in South Africa is still riddled with institutional and organisational challenges (South Africa, DHET 2008:11). The DHET (2008:11) revealed in the National Qualifications Framework (NQF) Act 67 of 2008 that a critical challenge confronting the PSET system is that a number of qualifications registered on the National Qualifications Framework are dead-ends in nature. The NQF Act 67 of 2008 further notes that there is lack of definition and order in learner progression routes and articulation arrangements between institutions of learning and between institutions of learning and the workplace (South Africa, DHET 2008: 11).

To address these challenges, the NQF, which places all qualifications under a unified framework with level descriptors given for each of the ten levels across the three sub frameworks, was implemented (South Africa, DHET 2008:1). According to Branson and Hofmeyr (2015:46), the NQF aims to promote articulation between qualifications, yet these aims have not materialised. Branson and Hofmeyr further note that it remains a challenge for students to navigate between different educational levels, programmes, and qualifications and that universities of technology have struggled to obtain recognition for their qualifications by traditional universities (Branson and Hofmeyr 2015:46). Unfortunately, challenges in articulation still exist in the PSET system (South Africa, DHET 2008:11) despite the existence of a host of policies to address this challenge.

It is against this background that the South African Qualifications Authority (SAQA) in partnership with the Durban University of Technology (DUT) conducted a study on developing an understanding of the enablers and barriers to students transitioning between Technical Vocational Education and Training (TVET) colleges, Higher Education Institutions (HEIs) and the workplace (SAQA-DUT Research proposal 2016). This particular case study is drawn from and is part of the major SAQA-DUT research partnership project. Three articulation scenarios formed the basis for the major research project, namely the developed scenario, the emerging scenario and the latent scenario.

This case study focussed on the latent scenario and sought to explore and promote articulation and social entrepreneurship in the footwear sector for social development. The Centres of Footwear Entrepreneurship (CoFEs) established through a partnership between industry and government were explored in terms of the extent to which they promoted learning and career development in the footwear sector that result in the social development of communities.

1.2 BACKGROUND OF THE STUDY

1.2.1 Pre-democratic education and training in South Africa

The South African education and training system was so adversely affected by social inequalities that the post-apartheid democratic government sought to address the disparities created during apartheid through legislation and policies that enforced equality in education for all. To achieve educational equality, the PSET system was called upon to transform the structure and delivery of education and training in order to make it more accessible to previously marginalised groups (Badat 2009:455).

Before the onset of democracy, the only contender in the formulation of the education policy was the state, which utilised its powers in policy formulation and implementation, without any input from the people (Engelbrencht 2006:255). The education system was highly fragmented in structural and governance terms and was far from being a coherent and coordinated system (South Africa, CHE 2004:230). It was inequitable and differentiated along the lines of race and ethnicity in all spheres of the society (South Africa, CHE 2004:230; Maringe and Osman 2016:124). Some of the structural flaws of pre-democratic higher education as outlined by Cloete (2004) were unequal access for staff and students in relation to race and gender; an unarticulated system not providing for student mobility within sub-sectors; a lack of relevance of various curricula in the system and failure to produce graduates with requisite competencies for a society in transformation.

Achieving equality is clearly stated in the Constitution of South Africa (South Africa, Department of Justice 1996:3), a value that South Africa as a sovereign democratic state seeks to uphold. The first democratically elected government of 1994 was faced with the task of dismantling the structures of apartheid education in all sectors of the education system (Hall and Symes 2005:199).

As highlighted in the SAQA-DUT research proposal (2016:2), prior to democracy in South Africa, the vocational education and training landscape consisted of an apprenticeship system. This technical training system included practical and theoretical components offered in designated trades to achieve artisan status. Apprenticeships typically involved periods of theoretical learning in colleges, interspaced with structural workplace experience. The high demand for artisans and skilled personnel to service the growth in mining and railway industries towards the end of the 19th century led to the establishment of technical and vocational schools and colleges (Du Pre 2010) cited in (SAQA-DUT research proposal 2016:3).

The proposal further mentions that colleges offered national certificates, N1, N2, N3 referred to as N-courses. In 1967, six Colleges of Advanced Technical Education (CATEs), later re-designated as Technikons, were developed from existing technical colleges to provide training for higher level skills. These institutions offered intermediate level skills between those offered by technical colleges and those offered by universities. Technikons offered three year post high school diplomas with courses structured as semesters of theory followed by workplace based experiential learning. Technical colleges were re-designated Further Education and Training (FET) colleges and are now referred to as Technical Vocational Education and Training (TVET) colleges. In 1993, technikons were granted degree awarding status and in 2005 were re-designated as Universities of Technology (UoTs) (Du Pre 2010) cited in (SAQA- DUT research proposal 2016:4).

1.2.2 Post- democratic education and training in South Africa

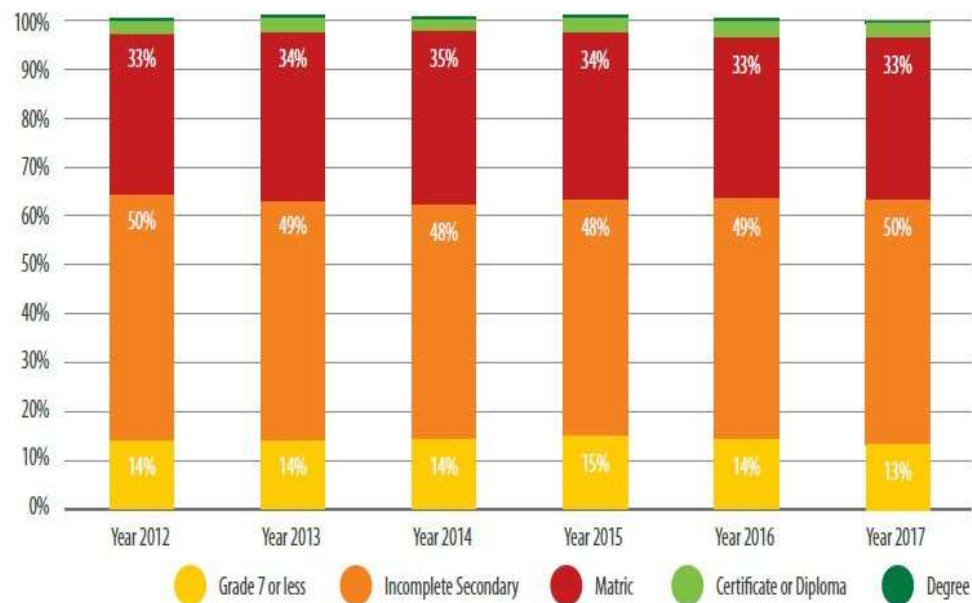
Democratic South Africa inherited a horizontally differentiated post school education system comprising of universities, technikons and technical colleges of education, police, nursing and agriculture (South Africa, DHET 2013c:ix). However, through a process of restructuring some of this differentiation has been lost (Gibbon *et al.* 2012:130). A consequence of this loss of differentiation, according to Gibbon *et al.*, is the loss of places and spaces of learning opportunities for school leavers. The Mail and Guardian newspaper on the 10th of January 2012 captured a story where a parent was killed in a stampede at one of the public universities in Johannesburg. The Mail and Guardian (2012:1) reported that

“A desperate attempt to claim a place at university for her child ended in tragedy for one parent when she was crushed to death in a stampede at the gates of the University of Johannesburg’s Bunting Road campus. ...the university Registrar highlighted that there were at most 600 additional spots for the 6 000 applicants who have been queuing throughout the night at the Bunting Road campus.”

This unfortunate occurrence clearly reveals the magnitude of the challenge of a lack of learning spaces in the post school education and training sector. The South African National Planning Commission (NPC) (2012:316) asseverates that the South African post school education and training sector is not well designed to meet the skills development needs of either its youth or the economy. The National Development Plan (NDP) Vision 2030 as outlined by the South African NPC (2012:317) reveals that access and opportunities in the PSET system are not distributed equally and that growth in enrolment in private institutions shows that the public system is not responsive to the needs of the students.

The current post school education system is an “inverted pyramid” in which there is more than double the enrolment in universities than in colleges (South Africa, NPC 2012:317). Enrolment at private higher education institutions

(PHEIs) is estimated to range from 80 000 to 120 000; public universities about 900 000 while colleges about 300 000 learners (NDP Vision 2030). However, about three million youths are Not in Education Employment or Training (NEET) (Field, Musset and Alvarez-Galvan 2014:7).



Source: Statistics South Africa, Quarterly Labour Force Surveys (2012–2017).

Figure 1.1 Youth aged 15-24 NEET by education category 2012-2017

The figure shows that from 2012 to 2017, about 64% of the NEET youth within the 15-24 year age group had education levels below matric and about 33% of the NEET youth within the same age cohort had education up to matric. Only about 3% of the NEET youth in the 15-24 year age group accessed the PSET system. The number of individuals enrolling in the PSET system is insignificant compared to the number of individuals that need to access the system.

The DHET (2013c:10), in the White Paper for PSET, proposed that all post school institutions must cater for the large proportion of students who finish school and are not prepared for further studies. The White Paper asserts that ways have to be made available to make the transition from secondary schooling to post school education successful as the process of improving the schooling system is proving to be long term. Spaul (2013:6) further notes that

of 100 pupils who start school, only 50 will make it to grade 12, 40 will pass and only 12 will qualify for university. What is needed are more post school options at pre-university level (Gibbon *et al.* 2012:130). For working and adult learners Gibbon *et al.* (2012:132) advocate that post school education should offer opportunities to deepen or extend their current competencies or to branch out into new fields. They further note that this should be offered at colleges of different types, workplace training sites and universities; hence the need to advocate for a diverse and differentiated institutional base with meaningful learning pathways.

According to Branson and Hofmeyr (2015:48), poor articulation between the National Certificate Vocational (NCV) and university curricular limits the ability of TVET students to progress to higher education. They further posit that TVET colleges should be used as a bridge leading to higher education rather than a barrier to the possibility of further studies. Other suggestions put forward by different authors are that the higher education system requires a diverse spectrum of institutions in order to cater for the highly varied and diverse economic and social needs of South Africa (Gibbon *et al.* 2012:130; South African NPC 2012:317; Moloi, Mkwana and Bojabotseha 2014:473; Spaul 2013:7); and in order to produce graduates with functional skills, the non-university post school education sector needs to partner with industry (Gibbon *et al.* 2012:131).

The DHET (2013c:11) states that the main purpose of the TVET colleges is to train young school leavers, providing them with the skills, knowledge and attitudes necessary for employment in the labour market. A key challenge behind the delivery of TVETs is creating sufficient access to workplaces for the purpose of on-the-job training (Wolf 2011:48). Many colleges have limited access to workplaces for school leavers, which restrict their preparation for the workplace. National Accredited Technical Education Diploma (NATED) programmes were designated for industry and were presented in trimesters - one trimester in college and two at the workplace (South Africa, DHET 2013c:14) However, it has become difficult to secure opportunities in the

workplace. An important piece of the TVET puzzle is a framework enabling industry and colleges to engage around access to workplaces for experiential learning which has been found to be a significant determinant of employability (Wolf 2011:48).

Re-establishing a good artisan training system is an urgent priority, the current target for the country is to produce 30 000 artisans by 2030 (South Africa, DHET 2013c:56). It is important to expand other forms of on-the-job training including learnerships and internships. Sector Education and Training Authorities (SETAs) have helped to establish partnerships between the educational institutions and employers to facilitate the various forms of work integrated learning (South Africa, DHET Strategic Plan 2010-2015:29). In this regard, the establishment of Centres of Footwear Entrepreneurship (CoFEs) is intended to enable industry and colleges to engage in access to experiential learning.

1.2.3 Transformation of the PSET system

All institutions offering post school education need to operate as a system and relational agency is required between the different parts of the system. The institutions of learning cannot operate as a system unless they relate to each other in clearly defined ways that allow for students' access and progression. "The mobility of students between and among institutions should be ensured through the development of articulation pathways and a credit transfer mechanism" (Gibbon *et al.* 2012:133). The authors' stress that vertical and horizontal articulation can be promoted through formal articulation arrangements between institutions and careful alignment of curricula in common fields (Gibbon *et al.* 2012:135).

The Report on the Ministerial Committee on Articulation Policy concluded that the provision of education and training in the PSET system is disorganised and that articulation challenges still exist despite the implementation of a host of policies to address this challenge (South Africa, DHET 2008:11). Hoppers (2009:68) describes articulation as actual connections between different

learning pathways at the horizontal level, and the transitions from one level to the next in vertical terms. These horizontal connections and the vertical transitions in the education and training system are the bridges and ladders that allow people to move through the system in accordance with their changing circumstances and needs (Hoppers 2009:68). Accordingly, learners should be allowed to take different pathways that offer high quality learning opportunities.

An analysis of the PSET system in its socio-economic context by the Ministerial Committee on Articulation Policy in the NQF Act 67 of 2008 shows that the key challenge was to design a flexible system that enables people to find articulation pathways that meet their needs. It points out that articulation should be achieved by design and not by default (South Africa, DHET 2008:7). The South African Constitution (2015:20) in the Draft National Youth Policy 2014 - 2019 asserts that the challenge facing the post school education in South Africa is to find ways to assist the majority of school leavers who do not qualify for direct entry into higher education or employment and youth who possess no professional or technical skills and who exited the education system too early. This policy further notes that “the PSET system has to create viable pathways for school leavers into post school learning opportunities, while directly addressing the lack of skills and work experience among out of school youth” (South African Constitution 2015:21).

The role of the PSET system is that of providing education and training to those who have completed school, those who did not complete their schooling and those who never attended school (South Africa, DHET 2013c:xi). The PSET system is called upon to address and respond to the education and training needs of different individuals to make it more accessible and inclusive. Higher education is required to provide equitable opportunities of learning and self-development; be responsive to societal needs by producing relevant knowledge and graduates who are socially committed to the development of the society (South Africa, CHE 2004:230).

The Green Paper (South Africa, DHET 2012:9) points out that the key barriers to transforming the South African PSET system include its inability to absorb the increasing numbers of students, low throughput rates, poor human and infrastructural resourcing, insufficient financial aid for students, poor institutional governance and intra-institutional relations. The post school system is described as being disjointed and poorly articulated despite the fact that it operates under the same umbrella (Maringe and Osman 2016:131). They further note that users of the post school system find it difficult to articulate into the learning spaces and the labour market mainly because there are challenges in creating links that provide relevant and quality work experience for students.

The study is of the view that a partnership between the public sector, through its institutions of education and training and the private sector, through industry is required to achieve the anticipated progress in skills development and social development among the South African workforce. Nuwagaba (2012:92) defines skills development as “a process of empowering individuals and communities through provision of useful and employable skills for self-sustenance and for the benefit of the economy”, both in the formal and the informal sector. The process of skills development stimulates technical growth and empowers people to become producers and not only consumers. The South African DHET Strategic Plan (2010-2015:10) explains that this is important in ensuring that learners not only achieve theoretical underpinnings of their desired occupations, but also the tools to apply this knowledge in the workplace where productivity and service delivery obligations are key. The knowledge acquired can also stimulate individuals to be innovative and engage in entrepreneurship.

The footwear and leather industries are mostly concentrated in KwaZulu-Natal which is viewed as the economic hub for the footwear sector. Most businesses in the province are family-owned. Magubane (2017:14) points out that the local industry has developed due to a significant livestock population which provides leather hides and skin for local manufacture. Magubane further notes that the

success in the value chain reflects that there is potential in the sector to increase the amount of locally sourced goods. CoFEs are expected to produce social entrepreneurs to contribute to the growth of the footwear sector.

The establishment of CoFEs will enable industry and colleges to engage in access to experiential learning which equips learners with skills to contribute to the socio-economic development of communities. There is a close relationship between the PSET system and social development of individuals and communities. This is affirmed by CHE who report that countries which have managed to sustain high levels of economic growth with significant improvements in the living standards of the masses of their population are those that have given priority to excellent education and training and to HE in particular (South Africa, CHE 2004:13). This study sought to establish the extent to which the education and training delivered by CoFEs through Private Public Partnerships (PPPs) promotes articulation and career development that contributes to social development of communities.

1.3 STATEMENT OF THE PROBLEM

The aim of the study is to promote social development by building articulation pathways for learning and career development, in social entrepreneurship, in the Footwear and Leather sector through Public Private Partnerships. The Footwear and Leather sector falls under the Fibre Processing and Manufacturing (FP&M) Sector Education and Training Authority (SETA). According to the Sector Skills Plan (SSP) annual update 2013-2014, the FP&M SETA is committed to:

“improving the qualification levels of both employees and new entrants in order to meet the skills requirements of the sector and to developing a strong emphasis on research and development that promotes innovation and entrepreneurship as a way to achieve global competitiveness” (SSP 2013-2014: 119).

Despite their well-articulated goals, the FP&M SETA is faced with challenges relating to the delivery of education and training programmes that promote

learning and skills development in the sector. Challenges in the Footwear and Leather sector qualifies it as a latent scenario, one in which programmes were developed with the intention of including systems of articulation and the integrated learning pathways in the design but systems were either implemented and then suspended or were never implemented (SAQA-DUT research proposal 2016:20).

The Footwear and Leather sector is adversely affected by a lack of learner progression routes and articulation arrangements. The National Certificate in Clothing Textile Footwear and Leather Processes, developed by Fibre Processing and Manufacturing (FP&M) Sector Education and Training Authority (SETA), is currently the only qualification registered with the South African Qualifications Authority (SAQA) and is offered at NQF level 2. Currently, students who obtain this qualification cannot articulate through the same or similar programmes.

The latent nature of the education and training programmes in the Footwear and Leather sector has negative implications for articulation. The low level of schooling among workers in the Footwear and Leather sector hinders them from coping with occupational learning demands and prevents them from benefiting from the learning process (Sector Skills Plan (SSP) 2013-2014:181). Magubane (2017:4) concurs that the inadequate quality of basic education is seemingly a critical constraint in respect of required skills development and has detrimental consequences on firm-level operational skills. As a high school educator, I resonate with the statement made by Magubane above that basic education does not adequately prepare its graduates to acquire the skills required in the field of work. However, I strongly believe that government cannot promote skills development on its own. In my view Public Private Partnerships can assist government to drive the skills development agenda.

The Sector Skills Plan (SSP) report (2013-2014:142) further notes that the pattern of low levels of learner retention, completion and achievement is a common problem facing the sector, and points to low levels of return on

investment in skills. However, Archer (2012:158) contends that the problem of skills shortage does not affect the footwear sector only and asserts that, “no-one is satisfied with the volume of skills training taking place in the South African labour market”. The footwear sector has failed to attract prospective students because students are attracted to higher paying labour absorbing sectors. In addition, there is insufficient marketing of programmes and the poor image of the sector discourages students from registering for available programmes (SSP 2013-2014:131).

The lack of industry specific qualifications in terms of skilled trades has become a chronic problem in the sector. The Footwear and Leather study conducted for eThekweni Municipality in 2017 by Magubane revealed that universities and colleges have diluted the content of their qualifications resulting in a continuous skills deficit in the sector. The report recommended that there must be collaboration between industry and higher education institutions in designing a curriculum that is specific to the modern manufacturing processes used in industry (Magubane 2017:14). The Industrial Policy Action 2014/15 identified a lack of skilled personnel to take over from ageing industrial personnel, failure to develop and implement skills development plans and a deficit with respect to innovation, research and development as constraints relating to skills development in the Clothing Textile Footwear and Leather (CTFL) sector (FP&M SETA 2014:4).

The deficiency of specialised skills and relevant learning programmes can also be attributed to trade liberalisation which weakened the performance of the industry due to the import of cheaper leather goods (Centre for Social Entrepreneurship (CSE) 2016:18). The import of cheap leather goods weakened the performance of the sector by affecting its growth and employment opportunity, which may have contributed to its latent state in terms of education and training. Import of cheaper leather goods led to the loss of the skill set and knowledge domain to the extent that the industry did not remain a factor of employment opportunity (CSE 2016:18). The CTFL sector is also affected by the indebtedness of households and the negative impact it

has on household spending, particularly in relation to clothing (FP&M SETA 2014:3). The CSE (2016:18) in the CoFE research proposal notes that the Footwear and Leather sector had been a strong industry in South Africa until the end of the twentieth century. This confirms that trade liberalisation and indebtedness of households weakened the performance of the industry.

The majority of the employees in the Footwear and Leather sector have low educational levels (Sector Skills Plan Annual update 2013-2014:5) which may be a hindrance to engaging in entrepreneurial activities. The cultural and social norms that people are exposed to can also promote or hinder entrepreneurship as a career option. Herrington *et al.* (2010:47) note that most people fear failure as it results in loss of capital and social respect. Olufunso (2010:90) adds that besides the fear of failure, other obstacles to entrepreneurship include a lack of business skills and unwillingness to take risks. There is a need to cultivate an entrepreneurial culture through the education and training system.

Olufunso (2010:91) observes that the urge to create wealth in South Africa is not perceived as an urgent matter with greater value being placed on securing employment. A study conducted by Olufunso in 2010 at one of the universities in South Africa revealed that most graduates preferred to work for private companies or public establishments as opposed to engaging in entrepreneurship (Olufunso 2010:91). However, as employment opportunities in the formal sector continue to diminish, securing a job has become a challenge. Driver, Wood, Segal and Herrington (2001:30) note that entrepreneurship becomes a critical solution for South Africa because of a high unemployment rate, low economic growth and an unsatisfactory level of poverty. Isaacs, Visser, Friedrich and Brijlal (2007:620) concur that the key to job creation and economic growth is cultivating an entrepreneurial spirit among PSET graduates.

It is against this background that a Government Department directorate invited the Centre for Social Entrepreneurship located at a University of Technology to establish CoFEs as a way to promote skills development through education

and training. This particular study investigated the extent to which the education and training offered at CoFEs promote articulation through public private partnerships as a way to address the skills shortage in the sector and social entrepreneurship as a way to grow the sector and effectively contribute towards the social development of communities.

1.4 PURPOSE OF THE STUDY

The purpose of this study was to explore how the education and training offered at CoFEs can promote articulation for social development within public private partnerships in the Footwear and Leather sector. The study was exploratory and qualitative in nature. This study explored how PPPs can promote articulation between higher education and the workplace for social development through CoFEs. Articulation and social development are social phenomena which have to be explored by describing people's views and experiences about the phenomena. The case study method adopted for this study was useful for designing an education and training framework for social development within PPPs that incorporates articulation processes, which this study sought to develop.

As mentioned above, the larger study of the SAQA-DUT research partnership is divided into three case scenarios: the developed, emerging and latent. A *developed scenario* is one in which learning programmes include systems for articulation and the integration of learning pathways. An *emerging scenario* is one in which programmes are currently being, or have recently been developed, taking into cognisance systems for articulation and the integration of learning pathways. A *latent scenario* is one in which programmes were developed with the intention of including systems for articulation and the integration of learning pathways in the design, but these systems were never successfully implemented (SAQA-DUT research partnership proposal 2016:18-20).

The Participatory Action Research (PAR) approach guided the research process of the study. In PAR there is active involvement of the people whose

lives are affected by the issue under study (Strydom 2011:492). In this study, PAR was used to engage the research participants with the aim of bringing about change through opening articulation pathways in a latent articulation scenario, in terms of education and training and to engage all the stakeholders that were linked to the study in a collaborative process to generate data that will address articulation challenges in the Footwear and Leather sector.

Purposive sampling was used first, to sample the cases in which the research was conducted and second, to sample the individuals to be involved within the cases. The cases used in this study were the CSE at a UoT; a Technology Innovation station at another UoT; the Government Department that initiated the setting up of CoFEs; the SETA that funds CoFEs and a footwear company within the KZN footwear cluster. These cases were chosen purposively because of their relevance to the research issue and questions. The sample of the study comprised of the Director of the CSE, CoFE representatives, students and trainers and representatives from the two government departments involved in this study.

1.5 PRIMARY RESEARCH QUESTIONS

This study sought to explore how the partnerships involved in the implementation of CoFEs promote the articulation of qualifications and work integrated learning for social development in the Footwear and Leather sector, as a way to achieve social development through sectors of the education system.

1.5.1 Main Research Question

The main research question asked in this study was:

How can Public Private Partnerships promote social entrepreneurship and articulation for social development in the Footwear and Leather sector?

Sub questions arising from the main research question were:

1. What is the role played by private and public institutions in promoting articulation and social entrepreneurship as strategies to achieve social development in the Footwear and Leather sector?
2. To what extent do training programmes targeting the Footwear and Leather sector promote articulation and social entrepreneurship for social development within the sector?

1.5.2 Aim of the Research

The aim of the study is to promote social development by the building of articulation pathways for learning and career development in social entrepreneurship in the Footwear and Leather sector through Public Private Partnerships.

1.5.3 Research Objectives

The objectives of the study are to:

- establish the role played by Public Private Partnerships in building articulation pathways and promoting career development in social entrepreneurship in the Footwear and Leather sector;
- examine existing curricula in CoFEs to determine how articulation for social development can be promoted;
- explore the barriers encountered by Public and Private Institutions in fostering articulation for social development;
- explore the opportunities available to Public and Private Institutions for promoting articulation for social development;
- establish an education and training framework in social entrepreneurship that promotes articulation for social development.

1.6 SIGNIFICANCE OF THE STUDY

The study sought to establish an education and training framework in social entrepreneurship that promotes articulation for social development. The current training effort in the footwear sector is not attracting adequate numbers of workers into learnership programmes and the industry itself is not able to finance a major skills upgrade (SSP 2013-2014:57). A significant scaling up of skills development is, therefore, needed in the sector to stop the industry from sourcing employable skills internationally and to empower the local workers to take up jobs requiring high order skills. The CSE at a UoT partnered with industry to establish CoFEs that will be used as training centres for employees in the Footwear and Leather sector. It is hoped that this initiative will develop the skills within the local community which the industry is currently sourcing internationally.

The Centres of Footwear and Entrepreneurship have been established in KwaZulu-Natal at a Footwear Company and a UoT in Gauteng, through a partnership between government and industry. This study explored the extent to which CoFEs promote articulation as a way to achieve social development in the Footwear and Leather sector. Social development in this study is discussed as being driven by articulation and social entrepreneurship.

CoFEs are expected to produce entrepreneurs and to provide the footwear industry with skilled personnel. It is imperative for this study to provide a detailed exploration of the extent to which CoFEs are achieving their mandate as a way of providing an honest evaluation to government departments responsible for the Footwear and Leather sector on how relevant these training centres are to the footwear industry.

As alluded to earlier, this study is part of the larger SAQA-DUT research partnership on articulation. Findings from this study contributed to the larger study on articulation. It is hoped that the SAQA-DUT research report findings may influence national policy on articulation. CoFEs are expected to address the collaboration of partnerships with industry, HEIs, government and the community. The possibility of developing a curriculum that will enable the

Footwear and Leather sector to offer learning programmes at institutions of learning that promote articulation through the levels on the NQF will be another outcome expected from CoFEs.

1.7 LIMITATIONS

The qualitative nature of the study makes it difficult to ascertain the reliability and validity of data. The study used triangulation, member checks and also kept an audit trail to ensure the validity and reliability of the research findings. These strategies are discussed in Chapter 3 of this thesis.

The case study limits generalisations as findings from the study depend on the participants' views and experiences of the phenomenon under study. Participants' had different interpretations of the same experience. These interpretations can change depending on the context and time. This makes it impossible to replicate the study as each qualitative research is unique in itself. Findings in this study reveal how participants interpreted their experiences in their natural settings.

Time was a constraining factor. The larger SAQA-DUT research partnership had to be completed within a given time frame and a deadline was set for the submission of research results. Fixing interview appointments with individual participants was time-consuming and stretched beyond the time frame that the researcher had planned as the participants had other work schedules to adhere to. It was also very difficult to fix a convenient time and date that suited all the participants for the focus group discussions. The focus group participants and the researcher had to negotiate a possible date and time for the interview and some participants had to reschedule their appointments.

1.8 DELIMITATIONS

The study identified the following delimitations:

- Students in the second intake at the CoFEs were not included in the study due to the time frame that was set to complete the study. Only the

students from the first intake were included in the study as they completed their studies within the set time frame.

1.9 ORGANISATION OF THE THESIS

The research study is organised into nine chapters.

Chapter 1 is the introduction to the study. It highlights the focus, the reasons why the study was conducted and the contribution the study is expected to make in addressing the challenges outlined by the study.

Chapter 2 presents the literature that was reviewed on the study topic. The views of different scholars on articulation in the South African PSET system, social entrepreneurship, social development and public private partnerships are presented in this section.

Chapter 3 gives a detailed explanation of the research design and methodology. The data collection methods that were used in collecting the data for the study are explained and the procedure that was followed in analysing the data is also laid out in this chapter of the thesis.

Chapters 4, 5, 6 and 7 make up the findings and discussion section of this thesis. The findings and discussion section is presented in four different chapters according to the four sample groups outlined in Chapter 3. Chapter 4 presents findings from interviews conducted with the two government departments involved in this study. Chapter 5 presents findings from interviews conducted with the director of a CSE. Chapter 6 presents finding from the interviews conducted with the representatives from each CoFE and the trainers from the CoFE located at a UoT. Chapter 7 presents findings from focus group discussions that were held with students from both CoFEs and graduates from the industry CoFEs.

Chapter 8 consolidates the findings and discussions presented in Chapters 4, 5, 6 and 7.

Chapter 9 presents the conclusion and recommendations that were made based on the findings of this study.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This section covers the literature that was reviewed in relation to the research topic. A review of previous studies conducted on the topic and key concepts that inform the study enabled the researcher to have a deeper understanding of the topic under study and to identify knowledge gaps that needed further research. The reviewed literature is presented in two sections. The first section focusses on education and training globally and specifically in the South African context and includes a discussion on articulation and its relationship to social development, social entrepreneurship and PPPs. A discussion on the Fibre Processing and Manufacturing SETA and barriers to articulation in the Clothing Textile Footwear and Leather (CTFL) sector concludes this section. The second section covers the theoretical framework that underpins the study. Bronfenbrenner's ecological systems theory, relational agency theory and grounded theory make up the theoretical framework that guided this study.

2.2 THE GLOBAL EDUCATION AND TRAINING AGENDA

The 2030 Agenda for Sustainable Development, which includes a set of 17 Sustainable Development Goals (SDGs) to end poverty, fight inequality and injustice, and tackle climate change by 2030 was adopted by world leaders at the United Nations Sustainable Development Summit on 25 September 2015 (World Education Forum, Incheon Declaration 2015:10). Education and training becomes a useful tool for dealing with the challenges that were identified at the 2030 agenda for sustainable development. The fourth Sustainable Development Goal (SDG 4) focusses on education and it commits to providing inclusive and equitable quality education and to promote lifelong learning for all. Some of the key strategies for achieving SDG 4 include: providing learning opportunities to all youth and adults to make them numerically and literally functional for the benefit of their communities; addressing all forms of exclusion and marginalisation as a way to promote

equity; and inclusiveness in and through education and promoting life -long learning (LLL). The World Education Forum, Incheon Declaration (2015:10) states that

“Inclusive education for all should be ensured by designing and implementing transformative public policies to respond to learners’ diversity and needs and to address the multiple forms of discrimination and of situations, including emergencies, which impede the fulfilment of the right to education”.

Inequality of access is a genuine global problem which occurs across continents and countries at varying levels (Atherton, Dumangane and Whitty 2016:23). Chakroun (2016:80) intimates that the 2030 education and training agenda aims to be transformative and all-inclusive. Increasing participation in higher education has become a global convention, promoted by national governments, as well as agencies such as the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the Organisation for Economic Co-operation and Development (OECD) and the World Bank. According to Atherton *et al.* (2016:10), current projections indicate that there will be almost half a billion higher education students by 2030 up from 200 million in 2016. They further noted that the rapid change in the labour market demands higher level skills. It, therefore, becomes necessary for countries to focus on increasing access and quality in education and training institutions in order to cope with the ever-changing global technological advancements.

Sub-Saharan Africa has the lowest participation rate in tertiary education in the world, and countries in the region struggle with limited capacity, overcrowding caused by limited infrastructure, inadequate management, poor student preparation and the high cost of tertiary education (Rumbley 2009:38). Atherton *et al.* (2016:23) revealed that for countries in the developing world there is evidence of inequality in access according to socio-economic background. Socio-economic background and geography work alongside each other to influence access to tertiary education. Students from poor rural

backgrounds are less likely to access higher education than poor students living in urban areas (Atherton *et al.* 2016:23).

Policies of higher education institutions are expected to address societal contestations around race, ethnicity, gender and diversity and the intensified human rights struggles (Maassen and Cloete 2006:13). Higher education is expected to find solutions to these social problems as a way of promoting social development. The World Conference on Higher Education 2009 outlined that higher education should promote sustainable development by ensuring that educational programmes, academic research and teacher training respond to societal needs (UNESCO 2009:20). The United Nations, (UN), (2015:25) states that it is committed to providing inclusive and equitable quality education at early childhood, primary, secondary, tertiary and technical and vocational training levels. All people should have access to lifelong learning opportunities irrespective of their age, sex and race (UN 2015:25).

Jongbloed, Enders and Salerno (2008:312) posit that the mission of a higher education institution should be stated in terms of its teaching, research and community service obligations. Jongbloed *et al.* (2008) further note that institutions of learning must have economic and social expectations. Economic expectations relate to the knowledge and skills transferred to students, relevance in research that is conducted and the extent to which the knowledge that is generated contributes to the economic development of the nation. Social expectations relate to how educational structures create opportunities for access and allow for mobility of people of different social classes and ethnic groups (Roddy 2004:9). The economic and social expectations of learning institutions outlined by Jongbloed *et al* above align to one of the research questions for this study which seeks to understand the role played by public and private institutions in promoting articulation and social entrepreneurship for social development.

2.3 SOUTH AFRICAN EDUCATION AND TRAINING CONTEXT

Badat (2010:2) writes that in pre-democratic South Africa, social inequalities were embedded and reflected in all spheres of social life as a product of systemic exclusion of blacks and women. The education system was wholly affected by these social inequalities to the extent that the post-apartheid democratic government sought to address the disparities created pre-democracy through legislation and policies that enforced equality in education for all. The national higher education agenda for democratic South Africa aligns with the global 2030 agenda on sustainable development. The agenda for inclusive education for all in South Africa is reflected in policies that were designed and implemented to address the challenge of an exclusive education system.

As is the case in most other countries, the South African national higher education agenda was developed to comply with the global reform agenda (Maassen and Cloete 2006:12). According to Badat (2010:14), higher education must cultivate the knowledge, competencies and skills that enable graduates to contribute to economic development since such development can facilitate initiatives geared towards greater social equity and social development. Community engagement is the third mission of higher education institutions after teaching and research as outlined by Jongbloed, Enders and Salerno (2008:312). Community engagement is about HEIs contributing to the social and economic development of communities. The principles and strategies for economic and social development that are adopted by institutions of higher learning fall under their third mission.

2.3.1 Legislation Related to Education and Training in South Africa

The Constitution of the Republic of South Africa states that achieving equality, human dignity and the advancement of human rights are some of the values that the sovereign, democratic state seeks to uphold (South Africa, Department of Justice 1996:3). Education is key in addressing equality and empowering

the population to claim their right to participate actively in the social, economic and cultural development of the nation. Section 29 of the RSA Constitution guarantees the right of all South Africans, *inter alia* to basic education, including adult basic education; and further education, which the state, through reasonable measures, must make progressively available and accessible (South Africa, Department of Justice 1996:4).

The South African National Education Policy Act, Number 27 of 1996, protects the rights of South Africans against unfair discrimination within or by an education department or educational institution on any ground whatsoever; this guarantees citizens the right to basic education and equal access to educational institutions (South Africa, DHET 1996:6). Achieving equitable education opportunities, enabling an education system that contributes to the full personal development of each individual, and providing opportunities that promote life-long learning (LLL) are some of the key objectives that the South African education system should strive to achieve in a democratic dispensation. The research objectives of this study sought to understand the extent to which the PSET system has achieved the objectives outlined above.

The Higher Education Act 101 of 1997 as amended (Higher education Act 23 of 2001) upholds similar values to those set out in the Constitution and the National Education Policy Act 27 of 1996. Section 37(3) states that “the admission policy of a public higher education institution must provide appropriate measures for the redress of past inequalities and may not unfairly discriminate in any way” (South Africa, DHET 1996:29). The Higher Education Act itself creates the environment for recognition of prior learning to happen as evidenced by its emphasis on redress, the provision of ideal prospects for learning, promotion of values and the promotion of the full recognition of the learners’ potential (Lloyd 2012:46). Badat (2009:459) states that the concerns of the Department of Higher Education through the Higher Education Act of 1997 were to:

“elaborate in greater detail an overall policy framework for higher education transformation, more extensively and sharply define goals and policies, elaborate structures for policy formulation and implementation and devise strategies and instruments for effecting change in areas such as access and success, learning and teaching, governance, financing and funding and the shape and size of higher education”.

From the literature reviewed above, it is clear that much has been done from a legislative perspective to address past inequalities and improve access to education in the democratic context of South Africa post-1994.

2.3.2. Structure of the South African PSET system

According to Roddy (2004:9), “the striking feature of the pre-democratic higher education in South Africa is that its provision evolved and reproduced itself along racial and ethnic lines prompted in large measure by deliberate state policy”. Post-democracy transformation of higher education was necessary in order to redress the disparities that were created by the pre-democratic era whose educational policies perpetuated inequalities. Transformation of education refers to the active removal of any institutional, social, material and intellectual barriers in the way of creating a more equal, inclusive and socially just higher education system (Higher Education Summit Discussion Paper 2015:2).

Institutional and policy changes have been implemented to try to address these challenges. The CHE (2004:62) states that the participation rates in higher education were highly skewed by race, approximately 9% for Africans, 13% for Coloured, 40% for Indians and 70% for Whites. Beyond 1994 the post school education and training system was expected to address and respond to the development needs of a democratic South Africa as prescribed by the new state. The White paper for PSET (South Africa, DHET 2013c:ix) “seeks to set out a vision for the type of PSET the DHET aims to achieve by 2030”. The White paper outlines policy and strategies to improve the efficiency and

capacity of the PSET system as a way to redress the flaws of the pre-democratic education system.

In 2015, after 21 years of democracy, higher education had shifted in its structural characteristics from a disjointed and structurally racialized system of 36 public and more than 300 private institutions in 1994 to a relatively integrated system of 26 public universities and 95 private higher education institutions (Higher Education Summit Discussion Paper 2015:2).

The PSET system refers to all learning and teaching that happens after school. This includes private, public, formal and informal training (South Africa, DHET 2013c: xi). The PSET system is understood as comprising all education and training provision for those who have completed school, those who did not complete their schooling, and those who never attended school (South Africa, DHET 2013c:xi). This system consists of the following institutions which all fall under DHET: Higher education (HE), offered by 26 public universities and Private HEIs (PHEIs); Technical and Vocational Education and Training (TVET), offered by 50 public TVET Colleges and Private Colleges; Community Education and Training (CET), offered by 9 public CET Colleges, incorporating 3 276 learning centres; Sector Education and Training Authorities (SETAs) and the National Skills Fund (NSF); and regulatory bodies responsible for qualifications and quality assurance in the post school system which are the Council on Higher Education (CHE), the South African Qualifications Authority (SAQA), the Quality Council for Trades and Occupation (QCTO) and Umalusi (South Africa, DHET 2017b:14).

The DHET derives its legislative mandate from Section 29 of the Constitution of South Africa. The PSET system caters for about 18 million citizens (South Africa, DHET 2016:3). The White Paper on PSET outlines strategies to improve the efficiency of the PSET system in order to make it relevant to the needs of the South African population (South Africa, DHET 2013c:4). The White Paper further provides guidelines to the DHET and its institutions on how

to contribute to the building of a vibrant South African economy. The main policy objectives of the White Paper for PSET are:

- a post school system that can assist in building a fair, non-racial, non-sexist and democratic South Africa;
- a single coordinated post school education and training system;
- expanded access, improved quality and increased diversity of provision;
- a stronger and more cooperative relationship between education and training institutions and the workplace; and
- a post school education and training system that is responsive to the needs of the individual citizens, employers in both public and private sectors, as well as the broader societal and developmental objectives (South Africa, DHET 2013c:4).

The objectives outlined above reveal that the South African PSET system is meant to respond to the individual education and training needs of the entire population and the economy. However, the National Development Plan (NDP) Vision 2030 observed that the South African post school education and training is not well designed to meet the skills development needs of either youth or the economy (South Africa, NPC 2012:316). One of the objectives of this study sought to understand the barriers encountered by PSET institutions in promoting skills development. This objective concurs with the observation made by the NDP Vision 2030 that the PSET system has a challenge in meeting the skills development needs of the South African population. The NDP Vision 2030 further reveals that access and opportunities in the PSET system are not distributed equally. The inverted education and training pyramid below further clarifies the point made by the NDP Vision 2030.

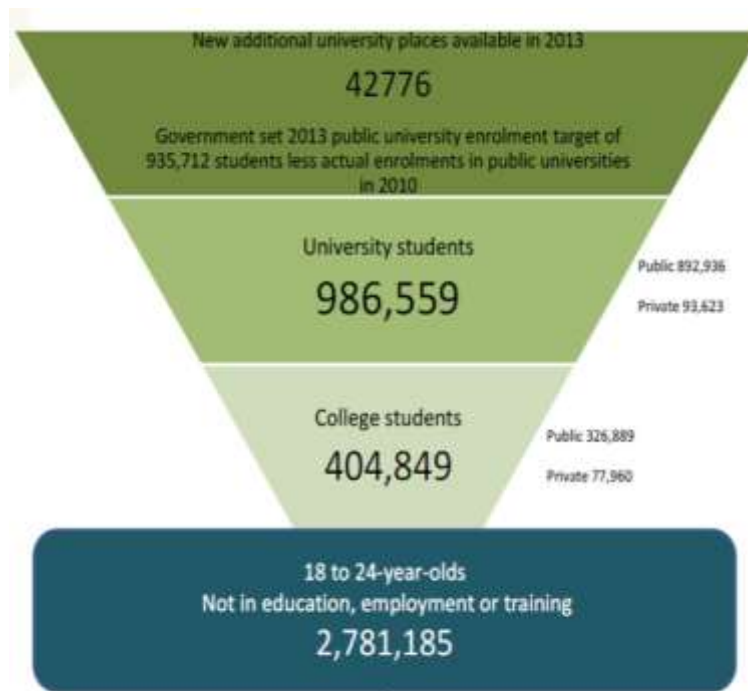


Figure 2.1: An inverted education and training pyramid

Source: FP&M SETA Sector Skills Update 2015-2020

Enrolment in Private Higher Education Institutions (PHEIs) is estimated to range from 80 000 to 120 000. Public universities enrol about 900 000 while public colleges enrol about 300 000 learners. The number of individuals enrolled in the PSET system is insignificant compared to the number of individuals that need to access the system (South Africa, NPC 2012:317). The NDP 2030 reveals that currently there are about 3 million young people aged between 18-24 who are not in Education, Employment or Training (NEET). However, Gibbon *et al.* (2012:140) argue that the NEET group needs to be broken down into categories to give more insight into who comprise the group. The following categories of NEET individuals were outlined by Gibbon *et al.* (2012:140):

- those who left school without completing the National Senior Certificate (NSC);

- those who left school with the NSC or National Certificate Vocational (NCV), but without meeting university entrance requirements;
- those who have achieved the NSC and meet the minimum legal entrance requirements, but do not find a university place or could not afford the fees;
- those who meet admission and selection criteria for university study and are admitted but may not succeed.

According to the National Planning Commission (South Africa, NPC 2012:316), colleges are expected to significantly reduce the number of people who are NEET by 2030. The South African education and training system is an inverted pyramid, where there is more than double the enrolment in universities than in colleges. The Sector Skills Update (2015-2020:38) revealed that universities cannot provide the level of access required to meet the skills demand needed in the mid-to-higher-level bands of the NQF because they have already reached their peak in terms of capacity. The Sector Skills Update 2015-2020 also notes the great potential to expand access among the 50 TVET colleges across the country, however, some concerns exist over the quality of lecturers, resources and governance (Sector Skills Update 2015-2020: 39).

Many of the higher education institutions are under-resourced and inefficient and also lack the adequate capacity required to compete at a global level (South Africa, NPC 2012: 316). The new PSET system is still in its early stage of development and much work is required in its planning, funding and institution building. Universities are expected to play a key role in “enabling the successful emergence of the college components of the PSET sector via capacity building, collaboration, mutual exchange of knowledge and articulated pathways for students” (Higher Education Summit Discussion Paper 2015:2).

2.3.2.1 Challenges in the Post School Education and Training System

The South African higher education system remains challenged by several transformation issues that openly remind us that “transformation is an ongoing

process” (Le Grange 2011:5). The CHE (2004:230) reports that higher education transformation poses challenges in terms of equity and democratisation, effectiveness and efficiency. The Report on the Ministerial Committee on Articulation Policy (South Africa, DHET 2008:11) states that the PSET system is riddled with conceptual and organisational incongruities in particular:

- a) the disorganised provision of education and training;
- b) lack of parity of esteem between academic and vocational qualifications;
- c) lack of definition and order in learner progression routes and articulation arrangements;
- d) the registration of a host of qualifications on the NQF that are dead-end in nature;
- e) the absence of robust articulation arrangements between different programmes and institutional types including the forthcoming post school community colleges for adult learnership.

Structural and systemic challenges persist in the PSET system. The post school education and training system in South Africa is governed by a host of legislation and institutions. Overlap and duplication of activities in the system result in disjointedness and contradiction in the way the system is managed. The NPC (South Africa, NPC 2012:324) points out that “the quality assurance framework is complex, with overlapping directives and on-going contestation between different quality assurance bodies”.

A successful PSET system should have a built-in mechanism to promote mobility within the different institutions that comprise it and the world of work which should be embedded in the mission statement of each post school institution. Cosser (2011:71) asserts that one of the key problems identified in the period following the establishment of the DHET is the limited range of opportunities for further learning at NQF 2 to 5 for youth who leave school

prematurely. The Draft National Plan for PSET (South Africa, DHET 2017b:1) records that one of the objectives of the DHET is to provide alternative entry points into the learning system for the growing numbers of young people and adults who seek education and training beyond the basic education system. The Draft Plan further notes that all PSET institutions must cater for the large proportion of learners who exit the schooling system unprepared for further studies.

The challenge of limited opportunities for study for youths who exit the schooling system prematurely still exists in the PSET system. The Draft National Plan for PSET (South Africa, DHET 2017b:3) states that the immediate and priority focus of the PSET system is to develop intermediate occupational qualifications at level 5 and 6 to be offered at TVET colleges. This priority focus does not cater for the majority of school leavers who do not qualify for direct entry into occupational qualifications at levels 5 and higher. The challenge facing post school education in South Africa is to find ways to assist these school leavers to access the education and the training system and the workplace. The education and training framework developed through this study seeks to contribute towards a solution to this challenge.

Loebenstein (2005:2) posits that the democratic elections of 1994 heralded a new era of possibilities for inclusiveness in the process of developing social educational transformation. According to Badat (2009:455) change in higher education directs attention to numerous issues relating to accessibility, governance, financing, curriculum, teaching and learning and equity at different levels of the higher education institutions. The issues outlined by Badat above can only contribute to a change in higher education if all structures comprising the PSET system work together to create a higher education system that is all-inclusive and accessible to all members of the population. The PSET system must cater for the educational needs of a diverse population through opening up learning pathways that meet the needs of the population.

2.4 ARTICULATION

Since its inception in 1994, the democratic government of South Africa has aimed at developing a single, unified and comprehensive education system that offers quality education to all South Africans and also contributes to the economic and social development of the Republic of South Africa. Hoppers (2009:68) states that the principle that makes an integrated system come to life for the benefit of all learners is that of articulation. Articulation, according to Hoppers, refers to the actual connections between different learning pathways at both the horizontal and vertical levels of the education and training system. “These horizontal connections and the vertical transitions in the education and training system are the bridges and ladders that allow people to move through the system in accordance with their changing circumstances and needs” (Hoppers 2009:68).

The SAQA-DUT research proposal (2016:2) defines articulation as the enabling of mobility within and between the various learning programmes and institutions (including colleges, universities and workplaces) that comprise the PSET system. Articulation can be systemic or specific. The Credit Accumulation and Transfer (CAT) policy (South Africa, DHET 2013a:9) defines

“systemic articulation as articulation based on legislation, national policy and formal requirements including within and between the sub frameworks of the NQF and specific articulation as articulation based on formal and informal agreements within the educational and training system, mostly between two or more educational and training sub-systems, between two specific institutional types and guided by guidelines, policies and accreditation principles”.

Articulation may take place within an institution or between institutions that comprise the PSET system. In each case, it is between learning programmes, (formative, vocational or occupational training) and when appropriate, the workplaces where structured work experience is undertaken (South Africa, DHET 2008:7). The CHE states that the value and validity of higher education

in South Africa must also be judged by the extent to which it provides access and opportunities for all South Africans (South Africa, CHE 2004:14). The Draft National Plan for PSET asseverates that a lack of articulation is caused by related complex factors such as institutional histories, curriculum alignment, institutional collaboration focussed on articulation and qualification development processes (South Africa, DHET 2017b:21). The Draft National Plan further notes that most of the current evidence of a lack of articulation in the PSET system is unreliable. There are, for example, a number of formal partnerships between universities and TVET Colleges to deliver Higher Certificates in particular learning areas as outlined by the Articulation Baseline Study Report compiled by SAQA and DUT in 2017.

The Draft National Plan for PSET outlines articulation as one of the means by which to transform the PSET system (South Africa, DHET 2017b:21). One of the major areas of weakness that has been identified across the PSET system is the limited articulation between programmes offered by post school institutions (Kgobe and Baatjes 2014:2). The authors further note that students' progression and transfer between TVET colleges and universities remain limited due to "a range of epistemological, institutional, psychological and situational barriers" (Kgobe and Baatjes 2014:3). The Draft National Plan for PSET points out that there is very little available data to understand where articulation is working and where it is not and what should be done to improve articulation. "Articulation is complex and multidimensional" and adequate data on articulation pathways need to be collected as systemic articulation problems can be better understood in context (South Africa, DHET 2017b:21).

2.4.1 Policies that support articulation

Exploring the opportunities available to public and private institutions for promoting articulation for social development is one of the objectives that this study seeks to achieve. The policies reviewed below explore some of the opportunities available to public and private instituions for promoting articulation for social development.

2.4.1.1 The NQF Act 67 of 2008

The NQF Act 67 of 2008 provides guidelines for the formulation, organisation and governance of the NQF. The Act is useful to educational institutions, skills development service providers and professional designations (South Africa, DHET 2008:2) that have a key role in designing learning programmes and offering qualifications within the education and training sector of the Republic. The objectives of the NQF are outlined as follows: to create a single integrated national framework for learning achievements; to facilitate access to and mobility and progression within education, training and career paths; to enhance the quality of education and training and to accelerate the redress of past unfair discrimination in education, training and employment opportunities (South Africa, DHET 2008:6).

The NQF Act 67 of 2008 notes that the outlined objectives are designed to contribute to the full personal development of each learner and the socio-economic development of the nation. SAQA and Quality Councils (QCs) should ensure that these objectives are achieved by ensuring that South African qualifications are internationally comparable and are of acceptable quality. Articulation within the NQF is both systemic and specific (South Africa, DHET 2013a:9). A gap between policy and practice exists in terms of the articulation of qualifications in general and within the Footwear and Leather sector in particular, where only one qualification at NQF level 2 is currently on offer at institutions of learning. However, as more programmes are in the process of being developed, it is yet to be established how this training programme will articulate with the programme that is already being offered.

2.4.1.2 National policy and criteria for Credit Accumulation and Transfer (CAT)

Credit Accumulation and Transfer (CAT) systems consist of two parts namely, credit accumulation and credit transfer. The CAT system entails a combination of the diverse features of both credit accumulation and credit transfer to

facilitate lifelong learning and access to the workplace (South Africa, DHET 2013a:4). According to principle (c) on articulation by design:

“all individual institutions and providers should include pathways for articulation in the design of new qualifications and part qualifications and that those pathways should be widely publicised to existing and potential students, it should be clear how these pathways connect with the world of work” (South Africa, DHET 2013a:7).

Hart (2014:36) elaborates on this principle by stating that the standard stages of qualification design should identify potential connections between qualifications and build articulation into the qualification specifications, thereby ensuring that there are no possible dead-ends in a qualifications framework. Principle (g), in the CAT policy on equity and inclusiveness, states that “arrangements for articulation should benefit learners entering qualifications with credit transfer, as well as those students who enter directly without credits for prior learning” (South Africa, DHET 2013a:7).

Systemic and specific articulation allows for credit accumulation within institutions in order to gain admission or to be granted advanced standing towards the completion of a qualification or part qualification as determined by institutional policies (South Africa, DHET 2013a:10). Advanced standing is defined as “the status granted to a learner for admission to studies at a higher level than the learner’s prior formal studies would have allowed and includes exemption where applicable” (South Africa, DHET 2013a:3). Principle (a) on access for success states that institutions and providers should facilitate the bridging of theory and/or practice components that are identified as weaknesses during admission and/or RPL processes in order to promote CAT (South Africa, DHET 2013a:7). Hart (2014:37) explains the concept of “matching, bridging and tracking” as the process of “identifying where qualifications do and do not overlap, creating provision to allow learners to fill in gaps in knowledge and skills and evaluating both by following up learners to see where and why they have /have not been successful”.

Naude (2014:73) posits that bridging programmes could assist the design of flexible qualifications that facilitate the transfer of credits across sectors which will allow the identification of comparability or articulation possibilities of learning outcomes in terms of level. This research will explore the extent to which students trained at CoFEs will gain access to TVET colleges and UoTs if they wish to further their studies. Hence, the understanding of how the principles of CAT work is critical.

Principle (d) on supplementarity states that where there are differences in prerequisites, the rigour of the curriculum, or the topics covered, the relevant authority may require the learner to do supplementary work before credits are awarded. This supplementary work should be ascertained in a fair, consistent and transparent manner, using reliable methods and in consultation between the two institutions (South Africa, DHET 2013a:7). This principle promotes articulation and progression through the education and training system especially for people who have part qualifications acquired through previous formal education and would want to access higher education institutions.

In South Africa, one of the findings from reviews of CAT systems, according to Raffle, Howlesan and Kinsella (2012:46), is that information and guidance on CAT needs to be made available in a non-technical, user friendly way. Information about the CAT system, the opportunities it offers and the commitment it may require, should be built into all forms of adult guidance and counselling, and communication with employers regarding workforce development should be enforced (Raffle *et al.* 2012:46). The principles of the CAT policy focus on promoting flexible access into education and training institutions through broadening articulation and progression routes to meet the needs of different individuals. Hart (2014:17) further notes that the principles of CAT policy use dependable processes that allow for comparability of qualifications, validation of outcomes and identification of the need for offering bridging courses thereby ensuring clarity of quality assurance practices.

2.4.1.3 Recognition of Prior Learning (RPL) Policy

In South Africa, the recognition of prior learning (RPL) became an important subject of discussion due to pressure by the Congress of South African Trade Unions (COSATU) which advocated for increased access to higher education opportunities for adults in order to improve their employability and opportunities (Letseka and Pitsoe 2014:1948). Kizito (2006:126) argues that COSATU's aim in elevating RPL was to level the playing field for the working class Black South Africans, to allow them access to higher education opportunities through recognition of their work experience. According to the RPL Policy, RPL is conceptualised as:

“a process through which non formal learning and informal learning are measured and mediated for recognition across different contexts and certified against the requirements for credit, access inclusion or advancement in the formal education system or workplace” (South Africa, DHET 2013b:5).

The two forms of RPL included in this definition are RPL for access through the provision of alternative learning routes in programmes and RPL for credit in which credits for a qualification are obtained through formal or informal learning. The agenda for RPL in South Africa was aimed at contributing to the achievement of the higher education policy goals of broadening participation, equity and redress; making formal education opportunities accessible to those previously denied access; and getting the labour market to recognise the different forms of and sources of knowledge (Letseka and Pitsoe 2014:1948). The NQF impact study 2012-2014 further revealed that RPL has the potential to facilitate alternative access to education and training and skills development initiatives from TVET colleges and the workplace.

The Ministerial Task Team on the National Strategy for RPL (South Africa, DHET 2013b:104) affirms that RPL has a dual purpose: on one hand, social justice; and on the other, access to opportunities for lifelong learning to enhance economic, environmental, social and personal development. The task

team further elaborates that RPL promotes social justice in that it avails previously unfairly marginalised individuals of opportunities to participate in the formal economy. Recognition of Prior Learning promotes lifelong learning through skills development, enables mobility within and across different pathways and also provides alternative routes to formal education and training (South Africa, DHET 2013b:104-105).

2.4.1.3.1 Findings on RPL in higher education institutions

According to Wolf (2011:175), a case study that was conducted at the University of Pretoria (UP) revealed that there is wide suspicion that RPL as formally described in policy might undermine quality, a position that was defended by a senior administrator at the university. “The university has rules and regulations for basic reasons you can’t allow mediocrity to slip in by the door”. RPL is being implemented at the post-graduate level across numerous faculties of UP. Wolf (2011:175) states that the quality of prior learning that the learners bring with them to higher education institutions has been raised as an essential issue that makes RPL less attractive. The case study also revealed that RPL is limited in undergraduate qualifications at UP because the university is able to draw large numbers of students who meet its formal requirements without having to rely on RPL.

Research conducted at a private higher education institution, focussing on the practice of RPL at the college and the perceptions of RPL candidates regarding the appropriateness of the RPL initiative in terms of preparing students to study at the college revealed that:

- students entering via the RPL route have varied experiences and performance levels;
- students entering via the RPL route are not the poorest performers in their stream and year groups but fit within the range of cumulative averages; and
- more needs to be done to ensure that the performance levels of the majority of students entering via the RPL route could at least compare

favourably with the performance of the average student (Appollis 2011:20).

The students admitted via the RPL route who were interviewed in this study, indicated that students who entered higher education via the traditional route could deal with the academic pace and pressures better than those who had studied years before. Some of the lecturers interviewed intimated that processes should be introduced to prepare students admitted via the RPL route more fully for academic studies, although their portfolios of evidence demonstrate that they have the potential and skill to access higher education (Appollis 2011:21).

Recognition of Prior Learning is critical for promoting articulation for people who sought work first and would like to access institutions of higher learning to gain certification for the work they are involved in. According to the CSE Research Proposal (2016:7), on average 60-70% of the manufacturing workforce in the leather product segment is involved in stitching and closing, and given that the manufacturing workforce accounts for about 80% of the total workforce, it can be inferred that close to 50% of the total workforce in the leather product industry is involved in stitching and closing alone. The CSE research document (2016:8) further outlines that 85-90% of the people in the manufacture of leather goods have educational levels up to secondary level. RPL can be an avenue for these people to access institutions of higher learning. The Working document on RPL compiled at the National RPL Conference in 2011 noted that RPL remains a national priority which needs to be implemented through collaborations between a wide range of role players comprising public and private institutions responsible for education and training.

2.5 SOCIAL DEVELOPMENT AND PSET

Midgley (1999:34) defines social development as a process of planned social change designed to promote the well-being of the population. Social development is about empowering people to take charge of their own

development by providing them with livelihood skills (United Nations Research Institute for Social Development, UNRISD 2011:1). These skills are rolled out by the education and training sector through its public and private institutions of learning. There is a close relationship between the PSET system and social development of individuals and communities. High levels of economic growth and significant improvements in the living standards of the population have been sustained in countries that have given priority to excellent education and training and in particular to higher education (South Africa, CHE 2004:13). Education affords individuals social benefits; it enhances employability and empowers individuals to participate in the overall development of their communities (Midgley 1999:34; South Africa, CHE 2004:14).

According to Nuwagaba (2012:93), it is assumed that educated people can provide livelihoods for themselves and contribute to the development of their society. The education system should focus on developing the relevant skills that are required by industry if it is to become a tool through which employability is enhanced among graduates. Nuwagaba (2012:92) defines skills development as a process of empowering individuals and communities with employable skills for self-sustenance and the benefit of the economy both in the formal and the informal sector. Nuwagaba further notes that the process of skills development creates productive members of society by stimulating their intellectual and technical competencies. Nuwagaba's (2012) views on the process and function of skills development is in line with the DHET Strategic plan.

The DHET Strategic Plan (2010-2015) postulated that by 2020 the integrated skills development system would have made significant progress towards promoting economic and employment growth and social development. Field *et al* (2014:29) argue that access to education and training has improved. However, South Africa still faces an extremely high rate of unemployment due to poor educational outcomes (Maringe and Osman 2016:130). Field *et al*. (2014:30) further elaborate that vocational systems leave graduates less equipped to respond to the requirements of employers and less able to

transition into good jobs. Spaul (2013:6) intimates that the underachieving school system is likely to perpetuate the existing challenge of skills deficiencies among its products.

The DHET Revised Strategic Plan (2015-2020:19) indicated that challenges in the DHET cannot be addressed within the stipulated time-frame of five years. At present, the PSET system is skewed towards university education which has limited access. About three times as many students enter universities each year compared to TVET colleges, a situation which is unsustainable for skills development in the South African economy (South Africa, DHET Revised Strategic Plan 2015-2020:19).

The DHET Revised Strategic Plan (2015-2020) draws its vision from the Skills Development Act 97 of 1998 which emphasises the need to develop skills in the South African work-force through encouraging workers to participate in learning programmes and improving the employment prospects of individuals previously deprived of education and training by unfair discriminatory educational policies. Nuwagaba (2012:93) expressed that a skilled and well-trained workforce is a powerful tool for productivity and international competitiveness.

Employability of graduates can be enhanced by a collaborative effort between government and skills development planners in designing effective and relevant skills training programmes (South Africa, DHET Strategy Plan 2010-2015:27). Nuwagaba (2012:110) argues that the lack of linkage between the private sector human resource needs and academic programmes in training institutions is one of the binding constraints to human capital development. The author further states that this disconnect results from “the isolationist approach that limits collaboration and cooperation of the private companies and training institutions especially technical and vocational institutions” (Nuwagaba 2012:110). This study sought to address the challenge of “the isolationist approach” advocated by Nuwagaba through the promotion of PPPs in building

articulation pathways for learning and career development in the Footwear and Leather sector.

2.6 SOCIAL ENTREPRENEURSHIP

Social entrepreneurship means different things to different people in different places and this has resulted in an increase in the number of definitions to describe the phenomenon (Mair 2010:2). According to Bravo (2016:1683), there is no single accepted definition or theoretical framework for this concept. However, most of the definitions state that social entrepreneurship is aimed at bringing about social change. Bacq and Janssen (2011:376) define social entrepreneurship as "the process of pursuing opportunities aimed at social value creation by means of commercial, market-based activities". This study will adopt the definition coined by Bacq and Janssen (2011) above because it stresses that a social enterprise can be run as a "for profit making" organisation while pursuing its social mission. Social entrepreneurship is viewed as a process that brings social change or addresses important social needs (Lekhanya 2015:68).

According to Dees (2001:4), social entrepreneurs play the role of change agents in the social sector by "adopting a mission to create and sustain social value and recognising and relentlessly pursuing new opportunities to serve that mission". In other words, social entrepreneurs can be viewed as reformers whose vision is to effect social change in communities, they serve by addressing the underlying causes of problems identified through an accurate needs' assessment. The goal of social entrepreneurs is to achieve a social mission that is achieved through collaborative effort in drawing solutions that result in sustainable improvements in the targeted areas and expansion of limited resources.

2.6.1 Social entrepreneurship in South Africa

The study conducted by Lekhanya (2015) in six universities in South Africa revealed that South African universities are not fully participating or engaged in supporting social entrepreneurship initiatives. Lekhanya (2015:70) attributed

this finding to the lack of understanding of the real meaning of social entrepreneurship or a lack of popularity of social entrepreneurship in South Africa as a whole. The Global Entrepreneurship Monitor (GEM): global report 2009 reveals that global trends indicate that individuals aged 18-24 years have a relatively higher chance of being involved in social entrepreneurial activities (Bosma and Levie 2009:23). However, this is not the case with South Africa. The rate of social entrepreneurial activity in the 18-24 age groups is lower than most GEM countries, despite the fact that a significant number of youths are not in employment, education and training (Bosma and Levie 2009:23).

A study conducted by Urban (2015) on social entrepreneurship intentions of university students in South Africa revealed that increasing self-efficacy would improve perceptions of the feasibility to undertake a social venture. A number of individuals in South Africa may have the desire to pursue social entrepreneurship but are not doing so because they lack self-efficacy and the requisite entrepreneurial skills to successfully engage in social entrepreneurship (Urban 2015:38). Boyd and Vozikis (1994:63) define self-efficacy “as a person’s belief in his or her capability to perform a task”. They further elaborate that if an individual thinks that the task is beyond their ability the individual will not engage in the behaviour even if there is a social demand for that behaviour. According to Bird (1988:443), the development of entrepreneurial intentions is influenced by the entrepreneur’s personality, history, abilities and the social, political and economic context.

Urban (2008:361) points out that in addition to entrepreneurial skills social entrepreneurship also requires managerial skills which makes the issue of training and capacity building critical. However, the researcher is of the view that more research needs to be done to confirm the fact that social entrepreneurial activity rates are low in South Africa as some activities may not be recorded. The establishment of CoFEs is one of the initiatives of engaging both public and private institutions in providing education and training needs to the population. It is hoped that these CoFEs will provide training to community members as a way to equip them with skills for employability, and for creating

their own businesses. Social development is achieved when community members acquire skills through training to become entrepreneurs or intrapreneurs.

Herrington, Kew and Kew (2010:14) argue that a full understanding of the relationship between entrepreneurship and development is still far from complete. Herrington *et al.* (2010:14) point out that “institutional characteristics, culture, education, the regulatory environment, national demographics and the social culture of the nation all play a part in shaping entrepreneurial landscape”. An assessment of South Africa’s entrepreneurial environment conducted by the Global Entrepreneurship Monitor (GEM) through its National Experts Survey (NES) conducted in 2009 revealed that the three most important factors constraining entrepreneurial activity are education and training, government policies and financial support (Bosma and Levie 2009:18).

Other research conducted by GEM revealed the following on the three factors outlined above:

- South African adults without a tertiary education were less likely to implement and maintain a business venture compared to their counterparts in other developing countries (Broembsen, Wood and Herrington 2005:10). A low level of overall education, especially in maths and science, was cited as one of the key challenges hindering the promotion of early-stage entrepreneurial activity (Herrington *et al.* 2010:15).
- Informal entrepreneurs lack the skills to comply with the legal and tax requirements facing registered businesses. The cost of regulatory compliance is extremely high for small businesses and firms are unaware of government initiatives to support them and those that are aware have chosen not to use them (Maas and Herrington 2007:8).

According to the International Labour Organisation (ILO), governments have the responsibility of creating an enabling environment for social entrepreneurship through promoting the inclusion of social entrepreneurship in

the curriculum of both secondary and tertiary education; stimulating research on social entrepreneurship; and promoting public awareness initiatives on social enterprise and social entrepreneurship (International Labour Organisation 2010:44).

2.7 PRIVATE PUBLIC PARTNERSHIPS (PPP)

Xie and Stough (2002:10) affirm that a PPP can be viewed as

“a form of cooperation between government and business and knowledge institutions that agree to work together to reach a common goal or carry out a specific task, while jointly assuming the risk and responsibilities and sharing resources and competencies”.

From this definition, it can be said that PPPs involve a clearly defined activity that is co-financed and there is sharing of risks and rewards between the public and private partner. A PPP is defined in South African law as a contract between a government institution and private party, where the private party performs an institutional function and/or uses state property in terms of output specifications, bears substantial financial, technical and operational project risk and also benefits through unitary payments from government budgets and/or user fees (South Africa, National Treasury 2007:4).

The National Commission on Private Public Partnership (NCPPP) (n.d:1) defines a PPP as a contractual agreement between a public agency and a private entity, in which the skills and assets of each sector are shared in delivering a service or facility for use to the general public. The definition given by NCPMP captures adequately the type of relationship that will exist between government and industry in the implementation of CoFEs. This definition will be used as the working definition of a PPP in this study. The NCPMP (n.d:1) further explains that the contract between the public and the private sector should include a detailed description of the responsibilities, risks and benefits of both parties, a clearly defined method of dispute resolution and stakeholder

support as more people will be affected by a partnership than just the public officials and the private sector partner.

A well-defined conflict resolution strategy is required as misconceptions about the benefit of the partnership are bound to occur among the stakeholders involved. Open communication with all the stakeholders is, therefore, critical in minimising the potential of resistance to establishing the partnership. The National Treasury (2007:18) affirms that PPPs are by their nature complex contractual and operational arrangements, as they involve a number of players from different sectors, representing a variety of interests. The partnership needs to be formalised and processes need to be followed in a systematic and transparent way.

Pasque, Mallory, Smerek, Dwyer and Bowman (2005:15) note that partnerships must focus on relationship building as opposed to focussing more on the project activity. Relationship building and good communication skills are at the core of a successful partnership. However, due to cultural and institutional differences, there is no universal formula for dealing with relationships between the public and the private sectors (Xie and Stough 2002:10). One cannot prescribe how relationships in cross-sectoral partnerships should be maintained as this is influenced by the institutional culture of the partners; institutions have their own culture that shape the way they engage with other institutions and the community.

Relational agency is required in any successful partnership. According to Edwards (2005:169), relational agency involves “the capacity to work with others through aligning one’s thoughts and actions with those of others in an effort to come up with meaningful solutions to complex problems”. Pasque *et al.* (2005:15) note that promoting ongoing knowledge exchange, shared learning and capacity building is the key objective of partnerships. “A continuous assessment of the partnership relationship is the seal that builds trust, generates new lines of work and keeps shared goals and expectations visible to all” (Pasque *et al.* 2005:16).

2.7.1 The role of PPPs in articulation

A number of HEIs have partnered with FP&M SETA to enhance their service offerings and better align curricula with industry. The core strategic objectives of the partnerships are to increase access to middle and high-level skills; to increase access for work experience/internships by work-ready graduates; and to develop research development capacity within the sector and encourage the continuous professional development of workers in the sector (SSP 2013-2014:127). Higher education institutions should prioritise solving problems within their communities if they are to contribute to the development of knowledge relevant to the society and advance the public good. Partnerships that promote a balance of power and sharing of resources should be promoted as opposed to outreach programmes that tend to shift power towards the higher education institution.

Industry-higher education institution partnerships should promote further innovation through exploiting knowledge capacity and maximising financial rewards (Jongbloed *et al.* 2008:313). Genuine democratic partnerships that are sustainable should be integrated into the mission and support systems of both the higher education institution and the partnering institution (Pasque *et al.* 2005:7). For higher education institutions partnerships should be incorporated in their teaching, research and community obligations.

The White paper for PSET (South Africa, DHET 2013c:11) states that the main purpose of the TVET colleges is to train young school leavers, providing them with the skills, knowledge and attitudes necessary for employment in the labour market. The key challenge behind the delivery of TVET colleges is creating sufficient access for workplace learning for the students (Wolf 2011:48). Many colleges have limited access to workplaces for school leavers which restrict their preparation for the workplace. According to the White paper for PSET (South Africa, 2013c:14), National Accredited Technical Education Diploma (NATED) programmes were designated for industry and were presented in trimesters, one trimester in college and two at the workplace. However, it has

become difficult to secure opportunities in the workplace. The White Paper on Higher Education (1997) affirms that the transformation of the higher education system and its institutions requires cooperation and partnerships between higher education and the state, civil society and other stakeholders (South Africa, DHET 1997:10).

The establishment of CoFEs will enable industry and colleges to engage in access to experiential learning. The White paper on PSET (South Africa, DHET 2013c:66) posited that joint work on curricular design, training new lecturers and upgrading existing lecturers and building relationships between PSET institutions and the labour market will help to improve the progression of students from colleges to universities and the workplace.

2.8 FIBRE PROCESSING AND MANUFACTURING (FP&M) SETA

The FP&M sector represents a cluster of thirteen industries of which the footwear and leather industries are a part. According to the Sector Skills Plan (SSP) annual update (2013-2014), the FP&M SETA is committed to:

“improving the qualifications levels of both employees and new entrants in order to meet the skills requirements of the sector and to developing a strong emphasis on research and development that promotes product development, innovation and entrepreneurship to move the FP&M industries towards global competitiveness” (SSP 2013-2014:119).

The goal of the FP&M SETA is to develop skills within the workforce and also promote innovation and entrepreneurship as a way to achieve global competitiveness. However, the sector is faced with challenges when it comes to education and training of its workforce. Skills are viewed as crucial in modern manufacturing and increasingly dependent on higher levels of education. The consequences of a systematic failure under colonialism and apartheid to invest in education and development of the largely black workforce remain (SSP 2013-2014:57). A significant scaling up of skills development is, therefore needed, if the sector is to achieve what it has committed to achieving. There are opportunities for career paths within the Clothing Textile Footwear and

Leather sector as a whole, as well as potentially across the Fibre Process Manufacturing Sector (SSP 2013-2014:58).

The footwear industry has 178 registered companies, 21 000 employees and is not well represented at SETA. In order to produce 50 million pairs of shoes, 30% more employees are required (SSP 2013-2014:82). According to the SSP annual report (SSP 2013-2014: 125), the current status of the higher education training sector has important implications for the FP&M sector; the key challenge facing institutes of technology involved with the sector is that there are too few HEIs which have relevant programmes on offer. Curriculum changes in South Africa's higher education system are needed to establish the full scope of the potential of supplying skills in a sustainable manner for future demand in light of current skills demand across the sector (SSP 2013-2014:125).

2.8.1 Barriers to articulation in the Clothing Textile Footwear and Leather (CTFL) sector

The South African CTFL industry is a highly diverse and mature industry, with an important role to play as an employer in the country. Although the CTFL industry is one of the most labour-intensive segments of South Africa's manufacturing industry, it contributes only a small percentage to the Gross Domestic Product (GDP) (FP&M SETA 2014:2). The Industrial Policy Action (2014/15) identified the following constraints to skills development in the CTFL sector: a lack of younger skilled personnel and succession plans to allow continuity after the retirement of industrial executives; failure to develop and implement skills development plans for critical areas of operations and production; and a historical deficit with respect to innovation, research and development (FP&M SETA 2014:4). The SSP report (2013-2014:131) affirms that in the CTFL sector, graduate rates are very low and inadequate to meet sector needs in technologist programmes. Furthermore, the interest in technologists in the sector is relatively low.

Some of the reasons why there are a few technologists in the sector are: prospective students are being discouraged from registering for technologist programmes due to the poor image of the sector; insufficient marketing of programmes; programmes are mostly offered on a full-time basis thus discouraging employed workers from registering; employers withhold their best workers from registering on a full-time basis; prospective students are attracted to higher paying labour absorbing sectors; some employed workers cannot cope with occupational learning at a tertiary level; and the curriculum is criticised for lack of relevance to the needs of the workplace or for failing to keep pace with technological advancement (SSP 2013-2014:131).

The FP&M SETA Sector Skills Update 2015-2020 revealed that the two fundamental challenges linked to the state of the education and training system that impact on skills development are access and success. The Sector Skills Update (2015-2020) notes that the poor quality of basic education, high school dropouts, as well as the limited financial aid and absorption capacity at PSET institutions constrain access to the PSET system. As outlined above some of the workers in the CTFL sector left the schooling system before acquiring the necessary level of numeracy and literacy skills to cope with occupational learning. This becomes a barrier to access in the PSET system and a challenge for skills development in the sector.

Throughput and graduation rates remain low in the CTFL sector perpetuating the skills shortage challenge (Skills Update 2015-2020: 39). The loss of skills and knowledge domain in the Footwear and Leather sector can also be attributed to trade liberalisation which has opened the import of cheap leather products into the market (CSE Proposal 2016:18). The import of cheap leather goods weakened the performance of the sector by affecting its growth and employment opportunity which may have contributed to its latent state in terms of education and training. The CSE Proposal (2016:18) observes that the Footwear and Leather sector had been a strong industry in South Africa until the end of the twentieth century. This confirms that trade liberalisation weakened the performance of the industry.

2.9 THEORETICAL FRAMEWORK

This study is informed by three theories namely ecological systems or ecosystems theory, relational agency theory and grounded theory. These theories have been chosen based on the qualitative nature of the study. According to Bryman (2008:366), the features that distinguish a qualitative research strategy from other research strategies include:

- it stresses that theory is an outcome of research;
- the social world is understood through exploring the interpretation of that world by its participants; and
- social properties are outcomes of the interactions between individuals.

Qualitative researchers do not necessarily have to adhere to all of these features. This research, however, subscribes to all three features outlined above. The interpretive view of the world is subjective; individuals form their own view of the world through interacting with others (Khan 2014:225). Actions and behaviours are unpredictable as each individual perceives the world differently (Khan 2014:225). The ecosystems theory shows the interrelatedness between HEIs, public and private institutions and the workplace. This reveals the interconnection between three different systems. The relational theory focusses on the interactions that occur among the different systems and relationship building. The relationships between the three systems is necessary to improve access and address inequalities in the PSET system. Articulation is a new phenomenon; therefore, grounded theory is relevant in the construction of knowledge from the findings to develop the education and training framework this study sought to develop. The rationale for choosing the ecosystems theory, relational theory and grounded theory, given above clearly shows how this qualitative study subscribes to the three features of qualitative research outlined by Bryman above.

2.9.1 Urie Bronfenbrenner's ecological systems theory

This research is framed by an earlier version of Bronfenbrenner's human development theory which he called the ecological systems theory and some concepts from the later version of his theory called the bioecological theory. Bronfenbrenner's earlier theory of human development focusses on the context or environment which comprises the microsystem, mesosystem, exosystem and the macrosystem (Tudge, Mokrova, Hatfield and Karnik 2009:200). The ecological systems theory developed by Bronfenbrenner was designed to explain how the influence of the genetic qualities of a child and the surrounding environment the child is in contact with affects the growth and development of that child. Although this theory was developed to explain the nature-nurture influence on child development it has found wide application in explaining how individuals manage to thrive in different environments.

This earlier theorising focussed more on the context than the developing person. Bronfenbrenner later criticised himself for focussing too much on the context and overlooking the role the person plays in his or her own development (Tudge *et al.* 2009:201). To address his shortfall Bronfenbrenner developed the bioecological model which is seen as an extension of the ecological model.

“The bioecological model implies that human beings possess genetic potential for development beyond those that they are currently manifesting, and that unrealised potential may be actualised through social policies and programmes that enhance exposure to proximal processes in environmental settings” (Bronfenbrenner 1994:41).

An individual's nature as in biological make-up, and nurture as in family and the social environment, have an impact on the individual's development. The fully developed bioecological model focusses on the Process, Person, Context and Time (PPCT) (Bronfenbrenner and Morris 2006:795).

This study finds value in the partial use of Bronfenbrenner's fully developed theory focussing on the Process, Person and Context (PPC). According to

Bronfenbrenner, the contexts of development are organised into five systems namely the microsystem, mesosystem, exosystem, macrosystem and chronosystem, which are nested within one another (Bronfenbrenner 1994:37). The model below shows the five systems through which social interactions take place in the lifetime of an individual to bring about growth and development. Bronfenbrenner's concept of ecological systems is that the systems are nested within one another thus resulting in concentric circles as illustrated in the ecological system model shown below.

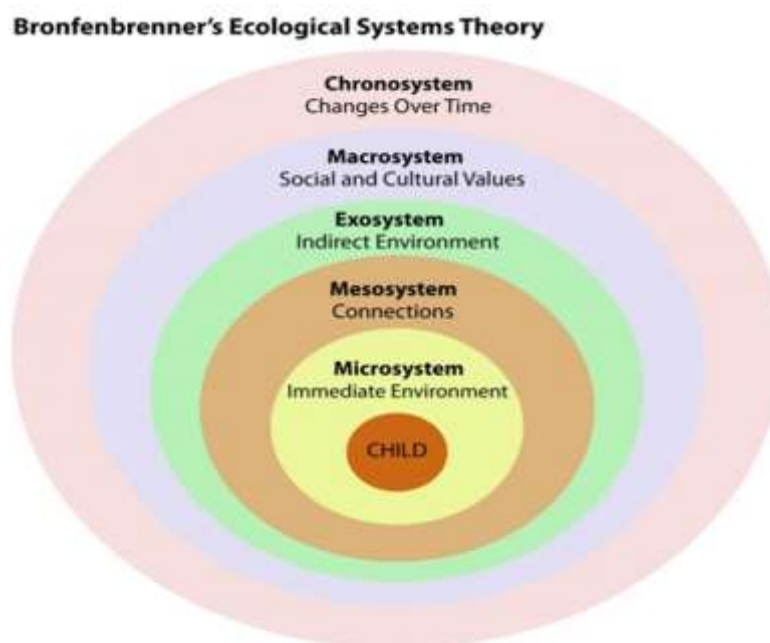


Figure 2.2: Bronfenbrenner's Ecological Systems theory

Source: Bronfenbrenner 1994:38

Neal and Neal (2013) present a different view of the ecological systems. According to them, the ecological systems are not nested but are rather networked. Neal and Neal (2013:727) describe the ecological system as an "overlapping arrangement of structures that are connected to each other by direct and indirect social interactions". They argue that conceptualising

ecosystems as nested obscures the relationship between them. The work of Neal and Neal (2013:731) goes further to state that their networked view of the ecological systems allows researchers to examine more complex relationships among the systems in terms of their overlap and bridging. This research adopts a model which combines Bronfenbrenner's notions of Process, Person and Context (PPC) and the networked view of the ecosystems advocated by Neal and Neal. The diagram below shows the networked view of the ecosystems that this research study will adopt. The arrows on the diagram below indicate the relationships that exist between the different ecosystems.

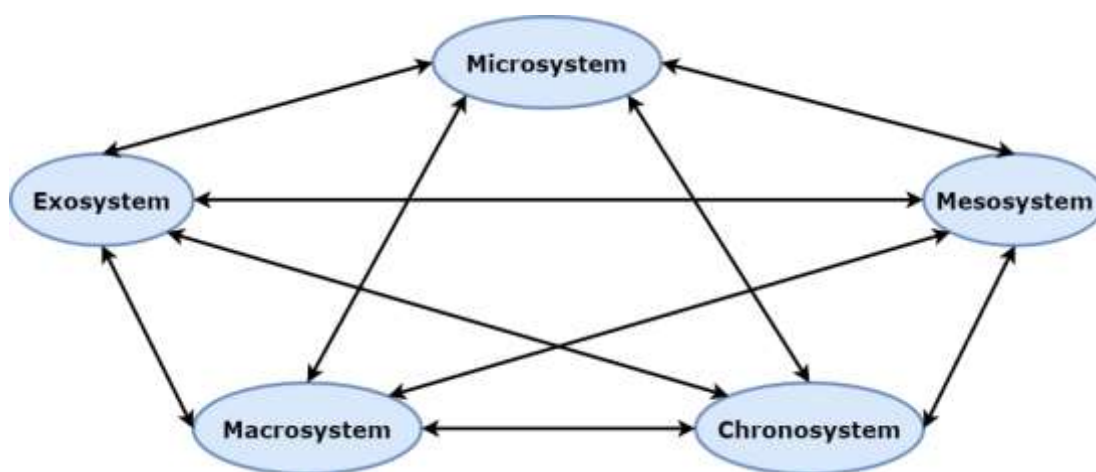


Figure 2.3 A model of the networked view of the ecosystems

The institutions comprising the PSET system are required to operate together as a system. According to Gibbon, Muller and Nel (2012:133), parts cannot operate as a system unless they relate to one another in clearly defined ways that also indicate their respective roles and responsibilities. Understanding the roles and responsibilities of the different institutions that are associated with the case that is being explored in the study is critical in providing an in-depth understanding of the contribution of CoFEs to social development. The ecosystem theory by Bronfenbrenner and the networked view of the contexts advocated by Neal and Neal (2013) become relevant in this study as it points out the need to understand the interrelationship that exists among the different

institutions that are part of this study. The model adopted for this study indicates that systems are not independent but are rather dependent on each other. There is a relationship among the five systems and an individual's development is shaped by the collective influence of what happens in all the contexts surrounding the individual.

Social interactions are an important component of the ecological systems theory. According to Neal and Neal (2013:726), the individual's patterns of social interactions determine how systems relate to one another. The microsystem constitutes structures which are closest to the individual, the family, school, neighbourhood and the workplace. Interaction within the microsystem involves personal relationships with the immediate surroundings. According to Bronfenbrenner (1994:38), it is within this immediate environment of the microsystem that proximal processes operate to produce and sustain development. The developing individual spends a great deal of time participating in activities and interactions within the microsystem (Tudge *et al.* 2009:203). The mesosystem encompasses the connections between the components of the microsystem. People tend to spend time in more than one microsystem such as in a family, school and the workplace and these interrelations give rise to the mesosystem (Tudge *et al.* 2009:203).

There are linkages between the family, school and the workplace. The exosystem entails the linkages that exist between one or two settings in which the individual is not directly involved. According to the ecological systems theory, development is a function of forces proceeding from numerous settings and the relations among these settings (Bronfenbrenner and Morris (2006:817).

The macrosystem is the outermost layer in the individual's environment (Paquette and Ryan 2001:1). It is comprised of cultural values, customs and laws. Neal and Neal (2013:729) state that the social patterns within the macrosystem oversee the construction and disbanding of social interactions between individuals and the relationship among ecological systems. The

chronosystem encompasses the dimension of time as it relates to change and constancy in an individual's environment. Tudge *et al.* (2009:208) intimate that Bronfenbrenner's position on the chronosystem is that historical events and situations impact development. Bronfenbrenner (1994:40) further points out that a chronosystem encompasses change in the individual's environment and characteristics of the individual. Christensen (2010:103) posits that both the individual and the environment changes over time and these changes are important to the understanding of how the different systems influence the individual and their development.

Each of the role players involved in the implementation of CoFEs is an established system but they all exist within the same environment. Living systems interact with other systems in the environment to bring about change within itself and to originate change in other systems (Sincero 2012:5). This research seeks to explore how the interaction between private and public organisations can result in change in the society in terms of promoting social entrepreneurship, articulation in vocational training and the workplace, specifically in the Footwear and Leather sector. The ecosystems theory developed by Bronfenbrenner becomes relevant in this study as it views society as being made of systems that interact with each other to bring about growth and change in the society (Bronfenbrenner 2002:256). According to Christensen (2010:104), Bronfenbrenner's theory focusses on relationships both between people and between the different systems which are part of people's lives and it also provides an insight into factors that contribute to growth and development of individuals. Nickols (2003:17) describes systems as having boundaries, being interactive and interdependent and being dynamic and constantly seeking equilibrium.

This theory explains why there is a need for private and public institutions to work together to promote social development. Nickols (2003:18) states that the key to using the ecosystems theory is to focus on interactions at the points of intersection between various environments and within environments. In this study, it is critical to explore the mode of interaction within the private and the

public institutions involved and how it favours or hinders the success of the partnership that seeks to be developed through CoFEs. The successful establishment of CoFEs will require the partnership of UoTs, TVET colleges, the government, industry and organised labour. The different stakeholders involved in the CoFE project are systems that need to interact to bring about change in themselves and society as a whole. The degree of interaction among the stakeholders will depend on how permeable the boundaries of each stakeholder are.

According to Rothery (2001:71), completely open boundaries lead to a loss of identity, while on the other hand, completely closed boundaries result in deprivation, starvation and ultimate death of the institution. A balance between the two is required. Systems have to be open enough to allow resources that are needed for their survival to filter through and closed enough to filter out undesirable influences. The purpose of the ecosystem's perspective is to ensure that the practitioner pays attention to the multiple interacting elements that are always present in a case (Puroila and Karila 2001:221). Bronfenbrenner's theory and Neal and Neal's networked view of the ecosystems, endeavour to address how the environment around a system can support or hinder development. Part of the aim of this study was to explore factors that support or hinder articulation across and within education and training institutions and the workplace hence an understanding of the ecosystems theory becomes critical in understanding how institutions relate to each other.

2.9.2 Relational Agency Theory

The CSE through a partnership with industry and post school institutions is expected to build successful CoFEs which will promote articulation and social entrepreneurship as a way of achieving social development through the Footwear and Leather sector. This process will require building relationships that bring about positive changes in all the institutions involved. Human beings exist within an array of relationships with other human beings and the environment (Gergen 2006:36). Uhl-Bien (2006:634) notes that the term

relational means that organisations like people also thrive on relationships. According to Uhl-Bien, a relational perspective views knowledge as socially constructed and socially distributed. “Meaning is constantly negotiated and renegotiated in the relational act of conservation deriving its meaning within the context of its particular sociocultural location” (Uhl-Bien 2006:663). Segal (2012:377) points out that relational theory assumes that change is brought about through a process that is supportive, respectful and mutually reciprocal meaning-making.

Human beings thrive on interdependence and this is at the core of human experiences (Segal 2012:378). Segal further notes that relational theory operates at all levels of the socio-ecological system and it upholds the following values: importance of human relationships; social justice; dignity and worth of a person; and competence. Relational theory offers more possibilities of dialogue and independent and collaborative interactions between partners. The relational theory becomes relevant for understanding and engaging with the motives of all the partners’ involved in setting up CoFEs (SAQA-DUT research proposal 2016:17).

According to Edwards (2005:169), relational agency involves ‘the capacity to work with others through aligning one’s thoughts and actions with those of others in an effort to come up with purposeful responses to complicated problems’. Edwards (2011:34) states that relational agency takes place through a two-stage process as follows:

1. Working with others to expand the task or object of activity. This is done through recognising the motives and resources that others bring to the activity being worked on.
2. Aligning one’s intentions and responses to the newly enhanced interpretations with the responses made by the other role players acting on the task.

De Moi, Reijmers, Verhofstadt and Kuczynski (2018:55) point out that for purposes of analysis the concept of relational agency can be partitioned into

three components: autonomy, construction and action. Autonomy refers to a person's need to feel effective in one's interactions with others, and this is the motivational aspect of agency (De Moi *et al.* 2018:55). The actions of one person may be resisted if they infringe on the autonomy of another person. However, the person whose actions are resisted will still remain dependent upon others in order to be recognised in their own autonomy. Construction refers to "a person's capacity to make sense of their own behaviour and the behaviours of others and to construct new meanings from these experiences" (De Moi *et al.* 2018:55). This sense making process involves both emotions and cognitions.

Action refers to "a person's capacity to have an effect on other people by acting or by refraining from acting on others". One can affect others by acting or withdrawing from the action and can prompt a change in the relational dynamics between oneself and others (De Moi *et al.* 2018:55). Relations cannot function without participants; it is people, not relations, who act in the world (Sugarman and Martin 2011:285). When individuals act as agents, autonomy, construction, and action are experienced in an interdependent way. As agents engaging in relationships with other people we continuously impact on other people and are also continuously impacted upon by others. The influence of relationships is transactional in nature; you have a relational influence on others and they also have a relational influence on you.

Biesta and Tedder (2007:137) note that the availability of economic, cultural and social resources within a system determines the achievement of agency. The authors further note that achievement of agency can also be looked at as "a result of interplay of individual efforts, available resources and contextual and structural factors". The past, present and the anticipated future influence how people engage with events in their lives (Biesta and Tedder 2007:137). Relational agency focusses on joint action and the impact it has on understanding negotiations and reconfiguration of tasks (Edwards 2005:173). In this study, the concept of articulation will be explored in terms of enabling the progression of students along all the levels of the NQF and to the

workplace. The different sectors of the PSET system should work together to enable students to take different pathways that offer quality learning (South Africa, DHET Revised Strategic Plan 2015-2020:19).

Gibbon *et al.* (2012:133) note that in order to operate as a system the PSET sector should allow the mobility of students between and among institutions through the development of diversified articulation pathways and the use of RPL and CAT. Relational agency is required if the PSET system is to become relevant to the needs of a diverse student population. Wright (2015:631) intimates that relational agency enables collaboration across fields and boundaries as the intention is to draw resources from all fields. During collaborations differences are seen as a resource and respecting differences becomes a necessity in creating meaningful social intercourse.

Edwards and D'arcy (2004:149) note that relational agency has to do with the ability to use others as resources for action and to respond to the need for support from others. Each actor is a resource in contributing to the solution of the task at hand. A lack of trust and respect for each other can impede the completion of a task in a relationship as it tends to disrupt mutual focus. Relational agency is required for the success of any collaborative work. It is imperative to understand relational theory in this study as it forms the bedrock for exploring the success or failure of the CoFEs project.

CoFEs were established through a partnership involving institutions of higher learning, the footwear industries and government departments. Joint action among all the partners is required in developing a curriculum that aligns with the needs of the labour market and the changing technology. Expertise from industry and relevant research and innovation done by institutions of higher learning is necessary for producing graduates that have relevant skills to respond to the challenges facing the communities. Government departments are expected to promote the implementation of policies that encourage partnerships among institutions of learning and industry. Strengthening relations between industry and PSET institutions to enable the provision of

experiential learning increases the employability of graduates and promotes social development. Industry and institutions of learning have to work together combining their intellectual and material resources to ensure that the education and training offered through CoFEs promotes social development. Although the partners involved in the CoFEs project are expected to retain their own autonomy it is important for them to focus on building relationships that uphold mutual respect for others. The interplay of the efforts of each partner, available resources and the policy environment is critical in ensuring the success of a partnership.

2.9.3 Grounded theory

One of the objectives of this study is to establish an education and training framework for social entrepreneurship within Private Public Partnerships (PPPs). Grounded theory will be used in the data collection process and analysis to achieve this objective. Grounded theory was first described by Glaser and Strauss in 1967 and its roots lie in symbolic interactionism (Glaser and Strauss 1967). Willing (2013:80) states that “grounded theory ascribes to a symbolic interactionist perspective which assumes that social realities are negotiated by human actors and that participants’ interpretations of events shape their consequences”.

Researchers have come up with a number of different models of grounded theory that deviate from the original model in terms of their approach to data collection, handling and analysis. This study focusses on and utilises the constructivist grounded theory by Charmaz (2000). Charmaz (2014:14) notes that constructivist grounded theory adopts the open-minded approach posited by Glaser and Strauss (1967) which assumes that social reality results from human interactions. Charmaz (2014) further notes that knowledge and learning are embedded in social life. Charmaz chose the term constructivist to recognise the subjectivity and the researcher’s involvement in the construction and interpretation of data (Charmaz 2014:14).

Charmaz (2006:526) describes grounded theory as “a set of methods that consist of systematic, yet flexible guidelines for collecting and analysing qualitative data to construct theories grounded in the data themselves.” According to Charmaz (2000:524), constructivist grounded theory rejects the existence of an objective reality and espouses a reality that is a result of reconstructions of participants’ stories. Researchers need to seek deeper meaning from the data. Our past and present involvement and interaction with others and research practices help us to construct grounded theories (Charmaz 2006:10).

According to Khan (2014:228), the constructivist approach assumes that what we take as real, as objective knowledge and truth, is based on our perspective. In constructivist grounded theory concepts are constructed and not discovered (Charmaz 2000:524; Evans 2013:39). The constructivist grounded theory assumes that the interaction between the researcher and the research participants produces the data and the meanings that the researcher defines and observes (Charmaz 1995:35). According to Charmaz, the researcher is a coproducer who adds to “the description of the situation, the interaction of the participants’ effect and the researcher’s perception of how the interview went” (Charmaz 1995:33). Researchers need to immerse themselves in the data in a way that brings out the actual narrative of the participants in the final research report (Charmaz 2000:526). Mills, Banner and Francis (2006:32) elaborate further that the participants’ voice and meaning must be kept present in the theoretical outcome.

In this study, the researcher included some of the verbatim utterances made by participants in the findings and discussion section (Chapters 4, 5, 6 and 7). Charmaz (2001:678) argues that the constructivist grounded theorist must write in a way that evokes the experiences of the participants. Munhall (2001:540) further notes that capturing the participants’ responses verbatim in-text helps to fulfil the researcher’s ethical consideration of describing the experiences of others as truthfully as possible.

The constructivist version of grounded theory argues that,

“the researcher’s personal, philosophical, theoretical and methodological background shapes the research process and findings; whatever emerges from the analysis of a set of data is theoretically informed by the questions asked by the researcher” (Willing 2013:77).

The constructivist model of grounded theory ties well with the ontological position that this research upholds. The constructivist ontological position of this research describes social reality as being constructed through social interactions.

Grounded theory aims to produce knowledge that resides in the data and which can emerge from the data (Willing 2013:79). Grounded theory as a method provides guidelines on how to identify, make links and establish relationships between categories and as a theory grounded theory provides a framework with which to understand the phenomenon under study (Willing 2013:70). Glaser and Strauss (1967:237) outlined the properties of the theory that is generated through grounded theory as follows:

- it must *fit* within the substantive area in which it will be used;
- it must be easily *understandable* by lay people concerned in the area for them to be able to apply it;
- it must be adequately *general* to be used in a number of diverse daily situations within the substantive area and to be *specific* to a particular situation; and
- it must allow the user partial *control* over the structure and process of daily situations as they change through time.

The case of CoFEs explored in this study involves different role players from both the public and the private sector. The features of grounded theory will assist in understanding the multiple interactions among the role players, and in developing the education and training framework that this study sought to

develop. These multiple social interactions among role players will generate knowledge and new theories to explain social processes. Grounded theory, relational agency theory and the ecological systems theory become relevant for this study as they all seek to explain social phenomena through exploring the patterns of interaction among various social units involved in a case. "Theory derived from data is more likely to resemble reality than is theory derived by putting together a series of concepts based on experience" (Strauss and Corbin 1998:12).

The data for this study was collected through Participatory Action Research (PAR). The key features of PAR are that it is practical and collaborative, engaging people in examining the social practices that link them with others in social interaction (Kemmis and McTaggart 2007:282). In this study, the curriculum designed for CoFEs was assessed to establish the extent to which it promotes social entrepreneurship and articulation; while industry was assessed on how prepared it is to promote articulation and social entrepreneurship among its workers. In addition, the beneficiaries of the training were assessed in terms of their preparedness to further their studies or to engage in social entrepreneurship activities.

The data collected through PAR can help build frameworks and theories that are relevant to the South African context. Grounded theory allowed the researcher to identify concepts that can be used to build an education and training framework that explains how PPPs can be used to promote articulation and social entrepreneurship. The ecosystems theory, relational theory and grounded theory all fit within PAR methodology in that different role players came together in a collaborative process to generate knowledge that will be used to address real life problems in the PSET system.

2.10 CONCLUSION

The transformation of the South African post school system has proven to be a daunting task, on one hand generating some success, and on the other hand,

disappointment in different sectors of the economy (Maringe and Osman 2016:120). Evidence revealed from the literature review shows that articulation remains a key challenge in the PSET system despite the government's efforts to address it through policies and legislation that promote access and progression in all institutions that comprise the system. The NEET challenge is severe in South Africa with about 3 million young people disengaged from education and work. Effective vocational programmes can be a part of the solution, by providing practical training linked to the prospect of a job and allowing for a seamless progression from school to the field of work (Field *et al.* 2014:7). The CoFE project is one such initiative by government departments working with the Footwear and Leather sector to address the challenges of youth unemployment and skills shortage in the economy.

The current vocational system poses a number of challenges in terms of limited post-secondary vocational qualifications, qualifications that are dead-end in nature and a confusing mix of overlapping and competing programmes. Adult education needs to be promoted in order to provide attractive routes to re-engage those that are NEET. Partnerships between institutions of learning and industry need to be strengthened to promote the smooth transition of graduates from school to work or entrepreneurial activity. The literature reviewed indicates that there are inadequate partnerships between the PSET system, the labour market actors and employers. Partnerships are needed to provide experiential learning and design curricula and qualifications that adequately address the needs of the industry and the economy. The education and training system should be aligned to the needs of the economy if social development is to be achieved.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This study is part of a larger South African Qualifications Authority (SAQA) and the Durban University of Technology (DUT) research partnership on understanding the enablers and barriers to the articulation between colleges, universities and the workplace. The research design and methodology chapter details how the researcher planned and implemented the study in order to achieve the intended goal of the research. This chapter covers the following: research design and methodology; research approach; target population and sampling method; data collection; data analysis; validity and reliability and ethical considerations.

3.2 RESEARCH DESIGN AND METHODOLOGY

Burns and Grove (2001:223) define the research design as “clearly defined structures within which the study is implemented”. De Vos (1998:77) expounded that the research design provides the structural framework of conducting the study in order to attain the set goals. In order to adequately address the research problem, proper guidelines and instructions need to be followed. An explorative research design was used for this study. According to Ponelis (2015:538), an exploratory research design has the following features: it can only be studied in its natural setting; it focusses on contemporary events; and the theoretical knowledge of the phenomena under study is not very well understood. The larger SAQA-DUT research to which this study is a part of sought to explore the enablers and barriers to students’ articulation within and across PSET institutions and the workplace in the developed, emerging and latent articulation scenarios. An exploratory research design suited both the larger study and this specific case study as the issue of articulation is relatively new and topical in education and training discourses in South Africa (Ponelis (2015:538). Reiter (2017:144) expressed the view that explorative research is

an instrument of expanding knowledge as it provides new explanations that have been previously overlooked.

The research design reflects the purpose of the study (Van Wyk 2012:7). The purpose of this study was to explore how PPPs can promote articulation and social entrepreneurship for social development in a latent articulation scenario. The CoFEs, which were established through a PPP, to promote articulation and entrepreneurship within the Footwear and Leather sector were explored to establish the extent to which they fulfilled their mandate. As indicated by Van Wyk (2012:8) the aim of an exploratory research design is to “identify boundaries of the environment in which the problems, opportunities or situations of interest are likely to reside”. An understanding of the interrelationship that exists among the different institutions involved with this case, as explained in the ecosystems theory becomes relevant when using the explorative research design as it seeks to explore the different environments associated with the case study. Enablers and barriers to articulation and social entrepreneurship within CoFEs were explored through this study.

The research study is qualitative in nature. According to Bryman (2008:366), the features that distinguish a qualitative research methodology from other research strategies are as follows: it has an inductive view of the relationship between theory and research which stresses that theory is an outcome of research; it has an epistemological position described as *interpretivist* which places emphasis on the understanding of the social world through exploring the interpretation of that world by its participants; and it has an ontological position described as *constructionist* which implies that social properties are outcomes of the interactions between individuals. Although, it is not mandatory for qualitative researchers to adhere to all the features outlined by Bryman, the epistemological position of this research was interpretivist and its ontological position, constructionist.

There is no single accepted way of carrying out qualitative research (Ritchie, Lewis, Nocholls and Ormston 2013:6). Ritchie *et al.* (2013:7) note that

qualitative researchers proceed with the research depending on their belief about the nature of the social world (ontology), the nature of knowledge and how it can be acquired (epistemology), the purposes and goals of the research and the characteristics of the research participants. The interpretive view of the world is subjective; individuals form their views of the world through interacting with others (Khan 2014:225). The relational agency theory that informs this study affirms that knowledge is socially constructed and distributed through relating in a constructive on-going process of meaning making (Uhl-Bien 2006:663). Actions and behaviours are unpredictable as everyone perceives the world differently (Khan 2014:225). Ritchie *et al.* (2013:13) state that interpretivism stresses the importance of interpretation and observation in understanding the social world.

The ontological position of constructivism asserts that social phenomena and their meanings are continually being accomplished by social actors (Bryman 2008:19). Mills *et al.* (2006:26) assert that constructivism rejects the existence of an objective reality and argues that realities are social constructions of the mind and that there exists as many such constructions as there are individuals. Social interactions are also an important component of the ecological systems theory in that the individual's patterns of social interactions influence how systems relate with each other. Mills *et al.* (2006:26) further state that individuals are influenced by their history and cultural context to shape their view of the world. The researcher is of the view that South African history and the impact of apartheid on education will have an influence on the views of the participants. In this study, the researcher viewed the social world from the perspective of the research participants.

According to Bryman (2008:22), qualitative research emphasises how individuals interpret their social world and embodies a view of social reality as a constantly shifting emergent property of individuals' creation. Findings from this study are presented as the lived experiences of the research participants and this is critical in providing an honest evaluation of the extent to which

CoFEs promote articulation for social development. The qualitative research methodology is suited for this study because it focusses on the use of words to describe social reality.

This study explored how PPPs can promote articulation between higher education and the workplace for social development through the CoFEs. Articulation and social development are social phenomena which have to be explored by describing people's views on and experiences with them. Merriam (2009:14) asserts that the overall purposes of qualitative research is to achieve an understanding of how people make sense of their lives and describe how they interpret what they experience. Baxter and Jack (2008:544) reveal that when qualitative methodology is correctly applied it becomes valuable in developing theory, evaluating programmes and developing interventions.

3.3 RESEARCH METHOD

3.3.1 Scenarios and Case Study Method

Three case scenarios which formed the basis for the larger SAQA-DUT research project on articulation are the developed, emerging and latent scenarios. These scenarios are described in Chapter 1 of this study. This study focusses on the latent articulation scenario. A *latent scenario* is one in which programmes were developed with the intention of including systems for articulation and the integration of learning pathways in the design, but these systems were never successfully implemented (National Articulation Baseline Study Report 2017:22). The report further elaborates that some of the articulation activities and initiatives in a latent scenario may have been continually delayed or deferred.

A lack of progression and systems of articulation due to the unavailability of further training programmes in the Footwear and Leather sector qualifies the sector as a latent scenario. There are no occupationally-directed programmes offered in textile, footwear, leather and general goods at the colleges, hence there has been little interaction between the Clothing Textile Footwear and

Leather (CTFL) sector and the Further Education and Training (FET) colleges in recent years (SSP 2013-2014:132).

This lack of training programmes further entrenches articulation initiatives of the sector as falling within the latent scenario. This study focussed on exploring the latent scenario in terms of the possibilities of building partnerships with the private and public sectors as a means to establishing skills which would promote learning, career development and articulation pathways in the Footwear and Leather industry and at institutions of learning. The intent was to engage people who are affected by the latent nature of the sector through PAR to give effect to change in the Footwear and Leather sector in terms of education and training.

A case study method was used to explore the latent nature of the Footwear and Leather sector. According to Crowe, Cresswell, Robertson, Huby, Avery and Aziz Sheikh (2011:6), a case study is a research approach used to generate an in-depth, multi-faceted understanding of a complicated phenomenon in its natural context. Yin (2009:28) expressed the view that to get an in-depth understanding of the phenomenon, case studies explain, describe and explore events or phenomenon in the contexts in which they occur. Yin stresses the point that case studies should be descriptive and exploratory in nature. Literature on definitions of the case study method stress that in a case study, the phenomenon under study should be deeply explored in its real-life context (Green and Therogood 2009:284; Yin 2009:25; Crowe *et al.* 2011:6; Heale and Twycross 2017:6). The ecosystems theory which underpins this study becomes relevant in exploring the case under study as it focuses on the relationships between people and the different systems which are part of the people's lives.

This investigation is informed by a case study drawn from the larger SAQA-DUT research partnership. The case that was explored is a latent scenario where articulation does not exist but has been contemplated. The intent of the study was to explore how the education and training offered at CoFEs can

promote articulation for social development. Crowe *et al.* (2011:10) highlighted that the case study approach can offer additional insights into what gaps exist in the implementation and delivery of the training programmes that were explored. The CoFEs became the main unit of analysis in this case study. However, within the main unit of analysis are other organisations that are involved in the running of the CoFEs. These nested units were explored as part of the case study and they include the CSE at a UoT, the Government Department that initiated the setting up of CoFEs, a UoT in Gauteng province, the KZN footwear cluster and the SETA that funds the CoFEs.

The CoFEs study was, therefore, a single case design with embedded subcases as outlined above. Two CoFEs have been established through a partnership between industry and the public institutions in KZN and Gauteng, respectively. Yin (2009:42) states that a holistic case study with embedded units would enable the researcher to explore the case while considering the influence of the various organisations or departments that are associated with the case. Bryman (2008:53) proposes that the term “case” associates the case study with a location such as a community or organisation. The qualitative case study method was useful in designing an education and training framework for social development within PPPs that incorporates articulation processes, which this study sought to develop.

3.3.1.1 Aim and Research Questions

The aim of the study is to promote social development by the building of articulation pathways for learning and career development in social entrepreneurship in the Footwear and Leather sector through Public Private Partnerships.

The main research question asked in this study was:

How can Public Private Partnerships promote social entrepreneurship and articulation for social development in the Footwear and Leather sector?

Sub questions arising from the main research question were:

1. What is the role played by private and public institutions in promoting articulation and social entrepreneurship as strategies to achieve social development in the Footwear and Leather sector?
2. To what extent do training programmes targeting the Footwear and Leather sector promote articulation and social entrepreneurship for social development within the sector?

3.3.1.2 Research Objectives

The objectives of the study are to:

- establish the role played by Public Private Partnerships in building articulation pathways and promoting career development in social entrepreneurship in the Footwear and Leather sector.
- examine existing curricula in CoFEs to determine how articulation for social development can be promoted.
- explore the barriers encountered by Public and Private Institutions in fostering articulation for social development.
- explore the opportunities available to Public and Private Institutions for promoting articulation for social development.
- establish an education and training framework in social entrepreneurship that promotes articulation for social development.

3.4 LOCATION OF THE STUDY

The study was mainly located at the two CoFEs that were established at a shoe company in the footwear industry in KwaZulu-Natal and a UoT in Gauteng, respectively. The CoFE representatives, trainers and students at each CoFE were interviewed. Two government departments and a CSE located at a UoT were also incorporated in the study as they played a role in the establishment of the CoFEs. The two government departments are both situated in the Gauteng province and the CSE is situated in KwaZulu-Natal. All

the research participants were interviewed at their respective institutions for their convenience.

3.5 RESEARCH APPROACH

This study used Participatory Action Research (PAR) to explore the research problem.

3.5.1 Participatory Action Research (PAR)

The SAQA-DUT research project used Participatory Action Research (PAR) as its approach and keeping in line with the larger study, this study adopted a PAR approach to gather data from the research participants. All the research participants for the larger research study were invited to a workshop in August 2016 where the case scenarios were discussed. Subsequent workshops were held half-yearly with participants of the larger research project during the period August 2016 to March 2018 to discuss the challenges relating to articulation in the PSET system and other sectors of the economy which were targeted by the project. During that same period, the researcher held meetings with the director of the CSE. The CSE had the responsibility of convening all the parties that were responsible for, or that contributed to, the establishment of the CoFES. Meeting with the director of the CSE assisted the researcher in finalising the objectives of the latent case study scenario and in identifying the research participants for this study.

The researcher held a meeting with the director responsible for education and training at the shoe company that houses one of the CoFEs in May 2017 to discuss the education and training issues in the footwear sector and to get a deeper understanding of the CoFE project. All the meetings with the director of CSE and the director from the shoe company were held prior to data collection to get an understanding of what the problem was in the latent case scenario. The director of the CSE and a representative from the shoe company participated in the workshops held by the larger SAQA-DUT research project.

Minkler (2000:192) defines PAR as a systemic investigation with those affected by the issue being studied and taking action or effecting social change. According to Strydom (2011:492), the people involved in PAR are encouraged “to develop critical consciousness; become involved in collective efforts to address and solve their social problems; improve their quality of life and social functioning; become emancipated and transform their communities”. The PAR approach and the ecosystems theory provided the researcher with an insight into factors that contribute to the growth and development of individuals.

CoFEs will benefit the community through providing practical education and training which results in creating employment or being employed. In this study, PAR was used to engage the research participants with the aim of bringing about change in the communities through opening articulation pathways in the latent scenario. PAR was also used to engage all the stakeholders that were linked to the study in a collaborative process to generate data that will address articulation challenges in the Footwear and Leather sector. Within PAR the researcher is a tool to facilitate change and not an expert in the research project.

PAR allows people to take ownership of the challenges in their communities through its participatory approach. Change and action are embedded in and are critical elements of the PAR approach (Walter 2009:1). Strydom (2011:496) identifies the following as characteristics of PAR:

- it is committed to the development of knowledge as an instrument for power and control;
- it seeks a more holistic understanding and better ways to achieve change than is possible from traditional ways;
- it is directed at practical problem solving;
- it is based on the principle of self-development;
- it uses all conventional tools of social research;
- it functions on a multidisciplinary and shared conceptual framework; and
- researcher and participants are equal partners in the research process.

The relationship between higher education institutions and industry needs to be strengthened through a collaborative effort of establishing CoFEs as a way to promote work integrated learning. PAR is suitable for this study because of its nature, which promotes participation and action. Kemmis and McTaggart (2007:282) state that PAR is emancipatory in that it aims to help people recover and release themselves from the “constraints of irrational unproductive, unjust and unsatisfactory social structures that limit their self-development and self-determination”. The CoFE initiative seeks to promote articulation for social development through opening learning pathways into higher education institutions and the workplace in the latent scenario.

3.6 TARGET POPULATION AND SAMPLING METHOD

The population for this research was composed of institutions of higher learning, footwear and leather companies, communities in the vicinity of the Centres of Footwear Entrepreneurship, and government departments. The public and private organisations outlined for the population of this study made up the sampling frame. The actual sample of the study was drawn from this sampling frame.

3.6.1 Sampling Method

Sample selection for data collection was purposive. According to Neuman (2006:219), the primary purpose of sampling is to collect specific cases, events or actions that can clarify or deepen understanding. Specific participants that can provide data that is required to answer the research questions and achieve the aim of the study were chosen to participate in the study. Neuman (2006:220) states that in qualitative research it is their relevance to the research topic rather than their representativeness that determines the way in which the people to be studied are to be selected. Purposive sampling is a non-probability form of sampling which makes it suitable and relevant for a qualitative study.

Purposive sampling was used first to select the cases for the study and second to select the people to be involved within the cases. The criteria for selection of the cases was direct involvement in the setting up the CoFE project. These included: the Centre of Social Entrepreneurship (CSE) at a UoT; the Technology Innovation Hub at a UoT; the Government Department directorate that initiated the CoFEs project; the Funding Sector Education and Training Authority (SETA); and the KwaZulu-Natal (KZN) footwear cluster. These cases were chosen purposively because of their relevance to the research issue and questions.

3.6.2 Study Sample

The sample of the study selected from the above cases comprises the following groups:

- i. Government departments
- ii. CSE at a UoT
- iii. CoFE Personnel
- iv. CoFE Students/Graduates

Each of these sample groups is described below and some of the participants from these groups are provided with identification codes to maintain anonymity and for ease of writing the research report.

3.6.2.1 Government Departments

Two government departments that have a mandate to oversee the education and training within the Footwear and Leather sector in South Africa, were part of the study. A male senior official from each department formed part of the study sample. One representative was drawn from the directorate of one of the sub-units within that government department and the other representative served in the office of the general manager of one of the sub-units within that government department. The latter was coded as Government Department 1

representative (GDR 1) and the former as Government Department 2 representative (GDR 2) respectively.

3.6.2.2 CSE at a UoT

A senior female officer who is the Director of the CSE situated at a UoT represented the CSE as part of the research sample. The CSE was directly involved in facilitating the meetings for all the stakeholders who were involved in the implementation of the CoFE project.

3.6.2.3 CoFE Personnel

Two CoFEs participated in the study: the Industry CoFE; and the UoT CoFE in their respective locations. One representative from each CoFE and trainers from the UoT CoFE formed the sample. The representative from the Industry CoFE (coded as ICR) is a female, designated as a director responsible for training and skills development in the family-owned footwear business. The representative from the UoT CoFE (coded as UCR) is a male, positioned as manager of the CoFE.

The UoT CoFE has two full-time trainers, a male and female; both trainers were part of the CoFE personnel sample group. The female trainer from the UoT CoFE (coded as UCT 2) has a Masters qualification in Footwear Design from a university abroad. The male trainer (coded as UCT 1) has a Diploma in Footwear and extensive industrial experience from working in Footwear companies. The female trainer taught the students theory while the male trainer taught them the practical component of the programme.

The industry CoFE utilised part-time trainers from the industry and all issues regarding the training of the students were addressed to the Director of the Industry CoFE.

3.6.2.4 CoFE Students/Graduates

Nine (9) students from the UoT CoFE and twenty (20) students from the Industry CoFE were eligible to be part of this study. However, only the students

who were present on the day the focus group discussions were conducted became part of the study sample. Seven (7) students from the UoT CoFE and five (5) from the Industry CoFE participated making the sample a total of twelve (12) students. Their ages ranged from 18 to 30 years. The UoT CoFE sample comprised six males and one female. Three of the male students had educational levels below matric and the other three had exited the schooling system after completing matric. The female student from the UoT CoFE had completed matric.

Three of the students from the Industry CoFe were female and two were male. All five students had exited the schooling system after matric. One male student had a Diploma in Fashion Design and one female student had a Diploma in Graphic Design. The female students and one male student were not previously employed by any of the companies within the KZN Footwear cluster; only one male student was employed. After completing the initial training in Footwear Design, the three female students were employed by the shoe company and they were engaged in a post training focus group discussion as Industry CoFE graduates.

The UoT CoFE students are coded as UCS 1 to 7; the Industry CoFE students are coded as ICS 1 to 5. Industry CoFE Students 1, 2 and 3 were also involved in a post training focus group discussion as Industry CoFE graduates. In total, the study sample comprised of nineteen participants from the four sample groups.

The table below shows the sample groups, the participants under each group and their specific codes.

Table 3.1 Sample Groups and Participants

Sample Group	Participants	Participant Coding	No of participants
Government Departments	Government department 1	GDR 1	1
	Government department 2	GDR 2	1
Centre of Social Entrepreneurship (CSE)	CSE Director		1
CoFE Personnel	UoT CoFE representatives	UCR	1
	Industry CoFE representative	ICR	1
	CoFE trainer 1	UCT 1	1
	CoFE trainer 1	UCT 2	1
Students/Graduates	UoT CoFE students	UCS 1 UCS 2 UCS 3 UCS 4 UCS 5 UCS 6 UCS 7	7
	Industry CoFE students	ICS 1 ICS 2 ICS 3 ICS 4 ICS 5	5
Total Sample			19

3.6.3 Anonymity and Confidentiality

Patton (2015:496) states that confidentiality means you know but will not tell and anonymity means you do not know. Confidentiality is generally managed through anonymization of data which is achieved by not only changing all names and addresses but also other potentially identifying information as very

specific life circumstance (Shaw and Hollard 2014:116). The written reports on this study concealed names, locations where necessary and other identifying information so that the research participants are protected from harm or punitive action. This research involved students and workers who might be victimised for disclosing information which is viewed as confidential by the institutions they represent. The letter of informed consent (see Annexure K) clearly stated that the identities of the research participants will be protected and that there are minimum risks associated with participating in the study.

Focus group discussions were conducted with students and workers from CoFEs. Patton (2015:343) argues that in focus group discussions it is impossible to guarantee that all participants will maintain confidentiality. However, the researcher reiterated the issue of confidentiality of responses at the start of each discussion session to minimise the risk associated with a lack of confidentiality on the part of the research participants. The data collected was accessible to the supervisors and the researcher, and after the research, it will be locked up in a storeroom for five years at DUT after which it will be shredded before disposal. The information as stipulated in Annexure J was shared with the research participants, to assure them that the data collected will be treated with confidentiality. The participants did not incur any costs for participating in this research.

3.7 DATA COLLECTION

Data was collected through individual and focus group interviews. Separate interview schedules were prepared for each of the government department representatives, the CSE Director, the CoFE personnel, CoFE trainers, students and CoFE graduates (See Annexures A, B, C, D, E, F, G and H). The three graduates are from the pilot group of students enrolled at the Industry CoFE. They were initially interviewed as Industry CoFE students and were later interviewed after graduation at the shoe company where they are employed. A total of seven interview schedules were prepared. Five of the interview schedules were administered on an individual basis. Two of the interview

schedules were administered through focus group discussions to students/graduates from the CoFEs. This was done to allow the researcher to ask questions that targeted specific research participants. However, some of the questions in the interview schedules were the same for all the participants.

The table below shows the participants who were interviewed and the tools that were used to collect data.

Table 3.2 Data Collection Tools

Sample Group	Participant/s	Data Collection Tool Used
Government Departments	GDR 1	Interview schedule (Annexure G)
	GDR 2	Interview schedule (Annexure H)
Centre of Social Entrepreneurship (CSE)	CSE Director	Interview schedule (Annexure F)
COFE PERSONNEL	UCR	Interview schedule (Annexure A)
	ICR	Interview schedule (Annexure A & B)
	UCT 1 & 2	Interview schedule (Annexure C)
STUDENTS/GRADUATES	UCS (7)	Focus group interview (Annexure D)
	ICS (5)	Focus group interview (Annexure D)
	Industry CoFE graduates (previously interviewed as ICS 1,2 and 3)	Focus group interview (Annexure E)

3.7.1 Individual Interviews

Open-ended questions were asked in the interviews in order to elicit rich qualitative data. Patton (2015:439) states that the standardised open-ended interview is based on open-ended questions and results in qualitative data.

The representatives from the two government departments, the CSE, the two CoFE representatives and UoT CoFE trainers were engaged in one-on-one interviews. Before the onset of each interview session, the researcher emphasised the issue of confidentiality and that participation was voluntary. Participants were also reminded that they were not obliged to respond to questions if they did not feel comfortable.

The two government department representatives were interviewed using separate interview schedules (see Annexure G and H) respectively because of their different roles in the establishment of the CoFEs. The interviews ranged from one and a half to two hours. The semi-structured interview schedule covered the following question categories: (i) background to the Footwear and Leather sector; (ii) implementation of CoFEs; (iii) partnership related issues; (iv) curriculum related issues; (v) articulation related issues; (vi) social entrepreneurship related issues; and (vii) the education training framework.

An interview schedule (see Annexure F) was used to interview the representative of the CSE located at a UoT. The time taken to conduct this interview was about an hour. The questions in the interview schedule were grouped into the following question categories: (i) implementation of CoFEs; (ii) partnership related issues; (iii) articulation related issues; (iv) entrepreneurial related issues; and (v) the education and training framework.

Data collection from the CoFE personnel was conducted through the utilisation of three interview schedules (see Annexure A, B and C) administered as follows: Annexure A was administered to the CoFE representatives; Annexure B to the CoFE representatives as an evaluation of the programme after the graduation of the pilot students and Annexure C to the trainers at the CoFEs. The questions in these three interview schedules were aligned to the objectives of the study. Each of these interviews lasted for about an hour.

The questions put forward to the representatives of the two CoFEs and the trainers from the UoT CoFE covered the following question categories: (i)

recruitment process; (ii) structure and nature of the training programme; (iii) curriculum related issues; (iv) articulation related issues; (v) partnership related issues; (vi) prospects of engaging in entrepreneurship; and (vii) the education training framework.

3.7.2 Focus group discussions

The CoFE students were interviewed through focus groups using two interview schedules (see Annexure D and E). During the interviews, the participants were given the opportunity in terms of space and time to freely express themselves without any prejudice. Focus group discussions were conducted with seven students from the UoT CoFE and five students from the Industry CoFE during their training (see Annexure D). Both interviews lasted for about an hour each.

A separate focus group discussion was held with three of the female student graduates from the Industry CoFE mentioned above, who post training are now workers at the company, to evaluate the success of the training programme (see Annexure E). The post training focus group discussion lasted for about an hour. The three female graduates are identified in the study as students ICS 1, ICS 2 and ICS 3.

In this study, the perceptions of the graduates and the students on the proposed partnership between institutions of higher learning and shoe manufacturing companies were explored to probe for possibilities of articulation from the workplace to institutions of learning and vice versa. The possibility of vertical articulation within learning programmes targeting the footwear sector, and the initiation of social enterprises among graduates, was also explored with each of the research participants.

The semi-structured questions asked to the students from both CoFEs and graduates who were previously students at the industry CoFE were placed under the following question categories: (i) recruitment process; (ii) student's experiences of the training programme; (iii) curriculum related issues; (iv)

articulation related issues; (v) partnership related issues; and (vi) prospects of engaging in social entrepreneurship.

The researcher assumed the role of a moderator during the focus group discussions. The role of the moderator is to facilitate group discussions, keep the group members focussed on the topic, make sure that no single individual dominates the discussion, to tactfully resolve any power struggles and keep the discussion moving (Johnson and Turner 2003:308). Johnson and Turner (2003:309) affirm that focus groups are often used for exploratory purposes to delve into group members' thinking on a research topic.

All the interviews were recorded and later transcribed verbatim for the purpose of analysis. Observation of non-verbal forms of communication during the interview process provided data that cannot be verbally pronounced. The researcher was actively involved in the interview process so as to capture all valuable information derived from both verbal and non-verbal communication. The review of documents obtained from the two government departments involved in this study and the CSE at a UoT produced secondary data that was used to give a detailed understanding and analysis of the Footwear and Leather sector.

3.8 DATA ANALYSIS

Thematic analysis was used for data analysis. Maguire and Delahunt (2017:3352) define thematic analysis as the process of identifying, analysing and reporting patterns or themes within qualitative data. They further note that the goal of thematic analysis is to identify patterns or themes in the data and use them to communicate something about an issue. The data collected under the various categories for each sample group mentioned in the individual and focus group interviews were analysed to produce themes. The six stages of thematic analysis outlined by Creswell (2013:197-201) were used to generate themes. The researcher moved back and forth throughout the stages as analysis is not a linear process but is recursive (Braun and Clarke 2006:16).

3.8.1 Stages of Data Analysis

The following stages for thematic data analysis according to Creswell (2013:197-201) was used in the study and are outlined below:

3.8.1.1 Organisation and preparation of data for analysis.

In order to conduct thematic analysis, all verbal data collected through interviews and speeches should be converted to words (Creswell 2013:197). In this study, all recorded interviews were transcribed verbatim by an experienced transcriber. The researcher checked all the transcripts against the original recording to ensure that a verbatim account of all verbal utterances had been made. The data that was collected was arranged according to the sample groups: government departments; CSE; CoFE personnel and CoFE students/graduates.

3.8.1.2 Familiarising with the data

Qualitative data, from the transcribed interviews, were represented in the form of written words and phrases describing actions and events that occurred in the setting up and running of the CoFEs. The researcher had prior knowledge about the data as she had collected it personally through an interactive process. In spite of having prior knowledge of the data, the researcher actively read the data repeatedly to search for its overall meaning. Braun and Clarke (2006:82) affirm that reading the data repeatedly allows the reader to identify possible recurring patterns. Creswell (2013:198) further notes that reading the data helps the researcher to reflect on the overall meaning of the data. The researcher wrote brief notes on key issues that emanated from the data and read them through repeatedly to help get the overall meaning of the data. Recording of thoughts about the data and contemplating on what general ideas the participants are bringing up is critical (Creswell 2013:198).

3.8.1.3 Initial coding of data

The generation of initial codes of data was done manually. The researcher highlighted extracts of data that showed some connection using the same colour. Brief notes were written on the highlighted extracts of data to indicate how the data were connected. Each colour code on the extracts of data represented a potential code for that data. Data highlighted in the same colour was clustered under an umbrella term so that it was regarded as the same type. This process resulted in the generation of categories of data or codes. Boyatzis (1998:63) refers to codes as “the most basic segment or element of the raw data of information that can be assessed in a meaningful way regarding a phenomenon”. The process of coding helped the researcher to identify patterns and give meaning to the raw data.

3.8.1.4 Identification of themes from the coding.

Creswell (2007:150) points out that qualitative researchers analyse raw data by reducing it into themes through a process of coding and recoding before it is presented in a research report. According to Braun and Clarke (2006:19), this stage of thematic analysis involves sorting the different codes into potential themes and gathering all the relevant coded data extracts within the identified themes. At this stage, the researcher generated themes from the data by connecting categories of data that were generated in the previous step. The codes that were generated from highlighting data were read repeatedly to establish patterns and relationships in the data. This process allowed the researcher to sort codes into themes.

All the themes were generated from the data that was collected through interviews, observation and review of secondary data. The themes described patterns in the data that addressed different research questions. Maguire and Delahunt (2017:3353) point out that the goal of thematic analysis is to identify patterns in the data and use them to describe the phenomena under study. Data under each theme was read to verify if it did fit under the designated theme. The cut and paste function in MS Word was used to transfer data with the same colour code from the transcribed script to the appropriate theme.

Some themes had to be merged and the researcher did a thorough check for coherence among the combined themes.

3.8.1.5 Representing the data within a research report.

Creswell (2007:151) identifies codes, categories, patterns and themes as the four basic elements of the data analysis process. Creswell (2007) further notes that qualitative researchers go through this data analysis process repeatedly before providing an interpretation of the finding. Braun and Clarke (2006:23) posited that the complicated story of a researcher's data should be told in such a way that it convinces the reader of the merit and validity of the analysis. Creswell (2007) and Braun and Clarke (2006) strongly note that the write up should give a concise, comprehensive and a remarkable account of the story across the themes. In this research, data was presented according to the four sample groups that were identified. Data from each sample group was presented in a separate chapter as shown in Chapters 4, 5, 6, and 7 of this study. Extracts of raw data were captured in the write up to give authenticity and demonstrate relevance of the data. Capturing raw data in the write up aligns with the key aim of grounded theory which is to produce knowledge that resides and emerge from the collected data. A detailed discussion of several interconnecting themes generated the education and training framework for social entrepreneurship that incorporates articulation within PPPs that this research sought to produce. This education and training framework is presented in Chapter 8 of this study.

3.8.1.6 Interpretation of the larger meaning of the data.

"Interpretation of data can stem from comparisons of the findings with previously reviewed literature or new findings that call for action in terms of policy change or reform" (Creswell 2013:201). Creswell (2007:151) further notes that interpretation of the data should also be presented in line with the researcher's theoretical perspectives. In this study the constructivist model of grounded theory which advocates that reality, objective knowledge and truth is constructed from collected data was used. As advocated by Creswell,

interpretation of data for this study was mainly based on comparisons of the findings with previously reviewed literature and the researchers understanding of the issues raised. The constructivist version of grounded theory affirms that the research process and findings are shaped by the researcher's personal, philosophical, theoretical and methodological background (Willing 2013:77). The researcher reported data that confirmed findings by previous researchers and highlighted interpretations that refuted findings by other researchers. New findings that call for action in terms of policy change or reform were also noted and recommendations were made and presented in Chapter 9 of this study.

3.9 PERMISSION TO CONDUCT STUDY

3.9.1 Permission from the Durban University of Technology

Permission to conduct this study was granted by the Durban University of Technology through the ethical clearance letter that was granted by the Faculty of Management Sciences Research Ethics Committee, FREC number 107/17 (see Annexure L).

3.9.2 Permission and Consent from Research Participants

Gatekeeper's approval was sought through emails that were sent to the contact persons from the different institutions that were part of the study. A gatekeeper's letter was attached to the email (see Annexure L). Approval was granted through emails giving the researcher the go-ahead to conduct interviews with participants from the institutions. Structured interviews were conducted with representatives of the organisations outlined in the sample above from June 2017 to August 2018. All the participants signed the consent form (Annexure K) before being interviewed. All interviews were conducted where the participants worked or studied.

3.10 VALIDITY AND RELIABILITY

Many researchers have developed their own concepts of validity and have generated and adopted what they consider to be appropriate terms such as

quality, rigour and trustworthiness (Lincoln & Guba 1985, Stenbacka 2001). Golafshani (2003:600) notes that in qualitative research, terminology that encompasses both reliability and validity is used such as credibility, transferability and trustworthiness.

According to Golafshani (2003:601), in qualitative research, reliability is a concept that is used to evaluate quality with the purpose of generating an understanding of the phenomenon being studied. In the qualitative research paradigm, the terms “credibility, neutrality or confirmability, consistency or dependability and applicability or transferability are to be essential criteria for quality” (Healy and Perry 2000:120). Reliability and validity are conceptualised as trustworthiness, rigour and quality in qualitative research.

Creswell and Miller (2000:125) list the following procedures to help ensure the rigour and usefulness of a qualitative study: triangulation; searching for disconfirming evidence; engaging in reflexivity; member checking; prolonged engagement in the field; collaboration; developing an audit trail; and peer debriefing. This study used the following procedures in ensuring the validity and reliability of data:

- (i) Triangulation
- (ii) Member checks
- (iii) Audit trail

3.10.1 Triangulation

Triangulation is a strategy or test for improving the validity and reliability of research or evaluation of findings (Golafshani 2003:603). Creswell and Miller (2000:126) define triangulation as a validity method where researchers search for aggregation among multiple and different sources of information to form themes or categories in a study. Patton (2015:661) advocates the use of triangulation by stating that triangulation strengthens a study by combining methods. In this study trustworthiness, rigour and quality were ensured by employing different data collection methods in the research process. Individual

face-to-face interviews focus group discussions, review of documents and observation were used to collect data and served the purpose of triangulation. All the interviews conducted were recorded and later transcribed. This ensured that all the responses were captured accurately.

3.10.2 Member checks

Member checks were conducted in order to give the participants a chance to correct the researcher's misrepresentations of their contribution. The researcher sought clarification from the participants during interviews to ensure that the submissions made by the participants were not misunderstood. Prolonged engagement with research participants increases the validity and reliability of the research findings. In qualitative research, the aim is to engage in research that probes for deeper understanding rather than examining surface features (Johnson 1995:4).

3.10.3 Keeping an audit trail

This research engaged with all the role players from both industry and government in order to get an understanding of the involvement of each of them in promoting articulation and social entrepreneurship for social development. The researcher developed an audit trail to track all the activities that were done in the data collection and analysis process. All the activities were recorded in a diary and a reminder was set on the phone for interview dates and times. Marshall and Rossman (2011:221) state that audit trails provide a transparent way to show how data were collected and managed to account for all data and for all design decisions made in the field so that anyone can trace the logic. Multiple diverse realities and multiple methods of searching and gathering data are required if research findings are to be valid and reliable.

3.11 ETHICAL CONSIDERATIONS

Marshall and Rossman (2011:47) state that for an enquiry project, ethical research practice is grounded in the moral principles of respect for persons, beneficence and justice.

“Respect for persons captures the notion that we do not use the people who participate in our studies as a means to an end (often our own) and that we do respect their privacy, their anonymity and their right to participate and not to;

Beneficence addresses the issue that the researcher does whatever s/he reasonably can, to ensure that participants are not harmed by participating in the study; and

Justice refers to distributive justice, that is considerations of who benefits and who does not from the study, with special attention to the redress of past societal injustices” (Marshall and Rossman 2011:47).

The three moral principles of conducting an ethical research study as outlined above by Marshall and Rossman were observed and practised by the researcher in interacting with all the research participants.

The research was granted ethical clearance by the Management Sciences Faculty Research Ethics Committee (FREC). An ethical clearance letter, FREC number 107/17 FREC, ethical level 2 (see Annexure L) was issued to the researcher as proof that the research could be conducted without causing any harm to the research participants. The researcher negotiated entry into organisations that were involved in the research through the gatekeeper. Gatekeeper’s permission was sought from each of the organisations that form the sampling frame through a letter, Annexure I, which explained the purpose of the study, the objectives of the study and the contribution the organisation was expected to make in the study. All correspondence was done through electronic mail.

All the participants signed the informed consent (see Annexure K) form after understanding the contents of the information letter (see Annexure J). Marshall and Rossman (2011:47) assert that through the informed consent form the researcher assures that participants are fully informed about the purpose of the study that their participation is voluntary, that they understand the extent of

the commitment to the study, that their identities will be protected and that there are minimum risks associated with participating.

3.12 CONCLUSION

The data collection tools that were used were appropriate for achieving the purpose of the study. Ethical considerations discussed above were followed as a way to prevent any form of harm to the research participants. Confidentiality and anonymity of the participants were enforced through the use of codes to conceal the identity of the research participants. Findings are presented in Chapters 4 to 7 of this thesis. Each chapter presents findings on one of the four sample groups that have been outlined in this chapter as follows: Government departments; CSE at a UoT; CoFE personnel; and CoFE Students/Graduates.

CHAPTER 4: FINDINGS AND DISCUSSION GOVERNMENT DEPARTMENTS

4.1 INTRODUCTION

Chapters 4 to 7 present the findings of the study in order to address the objectives of the study. The findings are presented according to the different sample groups and in four distinct chapters (Chapters 4 to 7) because of its length. Chapter 4 presents findings from interviews conducted with two government departments that were part of this study. Chapter 5 presents findings from the CSE located at a UoT. Chapter 6 covers findings from interviews conducted with personnel from the CoFEs. The CoFE personnel comprise of a representative from each CoFE and two trainers from the UoT CoFE. Chapter 7 presents findings from focus group discussions conducted with students and graduates from the CoFEs.

In Chapter 4, findings obtained from one-on-one interviews conducted with representatives from the two government departments are presented. The case that is explored in this study falls under the purview of the South African Footwear and Leather sector and the two government departments that are responsible for overseeing the growth of the sector, its contribution to the broader economy and provision of skilled personnel to drive the sector forward. The two government departments were fully involved in the setting up of CoFEs whose mandate was to grow the Footwear and Leather sector through the provision of education and training that produces skilled personnel and footwear entrepreneurs. CoFEs were formed through a partnership between government and industry.

This study sought to explore how the education and training delivered through PPPs can promote articulation and social entrepreneurship for social development. The role played by the two government departments was explored as a way to assess the extent to which it promoted articulation and social entrepreneurship within the Footwear and Leather sector. It was vital to

include the two government departments in this study as their contribution helped to explore the extent to which PPPs can promote articulation and social entrepreneurship which have the potential to contribute to social development.

4.2 GOVERNMENT DEPARTMENTS

For purposes of confidentiality, the two government departments are identified as Government department 1 and Government department 2 respectively. Government department 1 (GD 1) is the Development Quality Partner (DQP) responsible for qualifications development and ensuring that the qualifications are registered with the relevant authorities. Government department 2 (GD 2) is responsible for industrial development in the Footwear and Leather sector and facilitating trade and export of footwear and leather goods produced by the industry.

Two representatives were interviewed, one from each government department. The representatives from GD 1 and GD 2 will be identified as Government department 1 representative (GDR 1) and Government department 2 representative (GDR 2) respectively. As mentioned earlier in Chapter 3 the designation of GDR 1 is acting general manager for one of the sub-units within GD 1 and the designation of GDR 2 is director for one of the sub-units within GD 2.

Table 4.1 Sample group and participants' codes

SAMPLE GROUP	PARTICIPANTS CODES
Government department 1	GDR 1
Government department 2	GDR 2

An interview schedule was prepared for each government department because the departments have different roles and responsibilities in the Footwear and

Leather sector. Some of the questions in the interview schedules were similar. Questions from the two interview schedules were grouped into categories and each category was allocated a heading as follows: (i) background to the Footwear and Leather sector; (ii) implementation of CoFEs; (iii) partnership related issues; (iv) curriculum related issues; (v) articulation related issues; (vi) prospects of growth within the sector; and (vii) the education and training framework. Findings in this chapter are presented under these seven category headings.

4.3 BACKGROUND TO THE FOOTWEAR AND LEATHER SECTOR

The footwear and leather industries are a part of a cluster of thirteen industries which are represented by the Fibre Processing and Manufacturing sector. This cluster of industries also comprises the clothing and textile industries and therefore known as the Clothing Textile Footwear and Leather (CTFL) sector. The case explored in this study focusses on the Footwear and Leather sub-sector. The study sought to explore how CoFEs can boost education and training that promotes articulation and social entrepreneurship within the footwear sector. It was critical to understand the background of the footwear sector in terms of skills training. The questions asked explored the challenges faced by the sector in skills training and how they could be overcome.

4.3 1 Skills Dilemma

From secondary data collected through review of documents authored by GDR 2 the following challenges facing the sector were identified from the Clothing and Textile sector skills audit for 2011: flooding of markets with cheap imports; lack of skilled technical personnel and absence of effective succession planning to replace ageing staff (Bhawani Textile Consultancy 2011:1).

In response to the question on how these challenges have impacted the Footwear and Leather sector GDR 2 pointed out that there is a linear relationship between technical know-how and the production rate. The representative said:

“In Africa when it comes to skills, we have a deficit which then reflects on our utilization of productive capacities to the best possible efficiencies. This technical know-how deficit reflects on our production frontier which is 15% behind that of the rest of the world given the same technology and raw materials”.

The Footwear and Leather sector is not spared from the challenge of the technical know-how deficit. The Sector Skills Plan 2013-2014 annual report noted that the current training efforts and investment in the sector had not significantly expanded a pool of highly skilled workers and technicians. The report further pointed out that the industry has no capacity to finance a major skills upgrade. Skills are required to set the industry on a growth path and to make it more competitive on the international market.

The GDR 2 noted that the industry was also facing stiff competition from China. The local market is flooded with cheap shoes which are imported from China. The representative lamented: *“We are having a challenge of competition; China is competing with us”*. The representative was quick to note that competition is inevitable, and a solution had to be found to deal with this challenge.

4.3.2 Sectoral Skills training

On the question of challenges facing the footwear sector in terms of skills training, GDR 2 acknowledged that there were problems in terms of skilling the personnel for the footwear sector. Spending money on curriculum design is not the solution to skills training but the capability to deliver the content had to be taken into consideration. The representative noted:

“It’s not a question of spending money and saying this is what we can offer. Having a good curriculum is not enough, having good people to deliver it and having very proficient experiences and sector specific education is important”.

The GDR 2 also indicated that this challenge is not only in the footwear sector but is widespread across other sectors in the economy. *“This is one of the biggest challenges in vocational training”*. The representative attributed the gravity of the challenge to the pre-democratic education system, which was exclusive and racially entrenched. In a democracy, the South African education system is still battling with issues of educational transformation (Le Grange 2011:5). According to GDR2: *“There is a challenge in education because of the old system now democracy is more about transformation”*. GDR1 also noted that the old training programmes had been deregistered and new programmes aligned to government policy were being designed. The National Certificate in Clothing Textile Footwear and Leather (CTFL) Manufacturing Processes has been deregistered and replaced with new programmes registered with the QCTO.

“The old programmes have been deregistered - they do not exist anymore. At this stage, these qualifications were re-engineered from the previous framework, the previous unit standard based qualifications which are now called the historical qualifications because we are revamping them to the new government policy”.

GDR1 further explained that *“the policy of the DHET stipulates that training programmes should be designed in accordance with the employment framework. There has to be an establishment of an occupation before the curriculum can be developed”*.

4.3.3 Sector Specific Programmes

One of the major challenges pointed out by GDR 2 was a lack of sector specific programmes to produce workers with relevant skills required in the industry in all sectors of the economy

In response to the question on whether the sector had relevant training programmes to cater for the needs of industry and if not what could be the

possible causes of this, GDR 1 revealed that new programmes had been developed to replace the old programme that was deregistered.

“The programmes that are running currently are registered with SAQA through the QCTO. These qualifications are footwear bottom stock production machine operator; footwear closing production machine operator; footwear cutting machine operator; footwear finishing production machine operator; and footwear lasting and matching production machine operator”.

Some companies have sought accreditation to offer these programmes at their training Centres. GDR 1 highlighted that these new qualifications have been piloted with a CoFE at a UoT and the CoFE in Industry. *“We piloted these programmes to test if these qualifications are really addressing what the industry needs”.* These programmes are all at NQF Level 2. GDR 1 further explained that these qualifications were designed in accordance with the needs of footwear industries and the partnership GDR 1 had with the industry ensured that there is career development for workers in the footwear sector.

GDR 2 pointed out that the *“curriculum at NQF Levels 2 and 3 is the one that develops skilled people for the industry, not technologists”.* Technologist programmes are at higher levels of the NQF and are more technical. GDR 2 stated:

“For technology, you need specific education up to tertiary level beyond NQF level 5. This is offered at Universities’ programmes. Below NQF level 6 are offered at TVET colleges this is where the barrier is”.

The Sector Skills Plan report 2013-2014 revealed that the Clothing Textile Footwear and Leather (CTFL) sector has a critical shortage of highly skilled personnel such as technologists and managers. Available programmes in the footwear sector seem to target the lower-level skills instead of higher level skills that should be offered at universities. The SSP report further notes that there are currently no research institutions and higher educational institutions offering sector specific programmes to cater for the CTFL sector. GDR 2

claimed: *“This technicality needs to be investigated. It is a barrier to skills development. Who stopped universities from integrating themselves with other FETs so that they can support?”* GDR 2 strongly expressed concern that the Footwear and Leather sector did not have sector specific programmes despite the fact that new programmes have been developed by Government department 1. The representative felt that the reason why there are no training programmes is that there is no synergy between higher education institutions and other education and training institutions. *“We must deliver what our sector needs holistically in partnership with PSET institutions, and other government departments”*.

4.4 IMPLEMENTATION OF COFES

Government departments 1 and 2 have partnered with industry and a UoT to establish COFES that will be used as training centres for employees in the Footwear and Leather sector. It is imperative to understand the mandate of the CoFES as this is critical in assessing the extent to which the partnerships within CoFES have helped to grow the sector and also address the skills deficit challenge within the footwear sector. The questions that were asked about the implementation of CoFES focussed on what prompted the respective departments to mandate the implementation of CoFES; the role played by these departments in the implementation and running of CoFES; the challenges faced in achieving the CoFES mandate; and the benefit of CoFES to the Footwear and Leather sector.

4.4.1 Why CoFES?

On the issue of what prompted Government department 2 to mandate the implementation of CoFES, the response from GDR 2 was that the Footwear sector was one of the sectors that was import intensive. The SSP report 2013-2014 pointed out that the local market was flooded with clothing and footwear imported from China. The representative explained that *“as a country, we are 81% import intensive. That means 81% of what is distributed and sold in South*

Africa was imported. So, it is only between 18 to 19% footwear that is locally manufactured”.

GDR 2 further noted that their department was making an effort to increase the percentage of locally produced goods for the South African market as a way to reduce the import rate. He said, *“the rates have moved from 18% localised to 27% localised and we are trying to get up to 45% localisation within the next three years”.*

The representative further noted that bigger companies within the footwear sector had their own training centres. Smaller companies, without training centres of their own, were struggling to get employees that had the relevant skills required in the industry. The representative also revealed that the footwear sector was dominated by Small to Medium Enterprises (SMEs).

“We have a huge number of SMEs within the Footwear and Leather goods sector and they do not have capacity in terms of human resources and the financial resources to have their own training schools. These are the people then, that are highly reliant on the supply side of skills and since we did not have skilling arrangement, we had to think of ways to supply the skills”.

GDR 2 pointed out that the footwear sector was on a growth path and they needed to produce footwear entrepreneurs through a structured training programme. *“The idea was while they do training, they must create small enterprises or teach people skills on how they can develop their small enterprises”.* It is against this background that Government department 2 mandated the establishment of CoFEs to supply the skills that are required in the footwear sector. It was hoped that this initiative would develop the skills within the local community that the industry is currently sourcing internationally. Government department 1 was also engaged in the project as it is responsible for education and training in the sector. GDR 2 said: *“We then worked with Government department 1, to see what they can come up with”.*

4.4.2 Skills Gap

In order to gauge how the government departments were planning to address the skills gap existing in the footwear sector, a review of literature for the Footwear and Leather sector revealed that there is a shortage of personnel with skills targeting the higher occupational strata. *“Technologists, designers and managers are in short supply”* as revealed by GDR 2. This finding concurs with the SSP 2013-2014 annual report. GDR 2 revealed that they have a partnership with China which allows South African students and workers in the footwear sector to receive training in footwear programmes in China for free. *“We had a batch of 30 candidates in China learning for three weeks on how to design and manufacture footwear... this arrangement is free of cost with Chinese government”*. This exchange programme exposes workers to new technology and skills that allow them to be competitive at an international level. The GDR 2 had this to say about this partnership. *“This is one of the strongest programmes we have”*. Locally, Government department 2 is planning to engage the University of Pretoria to offer programmes that can boost skills in the Footwear and Leather sector. GDR 2 intimated: *“We are still looking at the University of Pretoria, to develop leather skills, particularly the research institute to take care of leather technology education which does not exist currently”*.

Government department 2 is also looking at how articulation within the footwear sector can be institutionalised and what is required for this to happen. The literature reviewed on the sector revealed that currently there are no higher education institutions offering sector specific programmes and this becomes a barrier to articulation for workers and prospective students.

Government department 1, as the Development Quality Partner (DQP), is in the process of developing new curriculum targeting the footwear sector as a way to address the skills gap within the sector. This government department ensures that the right processes are followed and that there is adequate representation in terms of subject matter expertise. The industry is also

agreeing to all the activities that are happening in the development of the qualification. The representative from Government department 1 explained:

“Community Expert Panels (CEPs) were nominated by the industry with surety that they have the knowledge in terms of the footwear industry, and they know what is required across the whole value chain of the footwear industry”.

Government department 1 also availed funds to develop qualifications and to ensure that a full qualification is developed. However, GDR 2 expressed concern that developing good training programmes was not enough to address the challenge of skills shortage but that investing in well qualified trainers to deliver the programmes was also critical. *“We would rather borrow specialists from around the world, bring them here and then they can do training for trainers. That is grossly missing”.* The representative further noted that training centres need to be well equipped, resourced and funded in order to make an impact in skills development.

“Three basic principles of running successful training centres are: they should be well equipped - you cannot produce footwear from a laptop you can only design it; they should be well resourced; and well-funded so they become sustainable. If these three issues [are] lacking, then they will not make national impact”.

4.4.3 Expansion of the CoFE Project

With regards to implementing CoFEs in other provinces of South Africa, the representatives from both government departments noted that the footwear sector was on a growth path and there was a need to produce more graduates skilled in footwear production processes. GDR 2 stated that *“footwear industries are more concentrated in KZN province and there is a dire need to grow industries in other provinces as well”.* GDR 1 expressed that, *“We are trying so much to encourage the industries to grow and to also give back to those poor communities and enable them to come up with small businesses and support them”.*

CoFEs are expected to produce graduates that will give back to their communities through setting up footwear business ventures that will provide affordable footwear and employment for the local people. There is a need to expand the training programmes to other provinces. However, GDR 2 expressed the view that the two CoFEs currently available needed to prove that they are viable.

“They must scale up their capability by augmenting more funds and be capable of producing footwear entrepreneurs. These centres must have mini factories, full capacity mini factories so that the training does not become virtual or through books only”.

The representative stressed that the expansion of the CoFE project will solely depend on how the current CoFEs are able to expand their activities.

4.5 PARTNERSHIP RELATED ISSUES

CoFEs were implemented through a partnership between government and industry. Findings obtained from questions that explored how the relations between different stakeholders were influencing the running of the CoFEs will be discussed in this section.

One of the objectives of the study was to explore how PPPs can promote education and training to promote articulation and social entrepreneurship which ultimately culminate in social development. The study sought to understand: (i) the role of the other public stakeholders involved in the implementation of CoFEs; (ii) the working relationship that exists between industry and institutions of higher learning in delivering work integrated learning; and (iii) the challenges that exist in private and public partnerships.

4.5.1 Stakeholder Involvement

In response to the question of how other stakeholders were involved in implementing the CoFEs, GDR 1 explained that the actual setting up of the CoFEs was initiated by Government department 2 which then partnered with Government department 1, the CSE at a UoT, a UoT in Gauteng province and

footwear industries. The CSE at a UoT was tasked to coordinate all the planning meetings and writing up the project proposal with input from the other stakeholders. The funds to set up the training centres were availed by Government department 1 which also developed the curriculum used at the UoT CoFE. In his response GDR 1 outlined:

“We develop qualifications, learning material, annual budgets of Quality Assurance Partners management system and accreditation of the stipends and assessment of centres that provide training and assessment”.

The UoT that houses one of the CoFEs was tasked with producing curriculum at NQF levels 6 and above, to enable students to articulate to higher levels of the NQF. However, the UoT did not develop the curriculum due to lack of funding. The curriculum for the Footwear Design programme at NQF level 6 is now being developed by Government department 1.

4.5.2 Industry - PSET System Relations

To the question on how Government departments’ representatives viewed the working relationship between industry and institutions of higher learning in delivering work integrated learning, GDR 2 pointed out *“that most successful industries in the sector belonged to a cluster. Some of these industries provide training for their own benefit and the other members of the cluster”*. These industries do not consider it necessary to support the training efforts that the government is providing. GDR 2 further noted that *“Industry is not satisfied with the quality of training which is offered at institutions of learning”*.

Findings from this study insinuate that industry and institutions of learning do not seem to have a good working relationship as the industry feels they can provide their own training. This becomes a challenge to most TVET colleges as they tend to struggle to find experiential learning placements for their students. GDR 2 expressed with concern that: *“Footwear factories are mostly concentrated in KZN and colleges situated outside the province may struggle to get an industry partner”*. He further emphasised that when relations are not

good between the public and the private sector, the public sector is always to blame.

“Most of the blame is placed on the public partner when things do not work out. The blame is not shared equally; the public partner is expected to shoulder most of the blame because they represent government”.

The industry blames government institutions for failing to produce competent graduates with the relevant skills required in industry and they resort to training their own employees. The responsibility to train competent prospective employees lies in the hands of both industry and government. GDR 1 posited that: *“Any success in vocational training requires the participation of institutions of learning and industry”.*

4.5.3 Challenges of PPPs

With regards to challenges experienced between private and public partnerships, findings from this study suggest that cross-sectoral partnerships face challenges associated with a lack of trust for services delivered and inability to share the risks associated with a partnership. GDR 2 stated strongly that the public sector tended to bear all the risks associated with failure to achieve the set objectives in a PPP.

GDR 1 mentioned that their department engaged both industry and institutions of learning in designing curriculum because they realised that they did not have all the expertise that was required.

“We just do not sit as Government department 1 and say we are developing qualifications because we know that we do not have what it takes in terms of the subject matter expertise”.

This representative noted that the industry was excited about the whole process and was willing to participate.

“There are companies that want to become assessment centres. There are those that would like to become practical sites and the workplace

sites. Industry is very happy because they are participating in the development”.

Industry feels the partnership will benefit them hence they are prepared to offer their resources to make sure that the training is a success. On the other hand, institutions of learning were not too keen to participate in the development of the curriculum. GDR 1 noted with concern the lack of participation from TVET colleges and Universities.

“We brought in the partnership with the industry and obviously the institutions. In most cases, you find that there is a lack of participation from institutions. TVET colleges and Universities do not participate as much as the industry participates”.

The representative was of the view that the lack of participation by institutions of learning may be attributed to the fact that they do not feel they are part of the development and that they own it.

“TVETS, Universities do not participate as much as the industry does. The problem is really the ownership. Institutions of learning belong to the government - they do not take it to their heart to say, “this belong to us”. But in the industry, it matters more because it is about their growth”.

He added that it was difficult to get all the stakeholders to attend scheduled meetings and this resulted in a delay in producing the curriculum. According to the representative:

“Community Expert Practitioners were coming but the challenge was to bring all of them to attend meetings. It was somehow prolonging the process of development because you have to have everyone available. When you call a meeting, you find that two are not available, then you have to move the meeting another date when everyone is available. That was a challenge”.

4.6 CURRICULUM RELATED ISSUES

Government department 1 has the responsibility of designing the curriculum for the footwear sector in conjunction with the industry. According to the Sector Skills Plan (SSP) annual update 2013-2014, Government department 1 is committed to improving the qualifications levels of both employees and new entrants in order to meet the skills requirements of the sector. In this section, questions related to the following were covered: (i) the skills level in the Footwear and Leather sector at which the training is targeted; (ii) sector education and training challenges; and (iii) future training programmes designed for the sector.

4.6.1 Skills Level

GDR 1 mentioned that his department was on a mission to revamp all the previous training programmes within the CTFL sector.

“We are the Development Quality Partner (DQP) which is responsible for qualifications development and ensuring that the qualifications are registered with SAQA. The partnership that we have with the industry is to ensure that there is career development in the footwear industry”.

Government department 1 has developed four courses focussing on each of the stages in footwear production namely, cutting, lasting, bottom stocking and closing. These courses, all at NQF level 2 were piloted with the UoT CoFE. GDR 1 remarked: *“We now have to bring the programmes to the level of testing to see if they are really addressing the needs in the country”*. He further noted that the participation rate was low in the previous programme targeting the footwear sector as revealed by statistics collected from public institutions. It was noted that companies were also training their employees, but the numbers trained could not be confirmed. Both the previous programme and the re-engineered programmes are at NQF level 2 which means the skills that are imparted allow graduates to occupy positions within the lower strata of the production line.

Knowing how to assemble a product requires skills; knowing how to manufacture the product requires knowledge about the technology of the raw materials, designing and marketing and this requires education at a higher level of the NQF.

“You can train a person within seven or within three days on how to assemble a pen so that is skills, but to manufacture the pen you need to know the polymer technology, the designing of the pen and marketing of the pen so this then becomes education”.

GDR 2 emphasised the fact that what is needed in the footwear sector *“is a high level of technocracy and it can only be enhanced through sector-specific development”.*

4.6.2 Sector Education and Training Challenges

Part of the mandate of Government departments 1 and 2 is to address the education and training needs within the footwear sector. Literature that was reviewed shows that there is a critical shortage of high order skills resulting from a lack of sector specific programmes. Government department 1 has embarked on a journey to address this challenge. GDR 1 noted that they had struggled to get the material with relevant knowledge to use in designing the curriculum for the sector.

“The material that we had did not respond to all the components of the curriculum framework. This was something that we have seen as a challenge. This was the first qualification that was developed under Government department 1 as the DQP. The QCTO was also trying to find its feet. Everyone was still learning the processes of qualification development”.

Getting the qualification registered with SAQA was another challenge as it took longer than expected. *“The time it was taking for the qualification to be registered with SAQA through the QCTO was also one of the dilemmas that*

was experienced". It was a challenge to convene all the stakeholders to attend meetings.

GDR 2 expressed concern that the sector lacks expert trainers to efficiently deliver the curriculum that had been designed to address the needs of the industry. This lack of skilled personnel to join the education and training sector has been a challenge that has culminated in a lack of sector specific training programmes.

4.6.3 Future Training Programmes

GDR 1 pointed out that the Footwear Design programme at NQF level 6 was almost complete in terms of the registration process with SAQA and that other footwear programmes at NQF level 3 and 6 were in the process of being developed. Government department 1 had to develop the NQF level 6 programme after the UoT which was supposed to develop it failed to do so due to monetary constraints.

"There are programmes that are still under development which are Footwear technologist NQF level 6 and also the Footwear machine mechanic NQF level 3. These are people that will be fixing the machines. This becomes a trade".

GDR 1 proposed that designing more programmes will allow students to articulate both vertically and horizontally. More training programmes are required for the footwear sector. GDR 2 repeatedly stated that the sector was on a growth path and that more industries had already been set up to boost production for both the local and international markets. There is, therefore, justification to invest in sectoral education and training to cater for the growth in the sector.

4.7 ARTICULATION RELATED ISSUES

This section will focus on exploring the extent to which CoFEs can be used as drivers to promote articulation with other institutions of learning and into the workplace. One of the reasons for implementing CoFEs was to address the

skills shortage in the footwear sector and to promote seamless articulation into the workplace for footwear graduates. The key questions were aimed to gauge the expected learning outcomes for the graduates trained at CoFEs and opportunities for further training in footwear programmes for CoFE graduates.

4.7.1 Expectations from CoFEs

GDR 2 highlighted that graduates from CoFEs were expected to have relevant skills that are required by industry as a way to provide labour to SMEs that dominate the footwear industry. *“Some of the graduates will be employed by SMEs who do not have training centres of their own”*. GDR 1 gave a similar response by noting that CoFEs had the crucial role of creating employees for the footwear sector. *“They are going to make a huge change in the economy, and they are going to create more employees with portable skills for use in the footwear sector”*. GDR 2 pointed out that in addition to creating workers for the sector, *“CoFEs will create footwear entrepreneurs and contribute to the growth of the industry”*.

The representative also stated that there was a need to provide further training to some of the graduates so that they can be trainers. *“Some can be further trained to become trainers. This is called integration leadership, there is strength in this concept”*. The GDR 2 suggested that CoFEs should identify exceptional students who can be sent abroad for further training considering the fact that no higher education institutions offer sector specific programmes locally. *“They must also identify people to be sent overseas for BSc or MSc studies as a way to scale up their capability”*. Graduates from the CoFEs are also expected to contribute to the growth of the industry by setting up footwear enterprises.

GDR 1 indicated that his department did not have the mandate to draw up exit strategies for departments applying for funding through their office.” *It is the responsibility of the person that is acquiring funding from the SETA to provide an exit strategy for the learners”*. The training outcomes outlined by GDR 1 were used as check points to award funding for the CoFEs. He indicated that

funds are released when the department is satisfied with the exit strategy outlined in the application form.

“We want to know: What will be the value fed into the whole process? What is in place for these learners? What made you to apply for funding to put the learners into the footwear training programme? Then when we fund you, we fund you knowing very well that we are also protecting the future of the learners”.

4.7.2 Opportunities for Further Studies

GDR 1 noted that students had an opportunity to articulate horizontally into other programmes at NQF level 2 and vertically into the Designer programme at level 6. When asked if it was possible for graduates with a level 2 certificate to articulate to the level 6 diploma programme, Government department 1 representative had this to say.

“Those who meet the minimum requirements set for the programme can articulate vertically. It is occupational qualifications they are not higher education quality council related. They are under the QCTO which is occupational related, and they can vertically move to those programmes”.

It still needs to be established what will happen to those students who do not meet the minimum requirements for the diploma programme. The training offered at the UoT CoFE covers all the four courses of Footwear Manufacture at the end of the training graduates receive a certificate for each of the programmes at NQF level 2. Graduates who do not qualify for the diploma programme are likely to face a dead-end in terms of their training unless other training programmes are designed to allow them to articulate vertically.

GDR 1 expressed that the Footwear Design programme offered at the Industry CoFE was not accredited and that graduates were not offered any form of certification. When asked how the Footwear Design programme offered at the

Industry CoFE compared to the one developed by Government department 1, the representative said:

“Our qualification is not registered yet. Once it is registered, they can bring those learners back and assess them against this qualification which will be fair because they will be exposed to something that is future instead of something that is going to be history”.

He further noted that graduates from the Industry CoFE can be accepted into their programme through RPL.

“Industry is participating in the qualifications development. They know what the curriculum is in terms of the footwear design and they expose their learners to exactly that. They are preparing them so that once this qualification is registered, they can simply RPL them”.

Furthermore, the GDR 1 affirmed that the QCTO is aware of the training taking place at the Industry CoFE.

“They are even supported by the QCTO, from time to time they want to know how far the programme is going and what is happening with the programme because they feel that those are the types of the programmes that need to be given more attention because they are going to make a huge change in the sector”.

GDR 1 spoke specifically about articulating from QCTO qualifications to Council of Higher Education (CHE) qualifications. He indicated that this process was still not clear.

“There are also issues of articulating from QCTO to CHE which is one of the issues that they are still trying to look at to ensure that people that are passing from the QCTO-related qualification can also articulate to the CHE programmes”.

4.8 CoFES AS DRIVERS FOR FOOTWEAR ENTREPRENEURSHIP

One of the key factors that led to the implementation of CoFEs was the development of footwear entrepreneurs that could contribute to the growth of the footwear industry. Government department 1 adopted a turnaround strategy to reduce the amount of imported footwear and increase footwear exports and the amount of locally produced footwear on the local market. More industries need to be set up in order to achieve this objective. This study explored the extent to which CoFEs had prepared its graduates to be part of this turnaround strategy. In order to ascertain this, questions focussed on: (i) the extent to which the training offered at CoFEs prepared students to become entrepreneurs; (ii) opportunities for growth within the Footwear and Leather sector; and (iii) possible barriers to engaging in social entrepreneurship.

4.8.1 Entrepreneurial Readiness

In response to the question on the extent to which the training offered through CoFEs had prepared graduates to engage in social entrepreneurship, GDR 1 highlighted that the new programmes that were designed incorporated an element of entrepreneurship as a way to encourage graduates to engage in entrepreneurship as opposed to seeking employment.

“As we were developing the qualification, we ensured that the qualification has also the aspects of new venture creation related modules like how to come up with your own business, how to register your own business, how to do your business plan, how to do your proposal to cost your materials”.

GDR 1 added that the re-engineered programmes were seen as portable programmes that would enable people to start producing and maybe distributing to wholesale retail companies like Mr Price and the EDCON group.

GDR 1 further stated that the involvement of Government department 2 in the CoFE project would enhance the chances of graduates starting their own enterprises through the assistance of that department. *“Government*

department 2 will also be part of the support. When the learners exit the programme, they will give them the support to come up with their own businesses”.

The representative explicated that the footwear programme incorporated ways to establish markets as a way to prepare graduates for entrepreneurship. *“Graduates should be able to establish wholesale people that they will be feeding to when they produce their products”.* On the other hand, GDR 2 suggested that intrapreneurship was also an option for nascent entrepreneurs. *“Well established footwear industries can subcontract small and upcoming enterprises to produce footwear components for them”.*

4.8.2 Growth Opportunities

GDR 2 stressed the fact that the footwear sector was on a growth path. CoFEs were going to be used to attain this anticipated growth through the production of graduates with entrepreneurial skills to start their own footwear enterprises. Literature revealed that there were opportunities for setting up enterprises and this was favoured by the availability of local raw materials and the support from government departments (Magubane 2017:6). GDR2 stated that his department was encouraging local direct investment for those willing to start small enterprises. Import of footwear goods had been reduced to open up the market for local goods.

“Government department 2 is planning to increase the number of pairs of shoes produced per year from 70 billion to 120 billion pairs. On the growth path, there is always space. For everybody in decline, there is no space”.

The representative further noted that if the sector is in decline smaller companies fail to thrive. *“Small companies are sustained when the sector is experiencing growth”.*

GDR 1 pointed out that establishing one of the CoFEs in Gauteng was a way to expand the footwear sector to other provinces in the country. Footwear industries are highly concentrated in KZN province.

“The companies that are supplying shoes to wholesalers are based in KZN. The UoT CoFE was established as a test to see if footwear companies can be established in other provinces”.

4.8.3 Possible Barriers to Entrepreneurship

GDR 2 inferred that diluting the mandate of the CoFEs can be a possible barrier to graduates engaging in social entrepreneurship. CoFEs were established to produce footwear entrepreneurs, their mission statement and learning outcomes should reflect that. GDR 2 emphasised that: *“Their agenda must focus on how to produce a certain number of enterprises and cooperatives from each group of students”*. Failure to focus on the mandate of the CoFE will hamper the chances of preparing students for entrepreneurship. GDR 2 pointed out that the CTFL sector was using trainers with non-sector specific education. This could be a barrier to social entrepreneurship as students may feel inadequately prepared to start their own enterprises if they are not properly trained.

GDR 1 was confident that the curriculum offered at the CoFEs had a powerful component on entrepreneurial education and that failure to engage in entrepreneurial activities could be caused by fear of competition. *“Graduates may fear to compete with large and well-established companies”*. GDR 2 gave a similar response but was quick to note that competition was inevitable; even well-established companies were in competition with international companies. *“We are having challenges of competitiveness; not because of us, but because China is competing with us. People will always compete with you”*.

4.9 EDUCATION AND TRAINING FRAMEWORK

This research seeks to develop an education and training framework within PPPs that incorporates articulation and social entrepreneurship for social

development. A question was asked on what the respondents expected to see in the education and training curriculum that promotes social development through opening articulation pathways and promoting entrepreneurship as a career option.

In response to the question, GDR 2 focussed on what was expected from the training centres for them to be able to achieve the ultimate goal of promoting social development. *“The three basic principles are that training centres must be well equipped, well-resourced and well-funded for them to be sustainable”*. He further noted that training centres should not offer vocational programmes through demonstration but should have adequate equipment to allow students to experience hands-on what they are expected to know.

“To create entrepreneurs, the technical know-how is important. You cannot develop footwear entrepreneurs just by applying to SEDA. They must have full know-how and they must be trained properly”.

GDR 2 stressed that centres of training must have full capacity mini factories so that the training does not become virtual or through books only.

He also emphasised that the curriculum should also train students in technical administration which is a key component in industrial management.

“In South Africa when we talk of administration, we only think of accounts, HR, payment system, the concept goes beyond that. The most important aspect of any industrial management is your technical administration”.

GDR 1 focussed on the need to have qualified trainers and assessors with a specified number of years of experience. *“You need to employ people that have skills”*. The representative also noted that there was a need to use approved companies as places of workplace learning.

4.10 DISCUSSION ON FINDINGS

The discussion section is presented under the headings: background to the Footwear and Leather sector; implementation of CoFEs; partnership issues and CoFEs as drivers of footwear social entrepreneurship.

4.10.1 Background to the Footwear and Leather Sector

This study revealed that the Footwear and Leather sector is riddled with challenges relating to a skills deficit especially in higher level skills and a lack of sector specific programmes to address the skills deficit. Government department 1 is responsible for the education and training in the sector and to address the aforementioned challenges it developed new training programmes with a focus of supplying industry with the relevant skills required. However, this study indicated that addressing the skills deficit challenge requires more than just the development of new curriculum. It requires trainers with relevant sector specific education to deliver the curriculum.

The Clothing and Textile sector skills audit for 2011 revealed that the clothing and textile sector was struggling to attract teaching personnel who had the relevant expertise to teach in programmes targeting the sector. The challenge was that the few people who were qualified preferred to work in the industry and higher education institutions were not providing any training to produce graduates with relevant sector specific education. Findings from this study showed that the lack of higher order skills in the footwear sector was largely due to the fact that higher education institutions were not offering any sector specific programmes to produce graduates with technical skills for high level jobs. The footwear sector has a critical shortage of footwear designers and technologists. These are higher order skills which should be offered at higher education institutions within the PSET system.

The study found that there is no collaboration between universities and other institutions comprising the PSET system due to a shortage of people with critical skills in all the subsectors comprising the CTFL sector. The relational agency theory stresses that the success of any collaborative work is

dependant on the ability to use others as resources for action. Failure of universities to contribute their human and social capital has resulted in a critical shortage of high order skills in the CTFL sector. The SSP report for 2013-2014 revealed that the industry is starting to look internationally for a supply of employable skills in this sector. Magubane (2017:14) notes that some industries have engaged in innovative ways of addressing the skills shortage by providing additional on-the-job training to existing staff members. Although this initiative is helpful in addressing skills shortages, it blocks new entrants who are not employed by industries from pursuing a career in footwear.

Vocational education should also be offered at public institutions as a way to promote inclusiveness within the education and training system. The Footwear and Leather study conducted for eThekweni Municipality in 2017 revealed that universities and colleges have watered down the content of their qualifications resulting in a perpetual skills deficit in the sector (Magubane 2017:14). The report recommended that there must be collaboration between the industry and higher education institutions in designing a curriculum that is specific to the modern manufacturing processes used in the industry. The education system should focus on developing the relevant skills that are required by the industry if it is to contribute significantly to the socio-economic development of communities.

4.10.2 Implementation of CoFEs

Findings from this study reveal that the local market is flooded with imported footwear from China, and this has a negative impact on locally produced footwear which have to compete with cheap imports. The import of cheap leather goods weakened the performance of the sector by negatively affecting its growth and employment opportunities which may have contributed to its latent state in terms of education and training.

The CSE research proposal (2016) observed that the Footwear and Leather sector had been a strong industry in South Africa until the end of the twentieth century. This confirms that trade liberalisation weakened the performance of

the industry. However, a report produced by FP&M SETA in 2014 indicated that the CTFL sector is also affected by the indebtedness of households and the negative impact it has on household spending, particularly in relation to clothing and footwear. Government department 2 decided to revive local production by reducing the amount of imported goods and increasing the rate of locally produced goods.

One of the initiatives of reviving the footwear sector was to lead the sector to a path of growth through encouraging education and training that produces footwear entrepreneurs. Bigger companies in the footwear sector have their own training centres as they are not satisfied with the training offered in other institutions of learning. The sector is, however, dominated by SMEs who do not have the capacity to run their own training Centres. It is against this background that Government department 2 mandated the setting up of CoFEs to provide the sector with skilled workers and footwear entrepreneurs to grow the industry.

Government department 2 has a partnership with China to provide training to students and workers in the footwear sector. The number of people going to China for training is small and cannot adequately address the skills needed in the footwear sector. Local initiatives can accommodate more people willing to join the Footwear and Leather sector. The CoFE project needs to scale up so that more people are trained. Currently, the CoFEs are operating below capacity because of a lack of funding to accommodate more people.

Findings from this study showed that more programmes are being designed to target the footwear sector. The question that needs to be addressed is: are there qualified trainers to deliver the programmes effectively? Higher Education Institutions (HEIs) are responsible for producing skilled graduates with the capacity to train prospective students willing to pursue a career in footwear. The SSP report 2013-2014 noted that currently there are no HEIs offering sector specific education and training. The footwear sector will have to source skills internationally to provide training or to train trainers as suggested

by GDR1. Successful skills training requires a good curriculum and highly experienced trainers to deliver the curriculum.

4.10.3 Partnership Issues

Partnerships have been formed through the implementation of CoFEs and the design of the curriculum to target the footwear sector. Government departments have partnered with industry in setting up and running the Industry CoFE and an institution of higher learning has also partnered with other government departments through the UoT CoFE. Government department1 has also engaged institutions of learning and industry in curriculum design. Challenges were noted in terms of trying to bring industry to work with institutions of learning. Past evidence infers that industry is not content with the quality of training and graduates that are produced from institutions of learning; therefore, big companies have resorted to training their own employees.

The Footwear and Leather study conducted for eThekweni Municipality in 2017 revealed that universities and colleges had diluted the content of their qualifications. Smaller companies still have to depend on graduates from institutions of learning since they cannot afford to train their people. This study showed that the industry was willing to work with the government in designing a curriculum for the footwear sector. Higher education institutions, on the other hand, were reluctant to do so. Similar findings were noted through the Footwear and Leather study conducted for the eThekweni Municipality in 2017 which showed that industry was open to collaborating with higher education institutions in improving the content of their qualifications.

The curriculum should be designed in conjunction with industry to promote seamless employability of graduates (SSP report 2013-2014). Improvements in the education system will help to address the skills deficit challenge. Findings from this study indicate that Industry and institutions of learning are both responsible for the education and training that is delivered through the PSET system. Perold *et al.* (2012:188) noted that “weak workplace linkages

make it more difficult for PSET institutions to create a strong vocational education and training system”.

4.10.4 Curriculum Issues

Findings from this study show that progress has been made in terms of designing curriculum that targets the footwear sector. The old training programmes have been phased out and new programmes at NQF level 2 have been developed, accredited and are being piloted at the UoT CoFE. The new curriculum has been designed in consultation with industry to ensure that graduates have skills and competencies required by industry. A key challenge facing the economy is the influx of graduates with inappropriate skills and competencies to be absorbed by the labour market (Spaull 2013:45). This has contributed to the high youth unemployment that South Africa is currently facing.

The Footwear Design NQF level 6 programme has been completed and the process of accreditation is yet to be finalised. Other programmes are still in the pipeline and these are the Footwear Technologist programme at NQF level 6 and the Footwear Machinist programme at NQF level 3. Programmes beyond NQF level 6 have not yet been contemplated. The Draft National Plan for PSET (South Africa, DHET 2017b:23) pointed out that the immediate priority focus for the PSET system is to develop intermediate occupational qualifications at levels 5 and 6 to be offered at TVET Colleges. The Draft National Plan also noted that there are occupational qualifications at levels 7 and 8 offered at universities and not at Level 9 and 10.

The footwear sector has a shortage of high order skills that are required through training at higher levels of the NQF. This study revealed that the qualifications that are being designed at NQF level 6 and below are in accordance with the Draft National Plan for PSET. It is yet to be established how the sector education and training authorities are intending to address the issue of a lack of trainers with sector specific education and training. The study

shows that a good curriculum requires competent and experienced personnel to deliver it effectively.

Findings from this study indicate that Government department 1 faced challenges when they were designing the curriculum for the sector. Getting the right learning materials to address all the components in the qualification was not easy. This reflects “a loss of knowledge domain” which was highlighted by the SSP 2013-2014 report as one of the challenges affecting skills training in the sector. The SSP report further noted that there were no research centres to generate knowledge and higher education institutions to offer sector specific education.

Gibbon *et al.* (2012:131) noted that universities are responsible for generating new knowledge and ensuring that it is incorporated into the curriculum. Higher education institutions, as revealed in this study, were not engaged in the development of the curriculum for the sector, leaving the task to industry. However, the Draft National Plan for PSET (South Africa, DHET 2017b:17) indicated that there are formal partnerships between universities and TVET Colleges to deliver Higher Certificates in certain learning programmes in other sectors of the economy.

4.10.5 Articulation Issues

Findings from this study revealed that CoFEs were expected to provide the footwear sector with a pool of skilled workers to address the skills shortage; produce footwear entrepreneurs to grow the industry and to open up opportunities for further training to provide trainers for footwear programmes. These expectations from the CoFEs to a large extent promote articulation from the training system to the workplace and other institutions of higher learning. However, articulation from the CoFEs to other institutions of learning is hampered by a lack of sector specific programmes to enable vertical articulation; the absence of higher education institutions to offer learning programmes at a higher level; and a lack of trainers with sector specific education qualifications.

Findings from the study indicate that CoFEs can send some exceptional students abroad to further their studies in footwear and when the students return to the country, they can become trainers. This is a temporary solution to the challenges facing the sector. Long term solutions are required to address the articulation barriers outlined above. Only a few students can be sent to study abroad due to the high costs that are involved. In order to scale up the training process, the education and training system is required to provide affordable training through its own institutions. Currently, graduates from the CoFEs have limited opportunities to further their studies in footwear programmes. However, Government department 1 has taken an initiative to develop more footwear programmes to enable vertical articulation.

Graduates from the UoT CoFE who do not meet the minimum requirements to enter the Footwear Design diploma programme are most likely to experience a dead-end in terms of their education and training in footwear if more programmes that allow them to articulate gradually through all the levels of the NQF are not developed. On the other hand, students who completed the Footwear Design programme from the Industry CoFE without accreditation have a chance to enrol for the Footwear Design programme through RPL once the programme is accredited.

Findings from this study also revealed that articulation from QCTO qualifications to CHE qualifications was unclear and needed further investigation. The White Paper for PSET notes that it is the responsibility of SAQA to provide clarity on this matter (South Africa, DHET 2013c:8). This finding presents another barrier to articulation for students with QCTO qualifications who might wish to articulate into CHE qualifications.

4.10.6 CoFEs as Drivers for Social Entrepreneurship

This study showed that the Footwear and Leather sector is growing and there is a need to train youth to set up their own enterprises, replace the ageing workforce and address the skills shortage in the sector. The curriculum offered at the CoFEs was designed to promote entrepreneurial readiness among

students. Social entrepreneurship is a viable option because South Africa has a strong national and international market for footwear and leather goods. A well-established trading regime exists with African Growth and Opportunity Act (AGOA), the European Union (EU) and members of the World Trade Organization (WTO) and Southern African Development Community (SADC) (Magubane 2017). However, Magubane also noted that the international market has not been fully explored except for the SADC region.

The South African agricultural sector produces good quality raw materials for use in leather goods. The availability of local raw materials and a well-established local and regional market as alluded to by Magubane (2017) create an enabling environment for engaging in footwear entrepreneurship. Evidence from the research findings suggests that there are opportunities for entrepreneurial development in the footwear sector. However, responses by the students who were part of this study (discussed in Chapter 7) indicate that they were not ready to engage in entrepreneurship and they cited a lack of entrepreneurial skills as one of the key barriers to entrepreneurship in general. This finding concurs with what was noted by GDR2 who stated that the mandate of CoFEs could be hampered by the use of trainers with irrelevant or inadequate experience in footwear technology as this increases the chances of producing graduates who are not adequately trained.

Herrington *et al.* (2017:31) noted that entrepreneurial activity among graduates is constrained by graduates who exit the education and training system with inadequate entrepreneurial skills to start and manage a successful enterprise. This study also revealed that the fear of confronting competition from established companies could be another reason why graduates would not engage in entrepreneurship. Herrington *et al.* (2017:31) affirmed that exiting the education and training system without adequate entrepreneurial skills placed graduates at a disadvantage in a competitive and dynamic business environment.

4.11 CONCLUSION

CoFEs were set up to address the challenge of skills deficit and the anticipated growth in the sector. The skills deficit was attributed to lack of a knowledge domain due to trade liberalisation that allowed an influx of cheap leather goods from China to dominate the local market; lack of collaboration between industry and institutions of higher learning in designing and offering sector specific programmes; lack of higher education institutions to offer sector specific programmes; and lack of trainers with sector specific education to facilitate the training. The challenges outlined above clearly indicate how a lack of relational agency between different systems in the environment affects the growth and development of individuals and their communities.

The footwear sector is dominated by small to medium enterprises (SMEs) that do not have the capacity to train their own employees. CoFEs were implemented to provide trained personnel for the SMEs in the sector and to grow the sector through producing graduates that have adequate skills to start their own enterprises. Locating one of the CoFEs in Gauteng was an initiative to expand the footwear sector to other provinces of the country as footwear companies are predominately located in KZN.

Articulation challenges still exist in the footwear sector. This chapter highlighted the following challenges to articulation: a lack of participation from universities and TVET Colleges in curriculum design; limited sector specific training programmes to allow for seamless articulation; offering students unaccredited training programmes; and unclear procedures to allow for articulation from QCTO qualifications to CHE qualifications. More sector specific programmes are being developed to address some of the articulation challenges outlined above.

An enabling environment for entrepreneurship within the footwear sector exists due to availability of locally produced raw materials, a well-established trading system and the promotion of local direct investment by Government department 2. However, the study indicated that poor delivery of programmes

due to a lack of trainers with relevant experience and fear of competition may hamper the prospects of graduates engaging in social entrepreneurship or any other form of entrepreneurship. Psychological issues that might hinder graduates from engaging in social entrepreneurship were not outlined by the respondents.

This study revealed that any education and training for social development should be conducted at training sites that are: well-equipped; well-resourced and well-funded. The education and training framework for social development should address how the training sites can meet the standards outlined above. Technical administration was also noted as one of the key components that should be included in the curriculum that promotes education and training for social development. It was noted that technical administration is often overlooked as much emphasis is placed on administration of finances and human resources.

CHAPTER 5: FINDINGS AND DISCUSSION CENTRE OF SOCIAL ENTREPRENEURSHIP

5.1 INTRODUCTION

This chapter presents findings from an interview that was conducted with the director of a CSE located at a UoT. The CSE was part of the team that was involved in the implementation of the CoFEs. The CSE was chosen to be a part of the CoFE project because of its expertise in helping community members to set up social enterprises. Government department 2 sought the involvement of the CSE to assist in achieving its mandate of promoting entrepreneurship within the Footwear and Leather sector. The CSE had a key role to play in developing the project proposal for setting up the CoFEs.

As outlined in the CoFE project, collaboration of partnerships with industry and the PSET system relating to articulation was explored. The key question to be addressed on this aspect is how can PPPs be strengthened to promote articulation and social entrepreneurship within the footwear sector? The possibility of developing curricula that will enable the Footwear and Leather industry to offer learning programmes that enable learners to articulate through the various levels on the NQF was explored. It is therefore important to include the CSE in the study sample if the issue of articulation in the Footwear sector is to be fully explored.

5.2 CENTRE OF SOCIAL ENTREPRENEURSHIP

The director from the CSE located at a UoT was engaged in a face-to-face interview with semi-structured questions to explore how the CSE was involved in implementing the CoFEs project. Findings in this chapter are presented under the following headings: (i) implementation of CoFEs; (ii) partnership related issues; (iii) articulation related issues; (iv) entrepreneurial related issues; and (v) the education and training framework.

5.3 IMPLEMENTATION OF CoFEs

The CSE at a UoT located in KZN was directly involved in drafting the proposal for the setting up of the CoFEs project. Government department 2 invited the CSE because they wanted to utilise their expertise in working with public and private institutions to assist community members to set up their own enterprises. The key questions focussed on obtaining data on: (i) what prompted Government department 2 to engage the CSE in implementing the CoFEs; (ii) the role of the CSE in running of the CoFEs; (iii) the objectives of implementing CoFEs; (iv) challenges confronted in the implementation process; and (v) plans to expand the project.

5.3.1 Selection of CSE

This study explored why the CSE was invited to be part of the development of the CoFEs project. It was important to understand why each stakeholder was engaged as a way to explore how PPPs can contribute to education and training that promotes social development.

The CSE representative revealed that Government department 2 comprises a department that is specifically involved with the Footwear and Leather sector. Government department 2 felt that they had identified a need for CoFEs because the sector itself was growing and developing the CoFEs would actually promote and support the growth of the sector. The CSE representative explained why their centre was approached.

“The reason that we were contacted to be part of this was because they felt that as a CSE based at a university, and working with communities, they felt that this was a combination of the academic, the community, as well as the industry. So, the whole concept was to basically see how universities can become involved with industries to develop communities and to develop growth within the sector”.

The response given by the CSE representative concurs with the ecosystems theory which states that in any process of social interaction among ecological

systems individuals or institutions bring with them mental, social and emotional resources such as past experience, skills, intelligence and material resources appropriate for accomplishing the task at hand.

5.3.2 The Role of CSE in Establishing CoFEs

The CSE representative revealed that the CSE helped in writing the CoFEs proposal document and sourcing funds for the project. *“We worked with Government department 2 in terms of the proposal for the project and accessing funding from Government department 1”*. The CSE representative also noted that the CSE played the role of initially coordinating all the stakeholders that were involved in setting up the CoFE project although there was no funding allocated for that role.

“We played the role of bringing together the different partners, although we did not get anything in return for it. There was no funding allocated to us, but because we were working within the Footwear and Leather sector, we did it”.

The CSE representative also stated that they assisted the Footwear sector to source the curriculum to *develop* the new training programmes. The only available programme for the sector was at NQF level 2 and they needed to update its curriculum and develop more learning programmes targeting higher levels of the NQF. *“We were also assisting in terms of looking at the curriculum on footwear... Government department 1 only had the NQF level 2 qualification”*. The CSE representative also explained that companies were dissatisfied with repeating the same training programme as there were no programmes beyond the Level 2 qualification.

“The companies were saying they were constantly kind of regurgitating, training people on NQF level 2 because there is no progression to NQF level 3 and NQF level 4 and they were getting tired of it”.

5.3.3 CoFEs Objectives

The CSE representative emphasised the point that the whole idea behind CoFEs was to actually train young people for the industry because with the Footwear and Leather sector growing, some of the challenges faced by the companies was that there were not enough people in middle management to support and grow the businesses. She added that the footwear sector is leather intensive and they were taking unemployed people from grassroots level and training them for lower skills levels and yet they needed more middle managers and supervisors.

“They are only training people at NQF Level 2, which is from unemployment to employment but there is need for growth. They needed people at supervisory level [and] management level. They needed people who could do designing of shoes and they were not able to get these kinds of skills and that is why they felt the need for CoFEs”.

CoFEs were seen as centres that would promote articulation through providing training that imparts high order skills for employees. The CSE representative explained: *“You will be able to have that flow for articulation, from NQF level 2 through NQF level 4, 5 and 6. That will assist the companies to grow and create more job opportunities”.*

The CSE representative also noted that the idea of establishing CoFEs was to open opportunities for employment creation through setting up footwear companies. *“People that wanted to start their own businesses and wanted to leave employment could actually do that”.* The training offered through CoFEs would give people the skills that are required to start and run successful enterprises.

5.3.4 Implementation Challenges

The CSE representative indicated that in the initial stages of the project no challenges were anticipated at all. The stakeholders involved bought into the idea. *“They had signed documents saying that they support the project and*

that they were part of the proposal. Everyone was very happy, so we did not envisage any challenges". Government department 1 had given the project priority in terms of funding as it was a project that could contribute to sectoral growth. According to the CSE representative:

"The impression that we got was that there would be no problem in getting the funding because this was a new and relevant project. It was needed, and it would add to sectoral growth".

Unfortunately, the anticipated funding did not materialise which led to major changes in the way the project was actually implemented. The CSE representative said. *"We had applied for R20 million to train 80 people, the money did not materialise, and the whole concept, just kind of disintegrated"*. The part of the funds that was solicited for the project was meant to develop the curriculum for the footwear sector to enable vertical articulation. This did not materialise because the funding received was far less than what was expected. The CSE representative noted that:

"We envisaged training starting at NQF level 2, level 3, level 4, level 5 and from there on it would be the Universities. The qualifications could have been developed incrementally starting with NQF level 2 and articulating it right to NQF level 5, and 6 possibly to the Masters and Doctorate levels".

The CSE representative highlighted that failure to get the required funds also brought in an element of mistrust between a UoT and industry. The UoT was supposed to develop the curriculum for the NQF level 6 Footwear Design programme for the Industry CoFE but this was no longer possible.

"There was a lot of mistrust between the UoT and the KZN cluster. So, because of the mistrust, they decided to split. The UoT CoFE was doing their own thing and the Industry CoFE theirs".

The CSE representative was not sure how the availed funds were allocated to the two CoFEs, but they were aware that Government department 1 was

funding the training. *“How they managed that money, I am not sure. What they did with that money, I have no idea”*. The catalytic project turned out to be a discretionary grant of only R2 million which would not do much. The CSE felt Government department 1 was to blame for the failure to achieve what was anticipated from the project.

“The concept itself was good but somewhere along the line, the implementation failed because Government department 1 did not come to the party. They did not support the project as they should have, or they should have been upfront from the beginning. They should have said, you know what, we are not going to get this funding instead of making people wait and then at the last minute, it was a complete shock”.

5.3.5 Project Expansion

The CSE revealed that their role in the implementation of CoFEs was to bring all the interested parties together and that the expansion of the project was not part of their mandate, but it rested in the hands of industry and the training institutions.

“We cannot take this any further, this has to be done by the industry and the university. I think Government department 2 ... has to be the one driving this process”.

Government department 2 should bring all the stakeholders together to discuss the way forward. This was a suggestion made by the CSE representative.

5.4 PUBLIC PRIVATE PARTNERSHIP RELATED ISSUES

The CSE approached a number of organisations to be a part of the CoFE project. As outlined above the role of the CSE was to bring all the stakeholders together and to facilitate the building of relationships between role players. “Human beings exist within an array of relationships to other human beings and to the environment” (Gergen 2006:36). This research sought to explore the collaborative relations between public and private partners as a way to

establish the extent to which PPPs can promote articulation and social entrepreneurship within the Footwear and Leather sector. An understanding of the ecological ecosystems theory and relational theory was critical in exploring the extent to which PPPs promoted articulation and social entrepreneurship in the Footwear and Leather sector. The key questions to explore these relations focussed on: (i) outcomes laid out for this partnership by the public sector; (ii) incentives that are available for the private sector for engaging in this partnership; (iii) challenges that were encountered in the partnership; and (iv) how can challenges in the partnership be overcome.

5.4.1 Partnership Outcomes

The CSE representative explained that the project was meant to train about 80 people in footwear design at two footwear companies in KZN and one TVET college. *“This would be a pilot project offered at three different centres and from there the project will grow”*. The TVET College had already started training people in footwear programmes through a partnership with a footwear company. *“The TVET College has already started looking into training people in the footwear industry. There is somebody from a shoe company doing the training with them”*. Funding worth R20 million was applied for from Government department 1 to facilitate the training of the 80 people at three different CoFEs. However, the CoFE project managed to get only R2 million which meant that the project outcomes had to change. Two CoFEs were eventually set up, one in KZN at a footwear company, which is part of the KZN cluster, and the other in Gauteng at a UoT. The UoT in Gauteng was chosen because it already had machinery for footwear production and because of the limited number of footwear companies in the province. Its location was seen as an opportunity to grow the sector in other provinces outside of KZN.

“Then they decided to go with a UoT in Gauteng where there are few shoe manufacturing companies, Government department 2 thought this might be a good idea to set up a factory at the UoT because they had all the quality machines, so it made sense basically to say let us start with 20 students there, and 20 students with the KZN footwear cluster”.

Government department 1 devised a tool to monitor the performance of the CoFEs as a way to ensure that the mandate of the CoFEs is accomplished. Payment of funds was also based on the attainment of the set milestones. The CSE representative disclosed that:

“Monitoring and evaluation tools were to be developed by Government department 1 as they are the ones that provided the funding. The funding is paid out in tranches after meeting certain outcomes stipulated by them”.

5.4.2 Benefits of the Partnership for Industry

The CSE representative divulged that the footwear sector was experiencing a shortage of workers with middle to high skills to take up available jobs that required highly skilled personnel. This skills deficit was caused by a lack of sector specific programmes beyond NQF level 2. It was envisaged that CoFEs would produce skilled personnel required by industry.

Having a pool of highly trained workers would help to grow the sector through increased efficiency in production and the creation of more footwear enterprises. The CSE representative remarked: *“This will help the industry to increase productivity and to empower workers to develop their own businesses.”*

5.4.3 Challenges Encountered in the Partnership

The major challenge that was highlighted by the CSE representative was the lack of funds to execute the CoFE project as it was outlined in the proposal. The CSE representative confidently intimated: *“We did not really anticipate any challenges and the challenges came in because of the money”.*

A UoT involved in the project was supposed to develop the curriculum for the footwear sector incrementally, from NQF level 2 to level 6, to allow for seamless articulation. This did not materialise due to lack of funds. Mistrust between the UoT and the footwear industries resulted in the UoT CoFE and the Industry CoFE delivering different learning programmes.

“There was some kind of arrangement between the UoT and the Industry CoFEs. The UoT would supply the learning material at NQF level 3 and then all of them would use it, but the UoT decided that they are not going to do that. They are going to start on NQF level 2. They are the ones that are going to be developing the material but there was a lot of mistrust there, between the UoT and the Industry. So that is when they decided to split”.

The educational institutions involved did not have a healthy working relationship with their industry counterparts, as indicated in the responses from the CSE representative:

“Academic institutions want to do their own thing. They have got plans on how they are going to make money, and how they are going to set up businesses and things like that. They do not communicate with industry, and this resulted in mistrust between the UoT and the KZN cluster that is why they split again”.

The CSE representative felt that the university could have developed the curriculum as was planned in the initial proposal regardless of the inadequate funding. *“If the university had developed all the materials and sent the framework to the Industry CoFE, they could have been working very nicely together, even if the money was less [than anticipated]”.*

The KZN footwear cluster was willing to work with the UoT CoFE in terms of providing its students with placement for experiential learning at no cost to the UoT. The CSE representative explained what was envisaged: *“The industry COFE even went out of their way to say you can send your students down to us for the practical experience, we will find housing for them, and do everything for them”.* The CSE representative pointed out that students from the UoT CoFE were likely to face challenges in finding places for workplace experience as there were very few footwear companies in Gauteng province.

5.4.4 Possible Solutions to Challenges

According to the CSE representative, the industry is expected to identify the needs of the footwear sector in terms of its training programmes and then work with education institutions to address the identified needs. She said:

“Industry would have to play a very important role, in terms of identifying really what the needs for industry are. It is about the industry, as well as the academia coming to work together in identifying where the gaps are; identifying where the strengths are”.

Universities are supposed to work on developing programmes to close the identified gaps. *“I think universities or some kind of educational institutions should be involved in filling that gap. That would allow for progression from NQF level 3 ... up to NQF level 6”.*

She added that universities have technology stations where knowledge can be generated. They can work with industry in developing appropriate programmes.

“If the universities can work closely with industry to identify challenges in the sector, they can assist in terms of developing the right kind of product, or the kind of service that industry needs to take businesses to the next level”.

The CSE representative disclosed that the CSE had the expertise to help communities to develop businesses but they did not have the technical know-how that is required for shoe manufacturing.

“We involve communities in helping them to develop businesses along the value chain. That is part of our mandate, but we cannot provide the technical know-how. For the technical know-how, it has to be a collaboration between the technology stations ... and the industry”.

5.5 ARTICULATION RELATED ISSUES

This study sought to explore how CoFEs could be used as drivers for further learning for employees within the footwear sector and new entrants. It was imperative to explore how the CSE as one of the major players involved in setting up the CoFEs felt about the role of CoFEs in promoting education and training that results in opening articulation pathways for further study. Questions therefore focussed on: (i) opportunities beyond CoFEs that are available for CoFE graduates; (ii) barriers preventing graduates from educational or professional growth; and (iii) how barriers to articulation can be removed.

5.5.1 Opportunities for Educational Growth

The CSE representative pointed out that there were few programmes that enabled vertical progression. *“At the moment opportunities for professional growth are unlikely as there are limited training programmes focussing on footwear”*. The CoFEs were an initiative to revive the footwear sector in terms of its education and training and more training programmes were going to be developed to benefit the sector. Part of the funds requested in the CoFE project was meant to develop curriculum to allow for seamless progression along all the levels of the NQF.

5.5.2 Barriers to Educational Growth

The CSE representative was not sure where the students at the UoT CoFE were receiving their workplace experience as they were a limited number of footwear industries in Gauteng. *“I am not sure whether there are any industries in Gauteng, where the students are getting the work experience from”*. She indicated that there were no learning programmes beyond NQF level 2 offered at the UoT CoFE and this was a challenge for articulation.

Government department 1 was in the process of developing a footwear diploma programme at NQF level 6. The CSE representative raised a concern about this development. *“Why is Government department 1 developing NQF*

level 6 and leaving out the NQF level 3 and 4? Maybe this is a question for them. They need to provide an explanation”.

The CSE representative suggested that the level 2 qualification that had been developed by Government department 1 was not a full qualification but a cluster of modules meant for skills development.

“Level 2, it is not a full qualification. It is almost like a skills programme because they do not have a full qualification ... not all the modules have been developed. They have only got a cluster of modules that have been developed”.

5.5.3 Overcoming Barriers to Articulation

The CSE representative reiterated that educational institutions and industry needed to work together in addressing the challenge of a lack of sector specific programmes to allow for vertical progression for students willing to further their studies. *“This is where universities should be talking to industry and working closely with them and designing materials for NQF levels 3, 4, 5 and above”.* The CSE representative further noted that a partnership between industry and educational institutions was also required to provide students with relevant workplace experience to enable a smooth progression from institutions of learning to employment. *“Universities and industry need to partner in providing practical experience needed at the workplace”.*

5.6 ENTREPRENEURSHIP RELATED ISSUES

One of the objectives of this study was to explore the extent to which the education and training offered at CoFEs prepared graduates for social entrepreneurship. With regards to social entrepreneurship the CSE representative was asked: how social entrepreneurship is conceptualised in South Africa; to what extent do CoFEs prepare graduates for social entrepreneurship; and what might constrain graduates from engaging in social entrepreneurship.

5.6.1 Framing Social Entrepreneurship

The CSE representative pointed out that in South Africa social entrepreneurship is not viewed as a viable business model due to its not-for-profit nature.

“In South Africa, people generally view it as businesses that do not make a profit. They view them as like community projects ... they do not see it as a really viable business model”.

She added that this is an unfortunate situation especially for a nation that has high levels of unemployment and inequality. She said:

“I think that is a very sad thing in South Africa because, given the high levels of unemployment that we have in this country, given the high levels of inequality, it would actually make more sense to focus more on social entrepreneurship business models. They are just viewed as non-profit enterprises and there is a very poor perception of how a social business works”.

The CSE representative further noted that despite the negative connotations associated with social entrepreneurship in South Africa, in other parts of the world social entrepreneurship has been a success. *“So, I think it is ignorance or lack of knowledge in South Africa about social businesses because in places like South America, the UK and the USA, social entrepreneurship is a big thing”.*

5.6.2 Entrepreneurial Readiness of Graduates

The CSE representative advanced the point that CoFEs were supposed to produce intrapreneurs who would be contracted by footwear companies to produce shoe components for them.

“Those students who maybe want to start their own businesses ... so what we were looking at, is along the value chain, as they can become like sub-contractors. A shoe company needing heels, lacing or making of buckles can get these components from them”.

The CSE representative pointed out that intrapreneurs would have an advantage upon completion. *“They would already have a market with the shoe companies so that is how we saw this project working, along the value chain”*. The CSE stated strongly that this concept had worked before. *“The businesses ... I see in the community [that are] empowering the community in some way or adding value to the community, are all social businesses”*. Cooperatives were also expected to be established from among the CoFE graduates. The CSE representative mentioned: *“They could form cooperatives ... a form of social business, but it is for profit”*. Footwear designers from the Industry CoFE were also expected to start businesses that design shoes for other footwear companies. *“Designers can work on their own. They can set up their own business, but they could be designing shoes for these companies”*.

The CSE representative explained that the responses highlighted above show clearly what was envisaged for the CoFEs. However, these submissions did not indicate the extent to which the students at the CoFEs were prepared to become intrapreneurs, entrepreneurs and to form cooperatives.

5.6.3 Constraints to Entrepreneurial Engagement

The CSE representative identified a lack of funding as a major constraint that can prevent graduates from engaging in social entrepreneurship. *“I see a lack of funding as the major challenge to social entrepreneurship”*. She had confidence in the training that was to be delivered through the CoFEs and noted that as long as the centres did not divert from the mandate outlined in the CoFE project proposal, they were sure to produce graduates that were ready to engage in some form of entrepreneurship. *“The proposal stipulated that CoFEs should be able to produce graduates that will grow the footwear sector through engaging in some form of entrepreneurship”*. The only challenge could be a lack of funds as outlined above.

5.7 EDUCATION AND TRAINING FRAMEWORK

A question was asked on what would be expected in an education and training framework that incorporates articulation and social entrepreneurship for social

development. The CSE representative reiterated that collaboration of industry and institutions of education and training should not be overlooked as they needed each other to produce graduates that can drive communities towards social development. *“Partnerships between industry and institutions of learning should be clearly defined and made a key part of the education and training framework”*. The industry needs institutions of learning to assist in designing the relevant curriculum that is required for progression purposes. On the other hand, institutions of learning need industry to provide the relevant workplace experience that is required for seamless articulation into employment.

5.8 DISCUSSION ON FINDINGS

Discussions will be presented under the following headings in this section: implementation of CoFEs; Public Private Partnership issues; articulation issues; and social entrepreneurship issues.

5.8.1 Implementation of the CoFEs

Findings from the study shows that the CSE was invited to be part of the CoFE project because of their expertise in working with industry, education and training institutions and the community in empowering community members to start their own business ventures. The mandate of the CoFEs as revealed in this study was to produce footwear entrepreneurs, skilled workers for the footwear industry and to open up pathways for articulation through all the levels of the NQF. Gibbon *et al.* (2012:132) affirm that the PSET system should offer opportunities to deepen and extend the current proficiencies of working adult learners and local communities. It must provide relevant and personal enriching learning opportunities.

The footwear sector has the challenge of a lack of sector specific programmes. Part of the funding that was solicited for the CoFEs project was meant for developing curriculum at NQF levels higher than level 2. This was intended to address the challenge of a shortage of personnel with middle to high level skills to take up managerial and more technical roles, a higher educational qualification is required. This mandate was in line with one of the objectives of

the Department of Higher Education and Training (DHET) which advocates that there is a need to increase the rate at which the key skills necessary for social development are delivered (South Africa, DHET 2017a:1). However, the anticipated funding did not materialise, and this changed the course of the whole project in terms of its implementation.

The Green Paper for PSET outlined inappropriate funding modalities as one of the key barriers to the transformation of the PSET system (South Africa, DHET 2012:7). This study indicated that the CoFE project was supposed to be treated as a catalytic project in terms of funding. However, when the funding was availed it was treated as a discretionary grant and R2 million was released instead of R20 million. More funds are required to sustain the project and increase the number of students trained or the funding system needs to be reviewed.

5.8.2 Public Private Partnership Issues

The responses from the interview with the CSE representative indicated that the CoFE partnership project outcomes were well laid out in the project proposal. Each stakeholder was clear on what they were supposed to deliver and the anticipated benefits from engaging in the partnership. However, the partnership experienced challenges when one of the stakeholders did not provide the funds that were anticipated. This changed the course of the whole project and resulted in the failure of relationships that were beginning to be established. Pasque *et al.* (2005:15) noted that each partner should be clear in their limitations in terms of contributing the resources required and be upfront about it to avoid disappointing the other partners.

The cultivation of trust and total commitment to the success of the task at hand was outlined by Hollard (2001) as key to an effective partnership. The curriculum that was supposed to be developed for the footwear sector did not happen because there was an element of mistrust between industry and the UoT. Pasque *et al.* (2005:15) noted that to sustain a partnership more effort should be placed on building relationships as opposed to the project activity.

Findings show that stakeholders were focussed more on the project activity than on building trusting relationships. The element of mistrust between industry and the UoT resulted in the CoFEs focussing on different training programmes. Although there were financial challenges the stakeholders were able to establish two CoFEs instead of three. The fact that the project did not fail completely indicates that there was a certain degree of relational agency among the partners even though they had challenges. There seemed to be problems in establishing open communication among the partners as evidenced by the fact that the CSE was not aware of how the availed funds were allocated and used by the CoFEs. Open communication is critical for maintaining a partnership.

5.8.3 Articulation Issues

This study revealed that opportunities for educational and professional growth were limited for CoFE graduates within the post school education and training system. The challenge of a lack of sector specific programmes has been noted in sector skills reports. This study revealed that a lack of collaboration between industry and educational institutions had contributed to the challenge of limited programmes to allow for vertical progression for employees within the Footwear and Leather sector. Government department 1 revealed that they were in the process of further curriculum development to target the footwear sector. In the interim, it remains unclear how graduates from the UoT CoFE will articulate from the NQF level 2 programme to the diploma level 6 programme, which is the next programme in the pipeline.

The findings note that a particular impediment to articulation from educational institutions to the workplace is a lack of workplace experience for graduates. Wolf (2011) noted that a prerequisite for employment was workplace experience that students should be exposed to during training. The industry needs to work with educational institutions in providing places for workplace experience for students. The use of the workplace as an active learning site is one of the strategies that has been identified for skills development by the DHET Strategic Plan for 2010-2015. Setting up one of the CoFEs at an industry

was an initiative to strengthen workplace learning. Wolf (2011:38) noted that the key challenge facing the TVET system is to provide sufficient places for workplace learning for its students.

5.8.4 Social Entrepreneurship Issues

The findings of the study show that the concept of social entrepreneurship is not quite understood in South Africa as it is associated with not-for-profit business enterprises. This finding affirms what Lekhanya (2015) found in a study conducted with six universities in South Africa to establish what role they played in promoting social entrepreneurship. Lekhanya's study revealed that universities were not fully participating or engaging in supporting social entrepreneurship initiatives. The study concluded that this could be due to the lack of understanding of the real meaning of social entrepreneurship or lack of popularity of social entrepreneurship in South Africa as a whole (Lekhanya 2015:70).

A study conducted by Urban (2015) declared that many people in South Africa were not willing to pursue a career in social entrepreneurship because they lacked self-efficacy and requisite entrepreneurial skills (Urban 2015:38). These findings all point to the education and training system as it is supposed to educate people on the concept and also equip graduates with entrepreneurial skills required to start and run a successful business. Literature shows that the poor education and training system of South Africa creates a gap in equipping graduates with skills to start a business (Herrington and Kew 2014; Herrington *et al.* 2017). Responses given by the CSE representative did not indicate the extent to which CoFEs prepared students to engage in social entrepreneurship. However, it was clear that CoFEs were meant to produce footwear intrapreneurs and entrepreneurs.

This study acknowledges that social entrepreneurship is relevant to South Africa which is faced with a challenge of inequality and a high unemployment rate. This submission was also made by Driver, Wood, Segal and Herrington (2001:30) whose view was that low economic growth and an unsatisfactory

level of poverty in South Africa can be addressed through entrepreneurship. Social entrepreneurship is seen as a business model that brings about social change through addressing important social needs (Stokes, Wilson and Mador 2010; Tent 2015; Lekhanya 2015). A lack of funding was outlined in this study as a possible hindrance to early-stage entrepreneurial activity. A survey conducted by GEM in 2009 revealed that one of the key factors that hindered entrepreneurial activity in South Africa was financial support.

5.9 CONCLUSION

This study revealed that the CSE had the key role of coordinating all the stakeholders involved in the implementation of the CoFEs. The project only received 10% of the funds that were requested. This resulted in: the establishment of two CoFEs instead of three; mistrust between industry and the UoT; and the CoFEs delivering different learning programmes. The UoT had committed to developing the curriculum to be used in CoFEs as a way to promote seamless articulation within the footwear sector and the industry in KZN had committed to support the UoT CoFE by providing places of experiential learning to its students. All these plans were thwarted by a lack of funding and mistrust that developed between industry and the UoT. As a way to promote PPPs government has to be honest about what funding is available upfront in order to prevent conflict between the other partners.

Articulation remains a challenge in the footwear sector which has limited sector specific programmes. It is still unclear what will happen to the graduates that have completed the NQF level 2 certificate and who do not meet the minimum requirements to enrol for the NQF level 6 Footwear Design programme. This study shows that there is a need to strengthen collaborations between industry and institutions of learning in curriculum development and providing places of workplace learning as a way to promote articulation in all learning areas. Findings also suggest that relations between industry and institutions of learning should be clearly defined in the education and training framework that this study seeks to develop.

The concept of social entrepreneurship is not clearly understood in South Africa as revealed from findings in this study. Most people classify social enterprises as not-for-profit business ventures. Responses from the interview conducted imply that graduates from the CoFEs can readily engage in intrapreneurship before they think of starting their own businesses. A lack of funding was cited as a possible barrier preventing graduates from engaging in social entrepreneurship.

CHAPTER 6: FINDINGS AND DISCUSSION CoFE PERSONNEL

6.1 INTRODUCTION

This chapter presents findings from interviews that were conducted with CoFE personnel from both CoFEs. Three participants from the UoT CoFE were interviewed and these included the CoFE manager and two trainers. At the Industry CoFE only the CoFE manager was interviewed. One of the objectives of this study was to examine existing curricula in CoFEs to determine how articulation for social development can be promoted in the footwear sector. The CoFE personnel were directly involved in the administration and delivery of the curriculum at the CoFEs and were, therefore, better placed to provide a genuine evaluation of the programme that was delivered. This section of the study captures responses that were given by personnel at both CoFEs on issues relating to the recruitment process; challenges in conducting the training programme; articulation related issues and prospects of producing footwear entrepreneurs.

6.2 CoFE PERSONNEL

CoFE is a novel initiative by the government and the footwear industry to address the challenge of skills shortage within the footwear sector and to expand the sector as it is on a growth path (CSE proposal 2016). Face to face interviews were conducted with the representatives of the two CoFEs, namely the UoT CoFE and the Industry CoFE. These representatives will be referred to as the UCR and the ICR. The data collected from the CoFEs representative will be useful in understanding how the CoFEs are managed as these representatives are responsible for overseeing all the activities that take place at these centres.

This chapter also includes data that was collected from the trainers at the CoFEs. Two full-time trainers from the UoT CoFE were interviewed, they will

be identified as UCT1 and UCT2 respectively. At the Industry CoFE all the issues relating to the education and training at the CoFE were addressed to the CoFE representative as she was directly involved with engaging with the different trainers that were hired from the footwear companies.

Table 6.1 Sample group and participants' codes

CoFE PERSONNEL	PARTICIPANTS CODE
CoFE Representatives	ICR
Managers	UCR
CoFE trainers	UCT 1
	UCT 2

The findings in Chapter 6 are presented under the following headings: (i) recruitment process; (ii) structure and nature of training programme; (iii) curriculum related issues; (iv) articulation related issues; (v) partnership related issues; (vi) prospects of engaging in entrepreneurship; and (vii) the education and training framework.

6.3 RECRUITMENT PROCESS

The main questions covered under the heading of recruitment process focussed on: (i) the marketing strategy used to alert the public about programmes offered at the CoFEs; (ii) the target population; (iii) the minimum entry requirements for the programme; (iv) the number of students enrolled; and (v) the future recruitment strategy.

6.3.1 Marketing of Programme

A question on how the programmes offered at CoFEs were marketed to the public was asked.

The UCT 1 response was that it was through word of mouth to the community. *"We just took from the first people that came and were unemployed and they came and applied"*. The UCT 2 further noted that an advertisement was also placed in the local newspaper and the process of selection was done through

interviews with selected candidates. *“There was a positive response to the advert and fifteen individuals were selected”.*

The ICR had a similar response to that given by UCT 2: *“We put up an advertisement in the local newspaper”.* However, their invitation was also opened to individuals in the industries. *“We opened the invitation to the industries around us as well”.* The respondents revealed that the response from the public was overwhelming. One reason for the overwhelming response was that people were expecting to be paid. One of the representatives observed:

“The response was positive, but everybody was expecting money. There was no money. So, it's free training so that everybody has to stay alive. It's not possible for everybody to participate”.

6.3.2 Target Population

A question regarding who was meant to benefit from the training offered through CoFEs revealed that the training was meant to target the youth between the ages of 18 to 35 years, living in communities within the vicinity of the CoFEs. The UCT 2 explained the criteria that was used to select the potential candidates: *“We started by targeting the people from the local community that are unemployed particularly the youth”.* The trainer further noted that there were very few footwear companies in the province in which the CoFE is located and that training local people would help to grow the footwear industry in the province. The ICR provided justification for enrolling the youth in the training programmes offered through CoFEs:

“You know it is hard to go and bring in older people. I mean it is a bit of a discrimination to say that, but they already know something. These young people are here; they are fresh and open minded; they are open to new things and also to be taught the right way. You know sometimes somebody that has been in the industry has his or her own way of doing things”.

The UCT 2 was of the view that targeting the youth will empower them with a skill that will make them better competitors in the job market. *“We give the people that have a grade 10 to 12 a skill just to take them out from the streets”.*

6.3.3 Minimum Requirements for Entry into the Training Programme

The respondents were asked about the minimum requirements for entry into the training programme.

The UoT trainers noted that they were looking for youth with a minimum of grade 10 and had basic numeracy and literacy skills to cope with occupational learning. However, the ICR indicated that their minimum requirements were a matric certificate for the unemployed students and an NQF level 2 certificate in Footwear Manufacture for workers within the footwear sector. UCT 1 indicated that RPL was one of the avenues for entry although they had not enrolled any student through that route. The trainer explained that individuals that have had exposure in shoe manufacturing had a chance to enrol in the programme through RPL. *“If you are talking of RPL you are talking about a worker who is experienced but does not have a qualification”.* The trainer further noted that individuals that are enrolled through RPL performed better in the practical although they tended to have a challenge with the theory.

6.3.4 Student Enrolment

A question on the number of students who were enrolled in the pilot programmes revealed that the UoT CoFE enrolled 15 unemployed students into the Footwear Manufacture NQF level 2 programme while the Industry CoFE enrolled 20 students into the Footwear Design programme. The ICR gave a detailed explanation about the students who were enrolled by the industry CoFE. She had this to say about their students:

“At the moment we have 20 students, four of them are employed outside of our company 6 are employed by our company and the rest of the students came from the community. They do not work for us but they

are registered with our company for the duration of the training programme”.

The UoT CoFE trainer 2 revealed that nine students out of the 15 who were originally enrolled in the training programme had remained. The Industry CoFE did not experience any dropouts.

6.3.5 Future Recruitment Strategy

The UCR responded as follows to the question of a future recruitment strategy:

“Our other focus will be to take our unemployed graduates and add the skill to them so that they have better CVs enabling them to find jobs easily; keeping in mind that industry needs some high level, skilled people. A lot of students who studied fashion design at the university cannot find jobs. Fashion and engineering students can enrol for the programme. Once they have completed this course, they can be candidates for the level 5 to 6 footwear designer course”.

In light of the above comment, the ICR noted that in future they were going to recruit students who had completed a course in designing in any field.

6.4 STRUCTURE AND NATURE OF TRAINING PROGRAMME

On this issue, a question on how the training programmes are structured was asked.

The representatives from both CoFEs pointed out that the training programmes were 25% theory and 75% practical. The way the programmes are delivered in each CoFE is different. The UCR said: *“We do offer the theoretical part and the practical part here. We have a partnership with a company that offers experiential learning for a month at the end of the course”.* On the other hand, the ICR noted that their students spend three days at the training centre doing theory and practical and two days in the factory gaining workplace skills. The representative had this say about the nature in which the training is done:

“We keep them here for three days [at the training Centre] and for two days we bring them into the factories so that they understand footwear, get used to the processes, understand how the factory works, understand demand, understand supply and understand the importance of getting things out at a certain time”.

6.5 CURRICULUM RELATED ISSUES

The respondents in this study were asked questions that focussed on eliciting responses in the following areas: (i) who is responsible for designing curriculum that is used at the CoFE; (ii) the need to design further curriculum for the footwear sector; (iii) processes that are followed in designing curriculum for the footwear sector; and (iv) challenges experienced in delivering the curriculum.

6.5.1 Curriculum Designers

When asked about who designed the curriculum that is used by CoFE, the UoT CoFE representative noted that the curriculum used at their CoFE was designed by Government department 1 and it was pitched at NQF level 2. The industry CoFE revealed that they had to design their own curriculum using the framework that was designed by Government department 1. At the time the programme was started, there was no curriculum for the Footwear Design programme as revealed by the ICR.

“Government department 1 have a framework for the curriculum. We are using the framework, the curriculum for the NQF level 2 programme and textbooks to structure our teaching material because there is no material. We brought in experts in footwear design from the industry. Their experience is helping in training the students”.

6.5.2 Justification for Curriculum Design

The ICR expressed deep concern on the skills shortage in the footwear sector and felt strongly that there was definitely a need for further curriculum development that addresses the skills that are in demand in the sector. *“The*

industry needs footwear designers and technologists so more programmes have to be designed to address the need". Programmes in the footwear sector have in the past been designed due to needs arising in the production system. The ICR noted that the design of the NQF level 2 programme was meant to produce machinists which were in short supply.

"We did not have enough machinists because they [were] aged and needed to retire and secondly [as] the industry expanded we needed more machinists so that is when we started the programme to train more machinists".

As the footwear sector is expanding more skills will be required to cater for the growth providing justification to design more training programmes to address the skills shortage in the sector.

6.5.3 Curriculum Design Process

On the issue of the process that is followed in designing curriculum for the footwear sector, the UoT CoFE trainers noted that the curriculum design process was transparent, and it engaged with all stakeholders from both industry and government. UCT 1 explained that the design of the Footwear Design diploma programme was going through the process of consultation and all interested parties were free to make a contribution towards the curriculum.

"My colleague here is also part of that group that will see to it that those things in the curriculum are accepted by all stakeholders. So, they go to industry and ask them what they would expect to see in the curriculum. It is open for debate [and] if you think there is something worth adding or removing, they also look at it".

UoT CoFE trainer 2 is part of the team that is developing the curriculum for the Footwear Design programme. She was included because of her experience of having studied footwear abroad. UCT 2 explained her role in the team. *"As a person who studied abroad I help the team to produce local curriculum that matches the one from abroad".* The other role players in curriculum design

include representatives from SETAs and footwear companies. The team consults with her on issues relating to the duration of the programme, assessment methods and areas of improvement. The other members of the team were drawn from industry and they have a wide experience in footwear production. When the curriculum is produced and released to workplace training centres and TVET Colleges, the trainers are still allowed to edit it and to inform the developers of the changes they have made to the content. The UCT 1 spoke about the flexibility to edit the curriculum. *“When the curriculum comes to us, we can edit it and inform the developers”*.

6.5.4 Constraints in Curriculum Delivery

The respondents were asked about the challenges that were faced in delivering the curriculum.

The ICR noted that challenges in the delivery of the curriculum stem from the calibre of students who are recruited into the training programme. The industry representative remarked:

“You have to bring on the right students who want to be on the programme. A problem arises when people enrol into programmes because they have nothing else to do”.

Findings revealed that the greatest challenge to overcome is to recruit students with the right mind-set and a passion for what they have chosen to study. Opportunists may enrol just to pass time and when they get something else to do or when they face challenges in the training, they leave the programme. Success in training programmes is influenced by the determination of the students enrolled in the training programme. The throughput rate at the Industry CoFE was 100% indicating that the students enrolled were determined to overcome the challenges they faced during the training programme. The ICR revealed that students who enrolled for the designer programme without prior knowledge in design struggled to cope with the demands of the programme.

“They could cope with the theory part of the curriculum. I think they were not able to grasp the concepts of what was required, to be a designer is very technical. One should have gone to some fashion school or design school and you would have prior knowledge of at least understanding what the concept of design is”.

Designers need to be creative as expressed by the ICR who stated that *“as a designer, you need to have a creative mind”*. The ICR further recommended that in future recruitments they will enrol students who have a background in any design course. *“It does not matter which design course; they are able to understand the concept of design”*. On the other hand, the UoT CoFE had a challenge of dealing with students who were inadequately prepared to cope with occupational learning beyond secondary school. Students who enrolled for the footwear manufacture programme with a grade 10 school leaving certificate experienced challenges because of their low literacy and numeracy skills. The UCT 2 revealed that students who enrolled with a grade 10 had challenges in their theory work. *“They were struggling to express themselves in English when writing tests compared to those that had grade 12”*.

6.6 ISSUES RELATING TO ARTICULATION

The main questions that were addressed as issues relating to articulation focussed on: (i) chances of students articulating to institutions of higher learning; (ii) students’ motivation to further their studies; (iii) possible barriers preventing students from furthering their studies; (iv) overcoming barriers to articulation; (v) opportunities that allow students to articulate to the workplace; and (vi) challenges preventing the students from articulating to the workplace.

6.6.1 Inter-institutional Articulation

In response to the question on prospects of students articulating to other institutions of higher learning, the respondents revealed that the footwear sector has no sector specific programmes to allow for a seamless vertical progression of students through all the levels of the NQF. The UCT 1 stated that *“at the moment there are no training programmes beyond level 2”*.

However, the ICR pointed out that Government department 1 was in the process of developing an NQF level 6 diploma programme in footwear design. This finding confirms what was noted by the UCT 1 on the lack of programmes targeting levels 3, 4 and 5. The UoT trainer revealed the following about the chances of students with a level 2 certificate articulating to the level 6 diploma programme.

“There is no level three training that's accredited by the QCTO. So, there is ... a ceiling here. Level 6 training is still in the process of development. Those that have matric which is the minimum entry requirement for level 6 courses, will be enrolled to further their studies”.

A question that remains to be answered is what will happen to the students who enrolled with a qualification below matric level as they do not meet the minimum entry requirement for the diploma programme. The UCT 1 was confident enough that those students, if possible, had already acquired adequate skills in footwear manufacture to allow them to enrol for the level 6 diploma programme without any challenges. Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT) are possible avenues to be explored by students who are willing to further their studies. The trainer argued that footwear design was a practical programme and that all the students had done well in their practical work. On the contrary, the UCT 2 felt that students who did not meet the minimum requirements for the diploma programme needed to go through a bridging course to adequately prepare them for the theory part of the programme as some of them had struggled in the level 2 programme. The UCT 2 strongly felt that setting the minimum requirements for the diploma programme at a matric certificate should not be a barrier to entry for students who do not meet this requirement. The trainer revealed her position about the students enrolled at the CoFE:

“I do ... believe that we should... give them a chance you know to try at the tertiary level ... I still believe that they should be given a chance ...

to be here amongst the nine people that we have. It means that they know what they want”.

The Footwear Design diploma programme offered at the Industry CoFE is not accredited. The Industry CoFE representative noted that no certificates were awarded for the training and that students only had their portfolio of evidence for the work they covered. The Industry CoFE representative was confident that all the students trained could be enrolled for the level 6 Footwear Design diploma programme through RPL.

“Definitely there will be nothing preventing the students from progressing with their studies. They have their portfolio of evidence for the work they have done and RPL can be used to get them into programmes”.

A pertinent question to be asked is: to what extent will the current curriculum used at the Industry CoFE enable students to articulate into the diploma programme. If students from the Industry CoFE are to be permitted to access the diploma programme through RPL, is there a system that has been put in place to facilitate this process. It is still to be established whether the students have a satisfactory portfolio of evidence to meet the criteria of accessing higher education through RPL.

6.6.2 Students’ Motivation to Progress

Responding to the issue of students’ motivation to further their studies, the UoT trainers unanimously agreed that the students were eager to engage in further studies as evidenced by their enthusiasm to participate in an exchange programme with China. The UCT 1 elaborated on this point by stating that:

“The university and [Government department 2] have facilitated for students to go to China for some kind of further training in different aspects and also to find out how other countries do training. When they heard about this, they were enthusiastic and they really wanted to go.

Their attendance also speaks for them. We have a small number but as a pilot project the attendance is very good”.

The UCT 2 expressed the enthusiasm the students had in learning despite the fact that those who enrolled with a grade 10 school leaving report were struggling in their theory work. The trainer revealed the following about the students.

“I think in terms of intellect they will cope as far as I am concerned because especially that I was teaching them theory. For somebody that has a grade 10, I think I was very accommodative to them. I understood that these people - some of them they do not have grade 12. I liked their enthusiasm because when they did not understand they would ask, and I had to take my time to explain to them. We started with 15. Others dropped out and the ones I am left with now I am confident signing them up to go for an exchange programme because I see passion in them”.

Some of the graduates at the Industry CoFE are undergoing further training in Footwear Design 2 which is offered by industry. This clearly shows how motivated the students are to receive further training. However, the training they are getting is still not accredited but it is recognised by the industry. The training offered at the CoFEs should be used as bridges to access higher education rather than becoming a barrier to the possibility of further studies. This sentiment was also made by Branson and Hofmeyr (2015:48) who specifically indicated that colleges should be stepping-stones to higher education.

6.6.3 Barriers to Students’ Progression

Cosser (2011:71) has observed that one of the key problems identified in the period following the establishment of the DHET is the limited range of opportunities for further learning at NQF level 2 to 5 for youth who leave school prematurely. In his exploration Naude (2014:74) contends that although the right to education is a part of the South African Constitution and part of the objectives of the NQF, institutional logic with its legal right to determine

entrance requirements are sometimes a stumbling block to access. These views expressed by Cosser (2011) and Naude (2014) were also corroborated by findings from this study which pointed out that there are limited programmes targeting the footwear sector and the entry requirements may be a barrier for students who wish to study but do not meet the minimum requirements for the study programme. It is still unclear whether graduates from the CoFE who do not possess a matric certificate will be able to articulate vertically to the NQF level 6 diploma programme. The challenge facing graduates without matric is that at the moment there are no training programmes enabling them to articulate from level 2 to 3 and upwards. The UCT 1 made this submission about the challenge in articulation facing the students:

“The developers of the whole training programmes are actually getting into this in a manner that I do not really understand in the sense that there is a level 2 but no level 3. There is no level 4 and then there will be level 6 which is actually in consultation now”.

The footwear design training programme offered at the Industry CoFE is not accredited and thus graduates from the industry CoFE do not receive any certification which becomes a challenge for articulation. Recognition of Prior Learning (RPL) becomes the only avenue that these students can use to access HEIs.

When the question was asked on how the outlined barriers to students' progression can be addressed the UCT 1 had this to say about a lack of training programmes at NQF levels 3 and 4:

“This is where there was supposed to be communication between the universities, the Government department 1, Government department 2 and the trainers themselves in order to develop the curriculum to bridge the gap. The universities were supposed to develop a curriculum that was going to be three and four levels and then from there they go to levels 5 and 6”.

On issues relating to accreditations of training programmes, the ICR indicated that:

“We need the university, the SETAs and whoever else to get the proper structures ready and accreditations done so that we can do it because I mean just to get the curriculum it is a big issue in that you need training material”.

The solutions highlighted above advocate for partnerships in developing curriculum that is required in the footwear sector. Field *et al.* (2014: 51) emphasise that entrants to vocational programmes need to have open avenues for further upskilling beyond their initial qualification. There should be no dead-ends in vocational training programmes. The government has a challenge of dealing with the articulation gap that exists in the Footwear and Leather sector in terms of its training programmes. Vocational programmes need to prepare students for further education and training as a way to give them more specialised skills required in the labour market and in creating employment.

6.6.4 Students’ Preparedness for the Workplace

On the issue of students articulating from the training programme to the workplace, the UoT trainer 1 was positive that graduates were likely to get employment after training.

“The strength of this programme is that whoever comes from here has got employment already or they can start their own project. For a long time, the workforce that was in industry was not trained. It was difficult. There were a lot of losses that they used to incur but if this kind, of course, is in place it means companies are going to be saved and production is going to go high. What is happening here is a total replica of what is happening in industry”.

Findings from the study reveal that the trainers were confident that graduates from the CoFEs were adequately prepared for employment as the training was

a replica of what happens in the industry. This finding contradicts what was noted by Perold *et al.* (2012:2) who expressed that youth unemployment is as a result of a lack of work-related capacities among young labour market entrants. What Perold *et al.* were advocating was that the education and training system does not adequately prepare graduates for employability. However, for vocational programmes, this may not hold true as the programmes tend to be more focussed on imparting practical skills that are required in the labour market to the students. Non-vocational programmes are most likely to produce graduates who are not adequately prepared for the workplace as they tend to be more theory based. The UCR noted that unemployed graduates from the university can also be trained at the CoFE to give them more skills for employability.

“So, another focus of us will be to take our unemployed graduates and add the skill to them so that they have better CVs... enabling them to find jobs easier... as industry needs some high level, skilled people. A lot of students who studied fashion design at the university cannot find jobs. Fashion and Engineering students, and those students once they have completed this course, they should be candidates for level 5 to 6 footwear designer course”.

6.6.5 Barriers to Workplace Progression

In exploring the possible barriers preventing students from articulating to the workplace, the ICR indicated that footwear designers were in demand in industry and that all their graduates were guaranteed employment. The UoT CoFE personnel reiterated the point that their training centre was located in a province with very few footwear companies which could be a challenge for students who wish to work in that province. The UCT 2 intimated that they trained their students to set up business enterprises in the province as a way to grow the footwear industry. The UCT 1 noted that they experienced a challenge in finding an industry partner to provide experiential learning to the students. Experiential learning is a prerequisite for completing the training programme successfully and progression into the workplace. The UCT 1

further expressed that industry is not willing to adhere to the standards set by the sponsors of the programme for them to become places of workplace experiential learning.

“The only difficult thing is ... since we are a sponsored programme, our sponsor would want to say our industrial partner is supposed to give us a, b, c and d so that they become eligible for credibility. But now there is always a situation that somebody will be saying why am I supposed to do this when I can be doing my business? Why am I supposed to say to somebody come and inspect me and audit me? Now by so doing we normally have a problem because at times the partners that we get pull out”.

The demands made by sponsors are good for the industry, but the industry is not willing to comply. The UCT 1 revealed that the sponsors are concerned about the technology that is used in the company, the registration of the company and the safety of the students while engaged in workplace experiential learning. On the other hand, the industry is concerned about a lack of funds to cater for repairs that might be needed when their machinery is damaged by the students on industrial experiential learning. This sentiment was raised by UCT 1.

“There is no money that is actually sent to them; they only receive free labour. Some ... will say if there was some funds that were allocated then if they get damages they can use these funds for repairs”.

Creating a fund to assist the industry with damages to their equipment will help to bring more companies on board in offering workplace experience to students in the PSET system. The Industry CoFE did not face any challenges with regards to workplace learning sites as all experiential learning was done at the company where the training centre is housed.

6.7 PARTNERSHIP RELATED ISSUES

The interview questions on partnership related issues covered the following areas: (i) what prompted the Footwear and Leather industry to engage in a partnership with the public sector in implementing CoFEs; (ii) expectations from the CoFE graduates; (iii) the role played by each of the stakeholders in supporting the CoFE initiative; and (iv) challenges faced in the partnership.

6.7.1 Why CoFEs?

In response to why CoFEs were established, the CoFE representatives revealed that the footwear sector is on a growth path and there was a need to expand the industry in order to meet the demand for the local and international market. The ICR had this to say about the Footwear industry and the CoFE initiative:

“The [Government department 2] has come on board and realised that this is an industry that can turn around and become productive and employ more people. There is a target to go to 100 million pairs of shoes that are produced annually. These kinds of initiatives and interventions are creating a revival in the industry”.

The UCR voiced that the training done at the CoFEs was meant to provide industry with skilled personnel to cater for the growth in industry.

“The footwear industry is expanding in certain ways and the expectation was that there will be 15000 jobs created over the next three years and that means 15000 people need to be trained and that is why the CoFE was established. If there is a growth issue in industry, then there must be operators willing to be employed”.

The Industry CoFE representative affirmed that CoFEs were established to provide training in areas that are in demand in the sector. The CoFE representative further noted that CoFE graduates will be employed by the KZN footwear cluster. *“The bulk of the graduates will be employed by us (KZN footwear cluster) and the rest by industry”.* On the other hand, the UoT CoFE

representative noted that the training would focus on producing entrepreneurs to expand the footwear sector to other provinces as most footwear industries are located in KwaZulu-Natal.

“Few companies exist in Gauteng and yet most of the shoes are sold in Gauteng so the request from Government department 2 was that we have to support a few companies available here in the Gauteng area and focus on entrepreneurship so people can start new initiatives in the Gauteng area”.

The responses above point out that the footwear industry is on a growth path and training is required to provide skilled workers that can be employable and also create employment. The CoFEs are an initiative by the government in partnership with industry to provide training with the intention to provide companies with skilled workers and to promote entrepreneurship as a way to grow the footwear sector.

6.7.2 Expectations from CoFEs

In relation to what was expected from CoFE graduates, the UoT CoFE representative articulated that the training will give the graduates a skill in working with leather and also create opportunities for them to earn a living. On the business opportunities that were available to the graduates. The UCR remarked:

“They have been skilled so it is up to them with the opportunities that they can see now to create a living for themselves. They live in an environment where people do not have a lot of money. Everybody needs shoes so they can do the best in repairing or making affordable shoes for the market”.

The education system should not focus on issuing certificates to graduates but should equip students with productive skills that allow them to be functional at the workplace. The ICR intimated: *“Right now it is not about you getting a certificate and qualification but about being able to do the process and that is*

what we are fighting for". Industry requires employees who are versatile and can operate a number of machines on the production line.

"Graduates should be able to operate four different machines so that when somebody is absent they can fill the gap, you should know how much you need to do within an hour and you can easily maintain that. This is what these courses are about because there is a need in the industry and graduates need to fill that gap".

In the past, workers in the industry were trained to operate the same machine for their entire work life. The ICR stated: *"I have a lady that has been operating one machine for 25 years"*.

The ICR openly expressed her excitement about the crop of young designers that were produced from the CoFE. The young designers will replace the aged designers that are about to retire.

"We are seeing young designers coming up and for me that is the most exciting thing because our design department has older people that are fading out and there was no young people that were taking their place. We have started to see that coming through".

6.7.3 Stakeholder Involvement

A question was asked on the role that is played by the different stakeholders in running the CoFEs.

The responses given by respondents on the issue of stakeholder involvement suggested that relationships among industry, government institutions and the PSET system had been developed. The CoFE is an initiative by the government to promote partnerships between industry and the post school education or training system, and between institutions that comprise the PSET system. However, funding for the training programmes had been delayed and this had forced the industry to make available funds in order to keep the programme running. The ICR explained how the CoFEs were supposed to be funded.

“This program was supposed to be funded by Government department 1. It is a partnership between ourselves, a UoT and Government department 1. So, at the moment we are funding it till the money comes in from Government department 1”.

The UoT was tasked to develop the curriculum to be used at the industry CoFE but this did not materialise because of a lack of funding to support the initiative. *“The UoT has been tasked to develop curriculum for levels 5 going upwards”.* One of the CoFEs is situated at a UoT and the university recognises it as one of its community engagement projects. The UoT has played a very crucial role by allowing the CoFE to use its infrastructure, machinery and shouldering the costs incurred through operations conducted at the Centre. The students’ stipend and materials used for practical is funded by Government department 1 as put forward by UCT 1:

“The facility itself belongs to the institution. It pays the high electricity bills, the trainers’ salaries, owns the learning equipment and develops hard copies of the learning material which we get from the SETA as a soft copy. The institution goes a long way to really make sure that this project runs”.

More endeavours of this nature are required to involve higher education institutions in providing pathways to re-engage the NEET group into the education and training system and ultimately into the labour market.

The UCR noted that a quarterly report on what happens at the CoFE is sent to Government department 2 who bought the machinery that is used at the training centre. Government department 2 also facilitated the exchange programme that was attended by the UoT CoFE students in China. The UCT 2 indicated that:

“We managed to work together with government department 2. Once our students are done with this programme here we are sending them to China for more exposure on an exchange programme so that when

they come back they will be able to add some value in South Africa within the Footwear and Leather sector”.

The Industry CoFE uses the machinery and materials owned by the industry that runs the training. The industry also receives funds from Government department 1 to assist with students’ stipends and other costs incurred in running the CoFE. A partnership between the public sector, through its institutions of education and training and the private sector, through industry is required to achieve the anticipated progress in skills development and social development among the South African workforce. The DHET Strategic Plan 2010-2015 explains that this is important in ensuring that learners not only achieve theoretical underpinnings of their desired occupations, but also the tools to apply this knowledge in the workplace where productivity and service delivery imperatives are a priority.

6.7.4 Partnership Challenges

Although the personnel at the CoFEs were happy with the partnership they had with different stakeholders they indicated that funding was a key challenge derailing the plans they had of expanding the training programmes. The UCT 1 said: *“It is a program that is not too fully supported by the other structures involved”*. The UoT trainer was concerned about a lack of consultation with the recipients of funding on how much funding will adequately cover the costs involved in running the program. The trainer felt that the socio-economic status of the students involved in the training should be taken into consideration by funding organisations before they decide the value of stipend. The UCT 1 spoke strongly about the allocation of students’ funding:

“The people that make monies available do not look at the challenges that these learners and the institution have. If you look at the allocation of funds you do not know how they come to allocate such an amount - there is no consultation. You tell them the background of the learners so that they know the type of learners you have. We are people that are

funded by Government department 1. It does not engage us in terms of making a budget”.

The stipend that is given to students does not adequately cover the needs of students coming from communities that are not in proximity to the CoFE. A community programme should be accommodative and not exclude prospective students from disadvantaged households. The UCT 1 lamented that:

“This is a community programme the stipend should not block somebody coming from outside the community. If you are coming from outside, then it would be too tight for you. In other words, you will be put into the programme but the chances of completing a programme will be very slim”.

Furthermore, the UCR expressed how the centre was running with a very tight budget:

“We get R25000 per learner for a nine-month period from government department 1. Not per month once off the whole training course for which we give back R1300 per month for nine months. So about ten to twelve thousand rand goes back to the learner. That leaves us with R13000 to pay for the salary for instruction, materials and all safety clothing and equipment for the students”.

The raw material required to make the shoes is very expensive and the products made by the students in the initial stages of the training cannot be sold because their quality is poor. About 15 pairs of shoes are made by each learner throughout the training programme and this is a huge cost to the centre. The UCR suggested that their budget can be stretched if footwear industries donated raw materials for use during training. The UCT 1 noted that vocational training requires practical work so adequate funds are required for the training:

“Consumable materials come from the money the sponsors are putting in, so it becomes a constrained budget. In other words, it would be back to some FET colleges where there is theoretical knowledge only without

practicals. But this is vocational training where one is supposed to receive both the theoretical side and the practical”.

The FP&M SETA Sector Skills Update 2015-2020 revealed that the two fundamental challenges linked to the state of the education and training system that impact on skills development are access and success. The personnel at the UoT CoFE were unhappy with the funding they were receiving from the government as it was adversely affecting their enrolment and throughput rate. The UCR spoke at length about how funding had affected enrolment at the CoFE:

“It is a pilot project which started with 15 students but now we have nine. Students drop out of the course due to limited funding received from Government department 1. A small number of students had to be enrolled based on the available funds and yet the centre is capable of enrolling at least 40 students. This is a growing phase, so we hope to get more learners. If we do not get more learners, we will close down”.

The UoT CoFE had a throughput rate of 60% for their pilot group because some students left the programme due to dissatisfaction with the stipend that was given to them. Field *et al.* (2014: 12) advocate for a need to reform the funding for TVET Colleges to cater for the additional cost of teaching disadvantaged students and to address the high dropout rate. The Industry CoFE had a 100% throughput rate as the students were receiving stipends from their companies and those that were not employed were supported by funding from Government department 1 and industry.

6.8 PROSPECTS OF GRADUATES ENGAGING IN ENTREPRENEURSHIP

The interviews conducted with the research participants explored how the CoFEs prepared graduates to engage in social entrepreneurship. The main questions asked focussed on: (i) the extent to which the training at the CoFE prepare graduates for social entrepreneurship; and (ii) barriers that would prevent graduates from engaging in entrepreneurship.

6.8.1 Training for Enterprise Development

The community in which the UoT CoFE is located has no footwear companies. The training offered at the CoFE is viewed as an initiative to start footwear enterprises. As alluded to earlier, the UoT CoFE personnel emphasised that the goal of their training is to produce entrepreneurs as prospects of getting employment within the province the CoFE is located in are very slim because there are a few footwear companies in the province. Although the location for the UoT CoFE is inappropriate, it was viewed by the footwear sector as a way to grow the footwear industry in other provinces of the country.

In response to the issue of what support is given to graduates to start their own businesses, the UCT 1 explained that the training programme had a module on entrepreneurship. The trainer elaborated by saying, *“the ‘E’ in CoFE stands for Entrepreneurship”*. The entrepreneurship module encourages students to be exposed to business development service providers to provide them with guidance and assistance on how to start a business enterprise.

“We invite institutions like Gauteng Entrepreneur Propeller where they open up businesses and register businesses. If they register a business for you, they also provide training on how to run a successful business. They also provide funding to set up the business. If they do this for you then automatically you can be an entrepreneur if you do not decide to work”.

The UCT 2 explained the exposure that some of the students are getting in working in a factory owned by one of the CoFE trainers during the weekends as a way to mentor them and prepare them for entrepreneurship.

“My colleague owns a factory that makes sandals and belts, and he sells leather as well. He takes some of our students on Saturdays to work in his factory and pays them R200. He is mentoring them so they get exposure we are hoping that would create some spark to start their own businesses”.

Contrary to what the UoT CoFE is doing to prepare the students for entrepreneurship, the ICR indicated that their training did not focus on producing entrepreneurs but rather on supplying industry with the skills that are in demand.

“Well, I think firstly we need to meet our critical skills shortage. So we have to look at employment within ourselves. That is what we are focussing on initially. We have already had calls from one or two other companies asking us if we had students that had finished the programme to offer to them. We have not introduced entrepreneurship or anything like that in the programme. No, not yet but if people want to do that why not, but you must understand it is hard. It is not just something you just do”.

The Industry CoFE prioritises addressing the skills shortage that is experienced by the footwear industry in promoting entrepreneurship even though the key mandate of the CoFEs is to produce entrepreneurs. Some of their students have expressed interest in setting up their own fashion studios. *“We have only heard that from students coming from DUT”.*

The ICR would rather have students engage in intrapreneurship as opposed to entrepreneurship. There is less risk associated with intrapreneurship as the market is guaranteed and the success rate is high.

“We have what we call CMTs (cut, make and trim). So, what they do is they supply us with shoe components. We supply them with the materials for them to do a certain process. Some of them will just do the cutting and stitching, some of them might do just the making of the shoe. So, we have got about four that are working with us on a full-time basis. So, if we get to this process where people would want to continue that, we can outsource something to them. And the whole idea is that we do not want you to just start your business- we need to benefit something as well from it so we can have a relationship”.

An intrapreneur acts within an existing organisation where there is little room or no opportunities for creativity and the existence of complex organisational hierarchies makes it more difficult to effect change (Maier and Zenovia 2011:974). On a good note, intrapreneurship prepares graduates to perfect their technical and administrative skills and helps them to venture into entrepreneurship without fear, whenever they feel ready to do so. The ICR remarked: *"I think we need to just expose them to as much of the industry as possible so that they understand that there is really a scope to build up their own companies"*.

6.8.2 Barriers to Enterprise Development

The responses on the issue of possible barriers preventing students from engaging in social entrepreneurship or any other form of entrepreneurship are outlined below.

When the industry CoFE is satisfied with the supply of critical skills in the industry it can start focussing on training for entrepreneurship. Challenges exist in preparing students to engage in entrepreneurship as expressed by the ICR who pointed out the issues of finance and confidence in oneself are key in setting up a business.

"You cannot just go and have a fashion studio. You need a lot of things to be able to do that. To be able to make a range for somebody you need the lasts [moulding shaped like a human foot] you need the materials, you need to have the trims and you need some machinery to get it done. So, it is a little bit of a challenge there as well. I think it will need lots more experience and you need to build up confidence of who you are as a designer to be used by the industry".

The industry CoFE felt that it was almost impossible for footwear designer students to start a studio that is recognised by the industry as lots of training and experience is required to achieve the fame that the industry is looking for. A huge capital investment is also required to set up a successful shoe studio as revealed by the ICR:

“I must be honest I do not see companies being very confident in a little start-up business for their range. It probably will have to be people that do single pairs you know like for a fashion show”.

The ICR felt the industry needed to be educated on engaging freelance designers as the practice is not prominent at the moment. The ICR stated that: *“I do not see too many of freelance designers that are currently available. There needs to be awareness about that”.*

The Industry CoFE also noted that to run a successful business one needs to have skills on how to manage people and finances.

“I think there is lots more training that is needed in people and financial management and other skills. Everyone wants to have their own business, but do they have the right skills needed to make sure that the business becomes a success”?

Similarly, the UCT 1 expressed that the students feared they would mismanage the funds given to them to set up a business and ruin their chances of getting assistance in future.

“Some students feel that they are still a bit young to get into entrepreneurship in the sense that at times when they are given the funds now and then they use funds wrongly and when it is time for them to really get the funds their records will be saying otherwise so they will rather wait and work for someone while gathering as much experience as possible”.

6.9 EDUCATION AND TRAINING FRAMEWORK

One of the objectives of this study was to develop an education and training framework within PPPs that incorporates articulation and entrepreneurship for social development. The respondents were asked about what they would expect to see included in such an education and training framework.

The ICR felt that a life skills programme is required to equip students with interpersonal managerial skills that are required in business. The ICR suggested that:

“I think we need to teach them life skills, accountability, discipline and time management. So, the life skills is important in the training in addition to teaching them entrepreneurial skills”.

The CoFEs representatives and trainers unanimously felt that mentorship during training should also be made a key component of the training programme as it has a key role to play in entrepreneurial readiness. The ICR stressed that students should be assigned to successful business people to mentor them throughout the training programme to allow for accountability.

Business development service providers should come in to educate students on how to start and grow a successful enterprise. The Industry CoFE representative observed:

“We bring in business start-up training and financial institutes in the programme and we say this is what you can do. We bring in people that provide grants and funding and we say this is what can be offered to you”.

Entrepreneurship education should not only be delivered by trainers but relevant personnel with particular entrepreneurial skills should be outsourced to assist with the training. The ICR pointed out: *“It does not have to be someone from the training centre. We need to bring in people that have experiences in business”.* A study conducted in South Africa to determine the effectiveness of credit access for women revealed that the major obstacle to effective small business support is caused by the employment of inexperienced and under-skilled staff to provide training. The response given by the ICR of outsourcing experienced business people to mentor and teach business skills provides a possible solution to effective small business support. Business start-up training should be delivered through business development service providers to give upcoming entrepreneurs a competitive edge that is

required in the business world. The Small Enterprise Development Agency (SEDA) (2014:6) notes that the capabilities of South African entrepreneurs are not adequate to allow them to compete with established local and global markets.

6.10 DISCUSSION ON FINDINGS

The discussion section is presented under the following headings: (i) the recruitment process; (ii) structure and nature of training programme; (iii) curriculum issues; (iv) articulation issues; (v) partnership issues; and (vi) prospects of graduates engaging in entrepreneurship.

6.10.1 Recruitment Process

The way the programmes are marketed has a direct impact on how they will be received by the target population. The use of local social media to market the programmes was an effective method to reach the youth. Not in Employment Education or Training (NEET) within the communities that were targeted by the CoFEs, which resulted in an overwhelming response. The invitation was also extended to employees in the footwear industry thereby giving them a chance to articulate from the workplace to institutions of learning. However, the number of students who were enrolled was very low which implies that most of the applicants were not able to secure a place even if they met the minimum requirements to enrol for training. Funding was a key determinant in deciding how many students could be enrolled for the programme. In alignment with this finding, the Draft National Youth Policy (2014-2019:20) raises the point that access to post school education and training for school leavers is limited. The post school education and training system should have

“... sufficient flexibility to facilitate migration of learners, especially those who remain significantly disadvantaged through deeply embedded inequalities of opportunity, through different parts of the system so that individuals have the opportunity to explore their potential and follow their

occupational or career pathways unhindered” (South Africa, DHET 2016:14).

Every person has the right to access and engage in any form of learning that suits their needs, however, enrolment into post school institutions is constrained by other factors that impact on quality and success of the training programmes.

The ICR gave the rationale of targeting the youth as opposed to adults beyond the age of 35 years as that of introducing people who can easily adapt to new technology in order to keep up with the global standards. Targeting the youth will also help to reduce the high unemployment rate within that age cohort. Statistics South Africa (StatsSA 2015:5) notes that a third of the youth within the 15-24 age group are Not in Education, Employment or Training (NEET). “This group is arguably the most vulnerable to chronic unemployment, poverty and social exclusion, as they are neither improving their skills through education nor gaining the work experience needed to progress in the labour market” (Graham and De Lannoy 2016:3).

By targeting the youth, the CoFEs are opening avenues for the youth to progress from institutions of education and training to the world of work. Graham and De Lannoy (2016:4) contend that the South African labour market favours the highly skilled employees, therefore, those with a post-secondary qualification are more likely to articulate to the workplace than those with only a matric certificate.

The industry CoFE also enrolled those who were employed in the footwear companies, allowing those who sought work first before getting a tertiary qualification to articulate from the workplace to institutions of learning. Recognition of Prior Learning (RPL) becomes an important process in facilitating this transition. As a way to address seamless articulation from institutions of higher learning to the workplace, the UoT CoFE is planning to extend the training programme to unemployed graduates with engineering and fashion design degrees as a way to give them more skills for employability.

The Industrial Policy Action 2014/15 pointed to a lack of skilled personnel to take over from ageing industrial executives and senior management as one of the constraints to skills development in the Clothing Textile Footwear and Leather (CTFL) sector. Focussing the training on youth is, therefore, seen as a way to build a pool of senior management personnel who can replace the aging workers. However, this remains a barrier to articulation for workers beyond the age of 35 years who wish to access institutions of education and training but experience discrimination because of their age. Exclusionary practices remain a characteristic of the South African society (South Africa, DHET 2016:14).

The UCT 1 noted that RPL was also an acceptable avenue for entry into the programme for individuals who have experience working in the footwear sector but have no formal training. The agenda for RPL in South Africa was aimed at contributing to the achievement of the higher education policy goals of broadening participation; equity and redress; making formal education opportunities accessible to those previously denied access; and getting the labour market to recognise the different forms of and sources of knowledge (Letseka and Pitsoe 2014:1948).

The NQF impact study (2012-2014) further revealed that RPL has the potential to facilitate alternative access to education and training including a whole range of skills development initiatives; it can enhance the integration of workplace training or experience and theoretical learning; and ease the transition from TVET to higher education and training, and from the workplace into institutions of learning. One of the lessons that has been learnt from RPL is that it plays an important role in identifying skills that exist in the workplace and in creating learning pathways where there are gaps (Ministerial Task Team on National Strategy for RPL 2013:105).

The success of RPL depends on the permeability of the boundaries of each institution that constitute the PSET system. The ecosystems theory state that systems have boundaries around them that define the degree of interaction

they can have with other systems in the environment. The greater the degree of permeability of an institution of learning or workplace the better are the chances for individuals to access the institution through RPL and the higher are the chances of achieving social development through education and training.

6.10.2 Structure and Nature of Training Programme

The structure of the course is designed in such a way that students at both CoFEs are prepared to articulate into the workplace without any challenges. During training, students at the Industry CoFE spend two days every week at the factory gaining industrial working experience and three days at the training centre. At the UoT CoFE the students go for experiential learning at the end of the training programme because the CoFE is not located at a footwear company. Experiential learning is a prerequisite for completing the programme.

Work integrated learning prepares students to articulate to the workplace without facing many challenges relating to coping with the pressure associated with meeting targets set for them. Experiential learning has been found to be a significant determinant of employability (Wolf 2011:48). The Industry CoFE is located at a footwear company where the students are more exposed to what happens at the factory. Effective vocational training requires exposure in the actual production line to equip students with the relevant skills that are required in the labour market.

6.10.3 Curriculum Issues

The Sector Skills Plan (SSP) report (2010-2015) points out that there is currently no research institution, no centre of innovation and no Higher Education Institutions (HEIs) offering training programmes in the footwear sector. As a result, the industry is starting to look internationally for the supply of employable skills in this sector. As advanced by the SSP report (2010-2015) the Bhawani Textile Consultancy (2011:1) highlighted that the CTFL sector had a shortage of skilled personnel.

The study revealed that the design of the curriculum is an open process that takes in input from the government, the industry and the consumers of the product. Involving all the relevant stakeholders in the design of the curriculum ensures that the curriculum is aligned with the needs of the economy and increases the employability of graduates. The open process to curriculum design aligns with the relational theory that states that knowledge is socially constructed and distributed through a supportive, respectful and mutually reciprocal meaning making process. As noted by Maringe and Osman (2016:131) the high unemployment rate in South Africa is aggravated by the inflow of post school graduates who possess skills and qualifications that do not match the demands of the economy. Curriculum for education and training programmes should be constantly reviewed and developed to keep it in line with the changing labour market environment.

Moloi, Mkwanazi and Bojabotseha (2014:469) noted that a new challenge facing the education and training system in South Africa is the unpreparedness of students entering the PSET for different educational levels. Perold *et al.* (2012:184) further note that young people are unlikely to benefit from post school education or training if they exit the secondary school without adequate skills and knowledge. Findings in this study affirm what was noted by Moloi *et al.* (2014) and Perold *et al.* (2012) namely that to overcome this challenge the industry CoFE in future will only enrol students who have a background technical know-how and creativity in some aspects of designing that is required for the programme. A lack of numeracy and literacy skills to cope with occupational learning is a barrier to articulation as students cannot progress to programmes at higher levels of the NQF. The researcher, therefore, would argue that students should be selected on merit. Although entrance tests are viewed by some authors, Gibbon, Muller and Nel (2012), Spaul (2013) and Branson and Hofmeyr (2015) as presenting a barrier to access into the PSET system, they ensure that the students enrolled have the relevant numeracy and literacy skills required to complete the training programme successfully.

6.10.4 Articulation Issues

The speech delivered by the Director General of DHET, GF Qonde at the signing of the memoranda of agreements formalising the partnerships between UNISA and twelve TVET colleges at UNISA on the 28 October 2014 revealed that articulation remains a challenge in the PSET system despite important proposals laid down in SAQA documents on the NQF. Naude (2014:74) affirms that although the right to education is a part of the South African Constitution and part of the objectives of the NQF, barriers to entry still exist.

The National Qualifications Frameworks should be designed to address the problem of limited progression pathways within and between different levels of education and training systems. Singh and Deij (2016:27) note that many developing countries face the problem of dead-end pathways, particularly in vocational training. They further pointed out that more countries have commenced the use of NQFs as starting points to compare existing programmes and to analyse the existing and potential pathways for upward mobility in different education and training fields. One of the objectives of the South African NQF, as outlined in the NQF Act 67 of 2008, is to “facilitate access to and mobility and progression between education and training and career paths” (South Africa, DHET 2008:6).

The idea behind the implementation of the CoFEs was to fulfil the aforementioned objective in the Footwear and Leather sector. Although this study revealed that there are challenges relating to articulation in the implementation and running of the CoFEs. A gap between policy and practice exists in terms of the articulation of qualifications in the Footwear and Leather sector in South Africa where only one qualification at NQF level 2 is currently on offer in institutions of learning. While more programmes are in the process of being developed, it is yet to be established how these training programmes will articulate with the programme that is being offered.

6.10.5 Partnership Issues

Findings from the study revealed that the stakeholders involved in the running of the CoFEs were working together to make sure the mandate of the CoFEs is achieved. Industry and government made available resources in the case of the Industry CoFE to ensure that students are trained while at the same time a University has opened its doors to accommodate a project that targets community youth who do not have the minimum requirements to enrol for the programmes offered by the university. However, some challenges which would derail the progress that has been made so far were identified.

Student funding is a key issue that needs attention, if not addressed, it can hamper government efforts to provide education and training to the NEET group. The DHET (2012:9) identified insufficient financial aid for students and inappropriate funding modalities as some of the key barriers to the transformation of the education and training system of South Africa. Findings reveal that CoFEs are not getting enough funding to cover the operational costs of running the training programme. The SSP report (2013-2014:142) notes that the pattern of low levels of learner retention, completion and achievement is a common problem facing the sector, and points to low levels of return on investment in skills at this point. Enrolment at the CoFEs is determined by the funding that is made available to them. Access and success rates are key issues that have to be considered when dealing with the issue of articulation.

6.10.6 Prospects of Graduates Engaging in Entrepreneurship

Findings reveal that entrepreneurial engagement can be hampered by the age of the students and the feeling of being content to secure a job as a way to gain more experience. The 2016/2017 GEM report for South Africa revealed that early-stage entrepreneurial activity tended to be relatively low in the 18-24 years cohort. The report further notes that this low prevalence to entrepreneurial activity is of concern as 50% of the South African population is below the age of 24.

Regardless of the efforts to instil entrepreneurial readiness in students, they are still not too keen to engage in a business venture soon after graduation. Opportunities for entrepreneurial development are available as evidenced by the projected growth in the footwear sector and the initiative to establish CoFEs. Growth in the formal sector is unlikely to absorb a pool of unemployed people in South Africa, entrepreneurship becomes relevant to address this challenge. However, the majority of the youth still prefer to work as opposed to creating employment.

6.11 CONCLUSION

One of the research objectives of this study was to explore the extent to which CoFEs promote articulation within and across PSET institutions and the workplace. Findings from the study showed that CoFEs opened pathways to facilitate the mobility of NEET youth into education and training that promotes further learning and employability. Workers in the footwear sector were also given a chance to articulate from the workplace to institutions of education and training. A good working relationship between industry and government was noted in establishing the CoFEs and in the design of the curriculum.

Research findings also revealed that there were barriers to articulation relating to issues of students' preparedness to study, limited funding, difficulties in finding places for experiential learning, unclear RPL processes to engage uncertified graduates and workers into further education and training, a lack of sector specific programmes that allow for seamless articulation through all the levels of the NQF and limited spaces for learning. The current education and training system has not provided sufficient solutions to the deeply embedded inequalities of access and opportunity. The Director General of DHET, Mr Qonde (2004:1) affirmed that to realise the goal of addressing disparities in higher education access created by apartheid policies, South Africa needs to create a PSET system that provides a range of accessible alternatives for young and older people in all PSET institutions.

One of the key objectives of setting up CoFEs was to grow the footwear industry through promoting entrepreneurship among graduates. Students were exposed to entrepreneurship education. However, the decision to engage in entrepreneurship lays with the graduates. The Industry CoFE revealed that although it is supposed to promote entrepreneurship the centre was currently focussing their training on producing graduates to be employed by the industry as a way to address the skills shortage in the footwear sector. A suggestion to encourage graduates to start as intrapreneurs as opposed to entrepreneurs was proposed by the respondents. Mentorship and life skills training were strongly emphasised as some of the key components that should constitute an education and training framework within PPPs that incorporates articulation and social entrepreneurship.

CHAPTER 7: FINDINGS AND DISCUSSION CoFE STUDENTS

7.1 INTRODUCTION

The findings presented in this chapter are drawn from focus group discussions that were conducted with CoFE students and graduates at the Industry CoFE and the UoT CoFE. The students' participation in this study allowed the researcher to perform an in-depth analysis of the case through exploring the lived experiences of the people who were targeted by the training programme. The responses given by the CoFE students and graduates are key in exploring how effective the training programmes have been in promoting career development, articulation and entrepreneurship among CoFE graduates. Students are better placed to provide an in-depth evaluation of the training which is required by both industry and government to assess the extent to which the mandate of the CoFEs has been achieved. The mandate of the CoFEs is to provide skilled personnel in the footwear sector that are employable and are willing to grow the sector through engaging in entrepreneurship.

7.2 CoFE STUDENTS

Seven students from the UoT CoFE were involved in the focus group discussion and they are identified as UoT CoFE students: UCS 1; UCS 2; UCS 3; UCS 4; UCS 5; UCS 6 and UCS 7, respectively. Five students from the Industry CoFE were involved in a focus group discussion and they are identified as Industry CoFE students: ICS 1; ICS 2; ICS 3; ICS 4 and ICS 5. The ICS 1, ICS 2 and ICS 3 were also involved in a focus group discussion post training as CoFE graduates and employees at the shoe company that houses the Industry CoFE.

Table 7.1 Sample Groups and participant codes

Sample Groups: Seven UoT CoFE Students and Five Industry CoFE Students	Participant Codes
UoT CoFE student 1	UCS 1
UoT CoFE student 2	UCS 2
UoT CoFE student 3	UCS 3
UoT CoFE student 4	UCS 4
UoT CoFE student 5	UCS 5
UoT CoFE student 6	UCS 6
UoT CoFE student 7	UCS 7
Industry CoFE student 1	ICS 1
Industry CoFE student 2	ICS 2
Industry CoFE student 3	ICS 3
Industry CoFE student 4	ICS 4
Industry CoFE student 5	ICS 5

A focus group discussion was conducted with students at each of the CoFEs during training. The UoT CoFE sample comprised six males and one female. The industry CoFE consisted of two males and three females. The same interview guide was used for the two focus group discussions. A post training focus group discussion was later conducted with the industry CoFE students ICS 1, ICS 2 and ICS 3 who are now employees of the shoe company. These three female students from the industry CoFE are undergoing a Footwear Design 2 programme offered by industry. The questions from the two interview schedules (during and post training) were grouped into categories and given the following headings: recruitment process; students' experiences of the training programme; curriculum related issues; issues related to articulation from CoFEs to other institutions within the PSET system and the workplace;

and prospects of graduates engaging in social entrepreneurship. The findings are presented under these headings.

7.3 RECRUITMENT PROCESS

The CoFE project is a novel initiative by Government Department 2 to engage industry and government in providing training that targets the Footwear and Leather sector. The main questions covered under the recruitment process were, how did you get to know about the CoFE; and what motivated you to participate in the training programme?

7.3.1 CoFE Marketing Strategy

Five students from the Industry CoFE and UCS 1 and UCS 2 reported that they saw the advertisement in a local newspaper requesting all interested young people to apply. According to UCS 2, *“it was advertised in ... the Star. The post stated that to apply bring your CV to the reception at the university campus”*. However, five of the UoT CoFE students said they got to know about the training programme through people who work at the university.

The process of recruitment at the Industry CoFE involved the writing of an entrance test that covered the basic numeracy and literacy skills possessed by prospective students. Applicants were expected to score a minimum of 80% to qualify for entry into the programme. The ICS 3 attested that: *“We wrote a test and 80% was the pass mark”*. Testing prospective students ensured that all the recruits had adequate numeracy and literacy skills to cope with occupational learning.

The students who were enrolled at the UoT CoFE were not subjected to any entrance test but were selected on the basis of a review of the CVs that were submitted.

7.3.2 Motivation to study at CoFE

All 12 students from both CoFEs revealed that the idea of making shoes had never crossed their minds but became interested after they saw the advertisement in the newspapers. The UCS 1 expressed that:

“Making shoes is not always something that people talk about. Even myself, I have never thought of making a shoe, but I got interested because I wanted to know what was involved in making shoes. It will be a new experience for me”.

Two students who were engaging in other forms of activities to earn a living saw this training as an opportunity to add to their skill set and diversify from what they were used to doing. The UCS 3 provided the following response: *“I wanted to get out of my comfort zone. Like I have been always doing one thing for many years. So, this was something new and I took it like a new experience”*. ICS 4 who had previously completed a diploma in fashion design viewed this training as an opportunity to build on the experience that he had. The student observed: *“I need this training in shoe designing so that when I open my own studio I will be able to design both clothes and shoes and that makes me a complete fashion designer”*.

7.4 STUDENTS’ EXPERIENCES OF THE TRAINING PROGRAMME

In order to understand students’ experiences of the training programme, the questions focussed on how the curriculum was delivered and whether their expectations were met.

7.4.1 Students’ Experiences

The Industry CoFE students who had completed the Footwear Design programme explained how the curriculum which comprised of theory and practice was delivered to them. Every week the students spent at least two days in the factory practising what they had learnt at the training centre. The ICS 2 reported:

“We used to come to work in the factory like twice a week. Or sometimes once a week. Depending on the amount of work we had. We worked in all the departments so that we could understand the whole process of shoe manufacture from start to finish”.

The students were divided into groups and each group had a turn to work in the different departments comprising the footwear manufacture value chain. The ICS 3 affirmed: *“We were being swapped in groups to get a feel of each department”.* The UoT CoFE students remained at the training centre throughout the training in both the theory and practice. At the end of the training, they undertook experiential learning at a shoe making company and were also privileged to travel to China as part of an exchange programme.

In addition to the curriculum on footwear design, the Industry CoFE also offered a life skills course to help students with their personal development. The five students who participated in the focus group discussion revealed that the life skills course had improved their communication skills, boosted their confidence, improved their ability to multi-task and helped them to work better in a team. These attributes made it easy for the students to articulate smoothly from the training centre to the workplace.

7.4.2 Personal Growth

In response to how the training had helped the students in their personal development. The ICS 1 commented the following on the life skills course:

“It changed our lives a lot because we learned so much in something, we never thought we would do, and we are working hard now. They taught us to communicate and work as a team because of that we have made new friends. Even in the community, we can work with other people and also share our ideas confidently”.

The ICS 2 was bold enough to say; *“I was very shy when I first started, but now, I have become more open to talk to people”.* The students marketed the training programme to the unemployed youth in their community as they see

value in it. ICS 3 noted: *“Now I am confident in whatever I do. I meet new people and I tell them about what we do at the CoFE. Some of them would like to join the programme”*.

When students were asked about their experiences in the programme it was noted that all of them were excited to share the skills that they acquired during the training and they were confident enough to enter the labour market. The responses given by the five Industry CoFE students show clearly the enthusiasm the students had regarding the programme.

Although no life skills course was taught to the students at the UoT CoFE, the students also developed personal attributes such as patience and perseverance as noted in the responses that they gave on how the training had contributed to their personal development. The UCS 1 pointed out: *“I developed patience because to get the stitching right, it takes days and weeks before you can get it right”*. UCS 2 echoed a similar response. *“Never give up, if you cannot do it, you need to try and practice, until you are perfect”*.

7.4.3 Fulfilment of Expectations

The twelve students who were involved in the study unanimously agreed that the training programme had met their expectations. *“We have covered all the four stages of making a shoe: cutting, stitching, clicking and closing”*. They came to the training programme expecting to learn how to make a shoe and their responses indicated that they were able to make a shoe that could be sold on the market. The UCS 4 said:

“I have learnt everything that I need to know about a shoe, like a basic shoe. For instance, a school shoe. I didn't know how to stitch; I didn't know the components of a shoe. But today I can tell you all the things you need to know about shoe making. I can draw a shoe from a pattern and make it into a finished shoe”.

The ICS 3 described the passion she had grown for making shoes and how working in a shoe factory has exposed her to further knowledge about shoe making.

“My expectations were met. Now I feel like I have learned about making shoes, love it and I have grown a passion for it. When I finished the programme, I thought I knew more than enough and when I came to work, I found out there is still a lot more to learn because I keep learning different things every day”.

This response is in alignment with the explanation given by the White paper for PSET (2013) on lifelong learning. According to the DHET (2013c:7), lifelong learning (LLL) can be explained as “the lifelong, voluntary and self-motivated pursuit of knowledge for either personal or professional reasons”. The ICS 1 intimated: *“We are still learning, and we always want to learn more, to be better in the design room”*. SAQA (2015:10) affirms that LLL includes “learning behaviours and obtaining knowledge, attitudes, values and competencies for personal growth and employability”.

7.5 CURRICULUM ISSUES

With regard to curriculum issues, questions explored the structure, nature and issues relating to the delivery of the curriculum as a way to evaluate how successful the programmes were and also to point out areas that needed improvement for the benefit of the students. The main areas covered were: the content of the training programme; effectiveness of the training programme in terms of equipping students with skills needed in the industry; challenges faced during training; and improvements that could be made to the programmes to address students’ needs.

7.5.1 Training Programme Content

The seven students from the UoT CoFE enrolled for the Footwear Manufacture programme noted that they focussed on the four stages of footwear manufacture, namely: cutting, stitching, clicking and closing. They were all

confident that they could make school shoes for the market and identify the different types of materials used to make shoes. The UCS 2 noted: *“I do not buy any shoe. I look at the shoe and feel it. If it is a leather shoe I can tell if it is genuine leather and if it is well-stitched and properly made”*.

On the other hand, the five students from the Industry CoFE who were enrolled for the Footwear Designer programme revealed that their curriculum exposed them to both manual and computer designing. The ICS 1 commented: *“We covered the basics, of design... sketching, theory, grading, manual and CAT designing. It was all broken up into different categories.”*

7.5.2 Effectiveness of the Training Programme

In addition to footwear design, the curriculum at the Industry CoFE also included the four stages of footwear manufacture. At the UoT CoFE, the main focus was on footwear manufacture. The UCS 5 remarked: *“We were not taught how to design a shoe or to make a pattern from scratch”*. The industry requires workers who are more versatile in terms of having multiple skills to fill in any gap that is created in the production line. The students at the Industry CoFE had more exposure to the factory and were given a chance to operate different machines along the production line as echoed by the ICR.

The ICS 2 explained:

“First, I was working in the design room, then they moved me to the cutting machine to learn how to cut on a computerised machine. They want us to learn how to do everything on computerised machines. Now they moved me from the cutting section. Now I am doing something else”.

Exposing the students to modern computerised machinery as opposed to outdated manual machines is a step towards preparing them to cope with the ever-changing technological industrial environment.

The seven students at the UoT CoFE did their practical work at the training centre which is also equipped with the latest footwear industrial machines.

These students noted that they had learnt the skills needed to make a basic shoe and they were quite confident that they would cope with the pressure of working in a shoe manufacturing company although they did not have as much industrial experience during training as the students from the Industry CoFE did. The UCS 6 affirmed: *"I can operate all the machines in this workshop by myself, although at first, it was very hard"*. The students at the UoT CoFE were first taught to do all the four processes manually before they were taught how to use the machines. This was done to equip them with the skills required by upcoming entrepreneurs who start businesses with inadequate funding to buy all the required machinery.

7.5.3 Challenges Encountered

All twelve students from both CoFEs were concerned that the training had more theory than practice. The UCS 1 remarked: *"Sometimes in the theory, there is a lot of repetition. It is even wasting time"*. At times the students struggled to apply the theory learnt to the practical work because they felt some of the theory was not related to the practical work that they were doing at a particular time. The UCS 2 noted that:

"...on the theoretical part, they can concentrate more on what you are going to use - not on the other machines in the industry. I think it is better to concentrate on important things only".

Although the students felt that learning about machines that they did not have at the UoT CoFE was a waste of time, the researcher is of the view that it was important to prepare them for work at the factories in future. The Industry CoFE students noted that they had to write too many tests on the theory that was learnt and they could not cope with their practical work as too much time was taken studying for the tests. The ICS 3 lamented: *"I struggled with designing a shoe on the last [model of a human foot] manually as I needed more time to practice but I was too busy with the other work"*.

Students at the Industry CoFE felt that the theory part of the training was difficult because it required them to read with understanding concepts that were too abstract for them. The ICS 1 stated:

“I think for me the difficult part was the theory because when you do theory you have to read to understand things and when you do practicals, it is hands-on. You have to use the machine instead of seeing it on paper and trying to understand how it works”.

The seven students from the UoT CoFE gave a similar response to that given by ICS 1 on the ease of doing practicals as opposed to learning the theory. UoT CoFE students 1 and 2 had this to say:

“In theory, we deal with different machines and how they are operated. Sometimes you even forget because you are not operating the machine, but you are just reading about it. At least on the practical, it is easy because you use the machine”.

Three students from the industry CoFE who did not have a background in any designing course struggled the most in their practical work as they did not have adequate skills in drawing. The ICS 2 asserted: *“To draw the different styles was so hard for me. I was so confused, but I am still learning”.*

The seven students who were part of the training at the UoT CoFE expressed how a lack of adequate funding affected them during their training. These students revealed that delays in getting their stipend affected them in their studies as they were from disadvantaged homes that could not support them financially and had to struggle to get money for transport to attend training. UCS 3 responded that: *“Transport and the money to come here was a challenge for me”.* Six of the students from the UoT CoFE dropped out of the programme as they could not cope with the financial challenges that they had to face in order to attend classes. One UoT CoFE student observed:

“When we started, we were 15 but now we are nine. I think only one or two out of those that have left, have found jobs, others are still at home as we speak. They never had the patience”.

The UoT CoFE students indicated that they also had challenges in their practical work as they would go for weeks without materials to use for their studies. The UCS 5, upon reflection, noted:

“I think for me the major challenge was the time when we had no material to use. Like we would come here and do nothing because there was no leather and we needed leather to work”.

7.5.4 Improvements to Training Programme

The students' responses on how the programmes should be structured in terms of theory and practice seem to suggest that the training programme should be designed in such a way that more practical work than theory is incorporated. This sentiment was shared by all twelve students from both CoFEs. The UCS 4 suggested: *“To make life easy in footwear manufacturing, they can give us more practical than theory”*. UCS 1 went on to suggest the amount of time that should be allocated to the theory and practical each day. *“One hour theory and then for the rest of the day we do practical”*. This response clearly shows that the students felt that the training should be more practically oriented and that more time should be allocated to practical work as opposed to the theory.

7.6 ARTICULATION ISSUES

One of the objectives of this study was to explore how the training offered at CoFEs prepared students to further their studies in other institutions of education and training within the PSET system and to progress to the workplace. Students were asked questions that explored their motivation and preparedness to access and progress in their studies and to the workplace. Questions focussing on the possible barriers to articulation into other institutions and the workplace were also asked.

7.6.1 Motivation to Progress

A question posed to the students on how motivated they were to further their studies revealed that all the twelve students were willing to further their studies. The students had different views on whether to study or work first. ICS 2, ICS 4 and ICS 5 were firm in their response: *“Given a chance, we would like to learn more about shoes”*. UCS 6, in contrast, stated: *“I would prefer to seek employment first before I think of furthering my studies”*. The UCS 2, UCS 3, UCS 4 and UCS 5 decided to change their thinking about furthering their studies after the submission made by UCS 6. UCS 3 said:

“I would like to further my studies but then based on what he said, I think I will go find work, because in South Africa nowadays when you apply for a job, they want experience”.

The UCS 2, UCS 3, UCS 4, UCS 5 and UCS 6 strongly felt that they did not want to further their studies without work experience. Contrarily, the ICS 3 viewed studying as an investment for the future and felt that it should be prioritised over other things. The student made this observation:

“I think, studying is like an investment to your future. So, if you think about now, and not about tomorrow, you might miss out on some opportunities. So sometimes you have to sacrifice the moment for now and think about tomorrow”.

UCS 7 held a similar view to that of ICS 3. The UCS 7 made this remark:

“I would love to continue with my studies to learn more, and then maybe after that, I will work. Like they say we are the entrepreneurs. Before we open our own businesses, we need to learn”.

The course that was covered by the industry CoFE students in eight months is Footwear Design 1. ICS 1, ICS 2 and ICS 3 have enrolled for a one year course in Footwear Design 2 which will allow them to further their skills in footwear designing. However, the Footwear Design 2 programme is also not accredited.

The students were excited to be learning more about designing as evidenced by their enthusiasm in explaining what they were learning.

7.6.2 Opportunities to Further Studying

The students disclosed that they were willing to further their studies but were not aware of any available programmes. According to the SSP annual report (2013-2014:125), the current status of the higher education training sector has significant repercussions for the FP&M sector. The key challenge facing institutions of learning that work with the sector is that there are too few HEIs which have sector specific programmes on offer. Insufficient sector specific programmes is the reason why the students involved in this study were not aware of any learning institutions that can offer them programmes to further their studies. Another reason is that these available programmes could be poorly marketed leaving the intended beneficiaries unaware of their existence.

7.6.3 Barriers to Progression

The study revealed that working students from the Industry CoFE would not be comfortable to register for a programme that will stop them from working. Programmes delivered on a full-time basis can be a challenge for people who are in full-time employment. Some of the reasons why there are a few technologists in the CTFL sector is that programmes are mostly offered on a full-time basis, discouraging employed workers from registering and employers withhold their best workers from registering on a full-time basis (SSP report 2013-2014:131). The three working graduates that were a part of this study indicated that they prefer to register for programmes that will allow them to work and study at the same time. The ICS 1 remarked:

“Even if we pay a certain amount from our salary towards our studies, we will not mind because that way, we are studying and we are working. So, it is balanced. We will not be losing out on the income; it will still be coming”.

ICS 3 suggested that programmes can be delivered during weekends to allow students to work during the week. The student noted: *“Weekends you study and during the week, you work, that could be helpful”*. The mode of delivery needs to be considered when designing vocational programmes to avoid exclusion of those in employment who are interested in furthering their studies. The five Industry CoFE students revealed that they had familial financial obligations to fulfil. The ICS 1 expressed her concern: *“Finance to pay for the school fees and everything can be a problem because I am the only one at home who brings in income”*. The issue of a lack of finance to support the student during their studies was also raised by ICS 2 as a major constraint that would hamper their desire to pursue further studies.

“My challenge would be transport. If I get space to study far from my home I might not have money for transport to take me there. So, I have no option but to stay here and find something else to do”.

Similarly, the seven unemployed students at the UoT CoFE mentioned a lack of finances to pay for study fees and transport as barriers that can prevent them from furthering their studies. Students mentioned that they came from disadvantaged homes and that their parents and other family members could not afford to support them financially. The seven UoT CoFE students who participated in the focus group discussion unanimously echoed, *“money for fees and transport”* when they were asked what could stop them from furthering their studies.

Students feared that if they progressed with their studies the programmes would be more theory based than practical. UCS 3 said:

“What worries me when you further your studies [is that] maybe it will be more based on theory than on practical and you forget the things that you did while you were studying”.

UCS 7 further noted, *“footwear design learning programmes should be more practical oriented because shoe making is a practical process”*. All the twelve respondents felt that at the diploma level, they would prefer to have a course

that is structured with a greater percentage focussing on the actual hands-on or practical experience.

The challenge to progression that was experienced by students receiving training at the Industry CoFE is that they were not certified upon completion of the training. This becomes a barrier to articulation if they have to apply to study at other institutions as they have no evidence that they completed prerequisite training programmes. This study revealed that students can still access further training through RPL using their portfolio of evidence as proof of previous learning. The challenge is there is no evidence from the study of any RPL processes that have been put in place to facilitate this transition.

7.6.4 Addressing Barriers to Progression

Twelve students from both CoFEs felt that they would require financial assistance to cover their study and living expenses if they are to study on a full-time basis. Government grants and scholarships would assist the students to study.

The five Industry CoFE students were of the view that their financial burden could be lessened if the industry took on the responsibility of supporting workers to further their studies. ICS 3 made the recommendation: *“I wish industry could take 2 or 3 workers and send them to university to study full-time and pay their fees and transport”*. Contrary to this view, this study revealed that industry stakeholders were of the view that the responsibility to train workers should be shared between the industry and the government, as the industry on its own has failed to scale-up in terms of offering training beyond what the training centres based at industries can offer.

7.6.5 Preparedness for the Workplace

The five students from the Industry CoFE explained that the training programme had exposed them to the different departments involved in the production of shoes to make sure that they were better placed to progress from the CoFE to the workplace. Students also underwent a life skills programme

that helped them to develop interpersonal skills that are required at the workplace. Students spent two days working in the factory and three days at the training centre. Students at the UoT CoFE did their practical work at the training centre and one-month industrial experience at a shoe manufacturing company. Students at the UoT CoFE were further exposed to an exchange programme in China for further training.

The students from both CoFEs were confident enough that the training they received had given them adequate skills to progress from the training centres to the workplace. ICS 3 felt they had some skills that required further development in order for them to be fully functional in the factory. The student noted that:

“Multitasking is ... the main key issue. To be able to reach your target, you have to be able to multitask, because when we were in school we focussed on one design at a time. Now they give us three designs and we are expected to finish working on them in one day to be able to fit in the department”.

7.7 PREPAREDNESS TO ENGAGE IN ENTREPRENEURSHIP

One of the mandates of establishing CoFEs was to produce footwear entrepreneurs as a way to grow the footwear sector in all the other provinces in South Africa. Research conducted in the sector by Magubane in 2017 revealed that opportunities to start and grow successful business enterprises were available due to the availability of local raw materials, the high demand of shoes both on the local and the international market and a well-established international trading regime. This study explored the extent to which the training offered at CoFEs had prepared the students to engage in social entrepreneurship and the possible barriers that hindered the students from starting their own business enterprises.

7.7.1 Entrepreneurial Readiness

All twelve students from both CoFEs were not familiar with the term social entrepreneurship. An explanation was given to help them understand what this type of entrepreneurship entails. ICS 2 and ICS 3 were bold enough to say, *“We do not know what social entrepreneurship is about”*. The students were, however, comfortable with the term entrepreneurship and preferred to use it throughout the discussion. The researcher had to rephrase the question to ask how prepared the students were to start a business enterprise. Students from both CoFEs agreed that the training had equipped them with adequate skills to produce shoes that could be sold on the market but felt they had not received adequate training to start up and grow a successful business enterprise. ICS 1 observed:

“You need backup to start. You need to know exactly what you are doing. At our stage, we have a long way to go to start; so that is what I think, we need to learn more. You cannot just start something”.

The five Industry CoFE students revealed that the focus of their training was to give them skills for employability and not to start their own businesses. Industry CoFE student 1 said, *“We are not aware of entrepreneurship. We were trained to look for employment”*. The rest of the Industry CoFE students echoed this sentiment confirming what was said by the director responsible for the CoFE.

UCS 3 expressed the view that the primary focus of engaging in the training was to learn how to make a shoe. Entrepreneurship is something they still needed to focus on. The student pointed out:

“For us, the most important thing was knowing the shoe. So, we put all our focus and energy on the shoe. So, the entrepreneur part I think ... when the course ends, they can maybe add that”.

The seven students from the UoT CoFE claimed that the entrepreneurship module which was part of their training was not introduced to them. This

response is contrary to that of the trainers, who stated that entrepreneurship education was taught to the students. Instead, the students were of the view that the module would be introduced to them at the end of the training programme. UCS 1 pointed out: *“It will be better for us ... [when] we come back from China. They should extend the months and do the entrepreneurship”*.

7.7.2 Opportunities for Entrepreneurship

Seven students from the UoT CoFE were keen on starting up their own businesses despite the fact that they had not been prepared for it. The students viewed starting a business enterprise as a viable option to seeking employment. The UCS 4 observed:

“In South Africa, most people do not work; that is our challenge. We do not have jobs. So, if we start up our new businesses, then it will be better for us and others. We will create more jobs for those who are not employed”.

These seven students from the UoT CoFE were aware of the challenge they faced in trying to gain employment in the Gauteng province which has a small number of footwear companies. The UCS 7 noted: *“We will start factories in our communities. Like they say most shoe factories are in KZN. Here in our community, there is nothing”*. Some of the students were willing to seek employment in KZN and later return to their province to set up business enterprises. The UCS 1 said: *“I can go and work in KZN, but then after some years I will be back to my community to start my own business with more experience and knowledge”*.

The five students from the Industry CoFE had not explored any opportunities to set up their own businesses because all of them were employed at the end of the training programme.

7.7.3 Challenges to Entrepreneurship

The major challenge that was noted by all twelve students from both CoFEs was that the training had not prepared them with certain skills to engage in

entrepreneurship and because of that they needed more education. ICS 2 noted:

“We are still in the learning stage. When you open up a business, you have to be fully equipped for the business, so that you can be able to take the downfalls for it, so you will know the challenges that you are about to face and how to fix them”.

The ICS 3 gave a similar response to that of ICS 2 but added that first seeking work in order to learn business ethics was necessary. She shared the following sentiments:

“You cannot start something and then it goes crashing down. Then you will lose everything. You have to know what you are doing. You have to go step by step. You can work for someone who has already been in the shoe industry and learn from them”.

To add on the challenge of a lack of administrative skills to run a successful business, ICS 1 revealed that the technical part of shoe designing was not adequately covered to give the students sufficient confidence to start their own businesses. The student intimated: *“For me, I feel that we should have learned more on the technical part of design, by making patterns for different shoe styles. We need to learn more on pattern making”.* The ICS 2 elaborated on this response by saying. *“We should have learnt how to draw at least three different shoe designs on the same last [model of a foot]”.*

The UCS 3 was concerned about the process of drawing up a business plan as it was not taught during the training programme. The student felt the inability to write a business plan would prevent students from the UoT CoFE from setting up a successful business. *“Drawing up a business plan is the most difficult part. We have not done that”.*

A lack of financial support in setting up the business was mentioned as another challenge that can deter students from engaging in entrepreneurship. Students revealed that starting a business requires huge financial resources to purchase

the required machinery. According to ICS 2: *“The finance part of it will be a challenge because you need someone to inject the cash into the business. Starting a business needs a lot of money”*.

7.8 DISCUSSION ON FINDINGS

The discussion section is presented under the headings of the recruitment process, students' experiences of the training programme, curriculum issues, articulation issues and preparedness of students to engage in entrepreneurship.

7.8.1 The Recruitment Process

Both advertising and word of mouth worked in recruiting students to the CoFE training programme. The training programmes were meant to benefit unemployed youth and workers in the footwear sector. Findings from this study indicate that although there was an overwhelming response to the call for applications, the number of students enrolled was very small. The Industry CoFE administered an entrance test and students were enrolled based on their performances. Using entrance tests as a basis for entry may be seen as a way to exclude some of the people who are willing to be on the programme but have failed to meet the minimum pass mark which was pegged at 80%. This was rather high as entry was granted to students who obtained distinctions only. Spaul (2013:45) concurred that stringent entry requirements and capacity constraints at institutions of education and training imply that few youths in South Africa manage to transition into PSET institutions or employment after leaving secondary school. The Higher Education Summit Discussion Paper (2015:2) advocates for the removal of any institutional barriers from institutions of education and training as a way to create a more equal, inclusive and socially just PSET system.

Badat (2009:455) elaborated on the term “institutional” to encompass ideas, values, laws, policies, regulations and rules that govern how institutions are run. On the one hand, institutional policies that define who should be enrolled

for a training programme can be a barrier to the articulation of prospective students who do not meet the defined criteria. On the other hand, setting standards for access aimed at attracting the right students for the programmes and realising higher success rates. The researcher is of the view that the setting of recruitment standards should be enforced as it ensures that students with the relevant numeracy and literacy skills are recruited for a study programme.

Findings from the study indicate that some of the students who enrolled in the programmes had not considered pursuing a career in shoe manufacturing but were driven by a passion to try new things. The challenge with enrolling individuals who are not specifically motivated to follow a certain career is that some of them may drop out when they begin to face challenges in the training. Although the higher entrance requirement is intended to mitigate the dropout of students, a balance needs to be maintained between access and success. Setting high standards does not necessarily guarantee that there will be a low dropout rate. Social and economic factors may negatively influence the throughput rate. Students who had completed a course in fashion designing saw these programmes as an opportunity to diversify their experience in designing and were keen to complete their studies.

7.8.2. Students' Experiences of the Training Programme

The programmes offered at the CoFEs were vocational in nature. Findings from the study indicated that students were taught both theory and practice at the training centres. Students from the Industry CoFE spent more time in a factory gaining industrial experience and practising what they had covered at the training centre. Skills for employability were further enhanced by exposing the students to a life skills course that helped them to acquire interpersonal skills that are required for team work. The ability to work in a team is critical for shoe production as a pair of shoes is worked on by different individuals at different production stations.

In contrast, the students from the UoT CoFE were exposed to industrial experience for only a month. The rest of the time was spent at the training centre. More exposure in an industry setting gives the students the resilience that is required in coping with the pressure that is associated with meeting targets. The challenge with vocational training is the failure to expose the students to meaningful workplace experience to allow for seamless articulation from institutions of learning to the workplace. Field *et al.* (2014:11) note that one of the barriers to effective vocational education and training that hampers the provision of the right set of skills for the labour market is a weak work-based learning experience. This can be overcome by involving industry in providing placements for workplace experience and engaging industry practitioners as trainers in institutions of education and training.

Field *et al.* (2014:12) posit that industry knowledge and experience can be drawn into the TVET system by recruiting industry personnel to teach in colleges. The training component of vocational programmes can also be done at an industry site as is the case with the Industry CoFE. The study revealed that students trained at the Industry CoFE had acquired adequate skills to articulate to the workplace without any challenges due to their prolonged exposure in an industry setting. Although the students from the UoT CoFE did not have as much exposure in an industry setting, they were exposed to further training through an exchange programme with China to give them more skills for employability. A lack of work-related capacities among youth entering the labour market was cited by Perold *et al.* (2012:2) as one of the factors contributing to high youth unemployment in South Africa.

7.8.3 Curriculum Issues

The study showed that CoFEs were running different programmes. The UoT CoFE offered a programme in footwear manufacture while the Industry CoFE offered a Footwear Design programme. However, students at the Industry CoFE were taught all the processes involved in the manufacture of shoes in addition to designing the shoes. The latest technology was used to train the

students to make them relevant to the demands of the industry. Perold *et al.* (2012:2) argue that a lack of appropriate skills and competencies make graduates unemployable in the labour market.

The CoFEs are equipped with the latest computerised machinery to give the students the right skills. Students were also taught how to be productive using manual processes with minimum use of machinery in order to equip them with livelihood skills which they can use to serve their communities. Maringe and Osman (2016:135) submit that post schooling should be responsive to local needs and also work in favour of communities. Graduates from the CoFEs should be able to repair and produce low-cost shoes manually for the benefit of their communities. All the students were confident enough that the training they had received had given them appropriate skills and competencies to progress to the labour market. Gibbon *et al.* (2012:131) note that the non-university sector of the PSET system needs to produce graduates with functional skills that are useful to the economy and to accomplish this they need to partner with industry.

Students suggested that the structure of the training programmes had to be altered to include much more of practical work and less of theory. Students felt that some of the theory was not relevant to the practical work they were doing and that it was too abstract. Gibbon *et al.* (2012:133) argue that curricula for programmes should be designed with an adequate academic foundation to allow for vertical progression and not lead to dead-ends. The training offered at CoFEs should provide a bedrock for further learning by introducing students to theory that acts as a bridge to higher qualifications. The students who were interviewed, however, do not subscribe to this submission, as they were not comfortable with too much theory.

The responses given by the seven students from the UoT CoFE indicate clearly that a lack of adequate funding is affecting the delivery of the practical part of the training. Students were not able to do their practical work because they did not have the material resources that were required. This finding is in alignment

with the key challenges facing the PSET system, as identified in the Green Paper for PSET (South Africa, DHET 2012:9). The Green Paper for PSET (2012) highlights the following challenges: inadequate financial resources; insufficient financial aid for students; and inappropriate funding modalities. Some of the students from the UoT CoFE dropped out of the training due to financial constraints they experienced in trying to get to the training centre.

Perold *et al.* (2012:186) affirmed that the pursuit of education for the youth who are NEET is hampered by a lack of funds. Field *et al.* (2014:12) suggested that there should be a reformation in the funding of TVET Colleges in order to cater for the additional cost of teaching students from disadvantaged households and to address the low throughput rates caused by student dropouts. The stipends that the students were receiving may have been shared with the rest of the family members leaving very little to cater for transport costs for the students. As advocated by Field *et al.* (2014), funding for students should take into account the socio-economic background of the beneficiaries. This should also apply to funds allocated to run programmes like the CoFEs. The networked view of the ecological systems adopted for this study becomes relevant as it allowed the researcher to explore the complex relationships among the systems surrounding the students that were part of this study. The socio-economic background of learners had an impact on their success and completion of the training.

7.8.4. Articulation Issues

This study showed that students were keen to engage in further studies beyond what they had been exposed to at the CoFEs. Students pointed out that they were not aware of sector specific programmes that they could pursue to allow them to progress through all the levels of the NQF. The challenge of a lack of sector specific programmes and limited higher education institutions offering relevant programmes was highlighted in the CTFL Sector Skills Plan Annual Report 2013-2014. The report further noted that the available programmes were poorly marketed and that participation in the available programmes was

very low. This could be the reason why prospective students from the CoFEs were not aware of the study options available to them. The DHET (2017b:23) pointed out that the immediate and priority focus of the QCTO, is to develop intermediate occupational qualifications at NQF level 5 and 6 that can be offered at public TVET Colleges. Developing a relevant curriculum and targeting TVET colleges as sites to deliver the curriculum will help to market the programmes offered and also promote articulation from the CoFEs to other institutions that comprise the PSET system.

The key focus of articulation and learning pathways is to create boundary-crossing practices that are needed to navigate the boundaries that are created by the socio-economic status of those that wish to further their studies (Lotz-Sisitka, Mohanoe, Ramsurup and Olvitt 2013:25). Students were concerned about the nature in which the programmes are delivered as they preferred to study on a part-time basis. Working students were not prepared to register for full-time programmes. Working students further noted that they had an obligation to support their families financially and would not be in a position to leave work and study; instead, they felt comfortable to continue working and studying part-time.

This finding corroborates with what was noted by the SSP report (2013-2014:131) as one of the challenges constraining skills development in the Footwear and Leather sector. The report revealed that programmes are mostly offered on a full-time basis, discouraging employed workers from registering. The report further noted that employers at times withheld their best workers from registering on a full-time basis. Both employed and unemployed students felt that they needed financial support to enable them to study. Unemployed students revealed that their families were not in a position to support them financially if they chose to study. Support from the government in terms of offering grants and scholarships to prospective students could help to make the PSET system more inclusive and accessible to many students from disadvantaged backgrounds.

Students were not comfortable with the volume of the theory that was taught to them and would have preferred more practically-based training programmes. Students revealed they were not prepared to further their studies for fear that they will be exposed to too much theory instead of practical content. Students' past learning experiences can be a barrier to articulation as revealed by findings from this study. In this case, theory has to be a part of the curriculum although students strongly felt they did not need much of it and were not prepared to engage in studies that present challenging theoretical concepts. Some of the students might not have been too comfortable with the theory due to the fact that they left secondary schooling prematurely, limiting their ability to process abstract concepts. The SSP report 2013-2014 affirmed that some employed workers cannot cope with occupational learning at a tertiary level. The researcher is of the view that training programmes should be designed in such a way that there is a balance between theory and practice and that teaching methodology should be varied to enable understanding of theory.

Cross (1981) cited in Osman and Castle (2006:511) classified the barriers to learning for working students as situational, institutional and dispositional. Cross explains situational barriers as those arising from the individual's life situation. Institutional barriers are those relating to the physical locations, entry requirements, timetabling issues, as well as practices and procedures which disable participation in places of learning. Dispositional barriers are those attributed to learner self-esteem, experience, values, attitudes and beliefs about learning. Each of the classes of barriers outlined by Cross surfaced in the findings discussed in this section of the study. The barriers to learning identified in this study also revealed the linkages that exist between the family, school and the workplace and how they influence the choices that are made by an individual.

7.8.5. Preparedness of Students to Engage in Entrepreneurship

The students at both CoFEs expressed a desire to venture into entrepreneurship at some point in their career. The focus group discussion that was conducted with seven students at the UoT CoFE, revealed that students were not confident enough to start and grow a successful social enterprise although the focus of their training was to produce footwear entrepreneurs. The students felt that they needed to work in a shoe manufacturing company in order to perfect their skills before they could confidently engage in any form of entrepreneurship. Students were concerned that the training had only exposed them to the manufacture of school shoes which might be a barrier that prevents them from competing fully in the market that demands a wide range of shoe designs.

All twelve of the students from both CoFEs revealed that they needed more exposure in an industry setting to gain more skills in running a business. They suggested that they would rather work for some time before they could consider becoming entrepreneurs. Although the training at the Industry CoFE was targeted at producing workers for the footwear companies and not entrepreneurs, the students expressed a desire to start their own enterprises at some point in their career.

The training received by the twelve students at both CoFEs had not given them adequate skills to confidently start up a business. Students felt that they needed further training in administrative issues relating to managing finances and human resources, which are key in running a successful enterprise. The findings from this study corroborated the claim by Herrington, Kew and Mwanga (2017:47) that the education and training system leaves young people with little preparation in terms of life and technical skills to start and grow a business. The Global Entrepreneurship Monitor report for 2010 revealed that the education and training system lacked the capability to teach

entrepreneurial skills. However, this finding was not explored in this study as the researcher did not investigate how prepared the trainers were to teach entrepreneurial skills.

Students from the Industry CoFE felt that it was difficult for them to start a studio in footwear design as it required expertise and financial capital. Working in the industry would allow them to build their talent in design through making a collection of their own designs, which could later be showcased. If their work is appreciated by those in the fashion industry, they could then start up their own fashion studios. Finance was viewed as a barrier that would prevent students from setting up their own businesses even after gaining the confidence to do so.

7.9 CONCLUSION

The use of social media was effective in attracting the target population that was meant to benefit from the CoFE project. Students from both CoFEs revealed that the training had equipped them with adequate interpersonal and technical skills to progress from the training centres to the workplace without any challenges. In spite of the training being a success, as indicated by the students, a number of challenges were experienced by the students during training. The theory part of the training was difficult for students at both CoFEs while inadequate financial support and training materials were challenges noted by the UoT CoFE.

All respondents from both CoFEs indicated that they were willing to further their studies when opportunities are presented to them. The major barrier to articulation would be rolling out full-time study programmes without providing adequate financial support. Part-time study programmes or full-time study programmes with bursaries and scholarships were recommended as a solution to this barrier to articulation. Students at CoFEs revealed that they came from families that depended on them for financial support.

Although twelve students from both CoFEs were not familiar with the term social entrepreneurship, they did indicate that they would prefer to start their

own business after gaining some work experience. The study revealed that students were not confident enough to venture into entrepreneurship soon after graduating from the CoFEs. The training offered at the CoFEs had not given graduates adequate skills to start and run a successful business. Students from the Industry CoFE indicated that their training had not focussed on entrepreneurship but on preparing them for the workplace. In addition to being inadequately prepared for a career in entrepreneurship, students noted that mobilising funds to set up the business would be a challenge for them. These findings concurred with what was noted by Herrington *et al.* (2017:47) who stated that “the different forms of post school entrepreneurial training remain insufficient in preparing young people for a future as successful entrepreneurs”.

CHAPTER 8: CONSOLIDATION OF DISCUSSION

8.1 INTRODUCTION

This chapter presents the consolidated discussions highlighted in the findings and discussion section in Chapters 4, 5, 6 and 7. This consolidation of the discussions is presented in line with the research objectives of this study. The following objectives were outlined for the study: to establish the role played by Public Private Partnerships in building articulation pathways and promoting career development in social entrepreneurship in the Footwear and Leather sector; to examine existing curricula in CoFEs to determine how articulation for social development can be promoted; to explore the barriers encountered by Public and Private Partnerships in fostering articulation for social development; to explore the opportunities available to Public and Private Partnerships for promoting articulation for social development and to establish an education and training framework in social entrepreneurship that promotes articulation for social development.

Table 8.1 Summary of key research findings per sample group

SAMPLE GROUPS	KEY FINDINGS
Government Departments	<p>Skills deficit in the footwear sector especially in higher level skills.</p> <p>Lack of sector specific programmes to address the skills deficit and promote vertical articulation.</p> <p>Lack of trainers with sector specific education qualifications.</p> <p>No collaboration between universities and other institutions comprising the PSET system.</p> <p>No collaboration between universities and industry in curriculum design.</p> <p>Articulation from QCTO qualifications to CHE qualifications is unclear.</p> <p>The fear of confronting competition is a barrier to graduates engaging in entrepreneurship.</p>
Centre of Social Entrepreneurship	<p>Failure of the CoFE project at the implementation stage due to lack of funds.</p> <p>Lack of trust between industry and the UoT</p> <p>Partnerships between industry and institutions of learning not clearly defined.</p> <p>Lack of sector specific programmes.</p> <p>Lack of collaboration between industry and educational institutions.</p> <p>Weak collaborations between industry and institutions of learning in curriculum development and providing places of workplace learning.</p> <p>Lack of understanding of the concept social entrepreneurship in South Africa.</p>
CoFE Personnel	<p>A good working relationship between industry and government was noted in establishing the CoFEs.</p> <p>The CoFE project targeted youth not in employment education or training.</p> <p>Limited funding for programmes.</p> <p>Difficulties in finding places for experiential learning.</p> <p>Unclear RPL processes to engage uncertified graduates and workers into further education and training.</p> <p>Lack of sector specific programmes that allow for seamless articulation.</p> <p>The design of the curriculum is an open process involving government, the industry and the consumers of the product.</p> <p>Inadequate student funding.</p> <p>Students prefer to secure a job as opposed to starting a business.</p>

	Mentorship and life skills training should be made key components of the training programme.
CoFE Students'	<p>Students at the industry CoFE were enrolled through an entrance examination.</p> <p>The training was more theoretical than practical.</p> <p>Students were dissatisfied with the stipend that was paid to them at the UoT CoFE.</p> <p>Inadequate funding for the training programme disrupted training at the UoT CoFE.</p> <p>Students were not confident enough to start and grow a successful social enterprise.</p> <p>Students were confident that the training had adequately prepared them for employment but not for entrepreneurship.</p> <p>Students were not aware of the study options available to them should they wish to further their studies.</p> <p>Working students were not willing to give up work to enroll for a full-time study programme.</p> <p>Training in administrative issues relating to managing finances and human resources is required.</p>

8.2 PUBLIC PRIVATE PARTNERSHIPS

This study explored the role that was played by public and private institutions in implementing and running the CoFEs as a way to promote articulation and social entrepreneurship. In this study articulation and social entrepreneurship were viewed as drivers for social development. Findings from the study revealed that the implementation of CoFEs was a joint effort involving a UoT, footwear industries in KZN, a CSE, and two government departments. The joint partnership work entailed drafting the proposal for the CoFE project, designing the curriculum that was used in CoFEs and providing places for workplace learning.

This study showed that industry and public institutions worked jointly in writing a proposal to address the education and training challenges facing the footwear sector. Challenges facing the South African PSET system require the

collaboration of both public and private sectors in pulling together their resources to provide training. According to the relational theory, each actor is a resource in contributing to the task at hand (Edwards and D'arcy 2004:149). In this study, Government department 2 and the CSE at a UoT spearheaded the CoFEs project and also engaged footwear industries to provide their expertise. The objective of the CoFE project was to grow the footwear industry in provinces outside of KZN. It was anticipated that the success of the two CoFEs would pave the way to open more CoFEs in other provinces of the country. The Government department 2 representative pointed out that the footwear sector was dominated by SMEs that did not have training centres of their own.

The other key mandate of the CoFEs was to supply the industry with trained personnel. Footwear clusters that have training centres have not assisted the rest of the industry in the past. This could have been propounded by the fact that growth in the sector has been stagnant due to a high influx of low-cost goods imported from China and other Asian countries (SSP 2013-2014). Findings from this study indicated that the percentage of imports had dropped and Government department 2 was on a path to promote the local production of footwear goods both for domestic and international markets. To achieve the anticipated growth in the footwear sector, Government department 2 was promoting direct local investment and in light of this, CoFEs have to produce entrepreneurs to respond to the growth of the industry.

The challenge faced by the footwear sector as revealed in this study was global competitiveness. Magubane (2017:14) notes that the development of technical skills was critical for developing the industry's competitiveness. This study shows that sector specific education would produce graduates with relevant skills to improve firm-level productivity. This submission was also made by Magubane (2017:14) who further notes that footwear companies were constrained from operating at optimal levels due to a lack of technical competences required by the industry. However, trainers with sector specific education are required to provide industry with competent graduates.

Government department 2 representative pointed out that non-sector specific educators were used to provide training, and this has had an impact on the production costs.

Sector specific education increases efficiency in production and contributes to the lowering of the production of goods. To respond to the need for sector specific programmes Government department 1 partnered with industry to design a curriculum tailored to meet the skills demand. The White Paper for PSET (South Africa 2013c) advocated for joint partnership activities in designing curriculum as a way to open learning pathways among all institutions comprising the PSET system. Government department 1 representative pointed out that participation in the footwear programme was low compared to other programmes in the CTFL sector.

Government institutions engaged industry in re-engineering the old programme to meet the demands of the industry. Institutions of education and training have been accused of offering training programmes that did not meet the requirements of the labour market (Magubane 2017; Herrington *et al*, 2017; Spaul 2013). The curriculum that had been produced in partnership with industry was piloted at the UoT CoFE to assess the extent to which it addresses the skills demand in the footwear sector.

8.2.1 Challenges in the Partnership

This study showed that the partnership between public and private institutions did not result in lasting relationships. Communication channels were not open enough and some information about the CoFE project was not disseminated to all the parties involved. This resulted in mistrust and a lack of commitment by the partners. Government department 1 was not upfront about its inability to provide the anticipated funding required for the CoFE project. Pasque *et al*. (2005:15) advanced the argument that in a partnership, each party should understand their capacity, resources and expected contribution and that of the other parties. In the initial stages of planning all the parties in the partnership

were clear on what was expected from them. All the planning was based on a R20 million grant from Government department 1.

The course of the project changed drastically when only R2 million was released by Government department 1. The inability of Government department 1 to fulfil its commitment resulted in the CoFE project failing at the implementation stage. The number of CoFE centres had to be reduced from three to two; the curriculum that was envisaged to be designed by the UoT was not designed; the KZN footwear cluster did not provide places for experiential learning for students at the UoT CoFE as planned; and communication channels were broken with no proper dissemination of information.

Good communication skills are key in a successful partnership (Xie and Stough 2002:10). To avoid a breakdown in communication, a participatory approach could have been useful in maintaining a relationship between industry and government. Edwards and D'arcy (2004:149) note that relational agency has to do with the ability to use others as resources for action and to respond to the need for support from others. Relational agency is critical to any successful partnership. Failure to respond to the need to support others and to accept support from others disrupts a partnership. Biesta and Tedder (2007:137) affirm that the availability of economic, social and human resources within a partnership determines the achievement of relational agency.

There was gross mistrust between the UoT CoFE and the Industry CoFE because the allocation of funds between the two CoFEs was not transparent. The two CoFEs did not fulfil their commitment to each other during the training. Findings from this study showed that the CoFEs were unhappy with the way the funds were allocated and they each assumed that the other had received more funds. Each CoFE then worked independently and ran different training programmes contrary to what was stipulated in the CoFE proposal document. This finding aligns with the observation by Wright (2015:632) that the "lack of trust and respect for each other causes a shortage of mutual focus and also results in incoherent ideas". The industry CoFE focussed on producing

graduates to be employed by industry while the UoT CoFE focussed on producing footwear entrepreneurs. Although both CoFEs advanced the mandate set for them, the relationship that was supposed to be built between them was not achieved. The researcher is of the view that the parties that were involved in the setting up of the CoFEs concentrated more on achieving the set goals and neglected the building of relationships. The UoT could have assisted the industry CoFE with curriculum for the Footwear Design programme and likewise, the Industry CoFE could have assisted the UoT CoFE students to secure places for workplace learning in KZN if strong relationships had been developed during the planning phase. Insufficient funding of the project did not have to affect relations between partners. It could have brought the partners together to try to come up with amicable solutions to address the challenge.

The National Treasury (2007:22) emphasises that successful partnerships should be characterised by strong management, relationships and communication skills and a proper monitoring and evaluation model to keep track of the task at hand. The relational theory advocates that the characteristics outlined above are a prerequisite for success in any collaborative work. The responses given by respondents did not indicate that there were individuals from both the private and public institutions tasked to monitor and evaluate the progress of the project after its implementation. The CoFEs are expected to meet certain requirements set by Government department 1 before funding is released. The researcher is of the view that the role of monitoring the CoFEs should have been undertaken by all the partners that were involved in setting up the CoFE project, instead of leaving it to Government department 1. SETAs were accused of having inadequate human resources, poor administration and financial management and poor monitoring and evaluation systems (South Africa, National Planning Commission 2012). In view of the outlined challenges experienced by SETAs, it was imperative to set up a monitoring and evaluation team comprising of all stakeholders.

8.3 WORKPLACE TRAINING

Findings from the study indicated that the industry had partnered with CoFEs in providing placement for workplace experience. One of the requirements for the successful completion of the training programme is an industrial attachment at a footwear company that is accredited to offer workplace experience. This condition fulfils the recommendation that was laid out in the SSP report 2013-2014. The report recommended learning programmes with a strong experiential learning component that focus on developing applicable skills for the workplace. Literature shows that one of the key challenges derailing the creation of a robust vocational education training system is the failure of training institutions to build strong workplace linkages (Moloi *et al.* 2014; Perold *et al.* 2012; Wolf 2011).

Field *et al.* (2014:30) note that the challenge of inadequate partnerships between institutions of learning and the labour market was a global issue. They further note that vocational systems suffered from this challenge to varying degrees. Magubane (2017:14) advances the idea that the public sector should give the agenda of skills development more attention. This submission suggests that industry-PSET relations should be initiated by role players in the PSET system and other government bodies responsible for skills training. The researcher recommends that SETAs should play a facilitator role between industry and Higher Education Institutions (HEIs) to promote PPPs that address the challenge of a lack of places for workplace learning for students.

In relation to this study, Government department 1 has to facilitate the building of partnerships between footwear industries and institutions of education and training. The National Planning Commission estimated that about 65% of college students in South Africa were unable to find places for workplace experience (South Africa, NPC 2012:316). This is a cause for concern as workplace experience is a requirement for completing the National Technical Diplomas (N-Diplomas). Findings from this study revealed that the UoT CoFE struggled to obtain an industry partner. This challenge may have been

exacerbated by locating the CoFE in a province with a small number of Footwear companies. Although the location of the UoT CoFE appears to be inappropriate, it was a way to grow the footwear sector in other provinces outside of KZN where footwear companies are highly concentrated. The representative from Government department 2 noted that most shoes produced locally are sold in Gauteng. It was therefore imperative to grow the sector in the province through the provision of training that produces footwear entrepreneurs within the province.

At the industry CoFE, workplace practice was achieved at the footwear company that houses the CoFE. The students at the Industry CoFE had more exposure working in the factory as two days of the week were spent in the factory, unlike the students at the UoT CoFE who were exposed to the factory for one month at the end of their training. However, the UoT CoFE students participated in an exchange programme with China. Using industries as learning sites could be a possible solution to the challenge of a lack of sites to provide workplace training especially for vocational training. The DHET (2013c:xvi) in the White Paper for PSET points out that it is the responsibility of SETAs to assist in establishing partnerships between educational institutions and industry for purposes of strengthening work integrated learning. The representative from Government department 2 revealed that for CoFEs to become centres of excellence, they must partner with international institutions to scale up their training and to produce graduates who can compete on the international market for jobs. Government department 2 was committed to partnering with international institutions as a way to provide training for the local trainers.

8.4 CURRICULUM IN CoFEs

The study established that the CoFEs were offering training in different programmes. The curriculum for the Footwear Manufacture programme that was used at the UoT CoFE was developed by Government department 1 in consultation with industry. Students completed four modules that focussed on

the stages involved in the manufacture of shoes. The main focus of the training was to produce graduates with employable skills required in the industry to operate different machines used along the shoe production line. The education system is blamed for producing half-baked graduates who lack the relevant skills for employability (Spaull 2013; Field *et al.* 2014; Herrington *et al.* 2017). The training offered through CoFE sought to address the challenge of producing inadequately skilled graduates.

The Sector Skills Plan (2013-2014:131) affirmed that curriculum in the CTFL sector has been criticised by industry either for lack of relevance to the needs of the workplace or for failing to keep pace with technological advancement. In this study, the curriculum used at the UoT CoFE was designed in consultation with industry in order to avoid the skills mismatch that has resulted in unemployable graduates. It is still to be established whether CoFE graduates will cope with the demands of the industry.

“What is needed in South Africa is a fully-fledged technical education and training system that articulates with the labour market and with higher education, and particularly with universities of technology” (Cosser 2011:74).

As a way to promote articulation, Government department 1 in consultation with industry is in the process of developing the Footwear Design level 6 programme, plans are underway to develop the Footwear Machinist level 3, and Footwear Technologist level 6 programmes. The footwear design programme is at an advanced stage in terms of its design and accreditation; some institutions of learning have already shown interest in wanting to offer the programme. Graduates from the CoFEs who meet the minimum requirements for entry into the diploma programme will be able to articulate to the diploma programmes and those that do not qualify will articulate into the level 3 footwear mechanic programme that is yet to be developed.

The representative from Government department 2 noted that a good curriculum needed expert trainers to deliver it. Without trainers with sector

specific education, the challenge of graduates with unemployable skills would persist. It is unfortunate that the CTFL sector is forced to engage trainers without sector specific education as those with the relevant qualifications prefer to work for industry (Bhawani Textile Consultancy 2011; SSP report 2013-2014). Field *et al.* (2014:13) suggested that effective vocational teaching can be strengthened by allowing vocational trainers to spend time in the industry and encouraging industry personnel to take up teaching roles in PSET institutions.

A module on entrepreneurship is part of the curriculum for the students at the UoT CoFE. The entrepreneurship module was devised to prepare students to set up their own enterprises in their community. However, the UoT students who were interviewed revealed that they had not been taught the entrepreneurship module. Herrington *et al.* (2017: 21) noted that the education and training system in South Africa had failed to prepare graduates for entrepreneurship. Environmental challenges such as poverty, limited access to resources and inactive markets have also been highlighted as hampering early entrepreneurial activity (GEM report 2010, Herrington *et al.* 2017). Government department 2 representative noted that curriculum must also teach the “how” to start a business and not only the “what” required to start a business.

The Industry CoFE trained footwear designers. The greatest challenge, however, was a lack of relevant training material to use in delivering the programme. Government department 1 was still in the process of designing the curriculum so the industry CoFE had to rely on the framework of the programme that was being developed. The CoFE then used learning materials available in the industry to deliver the programme. They also had to source trainers from the industry by identifying personnel with the expertise required in footwear designing. Students concentrated on pattern making and designing a shoe on the last (model of a foot) and drawing the shoe.

Designing in the footwear sector is a specialisation as it gives students advanced skills beyond shoe making. The industry CoFE had to start with the training programme even though there was no accredited curriculum because the industry had a critical shortage of shoe designers (SSP report 2013-2014). Graduates from this CoFE were not certified, but their training is recognised by industry and this allows for seamless progression to the workplace. The study identified RPL as a possible route to engage these graduates in further study. There was no evidence given by the respondents on whether any RPL processes had been put in place to allow for articulation for uncertified graduates.

One of the key challenges of implementing RPL as raised by Letseka and Pitsoe (2014:1949), is a lack of universally accepted RPL assessment frameworks from which assessment criteria can be developed. On the issue of assessment criteria, the NQF impact study (2012-2014:186) stated that people may not have the language competency to describe their knowledge or may not be aware of what they know. Deller (2007:10) argues that the low levels of literacy and numeracy skills in South Africa and the existence of eleven languages make it difficult for candidates to be RPL-ed. This finding has a negative implication for articulation to other institutions of learning.

Magubane (2017) notes that some companies were providing on the job training for some of their workers as a way to deal with the challenge of a shortage of critical skills within the footwear sector. Magubane also posited the notion that government involvement was still required to deal with the challenge of skills shortages. The National Development Plan Vision 2030 expounded that growth in enrolment in private institutions shows that the public system is not responsive to the needs of the students. Vocational education should not be privatised if it is to become accessible to many.

A life skills course was delivered to the students to prepare them for a smooth transition to the workplace. The students who were interviewed gained interpersonal skills that allowed them to work in a team without facing any

challenges. Perold *et al.* (2012:2) submits that one of the challenges that has contributed to the severity of South Africa's youth unemployment is a lack of work-relevant capacities among graduates. In addition to the life skills course, the structure of the training programme gave the students more exposure to the industry. Students at the Industry CoFE spent at least two days every week in the industry gaining workplace experience and three days at the training centre doing their theory.

8.5 ENABLERS FOR ARTICULATION

The criteria for recruitment into CoFEs allow youth who are NEET to access the education and training system and it also gives workers in the footwear sector a chance to articulate from the workplace to the education and training system. Some of the workers in the sector accessed the labour market without any prior training; the CoFEs gave them a chance to obtain a qualification towards the work they do. RPL was acceptable as an avenue to access the education and training offered at the CoFEs. Targeting the NEET youth is critical for South Africa, a country facing a challenge of a high unemployment rate especially among the youth. The use of social media to market the CoFEs was a brilliant idea as it drew attention to the NEET youth within the vicinity of the centres. The target population of CoFEs is a strategy towards the proposition that was made by the South African National Planning Commission (NPC) to significantly reduce people who are NEET by 2030.

The UoT CoFE is viewed as a community project by the UoT that houses it. The UoT CoFE gave community youth who did not qualify to enrol at a university the chance to study at a university. Jongbloed, Enders and Salerno (2008:312) advocate that community engagement is the third mission of higher education institutions, after research and teaching. Jongbloed *et al.* further note that community engagement is one of the key strategies of attaining economic and social development.

The mandate of the CoFEs was to produce graduates with relevant skills required in the labour market and to grow the footwear sector through engaging

in footwear entrepreneurship. There is enough evidence from the study that the training offered at the CoFEs allowed students to progress from the training centres to the workplace. The structure of the training programmes exposed students to practical and workplace experience that gave graduates the relevant skills required in the industry. Students at the UoT CoFE had little exposure in a factory setting but their training centre is equipped with technologically advanced machinery to prepare them for the workplace. Students from both CoFEs who were part of this study, unanimously agreed that the training they had received had equipped them with skills for employability. All the graduates from the Industry CoFE were employed, and others had enrolled in the Footwear Design 2 programme offered by industry.

8.6 BARRIERS TO ARTICULATION

The study indicated that articulation challenges still exist in the footwear sector. This section of the study will present the key challenges to articulation that were derived from the responses that were given by the respondents. Challenges relating to the articulation gap; inadequate funding of programmes and discriminatory entry requirements will be discussed.

8.6.1 Articulation Gap

Articulation from the CoFEs to other institutions comprising the PSET system remains unclear as more sector specific programmes are still being designed. The footwear sector faces the challenge of a lack of sector specific programmes to allow for vertical progression through all the stages of the NQF. The representative from government department 1 revealed that CoFE graduates who meet the minimum requirements for the programmes that are still being developed will be able to articulate into those programmes. Graduates from the Industry CoFE who were not certified for the Footwear Design programme will be RPL-ed into the accredited Footwear Design programme once the programme is offered at institutions of learning. The curriculum that was supposed to be developed by a UoT to allow for progression through the levels of NQF was not developed. The Industry CoFE

was supposed to use the curriculum developed by the UoT but when the envisaged funds for the CoFE project did not materialise the Industry-UoT relations soured. The Industry CoFE had a challenge of getting the relevant teaching material for the Footwear Design programme as there was no curriculum designed for the programme. Findings from this study revealed that higher education institutions were not forthcoming in assisting Government department 1 to develop the curriculum for the footwear sector. On the other hand, the industry was willing to provide the expertise that was required in curriculum design.

Despite the call by DHET (2013c) in the White paper for PSET for all institutions in the post school sector to work together to avoid dead-ends for students, there was no representation from universities in the committee that was involved in curriculum design. Lack of parity of esteem between academic and vocational qualifications is one of the organisational incongruities that needs to be addressed in the PSET system (South Africa, DHET 2008). The DHET Strategic Plan 2010-2015 advocated for an increase and diversification of post school options and the promotion of vocational colleges as a viable option to universities. Furthermore, Field *et al.* (2014:7) concurred that effective vocational programmes can be a panacea to the NEET challenge which is estimated to be affecting nearly three million young people in South Africa.

Government department 1 has a challenge of closing the articulation gap that exists in the sector in terms of its training programmes. The programme that is currently accredited for the footwear sector is at NQF level 2 and the next programme in the pipeline is at NQF level 6. More training programmes need to be developed to allow for seamless progression for students who complete the level 2 programme and do not meet the minimum requirements for entry into the level 6 programme. Cosser (2011:71) pointed out that there were limited prospects for further learning at NQF level 2 to 5 to accommodate people who left the schooling system early. The DHET (2013c:9) revealed that of the three million NEET young people one and a half million of them had less

than grade 10 and half a million had primary school education. Articulation from school to the labour market is strongly influenced by educational levels of job seekers.

According to DHET (2017a:19) in 2016, 40% of the people with education less than matric were unemployed while only 8% of those with degrees were unemployed. Programmes targeting those without matric need to be developed as a way to engage the NEET into education and training and ultimately into the labour market. Advanced levels of education contribute to higher productivity and employability for the recipient of such education (South Africa, DHET 2017a:19). If curriculum targeting the footwear sector is not developed at levels 3, 4 and 5 some students will reach a dead-end in their career in footwear. The current education and training system has not provided adequate remedies to the entrenched inequalities of access and opportunity (South Africa, DHET 2016:14).

Findings from this study show that articulation from QCTO to CHE programmes was not clear. The literature review revealed that it was the responsibility of SAQA to provide clarification on the matter. The Draft National Plan for PSET (South Africa DHET 2017b:23) pointed out that distinguishing occupational qualifications by their NQF levels instead of terminology such as diploma, undergraduate degree and post graduate degree which is familiar with the public could be a possible source of disintegration between CHE and QCTO qualifications. The Draft National Plan for PSET alleges that these differences in nomenclature make integration across the three sub frameworks difficult and proposes that it is paramount to align the terminology used for QCTO qualifications with the rest of the system.

Singh and Deij (2016:27) argue that the NQF should be designed to address the limitation of progression pathways within and between different levels of education and training systems. The White paper for PSET (South Africa DHET 2013c:70) notes that institutions comprising the PSET system should collaborate in creating bridges between occupational and academic

programmes as a way to promote articulation. The White paper further elaborates that articulation should be vertical in terms of allowing ascension to higher levels of the NQF and horizontal allowing transition across the sub-frameworks from academic to vocational and vice versa.

The programme offered at the Industry CoFE was not accredited and graduates were not certified at the end of the training. However, the study revealed that the students will be RPL-ed into the Footwear Design diploma programme which is being developed by Government department 1. What is yet to be established is whether there are RPL processes in place to allow for this progression or whether the portfolio of evidence the students have allows them to progress.

8.6.2 Inadequate Funding of Programmes

The CoFE project failed at the implementation stage as revealed by findings from the study. It was envisaged that three CoFEs, two at footwear companies and one at a TVET college would be set up. However, due to monetary constraints, only two CoFEs were set up. Challenges started when the anticipated funding did not materialise - only R2 million was availed instead of R20 million. This development had negative implications for articulation.

The number of students who were enrolled in the pilot programmes was reduced and only 35 students were enrolled, 20 at the Industry CoFE and 15 at the UoT CoFE instead of the projected 80 students. Students' enrolment was determined by the amount of funding that was allocated to provide training materials and students' stipends during the training, the absorption capacity of the CoFEs was not taken into consideration. The UoT CoFE has a capacity to train about 50 students but its full utilisation was hindered by limited funding.

The UoT CoFE had a throughput rate of 60%, with some of the students dropping out of the training programme due to dissatisfaction with the stipend that was paid out. Students who were interviewed revealed that they came from economically disadvantaged backgrounds and their families were not able to sustain them financially during the training period. Insufficient financial

aid for students and inadequate financial resourcing of educational institutions were cited by the Green paper for PSET (2012) as some of the key barriers to the transformation of the PSET system. Access and success are critical issues that have to be given attention in the PSET system and in all discourse relating to articulation. The Sector Skills Update (2015-2020) pointed out that the restricted financial aid and absorption capacity at PSET institutions constrain access to the PSET system.

Limited funding also affected the delivery of the programme at the UoT CoFE as students revealed that they could go for days without doing their practical work due to a lack of raw materials to make the shoes. A lack of materials required for training compromised the quality of training received by graduates and had an impact on skills development. The education and training system in South Africa has been blamed for producing graduates with inadequate or irrelevant skills for employability (Spaull 2013; Field *et al.* 2014; Herrington *et al.* 2017). Moloi *et al.* (2014:469) stated strongly that South Africa has a shortage of quality graduates to tackle social and economic challenges facing the country. To address this challenge, there is a need to provide adequate funding for training programmes.

Vocational training sites should be well-funded and well-equipped as advocated by GDR 2. This study also highlighted that trainers with sector specific education are required if the education system is to produce graduates with appropriate skills and competencies required in the labour market. Funds should be allocated to facilitate in-service training for trainers to keep them updated on new technological advancements.

Students from both CoFEs indicated that they were willing to further their studies if they were provided with study bursaries. Perold *et al.* (2012:186) affirmed that most of the youth had no chance of completing school or progressing to post school education and training without access to bursaries. Working students from the Industry CoFE further noted that they had financial

obligations towards their families and would only engage in further studies if the programmes were offered part-time to allow them to work.

8.6.3 Stringent Entry Requirements

A lack of adequate spaces for learning is a barrier to articulation as some prospective students fail to enrol for training programmes due to limited learning spaces and institutional rights to dictate entry requirements (Naude 2014: 74). The Industry CoFE representative strongly felt that stipulating entry requirements ensures that the right students with the relevant numeracy and literacy skills are attracted to the programmes and high throughput rates are more likely. The Industry CoFE administered an entrance test and only those that scored a mark above 80% were admitted into the training programme. Some of the students from the Industry CoFE struggled with the design component of the programme although they met the minimum requirement for entry into the programme.

The researcher is of the view that entrance tests do not guarantee that the recruited students will excel in every component of the training programme but rather the students will have the required numeracy, literacy and technical skills to enrol for the programme. The study showed that the Industry CoFE had a 100% throughput rate. It is important to note that a high throughput rate cannot be wholly attributed to recruiting students who excel in the entrance test, other external factors that come into play. This study showed that discontentment with the UoT CoFE students' stipend resulted in some of them leaving the training programme and thereby lowering the throughput rate to 60%.

Targeting the youth may be viewed as discriminatory and a barrier to articulation for adults who might want to enrol for the training programme. The DHET Strategy Plan (2010-2015:10) substantiated that many adults have not been able to attain their full potential due to past discriminatory educational policies of the pre-democratic era. Kizito (2006:126) postulated that the Congress of South African Trade Unions (COSATU) advocated for RPL as a

way to engage the Black working class who had been systematically barred from accessing higher education opportunities. Although the UoT CoFE recognises RPL as one of its entry requirements into the programme, none of the students in the pilot group was enrolled through RPL.

This study indicated that the footwear industry intended to replace a pool of ageing workers, hence the justification to train youth. The industry representative posited that the youth were more exposed to technology and would easily master the use of technologically advanced machinery which is used in the industry. The study showed that the youth who exited the schooling system prematurely struggled in the programmes as they did not have the appropriate numeracy and literacy skills to cope with the demands of their studies. With regards to this finding, age should not be a key determinant for access to programmes that are meant to benefit community members.

According to the Higher Education Act 101 of 1997, “the admission policy of a public higher education institution must provide appropriate measures for the redress of past inequalities and may not unfairly discriminate in any way” (South Africa 1997:29). The same Act makes a contradictory statement by giving institutions of higher learning the right to define entrance requirements, enrolment and manner of selection for specific higher education programmes (South Africa, DHET 1997:29). The researcher is of the view that in the absence of reliable RPL mechanisms and articulation pathways, the institutional autonomy granted to educational institutions to determine entry requirement may constitute a barrier to access for those who do not meet the stipulated entry requirements.

Literature provides some justification for targeting the youth. Over three million young people are NEET (South Africa, DHET 2013c; Field *et al.* 2014) and about 42% of the youth within the 18-24 age cohort have no chance of being actively engaged in any productive economic activity (Perold *et al.* 2012:178). The researcher maintains the view that both adults and youths deserve a chance to enrol in programmes that impart livelihood skills to members of the

community. Evidence from literature indicates that some adults were marginalised by pre-democratic policies that prevented them from accessing educational opportunities (South Africa, DHET Strategy Plan 2010-2015). Allocating a higher percentage for youth enrolment and a lower percentage for adults could be a possible solution rather than completely disregarding those that do not fall within the stipulated age cohort.

8.7 SOCIAL ENTREPRENEURSHIP

Graduates from the CoFEs revealed that they were not adequately prepared to engage in any entrepreneurial venture as they felt the training that they had received did not adequately prepare them for entrepreneurship.

Students who were part of this study revealed that they were not familiar with the concept of social entrepreneurship. This finding corroborated the claim by the CSE representative that the concept of social entrepreneurship was not quite understood in the South African context. The study conducted by Lekhanya (2015:70) in six universities in South Africa revealed that South African universities are not fully participating or engaged in supporting social entrepreneurship initiatives. Lekhanya concluded that this could be due to a lack of popularity of the concept in South Africa. In this study, social entrepreneurship was defined as a business venture that generates income for social value creation (Bacq and Janssen 2011; Bravo 2016). The CSE representative noted that in the South African context, social entrepreneurship was viewed solely as a not-for-profit business venture and was therefore not an attractive business venture for most South Africans. Students preferred to talk about entrepreneurship instead of social entrepreneurship.

The fear of failure was highlighted as a key challenge that could prevent graduates from starting their own business ventures. Turton and Herrington (2012:34) revealed that South Africa has a fear of failure rate of 31% which results in only 14% of the country's population having intentions of starting a business venture. Herrington *et al.* (2010:48) further notes that most people fear failure as it results in loss of capital and social respect. Students expressed

that they needed to work first and gain the necessary skills required in setting up and running a successful business. Herrington *et al.* (2010:47) expressed that South African children are raised in an environment that influence them to believe that securing a job will give them greater financial security than starting their own businesses.

Considering the submission made by Herrington *et al.* (2010:47), the ecological systems theory by Bronfenbrenner also affirms that the social environment that one is exposed to influences the development of the individual. Bronfenbrenner further notes that historical events and situations impact development. In my view the apartheid racial system might have had an influence on disadvantaged communities in terms of limiting them to workers and not the producers. One of the CoFE representatives concurred with the students' view of securing a job and added that the students needed to gain skills in business administration, marketing and human management.

The inability of graduates to engage in early-stage entrepreneurial activity can also be ascribed to personal attributes outside the influence of cultural and social norms. In alignment with this submission, Nieman and Nieuwenhuizen (2009:13) raise the point that personal entrepreneurial orientation is based on creativity, autonomy, risk taking, proactiveness and competitive aggressiveness. Individuals who possess all the personal attributes pointed out by Nieman and Nieuwenhuizen (2009), have a higher chance of becoming successful entrepreneurs. These attributes are influenced by the personality of the individual and are usually innate. However, some of them can be stimulated by the environment which the individual is exposed to.

Bronfenbrenner (1994:37), in his ecological systems theory, notes that human behaviour is influenced by both the biological make up and the social environment one is exposed to. It is also important to note that both the individual and the environment change over time and this change influences the individual. These changes are important to the understanding of how the different systems influence the individual and their development. The

escalating rate of unemployment experienced in South Africa can influence the students who participated in this study to change their view about securing a job first as opposed to starting a business venture.

Urban (2015) notes that most people fail to engage in social entrepreneurship mainly because they lack self-efficacy. Failure to believe in oneself may be a barrier that can prevent students from setting up a business enterprise. Students indicated that even after gaining the necessary entrepreneurial skills they still felt that mobilising funds to start the business would remain a challenge. Olufunso (2010:95) noted that the degree to which entrepreneurs access formal sources of finance is influenced by low levels of financial literacy. More exposure to financial education is required in order to boost the confidence for applying for funding among nascent entrepreneurs.

The training offered at the UoT CoFE exposed students to a module on entrepreneurship as a way to prepare students for a career in footwear entrepreneurship. This was not the case at the industry CoFE as it only prepared students for employment. The entrepreneurship module was supposed to equip students with entrepreneurial skills to set up their own business enterprises. Students in the pilot group insinuated that they had not been introduced to the module which was contrary to what was said by the trainers. The researcher felt that the trainers did not tell the truth for fear of being victimised.

The economic environment is conducive for setting up businesses. The footwear sector is on a growth path and Government department 2 is promoting local direct investment as a way to grow the sector. The province in which the UoT CoFE is located is not the footwear industry hub, which makes it difficult for graduates to secure employment. Therefore, entrepreneurship becomes a better option for seeking employment. Entrepreneurship has been recommended as one of the solutions to the high unemployment rate that South Africa is currently experiencing (Driver *et al.* 2001; Herrington *et al.*

2017:26). Government department 2 representative emphasised that on the growth path, there is space for everyone, but in decline, there is no space.

Government department 2 had already reduced the amount of imported footwear to make way for locally produced goods. Magubane (2017) notes that the availability of local raw materials and a well-established trading regime in the Southern African Development Community (SADC) region and other international markets opened up avenues to venture into footwear entrepreneurship. In spite of the enabling environment students who were interviewed felt they needed to work first before they engaged in any entrepreneurial activity.

Respondents in this study indicated that intrapreneurship would be most ideal for the CoFE graduates as they needed to gain administrative and marketing skills required to run a successful business venture. The ICR indicated that her company had opportunities for graduates to engage in intrapreneurial activities. These included supplying the company with shoe components. Graduates can team up and form cooperatives or they can work as individuals. Intrapreneurship ensures a guaranteed market for products and there is less risk incurred. The researcher is of the view that encouraging graduates to start as intrapreneurs as opposed to entrepreneurs works better for individuals who fear failure and are less likely to take risks.

The education system has been blamed for failing to impart entrepreneurial skills to graduates (Herrington *et al.* 2017). As discussed, entrepreneurial education is not the sole driver for encouraging people to engage in entrepreneurship. Herrington *et al.* (2010:14) advanced the argument that, in addition to the level of education, personal attributes, social and cultural norms, the regulatory environment also plays a key role in shaping the entrepreneurial landscape of a nation. The researcher is of the view that the education and training system should play a key role in cultivating an entrepreneurial culture among graduates.

Herrington and Kew (2014) stressed that the failure of the South African education system to develop positive perceptions of entrepreneurial intentions has had a negative impact on the size of the country's pool of entrepreneurs. Olufunso (2010:92) further noted that there was a mismatch between the entrepreneurial skills developed in higher education and the skills needed to survive the business world. Practical training of students delivered by business development agencies is required to address the skills mismatch. The CoFE project is one of the initiatives to promote entrepreneurial activity among youth who are adversely affected by the unemployment challenge facing the country. The results of this initiative are yet to be realised as the project is still in its infancy.

8.8 THE EDUCATION AND TRAINING FRAMEWORK

This study sought to produce an education and training framework in social entrepreneurship that promotes articulation for social development. The responses given by respondents allowed the researcher to identify concepts that can be used to build an education and training framework that explains how PPPs can be used to promote articulation and social entrepreneurship. The research participants were asked what they would want to see in this framework. The respondents emphasised the following the key elements that should be included in the education and training framework for social development: (i) building strong PPPs; (ii) using skilled personnel for training institutions; (iii) an effective mentorship programme; and (iv) work integrated learning.

The outlined elements were expanded and presented as building blocks for the education and training framework. The principles of the constructivist model of grounded theory were used in collecting and analysing the data that was used to produce the education and training framework. The constructivist version of grounded theory argues that what emerges from the analysis of a set of data is informed by the responses given by the research participants to the questions asked by the researcher.

8.8.1 Public Private Partnerships

The building of partnerships with different public and private organisations helps to draw expertise that is required in attaining social development. Nuwagaba (2012:110) argues that human capital development is constrained by a lack of linkage between the private sector human resource needs and academic programmes in training institutions. Nuwagaba (2012:110) further states that this disengagement results from institutions wanting to work in isolation.

Institutions comprising the PSET system should work together and with other institutions in the public sector to strengthen education and training that promotes social development. The relational theory that has been reviewed indicates that working with others requires one to align one's thoughts and actions with those of others (Edwards 2005:169). This process results in the achievement of relational agency which is key to the success of a partnership. Relational agency is required between public and private institutions as it promotes the building of relationships that result in positive changes within institutions. An understanding of the ecosystems and relational theories is key to building successful partnerships. A lack of collaboration between public and private institutions is partly to blame for poor educational outcomes. Collaborations that promote social development should include joint effort in curriculum development, curriculum delivery and providing places and spaces of learning. Cooperation of private companies and training institutions in designing curriculum promotes inter-institutional articulation and progression and limits learning that leads to dead-ends. The higher the educational levels of individuals the more the skills they possess and the greater the chances of those individuals succeeding in running an enterprise.

8.8.2 Engagement of skilled personnel

The Small Enterprise Development Agency, SEDA, (2014) reported that a lack of skilled staff is one of the key challenges that have made it difficult to operate a small business in South Africa. The same sentiment was echoed by

Herrington *et al.* (2017) who revealed that entrepreneurial activity in South Africa is hampered by a poor skills base. The authors furthermore affirmed that early-stage entrepreneurial activity in South Africa is highest among the 25-34 and 35-44 age cohort because they have time to develop their skills and knowledge through education and work experiences. The education and training framework for social development must focus on strategies to promote skills development through opening learning pathways that cater for the diverse educational needs of the population.

This study indicated that to promote entrepreneurial readiness there is a need for training institutions to engage with institutions that offer Business Development Services (BDS). Students should be educated on how to start and grow a successful business through exposing them to BDS providers such as the Small Enterprise Development Agency (SEDA) and the Gauteng Enterprise Propeller (GEP) who have the mandate to support aspiring entrepreneurs to set up their businesses through assisting them with the administrative paperwork that is required and providing the initial capital needed to start the enterprise. The United Nations Development Programme, UNDP, (2004:6) confirmed that BDS support the development of micro, small and medium sized enterprises which are known to create employment and to generate income. Herrington *et al.* (2017:5) affirmed that employment is generated by small to medium enterprises. The UNDP further notes that BDS improve the performance of the business, its access to markets and its ability to withstand competition.

8.8.3 Mentorship

Successful entrepreneurs need to have good administrative and managerial skills in addition to being innovative. The administrative side should also incorporate technical administration as it is key to industrial management. These skills can be taught effectively through mentorship. Research findings revealed that mentorship should be a key component in the education and training framework for social entrepreneurship. Each student should be

attached to a mentor who runs a successful business throughout the duration of their training. After training students should go through an internship programme to perfect their skills in the desired area in which they wish to start a business before they can engage in entrepreneurship. This ensures that they are fully equipped to cope with the demands of the market and they also get to understand how the industry works.

8.8.4 Work Integrated Learning

Work integrated learning was recommended as the best way to structure the training programme. Partnerships between industry and institutions of learning should be formalised. Industry and institutions of learning need to work together in providing education and training that produces graduates with relevant skills required in the labour market. Graduates also need to have adequate skills to engage in entrepreneurial activities as a viable alternative to seeking employment. Students need to understand market dynamics, how to deal with clients and how to deal with employees if their enterprises are to be successful. A course on life skills or public relations, encompassing relations with clients and employees, is a critical component that needs to be included in the curriculum for social entrepreneurship. The curriculum for social entrepreneurship should be delivered at a training centre that is well-equipped with modern machinery, well-funded and adequately resourced in terms of human capacity.

8.8.5 Building Blocks for the Education and Training Framework

As mentioned earlier in this section the responses given by the research participants gave rise to the building blocks for the education and training framework. The development of the framework adopted the principles of grounded theory which is a method of developing theory that is grounded on data that has been systemically collected and analysed (Strauss and Corbin 1998:273). The ecosystems theory, relational theory and grounded theory all fitted within the PAR methodology in generating knowledge that was used to build the education and training framework.

The table below shows the building blocks of the education and training framework and expected outcomes for each building block.

Table 8.2 Building blocks for the education and training framework

BUILDING BLOCKS	EXPECTED OUTCOMES
Access to all in training programmes	<p>Inclusion of NEET youths and adults (workers both full-time and part-time). Diversified modes of delivery to cater for the different needs of the population (part-time, full-time and e-learning).</p> <p>Age, sex and physical challenges should not be used to discriminate prospective students from participating in programmes.</p>
NQF should allow for progression and transition across the three sub frameworks.	Design accredited sector specific programmes that allow for progression into all the levels of the NQF. Create diversified learning pathways that allow for progression across CHE and QCTO qualifications.
Widen service providers and strengthen quality assurance systems.	<p>Training should be offered by both public and private institutions.</p> <p>Work-based training centres should be promoted for vocational training.</p>
Well-equipped and well-resourced training centres.	Training centres should simulate the workplace with up-to-date machinery and adequate raw materials for use during training.
Mainstream entrepreneurship education to promote entrepreneurial readiness among graduates.	Every training programme should include an entrepreneurship module.
Mainstream life-skills education to allow for a smooth transition from school to the workplace.	Graduates produced should possess interpersonal skills required at the workplace, for example, punctuality, team spirit, ability to meet deadlines, ability to work with minimum supervision.
Mainstream partnership education to equip graduates with skills that will allow them to build successful business relationships.	Human elements such as respect for others; ability to work in a team; honesty; trustworthiness and commitment are key in ensuring the success of partnerships. Graduates need to be equipped with these skills as they are key human elements needed in partnerships.

BUILDING BLOCKS	EXPECTED OUTCOMES
Diversified funding systems for training providers.	Multiple partnerships with both public and private funders to allow for the acquisition of adequate learning materials and satisfactory students stipends .
Work integrated learning should be a key component of the training as it integrates theory with practice in the workplace.	Partnerships between industry and training institutions should be formalised. Workplace learning should be well-structured with proper assessment procedures in place. There should be adequate students, supervision and support. Sites of workplace learning should comply with safety and health regulations to protect the students.
Mentorship of students at both training centres and the workplace.	Students can be mentored by other students or trainers at the training centres. Workplace mentors should be practitioners with expertise on the job.

The building blocks for the education and training framework indicate what the framework should incorporate if it is to promote articulation and social entrepreneurship for social development.

8.8.5.1 The South African National Qualifications Framework

Singh and Deij (2016:15) outline the following as reasons for the development of NQFs internationally:

“...to increase access, transfer and progression within the education and training sector, to increase coherence and coordination between different sub-systems of the educational systems and between different sectors, to promote the international recognition and alignment of qualifications, to improve employability of workers, to promote the productivity of enterprises and inclusive economic growth and to enhance the opportunities for lifelong learning”.

The reasons outlined by Singh and Deij above suggest that NQFs are designed to allow for lifelong learning through creating learning pathways that allow for progression and growth in the economy through enterprise development.

Lifelong learning is a driver for knowledge and skills acquisition which ultimately results in social development. According to the New Zealand, Ministry of Social Development, having the knowledge and skills that provide the opportunity to participate fully in society is one of the desirable social outcomes that can be used to determine the level of social development of a nation (New Zealand, Ministry of Social Development 2001:2).

In view of Singh and Deij's reasons for developing NQFs, the South African NQF (SAQA, 2015) was used in this study as the bedrock for the development of the education and training framework in social entrepreneurship that promotes articulation for social development.

Table 8.3: The South African NQF (Source: SAQA 2015)

NQF Framework/ Quality Council	Sub-Framework	NQF Level	NQF Sub-Framework and qualification type		NQF Framework/ Quality Council	Sub-Framework
Higher Education (HEQSF)/ Council on Higher Education (CHE)	Qualifications Sub-Framework	10	Doctoral Degree Doctoral Degree (Professional)	-	Occupational Qualifications Sub-Framework (OQSF) Quality Council for Trades and Occupations (QCTO)	
		9	Master's Degree Master's Degree (Professional)	-		
		8	Bachelor Honours Degree Post Graduate Diploma Bachelor's Degree	Occupational Certificate Level 8		
		7	Bachelor's Degree Advanced Diploma	Occupational Certificate Level 7		
		6	Diploma Advanced Certificate	Occupational Certificate Level 6		
		5	Higher Certificate	Occupational Certificate Level 5		
General and Further Education and Training Qualifications Sub- Framework (GFETQSF)		4	National Certificate	Occupational Certificate Level 4		
		3	Intermediate Certificate	Occupational Certificate Level 3		
		2	Elementary Certificate	Occupational Certificate Level 2		
		1	General Certificate ⁴	Occupational Certificate Level 1		

The ten level descriptors of the NQF ensure consistency in learning achievements of qualifications and part qualifications and facilitate the comparability of national and international qualifications and part qualifications (SAQA 2012:3). The concept of having level descriptors on the NQF is seen as one of the several initiatives of deepening articulation in the South African education and training system. The Draft National Plan for PSET (South Africa, DHET 2017b:23) notes that there are few occupational qualifications at levels 7 and 8 and that there are no level 9 and 10 qualifications registered on the

Occupational Qualifications Sub Framework (OQSF). This finding presents a barrier to articulation that needs urgent attention if the objectives of the NQF are to be achieved. The need to promote articulation and lifelong learning are key issues that are embedded in the NQF Act 67 of 2008.

8.8.5.2 Model of the Education and Training framework

The education and training framework can be used in a number of diverse training programmes across the three sub frameworks of the NQF. Recognition of prior learning through experience and education and training should be built into the NQF to allow for access and progression for a diversified population as shown in the model framework for education and training below.

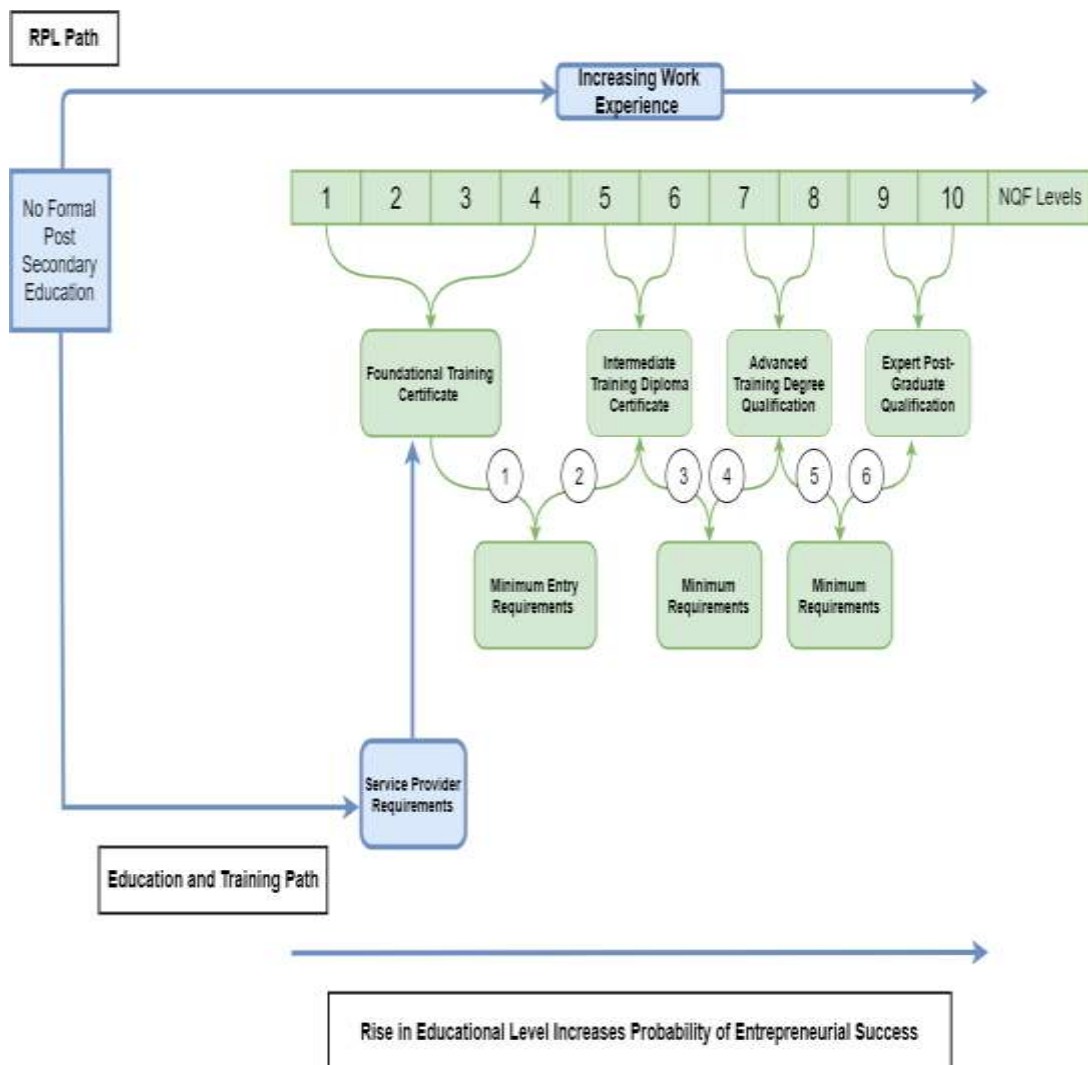


Figure 8.1 Education and Training Framework

The education and training framework depicts that access to the PSET system should be through RPL and the education and training route. The RPL path should provide access to people who have no formal education but have work experience and knowledge acquired through informal education. At any level in the NQF people who do not meet the minimum entry requirements for a particular training programme have the option to use their relevant work experience to gain entry into the programme through RPL.

The education and training pathway provides access to people who meet the minimum entry requirements stipulated by the programme service providers through formal education previously acquired. Widening of service providers to include both public and private institutions ensures that users of the service providers have an option to access the institution of their preference and it also increases learning spaces. However, the literature reveals that an increase in enrolment in private institutions indicates that government has failed to provide sufficient learning spaces for the population (South Africa, Department of Planning Monitoring and Evaluation n.d:316). Moloi *et al.* (2014:473) argue that a diverse spectrum of institutions within the PSET system is required to respond to the varied economic and social needs of South Africa.

As indicated in the framework, there is a relationship between the level of education and entrepreneurial success. The higher the educational levels attained by an individual the higher the probability of setting up and running a successful business enterprise. This submission was also made by GEM South Africa report (Herrington *et al* 2017:46) which revealed that the country's below average entrepreneurial activity is linked to the poor skills levels possessed by potential entrepreneurs. The report further suggests that mainstreaming entrepreneurship education in the education and training system will help to boost the level of entrepreneurial activity in South Africa. The Draft National Youth Policy for (2014-2019:35) added that creating a conducive environment for entrepreneurial activity through lowering the cost of conducting business and reducing barriers to entry for nascent entrepreneurs will also help to increase entrepreneurial activity in the country.

8.8.5.3 Expected Competencies

The table below shows the expected competencies that graduates from each level indicated on the education and training framework should possess for employability and entrepreneurial engagement.

Table 8.4 Expected competencies for each level of training

LEVEL OF TRAINING	EXPECTED COMPETENCIES
Foundational training	Ability to perform routine tasks Have a basic understanding in a range of clearly defined operations Ability to work with minimum supervision
Intermediate training	Possess well-developed range of practical skills Ability to perform non-routine tasks with minimum supervision Ability to understand and reflect on the information
Advanced training	Acquired specialist, theoretical and practical knowledge in an area Well-developed range of skills and ability to use them in complicated non-routine tasks Ability to evaluate, analyse and interpret information Ability to work without supervision Innovative and a problem solver
Expert specialised training	In-depth understanding of complex practical and theoretical knowledge in an area Expertise in innovation and generation of new knowledge Ability to critically analyse and evaluate knowledge and concepts Ability to come up with solutions to challenging situations in the area of specialisation Ability to work without supervision

As the level of specialisation increases the expected competencies and skills possessed by graduates also increase. Skills can be imparted through work

experience and the education and training system as indicated in the education and training framework shown above.

8.9 CONCLUSION

The next chapter provides the conclusion of the study and recommendations that were made in relation to knowledge gaps that were identified.

CHAPTER 9: CONCLUSION AND RECOMMENDATIONS

9.1 INTRODUCTION

This chapter gives the conclusion of the study based on the findings presented in Chapters 4 to 8 of this thesis. The conclusion will focus on what the study revealed in terms of how the partnerships in CoFEs have managed to promote articulation to other institutions of higher learning and the workplace. The extent to which social entrepreneurship has been promoted or hindered as a career option will also be unpacked. Recommendations for enabling articulation for social development across all sectors of the economy will be made based on what the CoFE case study revealed as constraints to articulation that results in social development.

9.2 CONCLUSION

The conclusion will be presented under the following headings: (i) PPPs and articulation; (ii) issues relating to articulation; (iii) social entrepreneurship; (iv) the way forward.

9.2.1 PPPs and Articulation

A partnership between the public sector, through its institutions of education and training and the private sector, through industry is required to achieve the articulation that is anticipated in the PSET system. In my view PPPs are a prerequisite for an education and training system that results in the generation of skills that are required to drive the South African population towards social development. The interplay of the efforts of each partner, available resources and the policy environment is critical in ensuring the success of a partnership.

CoFEs were established to provide education and training that produces graduates with skills required in the footwear sector and to produce footwear entrepreneurs to grow the sector. Findings from this study revealed that the footwear sector had a shortage of skilled personnel to take up jobs requiring high order skills.

One of the research objectives of this study was to explore the extent to which CoFEs promote articulation within and across PSET institutions and the workplace. The study showed that CoFEs opened pathways to engage the NEET youth into education and training that promotes further learning and employability. Workers in the Footwear and Leather sector were also given a chance to articulate from the workplace to institutions of education and training. A good working relationship between industry and government was noted in establishing the CoFEs and in the design of the curriculum. However, the following challenges in the partnership were highlighted: a lack of participation by TVET colleges and universities in curriculum design; failure of the CoFE project at the implementation stage due to unsustainable funding modalities; poor dissemination of information; failure by partners to honour their commitments; and mistrust between industry and the UoT.

9.2.2 Issues Relating to Articulation

This study found out there are a number of barriers to articulation in the Footwear and Leather sector confirming the pronouncement by Qonde (2014) that articulation challenges are still prevalent in the PSET system despite efforts to address them through the NQF. Efforts made to promote articulation have not yielded significant progress in terms of addressing what is laid down in policies that advocate for the transformation of the education and training system. It should be noted that the transformation of the PSET system cannot be an overnight event and hence progress that has been made so far should be recognised as a positive step towards the anticipated change. The following barriers to articulation were noted: inadequate funding of the CoFE; limited places and spaces for study; student dropout due to dissatisfaction with stipends; limited sector specific programmes to allow for seamless articulation; full-time programmes exclude prospective working adults; and challenges in securing places for workplace learning.

9.2.2.1 A Lack of Sector Specific Programmes

A lack of sector specific programmes that allow for seamless articulation and unclear RPL processes to engage uncertified graduates and workers into further education and training were also highlighted as constraints to articulation in the footwear sector. The footwear industry has a critical shortage of footwear designers and yet there is no curriculum designed to train students in footwear design as revealed by the findings in the study. The Industry CoFE struggled to teach the designer programme as they could not find the relevant teaching materials. The designer programme that was taught at the Industry CoFE was not accredited so graduates did not receive any recognised certification at the end of their training. Although the training is recognised by the industry for employment it does not allow for vertical articulation unless RPL is used for entry into further studies.

The programme offered at the UoT CoFE is pegged at NQF level 2 with the next programme in the pipeline at NQF level 6. A pertinent question to be asked is: will students with an NQF level 2 certificate be allowed to articulate to an NQF level 6 programme? If it is possible, will they be able to cope with the demands of the curriculum considering the fact that some of the students accessed the NQF level 2 programme with a grade 10 school leaving report card? The trainer at the CoFE suggested that a bridging course was needed to prepare the learners to articulate to an NQF level 6 programme. It is not clear whether proper RPL processes have been put in place to allow the uncertified graduates from the Industry CoFE to articulate into the NQF level 6 diploma programme. At present, an articulation gap exists in terms of the absence of sector specific programmes to bridge the gap between the level 2 and the level 6 programmes. Findings from this study revealed that this issue was receiving attention as there were programmes in the pipeline to address this gap.

It was noted that institutions of higher learning were not forthcoming when it came to curriculum design. The industry responded positively by actively contributing to the process of developing more programmes to cater for the

training needs of the footwear sector. Although evidence from literature reveals that universities have a responsibility of knowledge generation through research, in this study, it emerged that currently universities were not engaged in generating knowledge (and dissemination) targeting the footwear sector. The SSP 2013-2014 affirms that there are no higher education institutions offering sector specific programmes for the Footwear and Leather sector. All institutions comprising the post school education and training sector must, as a system, strengthen collaborations that allow students to articulate within and across all parts of the system. Collaboration in curriculum design is one of the strategies to open up articulation pathways within the PSET system.

9.2.2.2 Mode of Delivery of Programmes

The mode of delivery for training programmes can be a barrier to articulation for students with other schedules that compete for the time in which they are enrolled in the study programme. Employed students revealed that they would only enrol for further studies in programmes that are offered on a part-time basis. Students revealed that they were breadwinners in their homes, and therefore, would not afford to leave employment to study on a full-time programme. The students enrolled at the CoFEs also indicated that they came from disadvantaged families who were not in a position to support them financially in furthering their studies. All respondents preferred to work and study at the same time, as part-time study will offer them some form of financial security.

Some of the students interviewed were willing to give up their employment on the condition that they were offered study bursaries and scholarships. This study revealed that inadequate financial aid given to students can contribute to student dropouts from the training programme as some of the students share the money with the rest of the family. The study bursaries and scholarships given to learners should take into account the financial responsibilities that the students have towards their families. The situational barriers outlined in this study take precedence to learning and if not addressed they can be a barrier preventing most people from achieving their full intellectual capacity.

9.2.2.3 Funding Modalities

The major challenge which was highlighted in this study as adversely derailing all efforts to promote PPPs in education and training was inadequate funding for training programmes. Due to inadequate funding, the CoFE's project was not rolled out as originally planned. The number of CoFEs established and the number of students enrolled were both reduced. In addition, challenges in procuring raw materials required for the training, and the planned curriculum that was supposed to allow for seamless vertical articulation did not materialise. Inadequate student funding resulted in some of the students dropping out of the training.

Access and success are some of the challenges that have a negative impact on articulation. In this study issues relating to access and success rate were linked to funding. It can be concluded that the number of students enrolled, and the throughput rates were affected by the amount of funding that was availed to support the students and the training programmes. Vocational training is capital intensive; funds are required to procure the machinery, the protective clothing and the raw materials required for practical work. With limited funds, the practical part of the training is compromised, and this has a bearing on students' readiness to engage in any form of entrepreneurship.

As revealed in this study the use of industry as a place of learning cuts the cost of running vocational training as the machinery and raw materials required are provided by industry. The Industry CoFE did not experience any challenges relating to a lack of raw materials, students' stipends and placement for workplace learning. Evidence from the literature reviewed shows that skills development is hampered by inappropriate funding modalities. The findings from this study corroborate claims in the literature.

9.2.3 Social Entrepreneurship

This study sought to explore how the education and training offered at CoFEs enabled or prevented graduates from engaging in social entrepreneurship. One of the key objectives of setting up these centres was to grow the footwear

industry through promoting entrepreneurship among graduates. Students were exposed to entrepreneurship education. However, the decision to engage in entrepreneurship lay with the graduates. The Industry CoFE indicated that although it is supposed to promote entrepreneurship the centre was currently focussing their training on producing graduates to be employed by the industry as a way to address the skills shortage in the footwear sector. The trainers and representatives of CoFEs revealed that graduates preferred to engage in entrepreneurship after gaining adequate technical, interpersonal and managerial skills to run a successful enterprise.

One of the CoFE representatives suggested that it was better for graduates to start as intrapreneurs as opposed to entrepreneurs. Students also revealed that they needed to work first before they started their own businesses. This study shows that the training offered at CoFEs did not adequately prepare graduates for entrepreneurship. Students were not eager to engage in social entrepreneurship after completing their studies as they feared they would fail to compete for markets with the bigger companies due to their lack of the skills required to run a successful business venture. It is important to note that education alone cannot promote entrepreneurship, but other factors such as personal attributes, cultural and social norms and the economic environment play a pivotal role in entrepreneurial engagement.

9.2.4 Way Forward

It cannot be disputed that PPPs have a crucial role to play in promoting social development in communities. However, other factors need to be addressed in the education and training system in order to achieve meaningful social development. Inclusive admission criteria, quality teaching and learning and strengthening of public private partnerships in programme delivery are key in transforming the PSET institutions into drivers of seamless articulation from school to the workplace and vice versa. It is worthwhile to note that while significant progress has been made to promote equitable access to the PSET system, the high unemployment rate may be intertwined with poor articulation from education and training institutions to the workplace in South Africa.

The education and training framework developed through this study promotes inclusive access to institutions of learning by allowing students to be enrolled either through the RPL route or the education and training route. The workplace in collaboration with institutions of learning should play an active role in providing experiential learning for students. Institutions offering post school education and training should recognise that they are not islands but belong to a system. Individual institutions should have porous boundaries that allow for positive interaction with other institutions within the system and the labour market. This affirms my notion that PPPs are critical in the promotion of skills development in the South African context. Work integrated learning is key to the education and training framework as it promotes seamless articulation from institutions of learning to the workplace.

The Department for Social Development (South Africa, Department of Social Development 1997:3) in the White Paper for Social Welfare states that the reduction or eradication of mass poverty, inequality and conditions of underdevelopment are accepted indicators of social progress. The White Paper further notes that bringing about sustainable improvements in the well-being of the individual, family, community and society is the key objective of social development. Social development can be viewed as a mechanism of empowering the marginalised sections of the community. As discussed in this thesis, articulation and social entrepreneurship are seen as driving forces to promote social development as they seek to maximise human potential in acquiring livelihood skills that will improve the living conditions of communities.

9.3 RECOMMENDATIONS

This section presents recommendations that were made at the local institutional level and at a national level, and areas that need further research to promote education and training that results in the social development of communities.

9.3.1 Local Institutional Recommendations

The following recommendations are made as a way to promote articulation and social entrepreneurship that leads to social development.

- A bridging course should be offered to students with NQF level 2 to assist them to cope with occupational learning at institutions of higher learning.
- Students studying at the CoFEs should be attached to mentors who are running successful enterprises in the footwear sector in order to increase their chances of starting up their own enterprises.
- The stipend paid out to students should be increased to make the training programme more attractive to prospective students.
- Learning programmes that allow working prospective students to study on a part-time basis should be designed.
- The working relationship between industry and higher education institutions should be strengthened through partnerships that focus on curriculum development and work integrated learning.
- Recognition of Prior Learning processes to promote articulation into institutions of higher learning for workers in the Footwear and Leather sector should be strengthened.
- Vocational training centres should focus more on promoting entrepreneurship as a career option through partnering with private and public Business Development Service (BDS) providers

9.3.2 National Recommendations

The following recommendations are made at national level:

- Articulation should be mainstreamed in all training programmes before accreditation is granted.
- An RPL office should be established at each PSET institution to strengthen access into programmes through the RPL route.
- An office to deal with articulation related issues should be established at each PSET institution.
- Articulation between CHE and QCTO programmes should be clarified and well-documented in the education policy. The mode of delivery for education and training programmes should be varied to cater for the needs of both employed and unemployed prospective students.
- The socio-economic background of students should be taken into consideration before allocating them financial study aid.

The successful implementation of these recommendations could engender a PSET system that is

“supported by an institutional base that is both diverse and differentiated, as well as being conceptualised as an integrated and coherent whole in which meaningful learning pathways are developed across institutional and workplace education and training forums” (South Africa, DHET Strategic Plan 2010-2015:19).

9.3.3 Areas for Further Research

- Similar studies should be undertaken across the industrial and trade sectors of the economy to identify key markers for articulation and social entrepreneurship as drivers for social development.
- The collaboration between industry, government and education institutions in developing entrepreneurship education focussed on specific industries needs to be explored.

- An investigation into how QCTO programmes articulate with CHE qualifications is required.

9.4 SCHOLARLY ACTIVITIES RELATED TO THE STUDY

This section presents research outputs based on the study. Findings from the study were used to write three papers. Two papers were presented at conferences and the third paper was published in a Journal.

9.4.1 Conference presentations

Two papers were presented at conferences. The first paper entitled: *Articulation pathways through public private partnerships: promoting social innovation, entrepreneurship and development*, was presented at a Rhodes University Community engagement conference. The conference was held from the 9 to 11 May in 2018.

The second paper entitled: *Enabling articulation for social development between higher education and the workplace through public private partnerships in the Footwear and Leather sector*, was presented at a Durban University of Technology Interdisciplinary Conference which was held from the 18 to 20 September in 2018.

9.4.2 Publication

Part of the findings from the study were presented in a paper entitled: *Enabling articulation for entrepreneurial development through Private Public Partnerships* which was published in the *Alternation Journal Special Edition* 29 (2019). The details of the paper are as follows:

Sibhensana, B., Maistry, S., Lortan, D and Mgutshini, T. 2019. Enabling articulation for entrepreneurial development through Private Public Partnerships. *Alternation Special Edition*, 29(2019): 15-38. Available: DOI <https://doi.org/10.29086/2519-5476/2019/sp29a1>

REFERENCES

Appollis, J. Do learners accessing higher education through alternative routes need more support than those who enter via conventional routes? Papers based on presentations delivered at the RPL Conference 2011. *South African Qualifications Authority (SAQA) Bulletin* 14 (2): 17-24.

Archer, S. 2012. Key issues in the assessment of South Africa's national skills development strategy. In: Perold, H., Cloete, N and Papier, J.eds. *Shaping the future of South African youth: Rethinking post school education and skills training*. Somerset West: African Minds for the Centre of Higher Education Transformation (CHET), Southern African Labour and Development Research Unit (SALDRU) and the Further Education and Training Institute (FETI), 158-178.

Atherton, G., Dumangane, C and Whitty, G. 2016. *Charting equity in higher education: Drawing the global access map*. London: Pearson.

Bacq, S and Janssen, F. 2011. The multiple faces of social entrepreneurship: A review of definitional issues based on geographical and thematic criteria. *Entrepreneurship and regional development*, 23(5-6):373-403.

Badat, S. 2009. Theorising institutional change: post-1994 South African higher education. *Studies in Higher Education*, 34 (4), 455-467.

Badat, S. 2010. *The challenges of transformation in higher education and training institutions in South Africa*. Pretoria. Paper commissioned by Development Bank of South Africa (DBSA).

Baxter, P and Jack, S. 2008. Qualitative case study methodology: Study design and implementation for novice researchers. *The qualitative report*, 13 (4): 544-559.

Bhawani Textile Consultancy. 2011. *Clothing Textile Footwear and Leather (CTFL) Skills Audit November 2011*. Kimberley: Bhawani Textile Consultancy.

Biesta, G.P and Tedder, M. 2007. Agency and learning in the life course: Towards an ecological perspective. *Studies in the education of adults*, 39 (2): 132-149.

Bird, B. 1988. Implementing entrepreneurial ideas: The case of intention. *Academy of management review*, 13 (3): 442-453.

Bosman, N and Levie, J. 2009. *Global Entrepreneurship Monitor 2009. Global Report*. London. London Business School.

- Boyatzis, R.E. 1998. *Transforming qualitative information: Thematic analysis and code development*. Thousand Oaks California: Sage publications.
- Boyd, N.G and Vozikis, G. S. 1994. The influence of self-efficacy on the development of entrepreneurial intentions and actions. *Entrepreneurship theory and practice*, 18 (1994):63-77.
- Branson, N. and Hofmeyr, C. 2015. Post-school education broadening alternative pathways from schooling to work. *South African child gauge*, 2015: 42-49.
- Braun, V and Clarke, V. 2006. Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3: 77-101.
- Bravo, C. 2016. Schools of thought in the field of social entrepreneurship. *International journal of humanities and social sciences*, 10(5):1683-1688.
- Bronfenbrenner, U. 2002. Ecological systems theory. *Annals of Child Development*, 6:187-249.
- Bronfenbrenner, U. 1994. Ecological models of human development. *In International Encyclopedia of education*. Vol 3. 2nd ed. Oxford: Elsevier.
- Bronfenbrenner, U and Morris, P.A. 2006. The bioecological model of human development. In Damon, W and Lerner, R. M. eds. *Handbook of child psychology, Vol. 1: Theoretical models of human development*. 6th ed. New York: John Wiley, 793-828).
- Broembsen, M., Wood, E and Herrington, M. 2005. *Global Entrepreneurship Monitor South African report 2005*. Available: https://www.researchgate.net/publication/265066461_Global_Entrepreneurship_Monitor_South_African_Report_2005 (Accessed 12 August 2017)
- Bryman, A. 2008. *Social Research Methods*. 3rd ed. New York: Oxford University Press.
- Burns, N. and Grove, S.K. 2001. *The Practice of Nursing Research, Conduct, Critique, and Utilization*. 4th ed. Philadelphia: Saunders Company.
- Christensen, J. 2010. Proposed enhancement of Bronfenbrenner's development ecology model. *Education inquiry*, 1 (2): 101-110.
- Centre for Social Entrepreneurship (CSE). 2016. *Centre for Social Entrepreneurship (CSE) research proposal document*. Durban: Centre of Social Entrepreneurship Durban University of Technology.
- Chakroun, B. 2016. Qualifications Framework within the new global framework 2030. *South African Qualifications Authority (SAQA) Bulletin*, 16 (1): 78-86.

- Charmaz, K. 1995. Grounded theory. In Smith, J., Harre, R and Langenhove, L. eds. *Rethinking methods in psychology*. London: Sage Publications, 27-65.
- Charmaz, K. 2000. Grounded theory: Objectivist and constructivist methods. In Denzil, N and Lincoln, Y.eds. *Handbook of qualitative research*. 2nd ed. Thousand Oaks, CA: Sage Publications, 509-535.
- Charmaz, K. 2001. Qualitative interviewing and grounded theory analysis. In Gubrium, J and Holstein, J. eds. *Handbook of interview research: Context and method*. Thousand Oaks, CA: Sage Publications, 675-694.
- Charmaz, K. 2006. *Grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage Publications.
- Charmaz, K. 2014. *Constructing grounded theory*. London: Sage Publications.
- Cloete N. 2004. Equity and Development in Post-apartheid South African Higher Education. In: Badat, S.ed. *Transforming South African higher education, 1990-2003: Goals, initiatives and critical challenges and issues*. Pretoria: National Policy & Regional Response in South African higher Education, 51-80.
- Cosser, M. 2011. Pathways through the education and training system: Do we need a new model. *Journal perspectives in education*, 29 (2): 70-76.
- Creswell, J.W. 2007. *Qualitative inquiry and research design: Choosing among five approaches*. 3rd ed. Thousand Oaks, CA: Sage Publications.
- Creswell, J.W. 2013. *Research design: Qualitative, quantitative, and mixed methods approaches*. 4th ed. Los Angeles: Sage publications.
- Creswell, J.W. and Miller, D.L. 2000. Determining validity in qualitative inquiry. *Theory in practice*, 39 (3):124-131.
- Crowe, S., Cresswell, K., Robertson, A., Hubby, G., Avery, A and Aziz Sheikh, A. 2011. The case study approach. *BMC Med Res Methodol*, 11. 100 (2011). doi:10.1186/1471-2288-11-100 (Accessed 15 March 2017).
- Dees, J.D. 2001. *The meaning of Social entrepreneurship*. Centre for advancement of Social entrepreneurship (CASE). Fuqua School of Business: Duke University.
- De Moi, J., Reijmers, E., Verhofstadt, C and Kuczynski, L. 2018. Reconstructing a sense of relational agency in family therapy. *Australian and New Zealand Journal of family therapy*, 39: 54-66.
- De Vos, A.S. 1998. *Research at Grass Roots: A Primer for the Caring Professions*. Pretoria: Van Schaik Publishers.

Driver, A., Wood, E., Segal, N and Herrington, M. 2001. *Global Entrepreneurship Monitor 2001: South African Executive Report*. Cape Town: Graduate school of business University of Cape Town.

Edwards, A. 2005. Relational agency: Learning to be a resourceful practitioner. *Educational Research*, 43 (2005). 168-182.

Edwards, A. 2011. Building common knowledge at the boundaries between professional practices: Relational agency and relational expertise in systems of distributed expertise. *International Journal of Educational Research*, 50 (2011):33-39.

Edwards, A and D'Arcy, C. 2004. Relational Agency and disposition in sociocultural accounts of learning to teach. *Educational Review*, 56 (2): 147-155.

Engelbrencht, P. 2006. The implementation of inclusive education in South Africa after 10 years of democracy. *European journal of psychology of education*, 21(3):253-264.

Evans, G.L. 2013. A novice researcher's first walk through the maze of grounded theory: Rationalisation for classical grounded theory. *The grounded theory review*, 12(1): 37-46.

Field, S., Musset, P and Álvarez-Galván, J. 2014. *A Skills beyond School Review of South Africa, OECD Reviews of Vocational Education and Training*. OECD Publishing. Available: <http://dx.doi.org/10.1787/9789264223776-en> (Accessed 12 February 2018)

Fibre Processing and Manufacturing (FP& M) Sector Education and Training Authority (SETA). 2014. *Sector Skills Plan: Update For financial year: 2015 – 2020: Maximising skills development for a sustainable future*. Johannesburg: Fibre Processing & Manufacturing SETA.

Fibre Processing and Manufacturing (FP&M) Sector Education and Training Authority (SETA). 2013-2014. *Sector Skills Plan (SSP) Annual Update 2013-2014*. Johannesburg: Fibre Processing & Manufacturing SETA.

Gergen, K. J. 2006 *Relational theory and discourse of power*. Available: <http://www.researchgate.net/publication/2371131689> (Accessed 28 January 2019).

Glaser, B.G and Strauss, A.L 1967. *The discovery of grounded theory: Strategies for qualitative research*. New Brunswick (USA): Aldine Transaction.

Gibbon, T., Muller, J and Nel, H. 2012. Higher education and an expanded post-school education system. In: Perold, H., Cloete, N and Papier, J.eds. *Shaping the future of South African youth: Rethinking post school education and skills training*. Somerset West: African Minds for the Centre of Higher

Education Transformation (CHET), Southern African Labour and Development Research Unit (SALDRU) and the Further Education and Training Institute (FETI), 129-147.

Golafshani, N. 2003. Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report*, 8(4): 597-606.

Graham, L and De Lannoy, A. 2016. *What can South Africa do about youth unemployment in the short run? The conversation*. Available: com/what-can-south-africa-do-about-youth-unemployment-in-the-short-run-7104 (Accessed 03 February 2017).

Green, J and Therogood, N. 2009. *Qualitative Methods for Health Research*. 4th ed. London: Sage Publications Limited.

Hall, M and Symes, A. 2005. South African higher education in the first decade of democracy: from cooperative governance to conditional autonomy. *Studies in higher education*, 30 (2):199-212.

Hart, J. 2014. Review of Credit Accumulation and Transfer Policy. *South African Qualifications Authority (SAQA) Bulletin*, 14 (1): 8-54.

Heale, R and Twycross, A. 2017. What is a case study? *Evidence-Based Nursing*, 2018 (21):1-8.

Herrington, M., Kew, J and Kew, P. 2010. *Tracking entrepreneurship in South Africa: A Gem Perspective*. Cape Town: Graduate School of Business University of Cape Town.

Herrington, M and Kew, J. 2014. GEM South Africa report 2013: *Twenty years of democracy*. *Global Entrepreneurship Monitor. South Africa*. Available: https://www.academia.edu/30312979/2014_GEM_SOUTH_AFRICA_REPORT_South_Africa (Accessed on 06 April 2018).

Herrington, M., Kew, P and Mwanga, A. 2017. *Global Entrepreneurship Monitor South Africa Report 2016/ 2017. Can small businesses survive in South Africa?* Cape Town: Graduate School of Business University of Cape Town.

Healy, M and Perry, C. 2000. Comprehensive criteria to judge validity and reliability of qualitative research within the realism paradigm. *Qualitative market research*, 3(3):118-126.

Higher education summit. 2015. *Reflections on higher education transformation. Discussion paper prepared for the 2nd national higher education transformation summit, 2015 Annexure 5*. Available: http://www.dhet.gov.za/summit/Docs/2015Docs/Annex%205_ UnivSA_Reflections%20on%20HE%20Transformation.pdf (Accessed 16 June 2017).

Holland, B.A. 2001. *Characteristics of engaged institutions and sustainable partnerships and effective strategies for change*. Washington, DC: United States Department of Housing and Urban Development.

Hoppers, W. (ed). 2009. *Post-primary education in Africa challenges and approaches for expanding education in Africa*. Maputo, Mozambique, May 5-9, 2008. Maputo: Association for the Development of Education in Africa (ADEA).

International Labour Organisation (ILO). 2010. *Enabling environment for social enterprise development*. Geneva: International Labour Organisation Publications.

Isaacs, E., Visser, K., Friedrich, C. and Brijlal, P. 2007. Entrepreneurship education and training at the Further Education and Training (FET) level in South Africa. *South African Journal of education*, 27: 613-629.

Johnson, S.D. 1995. Will your research hold up under scrutiny? *Journal of industrial teacher education*, 32(3): 3-6.

Johnson, B. and Turner, L.A. 2003. Data collection in mixed method research. In Tashakkori, A. and Teddlie, C. eds. *Handbook of mixed methods in social and behavioural research*. Thousand Oaks: Sage, 297-319.

Jongbloed, B., Enders, J. and Salerno, C. 2008. Higher education and its communities: Interconnections, interdependencies and a research agent. *Higher education*, 2008 (56): 303-324.

Kemmis, S and McTaggart, R. 2007. *Participatory action research. Communicative Action and the Public Sphere*. Available: https://www.corwin.com/sites/default/files/upmbinaries/21157_Chapter_10.pdf. (Accessed 03 August 2016).

Kgobe, P and Baatjes, I. 2014. White paper on Post School Education and Training: Some new policy directions. In Motale, E and Valley, S. eds. *A review of education and training in South Africa*. *Post School Education Journal*, 1 (1): 2-4.

Khan, S.N. 2014. Qualitative research method: Grounded theory. *International Journal of Business Management*, 9 (11). 224-233.

Kizito, R. 2006. The future is not so bleak: Challenges with RPL systems and processes at UNISA. *Progression*, 28 (1&2): 127-138.

Le Grange, L. 2011. (Re)thinking (trans)formation in South African higher education. *Perspectives in education*, 29 (2): 1-7.

- Lekhanya, L.M. 2015. The role of universities in promoting social entrepreneurship in South Africa. *Journal of Governance and Regulation*, 4(3):67-71.
- Letseka, M and Pitsoe, V. 2014. The challenges and prospects of access to Higher education. *Studies in higher education*, 39 (10): 1942-1954.
- Lincoln, Y.S and Guba, E.G. 1985. *Naturalistic inquiry*. Beverly Hills, CA: Sage publishers.
- Lloyd, S. 2012. A brief overview of the current legislature in South Africa which impacts on Recognition of Prior Learning. *South African Qualifications Authority (SAQA) Bulletin*, 12 (3): 35-52.
- Loebenstein, H. 2005. *Support for learners with intellectual disabilities in the transition to secondary schools*. Stellenbosch: University of Stellenbosch.
- Maassen, P. and Cloete, N. 2006. Global research trends in Higher Education. In: Cloete, N., Maassen, P., Fehnel, R., Moia, T., Gibbon, T and Perold, H.eds. *Transformation in Higher Education: Global Pressures and Local Realities*. Netherlands: Springer, 7-33.
- Magubane, N. 2017. *Leather and footwear sector study and value chain analysis for the eThekweni region: Stakeholder engagement, findings and recommendations*. Durban: B&M Analysts.
- Maguire, M and Delahunt, B. 2017. Doing thematic analysis a practical: Step by step guide for learning and teaching scholars. *AISHE-J*, 3 (2017): 3351-3364.
- Mail and Guardian Newspaper. 2012. *Women killed, 17 injured in University of Johannesburg stampede*. Mail and Guardian Newspaper, 10 January. Available: <https://mg.co.za/article/2012-01-10-women-killed-17-injured-in-uj-stampede/> (Accessed 06 March 2019).
- Maringe, F and Osman, R. 2016. Transforming the post-school sector in South Africa: Limits of a skills driven agenda. *South African Journal of Higher Education*, 30(5):120-140. Available: <https://pdfs.semanticscholar.org/58b9/d08e3c4bc14e0c8400b14667e5db42bf1ce7.pdf> (Accessed on 15 April 2019).
- Marshall, C and Rossman, G.B. 2011. *Designing qualitative research*. 5th ed. Thousand Oaks: Sage publications.
- Mair, J. 2010. *Social entrepreneurship taking stock and looking ahead. Working paper 888*. University of Navarra: IESE Business School.
- Maier, V and Zenovia, C.P. 2011. Entrepreneurship versus intrapreneurship. *Review of International Comparative Management*, 12(5): 971-976.

- Merriam, S.B. 2009. *Qualitative research: A guide to design and implementation*. San Francisco: Jossey- Bass.
- Midgley, J. 1999. *Social development: The development perspective in social welfare*. London: Sage Publications Ltd.
- Mills, J., Banner, A and Francis, K. 2006. The development of constructivist grounded theory. *International Journal of Qualitative Methods*, 5 (1):25-35.
- Minkler, M. 2000. *Using participatory action research to build healthy communities*. Washington, DC: Public health report.
- Munhall, P. 2001. Situating grounded theory within qualitative research. In Schreiber, R and Stern, P.N. eds. *Using grounded theory in nursing*. New York: Springer, 1-16.
- New Zealand, Ministry of Social Development. 2001. *The social development approach 2001*. Wellington: New Zealand Ministry of Social Development.
- Moloi, K.C., Mkwana, T.S and Bojabotseha, T.P. 2014. Higher Education in South Africa at the crossroads. *Mediterranean Journal of Social Sciences*, 5 (2): 469-475.
- Naude, L. 2014. Exploring the fundamentals of Credit Accumulation and Transfer: Towards a CAT system for South Africa *South African Qualifications Authority (SAQA) Bulletin*, 14 (1): 55- 78.
- National Commission of Public Private Partnership. n.d. *What is a public private partnership: Definition and Meaning*. Available: <https://marketbusinessnews.com/financial-glossary/public-private-partnership-definition-meaning> (Accessed 15 July 2016).
- Neal, J.W and Neal, Z.P. 2013. Nested or Networked? Future decisions for ecological systems theory. *Social development*, 22 (4): 722-737.
- Neuman, L.W. ed. (2006). *Qualitative social research methods and quantitative approaches*. 6th ed. New York: Pearson Education.
- Nickols, S.Y. 2003. Human ecosystems theory: A tool for working with families. *Journal of family and consumer sciences*, 95 (2):15-18.
- Nieman, G and Nieuwenhuizen, C. eds. 2009. *Entrepreneurship a South African perspective*. 2nd ed. Pretoria. Van Schaik Publishers.
- Nuwagaba, A. 2012. Towards addressing skills development and employment crisis in Uganda: The role of Public Private Partnerships. *EASSRR*, XXVIII (1): 92-116.

Olufunso, O. 2010. Graduate entrepreneurial intention in South Africa motivations and obstacles. *International Journal of business management*, 5 (9): 87-98.

Osman, R and Castle, J. 2006. Theorising service learning in higher education in South Africa. *Perspective in education*, 24: 63-70.

Paquette, D and Ryan, J. 2001. *Bronfenbrenner's ecological systems theory*. Available: <https://www.semanticscholar.org/paper/Bronfenbrenner%27s-Ecological-Systems-Theory-Paquette-Ryan/b23a4e916f3d815a2624f2289575cdf5c493a0c6>. (Accessed 04 May 2017)

Pasque, P. A., Mallory, B.L., Smerek, R.E., Dwyer, B. and Bowman, N. 2005. Higher education collaborative for community engagement. *Education scholarship*, 4: 1-74.

Patton, M.Q. 2015. *Qualitative research and evaluation methods*. Thousand Oaks CA: Sage publications.

Perold, H., Cloete, N and Papier, J. 2012. *Shaping the Future of South Africa's Youth. Rethinking post school education and skills training*. Somerset West: African Minds for the Centre of Higher Education Transformation (CHET), Southern African Labour and Development Research Unit (SALDRU) and the Further Education and Training Institute (FETI).

Ponelis, S.R. 2015. Using interpretive qualitative case studies for exploratory research in doctoral studies: A case of Information Systems research in small and medium enterprises. *International Journal of Doctoral Studies*, 10: 535-550.

Puroila, A.M. and Karila, K. 2001. Bronfenbrenner's ecological theory. In Karila, K., Kinos, J and Virteman, J. *Theoretical Approaches in Childhood Education*. Juva: PS-Kustannus.

Qonde, G.F. 2014. *Speech by Director General of HET, GF Qonde at the signing of the memorandum of agreement formalising partnership between UNISA and 12 TVET colleges*. Pretoria: University of South Africa.

Raffle, D., Howleson, C. and Kinsella, A. 2012. *Credit systems for lifelong learning; Final country report on Scotland*. Edinburg: Centre of educational Sociology.

Reiter, B. 2017. Theory and Methodology of Exploratory Social Science Research. *International Journal of Science Research Methodology*, 5(4):129-150.

- Ritchie, J., Lewis, J., Nicholls, C.M and Ormston, R. 2013. *Qualitative research practice. A guide for social science students and researchers*. London: Sage publications.
- Roddy, T. 2004. *Higher education and social transformation South African case study*. Pretoria: Council of Higher Education.
- Rothery, M. 2001. Ecological systems theory. In Lehmann, P and Coady, N. eds. *Theoretical perspectives for direct social work practice: A generalist-electic approach*. 4th ed. New York: Springer publications, 65-82.
- Rumbley, L.E. 2009. *Trends in global higher education: Tracking an academic revolution*. A report prepared for UNESCO 2009 World conference on access and equality. UNESCO Headquarters. Paris, 5-8 July. Paris: United Nations Educational, Scientific and Cultural Organization.
- Segal, E. 2012. Beyond the pale of psychoanalysis. Relational theory and generalist social work practice. *Clinical social work Journal*, 2013 (41): 376-386.
- Shaw, I and Hollard, S. 2014. *Doing qualitative research in social work*. London: Sage publications.
- Small Enterprise Development Agency. 2012. *Research on the performance of the manufacturing sector*. Pretoria: UmJwali market research
- South Africa, Council for Higher Education. 2004. *South African higher education in the first decade of democracy*. Pretoria: Council for Higher Education.
- South Africa, National Planning Commission. 2012. *National Development Plan 2030: Our future make it work*. Pretoria: South Africa National planning commission.
- South Africa, National Treasury. 2007. *National Treasury Public Private Partnership Manual*. Available: www.treasury.gov.za (Accessed 10 May 2016).
- South Africa, Department of Justice. 1996. *The Constitution of the Republic of South Africa*. Pretoria. Department of Justice. Available: www.justice.gov.za/legislation/constitution/saconstitution-web-eng.pdf (Accessed 09 November 2016).
- South Africa, Department of Higher Education and Training. 1996. *National education Act 27 of 1996*. Pretoria. Department of Higher Education and Training. Available: www.gov.za/files/Act27of1996.pdf (Accessed 09 November 2016).
- South Africa, Department of Higher Education and Training. 1997. *Higher Education*. Pretoria: Department of Higher Education and Training. Available:

www.unisa.ac.za/contents/projects/docs/higher%20education%20act%20of%201997.pdf (Accessed 09 November 2016).

South Africa, Department of Higher Education and Training. 2008. *National Qualifications Framework (NQF) Act 67 of 2008: Articulation Policy*. Notice 505 of 2014. Pretoria: Department of Higher Education and Training. Available: www.gponline.co.za (Accessed 28 June 2016).

South Africa, Department of Higher Education and Training. 2010-2015. *Department of Higher Education and Training (DHET) Strategic Plan 2010-2015*. Pretoria. Department of Higher Education and Training. Available: Planipolis.iiep.unesco.org/upload/South20%/Africa20%/South-Africa-DoHE-strategic-plan-2010-2015.pdf (Accessed 20 October 2016).

South Africa, Department of Higher Education and Training. 2015-2020. *Department of Higher Education and Training (DHET) Revised Strategic Plan 2015- 2016 /2019-2020*. Pretoria: Department of Higher Education and Training.

South Africa, Department of Higher Education and Training. 2012. *Green Paper for the Post-School System*. Pretoria: Department of Higher Education and Training.

South Africa, Department of Higher Education and Training. 2013a. *National Policy and Criteria for Credit Accumulation and Transfer*. Pretoria: Department of Higher Education and Training. Available: www.saqa.org.za/docs/pol/2013/cat_assessment.pdf (Accessed 25 June 2016).

South Africa, Department of Higher Education and Training. 2013b. *National Policy for the Implementation of the Recognition of Prior Learning*. Pretoria: Department of Higher Education and Training. Available: www.saqa.org.za/docs/pol/2013/natpol_irpl.pdf (Accessed 25 June 2016).

South Africa, Department of Higher Education and Training. 2013c. *White Paper for Post School Education Training Building on expanded effective and integrated post school system*. Pretoria: Department of Higher Education and Training. Available: www.justice.gov.za/commissions/feesHET/doc (Accessed 07 July 2016).

South Africa, Department of Higher Education and Training. 2016. *Policy Overview of the Post-School Education and Training System: Presentation to the Presidential Commission on Higher Education*. Pretoria: Department of Higher Education and Training. Available: www.justice.gov.z/commissions/feesHET/hearings/set2/set2-day02-DBE-Presentation.pdf (Accessed 25 October 2018)

South Africa, Department of Higher Education and Training. 2017a. *Statistics on post school education and training in South Africa*. Pretoria: Department of Higher Education and Training.

South Africa, Department of Higher Education and Training. 2017b. *Draft National Plan for Post school education and training*. Pretoria: Department of Higher Education and Training. Available:

<https://www.gov.za/presidency-background-draft-national-youth-policy-2015-2020> (Accessed on 15 April 2019).

South Africa, Department of Planning Monitoring and Evaluation.n.d. *National Planning Commission of South Africa*. Pretoria: Department of Planning Monitoring and Evaluation. Available: <https://www.nationalplanningcommission.org.za/> (Accessed on 12 August 2017).

South Africa, Department of Social Development. 1997. *The White Paper for Social Welfare Principles, guidelines, recommendations, proposed policies and programmes for developmental social welfare in South Africa*. Pretoria: Department of Social Development Available: https://www.gov.za/sites/default/files/White_Paper_on_Social_Welfare_0.pdf (Accessed 9 November 2016).

South African Qualifications Authority. 2012. Recognition of prior learning in South Africa taking RPL to scale. *South African Qualifications Authority (SAQA) Bulletin*, 12 (3): 1-15

South African Qualifications Authority (SAQA) - Durban University of Technology (DUT) research partnership proposal 2016.

Sincero, S.M. 2012. *Ecological systems theory*. Available: <http://explorable.com/ecological-systems-theory> (Accessed 5 July 2016).

Singh, M and Deij, A. 2016. NQF: Lessons from past 20 years an international perspective. *South African Qualifications Authority (SAQA) Bulletin*, 16 (1): 12-33.

Small Enterprise Development Agency (SEDA). 2014. *The role of business support services in promoting competitiveness among SMME*. 5th Annual Soweto conference on entrepreneurship and small business development. 29-31 October. Soweto. Johannesburg: Small Enterprise Development Agency.

Spaull, N. 2013. *South Africa's education crisis: The quality of education in South Africa 1994-2011*. Johannesburg: Centre for development and enterprise.

- Stenbacka, C. 2001. Qualitative research requires quality concepts of its own. *Management decision*, 39(7):551-555.
- Statistics South Africa (StatsSA). 2015. *National and Provincial labour market: Youth*. Pretoria: Statistics South Africa.
- Stokes, D., Wilson, N and Mador, M. 2010. *Entrepreneurship*. Singapore. Cengage learning.
- Strauss, A and Corbin, J. 1998. *Basics of qualitative research: Techniques and procedures of developing grounded theory*. London. Sage publications.
- Strydom, H. 2011. Participatory action research. In Strydom, H., De Vos, A.S., Fouche, C.B and Delport, C.S.L. 2011. 4th ed. *Research at grassroots*. Pretoria: Van Schaik publishers, 491-506.
- Sugarman, J., and Martin, J. 2011. Theorizing relational agency. *Journal of Constructivist Psychology*, 24: 283–289.
- Tent, D.A. 2015. Social Entrepreneurship. *Studia UBB EUROPAEA*, LX, 4(2015): 97-108.
- Tudge, J., Mokrova, I., Hatfield, B and Karnik, R. 2009. Uses and misuses of Bronfenbrenner's biological theory of human development. *Journal of family theory and review*, 1 (4): 198-210.
- Turton, N. and Herrington, M. 2012. *Global Entrepreneurship Monitor 2012: South Africa*. Available: <http://www.gemconsortium.org/docs/2801/gem-south-africa2012-report> (Accessed 20 May 2016).
- Uhl-Bien, M. 2006. *Relational leadership theory. Exploring the social processes of social leadership and organization*. Nebraska: Leadership institute Faculty publication.
- United Nations Research Institute for Social Development (UNRISD). 2011. *United Nations Research Institute for Social Development (UNRISD) Research Agenda 2010-2014: Social development in an uncertain world*. Geneva: United Nations Research Institute for Social Development.
- United Nations General Assembly. 2015. *Transforming our world: the 2030 Agenda for Sustainable Development*. United Nations general assembly. General, 25 September. New York: United Nations General Assembly. Available: <https://www.refworld.org/docid/57b6e3e44.htm>. (Accessed 20 November 2018).
- United Nations. 1995. *The Copenhagen Declaration and program of action: World Summit for Social Development*. New York: United Nations.

United Nations Development Fund (UNDP). 2004. *Business development services. How to Guide. Bratislava Regional Centre*. Bratislava: United Nations Development Fund.

United Nations Educational, Scientific and Cultural Organization (UNESCO). 2009. *World Conference on Higher Education 2009. Final Report*. UNESCO Headquarters. Paris. 5-8 July. Paris: United Nations Educational, Scientific and Cultural Organization.

Urban, B. 2015. Antecedents to Social entrepreneurship intentions: an empirical study in South Africa. *Management dynamics*, 24 (2): 36-52.

Urban, B. (2008). Social entrepreneurship in South Africa: Delineating the construct with associated skills. *International Journal of Entrepreneurial Behaviour and Research*, 14(5), 346-364.

Van Wyk, B. 2012. *Research design methods*. Western Cape: University of the Western Cape.

Walter, M.M. 2009. *Participatory action research*. Available: pdf.academia.edu (Accessed 07 July 2016).

World Education Forum. 2015. *Education 2030 Incheon Korea Declaration and Framework for action. Towards inclusive and equitable education for LLL for all*. Korea: World Education Forum.

Willing, C. 2013. *Introducing qualitative research in psychology*. London: City University.

Wolf, A. 2011. *Review of vocational education: The Wolf report*. London: Department of education.

Wright, S. 2015. Relational agency from a teacher as a researcher. *Cultural studies of science education*, 2015 (10): 629-636.

Xie, Q. and Stough, R. 2002. *Public Private Partnerships in urban economic development and prospects of their application in China*. Fairfax Virginia: School of public policy George Mason University.

Yin R.K. 2009. *Case study research: design and methods*. 4th ed. London: Sage Publications Limited.

ANNEXURES

INTERVIEW SCHEDULES

ANNEXURE A

Interview guide for the CoFE representative

What methods were used to market the programme to the community?

Based on the responses you got how effective were your marketing methods?

How is your current training programme structured in terms of theory and practice?

Who developed the curriculum that is offered?

Does the current certification enable students to progress to other institutions of learning? Explain your answer.

What have been the achievements of students who have received training so far? What skills do they have?

How many people have been trained to date?

Do you have any plans to create more learning programmes relevant to the needs of the industry?

What prompted the Footwear and Leather industry to engage in a partnership with the public sector in implementing CoFEs?

What role is played by Government Departments 1 and 2, QCTO, industry and universities in supporting this initiative?

What challenges have been experienced in the partnership?

In your view what could have been done by each stakeholder to overcome the challenges?

What challenges have been faced in running the CoFE? Administrative, training materials, dealing with students.

How will the partnership with the public sector benefit your industry?

What changes will the partnership bring to the current training programme?

What opportunities are there for students to receive further training beyond what is currently on offer?

What are the barriers to students progressing to institutions of higher learning?

In your view what do you think can be done to address those barriers?

What skills are in demand in the Footwear and Leather sector?

What constraints has the CoFE faced in trying to meet the industry demands?

How will the establishment of CoFEs address this skills demand?

What opportunities for growth will the partnership bring to workers that have already received training?

What future plans are there to address the challenges faced by the industry in terms of a lack of highly skilled personnel?

To what extent does the training prepare the learners to engage in social entrepreneurial initiatives?

How will the community benefit from this project?

ANNEXURE B

Evaluation interview guide

How was the programme received by the participants?

How did learners fare on assessment of their learning?

How did programme beneficiaries describe their programme experiences?

How effective was the packaging of the programme/ course structure?

Does the current certification allow graduates to further their studies in institutions of higher learning?

How motivated are your students to further their studies?

What opportunities are available to enable these students to progress with their studies?

What are the possible barriers preventing students from furthering their studies?

In your view how can these barriers be addressed?

Are you aware of any graduates that have ventured into social entrepreneurship as a career option? Please explain.

What could be the possible obstacles preventing graduates from engaging in entrepreneurial activities?

What would you expect to see in the curriculum for social entrepreneurship?

What did you hope to achieve by engaging in the partnership?

What benefits did you expect to receive as a result of participating in the partnership?

As you became involved in the Partnership, did you discover other reasons for participating that you did not initially anticipate?

In what way(s) has the partnership met your expectations and/or needs?

In what way(s) has the partnership failed to meet your expectations and/or needs?

Given your understanding of the programme, what did you see happen but that you expected to be absent? How do you explain this?

What do you think can be done to make the training programme more relevant to the needs of industry and the community?

What future plans do you have with regards to the training?

ANNEXURE C

Interview guide for trainers

What are the entry requirements for this programme?

What challenges do you face in the delivery of this programme?

Based on your experience what would you say are the strengths and weaknesses of this programme?

In your view what can be done to improve the training programme?

How do you feel about the institution's support of the training? Please explain your answer.

What articulation processes are available in the programme to enable students to progress, transition or move to other institutions or the workplace?

In your own view are the students motivated to pursue this programme at a level higher than what is currently offered? Explain your answer.

To what extent does the current training programme prepare students to further their education? If there are challenges please explain them.

In your own view do you think the training equips graduates with skills to become social entrepreneurs? Explain your answer.

To what extent does the training programme promote social entrepreneurship?

What assistance is given to students to prepare them to become social entrepreneurs?

What are the barriers to students' articulation and engagement in social entrepreneurial activities?

What can be done to overcome these barriers to articulation and social entrepreneurship in the Footwear and Leather sector?

What other organisations if any are involved in the design of the curriculum? Please explain their role.

How has the partnership with industry/government improved the delivery of the programme?

What challenges do you face in this partnership?

How can these challenges be addressed?

ANNEXURE D

Focus group discussions CoFE students

How did you get to know about the CoFE?

What motivated you to participate in the training programme?

What did you expect to gain from the training that you were going to engage in?

Are you aware of the objectives that this training seeks to achieve? Please explain your answer.

What have you covered in the learning programme?

In your opinion, were your expectations met? Please explain your answer.

Please describe some of the curriculum experiences you have had in the programme which have enhanced your personal development?

How effective was the training programme in terms of equipping you with skills needed in industry?

What challenges did you face in the training programme?

What do you think can be improved in this programme to make it more relevant to students' needs?

What skills gaps do you think need to be addressed to make you relevant for employment, creating employment or furthering your studies?

What opportunities do you have to further your studies?

What barriers are there which stop you from furthering their studies?

How can these barriers be removed?

To what extent has the training equipped you to become a social entrepreneur?

What opportunities do you have to engage in social entrepreneurship?

What challenges prevent you from engaging in social entrepreneurship?

ANNEXURE E

Post training interview guide

What have you covered in the learning programme?

In your opinion, were your expectations met? Please explain your answer.

Please describe some of the curriculum experiences you have had in the programme which have enhanced your personal development?

How effective was the training programme in terms of equipping you with skills needed in industry?

What challenges did you face in the training programme?

What do you think can be improved in this programme to make it more relevant to student's needs?

What skills gaps do you think need to be addressed to make you relevant for employment, creating employment or furthering your studies?

What opportunities do you have to further your studies?

What barriers are there which stop you from furthering their studies?

How can these barriers be removed?

To what extent has the training equipped you to become a social entrepreneur?

What opportunities do you have to engage in social entrepreneurship?

What challenges prevent you from engaging in social entrepreneurship?

ANNEXURE F

Interview guide for the Centre for Social Entrepreneurship (CSE)

What prompted the Government Department 2 to engage your centre in the implementation of the Centres of Footwear and Leather Entrepreneurship (CoFEs)?

What policy goals will be addressed by these CoFEs?

What measurable outcomes have been laid out for this partnership by the public sector?

How will the CSE be involved in the running of these CoFEs?

Was there a feasibility study conducted to ensure the success of the partnership? Elaborate on it.

In your view were there any anticipated challenges in terms of training programmes that will be offered?

What opportunities for growth, beyond what will be offered by the CoFEs, are available to workers / community members who will engage in the training programmes?

What barriers can prevent the graduates from educational or professional growth?

In your view how can these barriers be removed?

In your view how is social entrepreneurship conceptualised in the South African context?

To what extent does the training offered in CoFEs prepare graduates to engage in social entrepreneurship?

What factors might constrain the graduates from engaging in social entrepreneurship?

What incentives are available to the private sector for engaging in this partnership?

What monitoring and evaluation tools were put in place to ensure the success of these CoFEs?

What future plans do you have in place in terms of expanding the project and making it more relevant to the needs of the community?

What challenges have been experienced in the partnership?

How can these challenges be overcome?

ANNEXURE G

Interview guide for Government Department 1

How many people have been trained since the inception of the National certificate clothing textile footwear and leather manufacturing processes programme?

Which institutions of higher learning are currently offering this programme?

What skills level in the Footwear and Leather sector was this programme targeted to provide?

What level of demand exists for graduates with this qualification in industry?

What challenges exist in the training programme?

What opportunities are there for further training within the same learning programme?

What are the chances of developing more training programmes above the current NQF Level 2?

Why has it taken Government Department 1 so long to develop curriculum that targets higher Levels in the NQF?

What role is played by your organisation in addressing the skills demand in the Footwear and leather sector?

What challenges are faced by your organisation in delivering its mandate of addressing the training needs in the footwear and leather sector?

Government Department 1 is in the process of developing curriculum for a Footwear Design programme at NQF Level 6.

Which organisations or individuals are involved in the design of this curriculum?

How does your organisation plan to bridge the gap that exist between Level 2 and Level 6?

What opportunities are there for students who have completed NQF Level 2 training to enrol for the diploma programme?

What challenges if any can prevent students from enrolling for the diploma programme?

A diploma programme at NQF Level 6 is offered at Universities. Which Universities are you targeting to offer this programme?

What other training programmes do you have in the pipeline that target the footwear and leather sector?

What role is played by your organisation in the implementation and running of CoFEs?

What challenges have you faced in achieving your mandate through CoFEs?

In your own view can the CoFE project be replicated in other sectors that fall under the jurisdiction of Government Department 1?

What involvement if any do you have in the development of the curriculum for CoFEs?

Students from the industry CoFE are trained in footwear design, how does your diploma programme in footwear design compare with what is done at the industry CoFE?

Do you have any RPL processes in place to allow workers that have been trained in industry, without any certification to enrol for the diploma programme?

What are your expectations in terms of learning outcomes for the graduates trained at CoFEs?

To what extent does the curriculum in the footwear and leather sector prepare students to engage in social entrepreneurship as a career option?

What opportunities exist in the Footwear and Leather sector to engage in social entrepreneurship?

In your own view what would prevent students from engaging in social entrepreneurship?

What would you expect to see in the education and training curriculum for social entrepreneurship?

ANNEXURE H

Interview guide for Government Department 2

The Clothing and Textile sector skills audit for 2011 address the following challenges; flooding of markets with cheap imports, lack of skilled technical personnel and absence of effective succession plan to replace ageing staff. What has been done to date to address these key challenges in the sector?

How critical are these challenges in the Footwear and Leather sector?

What challenges do you still face as the Footwear and Leather directorate as far as education and training of personnel is concerned?

In your own view do you think the sector has relevant training programmes to cater for the needs of industry? If not what could be the possible causes of this?

What prompted you to mandate the implementation of CoFEs?

Who are the other public stakeholders involved in the implementation of CoFEs? Explain their role.

What role will your department play in the implementation of CoFEs?

How is the project expected to benefit the Footwear and Leather sector?

To what extent will the implementation of CoFEs address the challenges relating to skills demands?

In your own view to what extent will the training offered at CoFEs address the skills demand in the Footwear and Leather sector considering the fact there is no shortage in the lower occupational strata?

How do you plan to address any gaps that might exist?

In your view how do you explain the working relationship that exist between industry and institutions of higher learning in delivering work integrated learning?

From your experience in working with industry / government what challenges exist in private and public partnerships?

Why does industry refer to train their own people when there are institutions of learning to provide that service for them?

Why do institutions of higher learning (TVET Colleges) struggle to get industries who are willing to provide experiential learning for their students?

The skills audit report 2011 recommends that universities should add ICT and entrepreneurship to boost student intake into training programmes. To what extent will the training offered at CoFEs promote social entrepreneurship?

What you expect to see in the education and training curriculum that promotes social entrepreneurship as a career option?

What are the chances of implementing the same project in other provinces?

Do you have any success stories from similar projects that you have implemented?

ANNEXURE I

Letter to gatekeeper



Dear Sir/ Madam

My name is Bertha Sibhensana and I am registered for a PhD in Public Management at Durban University of Technology. I have written this letter to seek permission to conduct research in your organisation using your students and or senior staff as research participants. The research details will be explained below.

The title of my research study is: *Enabling articulation for social development between higher education and the workplace through Public Private Partnerships in the Footwear and Leather sector.*

Principal Investigator/s/researcher:

Bertha Sibhensana (Masters in Development Studies)

Co- nvestigator/s/supervisor/s:

Prof D.B Lortan (PhD)

Dr S Maistry (PhD)

Brief Introduction and Purpose of the Study:

Articulation is defined as enabling mobility within and between the various learning programmes and institutions including colleges, universities and the workplace (SAQA-DUT research proposal). To accommodate everyone the Post School Education and Training (PSET) system needs to provide a range of accessible alternatives for both young and older people in its institutions. Learners should be allowed to take learning pathways that offer high quality learning opportunities. Articulation is a challenge in the PSET system, the Footwear and Leather sector is also affected in that there is only one registered

qualification in the footwear and leather manufacturing processes and it is a National certificate level 2. Articulation of qualifications is a barrier as students qualifying with this National certificate are not able progress to higher levels on the National Qualifications Framework (NQF) in the same qualification as there are no available programmes currently on offer in institutions of learning. This also means there will be minimal growth for workers in this industry. Social development is also affected as it tends to address issues of poverty, wealth and opportunities for advancement as a way to promote the wellbeing of the population as a whole. Engaging in social entrepreneurship is a key strategy of promoting social development as it tends to bring about social change in communities. According to Tent (2015: 101) social entrepreneurship should be imagined as a process through which citizens build or transform certain institutions in order to provide up to date solutions to social problems such as poverty and illiteracy.

The purpose of this study is to explore the possibilities of enabling articulation for social development through Private Public Partnerships (PPPs) in the Footwear and Leather sector. The Centres of Footwear Entrepreneurship (CoFEs) have been established at a Shoe Manufacturing Company in KZN, and a University of Technology (UoT) Innovation and Technology Hub in Gauteng and all the stakeholders involved in the implementation of these centres namely the Centre for Social Entrepreneurship (CSE) at a UoT and two Government Departments instrumental in establishing the CoFEs will be a part of this research study. The data collected from the research participants will be used to come up with an education and training framework that promotes articulation for social development within Public Private Partnerships (PPPs) and it will contribute to the larger SAQA- DUT project of which this research is a part of.

Outline of the Procedures:

- The CoFEs have been approached to get permission to conduct the study. The CSE and Government departments 1 and 2 have been approached to get permission to conduct the study. Written permission to conduct the study will be sought through the gate keeper of each of the organisations involved in the study.
- Upon the researcher explaining the study to the participants, they will then need to sign a consent form to indicate that they agree to participate in the study. If they agree they will be asked to participate in a face to face interview or focus group discussion that will last at least an hour. Participants of focus group discussions will be placed in groups of five to six participants selected randomly from the population sample.

Preparation of these interviews will take approximately a week in November and December 2017. The preparation will entail setting up appointments and receiving written confirmation of the time and venue for the interview.

- Interviews will be held during the months of May 2017 to August 2018. Follow up interviews will be conducted if there is a need to do so during the months of August to September 2018. All interviews and focus group discussions will be conducted at your institution of work or learning. All interviews and focus group discussions will be recorded and later transcribed to retrieve the data collected.
- All the information will be shared with the different institutions that will participate in the research; however, no names will be used to ensure anonymity. The results of the study will be used to come up with an education and training framework that promotes articulation for social development within PPPs and will also contribute to the larger SAQA-DUT research.

Risks or Discomforts to the Participant

- There will be no risk as the data collected will be treated with confidentiality and only the researcher and his/her supervisor will have access to it.
- There will be no discomfort to the participant.

Benefits to the researcher

- The research will be published in an accredited journal and presented at conferences.
- Findings will contribute to the larger SAQA-DUT research.

Benefits to the participants

- Findings may prompt the development of more learning programmes incorporating social entrepreneurship as part of the curriculum in the Footwear and Leather sector and other sectors in the economy.
- They will be a part of developing an education and training framework for social entrepreneurship that will contribute to social development of communities and wider society.

Reason/s why the Participant May Be Withdrawn from the Study:

- Participation is voluntary and participants can withdraw at any time during the study.
- Where there is non-compliance or incapacity during the research, a

participant may be advised to withdraw.

- In both instances above, no adverse consequences will accrue to the participant.

Remuneration:

- No remuneration will be offered.

Costs of the Study:

- Your organisation will not endure any costs for participating in the study. Interviews and focus group discussions will be conducted at your institution of work or study within the normal working hours. Light refreshments will be served at focus group discussions at the expense of the researcher.

Confidentiality:

- No identification of participants or names will be used in the study and research reports. Each participant will be given a participant number.
- Data will be stored in a locked cupboard for a period of five years at DUT after which it will be disposed of by shredding. The researcher and supervisors will only have access to the data.

Research-related Injury:

- There will be no risk or research-related injury.

Persons to Contact in the Event of Any Problems or Queries:

Please contact the researcher Bertha Sibhensana (tel. no 0737055582), my supervisor Prof D.B.Lortan (tel. no. **031373229**.) or the Institutional Research Ethics Administrator on 031 3732900. Complaints can be reported to the Deputy Vice- Chancellor Research and Community Engagement Prof S Moyo on 0313732577or moyos@dut.ac.za

I hope you will accommodate me in doing this research study in your organisation.

Kind regards
Bertha Sibhensana

ANNEXURE J

Letter of information



Dear Participant

Thank you for agreeing to participate in this information session where I will be explaining my research study to you.

Title of the Research Study:

The title of my research study is: *Enabling articulation for social development between higher education and the workplace through Public Private Partnerships in the Footwear and Leather sector.*

Principal Investigator/s/researcher:

Bertha Sibhensana (Masters in Development studies)

Co-Investigator/s/supervisor/s:

Prof D.B Lortan (PhD)

Dr S Maistry (PhD)

Brief Introduction and Purpose of the Study:

Articulation is defined as the enabling mobility within and between the various learning programmes and institutions including colleges, universities, and the workplace (SAQA-DUT research proposal). To accommodate everyone the Post School Education and Training (PSET) system needs to provide a range of accessible alternatives for both young and older people in its institutions. Learners should be allowed to take learning pathways that offer high quality learning opportunities.

Articulation is a challenge in the PSET system, the Footwear and Leather sector is also affected in that there is only one registered qualification in the footwear and leather manufacturing processes and it is a National certificate level 2. Articulation of qualifications is a barrier as students qualifying with this National certificate are not able progress to higher levels on the National

Qualifications Framework (NQF) in the same qualification as there are no available programmes currently on offer in institutions of learning. This also means there will be minimal growth for workers in this industry. Social development is also affected as it tends to address issues of welfare, poverty, wealth and opportunities for advancement as a way to promote the wellbeing of the population as a whole.

Engaging in social entrepreneurship is a key strategy of promoting social development as it tends to bring about a social change in communities. According to Tent (2015: 101) social entrepreneurship should be imagined as a process through which citizens build or transform certain institutions in order to provide advance up to date solutions to social problems such as poverty and illiteracy. The purpose of this study is to explore the possibilities of enabling articulation and social entrepreneurship for social development through PPP's in the Footwear and Leather sector.

The CoFEs that will be established at a shoe manufacturing company in Durban and a UoT in Gauteng and all the stakeholders involved in the implementation of these centres namely Government departments 1 and 2 and the Centre for Social Entrepreneurship (CSE) at a UoT, will be a part of this research study. The data collected from the research participants will be used to come up with an education and training framework for social entrepreneurship within Public Private Partnerships (PPPs) and it will contribute to the larger SAQA- DUT project.

Outline of the Procedures:

- The CoFEs have been approached to get permission to conduct the study. The CSE and Government departments 1 and 2 have been approached to get permission to conduct the study.
- Upon the researcher explaining the study to you, you will then need to sign a consent form to indicate that you agree to participate in the study. If you agree you will be asked to participate in a face-to-face interview or focus group discussion that will last at least an hour. Participants of focus group discussions will be placed in groups of five to six participants selected randomly from the population sample. Preparation of these interviews will take approximately a week in April-May 2018. The preparation will entail setting up appointments and receiving written confirmation of the time and venue for the interview.
- Interviews will be held during the months of May – September 2018. Follow up interviews will be conducted if there is a need to do so during the months of August to September. All interviews and focus group

discussions will be conducted at your institution of work or learning. All interviews and focus group discussions will be recorded and later transcribed to retrieve the data collected.

- All the information will be shared with the different institutions that will participate in the research; however, no names will be used to ensure anonymity. The results of the study will be used to come up with an education and training framework for social entrepreneurship within PPPs and will also contribute to the larger SAQA-DUT research of which this research is a part of.

Risks or Discomforts to the Participant

- There will be no risk as the data collected will be treated with confidentiality and only the researcher and his/her supervisor will have access to it.
- There will be no discomfort to the participant.

Benefits to the researcher

- The research will be published in an accredited journal and presented at conferences.
- Findings will contribute to the larger SAQA-DUT research.

Benefits to the participants

- Findings may prompt the development of more learning programmes incorporating social entrepreneurship as part of the curriculum in the Footwear and Leather sector and other sectors in the economy.
- You will be a part of developing an education and training framework for social entrepreneurship.

Reason/s why the Participant May Be Withdrawn from the Study:

- Participation is voluntary and you can withdraw at any time during the study.
- Where there is non-compliance or incapacity during the research, a participant may be advised to withdraw.
- In both instances above, no adverse consequences will accrue to the participant.

Remuneration:

- No remuneration will be offered.

Costs of the Study:

- You will not endure any costs for participating in the study. Interviews and focus group discussions will be conducted at your institution of work or study within the normal working hours. Light refreshments will be served at focus group discussions at the expense of the researcher.

Confidentiality:

- No identification of participants or names will be used in the study and research reports. You will be given a participant number.
- Data will be stored in a locked cupboard for a period of five years at DUT after which it will be disposed of by shredding. The researcher and supervisors will only have access to the data.

Research-related Injury:

- There will be no risk or research-related injury.

Persons to Contact in the Event of any Problems or Queries:

Please contact the researcher Bertha Sibhensana (tel no 0737055582), my supervisor Prof D.B. Lortan (tel no **031373229**.) or the Institutional Research Ethics Administrator on 031 3732900. Complaints can be reported to the Deputy Vice- Chancellor Research and Community Engagement Prof S Moyo on 0313732577 or moyos@dut.ac.za

Thank you

Bertha Sibhensana

ANNEXURE K

Letter of informed consent



Statement of Agreement to Participate in the Research Study:

- ☐ I hereby confirm that I have been informed by the researcher, **Bertha Sibhensana**, about the nature, conduct, benefits and risks of this study- Faculty Research Ethics Committee Number: **107/17 FREC**,
- ☐ I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- ☐ I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- ☐ In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- ☐ I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- ☐ I have had sufficient opportunity to ask questions and (of my own freewill) declare myself prepared to participate in the study.
- ☐ I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

Full Name of Participant
Thumbprint

Date

Time

Signature / Right

I, **Bertha Sibhensana** herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Full Name of Researcher

Date

Signature

Full Name of Witness (If applicable)

Date

Signature

Full Name of Legal Guardian (If applicable) Date

Signature

ANNEXURE L

Ethical clearance letter



MANAGEMENT SCIENCES: FACULTY RESEARCH ETHICS COMMITTEE (FREC)

17 October 2017
Student No: 21650237
FREC No: 107/17 FREC

Dear Ms B Sibhensana

PHD IN MANAGEMENT SCIENCES: PUBLIC MANAGEMENT

TITLE: Enabling articulation through social entrepreneurship and public private partnerships for social development. A case study of Centres of Footwear and Leather Entrepreneurship in South Africa.

Please be advised that the FREC Committee has reviewed your proposal and the following decision was made: Ethical Level 2

Date of FRC Approval: 17 October 2017

Approval has been granted for a period of two years, after which you are required to apply for safety monitoring and annual recertification. Please use the form located at the Faculty. This form must be submitted to the FREC at least 3 months before the ethics approval for the study expires.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the FREC according to the FREC SOP's.

Please note that ANY amendments in the approved proposal require the approval of the FREC as outlined in the FREC SOP's.

Yours Sincerely

Prof JP Govender
Deputy Chairperson: FREC

Annexure M

Turn it in Originality Report

- Processed on: 27-Aug-2020 13:08 CAT
- ID: 1339311896
- Word Count: 89601
- Submitted: 3

Final Doctoral Thesis by Bertha Sibhensana

Similarity Index

16%

Similarity by Source

Internet Sources:

14%

Publications:

4%

Student Papers:

5%

1% match (Internet from 13-Feb-2014)

<http://www.fpmseta.org.za/userfiles/file/FP&M%20SSP%202014-2015%20Update%2015%20November.doc>

< 1% match (Internet from 12-May-2014)

<http://www.feti.ac.za/publications/J3%20CHET%202012%20Shaping%20the%20Future%20of%20SAs%20Youth.pdf>

< 1% match (student papers from 26-May-2014)

[Submitted to Durban University of Technology on 2014-05-26](#)

< 1% match (Internet from 17-Mar-2016)

<http://saqa.org.za/docs/bullet/2015/SAQA%20Bulletin%2014%281%29%2008012015.pdf>

< 1% match (Internet from 11-Mar-2016)

<http://www.dhet.gov.za/Strategic%20Infrastructure%20doc%20Library/RPL%20MTT%20-%20Final%20Report.pdf>

< 1% match (Internet from 03-Jul-2018)

<http://saqa.org.za/docs/papers/2016/2016%2002%2004%20FINAL%20DRAFT%20FULL%202014%20NQF%20Impact%20Study%20Report1.compressed Part2.pdf>

< 1% match (Internet from 17-Dec-2019)

<http://saqa.org.za/docs/papers/2018/National%20Articulation%20Baseline%20Study%20Report.pdf>

< 1% match (Internet from 10-Apr-2018)

<http://saqa.org.za/docs/pubs/2015/SAQA%20Bulletin%20Vol%2014%20no%202.pdf>

< 1% match (Internet from 03-Oct-2014)

http://planipolis.iiep.unesco.org/upload/South%20Africa/SouthAfricaDHETStrategicPlan2011_2015.pdf

< 1% match (publications)

["Handbook of Vocational Education and Training", Springer Science and Business Media LLC, 2019](#)

< 1% match (Internet from 31-Jul-2019)

http://www.dhet.gov.za/summit/Docs/2nd%20HE%20Summit%20Report_Final.pdf

Supervisor:

–

Date: 28 November 2020

Prof Darren. B. Lortan

Co-supervisor:

Date: 28 November 2020

Dr Savathrie. Maistry